

America's Voice

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Every time we turn our heads the other way when we see the law flouted—when we tolerate what we know to be wrong—when we close our eyes and ears to the corrupt because we are too busy, or too frightened—when we fail to speak up and speak out—we strike a blow against freedom and decency and justice.

—Robert F. Kennedy

INTRODUCTION

I was born in the 1970s and remember as I was growing up hearing the stories my father would tell of his experiences in Vietnam. He had been drafted in 1966, and later shared with my family and me what it was like for him. I specifically remember his sharing what it was like when he came home after his tour of duty to a country divided on the war. He felt hurt by the division and the anti-war protests that had taken hold while he was in Vietnam fighting for his country. That was the first time I had heard anything about protest and as a child found it difficult to understand why people would speak out against their country. However, as I got older and learned more about the Civil Rights movement and the Anti-War movement I became curious as to why people would go to the lengths they did just to have their voices heard. It was not until high school that I understood the power each person has in this country to make a difference just with their voice.

As I continued growing up, I eventually realized the impact and magnitude movements like the Civil Rights, Anti-War, and Feminist movements had on every single person in America, partly because things changed as a result of the movements, but also because it brought a united voice together to be heard by all. Finally I understood why the actions people took during the Anti-War movement divided the country and left my father hurt by that division. People may not always agree, but it is the speaking out that will ultimately make the difference and allow America's voice to be powerful. Our nation and its people have demonstrated time and again the power and privilege free speech holds. Ultimately it is the right of every individual to speak freely that has led this country and others throughout the world to move its people and society forward and ensuring equality for all who demand it.

Finally, in light of recent events, it is important to teach the fundamental principles of our government and constitution to help students understand the world around them. For many students the debate around the Iraq conflict left them with many unanswered questions and frankly confused about why there was a division among society. Studying the movements of the 1960s and 1970s will allow a context for students to move forward

when events such as war happen in society. This context will not only provide a greater understanding on the part of the student in history class, but will also allow for a greater understanding of the world and people around them.

TEACHING OBJECTIVES

The time period in American history from 1945-1974 was fraught with wars, unrest, and protest. The major events America faced, both at home and abroad, gave a new face and voice to the people of this country. My unit will focus on three of the major protest movements during this time in American history, specifically the Civil Rights movement, the Anti-War movement, and the Feminist movement. Furthermore, this unit will look at, above all, the how and why behind people utilizing their voice in each movement. In other words, this unit will address the way people utilized free speech and what drove them to use their right of free speech.

Additionally, this unit will focus on the major leaders of these three movements and look at what made them leaders, the impact their speaking skills had on creating a following, and in general what it takes to be a leader. My hope is that this part of the unit will help students discover their own leadership abilities within themselves. There will be four main objectives for this unit which will all focus around America's voice and the difference people can make.

Objective One

In the first objective, students will understand the reasons behind Americans protesting in each of the three movements. Included in this will be the inequalities between the races and the determination of African Americans to ensure equality during the Civil Rights movement. We will look at the deep division the American people had about sending troops to Vietnam and engaging in war during the Anti-War movement. Also, we will examine the increased tensions between the sexes on issues of equality in the work place, home, and overall opportunities women had or did not have during the Feminist movement.

Parts of this objective will be referring to students' prior knowledge of segregation in America, the rise of communism and the governmental policy of containment, and the suffrage movement. At the start of this unit I will do some review of the above mentioned to ensure all students are adequately prepared to move forward with this unit objective.

Objective Two

The second objective will allow students to identify different methods each movement used to protest with. This will include forms of rallies, sit-ins, marches, and the like. We will examine how each of the movements utilized different methods to forward their

cause, as well as look at how effective each movement was using the methods they chose. Since the suffrage movement will have already been discussed students will have an understanding of protest methods. This objective will go more in-depth as to different methods and the effectiveness of the methods chosen by each of the movements. Furthermore, students will be introduced to several examples of these methods in action and I will help to translate the use of protest to our constitutional right and responsibility as American citizens.

Objective Three

The third objective will have students identify key leaders within each of the protest movements, their roles, and the speeches they delivered. Students will begin to understand the importance leadership has on a movement and will look at the strengths and weaknesses of leaders in each of the movements. Ultimately, students will determine what characteristics effective leaders have and the influential power they can wield from their speeches. This objective will continue to make the connection to freedom of speech looking specifically at individuals using speech to motivate and inspire other people to join their cause. Here is where I will start the discussion of leadership and their ability as students to be leaders in their lives and communities.

Objective Four

The fourth and final objective will allow students to investigate the short term and long term impact each protest movement and leader had in America. This objective focuses on the overall impact and effectiveness of both the movement and the leaders. Students will then connect the effectiveness of the movement and its leader(s) to making a difference through freedom of speech. This objective will tie together all of the prior information that we studied and emphasize the power people in America have as a result of their rights as citizens. Additionally, we will discuss citizenship responsibilities to utilize our constitutional rights.

Objectives in Action

In the Civil Rights Movement we will first look at and discuss the Supreme Court decision, *Plessy v. Ferguson*, “declaring the policy of ‘separate but equal’ was legal and valid” (*Civil Rights* 10). Then I will introduce the *Brown v. Board of Education* decision ending segregation and identify the sentiments of the people around segregation and the “institutional racism” that was created by segregation. This will address the first objective, why the Civil Rights movement began. Next, we will look at the different methods used in this movement, including the Montgomery bus boycott, desegregation of schools in the south and the need for the National Guard, freedom rides, and sit-ins at Woolworth’s lunch counters. The third objective deals with key leaders and in this unit I will introduce Martin Luther King Jr., Rosa Parks, and Malcolm X. My students will investigate and identify what made each of them a leader within the movement.

Specifically, I will address Rosa Parks's story and experience in the Montgomery bus boycott. Also, we will go in-depth on Martin Luther King Jr.'s leadership role, his "I Have A Dream" speech, and the March on Washington. We will also look at Malcolm X and his leadership within the movement and several of his speeches, including one he gave in 1964, in New York (*History* 58-59). Finally, the fourth objective deals with the impact the Civil Rights Movement and its leaders had in America. Here students will determine for themselves what those impacts were.

When looking at the Anti-War Movement, we will focus on the feelings in America regarding the Vietnam War and why so many felt it necessary to speak out against it. To do this, I will discuss what caused America to fight this war and what was behind the division among the American people as to what we were doing in Vietnam. We will also discuss how the successes of the Civil Rights movement led many of the same people to speak out against the war. Background knowledge from studying the Cold War and the United States policy of containment will be necessary and will have been done in a prior unit. Methods of protest will include the student rioting and marches across American college campuses and on Washington D.C., including the Kent State shootings. We will also look at the impact protest songs by popular musicians like Bob Dylan and the Beatles had on creating more media attention for the Anti-War movement. The efforts of several organizations, including Students for a Democratic Society (SDS) and Student Non-Violent Coordinating Committee (SNCC) will be included in this unit as well. As for the third objective, the leaders I will focus on are Tom Hayden, a student protester, and other key leaders like Jane Fonda, Abbie Hoffman, and Timothy Leary. Students will again determine for themselves what the impacts were in America as a result of the Anti-War Movement, which covers the fourth objective for this unit.

We will look at the Feminist Movement and how it began. First we will look to the history of the struggle for equality starting with the 1920s suffrage movement and the proposed Equal Rights Amendment (ERA). Students will have studied the suffrage movement in an early unit; therefore I will be drawing on their new knowledge to introduce the Second Wave Feminist movement. We will discuss the issues of sexism and inequalities women were facing in spite of equal voting rights and the Civil Rights Amendment. The second objective will be covered by identifying the methods women used to speak out, like marches on Washington and other places, the creation of National Organization for Women (NOW) and their statement of purpose, the renewed efforts to pass the Equal Rights Amendment, boycotts of events like the Miss American Pageant, and the Supreme Court decision on *Roe v. Wade* giving women a constitutional "right to privacy" (*History* 86). Two key leaders of the movement we will discuss are Gloria Steinem and Betty Friedan. Specifically, we will look at both Steinem's and Friedan's roles in speak out for women's equality and their position within in NOW and their leadership overall in the Feminist movement.

BACKGROUND

I currently teach at Reagan High School, which has a student body of approximately 1,650 students. About 87 percent of the students that attend Reagan High School are Hispanic. The remaining population is made up of white, African American, and Asian American students. This unit is being created for my AP American History course, which is a junior level course. Starting in the 2003-2004 school year, American history will be one of several courses tested by the state of Texas and it will be the first time a social studies course is tested with the an accountability measure attached for graduation. In other words, students must pass the TAKS test for American History to graduate from high school. With this said, this unit (in addition to the rest of the required material) is extremely important for students to study and understand. The State of Texas requires certain time periods, events, and people be taught. Included in this is the Civil Rights movement and its leaders as well as other events which demonstrates the workings of the Constitution of the United States of America. In fact, the state of Texas outlines seven principles of the constitution, which will be tested in the TAKS. Of these seven principles, one is Popular Sovereignty, the belief that all political authority originates with the people, and another is Individual Rights, the belief that all people enjoy certain specific liberties and protections solely because they are part of a society (*Project Clear 6*). Additionally, students will be required to understand citizenship in the United States, including who is considered a citizen, the rights citizens have, and the responsibility that goes along with those rights.

This time period is significant in that it was a time when people utilized and demanded their “Individual Rights” and let their voices freely be heard with the hope and desire to enact change in society and themselves. To read and discuss how and why people spoke out and the power that they then yielded allows students to identify the power of their own unique voice and passion. Additionally, the Civil Rights, Anti-War and Feminist movements all demonstrate popular sovereignty in action in America. In a country that has changed so much in terms of the rights citizens have, it is extremely important to know how those changes came about and the fact change was needed at all. The Civil Rights movement, the Anti-War movement, and the Feminist movement specifically address citizenship and the power citizens have in America when they choose to use it, specifically freedom of speech. Its crucial that the youth of this country understand the principals within our constitution, including popular sovereignty and individual rights, so that they one day utilize their power as a citizen to make a difference in the world.

Also, I feel it particularly important to study the issues of popular sovereignty, individual rights, and citizenship in the United States with my students because so many of them are first or second generation Americans. Many of my students’ parents brought their children to this country in part because of the rights and freedoms we have in the United States, and I feel it is my duty to make sure their children understand the fights that have taken place to ensure rights and freedoms for all people. Additionally, since

most of my students are first or second generation citizens, they cannot depend on their parents' knowledge of citizenship in the United States. In fact, school may be the only environment in which these students obtain any knowledge about the rights and responsibilities of citizens.

Finally, I also believe it is important to study these protest movements in order to discover inspirational leaders. In a time when there are too few role models for our youth, one option is to seek out role models of the past in the hopes of creating role models for the future. Most students at my school, as well as at other schools, have little to no idea how powerful their voice can be, and it is my intention with this unit to convey that message to them so they may one day be an active participant in their government. In a world of MTV and video games, young people often get sucked into another reality and then when events like those currently happening (i.e. September 11, the war in Afghanistan, and the current war in Iraq) they have so many questions and are often confused. In my experience with my students, many do not feel safe enough to even ask questions, let alone express their own opinions about such issues. I create a community inside my classroom where my students do feel safe enough to ask their questions and express their opinions. However, it is important that they learn they can do this elsewhere and even make a difference by doing so.

My goal and commitment as a teacher is to teach my students to understand the importance of history and to think critically for themselves and also to contribute to their communities and society as a whole. It is my intention that studying the different voices of America within the Civil Rights, Anti-War, and Feminist movements will demonstrate this to my students. Additionally, the leadership portion of this unit will allow students to tap into their own leadership qualities and hopefully give them the strength and assurance they need to be leaders in their own lives, schools, and communities now and in the future.

TEACHING STRATEGIES

The power of people's voice is a major focus for this unit; therefore, when teaching it, I will create lessons in which students speak their voice on these and other issues. The main strategies I will utilize are: readings and discussions of speeches, simulations and debates around the three movements (Civil Rights, Anti-War, and Feminist movements), and a comparison analysis of the three movements. Also, this time is very visual, and I will incorporate images like Martin Luther King Jr.'s speech, "I have a Dream," with other videos from Malcolm X, to presidential debates. We will also look at music during this time period and the impact songs had on the three movements including Bob Dylan, Joan Baez, and the Beatles. This unit will also be comprised of two projects.

The first will be a group project in which students create a Protest Guide Book looking at the impact all three movements had and their success. This project will be related directly with the fourth objective. The second project will be an overall unit

project in which students choose a specific current event, research that event and the key people involved, write a speech, and present it to the class. Their speech will incorporate the key components of a strong speech that we will identify from the speeches we look at from each of the movements.

This project will be the conclusion to this unit and will allow students to utilize their knowledge gained from the prior lessons (i.e. readings, simulations, debates, videos, discussions, and research of America). This project will also be the major assessment piece for this unit. However, daily activities, quizzes, and the protest guidebook project will also be tools used for assessment.

Objective 1: Reasons Behind each Movement

Civil Rights Movement

The lessons on the Civil Rights movement will start with a journal writing based on the following prompt, “Have you ever not been allowed to do something because you were a different race than someone else? What was it like for you? Was there something you wanted to do about it? What was it?” This is to get my students thinking about racial segregation and have them relate to it based on a personal experience. Then we will discuss two Supreme Court decisions involving segregation; *Plessey v. Ferguson* and *Brown v. Board of Education*. In groups, students will read through the *Brown v. Board of Education* decision. We will also discuss the forms of segregation there was, water fountains, buses, lunch counters, and schools.

Anti-War Movement

Students will have already studied the Cold War so this lesson will start out with a review of the containment policy utilized by the United States government and the attempts to stop the spread of communism. Students will then identify the causes of the Vietnam conflict. I will then have students make a chart outlining the reasons for and against sending American troops to Vietnam. From here we will look at who was on each side of the debate and their arguments for each side. After some preparation time, we will have our own classroom debates based on the information students have found.

Feminist Movement

Again, we will review material from a prior unit on women’s suffrage. Students will trace the progress made since women gained the right to vote in 1920 up to the 1960s. Included in this will be a short overview of the history of how the Equal Rights Amendment started the battle to win support for this amendment, and the ultimate defeat of the ERA. We will also do some reading on the woman’s role during the 1950s, including images from television and Phyllis Schlafly’s “domestic ideal” (Kerber 534).

We will also do a comparison to the Civil Rights movement and the role women played within it and how that led many women to speak out for women's rights.

Objective 2: Methods Used to Protest

Civil Rights Movement

For this lesson, I will start with a centers activity in which there are four stations for students to go through in groups. Each station will focus on a different method of protest during the Civil Rights movement. Additionally, each station will have a reading and questionnaire aspect, as well as photographs from the period to give students a visual account of what methods were used. We will conclude as a whole group and discuss any insights students had while going through the stations.

Anti-War Movement

Music is going to be a major focus for the Anti-War Movement lessons; therefore, we will be listening to and reading through the lyrics of several songs from Bob Dylan and the Beatles. We will be looking at the hidden meaning in some of these songs and then students will be asked to write their own songs about the Vietnam War. Next we will read about SDS and students will create a timeline identifying key aspects of SDS and the role it played in the Anti-War movement.

Feminist Movement

Among other things, I will have students look more in-depth at the ERA, specifically why it was so hard to gain support for this amendment, why it was defeated, and the role it played in the Feminist movement as a whole. Also, students will be reading and discussing the Statement of Purpose of the National Organization for Women. I will also be asking students to make a list of the issues women were raising through marches and boycotts. Students will then present their findings to the rest of the class.

Objective 3: Leadership in each Movement

Civil Rights Movement

I will use "Letter From a Birmingham Jail," "I Have a Dream," and other writings from Martin Luther King Jr. to analyze his leadership of the movement (*Bring History Alive* 197). We will look at how Malcolm X felt about the March on Washington in 1963, and the philosophy of nonviolent protest. Students will compare King and Malcolm X looking at similarities and differences in their goals, methods, and ideas. We will also read a personal account from Rosa Parks and discuss her impact and leadership within the movement.

Anti-War Movement

We will be looking at some of the key speeches delivered by Tom Hayden and Jane Fonda. Students will also be asked to do some research on the background of several of the student leaders and how they got involved in the movement. Additionally, we will look at how the musicians demonstrated their own style of leadership based on the following they created from their music. The SDS will also be tied in as an organization that created a following. Students will breakdown the different forms of leadership within the Anti-War movement and analysis the effectiveness of these different forms of leadership. Which worked the best and which struggled to become a large presence in the movement will be the key question they will need to answer.

Feminist Movement

We will be reading articles written by Gloria Steinem and Betty Friedan looking at their positions on different issues. Then students will do a comparison analysis chart comparing both feminist leaders. Additionally, students will be reading a speech delivered by Steinem on the ERA. They will then have to determine if this speech was effective in furthering the message Steinem was speaking out for.

Objective 4: Impact each Movement had in America

Students will be working in groups on a project identifying the impact of each movement. Students will be creating a Protest Guide Book, which will summarize everything they have learned up to this point. This Guide Book will be broken down into three chapters, one for each of the three movements.

It will be up to the students to determine what goes into their Guide Book, they must meet certain requirements and answer the question, “What impact did these protest movements have on America?” This will be the main assessment piece for this objective and will tie together all previous lessons and activities. The goal of this project is to give students an opportunity to express in their own way what the impact protest has had on America using these three movements as there key examples.

Unit Assessment: Student Speeches

The overall assessment for this unit will be student speeches based on the characteristics of a strong speech that we will develop during the entire unit. Students will be required to select a current issue that they feel passionately about and write a speech on it. The topic students select will have to be approved by me. Student speeches must be 2 pages long and will be delivered/presented to the rest of the class. Each student will be graded on how well they develop their point throughout their speech and how effective they are in delivering their speech. Students will use the other speeches that we read while studying Civil Rights, Anti-War, and Feminist movements as a resource and example

when writing their own speeches. This project will focus on their leadership abilities and developing those abilities. We will then conclude the project and unit celebrating the rights and freedoms we as Americans have as citizens of the United States.

CONCLUSION

My hope with this unit is to instill in my students their responsibility in being a citizen. The protest movements of the 1960s and 1970s are not the only ones in our history that exemplify the freedom and responsibility that go along with that freedom our founding fathers had intended. I feel, however, that this time period offers students a real-world application. This unit will support the state requirements these students need to graduate with in addition to providing students a foundation to build upon as contributing members of society. The key focus of leadership will also help provide this foundation for students. I believe that the strategies I will utilize will gain and keep students interest and that by the end of this unit students will have obtained a great deal more than just an understanding of this time period in history, but will make them realize the power within them.

LESSON PLANS

Lesson Plan 1: Segregation

Objective

The students will identify the key motivational factors behind the Civil Rights movement.

Introduction: (15 minutes)

Students will be asked to write a one-page journal entry about their personal experience with discrimination and/or segregation based on their race. Students will be given this prompt, “Have you ever not been allowed to do something because you were a different race than someone else? What was that like for you? Was there something you wanted to do about it? What was it?” Students will have 10 minutes to gather their thoughts and then write the journal. We will conclude the journal writing with a discussion of some of the experiences students wrote about.

Concept Development: (30 minutes)

1. Lecture outlining the Supreme Court decisions on segregation, *Plessey v. Ferguson* and *Brown v. Board of Education*. Included will be the impact each decision had on society and the origins of these important cases.
2. Ask students what they think “separate but equal” means and then write their responses on the board
3. Using the following questions, lead a discussion/lecture on what “separate but equal” looked like in America during the 1950s and 1960s
 - How would you feel if you had to sit in the back of the bus?

- What could you have done if the law said you could not go to the school nearest your home because of your race?
- What do you think was the key motivational factor for people to fight against “separate but equal”?

Student Practice: (35 minutes)

1. Jigsaw Reading- divide students into groups of four and have each group read a section of personal accounts of living under “separate but equal” conditions. Ask students to identify examples of the inequalities in services and/or treatment people of color experienced during segregation in America.
2. When students are finished they will switch groups and share what insights they gained from the reading. Students in their new groups should discuss what similarities and differences they saw in each others sharing of the experiences people had under segregation.
3. Whole group share out of the similarities and differences each group came up with.

Assessment & Closure: (5 minutes)

1. For homework, students will write an essay on how people’s experiences under segregation in America would motivate them to speak out to change the law. They will be required to support their opinion based on the notes, reading, and discussion from class.

Lesson Plan 2: Protest Music

Objective

The students will examine the impact music had as a method of protest during the Anti-War movement.

Introduction: (10 minutes)

Have a song from the 1960s protesting the Vietnam War playing as students walk into the room. Ask students to listen to the song and write down their thoughts about what the song is saying. Then discuss as a whole group the big ideas from this song.

Concept Development: (20 minutes)

1. Review the different methods of protest previously discussed in class and then introduce the idea of music as a method for protest and a way of using our right of free speech.
2. Introduce students to key musicians that from the 1960s that were protesting the Vietnam War through their music. Play a few songs as the lyrics are displayed on the overhead.
3. Discuss with students how music can motivate and inspire people as well as forward a cause or idea. Write down what students come up with.

Student Practice: (45 minutes)

1. Instruct students to pick a partner that they will work with to write their own protest song. Students will write a song protesting the Vietnam War based on their prior knowledge of the war and Anti-War movement. Students will only be responsible for writing the lyrics of the song.
2. Have students share out about their song and what they focused on within the song.

Assessment & Closure: (10 minutes)

1. Student Vietnam protest songs.
2. For homework, students are to identify a current song that is speaking out about something and/or is protesting something. Students are to come to class with the name of the artist, a summary of the song, and what the song is protesting.

Lesson Plan 3: Leaders of the Feminist Movement

Objective

The students will identify and examine the leadership of the Feminist movement.

Introduction: (10 minutes)

Pictures of Gloria Steinem and Betty Freidan will be on the overhead with the question “Who am I” and “What do I have to do with the Feminist movement”? Students will have a few minutes to come up with their answers to these questions. Then as a whole group students will share out about what they came up with.

Concept Development: (15 minutes)

1. Students will be given bios on Gloria Steinem and Betty Freidan to read through about the women and their position on different issues.

Student Practice: (50minutes)

1. Students will then create a comparison analysis chart on the two women’s positions on the key issues of the feminist movement, including ERA, working outside of the home, pay rates, domestic violence issues, etc.
2. We will share out as a whole group about the big ideas that came from their analysis.
3. Students will then look at a specific speech Steinem gave about the ERA and identify the strengths and weaknesses in the speech.

Assessment/Closure: (10 minutes)

1. Analysis chart on Steinem and Freidan
2. Discussion of strengths and weaknesses of both feminist leaders and their role within the feminist movement.

Lesson Plan 4: Protest Guide Book

Objective

Students will determine the impact the Civil Rights, Anti-War, and Feminist movements had on America.

Introduction: (10 minutes)

Review the Civil Rights, Anti-War, and Feminist movements that we have been studying. Ask the question “What impact did these movements have on America” to get students thinking.

Concept Development: (30 minutes)

1. Divide students into groups of 3-4 depending on class size. Tell students that in their groups they will be creating a “Protest Guide Book” that will explain the impact each movement had on America and outline how each movement made that impact, including the role the leadership played within each movement.
2. Explain to students the requirements of the “Protest Guide Book” project:
 - a. Three chapters, one for each movement
 - b. Each chapter must answer these questions: what goals did they have, how did they achieve their goals, and what role did their leader play in achieving these goals
 - c. You must include 2 specific examples for each question for each movement
 - d. Bio on key leaders for each movement
 - e. A minimum of 6 pictures, charts, graphs that support your information
 - f. Decorated front cover
 - g. The book must be bound together
 - h. Index and Work Cited should be included
 - i. Book must be typed
 - j. A minimum length of 8 pages (text only)
 - k. Groups must decide how to divide up the work between group members and create roles and responsibilities based on the work division
3. Hand out calendar with important project dates, including research time in library/computer lab, rough draft due dates, and final due dates.
4. Answer any questions regarding the project requirements, dates, or overall project.

Student Practice: (45 minutes)

1. Allow students to get into groups and create roles and responsibilities for the project.
2. Students can start brainstorming about what to include in their book and the format that they want to use to create their book
3. If time allows, students can start the research portion of their project.

Assessment/Closure: (10 minutes)

1. Groups must turn in their roles and responsibilities that they came up with.
2. Review calendar with students and make sure they are prepared to go to library/computer lab next class time.
3. Answer any questions that may have come up about the expectations for this project.

Lesson Plan 5: Speeches

Objective

Students will assess key components of a strong speech and the impact a speech can have on an issue.

Introduction: (15 minutes)

Have students brainstorm the characteristics of a strong speech based on the speeches we have read from the Civil Rights, Anti-War, and Feminist movements. Give students 10 minutes to come up with a list of characteristics and then share out as a whole group of what they came up with.

Concept Development: (25 minutes)

1. Using the characteristics of a strong speech the students came up with tell them they will write their own speech on an issue important to them. Then go over any characteristics that they did not come up with.
2. Explain the requirements of this project:
 - a. Speech must be two pages typed double spaced
 - b. Speech must incorporate the characteristics of a strong speech
 - c. Content of the speech must be written by them based on a current issue they feel passionate about
 - d. They must select an issue with two sides and pick one side to support in their speech
 - e. All topics must have teacher approval
 - f. They should use the speeches we have reviewed in class as a resource in writing their own speech
 - g. They will be delivering/presenting their speech to the class
3. Answer any questions students have regarding the requirements of their speech.

Student Practice: (40 minutes)

1. Students will brainstorm possible issues they could write their speech about. Once students have decided the issue they will have one on one conference with the teacher for approval of their topic.
2. Students will create an outline of what they want to say in their speech.

Assessment/Closure: (10 minutes)

1. Students will turn in their approved topic for their speech.

2. Students will turn in their outline for their speech; if they do not finish it will be homework.
3. Students will be told if they need to do research for their topic they must do it on their own
4. Answer any questions that may have come up about their speeches.

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