

## **TAH Lesson Plan**

**Title:** The role of Affirmative Action in the Civil Rights movement

Possible Subject Area(s); US History; Civics

Overview: This lesson will focus on the development of affirmative action. It will end with a debate on whether or not affirmative action should continue to be used as a tool for the advancement of equality and civil rights.

Essential Understanding: Despite its divisive nature, Affirmative Action has a long history within the civil rights movement.

### **Essential Questions:**

- 1 What is Affirmation Action and when did it begin?
- 2 In what ways has Affirmative Action played an important role an important part in of the Civil Rights Movement?
- 3 Why is Affirmative Action so divisive?
- 4 How is Affirmative Action seen as fair by some and unfair by others?

### **CT Standards:**

- 1 Historical Thinking
- 2 US History
- 4 Applying History
- 5 United States Constitution and Government

### **Objectives:**

- The student will be able to explain what Affirmative Action is.
- The student will be able to show what role Affirmative Action has played in the Civil Rights movement.
- The student will be able to explain why Affirmative Action is so divisive.
- The student will be able to take a position pro or con on Affirmative Action and be able to defend it with specific examples.

### **Materials Needed:**

Computer with internet access

### **Suggested Activities/Procedures:**

## **Day 1**

- Details of the activity -

### **Introduction:**

The quote below by President Lyndon Baines Johnson will be used to introduce the topic of Affirmative Action. The teacher will put the quote on an overhead/whiteboard and give the students several minutes to jot down what they believe the quote means.

"You do not take a person who, for years, has been hobbled by chains and liberate him, bring him up to the starting line of a race and then say you are free to compete with all the others, and still just believe that you have been completely fair."

### **Main activity:**

Teacher will call on students to read their interpretation of the quote, making a list on the whiteboard.

Teacher will take student answers and apply them to the theory behind Affirmative Action, connecting the student ideas to:

- 1 Freedman's Bureau
- 2 President Franklin Roosevelt, A. Philip Randolph and Executive Order 8802
- 3 President Kennedy and Executive Order 10925
- 4 Executive Order 11246, Office of Federal Contract Compliance
- 5 Philadelphia Plan

### **Closure:**

Students will be asked to explain the purpose of Affirmative Action. This will be handed in at the end of the class and read by the teacher to confirm student understanding of daily objective.

### **Homework:**

Students will be asked to research one of the previous listed examples of Affirmative Action. Each of the five should be evenly distributed among the student population. Students should address these questions:

What was the object of your research a success? Why or Why not?

## **Day 2**

- Details of the activity –

### **Introduction:**

Students should be asked to write a paragraph answering the previous night's assignment question.

### **Main activity:**

Students will be broken up into the five different groups according to the previous night's homework so that they may compare their research findings. One person can be the designated note-taker. This person will compile a list of the various responses.

Each group in the actual chronological order of events can present their findings to the class with the purpose of explaining why their particular Affirmative Action Policy Event is the most important.

### **Closure:**

Students will be given several minutes to write on which Affirmative Action Policy Event is the most important. They should be asked to defend their choice.

### **Homework:**

Students should be broken up into two groups.

The first group should be given the task of finding and reading two pro-Affirmative Action articles on the internet. (Please see list of internet sites below)

The second group should be given the task of finding and reading two anti-Affirmative Action articles on the internet.

The students should take notes from the articles listing out the points made.

### ➤ Day 3

- Details of the activity-

#### **Introduction:**

Students will be asked to write about the merits of their particular articles. They should be directed to give their thoughts on the authors' points. This should be collected.

#### **Main activity:**

The teacher should write this question on the whiteboard;

“Should Affirmative Action continue to be used by the United States Government as a tool for the advancement of civil rights?” Please explain your answer.

One student on one side should randomly be chosen to give the opinion of their article.

One student from the opposing side should then be able to cite one of the points from one of the articles that they chose.

While this is going on, the teacher should be listing the reasons under “Pro and Con” on the board.

Students should be encouraged to give their own opinions as each side presents their research in response to both their articles and others presented.

Students should be given several minutes to copy down the list the teacher has created on the board.

#### **Homework:**

Students will be assigned to write an essay on whether or not they believe that Affirmative Action should be continued as a tool for the advancement of civil rights.

They have to defend their position with at least three examples taken from their own research or the class discussion.

### **Possible Extensions/Resources:**

- Students should be assigned to look into the role that various Supreme Court decisions have had on the development of Affirmative Action.

List of major Supreme Court Decisions

University of California v. Bakke  
Fullilove v. Klutznick  
Wygant v. Jackson Board of Education  
United States v. Paradise  
City of Richmond v. Croson  
Adarand Constructors, Inc v. Peña  
Gratz v. Bollinger  
Grutter v. Bollinger

- During Day 1, instead of teacher oriented presentation of material, depending on student ability, grade level and computer availability;

Students could each be assigned to research each of the five and be assigned one out of the five in which to answer Day 1's question:

“Was the object of your research a success? Why or Why not?”

- List of articles about Affirmative Action that can be found on the internet;

[http://www.boston.com/news/nation/articles/2008/03/18/affirmative\\_action\\_foes\\_point\\_to\\_obama/](http://www.boston.com/news/nation/articles/2008/03/18/affirmative_action_foes_point_to_obama/)

[http://www.manhattan-institute.org/html/aan-affirmative\\_action.htm](http://www.manhattan-institute.org/html/aan-affirmative_action.htm)

[http://encarta.msn.com/encyclopedia\\_761580666/affirmative\\_action.html](http://encarta.msn.com/encyclopedia_761580666/affirmative_action.html)

<http://www.nationalcenter.org/AA.html>

<http://www.civilrights.org/issues/affirmative/>

<http://www.civilrights.org/issues/affirmative/>

<http://www.theatlantic.com/politics/race/race.htm>

<http://www.foxnews.com/story/0,2933,125729,00.html>

# Discussion/Presentation Rubric

Score	Five	Four	Three	Two	One
Participation	Participates frequently	Mostly participates	Participates	Some participation	Very little participation
Clarity of Ideas	Clearly stated relates to and progress the discussion	Relates to and helps discussion	Relates to discussion, does not completely progress it	Some relation to discussion	Ideas do not have relevance to discussion
Research X2	Well researched clearly used in debate	Researched and used in debate	Researched and mostly used in debate	Some research and some used in debate	Minimal to no research, not used in debate
Respect for Peers X2	Takes turns, listens to peers, does not tease	Small # of interruptions – listens, no teasing	A few interruptions, attempts to listen and no teasing	Frequently interrupts little listening, no teasing	Does not take turns, teases other students

# Essay Rubric

Score	Five	Four	Three	Two	One
Organization of essay	Organized into five easy to follow – opening, body and closer	Three or Four paragraphs, parts of body missing – easy to follow	Two or three paragraphs, able to follow, missing parts	One or two paragraphs, not easy to follow	One or no paragraphs, hard to follow
Quality of information	Information from class and seminar clearly presented and used to support connected ideas	Information from class and seminar used to support ideas	Included information from class and seminar	Some information included	Little or no information used from class or seminar
Main Ideas X2	Three main ideas, well supported with details and examples	Three main ideas supporting ideas	Two to three main ideas support, with missing detail	Two main ideas with sparse supporting details	One to zero main ideas, no supporting details
Conclusion X2	Students form clear and own opinion based. Reader easily follow what they have learned	Own opinion based on learning reader can follow logic	Start of own opinion used information in essay to prove	Conclusion with some support	Conclusion without support
Grammar	No mistakes	A few	Some	Many	Mistakes take away from understanding