

CIVIL RIGHTS CHUTES AND LADDERS

Learning Objective(s): The student will

- A. Trace the historical development of the civil rights movement from the 18th to the 20th centuries.
- B. Evaluate efforts to achieve equality in the United States.

TEKS: US.9A-E

Materials Needed: copies of the directions or a transparency, large pieces of paper, markers, transparency of the model chute and ladder.

Teaching Strategy:

1. Divide the class into small groups of three or four. Give each group an instruction sheet, drawing paper, and markers. After the students have identified the "who, where, when, what, and why the event is significant" for each of the events on the sheet, display the model of a "chute" and a "ladder." Explain to the students that they should decide whether each event is a "chute" which is an event that hindered the progress of the Civil Rights movement in some manner or a "ladder" if they believe the event pushed or advanced the effort forward. Using the model provided, they should create a chute or ladder symbol for each event. Each symbol should include the name of the event, the date, and the reason for the choice of the chute or ladder symbol.
2. After cutting out the chute or ladder for each event, the students should arrange them in the correct chronological order.
3. Post each group's completed visual and allow the students time to visit each. After they have seen each, discuss the differences seen, allowing the students to defend their choices.
4. Debrief the activity by discussing the effectiveness of the civil rights movement in its attempt to achieve equality in the United States.

Key to dates of events: Thirteenth Amendment-1865; Fourteenth Amendment-1866; Fifteenth Amendment-1869; Plessy v. Ferguson-1896; Dixiecrats political party-1948; Brown v. Board of Education, Topeka, Kansas-1954; Montgomery Bus Boycott-1955; Eisenhower sends federal troops to Little Rock, Arkansas-1957; Freedom Rides-1961; March on Washington-"I Have a Dream" Speech-1963; Malcolm X assassinated-Feb. 1964; Civil Rights Act- July, 1964; Bloody Sunday-March, 1965; Voting Rights Act-August, 1965; Martin Luther King's assassination-1968;

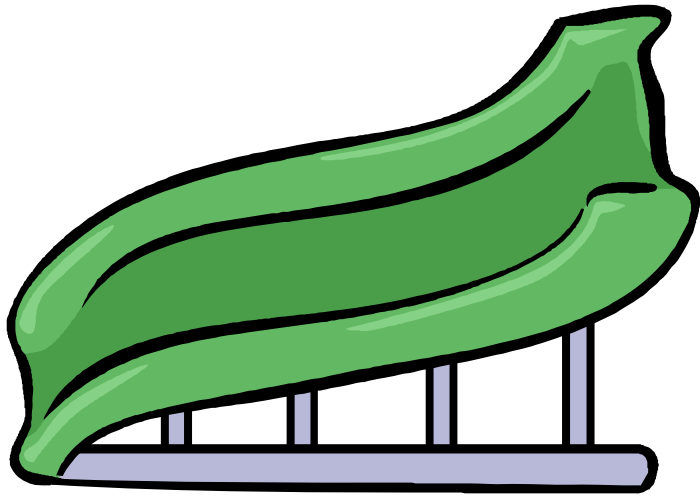
NOTE: This strategy can be used with other eras to evaluate the importance of key events.

Civil Rights Chutes and Ladders

Directions: Identify each of the events below including the “who, what, where, when and why each is significant.” After becoming familiar with each, decide whether you think each event is a “chute” which is a slide backwards or a “ladder” which is a step forward in the struggle for equality in the United States. Using the model of a chute or ladder, create the symbol you feel is most appropriate for each. Under or on the symbol include the date, a short description of the event, and an explanation as to why your group has decided it is a step forward or a slide backwards. Cut each out and arrange them on the paper in the correct chronological order.

1. Martin Luther King's assassination
2. Thirteenth Amendment
3. Dixiecrats political party
4. Plessy v. Ferguson
5. Freedom Rides
6. March on Washington-“I Have a Dream” Speech
7. Civil Rights Act
8. Voting Rights Act
9. Malcolm X assassinated
10. Bloody Sunday
11. Eisenhower sends federal troops to Little Rock, Arkansas
12. Brown v. Board of Education, Topeka, Kansas
13. Fourteenth Amendment
14. Montgomery Bus Boycott
15. Fifteenth Amendment

Chute



Ladder

