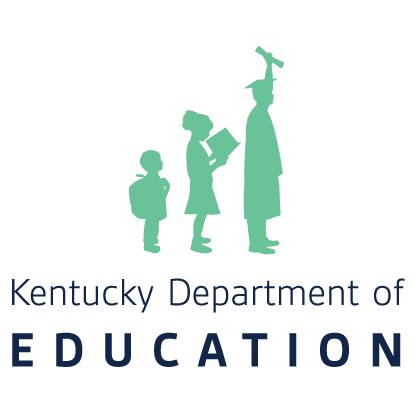
**Including Diverse Groups of the *KAS for Social Studies***

**High School Collection with Teacher Notes**

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**How do Kentuckians engage with conflict and compromise to create change?**

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# **Collection Introduction**

This *Including Diverse Groups of the KAS for Social Studies: High School Collection with Teacher Notes* is designed to support educators in understanding the characteristics of an inclusive curriculum when implementing units and/or lesson plans that include diverse groups. This High School Collection with Teacher Notes focuses on the Civil Rights Movement in Kentucky. This collection includes one compelling question and four supporting questions that are explored through multiple investigations. Students use their exploration of the supporting questions to synthesize their knowledge to answer the compelling question.

Throughout this document, blue boxes are provided to highlight the student facing portions of these sample assignments. As the purpose of this resource is to provide insight on instructional considerations for educators, reading the surrounding “plain” text will be critical when facilitating and implementing these standards-aligned assignments.

It is important to note that the assignment(s), indicated throughout the Teacher Notes, and related resource(s) represent one example. It is not a requirement nor a suggestion for school curriculum. While the Kentucky Department of Education (KDE) is responsible for the development of high-quality academic standards, state law assigns each local district the authority to develop the school’s curriculum and determine appropriate instructional resources based on language found in [Kentucky Revised Statute (KRS) 160.345](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=53054). It is under the discretion of the superintendent to determine the local curriculum, including the evaluation and selection of instructional resources. The KDE does not adopt or select specific curricula for coursework. Per KRS 160.345(g), “the local superintendent shall determine which curriculum, textbooks, instructional materials, and student support services shall be provided in the school after consulting with the local board of education, the school principal, and the school council and after a reasonable review and response period for stakeholders in accordance with local board of education policy.”

*Kentucky Academic Standards (KAS) for Social Studies*:

* HS.UH.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key concepts in U.S. history.
* HS.C.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics concepts framed by compelling questions.
* HS.E.I.Q.2 Generate supporting questions to develop knowledge, understanding and thinking relative to key economic concepts framed by compelling questions.
* HS.G.I.Q.2 Generate supporting questions to develop knowledge, understanding and thinking relative to key geographic concepts framed by compelling questions.
* HS.UH.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in U.S. history framed by compelling questions.
* HS.C.KGO.3 Describe how active citizens can affect change in their communities and Kentucky
* HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.
* HS.E.KE.2 Analyze how national and international trends and policies impact Kentucky’s state and local economies.
* HS.UH.KH.1 Examine how Kentuckians influence and are influenced by major national developments in U.S. history from 1877-present.
* HS.C.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics.
* HS.E.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in economics.
* HS.G.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in geography.
* HS.UH.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
* HS.UH.I.CC.1 Engage in meaningful discussions/democratic discourse and respect diverse opinions relevant to compelling and/or supporting questions in U.S. history.
* HS.UH.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in U.S. history.

| **Setting the Stage: Compelling Question** |
| --- |

| **HS.UH.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key concepts in U.S. history.**  **Compelling question:** How do Kentuckians engage with conflict and compromise to create change? |
| --- |

Compelling questions are open-ended, enduring and center on significant unresolved issues. In high school, students are expected to generate their own compelling questions. Strategies, such as [What Makes You Say That](https://pz.harvard.edu/sites/default/files/What%20Makes%20You%20Say%20That_1.pdf)**,** may be used to support students in this work. For more information on developing compelling questions, visit “Section B: What are Compelling Questions, and how do students ask them?” from the [Inquiry Practices of the *KAS for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Inquiry_Practices_of_KAS_for_Social_Studies.pptx)module.

Introduce the compelling question “How do Kentuckians engage with conflict and compromise to create change?” by activating prior knowledge of conflict and compromise. Ask students to recall the meaning of conflict and collaboration. For your reference, the [KAS for Social Studies Glossary of Terms](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/KAS_for_Social_Studies_Glossary_of_Terms.pdf) defines conflict as “the opposition of persons or forces which leads to disagreement.” Merriam-Webster defines compromise as “a way of reaching agreement in which each person or group gives up something that was wanted in order to end an argument or dispute.”

In discussing how conflict and compromise created change, students may discuss one of the following examples:

* Colonial America and Great Britain had conflicting ideas about their relationship and the level of authority each should have. This led to a series of events that increased tensions between the two, such as the Stamp Act, Townshend Acts, Boston Massacre, Boston Tea Party and the Intolerable Acts. When compromises were not effective in solving the rising conflict, the American Revolution resulted, and Americans won their independence.
* As conflict about slavery intensified, Congress passed the Missouri Compromise in 1820. The conflict over slavery resulted in a law that admitted Missouri to the Union as a slave state and Maine as a free state, while banning slavery from the remaining Louisiana Purchase lands located north of the 36º 30’ parallel.

Setting the Stage:

Inform students that they are going to watch the introduction to [Living the Story: The Civil Rights Movement in Kentucky](https://education.ket.org/resources/living-story-civil-rights-movement-kentucky/#full-documentary), to understand the impact of segregation on Kentuckians and Kentucky communities. Prior to showing the clip, pose the questions from the [Think, Feel, Care](http://www.pz.harvard.edu/sites/default/files/Think%20Feel%20Care_1.pdf) thinking strategy.

| As you are listening to the experiences of Kentuckians during segregation, choose one person who experienced segregation in Kentucky and then analyze the impact of segregation on his or her life. As you think about what you know about segregation in Kentucky, consider what this person thought, felt, and cared about:  Thought: How did this person understand segregation and their role within it?  Felt: What was this person’s emotional response to segregation and to their position within it?  Cared: What are this person’s values, priorities, or motivations with regard to segregation and challenging it? What is important to this person?  Cite evidence from the video clip to support your response. |
| --- |

Have students watch the introduction. Conduct a whole group discussion for students to share their responses to the [Think, Feel, Care](http://www.pz.harvard.edu/sites/default/files/Think%20Feel%20Care_1.pdf) thinking strategy. Visit [Leading a discussion](https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/) for more information. As students are sharing their responses, address any misconceptions or generalizations that may arise.

| **Exploration One: History** |
| --- |

**Overview:**

School integration, or desegregation, was a significant movement during the Civil Rights Movement. In this exploration, students will examine how Kentuckians influenced and how Kentuckians were influenced by school desegregation during the Civil Rights Movement in the 1950s. This will support students in answering the compelling question, “How do Kentuckians engage with conflict and compromise to create change?”

***KAS for Social Studies* alignment**

* HS.UH.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in U.S. history framed by compelling questions.
* HS.UH.KH.1 Examine how Kentuckians influence and are influenced by major national developments in U.S. history from 1877-present.
* HS.UH.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
* HS.UH.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in U.S. history.

| **HS.UH.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in U.S. history framed by compelling questions.**  **Supporting Question:** How did Kentuckians influence and how were Kentuckians influenced by school desegregation during the Civil Rights Movement in the 1950s? |
| --- |

Supporting questions are aligned to the compelling question and can be answered though using the concepts and practices of each social studies discipline. In High School, students are expected to generate their own supporting questions. Strategies, such as [Think, Puzzle, Explore](http://www.pz.harvard.edu/sites/default/files/Think%20Puzzle%20Explore_2.pdf), may be used to support students in this work. For more information on generating supporting questions, visit “Section C: What are Supporting Questions, and how do students ask them?” from the [Inquiry Practices of the KAS for Social Studies](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Inquiry_Practices_of_KAS_for_Social_Studies.pptx)module.

In order for students to examine the Civil Rights Movement in Kentucky, students will investigate how Kentucky’s schools were impacted by major national developments regarding school integration during the 1950s.

# **Investigation One**

**Sources:**

* Bill of Rights Institute. (2020, September 11). *Plessy v. Ferguson*. BRI Homework Help Series. <https://www.youtube.com/watch?v=2ka0iFmU7Jk>.
* Brown v. Board of Education of Topeka (1). (n.d.). Oyez. <https://www.oyez.org/cases/1940-1955/347us483>.
* Jordan, Tim. (2016, March 9). *Berea College and the Day Law*. Berea College. <https://www.berea.edu/news/berea-college-and-the-day-law/>.
* Kentucky Education Television (N.D.). *Lyman T. Johnson Biography*. Living the Story: The Civil Rights Movement in Kentucky. <https://education.ket.org/resources/living-story-civil-rights-movement-kentucky/>.
* Quick, Kimberly and Damante, Rebecca. (2016, September 15). *Louisville, Kentucky: A Reflection on School Integration.* <https://tcf.org/content/report/louisville-kentucky-reflection-school-integration/>.
* Riddle, Becky. (n.d.). *Desegregation of UK*. ExploreKYHistory. <https://explorekyhistory.ky.gov/items/show/145>.
* Ross, Allison. (2015, September 3). *JCPS Desegregation Timeline.* <https://www.courier-journal.com/story/news/education/2015/09/03/jcps-desegregation-timeline/71637432/>.
* Segregation in America. (n.d.). *Massive Resistance*. <https://segregationinamerica.eji.org/report/massive-resistance.html>.
* Throwbridge, John M. and Lemay, Jason. (2006). *Sturgis and Clay: Showdown for Desegregation in Kentucky Education*. <https://kynghistory.ky.gov/Our-History/Major-Commands/Documents/sturgisandclayky1956.pdf>.
* Talbott, Tim. (n.d.). *Desegregation of Murray State College*. <https://explorekyhistory.ky.gov/files/show/1307>.
* “Wade, Helen Cary Caise,” *Notable Kentucky African Americans Database*, accessed April 7, 2022, <https://nkaa.uky.edu/nkaa/items/show/2047>.
* Waldron, Travis. (2019, July 16). *I Grew Up In A City Where Busing Worked.* <https://www.huffpost.com/entry/kamala-harris-joe-biden-busing-louisville_n_5d2ceff0e4b0bca60364197f>.
* Waymarking.com. (n.d.). *Desegregation of Murray State College - Kentucky Historical Markers.* <https://www.waymarking.com/waymarks/WMJQA_Desegregation_of_Murray_State_College>.

In order for students to understand the efforts to desegregate, also known as integrate, schools in Kentucky, students must understand how segregation impacted Kentucky schools. First, have students watch [Plessy v. Ferguson](https://www.youtube.com/watch?v=2ka0iFmU7Jk). Have them consider the following questions as they watch the clip:

| As you are watching the clip, consider the following questions. You will answer these with a partner at the conclusion of the video.   * Describe “separate but equal”. * What precedent was established by Plessy v. Ferguson? * What were the implications of this precedent? * What argument did Justice John Marshall Harlan provide against the majority opinion in his dissent? |
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Have students engage in a [Think, Pair, Share](https://www.readingrockets.org/strategies/think-pair-share) to discuss these questions based on information they learned from the video.

Next, have students explore school segregation in Kentucky by examining the Day Law. Have students independently annotate [*Berea College and the Day Law*](https://www.berea.edu/news/berea-college-and-the-day-law/) to identify how the Day Law expanded Plessy v. Ferguson in Kentucky. For more information on text annotation, visit [Annotating Texts.](https://learningcenter.unc.edu/tips-and-tools/annotating-texts/) Have students identify and look up any challenging vocabulary, as needed.

Once students have completed their annotation of *Berea College and the Day Law,* have students form [Buzz Groups](https://www.usf.edu/atle/documents/handout-active-learning-strategies.pdf) of three to four students. Assign each student in the group one of the following four roles:

* The scribe: This student will record all of the responses to the questions posed with the understanding that these responses will be shared with the whole group.
* The evidence collector: This student ensures that each response is supported by appropriate evidence from the article, with help from their group members.
* The timekeeper: This student keeps track of the time by informing the group of how much time is left to ensure that the questions are discussed in the allotted time.
* The spokesperson: This student presents the responses to the questions during the whole group discussion.
  + Note: Students may assume more than one role if required by group numbers.

In their Buzz Groups, have students discuss and respond to the following questions while citing evidence from the article in their responses:

| * What was the Day Law and how did it impact Kentuckians? * How did the Day Law expand Plessy v. Ferguson in Kentucky? * When the Day Law was amended, what did it allow? * What overturned the racial segregation of schools? |
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When students have completed their Buzz groups, conduct a whole group discussion to check for understanding. Visit [Leading a discussion](https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/) for more information. As students are sharing their responses created during their Buzz Groups, ask the following questions to provide feedback to the students on where they are in their learning based on the responses they created:

* How well has the response been constructed? Is it correct or incorrect?
* How can the student elaborate on the answer?
* What else might you need from me right now to help in your learning?

To understand how Kentuckians influenced school desegregation and how Kentuckians were influenced by school segregation, have students read two sources about Lyman T. Johson, a Kentuckian who challenged school segregation in Kentucky. As students are reading both sources, have them engage in a close reading of each source with a peer while looking up any challenging vocabulary, as needed.

* Riddle, Becky. (n.d.). *Desegregation of UK*. ExploreKYHistory. <https://explorekyhistory.ky.gov/items/show/145>.
* Kentucky Education Television (N.D.). *Lyman T. Johnson Biography*. Living the Story: The Civil Rights Movement in Kentucky. <https://education.ket.org/resources/living-story-civil-rights-movement-kentucky/> (Excerpt below)

| Headshot of Lyman T Johnson**Lyman T. Johnson Louisville 1906-1997** Lyman Tefft Johnson is best known as the plaintiff whose successful legal challenge opened the University of Kentucky to African-American students in 1949. But by the time of that lawsuit, he had already been teaching at Louisville's Central High School for 16 years, having earned a master's degree in history from the University of Michigan in 1931. He was also a local leader in the fight to equalize the pay of black and white teachers. Johnson continued teaching at Central until 1966, then spent another seven years in the Jefferson County Public Schools as an assistant principal at several schools. Along the way, he continued his civil rights work, leading efforts to integrate neighborhoods, swimming pools, schools, and restaurants. Always outspoken in denouncing discrimination, Johnson headed the Louisville chapter of the National Association for the Advancement of Colored People for six years. Lyman T. Johnson Middle School in Louisville was named in his honor in 1980. Born in 1906 in Columbia, Tennessee, Johnson was the grandson of former slaves. He died in Louisville in 1997. |
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As students are reading the two sources about Lyman Johnson, have them conduct a close read of both sources.

| **Engage with Sources**  While reading these sources, complete a close reading of these sources. According to SHEG, you should ask the following questions while reading the sources:   * What claims does the author make? * What evidence does the author use? * What language (words, phrases, images, symbols) does the author use to persuade the document's audience? * How does the document's language indicate the author's perspective? |
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Once students have read the two sources on Lyman T. Johnson, have them corroborate the sources.

| **Corroborate Sources**  As you engage with the sources, corroborate them. SHEG states that “Corroboration asks students to consider details across multiple sources to determine points of agreement and disagreement.” According to SHEG, a student who engages in corroboration asks the following questions of the sources:  ● What do other documents say?  ● Do the documents agree? If not, why?  Additional corroboration questions include, but are not limited to the following:  ● What are other possible documents?  ● What documents are most reliable? |
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Once students have corroborated the sources, have them discuss the following question:

| With a partner, discuss the variety of ways that Lyman was engaged in the Civil Rights Movement in Kentucky. In your discussion, identify his contribution to the school integration, or desegregation, movement in Kentucky. |
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Remind students that Johnson’s challenge to open the University of Kentucky to Black students occurred in 1949, prior to the ruling of Brown v. Board of Education. Active students’ prior knowledge from their Buzz groups to recall that Brown v. Board of Education ended school segregation. Once students identify that the ruling provided in Brown v. Board of Education ended the racial segregation of schools, have them access[*Brown v. Board of Education Topeka* (1)](https://www.oyez.org/cases/1940-1955/347us483). In pairs, have students annotate the summary provided in *Brown v. Board of Education Topeka* (1)to understand the facts of the case and its impact on school segregation. For more information on text annotation, visit [Annotating Texts.](https://learningcenter.unc.edu/tips-and-tools/annotating-texts/) Have students identify and look up any challenging vocabulary, as needed.

| In pairs, annotate the summary provided in *Brown v. Board of Education Topeka* (1)to understand the facts of the case and its impact on school segregation. |
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Once students have completed their annotation of *Brown v. Board of Education Topeka* (1)*,* teachers need to check for understanding of the decision in Brown v. Board in a whole group discussion. Visit [Leading a discussion](https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/) for more information. Teachers may use funneling questions when facilitating whole group discussion. Funneling questions “intentionally send students down a cognitive path with a known endpoint.” Funneling questions are appropriate to use here as students are “in the surface acquisition period” of *Brown v. Board of Education Topeka* (1). To check for student understanding, teachers may use the following questions such as:

| * What was the court’s ruling in Brown v. Board? * How many cases were consolidated in this case? * What previous case did Brown v Board overturn? |
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As students complete the funneling questions in the whole group discussion, transition to using focusing questions to support a more in-depth discussion of the decision in Brown v. Board of Education and to prepare students for the next part of the investigation. Focusing questions “prompt more discussion.” Some questions may include, but are not limited to the following:

| * Summarize the court’s reasoning in the unanimous opinion in one sentence. * What was happening at the time in history this document was created? * What was the impact of the Brown v. Board decision? |
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With the passage of Brown v. Board of Education, racial discrimination in public education was declared unconstitutional. This had an immediate impact on schools in Kentucky. To understand this impact, students will look at several sources that document the ending of legal segregation in Kentucky schools to answer the following question: How did Brown v. Board of Education impact Kentucky?

Have students engage in a [Gallery Walk](https://www.facinghistory.org/resource-library/teaching-strategies/gallery-walk#:~:text=During%20a%20gallery%20walk%2C%20students,to%20a%20collection%20of%20quotations.) to examine the following excerpts using this [Learning Guide](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Gallery_Walk_Learning_Guide.docx).

**Sources:**

[Source A](https://explorekyhistory.ky.gov/files/show/1307)

| This is the photograph of a school bus for a black school in Mason County, Kentucky.  “African American School Bus. Before integration in Kentucky, African American students often had to do with separate and very unequal educational facilities. Shown here is a school bus for a black school in Mason County, Kentucky.” |
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[Source B](https://tcf.org/content/report/louisville-kentucky-reflection-school-integration/)

| Demonstrators waved signs along Fairdale Rd. in Jefferson County.  “Demonstrators waved signs along Fairdale Road in Jefferson County as one bused to Fairdale High School neared its destination. Source: *The Courier-Journal.*” |
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[Source C](https://tcf.org/content/report/louisville-kentucky-reflection-school-integration/)

| This is a photograph of Greenwood Elementary, where Mark Stewart, 8, seated, exchanged introductions with a new classmate, Darrel Hughes, also 8  “At Greenwood Elementary, Mark Stewart, 8, seated, exchanged introductions with a new classmate, Darrel Hughes, also 8. It was the first year of court mandated school busing in Jefferson County. *By Michael Coers, The Courier-Journal.*” |
| --- |

[Source D](https://www.huffpost.com/entry/kamala-harris-joe-biden-busing-louisville_n_5d2ceff0e4b0bca60364197f)

| Protesters in southern Jefferson County, Kentucky, march against school desegregation on Aug. 31, 1976, the day before the start of the second year of court-ordered school busing  “Protesters in southern Jefferson County, Kentucky, march against school desegregation on Aug. 31, 1976, the day before the start of the second year of court-ordered school busing. Associated Press.” |
| --- |

Note: students may need support in understanding the meaning of “school busing”. [Britannica](https://www.britannica.com/topic/busing) provides the following definition: “busing, also called desegregation busing, in the United States, the practice of transporting students to schools within or outside their local school districts as a means of rectifying racial segregation. Although American schools were technically desegregated in 1954 by the landmark U.S. Supreme Court decision handed down in Brown v. Board of Education (1954), in practice they remained largely segregated owing to trends in housing and neighbourhood segregation. Busing came to be the main remedy by which the courts sought to end racial segregation in the U.S. schools…”

[Source E](https://segregationinamerica.eji.org/report/massive-resistance.html)

| White mothers and children scream at Black children on their way to school in Sturgis, Kentucky, September 1956.  “White mothers and children scream at Black children on their way to school in Sturgis, Kentucky, September 1956. (Photo by Myron Davis/The LIFE Picture Collection/Getty Images)” |
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[Source F](https://www.waymarking.com/waymarks/WMJQA_Desegregation_of_Murray_State_College)

| This is a photograph of the historic marker of desegregation at Murray State College.  “Shortly after the historic U.S. Supreme Court Brown v. Board of Education, et. al. decision, Murray State College "with all deliberate speed," welcomed Mary Ford Holland of Kuttawa, Ky., as a student in the summer of 1955. Holland's enrollment earned her the distinction of being Murray's first African American student.” |
| --- |

[Source G](https://nkaa.uky.edu/nkaa/items/show/2047)

| Wade, Helen Cary Caise  (born: 1939)  In the summer of 1955, it was big news in Lexington, KY, when 16-year old Helen Caise registered for summer classes at [Lafayette High School](https://www.fcps.net/Page/63). The Lexington and Fayette County school systems were segregated in 1955, and Caise, a sophomore at Douglass High School, became the first African American student to attend a white high school.  Lafayette High had the only summer program in the county school system. Students attended classes for three hours per day for seven weeks. After completing the program, Caise returned to Douglass High as a junior.  It had been a tough summer. The decision to integrate the summer program was made by county superintendent Dr. N. C. Turpen and backed by the Board of Education. Helen, the daughter of John J. and Edna Morton Caise, had been encouraged to attend the summer program by Douglass principal Mrs. Theda Van Lowe and homeroom teacher Mrs. Mary Roach.  Caise was the only African American student enrolled in the summer program; only one of her fellow students, Barbara Levy, befriended her. Because Helen had broken the color line by attending a white high school, her family received threats at their home, 545 Lindberg Drive. The address had been included in the *Herald* newspaper article published on the first day of summer classes, announcing that Helen Caise would be the first Negro to attend a white high school in Fayette County.  Nine male family members made sure Helen arrived at school and returned home safely, but her family was ruined financially because of retaliation.  Helen Caise graduated from high school and college and is now a retired teacher living in Ohio |
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As students are engaging with these sources, have them answer the following question on chart paper surrounding the source or at the station. Encourage students to engage in written conversations with their peers by asking questions as they progress through the sources.

| Respond to the following question for each source:  How did Brown v. Board of Education impact Kentucky?  Use evidence from the source in your response. As you rotate between these sources, add additional information or ideas to build upon your peers’ responses, and feel free to engage in written conversations by asking questions. |
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Once students have completed their Gallery Walk, conduct a whole group discussion for students to share their responses on how Brown v. Board of Education impacted Kentucky using evidence from the sources. Visit [Leading Discussions](https://bokcenter.harvard.edu/leading-discussions) for more information. Consider asking funneling questions to check for understanding of how Brown v. Board of Education impacted Kentucky. Some examples include, but are not limited to, the following:

| * What were some major events that occurred in Kentucky due to the Brown v. Board decision? Cite specific examples you learned about during the Gallery Walk. * Based on the information you learned in the Gallery Walk, what were some ways that school desegregation impacted Kentucky? |
| --- |

Inform students that while many communities in Kentucky were able to peacefully integrate, others were not. To understand this conflict, students will investigate the desegregation of two Kentucky communities, Sturgis and Clay, as they desegregated after the Brown v. Board of Education decision.

Have students complete the following:

| In small groups, conduct reciprocal reading to engage with [*Sturgis and Clay: Showdown for Desegregation in Kentucky Education*](https://kynghistory.ky.gov/Our-History/Major-Commands/Documents/sturgisandclayky1956.pdf). As you read, engage in the four strategies that are used in reciprocal reading (summarizing, questioning, predicting, clarifying) to support your comprehension of the text. |
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It is important to note that before students can conduct a reciprocal reading in small groups, students must have been taught and practiced summarizing, questioning, predicting and clarifying. Visit [reciprocal reading](https://www.readingrockets.org/strategies/reciprocal_teaching#:~:text=Reciprocal%20teaching%20refers%20to%20an,generating%2C%20clarifying%2C%20and%20predicting.) for more information.

Once students have finished reading *Sturgis and Clay: Showdown for Desegregation in Kentucky Education,* have them engage in a [Think, Pair, Share](http://www.pz.harvard.edu/sites/default/files/Think%20Pair%20Share_1.pdf) to revisit the question: How did Brown v. Board of Education impact Kentucky?

| With a partner, engage in a Think, Pair, Share to revisit the question: How did Brown v. Board of Education impact Kentucky? Include what you have learned about school desegregation in Sturgis and Clay in your response. |
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Once students have completed their Think, Pair, Share, remind students that “(o)n 12 December 1956, U. S. District Judge Henry L. Brooks directed the two school boards to file their desegregation plans with the court by 4 February 1957. Both school boards established desegregation procedures. The following September, Sturgis High School and the schools of Webster County were open to black students.”

* 1 Gordon, et al. v. Collins, et al. (Webster Co.) (WD Ky., #720.) and Garnett, et al. v. Oakley, et al. (Union Co.) (WD Ky., #721.) Both cases gave the respective county the opportunity to present a new plan for integrating their school districts in 1957. Both cases were represented by James A. Crumlin, Sr. and J. Earl Dearing. From <https://kynghistory.ky.gov/Our-History/Major-Commands/Documents/sturgisandclayky1956.pdf>

Students have now investigated how Kentuckians influenced and how Kentuckians were influenced by the school desegregation during the Civil Rights Movement in the 1950s. Ask students to use the evidence they collected throughout this investigation to help answer the task aligned to the supporting question, below.

# **Task Aligned to the Supporting Question**

| ***KAS for Social Studies* alignment**   * HS.UH.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in U.S. history framed by compelling questions. * HS.UH.KH.1 Examine how Kentuckians influence and are influenced by major national developments in U.S. history from 1877-present. * HS.UH.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history. * HS.UH.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in U.S. history. |
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In the Task Aligned to the Supporting Question, students are required to synthesize information learned through engaging with the disciplinary strand standard to answer a supporting question. Pose the following task to the class:

| **Task Aligned to the Supporting Question:**  Construct an explanation to answer the following question: “How did Kentuckians influence and how were Kentuckians influenced by school desegregation during the Civil Rights Movement in the 1950s and 1960s?” Be sure to gather information and evidence from credible sources representing a variety of perspectives in your response. |
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For more information on Explanatory Writing, access the KDE’s [*Composition in the Classroom*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Composition_in_the_Classroom.pdf)*.*

The exploration that follows will focus on looking at the Civil Rights Movement in Kentucky through an economic lens. Students will examine how Kentuckians challenged segregation in downtown Louisville through economic boycotts.

| **Exploration Two: Economics** |
| --- |

**Overview:**

To advance the Civil Rights Movement in Kentucky, Kentuckians used economic boycotts to protest against state and national trends and policies. In this exploration, students will examine how Kentuckians challenged discriminatory policies using economic choices. This will support students in answering the compelling question, “How do Kentuckians engage with conflict and compromise to create change?”

***KAS for Social Studies* alignment**

* HS.E.I.Q.2 Generate supporting questions to develop knowledge, understanding and thinking relative to key economic concepts framed by compelling questions.
* HS.E.KE.2 Analyze how national and international trends and policies impact Kentucky’s state and local economies.
* HS.E.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in economics.
* HS.E.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in economics.

# **Investigation Two:**

| **HS.E.KE.2 Analyze how national and international trends and policies impact Kentucky’s state and local economies.**  **Supporting Question:** How did national trends and policies impact Kentucky’s local economies in downtown Louisville in 1961? |
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Supporting questions are aligned to the compelling question and can be answered though using the concepts and practices of each social studies discipline. In High School, students are expected to generate their own supporting questions. Strategies, such as [Claim, Support, Question](http://www.pz.harvard.edu/sites/default/files/Claim%20Support%20Question_1.pdf), may be used to support students in this work. For more information on generating supporting questions, visit “Section C: What are Supporting Questions, and how do students ask them?” from the [Inquiry Practices of the KAS for Social Studies](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Inquiry_Practices_of_KAS_for_Social_Studies.pptx)module.

In order for students to examine the Civil Rights Movement in Kentucky, students will continue their exploration of this period by investigating how national trends and policies impacted Kentucky’s state and local economies in the 1950s and 1960s.

**Sources**:

* Campaign to End Racial Segregation in Louisville: <https://explorekyhistory.ky.gov/items/show/295?tour=18&index=3>
* Hudson, J. Blaine. (2012). *Two Centuries of Black Louisville*. C-Span.<https://www.c-span.org/video/?307367-1/two-centuries-black-louisville>
* Kentucky Educational Television (KET). (n.d.). *Living the Story: The Civil Rights Movement in Kentucky*. <https://education.ket.org/resources/living-story-civil-rights-movement-kentucky/>.
* Louisville NAACP and CORE activities campaign for open accommodations, Kentucky, 1961: <https://nvdatabase.swarthmore.edu/content/louisville-naacp-and-core-activists-campaign-open-accommodations-kentucky-1961>
* National Museum of American History. (2020, January 30). *Reflections on the Greensboro Lunch Counter*. <https://www.youtube.com/watch?v=uFQ3ZCAgAA0>

Students will begin their investigation into how Kentuckians challenged segregation in downtown Louisville through economic boycotts by reviewing the Greensboro sit-ins to understand their impact on Louisville, Kentucky.

| As you watch the following video entitled [*Reflections on the Greensboro Lunch Counter*](https://www.youtube.com/watch?v=uFQ3ZCAgAA0)*,* consider the following questions from the [Connect, Extend, Challenge](http://www.pz.harvard.edu/sites/default/files/Connect%20Extend%20Challenge_1.pdf) thinking strategy. You will answer these questions at the conclusion of the video.  Considering what you have just seen, ask yourself the following questions:   * How are the ideas and information connected to what you already knew? * What new ideas did you get that broadened your thinking or extended it in different directions? * What challenges or puzzles emerge for you?   Write your answers on a piece of paper or a Google document.  Once you have written your answers, share your responses with a peer. |
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Next, have students read the following excerpt to begin their understanding of how the national trend of sit-ins, started in Greensboro, impacted Louisville, Kentucky. Have students look up any challenging vocabulary, as needed.

Source: [Campaign to End Racial Segregation in Louisville](https://explorekyhistory.ky.gov/items/show/295?tour=18&index=3) (excerpt)

| Just one year after the Greensboro sit-ins, African Americans in Louisville, Kentucky, began their own demonstrations to end racial discrimination and segregation. Like the North Carolina protests, the Louisville actions were led by young people, largely area high school students. Under the leadership of organizations including the National Association for the Advancement of Colored People (NAACP) and the Congress of Racial Equality (CORE), sit-ins, picket marches, and other forms of non-violent protest by African Americans and some white supporters began in earnest in February 1961. City police arrested protesters on charges of delinquency and disorderly conduct, but the demonstrations continued. |
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To support students in their synthesis of how the national trend of sit-ins impacted Louisville, have students do the following:

| In pairs, complete a [Compare and Contrast Chart](https://www.readwritethink.org/classroom-resources/printouts/compare-contrast-chart) of the Greensboro and Louisville sit-ins to support your synthesis of how the national trend of sit-ins impacted Louisville. In your comparison, identify how the two events were alike and different based on your current understanding of this nonviolent protest movement, citing evidence from the sources. |
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Next, inform students that in 1961, the Louisville NAACP called for an economic boycott of businesses in downtown Louisville to further protest segregation through non-violent protests. Post the following definition, according to Merriam-Webster, for students:

| Boycott: to engage in a concerted refusal to have dealings with (a person, a store, an organization, etc.) usually to express disapproval or to force acceptance of certain conditions.  In pairs, revise the definition of “boycott” to create a definition for “economic boycott.” Once you have created your definition, identify examples of ways people can participate in an economic boycott. |
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As students are working in pairs on their definition of boycott, circulate amongst the pairs and provide feedback to the students on their definition. If the definition that students are creating does not reflect a definition of “economic boycott”, ask the following questions:

* What information is not correct?
* What additional information is needed to meet the criteria of the definition of economic boycott?
* How can the student elaborate on the examples provided?

Once students have completed their work in pairs, conduct a whole class discussion where pairs share their definitions and examples of ways people can participate in an economic boycott. Some examples include, but are not limited to, not buying goods from a specific business, not buying certain types of goods, etc.

Inform students that they will now investigate the economic boycotting of downtown Louisville in 1961 by watching an excerpt of [*Two Centuries of Black Louisville*](https://www.c-span.org/video/?307367-1/two-centuries-black-louisville)from 3:49 4:56.

| As you watch the following excerpt from [*Two Centuries of Black Louisville*](https://www.c-span.org/video/?307367-1/two-centuries-black-louisville)*,* consider the following questions. You will answer these questions with a partner at the conclusion of the video.   1. Describe what it was like for Black customers to shop in downtown Louisville during 1961. 2. What was “Nothing New for Easter”? |
| --- |

Next, in pairs, complete a [Think, Pair, Share](http://www.pz.harvard.edu/sites/default/files/Think%20Pair%20Share_1.pdf) to answer these questions. Once students have discussed the second question, have them read the following excerpt:

Source: [Louisville NAACP and CORE activities campaign for open accommodations, Kentucky, 1961](https://nvdatabase.swarthmore.edu/content/louisville-naacp-and-core-activists-campaign-open-accommodations-kentucky-1961) (excerpt)

| Adult members of the NAACP instituted Nothing New for Easter, a boycott of downtown businesses that continued until May and ended after the 1961 Kentucky Derby. This consumers’ boycott had the potential to keep 75,000 black Louisvillians from buying any items from the downtown businesses. This action also had the potential to deprive the downtown businesses of 18 million dollars a year. By the end of February, Kaufman-Strauss and Stewart opened negotiations. Hope for positive results from the demonstrations was high, but the inconclusive results caused the activists to launch further demonstrations, including a 250-person march through the downtown area. |
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Students will use information from the video and the excerpt provided to complete a [Think, Write, Pair, Share](https://www.nasa.gov/sites/default/files/files/4-TWPS_Template.pdf) with a partner about the following question:

| Using what you know from the video and the excerpt provided, what was the impact of the “Nothing New for Easter” economic boycott? |
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First, have students write their response to the question posed while citing evidence from the video and the excerpt. Next, have students share their responses with a peer. As students are sharing their responses, prompt students to provide one another with peer to peer feedback. One way to achieve this is to have students ask each other the following question:

| Can you describe the impact of the “Nothing New for Easter” economic boycott? |
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If students identify any gaps in their understanding after answering this peer to peer feedback question, encourage them to ask their peers or their teacher for additional help in clarifying any misconceptions.

Next, students will examine three images of the economic boycott of downtown Louisville in 1961. Have students work in pairs to analyze each image using the [Analyze Photograph Tool](https://www.archives.gov/files/education/lessons/document-analysis/english/analyze-a-photograph-intermediate.pdf) from the National Archives.

[Source A](https://education.ket.org/resources/living-story-civil-rights-movement-kentucky/#a-kentucky-civil-rights-timeline)

| This is a photograph of civil rights activists protesting against racial discrimination by downtown Louisville businesses.  “Business Boycott For much of 1961, civil rights activists waged a campaign against racial discrimination by downtown Louisville businesses, with picket lines manned weekly.” |
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[Source B](https://education.ket.org/resources/living-story-civil-rights-movement-kentucky/#a-kentucky-civil-rights-timeline)

| This is a photograph from a Nothing New for Easter Civil rights protest.  “Nothing New for Easter Civil rights activists organized a boycott of selected downtown Louisville department stores in 1961. The campaign urged customers to buy “nothing new for Easter” from any store that practiced discrimination.” |
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[Source C](https://education.ket.org/resources/living-story-civil-rights-movement-kentucky/#a-kentucky-civil-rights-timeline)

| This is a photograph of a cafeteria sit-in.  “Cafeteria Sit-In” |
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Once students have completed the [Analyze Photograph Tool](https://www.archives.gov/files/education/lessons/document-analysis/english/analyze-a-photograph-intermediate.pdf) for each image they analyzed in pairs, have them complete the [See, Think, Make, Discuss](http://www.pz.harvard.edu/sites/default/files/See%20Think%20Make%20Discuss_0.pdf) strategy individually to explore how these images connect to ideas or questions about civic life.

| Individually, complete the [See, Think, Make, Discuss](http://www.pz.harvard.edu/sites/default/files/See%20Think%20Make%20Discuss_0.pdf) to explore how these images connect to ideas or questions about civic life by completing the following:   * Make observations about the images you analyzed previously. What do each of these images convey about how individuals civically participated in their local community? * What questions or ideas do you have from thinking about what each of these images convey about how individuals civically participated in their local community? * Using your response from the previous question, explore your thoughts about it by making or drawing something. Some possibilities include, but are not limited to, creating a sign, a short song, a dance using a protest song or a piece of visual art. * Once you have completed your creative piece, share your piece with your classmates to discuss what you made and the civic idea or question you explored. |
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Visit [Leading a discussion](https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/) for more information on how to support students in sharing their responses with the class.

# **Task Aligned to the Supporting Question**

| ***KAS for Social Studies* alignment**   * HS.E.I.Q.2 Generate supporting questions to develop knowledge, understanding and thinking relative to key economic concepts framed by compelling questions. * HS.E.KE.2 Analyze how national and international trends and policies impact Kentucky’s state and local economies. * HS.E.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in economics. * HS.E.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in economics. |
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In the Task Aligned to the Supporting question, students are required to synthesize information learned through engaging with the disciplinary strand standard to answer a supporting question. Pose the following question to the class:

| **Task Aligned to the Supporting Question:**  Construct an explanation to answer the following question: How did national trends and policies impact Kentucky’s local economies in downtown Louisville in 1961?” Be sure to use appropriate evidence to construct and revise claims in your response. |
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For more information on Explanatory Writing, access the KDE’s [*Composition in the Classroom*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Composition_in_the_Classroom.pdf)*.*

The exploration that follows will focus on looking at the Civil Rights Movement in Kentucky through a geography lens. Students will examine the challenges to housing restrictions in Kentucky during the Civil Rights Movement.

| **Exploration Three: Geography** |
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**Overview:**

During the Civil Rights movement in Kentucky, housing discrimination influenced where Kentuckians could live or purchase homes. In this exploration, students will examine how cultural factors contributed to migration patterns and population distribution due to discrimination in housing. This will support students in answering the compelling question, “How do Kentuckians engage with conflict and compromise to create change?”

***KAS for Social Studies* alignment**

* HS.G.I.Q.2 Generate supporting questions to develop knowledge, understanding and thinking relative to key geographic concepts framed by compelling questions.
* HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.
* HS.G.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in geography.
* HS.G.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in geography.

# **Investigation Three:**

| **HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.**  **Supporting Question:** How did cultural factors contribute to migration patterns and population distribution in Kentucky during the 1950s and 1960s? |
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Supporting questions are aligned to the compelling question and can be answered though using the concepts and practices of each social studies discipline. In High School, students are expected to generate their own supporting questions. Strategies, such as [The Explanation Game](http://www.pz.harvard.edu/sites/default/files/The%20Explanation%20Game_1.pdf), may be used to support students in this work. For more information on generating supporting questions, visit “Section C: What are Supporting Questions, and how do students ask them?” from the [Inquiry Practices of the KAS for Social Studies](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Inquiry_Practices_of_KAS_for_Social_Studies.pptx)module.

In order for students to examine the Civil Rights Movement in Kentucky, students will continue their exploration of this period by investigating how cultural factors contributed to migration patterns and population distribution in Kentucky during the 1950s and 1960s. Prior to beginning this investigation, have students complete a [word map](https://www.readingrockets.org/strategies/word_maps) on the term “cultural factors.” Some examples of cultural factors that impact migration patterns and population distribution include, but are not limited to the following:

* Religious freedoms
* Job opportunities
* Seeking familiar language, customs and traditions
* Laws
* Technology
* Geography/climate
* Warfare/conflict

Inform students that they will use their knowledge of the term “cultural factors” to examine how migration patterns and population distributions were impacted in Kentucky during the 1950s and 1960s.

Sources:

* Notable Kentucky African Americans (NKAA) Database. (n.d.). *Segregated Public Housing Projects in Kentucky.* <https://nkaa.uky.edu/nkaa/items/show/2172>.
* Talbott, Tim. (n.d.). *Civil Rights Struggle, 1954/Wades: Open Housing Pioneers.* <https://explorekyhistory.ky.gov/items/show/298?tour=18&index=6>.
* Kentucky Educational Television (KET). (n.d.). *Living the Story: The Civil Rights Movement in Kentucky*. <https://www.ket.org/program/living-the-story-the-civil-rights-movement-in-kentucky/>.
* Catherine Fosl. (1989, November 8). *Interview with Andrew Wade.* Anne Braden Oral History Project. Louie B. Nunn Center for Oral History. University of Kentucky Libraries. <https://kentuckyoralhistory.org/ark:/16417/xt7mcv4bpp1t>.
* Beshear, Steven L.; Hindes, Thomas L.; Schryver, M. W.; and Stevenson, Richard O. (1967). *Open Housing Meets My Old Kentucky Home: A Study of Open Housing with Special Attention to Implications for Kentucky*. Kentucky Law Journal: Vol. 56: Iss. 1, Article 4.<https://uknowledge.uky.edu/cgi/viewcontent.cgi?article=2844&context=klj>.

In order to support students in starting this investigation, have students read the excerpt below from *Segregated Public Housing Projects in Kentucky* to understand how neighborhoods and public housing, similarly to schools and business, were segregated during this time. As students are reading this excerpt, have them complete [The Gist Reading Strategy](https://www.youtube.com/watch?v=4XTb5WDQkr8) to support their comprehension of this text.

| As you read the excerpt from [*Segregated Public Housing Projects in Kentucky*](https://nkaa.uky.edu/nkaa/items/show/2172)*,* complete the following process to support your understanding of this text:   * Divide the excerpt into smaller chunks by paragraphs. * As you read, write the main idea of each chunk next to the paragraph in as few words as possible. * Continue this process as you continue to read the excerpt. * Once you have read the entire text, write a short summary of this excerpt using the paragraph summaries you previously completed.   Look up any challenging vocabulary as needed while you are reading the excerpt. |
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*Segregated Public Housing Projects in Kentucky* excerpt

| **Segregated Public Housing Projects in Kentucky**  The U.S. Housing Authority was created by the U.S. Housing Act of 1937. The organization provided loans and funding to local housing agencies for low-rent housing and slum clearance. In 1942, the name of the organization changed to the Federal Public Housing Administration, becoming the Public Housing Administration (PHA) in 1947.  The Race Relations Service in public housing helped develop policies and procedures for minority groups; there was to be no discrimination [not the same as segregation]. The selection of tenants and the assigning of units were left to the discretion of local agencies. Beginning in the late 1930s up to the mid 1960s, three fourths of all public housing projects in the United States were segregated as all white or all Negro.  The building locations for the complexes were reflective of the segregated housing in most U.S. cities. It was a common and accepted practice by the PHA for public housing complexes for whites to be built in white neighborhoods, and if there was a complex for Negroes it was built in the Black neighborhood.  In Kentucky, the first public housing complexes built exclusively for Negroes were located in five cities: Covington - Jacob Price Homes, 163 units; Lexington - Charlotte Court, 206 units, and Aspendale Park, 142 units; Louisville - Beecher Terrace, 808 units, and College Courts, 125 units; Madisonville - Rosenwald Housing, 45 units; and Paducah - Abraham Lincoln Court, 74 units.  In the late 1940s, there were discussions of integrating the public housing projects in the U.S., with the initial step being to assign one Negro family to an apartment in an all-white complex. This was followed by other integration steps such as the building of additional segregated housing complexes for Negroes and/or designating a building or section of buildings for Negroes, while the remainder of the complex was reserved for whites. These types of integration plans took place in various cities in Kentucky. |
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After reading, ask students to [Turn and Talk](https://www.theteachertoolkit.com/index.php/tool/turn-and-talk) to a partner to discuss the following questions:

| * How were neighborhoods and public housing arranged prior to 1960? * What efforts were initially made to integrate public housing projects? * How did segregated public housing projects in Kentucky impact migration patterns and population distribution in Kentucky? |
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Explain to students that efforts to integrate neighborhoods made very limited progress in Kentucky during this time. While some Black individuals living in Black neighborhoods desired to buy housing in the White neighborhoods, it was not allowed at this time. Students will now explore a variety of sources to learn about how Kentuckians cooperated to challenge discriminatory housing laws:

* [*Civil Rights Struggle, 1954/Wades: Open Housing Pioneers*](https://explorekyhistory.ky.gov/items/show/298?tour=18&index=6)
* [*Living the Story: The Civil Rights Movement in Kentucky*](https://www.ket.org/program/living-the-story-the-civil-rights-movement-in-kentucky/), from the 36:00 to 39:22 minute marker.
* [*Interview with Andrew Wade*](https://kentuckyoralhistory.org/ark:/16417/xt7mcv4bpp1t)*,* from the 0:00 to 2:08 minute marker.

In pairs, have students complete the graphic organizer below on each of the sources above.

| Source Title | What claims does the author or speaker make? | What evidence does the author or speaker use? | What language (words, phrases, images, symbols) does the author or speaker use to persuade the document's audience? | How does the document's language indicate the author's or speaker’s perspective? |
| --- | --- | --- | --- | --- |
| [*Civil Rights Struggle, 1954/Wades: Open Housing*](https://explorekyhistory.ky.gov/items/show/298?tour=18&index=6) |  |  |  |  |
| [*Living the Story: The Civil Rights Movement in Kentucky*](https://www.ket.org/program/living-the-story-the-civil-rights-movement-in-kentucky/) |  |  |  |  |
| [*Interview with Andrew Wade*](https://kentuckyoralhistory.org/ark:/16417/xt7mcv4bpp1t) |  |  |  |  |

Once students have completed their examination of the three sources, have students corroborate the sources while continuing to work in pairs.

| **Corroborate Sources**  The Stanford History Education Group (SHEG) states that “corroboration asks students to consider details across multiple sources to determine points of agreement and disagreement.” According to SHEG, a student who engages in corroboration asks the following questions of the sources:  ● What do other sources say about this topic?  ● Do the sources agree? If not, why?  ● What are other possible sources?  ● What sources are most reliable? |
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Once students finish corroborating the sources, conduct a whole class discussion for students to share what they learned from corroborating the sources. For guidance on how to conduct a whole class discussion, teachers may reference [Leading a Discussion](https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/).

To support students’ understanding of historical perspective and the effort it took to challenge discriminatory housing practices, conduct a [Step In, Step Out, Step Back](http://www.pz.harvard.edu/sites/default/files/Step%20In%20-%20Step%20Out%20-%20Step%20Back_1.pdf) with students in pairs. During this thinking strategy, have students consider the perspectives of Anne Braden and Andrew Wade as they respond to the following questions for each person:

| * Step In: Given what you see and know at this time based on the source provided, what did Anne Braden feel, believe, know, or experience as she challenged housing segregation in Louisville? What did Andrew Wade feel, believe, know, or experience as he challenged housing segregation in Louisville? * Step out: What else would you like or need to learn to understand Anne Braden’s and Andrew Wade’s perspectives better? * Step back: Given your exploration of this perspective so far, what do you notice about your own perspective and what it takes to try to understand somebody else’s? |
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Once students have discussed these questions in pairs, have students discuss these questions using evidence from the perspective of Anne Braden and Andrew Wade in small groups. For guidance on how to organize students into small groups, teachers may reference [Using Roles in Group Work](https://teachingcenter.wustl.edu/resources/active-learning/group-work-in-class/using-roles-in-group-work/) or [Setting up and managing small group work](https://library.teachingworks.org/curriculum-resources/materials/social-studies-setting-up-and-managing-small-group-work/). In order for the successful implementation of small group work, teachers must be mindful of organizing the small groups purposefully, clearly stating the expectations of the discussion being completed and clearly identifying student roles. Once students have completed their small group discussions, provide the opportunity for groups to share out during a whole class discussion.

Next, explain to students that the struggle to end housing segregation continued after 1954. Present students with the excerpt below from [*Open Housing Meets My Old Kentucky Home: A Study of Open Housing with Special Attention to Implications for Kentucky*](https://uknowledge.uky.edu/cgi/viewcontent.cgi?article=2844&context=klj). Have students contextualize the source. Students should note that this text was written in 1967 and provides a summary of events related to the open housing conflict from 1962 to 1967.

| **Contextualize Sources**  SHEG states that “contextualization asks students to locate a document in time and place and to understand how these factors shape its content.” According to SHEG, a student who contextualizes a source asks the following questions of the sources:   * When and where was the document created? * What was different then? * What was the same? * How might the circumstances in which the document was created affect its content? |
| --- |

Have students engage in [Paragraph Shrinkage](https://www.readingrockets.org/strategies/paragraph_shrinking) with a peer to read the following excerpt. As students complete the paragraph shrinkage strategy, students should annotate or highlight important events related to open housing. Additionally, have students look up challenging vocabulary, as needed.

| In 1962, the Louisville Human Relations Commission was established to promote improvement of inter-racial relations and the elimination of discriminatory practices; its powers were limited to investigation, conciliation, and the submission of recommendations to the Mayor and the Board of Aldermen. In 1963, an ordinance was passed prohibiting racial discrimination in places of public accommodation and providing for fines of up to one hundred dollars for each violation. Three or more convictions shall, if the Commission so finds, constitute a public nuisance. Upon such finding, the Commission refers the matter to the Director of Law who then applies for appropriate injunctive relief. In 1965, an equal employment ordinance was passed, providing fines of up to one hundred dollars for each violation.  Louisville entered the housing field in 1965, when the Board of Aldermen adopted a "Declaration of Principles of Freedom of Choice of Residence." It provided a system for hearing complaints of discrimination in violation of principles set by local professional organizations of builders, real estate dealers, and financiers. The ordinance states in part: "Every family shall have full freedom to establish its home in a neighborhood of its choice, restricted only by a family's financial resources and the availability of such property by a willing seller."' It does not provide for either subpoena powers or punitive action of any kind; instead, reliance is placed upon negotiation and persuasion by a seven-member panel.  The Louisville-Jefferson County Human Relations Commission and various civil rights groups began a campaign for an ordinance with some "teeth" in 1966. This effort culminated in a Commission-drawn ordinance being submitted to the Board of Aldermen in the early part of 1967. The proposed ordinance prohibited discrimination in the sale or rental of virtually all housing and contained fines from $100 to $500 and/or up to thirty days in jail for each violation.' Opposition immediately arose over the penalty provisions, and subsequently a revised proposal was submitted which exempted the direct sale of a residence by an individual private owner without the services of a real estate broker or salesman. In addition, enforcement proceedings in Jefferson Circuit Court were substituted for the penalty provisions. After amending the proposal to include changes offered by Mayor Kenneth Schmied, the aldermen defeated the bill by a nine-three vote on April 11. This rebuff touched off marches and demonstrations by open housing backers.  On April 14, at the City's request, Jefferson Circuit Judge Marvin J. Sternberg issued a restraining order allowing marches only during daylight hours, exclusive of the rush hours (7-9 A.M. and 4-6 P.M.). The order also limited the number of marchers to no more than one hundred and fifty and prohibited the demonstrators from interfering with traffic. In addition, the police were to receive written notice at least twelve hours in advance of the time and route of any march, the number of participants, and the names of the organizers. Open defiance of the order resulted immediately, and several arrests were made. Court battles ensued, and the slogan of many open housing proponents became "No Open Housing, No Derby." The pre-Kentucky Derby Pegasus Parade was canceled because of the potential disruption, but the race itself was run without interference, some one hundred and forty demonstrators choosing instead to march on downtown Fourth Street for about ninety minutes.  The pressure by proponents and opponents of open housing has continued with no foreseeable solution. If an ordinance is finally passed, additional problems will probably arise. William P. Snyder, President of the Louisville Real Estate Board, has said that local realtors would seek a referendum on any open housing law passed in Louisville.  The first open housing measure in Kentucky was passed by Bardstown and Nelson County jointly. A strong act, it is substantially the same as the first proposed Louisville ordinance in that it covers virtually all housing and contains penalty provisions.  On June 1, 1967, Covington, the state's third largest city, passed an open housing ordinance by a 3-2 vote of the city commission. Although exempting sales by individual home owners, the measure covers other housing transactions quite thoroughly and provides fines and jail sentences for offenders. While they will probably not challenge the legality of the ordinance, local realtors are attempting to influence September's primary in which local offices will again be filled.  In October, 1966, the Lexington Human Rights Commission recommended, to both the city and county governments, an open housing ordinance similar to the defeated Louisville ordinance. In each instance the proposal was killed in committee. On January 31, 1967, the Lexington-Fayette County Human Rights Commission was formed and is now working on new proposals for open housing legislation.  The only other city to take any step in the housing field is Hopkinsville, where in 1963, a fifteen-member Human Relations Commission was established "to promote and secure mutual understanding and respect among all economic, social, religious, ethnic and racial groups." The Commission is empowered to act as conciliator in racial disputes, to make investigations of complaints, and to submit recommendations for legislation to the Mayor and city council.  In- April, 1967, Hopkinsville Mayor Alfred Naff, on the recommendation of a citizen's advisory committee, appointed a three-member committee to study the need for enactment of an open housing law. On June 22, the local branch of the NAACP and the Progressive Citizens Committee asked the Human Relations Commission to use its influence with real estate dealers, home builders, landlords, lending institutions, and other groups to obtain an open housing policy. However, no city legislative action was requested.  Thus, Kentucky has witnessed agitation, turmoil, and constructive work by responsible citizens, all stemming from the open housing issue. Obviously, open housing is a crucial issue on the state and local, as well as the national level. |
| --- |

Next, have students create a [Human Timeline](https://www.facinghistory.org/resource-library/teaching-strategies/human-timeline#:~:text=A%20Human%20Timeline%20activity%20requires,remember%20the%20order%20of%20events.) in pairs that organizes the sequence of events related to open housing that have been previously investigated. Engaging in the Human Timeline will allow students to visualize the key events that will lead up to the passage of the Kentucky Fair Housing Act in 1968, which students will examine after creating the Human Timeline. Provide students with a sheet of paper or an index card with an event title and corresponding date then give the following directions:

| In pairs, create a Human Timeline by completing the following:   * Once you have received your index card with an event title and corresponding date, gather information from sources you examined previously in this investigation to review the key ideas and details of the event. Seek help if needed. * Summarize the event you were provided in your own words to explain why this event is important in the open housing movement in Kentucky. * Gather or create an image that corresponds with your assigned event. |
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Once students have researched and gathered or created an image related to their event, have them construct the Human Timeline.

| To construct your Human Timeline, complete the following:   * Line up in the order of your event. * Once you have physically constructed your timeline, each pair will present their event, noting what happened and why this event is important to the open housing movement in Kentucky. * After each presentation, students in the class can pose questions to the group who presented, asking them additional questions about what happened and why, among other possible questions. |
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When students have presented all of their events, conduct a whole group discussion to respond to the following question.

| The excerpt you read from [*Open Housing Meets My Old Kentucky Home: A Study of Open Housing with Special Attention to Implications for Kentucky*](https://uknowledge.uky.edu/cgi/viewcontent.cgi?article=2844&context=klj) concluded with the following statement:  “...open housing is a crucial issue on the state and local, as well as the national level.”  Why did the events of the open housing movement until 1967 in Kentucky support this statement? Use information you have investigated from the Human Timeline in your response. |
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For guidance on how to conduct a whole class discussion, teachers may reference [Leading a Discussion](https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/). In this discussion, students should note that while some communities in Kentucky had passed their own open housing acts, not all communities in Kentucky had similar laws.

Next, have students watch the clip below to learn about the passage of the Kentucky Fair Housing Act in 1968.

* [*Living the Story: The Civil Rights Movement in Kentucky*](https://www.youtube.com/watch?v=jp5Jn61MIbQ), from the 39:22 to 45 minute marker.

| As you watch the clip from [*Living the Story: The Civil Rights Movement in Kentucky*](https://www.youtube.com/watch?v=jp5Jn61MIbQ), complete a T-chart noting how the individuals featured in the clip used conflict and compromise to advance the open housing movement in Kentucky.   | **Open Housing Movement in Kentucky** | | --- |  | **Conflict** | **Compromise** | | --- | --- | |
| --- | --- | --- | --- |

Once the video clip has concluded, pose the question again to students and inform them that they will share their responses from the t-chart with a peer in a [Turn and Talk](https://www.theteachertoolkit.com/index.php/tool/turn-and-talk).

Once students have concluded their discussions, ask them the following questions in a whole group discussion. For guidance on how to conduct a whole class discussion, teachers may reference [Leading a Discussion](https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/). Consider providing a few minutes for students to silently brainstorm responses to these questions independently prior to beginning the whole group discussion.

| 1. How did Senator Georgia Davis Powers use both conflict and compromise to secure passage of the Kentucky Fair Housing Act (1968)? Cite specific examples from the clip. 2. Why was the passage of the Kentucky Fair Housing Act in 1968 significant to the open housing movement? |
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Explain to students that they have now investigated a variety of sources related to open housing that have detailed the struggles individuals faced, which finally led to the success of passing legislation through the Kentucky General Assembly. Inform students that they will now use the tasks they have completed during this investigation to help them respond to the task below.

# **Task Aligned to the Supporting Question**

| ***KAS for Social Studies* alignment**   * HS.G.I.Q.2 Generate supporting questions to develop knowledge, understanding and thinking relative to key geographic concepts framed by compelling questions. * HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales. * HS.G.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in geography. * HS.G.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in geography. |
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In the Task Aligned to the Supporting Question, students are required to synthesize information learned through engaging with the disciplinary strand standard to answer a supporting question. Pose the following task to the class:

| **Task Aligned to the Supporting Question:**  Construct an explanation to answer the following question: “How did cultural factors contribute to migration patterns and population distribution in Kentucky during the 1950s and 1960s?” Be sure to use appropriate evidence to construct a claim in your response. |
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For more information on Explanatory Writing, access the KDE’s [*Composition in the Classroom*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Composition_in_the_Classroom.pdf)*.*

The exploration that follows will focus on civil rights legislation, both federally and in Kentucky. Students will examine the role of active citizens and their impact on Kentucky communities.

| **Exploration Four: Civics** |
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**Overview:**

During the Civil Rights movement, efforts were made, both nationally and within Kentucky, to pass legislation that would protect the rights of all Americans. In this exploration, students will examine how active citizens affected change in their communities and Kentucky during the Civil Rights movement. This will support students in answering the compelling question, “How do Kentuckians engage with conflict and compromise to create change?”

***KAS for Social Studies* alignment**

* HS.C.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics concepts framed by compelling questions.
* HS.C.KGO.3 Describe how active citizens can affect change in their communities and Kentucky.
* HS.C.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics.
* HS.C.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to meaningful and/or investigative questions in civics.

# **Investigation Four:**

| **HS.C.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics concepts framed by compelling questions.**  **Supporting Question:** How did active citizens affect change in their communities and Kentucky during the Civil Rights movement? |
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**Sources**

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* Johnson, John J. (2016, January 20). *Celebrating the 50th anniversary of Civil Rights Act.* Courier Journal. <https://www.courier-journal.com/story/opinion/2016/01/20/celebrating-50th-anniversary-civil-rights-act/79067608/>.
* National Park Service. (n.d.). *March on Washington for Jobs and Freedom* [article]. <https://www.nps.gov/articles/march-on-washington.htm>.
* New York Times. (1964, March 5). *10,000 March for Rights in Kentucky's Capital; Dr. King and Jackie Robinson Address Rally in Drive for Equality Legislation*. <https://www.nytimes.com/1964/03/06/archives/10000-march-for-rights-in-kentuckys-capital-dr-king-and-jackie.html>.
* Shelby County Commission on Human Rights. (2022). The Kentucky Civil Rights Act - 1966. <https://scchr-ky.org/civil-rights-act>.

Explain to students that the Civil Rights Movement was a very long struggle that resulted in very little legal success prior to the 1960s. Many of the events the students previously investigated, at both the state and national level, continued to increase tension and the desire for legislation that would protect the rights of Black Americans and members of other minority groups.

Ask students to independently read [*March on Washington for Jobs and Freedom*](https://www.nps.gov/articles/march-on-washington.htm) to learn about the March on Washington that took place on August 28. 1963. Have students use [Active Reading](https://mcgraw.princeton.edu/active-reading-strategies) strategies as they read this source. For instance, students may decide to change each of the subtitles in the source to questions. As an example, the subtitle “A Powerful*,* Peaceful Protest” would become “Why was the March on Washington a powerful, peaceful protest?” Students would answer this question after reading the corresponding section.

When students have concluded their reading of the source, explain that students will be using the [Claim, Support, Question](http://www.pz.harvard.edu/resources/claim-support-question) thinking routine to analyze excerpts from the text:

| In small groups, review each of the excerpts from the article below. Drawing on your investigation, experience, prior knowledge or reading, complete the following:   * Make a claim (explanation, interpretation) about the topic. * Identify support (things you see, feel, know) for your claim.   + Here, you will cite evidence for your claim from the excerpt provided. * Ask a question related to your claim. What isn’t explained?  1. **Excerpt One:** “A. Philip Randolph, a labor organizer…[had a] vision for a march on the Nation's Capital dated to the 1940s when he twice proposed large-scale marches to protest segregation and discrimination in the U.S. military and the U.S. defense industry and to pressure the White House to take action. The pressure worked. President Roosevelt signed Executive Order 8802 (Prohibition of Discrimination in the Defense Industry, 1941) and President Truman signed Executive Order 9981 (Desegregation of the Armed Forces, 1948), and Randolph cancelled the marches. 2. **Excerpt Two:** Joining Randolph in sponsoring the March were the leaders of the five major civil rights groups: Roy Wilkins of the National Association for the Advancement of Colored People (NAACP), Whitney Young of the National Urban League (NUL), Martin Luther King, Jr. of the Southern Christian Leadership Conference (SCLC), James Farmer of Congress On Racial Equality, and John Lewis of the Student Nonviolent Coordinating Committee (SNCC). These "Big Six," as they were called, expanded to include Walter Reuther of the United Auto Workers (UAW), Joachim Prinz of the American Jewish Congress (AJC), Eugene Carson Blake of the Commission on Religion and Race of the National Council of Churches, and Matthew Ahmann of the National Catholic Conference for Interracial Justice. In addition, Dorothy Height of the National Council of Negro Women participated in the planning, but she operated in the background of this male dominated, leadership group. 3. **Excerpt Three:** In many ways, the March defied expectations. The number of people that attended exceeded the initial estimates made by the organizers. Rustin had indicated that they expected over 100,000 people to attend - the final estimate was 250,000, 190,000 blacks and 60,000 whites. 4. **Excerpt Four:** In the end, after all of the musical performances, speeches, and politics, it was the people that truly made the March on Washington a success. They brought box lunches, having spent all they could spare to get to Washington; some dressed as if attending a church service while others wore overalls and boots; veterans of the Civil Rights Movement and individuals new to the issues locked arms, clapped and sang and walked. Many began without their leaders, who were making their way to them from meetings on Capitol Hill. They could no longer be patient and they could no longer be held back, and so they started to march - Black, White, Latino, American Indian, Jewish, Christian, men, women, famous, anonymous, but ultimately all Americans, all marching for their civil rights. |
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Some examples of how students may respond with the Claim, Support, Question strategy are below:

| 1. **Excerpt One:**   *Claim: proposing a large-scale march was enough to get some desired results advancing civil rights.*  *Support: Randolph’s march proposals sparked the signing of two different executive orders related to civil rights in the armed forces, and he canceled them as a result.*  *Question: Why did the march finally happen 20 years after he started planning them?*   1. **Excerpt Two:**   *Claim: Women are largely seen as inferior to men in the 1960s.*  *Support: Out of the 10 major planners of the March on Washington, the one person who operated in the background was the Black female.*  *Question: Why was a Black female operating in the background when they are working for civil rights for all?*   1. **Excerpt Three:**   *Claim: The March on Washington highly exceeded the estimated attendance.*  *Support: 100,000 were expected to attend, but attendance was about 250,000.*  *Question: Why did they highly underestimate the number who would attend?*   1. **Excerpt Four:**   *Claim: The March on Washington involved many dedicated individuals from many diverse groups.*  *Support: The March included “Black, White, Latino, American Indian, Jewish, Christian, men, women, famous, [and] anonymous” Americans.*  *Question: What caused so many diverse people to come together for this March?* |
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As groups work, provide support for completing this task as needed. Then, allow groups to share their responses during a whole class discussion.

Explain to students that they will now explore another important civil rights march that took place, this time in Frankfort, Kentucky, on March 5, 1964. To investigate the March on Frankfort, have students watch the following segments of [*50th Anniversary of the March on Frankfort*](https://www.pbs.org/video/connections-50th-anniversary-march-frankfort/).

* Segment One: 0:00 to 3:49
* Segment Two: 7:27 to 11:25

Pose the following questions to students for them to consider as they watch the segments. Inform students that they will discuss these questions at the conclusion of watching the video segments.

| As you watch the segments from the [*50th Anniversary of the March on Frankfort*](https://www.pbs.org/video/connections-50th-anniversary-march-frankfort/), consider the following questions:   * How did the March on Washington impact Kentuckians? * How was the March on Frankfort organized? * Was the March on Frankfort initially successful? |
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Conduct a whole group discussion on these questions. For more information on how to conduct a whole class discussion, teachers may reference [Leading a Discussion](https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/). Encourage students to cite evidence from the video segments in their response.

Next, ask students to read the article, [*10,000 March for Rights in Kentucky's Capital; Dr. King and Jackie Robinson Address Rally in Drive for Equality Legislation*](https://www.nytimes.com/1964/03/06/archives/10000-march-for-rights-in-kentuckys-capital-dr-king-and-jackie.html), published the day of the March on Frankfort in the New York Times. Prior to students reading the article, establish the purpose for reading by asking students to compare the March on Washington to the March on Frankfort. Have students annotate this article to note the comparisons they identify.

| FRANKFORT, Ky., March 5 —Ten thousand persons from throughout Kentucky marched on Frankfort today.  Despite a cold drizzle and blustery, winds, they stood for three hours before the state Capitol and asked passage of a bill that would fully remove racial barriers in public [accommodations].  The marchers came from all over—the coal mines of Appalachia and the plantations of western Kentucky. It was said to be the largest civil rights assemblage since the March on Washington last Aug. 28.  It was also an orderly demonstration, under substantial police protection. The marchers seemed moved by a sense of unity and purpose.  The Rev. Dr. Martin Luther King Jr., the Southern integration leader, told them that Negroes must continue to press for equal rights at the risk of being called immoderate.  “If moderation means slowing up in our fight,” he said, “then moderation is a tragic vice which members of our race must condemn. The time is now to make real the promises of democracy.”  Gov. Edward T. Breathitt, who remained in his office during the demonstration, said afterward he would continue to support a public accommodations bill that was much milder than the one sought by the civil rights organizations.  Frank L. Stanley Sr. of Louisville, chairman of the Allied Organizations for Civil Rights, which sponsored the march, told the Governor the milder bill “would in effect be legalizing Jim Crow by selected businesses, an onus which we would not want to see Kentucky place on itself and have to bear under your administration.”  Frankfort is a city of 11,800, sitting amid bare limestone hills, 50 miles east of Louisville. The muddy Kentucky River is a few hundred feet from the imposing Capitol overlooking the city.  The marchers began assembling five blocks from the Capitol at 10 A.M. By 11:30 they had begun to move up Capital Avenue, a broad boulevard that leads from the business district to the Capitol. |
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After students have completed this task, pose the following questions to the class. Have students answer these questions in pairs using the [Think, Pair, Share](http://www.pz.harvard.edu/sites/default/files/Think%20Pair%20Share_1.pdf) thinking strategy.

| * What are some ways in which the March on Washington and the March on Frankfort are similar? * In what ways were they different? * How did the March on Washington influence the March on Frankfort? |
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Explain to students that the growing demonstrations across the country, including the March on Washington and the March on Frankfort, helped lead to the passage of the Civil Rights Act of 1964. Ask students to use an [Active Reading](https://mcgraw.princeton.edu/active-reading-strategies) strategy while engaging with the article: [*Civil Rights Act of 1964*](https://www.history.com/topics/black-history/civil-rights-act).

| As you read the article the [*Civil Rights Act of 1964*](https://www.history.com/topics/black-history/civil-rights-act), complete the following with each paragraph you read:   1. First, summarize the paragraph about what it says in one sentence. 2. Second, describe what the paragraph does by identifying its purpose within the article. |
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When students have completed their reading of the [*Civil Rights Act of 1964*](https://www.history.com/topics/black-history/civil-rights-act), have them complete the first row of the following graphic organizer in pairs using information that they learned from the article.

| Legislation | What was the purpose of this act? | What were the rights guaranteed in this act? | What events or actions caused the need for this legislation? | In what ways was it difficult for legislators to get this legislation passed? | What was the impact of this legislation in the 1960s? |
| --- | --- | --- | --- | --- | --- |
| **Civil Rights Act of 1964** |  |  |  |  |  |
| **Kentucky Civil Rights Act of 1966** |  |  |  |  |  |

Explain to students that after the Civil Rights Act of 1964 was passed, Kentucky became the first state in the south to pass civil rights legislation. Therefore, students will now examine the Kentucky Civil Rights Act of 1966. Ask them to read the following excerpt from [Celebrating 50th Anniversary of Civil Rights Act](https://www.courier-journal.com/story/opinion/2016/01/20/celebrating-50th-anniversary-civil-rights-act/79067608/). Ask students to use an [Active Reading](https://mcgraw.princeton.edu/active-reading-strategies) strategy, such as the one previously used, while engaging with the excerpt from [Celebrating 50th Anniversary of Civil Rights Act](https://www.courier-journal.com/story/opinion/2016/01/20/celebrating-50th-anniversary-civil-rights-act/79067608/).

| As you read the excerpt from the [Celebrating 50th Anniversary of Civil Rights Act](https://www.courier-journal.com/story/opinion/2016/01/20/celebrating-50th-anniversary-civil-rights-act/79067608/), complete the following with each paragraph you read:   1. First, summarize the paragraph about what it says in one sentence. 2. Second, describe what the paragraph does by identifying its purpose within the article. |
| --- |

*Celebrating 50th anniversary of Civil Rights Act*

| **Celebrating 50th anniversary of Civil Rights Act**  John J. Johnson  The Kentucky Commission on Human Rights join the people of Kentucky in celebration of the 50th Anniversary of the Kentucky Civil Rights Act.  Kentucky became the first state south of the Mason-Dixon Line to pass its own state-level Civil Rights Act. Gov. Edward T. Breathitt signed the Kentucky Civil Rights Act on Jan. 27, 1966. This followed two years after the passage of the U.S. Civil Rights Act in 1964.  Dr. Martin Luther King Jr. sent a telegram to then Gov. Breathitt about the new Kentucky Civil Rights Act: “This is a milestone for a southern state … a great step forwards for any state. [It] will serve as a great beacon light of hope for all men of goodwill … and hopefully inspire other states to follow suit.” Some time after its passage and others in the south followed suit, King said of the Kentucky law, “[It] is the strongest and most comprehensive civil rights bill passed by a southern state.”  Civil rights were not easily achieved. Thousands of people rallied and marched, many participated in hunger strikes and sit-ins across the country for the national Civil Rights Act. Meanwhile, in Kentucky, hundreds of people, white, black and of other races, demonstrated and were arrested before the law was enacted so that the Kentucky Commission on Human Rights could perform the function of enforcing this law that prohibits discrimination.  When it was passed, the Kentucky Civil Rights Act protected people from discrimination based on race, color and religion in the areas of employment and public accommodations. Throughout the years, many amendments were passed to expand the protections of the law that mirrored the amendments being added to the national Civil Rights Act.  Today, the Kentucky Civil Rights Act makes it unlawful to discriminate against people in the areas of employment, financial transactions, housing and public accommodations. Discrimination is prohibited in the aforementioned areas based on race, color, religion, national origin, gender, and disability. In employment, discrimination is further prohibited on the basis of age (40 years and over) and on the basis of tobacco-smoking status. In housing, discrimination is further prohibited based on familial status, which protects people with children in the household under the age of 18-years old, and it protects women who are pregnant. It is also a violation of the law to retaliate against a person for complaining of discrimination or serving as a witness in a case to the commission. |
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When students have completed their reading of the [Celebrating 50th Anniversary of Civil Rights Act](https://www.courier-journal.com/story/opinion/2016/01/20/celebrating-50th-anniversary-civil-rights-act/79067608/), have them complete the second row of the graphic organizer in pairs using information that they learned from the article.

| Legislation | What was the purpose of this act? | What were the rights guaranteed in this act? | What events or actions caused the need for this legislation? | In what ways was it difficult for legislators to get this legislation passed? | What was the impact of this legislation in the 1960s? |
| --- | --- | --- | --- | --- | --- |
| **Civil Rights Act of 1964** |  |  |  |  |  |
| **Kentucky Civil Rights Act of 1966** |  |  |  |  |  |

Once students have completed their graphic organizer, have them consider the following question in a whole group discussion. Students may use information from this investigation, in addition to prior knowledge, in their response. For more information on how to conduct a whole class discussion, teachers may reference [Leading a Discussion](https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/).

| In a whole group discussion, respond to the following question:  Why was the Kentucky Civil Rights Act needed for the state level in addition to the Civil Rights Act at the national level? |
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Next, have students read the excerpt from [The Kentucky Civil Rights Act - 1966](https://scchr-ky.org/civil-rights-act) in pairs to support their understanding of the rights protected by this legislation. As students read the excerpt, have them summarize the employment, housing, public accommodations and financial transactions rights described.

| **The Kentucky Civil Rights Act - 1966**  The Kentucky Civil Rights Act was signed into law in 1966 by Gov. Edward T. Breathitt. Below is the basic information about the Kentucky Civil Rights Act.    The Kentucky Civil Rights Act prohibits discrimination in employment, housing, public accommodation and financial transactions.    **Employment: Kentucky Revised Statute (KRS) 344** prohibits discrimination in employment based on age (40 and older), color, disability, national origin, race, religion, sex, pregnancy, or because the individual is a smoker or not a smoker. It is unlawful to retaliate against anyone who has filed a complaint of discrimination, who is a witness in an investigation or who has refused to participate in a discriminatory act. It covers employers, employment agencies, labor unions, and licensing agencies. It covers employers with eight or more employees, and 15 or more employees for a complaint based on disability and pregnancy.    **Housing: KRS 344.360** prohibits discrimination based on color, disability, familial status, national origin, race, religion and sex in the sale or rental of housing and in other real estate-related transactions, with certain limited exceptions. The Kentucky Fair Housing Act covers apartment managers and owners, real estate licensees, builders, contractors, developers, homeowners advertising their own house, home insurance agencies, mortgage lenders, banks and other similar financial institutions, and advertising media. Anyone who owns or manages two or more units of housing is subject to fair housing laws. Owner-occupied duplexes are exempt.    **Public Accommodations**: Under **KRS 344.120**, it is an unlawful practice for a person to deny an individual the full and equal enjoyment of goods, services, facilities, privileges, advantages, and accommodations of a place of public accommodation, resort, or amusement on the basis of disability, color, national origin, race, or/and religion. Sex discrimination is prohibited in hotels, motels, restaurants and in public accommodations supported directly or indirectly by government funds.    In **Financial Transactions**, under **KRS 344.400**, it is unlawful to discriminate against any person in the terms, conditions or service because of race, color, religion, national origin, familial status, disability, age or sex in a financial transaction. The law covers financial institutions, lenders and other entities that provide credit.    **Statutes of Limitations**: Under the Kentucky Civil Rights Act, a complaint related to employment must be filed within one hundred and eighty (180) days of the incident of discrimination. After 180 days, the complainant has an additional 120 days to file the complaint with the U. S. Equal Employment Opportunity Commission at 1-800-669-4000. For information about EEOC, please visit: <https://www.eeoc.gov>    A complaint related to public accommodation must be filed within one hundred and eighty (180) days of the incident of discrimination.    A housing complaint must be filed within one year of the day of the incident. |
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To support a student's understanding of how the Kentucky Civil Rights Act impacts them, have students engage in a [silent discussion](https://www.readwritethink.org/professional-development/strategy-guides/facilitating-participation-silent) to answer the following question:

| How does the Kentucky Civil Rights Act impact you? To demonstrate your understanding of how the Kentucky Civil Rights Act impacts you, answer this question in a [silent discussion](https://www.readwritethink.org/professional-development/strategy-guides/facilitating-participation-silent) that explains how the employment, housing, public accommodations and financial transactions rights protections described in the previous source impact you. |
| --- |

Ask students to think about what they have learned about the struggle for civil rights legislation in the 1960s in order to respond to the Task Aligned to the Supporting Question.

# **Task Aligned to the Supporting Question**

| ***KAS for Social Studies* alignment**   * HS.C.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics concepts framed by compelling questions. * HS.C.KGO.3 Describe how active citizens can affect change in their communities and Kentucky. * HS.C.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics. * HS.C.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to meaningful and/or investigative questions in civics. |
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In the Task Aligned to the Supporting Question, students are required to synthesize information learned through engaging with the disciplinary strand standard to answer a supporting question. Have student complete the task below:

| **Task Aligned to the Supporting Question:**  Construct an explanation to answer the following question, “How did active citizens affect change in their communities and Kentucky in the 1960s?” Be sure to use appropriate evidence to construct a claim in your response. |
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For more information on Argument/Opinion Writing, access the KDE’s [*Composition in the Classroom*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Composition_in_the_Classroom.pdf)*.*

**Task Aligned to the Compelling Question:**

| ***KAS for Social Studies* Alignment:**   * HS.UH.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key concepts in U.S. history * HS.UH.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history. * HS.UH.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in U.S. history. |
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Now that students have investigated a series of supporting questions to help answer the compelling question, ask students to consider the evidence they have collected and their responses to the supporting questions in order to complete the task below.

| **Task Aligned to the Compelling Question:**  Construct an argument to answer the following compelling question **“How do Kentuckians engage with conflict and compromise to create change?**” In your response, gather information and evidence from credible sources representing a variety of perspectives. |
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To support students when completing the Task Aligned to the Compelling Question, have students complete an [Affinity Map](https://www.cultofpedagogy.com/speaking-listening-techniques/?utm_source=pinterest&utm_medium=smartloop&utm_campaign=landingpage4&utm_content=1&utm_term=35497496) in small groups. For guidance on how to organize students into small groups, teachers may reference [Using Roles in Group Work](https://teachingcenter.wustl.edu/resources/active-learning/group-work-in-class/using-roles-in-group-work/) or [Setting up and managing small group work](https://library.teachingworks.org/curriculum-resources/materials/social-studies-setting-up-and-managing-small-group-work/). In order for the successful implementation of small group work, teachers must be mindful of organizing the small groups purposefully, clearly stating the expectations of the discussion being completed and clearly identifying student roles.

| To support you in brainstorming your response to the Task Aligned to the Compelling Question, complete an Affinity Map in small groups.   1. First, generate responses to the compelling question by writing individual ideas on post-it notes.    1. Be sure to only include one response per post-it note.    2. Place these responses in no particular order or arrangement on a surface: multiple desks places together, a large table, a wall, chart paper, etc. 2. Second, once group members have provided all of the responses they can think of, have group members organize the responses into similar categories. These categories may include, but are not limited to: conflict/compromise; disciplinary lenses; school desegregation, housing, legislation, boycotts, etc.    1. Once students have organized the responses, label the categories and discuss how the ideas are related to the categories, the relationships between categories, etc. 3. Once students have organized and discusses their categories, ensure that each response provided has cited evidence from the sources provided, or from additional student research. |
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For more information, visit [Affinity Mapping](https://www.youtube.com/watch?v=UynxDyr0lAo).

As students are completing their Affinity Maps, it is important that the teacher provides meaningful feedback to ensure students’ responses are answering the compelling question. Some questions teachers may ask include, but are not limited to the following:

* What information is not correct?
* What additional information is needed to meet the requirements of the question?
* How can the student elaborate on the information provided?

Additionally, students can support one another in this work by providing peer to peer feedback. To support students in sharing the information they have learned with their peers and addressing any misconceptions, have students provide each other with peer to peer feedback as they discuss the responses provided. To achieve this, students may ask each other the following question:

| “Can you describe the response presented by my peer about how Kentuckians engage with conflict and compromise to create change?” |
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If students identify any gaps in their understanding after answering this peer to peer feedback question, encourage them to ask their peers or their teacher for additional help in clarifying any misconceptions.