**International Ripples of the Civil Rights Movement**

Author’s Name: Dustin Craig

Lesson Title: International Ripples of the Civil Rights Movement

Grade Level: 10th Grade American History

Compelling Question: How has the Civil Rights movement impacted people outside the United States?

**Lesson Foundations**

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| Content Standards | AH3: Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.AH27: Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights. |
| Learning Objective(s) | SWBAT analyze how influential Civil Rights leaders built coalitions to support post-colonial freedom struggles.SWBAT evaluate how effective these coalitions were at creating lasting change for both African Americans in the U.S. and minoritized people outside the U.S.  | Assessment(s)Include LO being addressed | (A1 - LO1) Guided notes(A2 - LO2) Presentation(A3 - LO1/2) Exit Ticket  |
| Materials & Resources | * **DOCUMENTS A-C:** “International Networks of the American Civil Rights Struggle” (Picturing Black History) - <https://www.picturingblackhistory.org/international-networks>
* **DOCUMENT D:** “Top Ten Origins: Controversial SCOTUS Nominees” (OSU Origins) - <https://origins.osu.edu/connecting-history/kavanaugh-blasey-ford-thomas-garland-marshall-controversial-scotus-nominees>
* **DOCUMENT E:** “The Year of Africa” (OSU Origins) - <https://origins.osu.edu/article/year-of-africa-1960-rumba-pan-africanism-Kariba>
* **DOCUMENT F:** “Malcolm X Speech to OAU” (Organization of Pan African Unity) - <http://oopau.org/2.html>
* **DOCUMENT G:** “Organization of African Unity (1963-2002)” (BlackPast) - <https://www.blackpast.org/global-african-history/organization-african-unity-1963-2002/>
* **DOCUMENT H:** “Stokely Carmichael” (History.com) - <https://www.history.com/topics/black-history/stokely-carmichael>
* **DOCUMENT I:** “A New World Order? Africa and China” (OSU Origins) - <https://origins.osu.edu/article/new-world-order-africa-and-china>
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**Instructional Procedures/Steps**

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| Opening10 Minutes | **INTRODUCTION**The teacher will introduce the compelling question and explain that students will explore how the Civil Rights Movement impacted people outside the United States. Next, the teacher will go over the agenda and goals for the day. The teacher will then provide each student with a source packet and guided notes. **OPENING ACTIVITY**The teacher will introduce the topic by showing the three photographs from the Picturing Black History article.Students will analyze each photo and record what they think is happening.Questions to guide students: * Who do you think is in these photos?
* Why might this photo be important?

The teacher will share the following descriptions of each photo (from the Picturing Black History Article):* Document A: Federal district judge Thurgood Marshall had been sympathetic to the Kenyan decolonization struggle in the 1950s and he had defended African students as a lawyer for the NAACP. In 1960, Marshall participated in the first of three Lancaster House Conferences that ultimately produced the first constitution of independent Kenya.
* Document B: In 1963, the Organization for African Unity (OAU) formed to establish mutual support and consolidate resources among an increasing number of newly formed African nations. Civil Rights activist and Muslim minister Malcolm X (left) speaks with an unidentified man at the African Summit Conference in July 1964, the second gathering of OAU delegates.
* Document C: Stokely Carmichael appeared in Hanoi, North Vietnam on January 1, 1967 to celebrate the International Day of Solidarity with members of the Black Panther Party. This ceremonial event reflects the global expansion of U.S. civil rights activism to encompass not only Africa but also alliances with developing nations in Asia and South America.

Based on the descriptions, students will record what is really happening in each photo. |
| Instruction30 Minutes | **INSTRUCTIONAL ACTIVITY**Students will be broken into groups and assigned one document to examine and present to the class. All six documents are related to the three photos looked at during the opening activity.**TEACHER DIRECTIONS**The teacher will then break students into six mixed-ability groups and assign one of the following topics:1. Thurgood Marshall
2. Kenyan decolonization
3. Malcom X
4. Organization for African Unity
5. Stokely Carmichael
6. Bandung Conference

Questions to guide students:* What is the author trying to say?
* What are the main points of the article?
* What evidence from the document supports your answer to the text-based question?
* How does your photo help explain what your document is about?

**STUDENT DIRECTIONS**1. Read your assigned document
2. Discuss with your group and answer the text-based question
3. Build a two-slide presentation\* that includes:
	1. Brief summary of the document
	2. Your answer to the text-based question
	3. An image related to the text
4. Share your presentations with the class
5. While listening to other groups present, fill in the answers to the text-based questions for that document

*\*If PowerPoint / Google Slides is not available, students may make a poster instead. If students finish early, they should be instructed to skim through the other documents.* |
| Closure10 Minutes | **SYNTHESIS DISCUSSION**Once all groups have presented, the teacher will bring the class back together for a whole class discussion. Consider the following questions:1. What is something new you learned today about one of the Civil Rights leaders we discussed?
2. What do you think about the idea of pan-African unity?
3. In what ways could your actions affect other people?

**EXIT TICKET**Students will complete an exit ticket by answering the following synthesis questions:1. Based on everything you learned today, why do you think leaders of the Civil Rights Movement had such a profound impact on people outside the United States?
2. How can Civil Rights activists today work to broaden their reach beyond the United States? How can you be a part of the movement?

The exit ticket can be found on the last page of the student worksheet. |
| Accommodations/ Enrichment | * Differentiated worksheet with hints for answering text-based questions
* Differentiated source packet with bolded key terms and underlined key points
* For accommodations, the presentation can be trimmed to one slide with the answer to the text-based question
* For enrichment, a longer presentation can be created with additional student research
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