



The 4 C's –Strategies Used in the Civil Rights Movement

Learning Objectives: Students will

1. Analyze the role individuals played in the civil rights movement.
2. Analyze key events in the civil rights movement to identify the positive or negative impact they had on the movement.
3. Trace the historical development of the civil rights movement.

TEKS: US9A.1; US21A; US26.A&D

Materials Needed: Multiple sets of equality connect cards for small groups; copies of timelines for each small group; set of American history LRE Bio Cards

Teaching Strategy:

1. Introduce students to the idea of the 4 “C’s”—Congregations, Congress, Constitution, and the Courts. Discuss the meaning of each and briefly discuss how each might have been used to impact either positively or negatively the civil rights movement. After discussing the 4 “C’s,” have participants individually rank from 1-4 the “C” they feel most impacted the civil rights movement (1 is most significant).
 - Constitution—portions of the U.S. Constitution that address the issues of civil rights
 - Congress—laws/statutes passed by Congress to designed to carry out the Constitution and court decisions with regards to civil rights
 - Courts—decisions of the courts which interpret the Constitution with regards to civil rights
 - Congregations—church groups meeting and acting together for the purpose of making change with regards to civil rights
2. To analyze the role key individuals played in the civil rights movement, pass out key LRE bio cards to small groups. Adjust the size of the group to assure that all the bio cards are distributed. Include the following people:
 - a. Martin Luther King, Jr.
 - b. Cesar Chavez
 - c. Rosa Parks
 - d. Hector P. Garcia
 - e. Betty Friedan
 - f. George Wallace
 - g. Orval Faubus
 - h. Lester Maddox
 - i. Susan B Anthony
 - j. Ida B. Wells
 - k. W.E.B. DuBois
 - l. Marcus Garvey
 - m. Phyllis Schlafly
 - n. Black Panthers

- o. Dolores Huerta
 - p. Thurgood Marshall
3. Have the group read the bio card of the person given to them. After analyzing the role the person played, identify the “C” the person utilized to impact the civil rights movement. As a group, prepare one sentence that explains the choice of “C” using the facts from the bio card. Appoint one member of the group to be the spokesman in the next step.
 4. At the teacher’s direction, have the group’s representative go to the corner which represents the “C” they have selected. Once all the people are in the corner, have each student share the person he/she represents and the sentence explaining the reason for the choice of “C.”
 5. Pass out blue equality cards and a set of the four “C” timelines to each group. Have the students read the cards and then sort into one of four “C” timelines. Provide each student with a timeline graphic organizer and instruct them to place the events in the proper location and include a brief description of the significance of the event.
 6. Once students have completed their graphic organizer, instruct them to discuss each timeline and reflect on the following questions:
 - a. Which “C” had the most events listed under it? Why do you think that is?
 - b. Which periods of history seemed to have advanced civil rights? Explain why.
 - c. Which periods of history seemed to have inhibited civil rights? Explain why?
 7. Once the timelines have been discussed, have the students revisit the ranking they established at the beginning of the lesson. Have each student select the “C” that was the most significant. At the direction of the teacher, each student should go to the corner that represents his/her choice. Once there, meet with the others in the corner to create statement to be shared that explains why this “C” is the most significant.

The 4 C's of the Civil Rights Movement

1900

1920

1940

1960

1980

2000

Congress

Constitution

Courts

Congregations

The 4 C's of the Civil Rights Movement

1900

1920

1940

1960

1980

2000

Congress

Chinese Exclusion Act

Immigration Quotas
American Indian Citizenship Act

Executive Order 9066

Civil Rights Act of 1957

Civil Rights Act of 1964

Use of Commerce Clause

Voting Rights Act of 1965

Affirmative Action

Title IX

Equal Rights Amendment

Constitution

13th, 14th, 15th, Amendments

19th Amendment

24th Amendment

26th Amendment

Courts

Plessy v Ferguson

Mendez v Westminster

Delgado v Bastrop ISD

Sweatt v Painter

Brown v Board of Education

Hernandez v Texas

White v Regeester

Edgewood ISD v Kirby

Congregations

NAACP formed



Congress



Constitution



Courts



Congregations