



Teaching the Movement

The State of Civil Rights Education in the United States 2011

*A Report by the Southern Poverty Law Center's
Teaching Tolerance Program
Montgomery, Alabama*

With a Foreword by Julian Bond

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About the Report

This report was prepared by the Southern Poverty Law Center under the guidance of Teaching Tolerance Director Maureen Costello. The principal researcher and writer was Kate Shuster, Ph.D. The report was reviewed by Terrie Epstein, Ed.D., Hasan Jeffries, Ph.D., and Jeremy Stern, Ph.D. It was edited by Maureen Costello with assistance from Booth Gunter and Sean Price. It was designed by Scott Phillips.

About the Southern Poverty Law Center

The Southern Poverty Law Center is a nonprofit organization that combats hate, intolerance and discrimination through education and litigation.

About Teaching Tolerance

Founded in 1991, Teaching Tolerance is dedicated to reducing prejudice, improving intergroup relations and supporting equitable school experiences for our nation's children.

The program provides free educational materials to educators for use by millions of students. *Teaching Tolerance* magazine is sent to 450,000 educators, reaching every school in the country, twice annually. Tens of thousands of educators use the program's film kits and more than 5,000 schools participate in the annual Mix It Up at Lunch Day program.

Teaching Tolerance teaching materials have won two Oscars, an Emmy and more than 20 honors from the Association of Educational Publishers, including two Golden Lamp Awards, the industry's highest honor.

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Foreword

BY JULIAN BOND



I began teaching civil rights history some years ago at some of the nation's most prestigious colleges and universities. Fearful that I might be 'speaking down' to my students, I gave them a brief quiz when the first class gathered. The results showed me that my fears were misplaced.

None could tell me who George Wallace, the segregationist governor of Alabama, was. One thought he was a CBS newsman who had covered the Vietnam War. They knew sanitized versions of the lives and struggles of Martin Luther King Jr. and Rosa Parks, but nothing of their real stories.

Mrs. Parks was still alive and the civil rights movement was closer in time to these young people's lives then, but the stories of bravery and sacrifice in the movement for civil rights were absent from their memories and their high school curricula. "My teacher didn't have time to get to it," they told me. "The semester ended too soon."

During my long teaching career, little has changed.

Part of the problem is revealed in this report. The civil rights movement is given short shrift in the educational standards that guide what students learn. Although southern states generally do a better job teaching the movement than the rest of the country, they have little to brag about. At the University of Virginia, my students are often outraged to learn that they have never been taught about events in their own hometowns.

An educated populace must be taught basics about American history. One of these basics is the civil rights movement, a nonviolent revolution as important as the first American Revolution. It is a history that continues to shape the America we all live in today.

As James Baldwin taught us, "History does not refer merely, or even principally, to the past. On the contrary, the great force of history comes from the fact that we carry it with us, are unconsciously controlled by it in many ways, and history is literally present in all that we do."

Julian Bond chaired the NAACP Board of Directors from 1998–2010 and is now Chairman Emeritus. He is a Distinguished Scholar in the School of Government at American University in Washington, D.C., and a Professor in the Department of History at the University of Virginia. He is also a member of the Southern Poverty Law Center Board of Directors.

Executive Summary

INTRODUCTION

The National Assessment of Educational Progress—commonly called “The Nation’s Report Card”—tells a dismal story: Only 2% of high school seniors in 2010 could answer a simple question about the U.S. Supreme Court’s landmark *Brown v. Board of Education* decision. And it’s no surprise. Across the country, state educational standards virtually ignore our civil rights history.

Generally speaking, the farther away from the South—and the smaller the African-American population—the less attention paid to the civil rights movement. Sixteen states do not require any instruction whatsoever about the movement. In another 19, coverage is minimal. In almost all states, there is tremendous room for improvement.¹

As the nation prepared this year to dedicate a monument to its greatest civil rights champion, the Southern Poverty Law Center undertook a comprehensive review—the first of its kind—of the coverage accorded the civil rights movement in state educational standards and curriculum frameworks. This report sets out the results of that review. It provides a national report card on the state of civil rights education in our country. Most states, unfortunately, get a failing grade.

Dedicating a memorial to Dr. Martin Luther King Jr. on the National Mall is of great symbolic importance. But if we, as a nation, are to move beyond symbolism, teaching our children about the great movement that Dr. King led is a national imperative.

THE FINDINGS

“To separate them from others of similar age and qualifications solely because of their race generates a feeling of inferiority ... that may affect their hearts and minds in a way unlikely ever to be undone. ... We conclude that in the field of public education separate but equal has no place. Separate educational facilities are inherently unequal.”

—1954

Based on the quotation [above] and your knowledge of history, describe the conditions that this 1954 decision was designed to correct. Be as specific as possible in your answer.

—Question on the 2010 National Assessment of Educational Progress U.S. History Exam

It wasn't hard to ace this question from the 2010 NAEP U.S. History Exam. Scorers looked for only two particulars: that the decision—which students did not have to identify as *Brown v. Board of Education of Topeka, Kansas*—was prompted by the existence of segregation, and that the segregation applied to schools.

Yet, only 2% of the 12,000 twelfth-graders who took the exam wrote down the two bare facts required to yield a score of “complete,” the highest possible score on the question. Fully 73% either supplied an answer deemed “inappropriate” (by parroting phrases from the question or providing irrelevant information) or simply skipped the question altogether.

Given what states expect them to be taught, it's no surprise that American students know so little about the modern civil rights movement.² The comprehensive review of state standards and curriculum frameworks set forth in this report reveals that the state of education about the civil rights movement is, in a word, dismal.

How dismal? In this assessment of state requirements, no state received a score higher than 70% [See Table 1]. The scores reflect the degree to which a state's frameworks or standards encompass the generally accepted core knowledge about the movement.³ A score of 100% would mean that a state requires all of that content to be taught; 50% means that half of the content is covered. Based on the scores, letter grades were assigned on a scale that recognizes the best state efforts. Only three states—Alabama, Florida, and New York—earned a grade of A.

- Sixteen states do not require *any instruction at all* about the movement. These states—along with 19 others whose coverage is minimal (with raw scores from 0 to 15%)—received grades of F.
- Four states—Arizona, Arkansas, Massachusetts and the District of Columbia—earned grades of D for raw scores between 20 and 30%.
- Six states, Louisiana, Maryland, Mississippi, Tennessee, Texas and Virginia—earned grades of C for scores between 31 and 50%.

Rather than recognizing the profound national significance of the civil rights movement, most states mistakenly see it as a regional matter, or a topic of interest mainly for black students.

- Three states—Georgia, Illinois and South Carolina—earned grades of B for scores between 50 and 60%.
- For all states, there is room for improvement.

Rather than recognizing the profound national significance of the civil rights movement, most states mistakenly see it as a regional matter, or a topic of interest mainly for black students. Nine of the 12 highest-scoring states are from the former Confederacy.⁴ They are joined by the states of Illinois, Maryland, and New York. Generally speaking, the farther away from the South—and the smaller the African-American population—the less attention is paid to the civil rights movement.

Imagine if children in Texas, California and Minnesota were exempted from lessons on the American Revolution—or if students in Alaska, Hawaii and Montana got a pass on the Civil War. We all recognize that the American Revolution and the Civil War are critical events in our growth as a nation, important for all students to study. It is time to recognize that the civil rights movement, too, is one of those critical events that defines us as a nation. It is a recent and important reminder of how individual self-governing Americans can act collectively to correct grave injustice.

The civil rights movement is a national, not a regional, issue. It has lessons for more than just the students in the South. In the words of noted civil rights historian Taylor Branch, “If you're trying to teach people to be citizens, teach them about the civil rights movement.”

The findings here should alarm educators and policymakers, regardless of their political stripe. They describe a nation that is failing in its responsibility to educate its citizens to be agents of change.

By issuing this report, the Southern Poverty Law Center hopes to spark a national conversation about the importance of teaching America's students about the modern civil rights movement. We call for states to integrate a comprehensive approach to civil rights education into their K-12 history and social studies curricula. And we call for a concerted effort among schools and other organizations that train teachers to work to ensure that teachers are well prepared to teach about the civil rights movement.

TABLE 1

2011 Grades for Civil Rights Coverage in State Standards

| STATE | GRADE | SCORE | STATE | GRADE | SCORE |
|----------------------|-------|-------|----------------|-------|-------|
| Alabama | A | 70% | West Virginia | F | 6% |
| New York | A | 65% | Oklahoma | F | 4% |
| Florida | A | 64% | Minnesota | F | 4% |
| Georgia | B | 57% | North Carolina | F | 4% |
| Illinois | B | 54% | Rhode Island | F | 4% |
| South Carolina | B | 52% | Idaho | F | 2% |
| Mississippi | C | 40% | Missouri | F | 1% |
| Louisiana | C | 43% | Colorado | F | 1% |
| Tennessee | C | 39% | Nebraska | F | 1% |
| Texas | C | 35% | Alaska | F | 0% |
| Virginia | C | 32% | Connecticut | F | 0% |
| Maryland | C | 31% | Delaware | F | 0% |
| District of Columbia | D | 28% | Iowa | F | 0% |
| Massachusetts | D | 24% | Hawaii | F | 6% |
| Arizona | D | 22% | Kentucky | F | 0% |
| Arkansas | D | 20% | Maine | F | 0% |
| California | F | 15% | Montana | F | 0% |
| New Jersey | F | 15% | New Hampshire | F | 0% |
| New Mexico | F | 14% | North Dakota | F | 0% |
| Michigan | F | 13% | Oregon | F | 0% |
| Washington | F | 11% | Pennsylvania | F | 0% |
| Ohio | F | 10% | South Dakota | F | 0% |
| Kansas | F | 8% | Vermont | F | 0% |
| Nevada | F | 8% | Wisconsin | F | 0% |
| Utah | F | 8% | Wyoming | F | 0% |
| Indiana | F | 7% | | | |

GUIDE TO THE STATE RANKINGS

The highest possible score was 100%, which would mean that a state requires all of the recommended content needed for a thorough grounding in the history of the civil rights movement. Letter grades were assigned on a scale that recognizes the best efforts.

Grade A

The state includes at least 60% of the recommended content. Even though these states can do more to ensure that students have a comprehensive understanding of the civil rights movement, they set higher expectations than other states.

Grade B

The state includes at least 50% of the recommended content. These states should do more to ensure that students have a comprehensive picture of the civil rights movement, but did demonstrate a commitment to educating students about it. Standards were clear but limited.

Grade C

The state includes at least 30% of the recommended content. These states have significant additional work to do to ensure that students have a satisfactory, comprehensive picture of the civil rights movement. In general, these states are missing content in more than one key area—covering the movement in patches rather than systematically. Standards are often jumbled.

Grade D

The state includes at least 20% of the recommended content. These states should significantly revise their standards so that students have a satisfactory and comprehensive picture of the civil rights movement. In general, these states are missing content in several key areas, covering the movement incidentally or haphazardly.

Grade F

The state includes less than 20%—or, in many cases, none—of the recommended content. Sixteen of these states do not require students to learn about the civil rights movement at all. Those that do require movement-related instruction miss essential content in most of the key areas. These states should substantially revise their standards to ensure their students have a satisfactory understanding of the civil rights movement.

Background

The seeds of the Teaching Tolerance program were planted in 1991 when Morris Dees, co-founder of the Southern Poverty Law Center, was speaking to an NAACP meeting about the bravery of Beulah Mae Donald, a Mobile, Ala., woman whose lawsuit bankrupted one of the country's most notorious Ku Klux Klan groups after its members murdered her son.⁵

When Dees referred to the martyrs of the civil rights movement, he was surprised that the students in the audience didn't know the names. They didn't know Medgar Evers. They didn't know James Chaney, Andrew Goodman and Michael Schwerner. They didn't know Emmett Till.

Dees launched Teaching Tolerance to keep the lessons and the people of the civil rights movement alive. The program produces films, teaching kits and lessons to help educators teach the civil rights movement in the classroom. What we have learned in 20 years is that materials are not enough.

We continue to hear reports of just how little students in American schools are learning about history, particularly the history of the civil rights movement. Most recently, 2011 brought the news that only 12% of high school seniors who took the 2010 National Assessment of Educational Progress (NAEP) exam were marked as proficient in U.S. history. Only 1% scored at the advanced level. Of the seven curriculum subjects NAEP tested, students scored the lowest in U.S. history.

The low scores are the logical result of three factors that have converged to make this generation the least well-served when it comes to having access to high-quality history education.

- 1. There is no instructional time.** Over the last decade, history and social studies have been crowded out of the classroom. Research shows an overall decline in classroom time devoted to social studies.⁶ The No Child Left Behind Act has increased the emphasis on testing in math and reading, subjects on which schools must show progress under the law. The overall result is that history education has been left behind, as social studies instructional time in our most challenged schools has fallen by more than a third.⁷
- 2. Teachers are not well prepared.** As Diane Ravitch has reported, as recently as in 1998 three-quarters of American social studies teachers had not majored or minored in history.⁸ More recent data shows that nearly 60% of those teaching history in grades 7-12 had neither a history major or minor.⁹ Although many have since received training from Teaching American History grants, the fact remains that even those teachers who majored in U.S. history may not have taken a single course in the civil rights movement.
- 3. States fail to set high expectations.** The Thomas B. Fordham Institute survey of state content standards has clearly documented the inadequacy of most state history standards. This failure to set high expectations for proficiency in history has been constant since 2003, with the average Fordham grade for history standards remaining at a D from 2003 to 2011.¹⁰

While the Southern Poverty Law Center is concerned about the overall decline in history education, we are particularly concerned about how this decline affects what students learn about the civil rights movement, as well as how and when they learn it.

Why The Civil Rights Movement Matters

The civil rights movement is one of the defining events in American history, providing a bracing example of Americans fighting for the ideals of justice and equality. When students learn about the movement, they learn what it means to be an active American citizen. They learn how to recognize injustice. They learn about the role of individuals, as well as the importance of organization. And they see that people can come together to stand against oppression.

We are concerned that the movement, when it *is* given classroom time, is reduced to lessons about a handful of heroic figures and the four words, “I have a dream.” Students need to know that the movement existed independently of its most notable leaders, and that thousands of people mustered the courage to join the struggle, very often risking their lives. They need to know that the dream to which Dr. King gave voice was not realized simply by the election of a black president in 2008. They need to know that as long as race is a barrier to access and opportunity, and as long as poverty is commonplace for people of color, the dream has not been achieved.

We are also concerned about the historical narrative promoted by some pundits and political figures who would deny the nation’s legacy of institutionalized oppression. There is tremendous pressure from the political right to teach a wholly false history that ignores our blemishes and misrepresents struggles for social justice. In this revisionist version, the framers worked tirelessly to end slavery, the nation was perfect at birth, and states’ rights—not slavery—was the motivation behind Southern secession. Together, these interpretations deny the everyday reality of millions of today’s students—that the nation is not yet perfect and that racism and injustice still exist. This narrative also ignores the agency of minorities and denies the need for group action to promote social justice.

The narratives being promulgated are not only false. Simply put, they are no longer persuasive to the majority

of our students. Teaching the civil rights movement is essential to ensuring that American history is relevant to students in an increasingly diverse nation. History educator Terrie Epstein’s research has shown that students enter classrooms with pre-existing worldviews that differ, often dramatically, depending on race, ethnicity, class and other demographic factors.¹¹ Students whose real-life experience suggests that history is being “white-washed” are unlikely to learn. These worldviews are very difficult to dislodge, especially when the standard narrative used to teach the civil rights movement is simplistic or distorted.

What little we know about civil rights movement instruction is not promising. We know that textbooks and core materials too often strip out context and richness to present a limited account of the movement.¹² We know that no comprehensive content standards exist for teaching about the movement. We know that even the most experienced teachers of U.S. history tend to rush to the finish line once the course passes World War II.

This report is a first step in a call for change. The United States has a civic and moral imperative to ensure that all children learn about the history of the civil rights movement. As Jeremy Stern notes, “Today’s students need to actively learn what older generations either lived through or experienced as a strong part of their cultural surroundings: Even basic knowledge of the civil rights movement cannot be taken for granted among today’s children.” As the movement recedes from recent memory into history, it is more important than ever to assess the state of learning and teaching about these essentially American events.

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Why Now?

“Often cast in a ‘Montgomery to Memphis’ frame that parallels the public life of Martin Luther King Jr., the Civil Rights Movement has taken on an air of inevitability in the popular imagination. Images and film footage have frozen the movement in time as an era when people risked their lives to end the crippling system of segregation in the South, and to secure the rights and privileges fundamental to American citizenship. For many young people, it looms as a shining moment in the distant past, with little relevance to contemporary issues concerning race, democracy, and social justice.”

—Waldo E. Martin Jr. and Patricia Sullivan, Introduction,
Teaching the American Civil Rights Movement: Freedom’s Bittersweet Song, p. xi.

We are now in the midst of anniversaries, commemorations and memorials of the civil rights movement. As movement figures die or withdraw from the public sphere, the struggle for civil rights will recede from active into historical memory. While there has never been a unified understanding of the movement, the disappearance of key actors brings risks that its lessons will be simplified and ultimately lost to students and our civil society.

In many ways, the civil rights movement has been separated from a “movement” for quite some time.¹³ Popular narratives create the impression that a small group of charismatic leaders, particularly Rosa Parks and Dr. Martin Luther King Jr., were primarily responsible for civil rights gains. Parks is justly venerated for her activism in triggering the Montgomery Bus Boycott. Yet too many depictions of her portray a lone woman who was simply tired and did not want to give up her seat on a bus to a white person. In reality, she was a trained participant in a well-organized social movement.

This should be cause for alarm. The reduction of the movement into simple fables obscures both the personal sacrifices of those who engaged in the struggle and the breadth of the social and institutional changes they wrought. The King- and Parks-centered narrative limits what we teach students about the range of possible political action. Students deserve to learn that individuals, acting collectively, can move powerful institutions to change.

We should be just as concerned that the civil rights movement will be recast in a cooperative frame.

“[T]here is a powerful tendency in the United States to depoliticize traditions for the sake of ‘reconciliation,’” writes historian Michael Kammen. “Memory is more likely to be activated by contestation, and amnesia is more likely to be induced by the desire for reconciliation.”¹⁴ Kammen observes that King’s image has been depoliticized, turning him in the eyes of the public from a radical anti-poverty activist into a charismatic integrationist. Small wonder, then, that it is now commonplace for some politicians and media figures to use King’s words about a color-blind society as a wedge against expanded opportunities for minorities while drawing a curtain across contemporary injustices.

Teachers and textbooks routinely avoid conflict and controversial issues while creating what Terrie Epstein has called “sanitized versions” of important national events—slavery without enslavers, struggles for civil rights without racism and resistance—all culminating in a national triumph of good over evil.¹⁵ “As a consequence of teaching a disingenuous national history,” writes Epstein, “millions of young people leave the public schools knowing a nationalistic perspective

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but not believing it, while those who accept it have no framework for understanding racism and other forms of inequality today.”¹⁶

Even as we face these pitfalls, we must do the best we can to teach the civil rights movement just as we teach other parts of American history. It is clear from our review that the civil rights movement is seen mainly as African-American or regional history. This view is

profoundly misguided. Understanding the movement is essential to understanding American history. When students learn about the movement, they study more than a series of dates, names and actions. They learn about what it means to be American and come to appreciate the importance and difficulty of struggling against tyranny. We teach the civil rights movement to show that injustice can be overcome.

THE EXPECTATIONS WE SET

Why Look at State Content Standards?

The United States stands alone among economically developed democracies in its lack of national curricular standards, let alone a common core curriculum. States take responsibility to develop standards and curricular frameworks that establish expectations for teaching and learning. In recent years, states have joined with the National Governors Association Center for Best Practices and the Council of Chief State School Officers to develop and promote the adoption of Common Core State Standards in English language arts and math. These standards have now been adopted in 43 states, the District of Columbia and the U.S. Virgin Islands.

In adopting the Common Core Standards, governors and state education officers underscored the important role that well-defined standards play in setting high expectations. Speaking about the new standards in English and math, Steve Paine, West Virginia State Superintendent of Schools, noted that the standards “provide a consistent, clear understanding of what students are expected to learn, so teachers and parents have a roadmap for what they need to do to help them.”

Such support and consensus is not likely to happen for history, however. While 18 states and more than a dozen professional organizations are currently involved in a process to develop some common approaches to social studies, those efforts have yet to bear fruit.¹⁷ Development and adoption of any common state standards for social studies promises to be challenging and complicated by the inevitable politic debates. After the battles of the mid-1990s to achieve national standards, few believe that a rigorous set of national history standards is anywhere on the horizon.

Because there is no national set of core standards, the only way to measure the nature of our common expectations about student knowledge of the civil rights movement is to look at state standards and frameworks. These documents have substantial practical and symbolic value.

As a practical matter, these state standards may be reflected in testing and accountability mechanisms as well as in instructional materials, teacher training, and professional development and textbooks (particularly in larger markets like Texas and California, whose decisions traditionally shape textbooks sold in smaller markets all over the country).¹⁸

Symbolically, a state’s standards and curricular frameworks make a strong statement about the shared common knowledge considered essential for residents of that state. Just as teachers set expectations for their students, states set expectations for their education system—their largest expenditure as well as their best investment in future prosperity.

But as much as state standards tell us, they leave many important questions unanswered. Even if we agree with the proposition that state content standards dictate what teachers teach (a hypothesis with limited empirical support), the present analysis leaves us to guess at *how* the civil rights movement is taught. Some states give glimmers of guidance, particularly in their supporting documents; their model lesson plans suggest tactics such as reading primary source documents, engaging in role-play or interviewing community members. We would be remiss, however, to take these recommendations as anything other than well-meant advice.

Realistically, when we examine state standards we learn only what states expect students to learn. Standards are not necessarily followed. We simply do not know what students are learning about the civil rights movement. If education

were a machine that dispensed comprehension as expectations mandate, we would not see near-daily reports of the “education in crisis” variety. Even if we were to see detailed state standards covering the civil rights movement (and the Fordham report shows

that even those states with otherwise detailed standards tend to shortchange those for events after World War II), these frameworks are not meaningful without testing and accountability—all too often lacking in history assessment, in particular.

Despite these limitations, this report examines state content standards and curriculum frameworks because those documents represent the expectations that states set for their students. If there is any single finding that has held true in educational research over the last 100 years, it is that high expectations are necessary for high achievement. When states say that an essential event like the civil rights movement is not essential content, or must only be studied in a superficial manner, why would we expect students—or teachers—to draw different conclusions?

We simply do not know what students are learning about the civil rights movement.

Our Approach

FOCUS ON STATE STANDARDS

This study examines all current and available state standards, frameworks, model curricula and related documents archived on the websites of the departments of education of all 50 states and the District of Columbia. It focuses on standards for social studies, social science, history and related subjects like civics or geography. Any mentions of the civil rights movement in English language arts standards or standards for other subjects are omitted by design.

This was not a simple task. There is no common approach to developing, formatting or publishing standards. In addition, every state has different methods for archiving, updating and releasing their standards and related documents. Some break up documents into grade levels, separating multiple support documents into dozens of independent files. Others, such as Florida, have moved standards, benchmarks and objectives into complex but searchable databases. Still others are in transition from one set of standards to another. Wherever possible, this study identified the standards that will be used in the 2011-2012 school year for each state's social studies divisions. All grade levels were examined. When key documents seemed to be missing, or when states seemed to have exceptionally limited coverage of the civil rights movement, officials at state departments of education were contacted by telephone and email to verify the completeness of the search.

Rather than use keyword searches that might overlook core concepts or ideas and leave out essential context, this research proceeded by reading all related documents for all states. This means it is the first study to provide a comprehensive look at state requirements and suggestions for studying the civil rights movement.

STANDARDS ANALYSIS

Our analysis proceeded in three stages. First, we created a standardized rubric of content expectations. Then we assigned scores to each state by comparing its standards and frameworks to the rubric. Finally, we looked at aggregate levels of detail required overall in state content

standards. The rubric allowed us to compare states to each other fairly, while the secondary analysis gave us a sense of both the breadth and the “middle” of state expectations regarding the civil rights movement.

Events and major figures in the civil rights movement were predominantly southern, so it was important for this study to create a fair rubric that would not advantage states based solely on their geography. Most states, along with the District of Columbia, require a class or unit on state history. Students in southern states might, in theory, be required to learn more about the civil rights movement than students in western states. This study controls for that imbalance as much as possible.

The rubric in Figure 1 was developed through closely reading a dozen of the most widely used American history textbooks over a variety of grade levels and in consultation with historians in the field. It evaluates states based on their required coverage of essential content as well as their integration of the civil rights movement into a larger instructional approach.¹⁹ It tries to set out an approachable span of core knowledge that a competent citizen needs to gain a reasonably full understanding of the civil rights movement. It is not complete or exhaustive; rather, it represents an attempt to synthesize essential information while appreciating the time constraints faced by modern teachers.²⁰

REQUIRED VS. SUGGESTED CONTENT

For the purposes of this study, only required content was included in the state grade assignments. When content is only suggested, it cannot fairly be described as a learning expectation. For example, a teacher in Connecticut could fulfill high school social studies grade level expectation 2, “Trace the evolution of citizens’ rights (e.g., Palmer Raids, struggle for civil rights, women’s rights movements, Patriot Act),” by entirely omitting the civil rights movement.

Where there was ambiguity over whether content was required, we erred on the side of coding that content as required. The most notable state in this “gray zone” was South Carolina, where the documents issued by

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About the Rubric

The rubric puts greatest focus on specific *content* students should know. We divided this content into six categories: *events*, *leaders*, *groups*, *causes (history)*, *obstacles* and *tactics*. Content contributed to 85% of a state's overall score.

The remaining 15% was allotted to how the state contextualized the movement. Here, we looked at whether instruction spanned several *grade* levels, whether teachers were required to connect the movement to *other social movements* and to *current events*, and whether it was included in *civics* standards.

States with superb required *content* could stumble on *context* if they tended to treat the movement as an isolated historical era. States requiring no content were rarely able to score well on context.

Of necessity, the rubric is incomplete. In particular, it reflects a regional version of the civil rights movement which, while consistent with textbook and state versions of events, is increasingly at odds with more nuanced portrayals of the movement in modern historical scholarship. There is no dispute among historians that key activists and events happened outside the South. The rubric attempts to capture some of this by allowing states the freedom to name their own influential leaders, but the events category remains a hybrid of national and Southern tipping points.

Using the rubric, state standards and frameworks were read and assigned a value of 1 for each specific component included. For example, in the category dealing with movement leaders, states were given a 1 if they required that students learn about Martin Luther King Jr. and another 1 if they required students to learn about Rosa Parks.²¹ Thus a full list of movement leaders required by the states, collectively, was developed. States were coded a 0 or 1 for each leader depending on whether they required study of that leader. For this *leaders* category, states were assigned a score based on the percentage of eight leaders they required students to study. If they required six of the recommended eight, the raw score for *leaders* was 75%. Other categories (*events*, *groups*, *tactics*, *history*) were scored similarly, according to the items and accompanying weights in the rubric.

The rubric expresses the hope that students should learn more than lists of facts. For example, it says that students should not only be able to identify major civil rights movement groups, but that they should also be able to “explain the mission and accomplishments of each group as well as trace the relationship between groups.” These more nuanced expectations were not coded or included in grading for the purpose of this study; the disparate nature of state content requirements (some only a sentence, others spanning several paragraphs) required some compromises for the sake of commensurability. Full coding for each state is found in the Appendix.

the South Carolina Department of Education’s Office of Standards and Support clearly tell teachers what information about the civil rights movement is essential for students to know. Those items from our rubric that were included in the “essential” category were coded as required.

This study closely considered what state documents said about the nature of their included examples; for some states, “e.g.” designated required content, while for other states content prefaced with “e.g.” was simply illustrative. State documents or, where necessary, conversations with state department of education officials were used to make a final decision about what elements of the standards and curriculum would be considered required.

STATE STANDARDS, FRAMEWORKS AND CURRICULUM

We read a variety of documents for each state, including many that index suggestions rather than requirements.

Understanding State Documents

Every state has a different approach to setting expectations for teachers and students. Some states simply pass all control to local authorities. Others have extremely detailed state-level requirements. Still others have chosen a middle path, with comparatively vague state documents that leave details up to local authorities.

In general, guiding state documents come in three kinds: curriculum, standards and framework. The trick is that different states mean different things by these words. What passes for curriculum in one state might look like another state’s framework, and vice-versa. In addition, some states have documents laying out “Grade Level Expectations” or “Grade Cluster Expectations.”

These general descriptions may help non-specialists understand the technical terms that describe state documents, although usage varies widely from state to state:

Standards define the knowledge, concepts and skills that students should acquire.

Curriculum is, in theory, drawn from standards and sets out specific courses and the content that will comprise a course of study.

Frameworks provide support for the development, organization, implementation and assessment of standards and curricula.

Grade Level Expectations are specific outcomes defining what students should know at the end of a particular grade.

Where appropriate, relevant excerpts are included in the state-specific appendices. We hope that these inclusions will provide a richer portrait of each state’s body of work on teaching the civil rights movement. For example, the 2008 Kentucky *Social Studies Teacher Network Curriculum Framework for United States History* suggests a unit called “Civil Rights and Cultural Transformations.” This unit explores the civil rights movement in considerable detail and is archived on the state department of education’s website. It is outlined in the account of Kentucky’s civil rights movement offered here, but its suggested content is not included in our coding of the state’s mandates.

Only 35 states (including the District of Columbia) required study of the civil rights movement as part of their state-mandated standards, framework or curriculum. Standards and frameworks were said to require study of the civil rights movement if they mentioned the term “civil rights movement” or analogous terms such as the “struggle for civil rights” or “African-American liberation movements.”

Since we were also interested in what states might require that went above or outside our “core content” rubric, we created a matrix that included all required names, events and key concepts from the civil rights movement sections of the state standards. Some of these were included only in one state as part of courses in that state’s history or a desire to make explicit connections to local and state history (Albert Gore Sr. in Tennessee, for example, or Oliver Hill in Virginia).

CODING OF ITEMS

No item was coded twice. For example, if a state mentioned the importance of studying civil disobedience in the movement, this was coded as “civil disobedience.” The “tactics” code was reserved for state requirements that asked students to compare, evaluate or simply

FIGURE 1

Rubric Evaluating State Coverage of the Civil Rights Movement

CONTENT EXPECTATIONS (85% OF OVERALL SCORE)

Identify important leaders, groups and events in the civil rights movement. (60% of content score)

- Students should learn that the civil rights movement was a movement composed of many individuals and was not the initiative of any single person or small group of people. All students should learn about Martin Luther King Jr. and Rosa Parks, but students should learn about at least six additional figures in the civil rights movement.
- Students should be able to identify major groups involved in the civil rights movement. These groups include CORE, SCLC and SNCC. Students should be able to explain the mission and accomplishments of each group as well as trace the relationships between groups.
- Students should be able to identify key events in the civil rights movement and place them in the correct chronology. These events include: *Brown v. Board of Education*, Little Rock, Freedom Rides, Montgomery Bus Boycott, 24th Amendment, Birmingham bombings and protests, March on Washington, 1964 Civil Rights Act, Freedom Summer, Selma-to-Montgomery march, 1965 Voting Rights Act, Watts and other uprisings, 1968 Civil Rights Act and assassination of Martin Luther King Jr. They should be able to identify the causes and consequences of these events, linking key figures and organizations to each event.

Recognize the causes of the movement and obstacles to its success. (20% of content score)

- Students should be able to trace the roots of the civil rights movement to slavery and disenfranchisement through the Civil War and Reconstruction. They should learn about Jim Crow laws, poll taxes and literacy tests. They should understand the complex causes of Truman's decision to desegregate the U.S. military, including A. Philip Randolph's role.

- Students should identify obstacles to the civil rights movement's success. They should learn the difference between *de jure* and *de facto* segregation and examine the extra-judicial enforcement of segregation through diverse tactics such as the formation of the White Citizens' Councils and the Ku Klux Klan. Students should be able to identify key figures and groups opposing the extension of civil rights, including Bull Connor and one of the major opposing Southern governors (Orval Faubus, George Wallace or Ross Barnett).

Identify movement tactics and explain differences of opinion about those tactics. (20% of content score)

- Students should be able to explain the advantages and disadvantages of nonviolent resistance. They should trace its intellectual roots to Gandhi and Thoreau, discussing the role of civil disobedience in a democratic society. They should identify and compare tactics such as boycotts, sit-ins, marches, voter registration and Black Power, used at different times during the struggle for civil rights.

CONTEXT AND INTEGRATION OF CIVIL RIGHTS MOVEMENT COVERAGE (15% OF OVERALL SCORE)

- Students learn about the civil rights movement, as appropriate, throughout their education (25% of context score).
- The civil rights movement is linked to current events and concerns. (25% of context score)
- The civil rights movement is incorporated into civics instruction so that, for example, students are encouraged to apply the lessons of the movement when forming their own ideas about effective citizenship. (25% of context score)
- Coverage of the civil rights movement includes connections to other social movements. (25% of context score)

learn about the tactics and strategies used in the civil rights movement. Any mention of racism or opposition to the civil rights movement that was not accompanied by a specific reference (e.g., Bull Connor, Jim Crow, Dixiecrats) was coded as “White resistance.” A number of states require students to read documents by Martin Luther King Jr. These were coded as “Martin Luther King Jr.” unless the requirements were specifically linked to an event or concept (i.e., reading “Letter From Birmingham Jail” in the context of a tactical discussion or reading King’s 1963 Lincoln Memorial address in the context of understanding the March on Washington). In those cases, the document requirements fell under the *event* category.

Presidential names were not coded, in part because references to Kennedy, Truman and Johnson tended not to be specifically related to their role in the civil rights movement. Most students should learn about those presidents in their study of the 20th century (although the Fordham report shows that even presidential names may not be part of required content in most states). The Appendix shows all required content for every state.

NATIONAL FINDINGS

How Do States Compare to Each Other?

In most states (see Table 1), the requirements for teaching about the civil rights movement are grossly inadequate to non-existent. The average score across all states and the District of Columbia was 19%, for an average grade of F.

Sixteen states require no instruction at all about the civil rights movement. A majority of states earned D's or below, with 35 earning F's.

Only three states—Alabama, Florida and New York—received an A. Only Georgia, Illinois and South Carolina received a B. Six states received a C for a low pass, even when a score of just 30% was required to earn a C and a score of 50% was required for a B. Four states received a D.

In awarding letter grades, we opted to scale grades to recognize the full range of standards quality, so that the states with the most rigorous standards—even if they didn't cover more than 70% of recommended content—received A's. In part, this was because these requirements have never been extracted and assessed before. Also, we needed a way to more effectively recognize effort on the part of lower-scoring states. There are significant qualitative differences among the states scoring less than 50% on our rubric: Arizona's score of 22% represents requirements to learn about movement figures and landmarks such as Martin Luther King Jr., Rosa Parks, the 1964 Civil Rights Act, the 1965 Voting Rights Act, integration of the armed forces, Jim Crow, literacy tests, poll taxes and nonviolence. West Virginia earned its 6% score by requiring students to learn only about King and linking the civil rights movement to other movements.

Table 2 breaks out the scores for each state in terms of the rubric's major categories: *leaders*, *groups*, *events*, *causes*, *obstacles*, *tactics* and context of coverage. There is considerable variance among the content categories. Scores are highest in the *leaders* category, with an average score of 21%. The lowest average score, 8%, is in the *opposition* category. The average content grade is extremely low, only 14%.

Context scores were higher, with states averaging 25%, or about one in four, of the following categories:

- Did the state's coverage of the civil rights movement include connections to *other social movements*? This was true in 23 states.
- Did it link the civil rights movement to *current events* and concerns? Seven states made this linkage explicit in their standards.
- Was civil rights movement coverage incorporated into *civics* instruction so that, for example, students were encouraged to apply the lessons of the movement when forming their own ideas about effective citizenship? Five states made this explicit connection.
- Did the state reserve teaching about the civil rights only to high school or did it incorporate it into other *grades* (not including a mention of King in the frequent unit on national holidays in the early grades)? Fifteen states made connections prior to high school.

Scoring for these context categories was liberal. If the civil right movement was mentioned in a state's civics curriculum, for example, this was enough to count as inclusion, even though a mention is obviously not the same as thoughtful integration. Since this is the first analysis of this kind, we made an overarching decision to err on the side of inclusion; we were not looking to fail any states.

TABLE 1

2011 Grades for Civil Rights Coverage in Content Standards

| STATE | GRADE | SCORE | STATE | GRADE | SCORE |
|----------------------|-------|-------|----------------|-------|-------|
| Alabama | A | 70% | West Virginia | F | 6% |
| New York | A | 65% | Oklahoma | F | 4% |
| Florida | A | 64% | Minnesota | F | 4% |
| Georgia | B | 57% | North Carolina | F | 4% |
| Illinois | B | 54% | Rhode Island | F | 4% |
| South Carolina | B | 52% | Idaho | F | 2% |
| Mississippi | C | 40% | Missouri | F | 1% |
| Louisiana | C | 43% | Colorado | F | 1% |
| Tennessee | C | 39% | Nebraska | F | 1% |
| Texas | C | 35% | Alaska | F | 0% |
| Virginia | C | 32% | Connecticut | F | 0% |
| Maryland | C | 31% | Delaware | F | 0% |
| District of Columbia | D | 28% | Iowa | F | 0% |
| Massachusetts | D | 24% | Hawaii | F | 6% |
| Arizona | D | 22% | Kentucky | F | 0% |
| Arkansas | D | 20% | Maine | F | 0% |
| California | F | 15% | Montana | F | 0% |
| New Jersey | F | 15% | New Hampshire | F | 0% |
| New Mexico | F | 14% | North Dakota | F | 0% |
| Michigan | F | 13% | Oregon | F | 0% |
| Washington | F | 11% | Pennsylvania | F | 0% |
| Ohio | F | 10% | South Dakota | F | 0% |
| Kansas | F | 8% | Vermont | F | 0% |
| Nevada | F | 8% | Wisconsin | F | 0% |
| Utah | F | 8% | Wyoming | F | 0% |
| Indiana | F | 7% | | | |

State Grades at a Glance

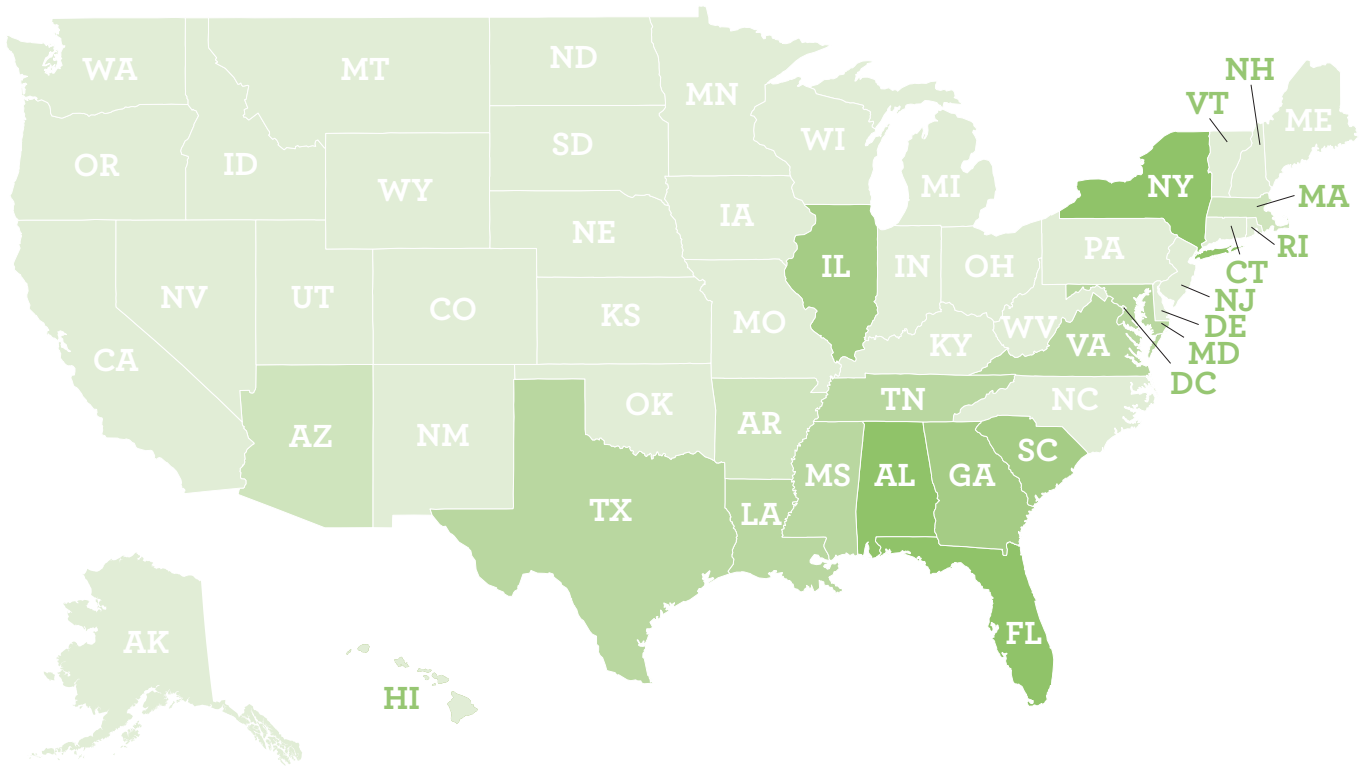


TABLE 2

State scores in each major rubric category

| STATE | LEADERS | GROUPS | EVENTS | HISTORY | OPPOSITION | TACTICS | CONTENT GRADE | CONTEXT GRADE | OVERALL GRADE |
|----------------------|---------|--------|--------|---------|------------|---------|---------------|---------------|---------------|
| Alabama | 100% | 100% | 75% | 29% | 25% | 43% | 69% | 75% | 70% |
| Alaska | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Arizona | 25% | 0% | 17% | 57% | 0% | 14% | 17% | 50% | 22% |
| Arkansas | 25% | 0% | 8% | 0% | 25% | 29% | 15% | 50% | 20% |
| California | 13% | 0% | 25% | 14% | 0% | 0% | 9% | 50% | 15% |
| Colorado | 0% | 0% | 0% | 14% | 0% | 0% | 1% | 0% | 1% |
| Connecticut | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Delaware | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| District of Columbia | 13% | 0% | 58% | 14% | 25% | 29% | 24% | 50% | 28% |
| Florida | 100% | 67% | 67% | 14% | 25% | 57% | 62% | 75% | 64% |
| Georgia | 100% | 67% | 50% | 29% | 25% | 29% | 54% | 75% | 57% |
| Hawaii | 0% | 0% | 0% | 0% | 0% | 14% | 3% | 25% | 6% |
| Idaho | 13% | 0% | 0% | 0% | 0% | 0% | 3% | 0% | 2% |
| Illinois | 75% | 100% | 83% | 29% | 0% | 0% | 55% | 50% | 54% |
| Indiana | 13% | 0% | 8% | 0% | 0% | 0% | 4% | 25% | 7% |
| Iowa | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Kansas | 13% | 0% | 33% | 0% | 0% | 0% | 9% | 0% | 8% |
| Kentucky | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Louisiana | 50% | 33% | 42% | 43% | 25% | 71% | 46% | 25% | 43% |
| Maine | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Maryland | 50% | 0% | 50% | 0% | 25% | 71% | 37% | 0% | 31% |
| Massachusetts | 0% | 0% | 75% | 0% | 0% | 14% | 28% | 0% | 24% |
| Michigan | 13% | 0% | 8% | 0% | 25% | 0% | 7% | 50% | 13% |
| Minnesota | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 25% | 4% |
| Mississippi | 50% | 33% | 17% | 43% | 25% | 14% | 30% | 100% | 40% |
| Missouri | 0% | 0% | 8% | 0% | 0% | 0% | 2% | 0% | 1% |

| STATE | LEADERS | GROUPS | EVENTS | HISTORY | OPPOSITION | TACTICS | CONTENT GRADE | CONTEXT GRADE | OVERALL GRADE | | |
|----------------|---------|--------|--------|---------|------------|---------|---------------|---------------|---------------|-----------------------------------|-------------------|
| Montana | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | MEAN SCORE ENTIRE U.S. | |
| Nebraska | 0% | 0% | 0% | 14% | 0% | 0% | 1% | 0% | 1% | | LEADERS |
| Nevada | 0% | 0% | 8% | 0% | 0% | 14% | 5% | 25% | 8% | | 19% |
| New Hampshire | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | | GROUPS |
| New Jersey | 25% | 0% | 25% | 0% | 0% | 14% | 13% | 25% | 15% | | 10% |
| New Mexico | 0% | 0% | 0% | 14% | 0% | 29% | 7% | 50% | 14% | | EVENTS |
| New York | 75% | 100% | 75% | 14% | 0% | 57% | 63% | 75% | 65% | | 19% |
| North Carolina | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 25% | 4% | | HISTORY |
| North Dakota | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | | 10% |
| Ohio | 0% | 0% | 8% | 0% | 0% | 29% | 7% | 25% | 10% | | OPPOSITION |
| Oklahoma | 0% | 0% | 8% | 29% | 0% | 0% | 5% | 0% | 4% | 7% | |
| Oregon | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | TACTICS | |
| Pennsylvania | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 14% | |
| Rhode Island | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 25% | 4% | CONTENT GRADE | |
| South Carolina | 50% | 0% | 75% | 71% | 25% | 86% | 52% | 50% | 52% | 14% | |
| South Dakota | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | CONTEXT GRADE | |
| Tennessee | 38% | 0% | 67% | 14% | 50% | 29% | 33% | 75% | 39% | 25% | |
| Texas | 50% | 0% | 25% | 14% | 25% | 43% | 28% | 75% | 35% | OVERALL GRADE | |
| Utah | 0% | 0% | 8% | 0% | 0% | 14% | 5% | 25% | 8% | 16% | |
| Vermont | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | | |
| Virginia | 63% | 0% | 50% | 29% | 25% | 29% | 34% | 25% | 32% | | |
| Washington | 25% | 0% | 17% | 0% | 0% | 0% | 8% | 25% | 11% | | |
| West Virginia | 13% | 0% | 0% | 0% | 0% | 0% | 3% | 25% | 6% | | |
| Wisconsin | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | | |
| Wyoming | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | | |

NATIONAL FINDINGS

What Content Do States Require?

In addition to comparing states using a standardized rubric, we took a closer look at the kind of content they required. Some states went into a surprising amount of detail in their civil rights-related requirements. Sometimes these details were specific to events in a state (e.g., the Tallahassee bus boycott in Florida); at other times, they did not seem to have a particular relationship to a state's particular history (e.g., Massachusetts' requirement that students learn about the Nation of Islam).

Table 3 shows all required details found in the state documents for all the states, ranked first by frequency and then listed by category. These details were included if they were mentioned in required content, regardless of context. This means the table fails to capture nuance in state standards; unfortunately, for most states there was little nuance to capture, as these requirements tended to appear in lists rather than as part of meaningful and well-constructed learning expectations.

There are a number of ways that this list surprises. Only 19 states require students to learn about *Brown*, while 18 include Martin Luther King Jr. Not even a quarter of states include requirements to learn about key legislation (i.e., the 1964 Civil Rights Act, the 1965 Voting Rights Act). Only four include the 24th Amendment as essential content. One state alone, Arkansas, requires students to learn about the Ku Klux Klan when they learn about the civil rights movement.²² This is consonant with the overall low state scores in the rubric's "opposition" category and serves as some confirmation of the "sanitization" hypothesis advanced by Epstein and others.

States require students to learn about very few female figures in the civil rights movement. Although Rosa Parks is frequently included in *suggested* state content, only 12 states require students to learn about her. Only three states require students to learn about Watts and other urban uprisings in the "long, hot summers" of 1964-1968. And only one requires students to learn about the Kerner Commission. These latter omissions likely reflect periodization of the civil rights movement as well as the well-documented tendency of history standards to become more vague as they approach the present time.

In general, state requirements are few and scattered. Even when states agree about the need to teach the civil rights movement, they do not agree about the essential knowledge needed to understand the movement.

TABLE 3

Specific requirements from state mandates

RANKED BY FREQUENCY

| | | | |
|---|----|--------------------------|---|
| <i>Brown v. Board of Education</i> | 19 | Lester Maddox | 2 |
| Martin Luther King Jr. | 18 | Robert F. Kennedy | 2 |
| 1964 Civil Rights Act | 14 | Voter registration | 2 |
| Freedom Rides | 12 | 1965 ESEA | 1 |
| 1965 Voting Rights Act | 11 | A.G. Gaston | 1 |
| Malcolm X | 11 | Al Gore Sr. | 1 |
| March on Washington | 11 | Albany Movement | 1 |
| Rosa Parks | 12 | Andrew Young | 1 |
| Little Rock | 9 | Autherine Lucy | 1 |
| Sit-ins | 9 | Bobby Seale | 1 |
| Tactics | 9 | Bull Connor | 1 |
| Montgomery Bus Boycott | 8 | Children's March | 1 |
| Armed forces desegregation | 7 | Clinton HS | 1 |
| Black Power | 7 | Constance Baker Motley | 1 |
| NAACP | 7 | Fred Shuttlesworth | 1 |
| Nonviolence | 7 | H. Rap Brown | 1 |
| Birmingham bombings | 6 | Hamilton Holmes | 1 |
| Black Panthers | 6 | Harry & Henrietta Moore | 1 |
| Jim Crow | 6 | Harry F. Byrd | 1 |
| Thurgood Marshall | 6 | Huey Newton | 1 |
| 1968 Civil Rights Act | 5 | James Farmer | 1 |
| 24th amendment | 5 | Jesse Jackson | 1 |
| CORE | 5 | John Patterson | 1 |
| Dixiecrats | 5 | Kerner Commission | 1 |
| <i>Regents of the University of California v. Bakke</i> | 5 | Ku Klux Klan | 1 |
| SCLC | 5 | Maynard Jackson | 1 |
| SNCC | 5 | MFDP | 1 |
| Stokely Carmichael | 5 | Oliver Hill | 1 |
| A. Philip Randolph | 4 | Orval Faubus | 1 |
| Civil disobedience | 4 | Robert Williams | 1 |
| Mississippi summer | 4 | Roy Wilkins | 1 |
| Selma-to-Montgomery March | 4 | Ruby Bridges | 1 |
| 1957 Civil Rights Act | 3 | S.B. Fuller | 1 |
| <i>de facto</i> | 3 | Sibley Commission | 1 |
| <i>de jure</i> | 3 | Sweatt v. Painter | 1 |
| George Wallace | 3 | T.R.M. Howard | 1 |
| Jackie Robinson | 3 | Tallahassee bus boycotts | 1 |
| James Meredith | 3 | | |
| Literacy tests | 3 | | |
| Medgar Evers | 3 | | |
| Poll taxes | 3 | | |
| Watts, other urban uprisings | 3 | | |
| <i>Briggs v. Elliot</i> | 2 | | |
| Fannie Lou Hamer | 2 | | |

LISTED BY CATEGORY, THEN RANKED BY FREQUENCY

| LEADERS | |
|---|----|
| Martin Luther King Jr. | 18 |
| Malcolm X | 11 |
| Rosa Parks | 11 |
| Thurgood Marshall | 6 |
| Stokely Carmichael | 5 |
| Jackie Robinson | 3 |
| James Meredith | 3 |
| Medgar Evers | 3 |
| Fannie Lou Hamer | 2 |
| Lester Maddox | 2 |
| Robert F. Kennedy | 2 |
| A.G. Gaston | 1 |
| Andrew Young | 1 |
| Autherine Lucy | 1 |
| Bobby Seale | 1 |
| Constance Baker Motley | 1 |
| Fred Shuttlesworth | 1 |
| H. Rap Brown | 1 |
| Hamilton Holmes | 1 |
| Harry & Henrietta Moore | 1 |
| Harry F. Byrd | 1 |
| Huey Newton | 1 |
| James Farmer | 1 |
| Jesse Jackson | 1 |
| Maynard Jackson | 1 |
| Oliver Hill | 1 |
| Robert Williams | 1 |
| Roy Wilkins | 1 |
| Ruby Bridges | 1 |
| S.B. Fuller | 1 |
| T.R.M. Howard | 1 |
| Vivian Malone | 1 |
| Whitney Young | 1 |
| GROUPS | |
| NAACP | 7 |
| Black Panthers | 6 |
| CORE | 5 |
| SCLC | 5 |
| SNCC | 5 |
| MFDP | 1 |
| EVENTS | |
| <i>Brown v. Board of Education</i> | 19 |
| 1964 Civil Rights Act | 14 |
| Freedom Rides | 12 |
| 1965 Voting Rights Act | 11 |
| March on Washington | 11 |
| Little Rock | 9 |
| Montgomery Bus Boycott | 8 |
| Birmingham bombings | 6 |
| 1968 Civil Rights Act | 5 |
| 24th amendment | 5 |
| <i>Regents of the University of California v. Bakke</i> | 5 |
| Mississippi summer | 4 |
| Selma-to-Montgomery March | 4 |
| 1957 Civil Rights Act | 3 |
| Watts, other urban uprisings | 3 |
| <i>Briggs v. Elliot</i> | 2 |
| 1965 ESEA | 1 |
| Albany Movement | 1 |
| Children's March | 1 |
| Clinton HS | 1 |
| Kerner Commission | 1 |
| Sibley Commission | 1 |
| <i>Sweatt v. Painter</i> | 1 |
| Tallahassee bus boycotts | 1 |
| TACTICS | |
| Sit-ins | 9 |
| Black Power | 7 |
| Nonviolence | 7 |
| Civil disobedience | 4 |
| Voter registration | 2 |
| HISTORY | |
| Armed forces desegregation | 7 |
| Jim Crow | 6 |
| A. Philip Randolph | 4 |
| <i>de facto</i> | 3 |
| <i>de jure</i> | 3 |
| Literacy tests | 3 |
| Poll taxes | 3 |
| OPPOSITION | |
| Dixiecrats | 5 |
| George Wallace | 3 |
| Al Gore Sr. | 1 |
| Bull Connor | 1 |
| John Patterson | 1 |
| Ku Klux Klan | 1 |
| Orval Faubus | 1 |

Conclusions

As this report illustrates, states are failing to set high expectations for student knowledge about the civil rights movement. This is probably due to a confluence of factors. We already know that state history standards are generally poor, regardless of the era in question. The Fordham report identifies a number of causes for this, including reliance on bare and over-general content outlines coupled with vague pronouncements about student learning outcomes. We see these amorphous aspirations in play with the civil rights movement, as in other historical eras. Students are to:

- “[D]emonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by examining the Civil Rights Movement and the changing role of women” (Virginia);
- “Understand the causes, course, and impact of the civil rights/equal rights movements” (Oregon); and
- “Analyze the origins of the various Civil Rights movements (African American, Native American, Women, Latino American, and Counter Culture etc) and how they manifested themselves during this time” (Minnesota).

Without detailed content, teachers are left to their own devices to decide what to cover in classes. Certainly, many teachers will cover the civil rights movement in appropriate detail regardless of state pronouncements, but what of the majority of American social studies teachers who did not major or minor in history? Tightened state budgets have resulted in major cuts in professional development funds. States looking to make the most of their education dollars would do well to set clear expectations for teachers.

Students must learn about the civil rights movement. More than an essential chapter in our nation’s history, it educates us about the possibilities of civic engagement while warning us about the kinds of resistance that stand in the way of change. It helps minority students to find themselves in history classes that are often alienating and confusing. It helps students in the now-tenuous demographic majority to understand current cultural conflicts, political controversies and economic inequalities. When students learn about the civil rights movement, they learn about the democratic responsibility of individuals to oppose oppression. We gloss over the civil rights movement at our own peril as a nation working to achieve equal opportunities for all citizens.

Recommendations

Fortunately, there are many excellent resources available for states interested in improving their content standards and for teachers looking to improve the rigor of their own instruction. There is some hope, too, in the work towards common social studies standards, although past political uproars sparked by attempts to create such standards should warn us of the landmines ahead in such efforts. Like much education reform in the United States, the struggle to improve the expectations we set will inevitably occur at the state and local levels.

It is our hope that this report, and subsequent work in this vein by the Southern Poverty Law Center, will provide states with productive models and possibilities for teaching one of our nation's most important eras. The rubric included here does not come close to a comprehensive blueprint for teaching the civil rights movement; nevertheless, it should serve as a model for states working to improve their standards and frameworks.

We recognize, of course, that state standards are not necessarily determinative or descriptive of actual teaching and learning. The research to evaluate the knowledge base, practices and needs of teachers has not been conducted. Such research is needed to allow better materials to be created in support of instruction at the classroom level while giving us more information about practices in individual states.

Finally, we should work to create, identify and promote models for best practices. Too many states do not support required civil rights movement instruction. This does not mean that the battle is lost. Teachers can and regularly do set higher expectations for their students than the institutions that govern them. Bringing together and sharing model practices can spread outstanding teaching while convincing institutional authorities that a better world is possible.

By issuing this report, the Southern Poverty Law Center hopes to spark a national conversation about the importance of teaching America's students about the modern civil rights movement. We call for states to integrate a comprehensive approach to civil rights education into their K-12 history and social studies curricula. And we call on a concerted effort among schools and other organizations that train teachers to work to ensure that teachers are well prepared to teach about the civil rights movement.

Endnotes

1. The report examines the educational standards of all 50 states and the District of Columbia. We use “states” in reference to all 51 entities.
2. For the purposes of this report, the “modern civil rights movement” refers to the events and people active in the struggle for equality from the mid-1950s until passage of major civil rights legislation in the 1960s.
3. The core knowledge—and the process used to identify it—is discussed in “Our Approach,” on p. 14 and shown in Table 3.
4. Alabama, Florida, Georgia, South Carolina, Mississippi, Louisiana, Tennessee, Texas and Virginia.
5. Beulah Mae Donald was represented by Morris Dees and the Southern Poverty Law Center in the suit, which resulted in a \$7 million verdict against the United Klans of America in 1987.
6. Beth A. Morton and Ben Dalton, *Changes in Instructional Hours in Four Subjects by Public School Teachers*, (Washington, D.C.: National Center for Education Statistics, 2007). <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007305>.
7. Center on Education Policy, *Instructional Time in Elementary Schools: A Closer Look at Changes for Specific Subjects*, (Washington, D.C.: Center on Education Policy, 2008). <http://www.cep-dc.org/displayDocument.cfm?DocumentID=309>.
8. Diane Ravitch, “Who Prepares our History Teachers? Who Should Prepare our History Teachers?” *The History Teacher* 31 (1998).
9. Ingersoll, Richard M. “Out-of-Field Teaching and the Limits of Teacher Policy.” Center for the Study of Teaching and Policy. http://repository.upenn.edu/gse_pubs/143/.
10. Sheldon M. Stern and Jeremy A. Stern, *The State of State U.S. History Standards 2011*, (Washington, D.C.: Thomas B. Fordham Institute, 2011). http://www.edexcellencemedia.net/publications/2011/20110216_SOSHS/SOSS_History_FINAL.pdf
11. Terrie Epstein, *Interpreting National History; Race, Identity, and Pedagogy in Classrooms and Communities*, (New York: Routledge, 2009).
12. Derrick P Alridge, “The Limits of Master Narratives in History Textbooks: An Analysis of Representations of Martin Luther King Jr.,” *Teachers College Record* 108 (2006): 662-686.
13. See e.g., Deborah Menkart, Alana Murray, and Jenice L. View, eds, *Putting the Movement Back into Civil Rights Teaching: A Resource Guide for Classrooms and Communities*, (N.p.: Teaching for Change, 2004).
14. Michael Kammen, *Mystic Chords of Memory: The Transformation of Tradition in American Culture*, (New York: Random House, 1993), 13.
15. Linda M. McNeil, *Contradictions of control: School structure and school knowledge*. (New York: Routledge Press, 1986). Diana Hess, *Controversy in the Classroom: The Democratic Power of Discussion*, (New York: Routledge, 2009).
16. Epstein, *Interpreting National History; Race, Identity, and Pedagogy in Classrooms and Communities*, 9.
17. Catherine Gewertz, “Social Studies Fresh Frontier for Standards,” *Education Week*, May 25, 2011.
18. Trends toward greater use of standards-based high school exit exams and end-of-course exams are increasing the practical importance of state standards in classrooms across the country. Center on Education Policy, *State High School Tests: Exit Exams and Other Assessments* (Washington, D.C.: Center on Education Policy, 2010). <http://www.cep-dc.org/index.cfm?DocumentTopicID=7>.
19. For the most part, civil rights struggles related to Reconstruction were excluded from the present analysis—the earliest events, chronologically speaking, that were included were the desegregation of the armed forces and A. Philip Randolph’s proposed March on Washington. Some states opted to include substantial historical context in their standards. Where appropriate, this is excerpted in the state-specific appendices.
20. Our rubric is necessarily limited. It tries to balance what is most likely being taught in the classroom with what should be taught in the classroom. Of necessity, this means that it still represents a much narrower understanding of the movement than that of professional movement historians.
21. Standards, we found, often contained detailed information that was merely suggested or offered as illustration. Looking specifically for required content, we coded only content we confirmed was considered required.
22. Other states may require students to learn about the Klan in the context of Reconstruction or the early part of the 20th century, but those are beyond the historical period of this study.

APPENDIX

STATES' REPORT CARDS AND CIVIL RIGHTS CONTENT STANDARDS

The following pages provide detailed results for each of the 50 states and the District of Columbia. Each state has a Report Card showing the scores for each rubric category (see p. 15) as well as the overall grade for the state. In addition, the civil rights movement-related content included in each state's standards and frameworks is reported in detail.*

READING THE REPORT CARD

Grades: Each state earned an A, B, C, D or F based on its percentage score (0-100%). The highest possible score was 100 percent, which would mean that a state requires all of the recommended content needed for a thorough grounding in history of the civil rights movement. Letter grades were assigned on a scale that recognizes the best efforts.

A

The state includes at least 60% of the recommended content. Even though these states can do more to ensure that students have a comprehensive understanding of the civil rights movement, they set higher expectations than other states.

B

The state includes at least 50% of the recommended content. These states should do more to ensure that students have a comprehensive picture of the civil rights movement, but did demonstrate a commitment to educating students about it. Standards were clear but limited.

C

The state includes at least 30% of the recommended content. These states have significant additional work to do to ensure that students have a satisfactory, comprehensive picture of the civil rights movement. In general, these states are missing content in more than

one key area—covering the movement in patches rather than systematically. Standards are often jumbled.

D

The state includes at least 20% of the recommended content. These states should significantly revise their standards so that students have a satisfactory and comprehensive picture of the civil rights movement. In general, these states are missing content in several key areas, covering the movement incidentally or haphazardly.

F

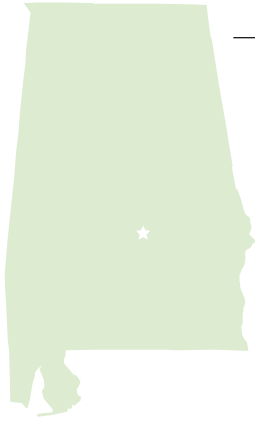
The state includes none or less than 20% of the recommended content. Sixteen of these states do not require students to learn about the civil rights movement at all. Those that do require movement-related instruction miss essential content in most of the key areas. These states should substantially revise their standards so that students have a satisfactory and comprehensive picture of the civil rights movement.

Categories. Each state received a score for specific *content* students should learn. We divided this content into six categories: *events*, *leaders*, *groups*, *causes (history)*, *opposition* and *tactics*. Content contributed to 85% of a state's overall score.

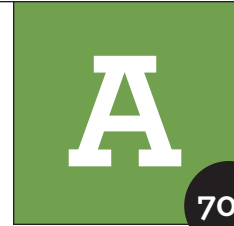
The remaining 15% was allotted to how the state contextualized the movement. Here, we looked at whether instruction spanned several *grade* levels, whether teachers were required to connect the movement to *other social movements* and to *current events*, and whether it was included in *civics* standards.

Items the State Requires. These reflect the level of detail the state considers essential and required knowledge for students. These are the only specific leaders, groups, events, history or tactics specifically required by the state.

* State standards are anything but consistent in content, format, number of supporting documents or location. Once standards were located, it was often unclear whether content listed was required or merely suggested. We made great efforts, including phone calls to confer with state officials, to determine both where the relevant expectations could be found and which content was required.



| | | | |
|----------------|-----------------|-----------------|-----------------|
| LEADERS | A (100%) | GRADE LEVELS | A (100%) |
| GROUPS | A (100%) | CURRENT EVENTS | F (0%) |
| EVENTS | A (75%) | CIVICS | A (100%) |
| HISTORY | D (29%) | OTHER MOVEMENTS | A (100%) |
| OPPOSITION | D (25%) | | |
| TACTICS | C (43%) | | |
| CONTENT | A (69%) | CONTEXT | A (75%) |



ITEMS THE STATE REQUIRES

LEADERS: Martin Luther King Jr., Rosa Parks, Malcolm X, Medgar Evers, Stokely Carmichael, A.G. Gaston, Autherine Lucy, Fred Shuttlesworth, James Meredith, S.B. Fuller, Vivian Malone.

GROUPS: CORE, SCLC, SNCC. **EVENTS:** 1964 Civil Rights Act, 1965 Voting Rights Act, Birmingham, *Brown*, Montgomery Bus Boycott, Freedom Rides, Little Rock, March on Washington, the Selma-to-Montgomery March. **HISTORY:** Integration of armed forces, poll taxes.

OPPOSITION: George Wallace. **TACTICS:** Black Power, sit-ins, voter registration.

GRADE A means Alabama includes at least 60% of the recommended content and sets higher expectations for its students than other states.

ALABAMA

SURVEY OF STANDARDS AND FRAMEWORKS

Alabama's *Course of Study* (2004) for social studies contains extensive required and suggested civil rights movement content. Unlike many state standards, the examples contained in Alabama's state standards are not optional; rather, they provide "essential content." Study of the movement begins in elementary school and is extensive in the high school U.S. history course.

ELEMENTARY AND MIDDLE SCHOOL

Grade 3: Identify significant historical sites in Alabama, including locations of civil rights activities. Examples include: Montgomery, birthplace of the modern civil rights movement; Birmingham, home of the Birmingham Civil Rights Institute; and Selma, site of voting rights activities.

Grade 4: Describe the social, political and economic impact of the civil rights movement on Alabama. Identify important people and events. Examples: Martin Luther King Jr., George C. Wallace, Rosa Parks; Montgomery Bus Boycott, Birmingham church bombing and the Selma-to-Montgomery March. Identify benefits of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

Grade 6: Describe the role of major rights leaders and significant events occurring. Examples: Rosa Parks, Martin Luther King Jr., *Brown v. Board of Education*, Montgomery Bus Boycott, student sit-ins, March on Washington, Freedom Rides, Civil Rights Act of 1964, Malcolm X, voter registration efforts and the Selma-to-Montgomery March.

Grade 7: Students studying civics should "describe examples of conflict, cooperation, and interdependence of groups, societies, and nations, using past and current

events." The suggested activity is "tracing the political and social impact of the modern civil rights movement from 1954 to the present, including Alabama's role."

HIGH SCHOOL

Grade 11: "Trace events of the modern civil rights movement from post-World War II to 1970 that resulted in social and economic changes, including the Montgomery Bus Boycott, the desegregation of Little Rock Central High School, the March on Washington and the Freedom Rides." The following activities are expected for all students:

- Tracing the federal government's involvement, including the abolition of the poll tax, the desegregation of the armed forces, the nationalization of state militias, *Brown v. Board of Education*, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965.
- Explaining contributions of individuals and groups, including Martin Luther King Jr., James Meredith, Medgar Evers, SCLC, SNCC and CORE.
- Identifying people and events in Alabama that influenced the movement, including Rosa Parks, Autherine Lucy, John Patterson, George C. Wallace, Vivian Malone, Fred Shuttlesworth, the Children's March, the Sixteenth Street Baptist Church bombing and the Selma-to-Montgomery March.
- Describing the development of the Black Power movement, including the change in focus of SNCC, the rise of Malcolm X and Stokely Carmichael, and the Black Panther movement.

- Describing the impact of African-American entrepreneurs including S. B. Fuller and A. G. Gaston.

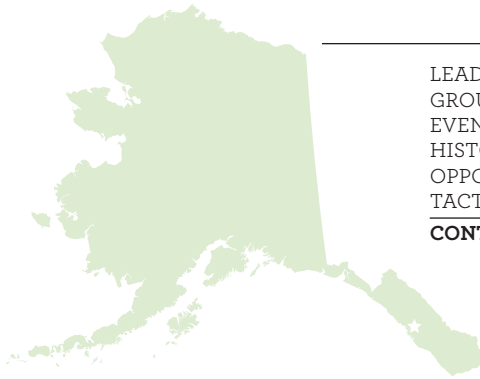
Sociology elective: “Describe social movement and social change” by explaining the impact of the modern civil rights movement, the women’s movement, the gun rights movement and the environmental movement in the United States.”

EVALUATION

Alabama’s standards contain an exceptionally high amount of required detail. This is appropriate, given the central role the state played in major civil rights events. Geography and history are not the only reasons for Alabama’s high grade. The state was one of the highest

ranked in the Fordham Institute’s survey, *The State of State U.S. History Standards 2011*, with a grade of A- and a final score of 90 percent.

The state still has room to improve its standards. While Alabama requires students to learn about a variety of leaders, events and groups in the civil rights movement, its requirements fail to include the nature and extent of white resistance, including key concepts like *de jure* and *de facto* discrimination and Jim Crow laws. Although the Sixteenth Street Baptist Church bombing is included in required content, students are not required to learn about the Ku Klux Klan or Bull Connor, both important symbols of white resistance to the civil rights movement. ●



| | | | |
|----------------|---------------|-----------------|---------------|
| LEADERS | F (0%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (0%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | F (0%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (0%) | | |
| CONTENT | F (0%) | CONTEXT | F (0%) |



GRADE F means Alaska includes none or less than 20% of the recommended content and should significantly revise its standards.

ALASKA

SURVEY OF STANDARDS AND FRAMEWORKS

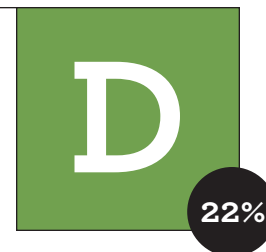
Alaska does not set master content standards. Like more than a dozen others, it is a “local control” state, leaving districts to set required content and frameworks. The Alaska Department of Education and Early Development’s *Content and Performance Standards for Alaska Students* (2006) does not mention the civil rights movement. The state only mandates learning outcomes related to Alaskan history.

EVALUATION

Alaska’s failure to set appropriate history standards for its students does not bode well for the state’s ability to graduate students with an understanding of the past. Then-Gov. Frank Murkowski’s introduction to the Alaskan standards says, in part, that these standards “represent the efforts of many people working for more than a decade to decide what young Alaskans should know and be able to do as a result of their public schooling.” The decision to omit requirements related to major events in American history is troubling. ●



| | | | |
|------------|---------|-----------------|----------|
| LEADERS | D (25%) | GRADE LEVELS | A (100%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (17%) | CIVICS | F (0%) |
| HISTORY | B (57%) | OTHER MOVEMENTS | A (100%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (14%) | | |
| CONTENT | F (17%) | CONTEXT | B (50%) |



ITEMS THE STATE REQUIRES

LEADERS: Martin Luther King Jr., Rosa Parks. **EVENTS:** Civil Rights Act, Voting Rights Act. **HISTORY:** Integration of armed forces, Jim Crow, literacy tests, poll taxes. **TACTICS:** Nonviolence.

GRADE D means Arizona includes at least 20% of the recommended content and should review and revise its standards.

ARIZONA

SURVEY OF STANDARDS AND FRAMEWORKS

Arizona has five master strands for social studies education in its *Academic Standards*. The civil rights movement appears in both the civics and government strand and in the U.S. history strand: “Post-war tensions led to social change in the United States and to a heightened focus on foreign policy. Civil rights struggles, changing social expectations, global tensions and economic growth defined the modern United States. Those issues continue to change and reshape our nation.”

As with many states, Arizona defines the items listed below that follow “e.g.” as non-required content. The state makes it clear that while “e.g.” concepts are not required, they are potentially subject to testing.

ELEMENTARY AND MIDDLE SCHOOL

Grade 1: Students should “Recognize that Rosa Parks, Martin Luther King Jr. and César Chavez worked for and supported the rights and freedoms of others.”

Grade 3: Students are asked to “recognize that individuals (e.g., Susan B. Anthony, Jackie Robinson, Rosa Parks, Martin Luther King Jr., César Chavez) worked for and supported the rights of others.”

Grade 7: In civics, students are asked to identify the government’s role in progressive reforms (e.g., women’s suffrage, labor unions, temperance movement, civil rights).

Grade 8: Students are required to “describe the importance of the following civil rights issues and events: a. Jim Crow Laws, b. nonviolent protests, c. desegregation, d. Civil Rights Act of 1964, e. Voting Rights Act of 1965.”

Grade 8: In civics, students should describe the impact that the following acts had on increasing the rights of groups and individuals: Civil Rights Act of 1964, Voting Rights Act of 1965, Indian Rights Act of 1968 and the Americans with Disabilities Act. Describe the impact that the following had on rights for individuals and groups: Jim Crow laws, literacy test, poll taxes, Grandfather Clause; civil rights movement (i.e., Martin Luther King Jr. and Rosa Parks); desegregation of the military, schools,

transportation, sports; United Farm Workers (i.e., César Chavez); National Organization for Women (NOW) and the Equal Rights Amendment (ERA).

HIGH SCHOOL

U.S. History: Students must “describe aspects of post World War II American society:”

- Postwar prosperity (e.g., growth of suburbs, baby boom, GI Bill).
- Popular culture (e.g., conformity v. counter-culture, mass-media).
- Protest movements (e.g., anti-war, women’s rights, civil rights, farm workers, César Chavez).
- Assassinations (e.g., John F. Kennedy, Martin Luther King Jr., Robert F. Kennedy, Malcolm X).
- Shift to increased immigration from Latin America and Asia.

EVALUATION

Arizona’s content requirements for learning about the civil rights movement are very weak. Like many states, Arizona’s standards omit discussion of racism and white resistance. The state does require students to learn about Jim Crow, literacy tests and poll taxes, but fails to provide guidance about the origins of those discriminatory laws. While Arizona does include education about the civil rights movement in multiple grades, a closer inspection reveals that much of the required content simply repeats from year to year rather than building upon prior knowledge.

The story about the civil rights movement told in these standards is a story of a small number of heroic individuals (no groups are included in either required or suggested knowledge) who influenced legislation (students are repeatedly required to learn about the Civil Rights Act of 1964 and the Voting Rights Act of 1965) without substantial resistance. ●



| | | | |
|------------|---------|-----------------|----------|
| LEADERS | D (25%) | GRADE LEVELS | A (100%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (8%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | A (100%) |
| OPPOSITION | D (25%) | | |
| TACTICS | D (29%) | | |
| CONTENT | D (22%) | CONTEXT | B (50%) |

D

27%

ITEMS THE STATE REQUIRES

LEADERS: Martin Luther King Jr., Malcolm X. **EVENTS:** Freedom Rides. **OPPOSITION:** Ku Klux Klan. **TACTICS:** Black Power, sit-ins, voter registration.

GRADE D means Arkansas includes at least 20% of the recommended content and should review and revise its standards.

ARKANSAS

SURVEY OF STANDARDS AND FRAMEWORKS

The *Arkansas Curriculum Frameworks* (2007) include examples that are mandatory as well as examples that are suggested. Staff in the state's Curriculum, Assessment and Research office confirmed that bullet-listed examples are mandatory, while content preceded by an "e.g." is not. Much of the state's civil rights content is suggested rather than mandatory.

ELEMENTARY AND MIDDLE SCHOOL

Grade 3: Examine historical people and events of Arkansas (e.g., Maya Angelou, Civil War, civil rights movement). Recognize individuals who contributed to the common good of society (e.g., Rosa Parks, Susan B. Anthony, César Chávez).

Grade 4: Identify major historical events that occurred during the 20th century (e.g., World War I, Great Depression, World War II, space exploration, civil rights).

Grade 6: Examine the following components of the civil rights movement: Freedom Riders, sit-ins, organized marches, boycotts, school integration and the Ku Klux Klan (KKK). Explain the migration of African Americans northward before and during the civil rights movement. Identify significant individuals whose lives impacted the civil rights movement (e.g., Martin Luther King Jr., Rosa Parks, Stokely Carmichael, Medgar Evers, Little Rock Nine, Thurgood Marshall). Examine changes brought about by the following world leaders including, but not limited to: Mahatma Gandhi, Martin Luther King Jr., Nelson Mandela, Anwar Sadat, Margaret Thatcher and Mao Zedong.

HIGH SCHOOL

U.S. History: Only one requirement in the American history social studies curriculum framework (revised 2006) covers the movement: "Investigate civil rights issues affecting the following groups: African Americans,

American Indians, Asian Americans, Hispanic Americans, women."

Civics/American government: The curriculum framework (2006) for the one-year required course has an institutional take on the civil rights movement, identifying key court cases, legislation and presidents:

- Analyze court cases that demonstrate how the U.S. Constitution protects the rights of individuals (e.g., *Brown v. Board of Education*, *Miranda v. Arizona*, *Tinker v. Des Moines*, *Gideon v. Wainwright*).
- Examine changes in civil rights legislation (e.g., affirmative action, Americans with Disabilities Act (ADA), Civil Rights Acts of 1964, 1968, Voting Rights Act of 1965).
- Identify United States presidents and summarize their roles in the civil rights movements: Harry S. Truman, John F. Kennedy and Lyndon B. Johnson.

AP United States Government and Politics: The Arkansas Department of Education *Enhanced AP United States Government and Politics* curriculum framework (2006) includes the following items in the section on civil rights and equal protection:

- Barriers to voting, including the white primary, the Grandfather Clause, poll taxes, literacy tests, acts of violence and intimidation.
- Brown v. Board of Education*: reversal of *Plessy v. Ferguson*, court-ordered desegregation "with all deliberate speed."
- De facto v. de jure* segregation.
- The civil rights movement.
- Changes in civil rights legislation (e.g., Civil Rights Act of 1964, Voting Rights Act of 1965, Civil Rights Act of

1968, affirmative action programs and Americans with Disabilities Act of 1990).

Contemporary United States History: This one-semester elective course's curriculum framework (2006) includes a strand called "Race and Ethnicity." For this strand, students "analyze the role which race and ethnicity have played in world affairs." Students should:

- Research the civil rights movement in the United States (e.g., desegregation of the United States military, *Brown v Board of Education*, NAACP, SCLC, CORE, Freedom Rides, Black Panthers).
- Compare and contrast the views of various civil rights leaders (e.g., Martin Luther King Jr., Malcolm X).
- Examine the role of government in securing civil rights (e.g., federal court cases, federal legislation, 24th Amendment).

EVALUATION

Arkansas' standards miss an opportunity to establish comprehensive required content about the civil rights movement. Instead of identifying clear learning expectations and choosing important events and individuals to provide strong guidance for teachers, the standards are largely satisfied with a scattering of required content that is overwhelmingly legislative and individualistic. Arkansas requires little knowledge of major movement events and no knowledge of civil rights groups.

The state is to be commended for including the civil rights movement and a detailed treatment of barriers to voting in its AP U.S. Government class; unfortunately, this content is reserved for students taking the advanced class. Otherwise, the state's discussion of barriers to the movement's success is limited to a mention of the Ku Klux Klan. Arkansas can do better to teach its students about the reasons for the movement and its rich history. ●



| | | | |
|------------|---------|-----------------|----------|
| LEADERS | F (13%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | D (25%) | CIVICS | A (100%) |
| HISTORY | F (14%) | OTHER MOVEMENTS | A (100%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (0%) | | |
| CONTENT | F (9%) | CONTEXT | B (50%) |



ITEMS THE STATE REQUIRES

LEADERS: Martin Luther King Jr. **EVENTS:** 24th Amendment, *Brown v. Board of Education*, Little Rock. **HISTORY:** Integration of armed forces.

GRADE F means California includes none or less than 20% of the recommended content and should significantly revise its standards.

CALIFORNIA

SURVEY OF STANDARDS AND FRAMEWORKS

California's *Criteria for Evaluating Instructional Materials* requires student to study the civil rights movement and Martin Luther King Jr. at every grade level:

Materials for studying the life and contributions of Cesar E. Chavez and the history of the farm labor movement and of Martin Luther King, Jr., and the civil rights movement shall be included at each grade level, with suggestions for supporting the respective holidays in honor of those men and the accompanying activities.

California's *History-Social Science Content Standards*, along with the accompanying *Frameworks*, contain extensive requirements for study of the civil rights movement, although coverage is limited in elementary school. Content preceded by "e.g." is illustrative rather than required.

ELEMENTARY AND MIDDLE SCHOOL

Kindergarten: Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).

Grade 3: Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King Jr.).

HIGH SCHOOL

Grade 11: The learning objectives in Standard 10, directing that "students analyze the development of federal

civil rights and voting rights," deal mainly with the civil rights movement:

- Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.
- Examine and analyze the key events, policies and court cases in the evolution of civil rights, including *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Regents of the University of California v. Bakke* and California Proposition 209.
- Describe the collaboration on legal strategy between African-American and white civil rights lawyers to end racial segregation in higher education.
- Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King Jr.'s "Letter from Birmingham Jail" and the "I Have a Dream" speech.
- Discuss the diffusion of the civil rights movement of African-Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies and effectiveness of the quests of American Indians, Asian Americans and Hispanic Americans for civil rights and equal opportunities.
- Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting

Rights Act of 1965) and the 24th Amendment, with an emphasis on equality of access to education and to the political process.

Principles of American Democracy and Economics:

In this grade 12 course, students study landmark Supreme Court cases including *Brown v. Board of Education*.

ADDITIONAL RESOURCE: THE FRAMEWORK

In addition to its content standards, California publishes an extensive document called the *History-Social Science Framework for California Public Schools* (2005, reposted 2009). The narrative framework is designed to “provide guidance for instruction” while reflecting “guidance, comments and thoughts from scholars of history-social science, curriculum experts, and classroom teachers throughout California.” This unique document is cited here at length because its extensive discussion of the civil rights movement provides so much additional direction for teachers.

GRADE 8 AND HIGH SCHOOL

The *Framework* takes care to emphasize the civil rights movement’s connections to the past, from slavery to Reconstruction through World War II:

- Students should analyze how events during and after Reconstruction raised and then dashed the hopes of black Americans for full equality. They should understand how the 13th, 14th and 15th amendments to the Constitution were undermined by the courts and political interests. They should learn how slavery was replaced by black peonage, segregation, Jim Crow laws and other legal restrictions on the rights of blacks, capped by the Supreme Court’s *Plessy v. Ferguson* decision in 1896. Racism prevailed, enforced by lynch mobs, the Ku Klux Klan, and popular sentiment. Students also should understand the connection between these amendments and the civil rights movement of the 1960s. Although undermined by the courts a century ago, these amendments became the basis for all civil rights progress in the 20th century.
- Attention should be paid to the effect of [World War II] on the home front. ... Wartime factory work created new job opportunities for unskilled women and blacks. The racial segregation of the armed forces, combined with the egalitarian ideology of the war effort, produced a strong stimulus for civil rights activism when the war ended.
- Students [should] grasp the enormous barriers black Americans had to overcome in their struggle for their

rights as citizens. Attention should be given to the provisions enacted into the Constitution in 1787 that preserved slavery; the post-Civil War laws and practices that reduced the newly freed slaves to a state of peonage; and the Jim Crow laws that were upheld by the Supreme Court in a series of decisions in the late 19th century. Students should be aware of Booker T. Washington, the founder of Tuskegee Institute. Excerpts from his 1895 Atlanta Exposition address will show his efforts to adjust to the handicaps of racial segregation. Discrimination continued to confront black citizens who migrated to northern cities and who served in World Wars I and II.

The framework also calls for a detailed discussion of *Brown*, exploring not just the decision but also the application of its underlying principles to current events:

- Students should learn about the rise of the civil rights movement and the legal battle to abolish segregation. The battle in the courts began with challenges to racial segregation in higher education and achieved a signal victory in 1954 with the *Brown v. Board of Education* decision. This important decision should be read and discussed. Students should analyze why one of the first demands of the civil rights movement was for equal educational opportunity.
- Why is education so important in the life chances of an individual? What happens to people who are not educated in America today? What kinds of jobs can they get? How does mass illiteracy affect an entire society? ... What would life in the United States be like if there were no public schools?

The framework proceeds to outline a detailed chronology of major events and figures in the movement, taking care to emphasize both grassroots and legislative components:

- The *Brown* decision and its slow acceptance by local and state governments stimulated a generation of political and social activism led by black Americans pursuing their civil rights. Momentous events in this story illumine the process of change: the commitment of white people in the South to “massive resistance” against desegregation; the Montgomery Bus Boycott, which was started by Rosa Parks and then led by the young Martin Luther King Jr.; the clash in Little Rock, Ark., between federal and state power; the student sit-in demonstrations that began in Greensboro, N.C.; the Freedom Rides; the March on Washington in 1963; the Mississippi Summer Project of 1964; and the march

in Selma, Ala., in 1965. Students should recognize how these dramatic events influenced public opinion and enlarged the jurisdiction of the federal courts. They should understand Dr. King’s philosophical and religious dedication to nonviolence by reading documents such as his “Letter from a Birmingham Jail,” and they should recognize the leadership of the black churches in the movement. By viewing films of this period, students should recognize both the extraordinary moral courage of ordinary black men, women and children and the interracial character of the civil rights movement.

- The expansion of the role of the federal government as a guarantor of civil rights should be examined, especially during the administrations of Presidents Kennedy and Johnson. After President Kennedy’s assassination, Congress enacted landmark federal programs in civil rights, education and social welfare. Students should examine the historical significance of the Civil Rights Act of 1964 and the Elementary and Secondary Education Act of 1965.
- The peak of legislative activity in 1964-65 was accompanied by a dramatic increase in civil unrest and protest among urban blacks, and 1966 saw the emergence of the Black Power movement. The assassination of Dr. King in 1968 deprived the civil rights movement of its best-known leader, but not its enduring effects on American life. In considering issues such as school busing and group quotas, students can discuss the continuing controversy between group rights to a fair share as opposed to individual rights to equal treatment. Well-chosen readings should heighten students’ sensitivity to the issues raised in this unit, such as *The Autobiography of Malcolm X*, Lerone Bennett’s *Before the Mayflower: A History of Black America*, Ralph Ellison’s *Invisible Man*, Richard Wright’s *Native Son* and Lorraine Hansberry’s *A Raisin in the Sun*.

The framework’s discussion of the civil rights movement concludes by emphasizing the movement’s connection to other campaigns:

The success of the black civil rights movement encouraged other groups—including women, Hispanics, American Indians, Asians, Pacific Islanders, and individuals with disabilities—in their campaigns for legislative and judicial recognition of their civil equality. Students should study how Cesar Chavez and the United Farm Workers’ movement used nonviolent tactics, educated the general public about the working conditions in agriculture, and worked to improve the lives of farmworkers. Major events

in the development of all these movements and their consequences should be noted.

NEW FRAMEWORK DELAYED

California’s Curriculum Development and Supplemental Materials Commission approved a new draft *History-Social Science Framework for California Public Schools* for field review on July 17, 2009, before the implementation of Assembly Bill X4 2, which sharply cut back spending during California’s current budget crisis. The California Department of Education website explains that further work on the framework, including the field review and survey, has been suspended.

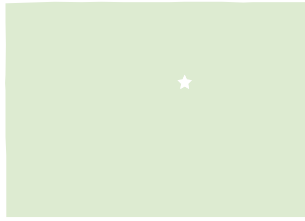
California’s 2010 *History-Social Science Framework* update, if adopted, will add additional detail to the state’s coverage of the civil rights movement, including coverage of A. Philip Randolph, W.E.B. Du Bois and Ella Baker. It also encourages teachers to increase their exploration of debates over divergent tactics in the civil rights movement.

EVALUATION

Of all the states, California has the most distance between its level of required detail (the *Standards*) and its level of suggested detail (the *Framework*). The *Standards* require students to learn almost no details about groups and tactics (aside from the requirement to learn about cooperation between black and white lawyers in litigation strategy).

The *Framework* works hard to provide a more nuanced view of the civil rights movement. It emphasizes the movement’s rich connections to past events in U.S. history and suggests a varied list of details for covering resistance to the movement (a far cry from the *Standards*’ terse requirement that students learn about “opposition to desegregation in Little Rock and Birmingham.”) The *Framework* also dwells productively on the material consequences of inadequate education for individuals and society—the kind of significant statement lacking in general state coverage of the civil rights movement. California’s grade would be substantially higher if *Framework* content were required rather than suggested.

It is worth noting that the *Framework*’s treatment of the movement still needs some work. It is unfortunately focused on a King-Parks narrative, omitting major advocacy groups and diverse leaders even as it takes care to mention the heroism of everyday people. Other than a cursory mention of Black Power, the *Framework* does not deal with conflicts within the movement about strategy and tactics. ●



| | | | |
|----------------|---------------|-----------------|---------------|
| LEADERS | F (0%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (0%) | CIVICS | F (0%) |
| HISTORY | F (14%) | OTHER MOVEMENTS | F (0%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (0%) | | |
| CONTENT | F (1%) | CONTEXT | F (0%) |



ITEMS THE STATE REQUIRES

HISTORY: Jim Crow

GRADE F means Colorado includes none or less than 20% of the recommended content and should significantly revise its standards.

COLORADO

SURVEY OF STANDARDS AND FRAMEWORKS

Colorado's *Academic Standards for Social Studies* include three "Evidence Outcomes" relevant to the civil rights movement, all covered in high school:

- Analyze the complexity of events in U.S. history. Topics to include but not limited to the suffrage movement and the civil rights movement.
- Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the rise and fall of Jim Crow, role of patriotism and the role of religion.
- Analyze the origins of fundamental political debates and how conflict, compromise and cooperation have shaped national unity and diversity. Topics to include but not limited to suffrage, civil rights and the role of government.

In Colorado, local districts are responsible for developing curriculum. There are no other guidance documents from the Colorado Department of Education.

EVALUATION

Colorado's coverage of the civil rights movement is poor in every category. The relevant "evidence outcomes" are as lacking in evidence as they are mired in generality. Students are asked to "analyze the complexity of events in United States history" and "examine and evaluate issues of unity and diversity," but the state provides no yardsticks or specific content expectations. To be fair, Colorado's standards are weak across the board, not only in their coverage of the civil rights movement—the state also earned an F in the Fordham Institute's survey, *The State of State U.S. History Standards 2011*. ●



| | | | |
|------------|--------|-----------------|--------|
| LEADERS | F (0%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (0%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | F (0%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (0%) | | |
| CONTENT | F (0%) | CONTEXT | F (0%) |



GRADE F means Connecticut includes none or less than 20% of the recommended content and should significantly revise its standards.

CONNECTICUT

SURVEY OF STANDARDS AND FRAMEWORKS

The Connecticut *Social Studies Framework* for grades PK-12 (2009) does not require study of the civil rights movement. Several grade level expectations (GLEs) mention civil rights movement figures or events as examples, but the Framework makes it clear that “these examples are simply that—suggestions—and are not the only illustrative examples one might choose to use.”

ELEMENTARY AND MIDDLE SCHOOL

Grade 3: Students should be able to “explain the significance of events surrounding historical figures (e.g., George Washington, Harriet Tubman, Squanto, Sacagawea, Abraham Lincoln, Cesar Chavez, Martin Luther King Jr., Rosa Parks).”

HIGH SCHOOL

U.S. History: During the high school course, which is the second half of U.S. history, students are expected to:

- “Trace the evolution of citizens’ rights (e.g., Palmer Raids, struggle for civil rights, women’s rights movements, Patriot Act).”
- Evaluate the role and impact significant individuals have had on historical events (e.g., Malcolm X, Susan B. Anthony, Eleanor Roosevelt, Martin Luther King Jr., Ronald Reagan).
- Connect Connecticut history to United States history by “describe[ing] how major events in U.S. history affected Connecticut citizens (e.g., Great Depression, World War II, civil rights).”

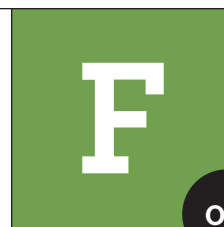
Civics: One GLE in this one-semester course mentions civil rights when asking students to “analyze laws that have been modified to meet society’s changing values and needs (e.g., civil rights laws, banking regulations).”

EVALUATION

Connecticut’s failure to require students to learn about the civil rights movement is disappointing, but not especially surprising given the overall lack of rigor and content in the state’s history standards. Still, it is a shame that a state whose rich history includes the *Amistad* case and a long tradition of abolitionism does not require students to learn about the civil rights movement at all, let alone its substantial and important history. ●



| | | | |
|------------|--------|-----------------|--------|
| LEADERS | F (0%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (0%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | F (0%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (0%) | | |
| CONTENT | F (0%) | CONTEXT | F (0%) |



GRADE F means Delaware includes none or less than 20% of the recommended content and should significantly revise its standards.

DELAWARE

SURVEY OF STANDARDS AND FRAMEWORKS

The state of Delaware issues both content standards and standards clarifications. Delaware released its most recent clarifications in 2006, providing “overarching Enduring Understandings, overarching Essential Questions, and Grade-Level Expectations” (*Delaware Required Curriculum*, Introduction). The state’s *Social Studies Standards* do not require coverage of the civil rights movement. An additional document, the *Delaware Required Curriculum*, includes suggested course outlines for each grade.

ELEMENTARY AND MIDDLE SCHOOL

Grade 5: The suggested course outline includes the “1950s and 1960s civil rights movement” as content to address the essential question: “What does it take to be a good citizen in a democracy?”

HIGH SCHOOL

Grade 11: The suggested course outline says that students should be able to place the civil rights movement in historical order but does not provide guidance as to how teachers should teach the movement or what they should cover:

A student should know historical chronology in such a way as to be able to place people, laws, and events. For example, from 1850 to 2000, there was a Civil War, Reconstruction in the South, the settlement of the West, the rise of industrialization and urbanization, a labor movement, imperialism, the rise of segregation, two world wars, a Cold War, the rise of the Third World, the end of colonialism, a Great Depression, a civil rights movement, a woman’s movement, a war in Korea and Vietnam, increasing technological change, globalization. Without knowing the exact years for an event, a student should still be able to place all these trends and events within the chronology, 1850-2000, in their approximate place.

In other words, students should know the major events and their approximate time.

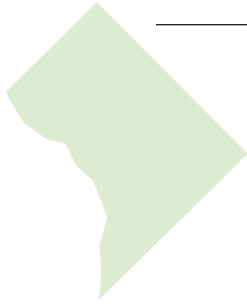
ADDITIONAL DOCUMENTS

The Delaware Department of Education’s (DDE) website contains a number of sample lesson plans, each unit “created as an exemplary model for teachers in (re) design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware *Content Standards*.”

The seventh grade unit “Expansion of Freedom” includes an activity dealing with civil rights. Students select either the 1964 Civil Rights Act or the 1965 Voting Rights Act and fill out graphic organizers, including one designed to tease out causes and effects. To support their answers, students read included handouts on the relevant laws. The handouts focus almost exclusively on the legislative hurdles the law faced without providing context on the movement itself or on white opposition.

EVALUATION

Delaware has evidently decided that the civil rights movement does not rise to the level of required content. To be fair, the state’s standards avoid requiring any specific content on purpose. As the standards state, “The reason why specific people, laws, events, etc., are not listed is because no group of historians will ever agree on the essential and necessary facts that everyone should know.” This appeal to relativism surrenders the opportunity to lead with high expectations, rigor and accountability. ●



| | | | |
|------------|---------|-----------------|----------|
| LEADERS | F (13%) | GRADE LEVELS | A (100%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | B (58%) | CIVICS | F (0%) |
| HISTORY | F (14%) | OTHER MOVEMENTS | A (100%) |
| OPPOSITION | D (25%) | | |
| TACTICS | D (29%) | | |
| CONTENT | D (24%) | CONTEXT | B (50%) |



ITEMS THE STATE REQUIRES

LEADERS: Martin Luther King Jr. **EVENTS:** 24th Amendment, 1964 Civil Rights Act, 1965 Voting Rights Act, 1968 Civil Rights Act, Birmingham, *Brown*, Little Rock. **HISTORY:** A. Phillip Randolph. **OPPOSITION:** White resistance. **TACTICS:** Black Power, tactics.

GRADE D means the District of Columbia includes at least 20% of the recommended content and should review and revise its standards.

DISTRICT OF COLUMBIA

SURVEY OF STANDARDS AND FRAMEWORKS

The District of Columbia's *Social Studies Pre-K through Grade 12 Standards* discuss the civil rights movement in several grades. While they do not require much specific content, they do contain many suggested examples of leaders, groups and events students should understand.

ELEMENTARY AND MIDDLE SCHOOL

Grade 1: Like many states, the District of Columbia requires students to learn about Martin Luther King Jr. as part of a requirement to understand national holidays.

Grade 3: Students are asked to “identify and research outstanding statements of moral and civic principles made in Washington, D.C., and the leaders who delivered them, that contributed to the struggle to extend equal rights to all Americans.” This requirement is followed by a list of non-required examples that includes Martin Luther King Jr.’s Lincoln Memorial addresses of 1957 and 1963, as well as Rodolfo “Corky” Gonzales’ speech at the Poor People’s March.

Grade 5: The roots of discrimination and segregation—including Jim Crow laws and the Ku Klux Klan—are included in Reconstruction rather than as part of the civil rights movement. The Klan is mentioned again in the *Jazz Age*. For the civil rights movement, the *Standard’s* “Broad Concept” asks that students “describe the key events and accomplishments of the civil rights movement in the United States.” It contains the following detailed learning expectations:

- Describe the proliferation of the civil rights movement of African-Americans from the churches of the rural South to the urban North.
- Explain the role of the NAACP.

- Identify key leaders in the struggle to extend equal rights to all Americans through the decades (e.g., Mary McLeod Bethune, Ella Jo Baker, César Chávez, Frederick Douglass, Rodolfo “Corky” Gonzales, Charles Houston, Martin Luther King Jr., Thurgood Marshall, Carlos Montes, Baker Motley, Rosa Parks, Malcolm X, Eleanor Roosevelt, Reies López Tijerina).
- List and describe the steps toward desegregation (e.g., A. Philip Randolph’s proposed 1941 March on Washington, Jackie Robinson and baseball, Truman and the armed forces, Adam Clayton Powell and Congress, and the integration of public schools).
- Explain the growth of the African-American middle class.

HIGH SCHOOL

Grade 11: In their study of U.S. history, students are asked to “analyze the origins, goals, key events, and accomplishments of [the] civil rights movement in the United States.” The related learning outcomes reach well beyond the civil rights movement to encompass a variety of struggles:

- Explain the roots of the 1950s and 1960s civil rights movement in the legal struggles and largely interracial coalition building of the 1940s (e.g., CORE and NAACP Legal Defense Fund).
- Describe the diffusion of the civil rights movement of African-Americans from the churches of the rural South to the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how their advances influenced the agendas, strategies and effectiveness of the quests of Native Americans, Asian Americans and Hispanic Americans for civil rights and equal opportunities.

- Describe the birth and the spread of the Chicano Movement, from New Mexico to Denver to Washington, D.C. And analyze its moderate and more militant arms (e.g., Brown Berets, United Farm Workers, Mexican American Political Association and Raza Unida).
- Explain the role of institutions (e.g., the NAACP; the Warren Court; the Nation of Islam; CORE; SCLC; League of United Latin American Citizens, or LULAC; the National Council of La Raza, or NCLR; the Mexican American Legal Defense and Education Fund, or MALDEF; the National Puerto Rican Coalition; and SNCC).
- Describe the legacies and ideologies of key people (e.g., A. Philip Randolph, Dolores Huerta, Raúl Yzaguirre, Robert Kennedy, Martin Luther King Jr., Ella Jo Baker, Thurgood Marshall, Rosa Parks, and Malcolm X).
- Outline the steps toward desegregation (e.g., Jackie Robinson and baseball, Harry Truman and the armed forces, and Adam Clayton Powell and Congress) and the integration of public schools, including *Plessy v. Ferguson*, *Brown v. Board of Education* and *Bolling v. Sharpe*.
- Trace the identification of rights of immigrant populations (non-English speakers) by examining a series of legal decisions from the Supreme Court (e.g., *Hernández v. Texas*, *Méndez v. Westminster*, *Plyler v. Doe*, *Lau v. Nichols* and *Keyes v. Denver*).
- Explain the 1964 Civil Rights Act, the 1965 Voting Rights Act and the Fair Housing Act of 1968, the 24th Amendment, with an emphasis on equality of access to education and to the political process.
- Describe the Immigration and Nationality Services Act of 1965 and the effect of abolishing the national origins quotas on the demographic makeup of America.
- Analyze the women’s rights movement launched in the 1960s, including differing perspectives on the roles of women, the National Organization of [sic] Women, and the Equal Rights Amendment (ERA).

In addition, the movement gets some treatment in ancillary standards: The discussion of World War II includes a requirement to learn about A. Philip Randolph; another standard requires students to “explain the rise of the Dixiecrats and the Southern Manifesto, which set the stage for the ultimate exodus of Southern whites from

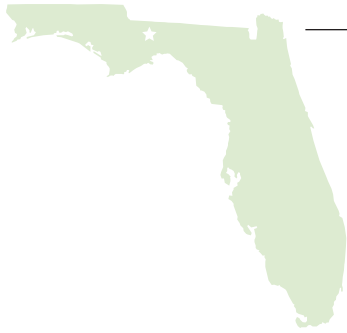
the Democratic Party to the Republican Party.” A later one requires students to “describe the Black Power and black studies movements (e.g., the Black Panthers; Organization Us; black-themed film, music and art; and the birth of academic black studies).”

Grade 12: Students discuss *Brown* and *Bakke* in their required one semester Principles of U.S. Government class, where they are required to “explain the controversies that have resulted over changing interpretations of civil rights” by the U.S. Supreme Court.

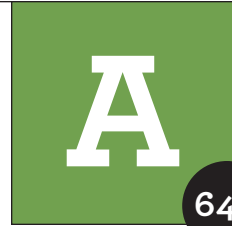
EVALUATION

The District of Columbia’s standards miss the opportunity to require core knowledge about the civil rights movement. They adopt a legislative and legal focus while omitting key movement activities. Students must learn about the 24th Amendment, the 1964 Civil Rights Act, the 1965 Voting Rights Act and the 1968 Civil Rights Act, but are not required to learn about the Freedom Rides, the March on Washington or the Montgomery Bus Boycott. The only required leader is Martin Luther King Jr. and the district requires students to learn about no groups other than the NAACP, which predated the civil rights movement.

The district’s social studies standards have been highly praised elsewhere, including by the Fordham Institute’s survey, *The State of State U.S. History Standards 2011*, which awarded them a rare A-. That review noted, however, that the district’s post-World War II standards were not exceptional. Failure to set high standards for the civil right movement is very much to the detriment of the diverse student population of the nation’s capital. ●



| | | | |
|----------------|-----------------|-----------------|-----------------|
| LEADERS | A (100%) | GRADE LEVELS | A (100%) |
| GROUPS | A (67%) | CURRENT EVENTS | F (0%) |
| EVENTS | A (67%) | CIVICS | A (100%) |
| HISTORY | F (14%) | OTHER MOVEMENTS | A (100%) |
| OPPOSITION | D (25%) | | |
| TACTICS | B (57%) | | |
| CONTENT | B (62%) | CONTEXT | A (75%) |



ITEMS THE STATE REQUIRES

LEADERS: Martin Luther King Jr., Rosa Parks, Malcolm X, Stokely Carmichael, Thurgood Marshall, Bobby Seale, Charles Houston, Constance Baker Motley, Fannie Lou Hamer, H. Rap Brown, Harry & Henrietta Moore, Robert Williams, Roy Wilkins, Whitney Young. **GROUPS:** CORE, SNCC. **EVENTS:** 24th Amendment, 1964 Civil Rights Act, 1965 Voting Rights Act, Brown, Montgomery Bus Boycott, Freedom Rides, Little Rock, March on Washington, Mississippi Freedom Summer. **HISTORY:** A. Philip Randolph. **OPPOSITION:** White resistance. **TACTICS:** Black Power, civil disobedience, nonviolence, tactics.

GRADE A means Florida includes at least 60% of the recommended content and sets higher expectations for its students than other states.

FLORIDA

SURVEY OF STANDARDS AND FRAMEWORKS

Florida's *Next Generation Sunshine State Standards* (NGSSS) contain a number of benchmarks specific to the civil rights movement from kindergarten through high school.

The "Remarks and Examples" (abbreviated simply as "examples") in Florida's standards are required content. This is clarified in the new U.S. History EOC (end-of-course) Assessment test item document, which describes remarks and examples as "specific content that should be taught and potentially could be assessed."

ELEMENTARY AND MIDDLE SCHOOL

Kindergarten and Grade 1: As in many states, Florida's benchmarks require students to learn about Martin Luther King Jr. as part of studying national holidays. Florida also includes King in a list that includes Pocahontas and astronauts as examples for fulfilling a benchmark expectation that students will "listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility."

Grade 4: While studying Florida history, students are required to "identify Florida's role in the civil rights movement. Examples are Tallahassee Bus Boycotts, civil disobedience, and the legacy of early civil rights pioneers, Harry T. and Harriette V. Moore."

HIGH SCHOOL

The bulk of Florida's civil rights movement coverage, as in many states, is in the high school social studies curriculum. The following benchmarks are the core of Florida's civil rights-related requirements:

- Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians and women.
- Analyze support for and resistance to civil rights for women, African Americans, Native Americans and other minorities.
- Explain the impact of World War II on domestic government policy (e.g., rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews and other refugees)
- Evaluate the success of 1960s-era presidents' foreign and domestic policies. Examples are civil rights legislation, Space Race, Great Society.
- Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
- Assess key figures and organizations in shaping the civil rights movement and Black Power movement. Examples are the NAACP, National Urban League, SNCC, CORE, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X (El-Hajj Malik El-Shabazz), Stokely Carmichael (Kwame Ture), H. Rap Brown (Jamil Abdullah Al-Amin), the Black Panther Party (e.g., Huey P. Newton, Bobby Seale).
- Assess the building of coalitions between African Americans, whites and other groups in achieving

integration and equal rights. Examples are Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.

- Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights. Examples are *Plessy v. Ferguson*, *Brown v. Board of Education*, *Swann v. Charlotte-Mecklenburg Board of Education*, *Regents of the University of California v. Bakke*, *Miranda v. Arizona*, *Gideon v. Wainwright*, *Mapp v. Ohio* and *Roe v. Wade*.
- Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
- Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. Examples are Preamble, Declaration of Independence, U.S. Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.

ADDITIONAL DOCUMENTS

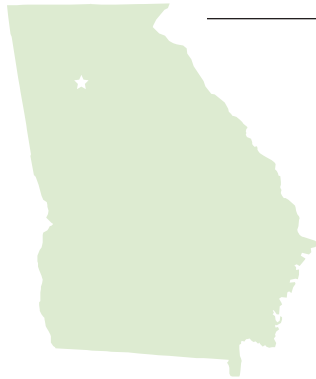
Florida has an African American History Task Force with a dedicated website. It has produced African and African American History Curriculum Frameworks designed for infusion into all grades and levels. The civil rights movement is included in the fifth of seven curricular framework foci (“Post slavery: abolition, civil rights and constitutional rights”) and supported by a series of lesson plans.

Florida also maintains a website with curricular materials and information in support of Black History Month (floridablackhistory.com).

EVALUATION

Florida has a strong set of civil rights-related history standards that could be improved with a few modifications. The standards do not shy away from setting out core knowledge when it comes to key personalities in the civil rights movement, including a mix of state and national figures. The events selection is weaker, missing important events like the Montgomery Bus Boycott and failing to mention the 1964 Civil Rights Act by name. The standards are weakest when talking about resistance to the movement. Although Florida requires students to learn about the Ku Klux Klan and Jim Crow when studying Reconstruction, the 20th century standards do not mention segregation laws, poll taxes, literacy tests, Jim Crow or any other episodes of white resistance and racism. This has the unfortunate effect of making the movement seem one-sided and its success inevitable.

Overall, the state is moving in the right direction. Florida is setting high expectations and following through with end-of-course exams matched to those expectations. With a few changes, the state could have model standards for teaching the civil rights movement. ●



| | | | |
|----------------|-----------------|-----------------|-----------------|
| LEADERS | A (100%) | GRADE LEVELS | A (100%) |
| GROUPS | A (67%) | CURRENT EVENTS | A (100%) |
| EVENTS | B (50%) | CIVICS | F (0%) |
| HISTORY | D (29%) | OTHER MOVEMENTS | A (100%) |
| OPPOSITION | D (25%) | | |
| TACTICS | D (25%) | | |
| CONTENT | B (54%) | CONTEXT | A (75%) |

B

57%

ITEMS THE STATE REQUIRES

LEADERS: Martin Luther King Jr., Rosa Parks, Jackie Robinson, Thurgood Marshall, Lester Maddox, Maynard Jackson, Charlayne Hunter. **GROUPS:** SCLC, SNCC. **EVENTS:** 1964 Civil Rights Act, 1965 Voting Rights Act, Birmingham, *Brown*, Montgomery Bus Boycott, Freedom Rides, March on Washington. **HISTORY:** A. Philip Randolph, integration of armed forces. **OPPOSITION:** White resistance. **TACTICS:** Sit-ins, tactics.

GRADE B means Georgia includes at least 50% of the recommended content and demonstrates that it is committed to educating students about the movement.

GEORGIA

SURVEY OF STANDARDS AND FRAMEWORKS

The *Georgia Performance Standards* begin coverage of the civil rights movement in second grade and continues through high school.

ELEMENTARY AND MIDDLE SCHOOL

Grade 2: Students learn about Jackie Robinson and Martin Luther King Jr.

Grade 3: Students learn about a group of historical figures that includes Thurgood Marshall. Students are asked to “explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.” Subsequent benchmarks require students to discuss the character of people in the previous list.

Grade 5: Selected civil rights movement people, events and developments are among those students are expected to describe when learning about the years between 1950-1975:

- Discuss the importance of the Cuban Missile Crisis and the Vietnam War.
- Explain the key events and people of the civil rights movement; include *Brown v. Board of Education*, the Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Rosa Parks and Martin Luther King Jr.
- Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy and Martin Luther King Jr.
- Discuss the significance of the technologies of television and space exploration.

Grade 8: Students learn about the civil rights movement in some detail in their Georgia history class when they are expected to evaluate Georgia’s role in the modern civil rights movement.

- Describe major developments in civil rights and Georgia’s role during the 1940s and 1950s; include the roles of Herman Talmadge, Benjamin Mays, the 1946 governor’s race and the end of the white primary, *Brown v. Board of Education*, Martin Luther King Jr., and the 1956 state flag.
- Analyze the role Georgia and prominent Georgians played in the civil rights movement of the 1960s and 1970s; include such events as the founding of SNCC, Sibley Commission, admission of Hamilton Holmes and Charlayne Hunter to the University of Georgia, Albany Movement, March on Washington, Civil Rights Act, the election of Maynard Jackson as mayor of Atlanta, and the role of Lester Maddox.
- Discuss the impact of Andrew Young on Georgia.

HIGH SCHOOL

U.S. History: These standards go into even more depth. Students learn about A. Philip Randolph’s proposed march on Washington along with Roosevelt’s response. At least three major standards cover aspects of the civil rights movement. The first calls for students to identify dimensions of the civil rights movement, 1945-1970:

- Explain the importance of President Truman’s order to integrate the U.S. military and the federal government.
- Identify Jackie Robinson and the integration of baseball.

- Explain *Brown v. Board of Education* and efforts to resist the decision.
- Describe the significance of Martin Luther King Jr.'s "Letter from a Birmingham Jail" and his "I Have a Dream" speech.
- Describe the causes and consequences of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

The next standard requires students to describe and assess the impact of political developments between 1945 and 1970 affect civil rights:

- Describe the Warren Court and the expansion of individual rights as seen in the *Miranda* decision.
- Describe the political impact of the assassination of President John F. Kennedy; include the impact on civil rights legislation.
- Explain Lyndon Johnson's Great Society; include the establishment of Medicare.
- Describe the social and political turmoil of 1968; include the assassinations of Martin Luther King Jr. and Robert F. Kennedy, and the events surrounding the Democratic National Convention.

The last standard expects that students will encounter civil rights again when they analyze the impact of social change movements and organizations of the 1960s:

- Compare and contrast SNCC and SCLC tactics; include sit-ins, freedom rides and changing composition.
- Describe the National Organization of [sic] Women and the origins and goals of the modern women's movement.
- Analyze the anti-Vietnam War movement.
- Analyze Cesar Chavez and the United Farm Workers' movement.
- Explain the importance of Rachel Carson's *Silent Spring* and the resulting developments; include Earth Day, the creation of the Environmental Protection Agency (EPA) and the modern environmental movement.
- Describe the rise of the conservative movement as seen in the presidential candidacy of Barry Goldwater and the election of Richard M. Nixon.

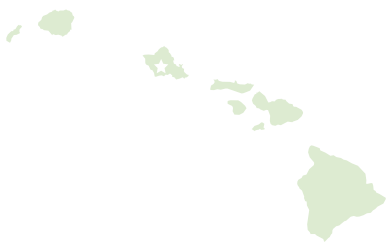
EVALUATION

Georgia's standards make a serious effort to address the civil rights movement through required content. Unlike other states, Georgia is careful to require students to learn about a variety of prominent figures in the movement. Some key omissions prevent the state's standards from being above average.

The standards do not deal well with opposition to the movement. Students are not required to learn about violence against protestors, including notable events like the Birmingham protests and groups like the Ku Klux Klan. While the standards do require students to compare and contrast SCLC tactics with SNCC tactics, they do not stipulate that students should learn about non-violence as a strategy or its relationship to Black Power. Surprisingly, the standards do not include the Little Rock integration struggle.

The Georgia history standards miss an opportunity to connect state events to national struggles later in student education; unfortunately, the state seems to think that the bulk of detailed learning about the civil rights movement should be either local or legal/legislative.

Ultimately, the standards would be greatly improved if they added additional details linked to a coherent chronological arc that still retained ties to state and regional events. ●



| | | | |
|----------------|---------------|-----------------|----------------|
| LEADERS | F (0%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (0%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | A (100%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (14%) | | |
| CONTENT | F (3%) | CONTEXT | D (25%) |



6%

ITEMS THE STATE REQUIRES

TACTICS: Civil disobedience.

GRADE F means Hawaii includes none or less than 20% of the recommended content and should significantly revise its standards.

HAWAII

SURVEY OF STANDARDS AND FRAMEWORKS

Hawaii includes the civil rights movement only in its benchmarks for high school U.S. history.

ELEMENTARY AND MIDDLE SCHOOL

There are no requirements that Hawaiian students at this level learn about the modern civil rights movement.

HIGH SCHOOL

U.S. History: The benchmarks provide for limited coverage of the civil rights movement.

- Analyze the key factors, including legislation and acts of civil disobedience, that brought on the African-American civil rights movement after World War II.
- Describe the significant events, individuals and groups associated with the civil rights era (1954-1968).
- In contemporary culture and society, describe the expansion of the civil rights movement to other groups, including Native Americans and women.

The state’s “Benchmark Maps” underscore the essential understandings students should come away with:

- After World War II a series of factors and events brought about the modern civil rights movement.

- The civil rights movement was not a monolithic movement, but was affected by a variety of people and organizations.
- The successes of the civil rights movement inspired other groups such as women and Native Americans to seek equality.

EVALUATION

Hawaii’s standards require minimal study of the civil rights movement. They outline no specific content for students to master, providing scant direction to teachers and schools. The state’s list of “key factors” that brought on the civil rights movement singles out “legislation and acts of civil disobedience” but does not mention racism or legalized disenfranchisement. While the standards do recognize that the movement was not monolithic, they fail to show leadership in making the difficult calls about essential content. Unfortunately for such a diverse state, Hawaii seems to have decided against setting high expectations for student learning about the civil rights movement. ●



| | | | |
|----------------|---------------|-----------------|---------------|
| LEADERS | F (13%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (0%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | F (0%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (0%) | | |
| CONTENT | F (3%) | CONTEXT | F (0%) |



ITEMS THE STATE REQUIRES

LEADERS: Martin Luther King Jr.

GRADE F means Idaho includes none or less than 20% of the recommended content and should significantly revise its standards.

IDAHO

SURVEY OF STANDARDS AND FRAMEWORKS

Idaho includes minimal mention of the civil rights movement in its standards. The state's social studies content standards provide no guidance for teaching about it.

ELEMENTARY AND MIDDLE SCHOOL

Kindergarten: Like many states, Idaho requires young students to learn about Martin Luther King Jr. as part of a unit on national holidays.

HIGH SCHOOL

American Government: Students should be able to “analyze the struggles for the extension of civil rights.”

U.S. History II: Students should be able to “trace the development and expansion of political, civil and economic rights.”

EVALUATION

Although Idaho's standards require students to learn about Martin Luther King Jr., they do not require students to learn about the civil rights movement. The vague and content-free mandates to consider the “struggles for the extension” and the “development and expansion” of civil rights could be filled without any reference to the modern civil rights movement. This represents a missed opportunity to set high expectations for learning about one of American history's most important events. To be fair, the inadequacy of the state's civil rights movement requirements matches the Idaho social studies standards overall. ●



| | | | |
|----------------|-----------------|-----------------|-----------------|
| LEADERS | A (75%) | GRADE LEVELS | A (100%) |
| GROUPS | A (100%) | CURRENT EVENTS | F (0%) |
| EVENTS | A (83%) | CIVICS | F (0%) |
| HISTORY | D (29%) | OTHER MOVEMENTS | A (100%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (0%) | | |
| CONTENT | B (55%) | CONTEXT | B (50%) |

B

54%

ITEMS THE STATE REQUIRES

LEADERS: Martin Luther King Jr., Rosa Parks, Jackie Robinson, Thurgood Marshall, Ruby Bridges. **GROUPS:** CORE, SCLC, SNCC. **EVENTS:** 24th Amendment, 1964 Civil Rights Act, 1965 Voting Rights Act, 1968 Civil Rights Act, *Brown*, Montgomery Bus Boycott, Freedom Riders, Little Rock, March on Washington, Selma-to-Montgomery March. **HISTORY:** A. Philip Randolph, Jim Crow.

GRADE B means Illinois includes at least 50% of the recommended content and demonstrates that it is committed to educating students about the movement.

ILLINOIS

SURVEY OF STANDARDS AND FRAMEWORKS

The *Illinois Learning Standards* include 12 specific mandates, one of which is for the study of African-American history:

Every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of black history. These events shall include not only the contributions made by individual African Americans in government and in the arts, humanities and sciences to the economic, cultural and political development of the United States and Africa, but also the socio-economic struggle which African Americans experienced collectively in striving to achieve fair and equal treatment under the laws of this nation. The studying of this material shall constitute an affirmation by students of their commitment to respect the dignity of all races and peoples and to forever eschew every form of discrimination in their lives and careers.

In addition, the *Illinois Social Science Assessment Framework* gives a detailed description of what students should learn about the civil rights movement.

ELEMENTARY AND MIDDLE SCHOOL:

Grade 5: By the end of elementary school, students are expected to:

- Identify the significance of major U.S. holidays, including Independence Day, President’s Day, Veteran’s Day, Memorial Day, and Martin Luther King Day.
- Understand the origins and course of the civil rights movement, including the roles of individual American citizens, federal intervention in Little Rock, Ruby Bridges, Rosa Parks, Martin Luther King Jr., Jackie Robinson and the Civil Rights Act of 1964.

Grade 8: The framework builds on the figures and events learned in fifth grade with additional details and a requirement for more conceptual understanding of the causes of social movements:

- Identify the roles played by federal, state and local political leaders—as well as individual American citizens—in the civil rights movement, including: federal intervention in Little Rock; Rosa Parks and the Montgomery boycotts; Martin Luther King Jr., the SCLC and the 1963 March on Washington; Freedom Riders; Jackie Robinson and the desegregation of baseball; the work of Cesar Chavez and the development of the United Farmworkers; Robert Kennedy and the civil rights movement; Lyndon Johnson and passage of the Civil Rights Act of 1964.
- Understand the basic causes, course and impact of significant social movements and events from history and related legislation (where applicable), including: westward expansion before and after the Civil War and the significance of the words, “Go west, young man;” the Gold Rush and the Homestead Act; the abolitionist movement; the birth of the civil rights movement (e.g., roles of Tuskegee Institute and Booker T. Washington, the NAACP and W.E.B. DuBois); significant immigrations before and since the Civil War; the women’s suffrage movement; the civil rights movement in the 20th century.

HIGH SCHOOL

U.S. History: The framework for the grade 11 course continues to add layers of sophistication to students’ understanding about the civil rights movement while requiring them to:

- Analyze the development of federal civil rights and voting rights, in terms of key court cases and ballot initiatives: *Dred Scott v. Sanford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Regents of California v. Bakke*, *Zelman v. Ohio*; key leaders: A. Philip Randolph, Martin Luther King, Malcolm X, Thurgood Marshall; Constitutional Amendments: 19th and 24th; 1965 Voting Rights Act and Fair Housing Act of 1968.
- Analyze the development of federal civil and voting rights for citizens, including the 19th & 24th amendments, the 1964 Civil Rights Act and the Voting Rights Act of 1965.
- Understands events and influential individuals of the civil rights movement (e.g., the role of civil rights advocates, including Martin Luther King Jr., Malcolm X, Rosa Parks and Cesar Chavez; the significance of Martin Luther King Jr.'s "Letter from a Birmingham Jail" and "I Have a Dream Speech;" events such as segregation, desegregation, the Bus Boycott, Selma March, the Freedom Riders, and Central High School in Little Rock; the role of African-American political groups, including the NAACP, CORE, SCLC and SNCC; the assassination of Martin Luther King Jr. and the Watts Riots.
- Trace the origins, events and consequences of major U.S. social movements, including: temperance movement, social gospel, the religious origins of the civil rights movement, the organized labor movement, women's suffrage movement (Susan B. Anthony) and the "women's movement" of the 1960's and 70's.

EVALUATION

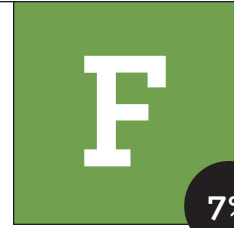
Illinois' standards show promise. They appropriately portray the civil rights movement as the work of many groups and individuals. Illinois is one of only a few states to require students to learn about all three of our core civil rights movement groups (CORE, SNCC and the SCLC) and covers all but two (Birmingham bombings and protests; Freedom Summer) of the events in our rubric.

Unfortunately, Illinois' standards fall far short in other categories. The standards do not include resistance to the civil rights movement or racism. There is no mention of Jim Crow laws, the resurgence of the Ku Klux Klan, poll taxes, literacy tests or the main figures of white resistance such as Bull Connor, George Wallace, Orval Faubus or Ross Barnett. This makes it seem as if the movement faced no meaningful opposition, and risks confusing students about the movement's trajectory and the courage required to right injustices.

Finally, Illinois should consider requiring students to show understanding of internal debates in the movement about tactics and strategies. Requiring students to be able to identify Malcolm X is not the same as challenging students to compare Black Power to nonviolent resistance. Some attention to redressing repetition in the standards from grade to grade could create room for inclusion of history, tactics and opposition to the benefit of Illinois students. ●



| | | | |
|------------|---------|-----------------|----------|
| LEADERS | F (13%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (8%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | A (100%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (0%) | | |
| CONTENT | F (4%) | CONTEXT | D (25%) |



ITEMS THE STATE REQUIRES

LEADERS: Martin Luther King Jr. **EVENTS:** *Brown*

GRADE F means Indiana includes none or less than 20% of the recommended content and should significantly revise its standards.

INDIANA

SURVEY OF STANDARDS AND FRAMEWORKS

Indiana's *Core Standards for Social Studies* (2008) has 11 core concepts for U.S. History, a high school course. One deals directly with the civil rights movement:

Describe political, economic and social conditions that led to the civil rights movement. Identify federal, state and civil rights leaders who played a central role in the movement and describe their methods. Give examples of actions and events that characterized the movement as well as the legislative and judicial responses.

ELEMENTARY AND MIDDLE SCHOOL

Indiana does not set out specific content requirements for study of the civil rights movement before high school

HIGH SCHOOL

U.S. History: Most of Indiana's instruction about the civil rights movement is required in this two-semester course. The standard indicators (2007) outline a number of events, personalities and concepts related to the civil rights movement:

- Summarize the early struggle for civil rights and identify events and people associated with this struggle. Example: Executive Order 9981, Jackie Robinson and the desegregation of professional baseball, Thurgood Marshall, Rosa Parks and the Montgomery Bus Boycott, the Civil Rights Act of 1957 and the Little Rock school crisis.
- Describe the constitutional significance and lasting effects of the United States Supreme Court case *Brown v. Board of Education*.
- Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements and central

organizations that were active in the movement. Example: People: John F. Kennedy, Robert Kennedy, Lyndon B. Johnson, Reverend Martin Luther King Jr., Malcolm X, Stokely Carmichael, George Wallace, Earl Warren; Organizations: NAACP, SCLC, CORE, SNCC, the American Indian Movement (AIM); Events: March on Washington, Medgar Evers and University of Mississippi desegregation, protests in Birmingham and Selma, Ala.

- Read Reverend Martin Luther King Jr.'s "I Have a Dream" speech and "Letter from Birmingham Jail" and summarize the main ideas in each.
- Identify and describe federal programs, policies and legal rulings designed to improve the lives of Americans during the 1960s. Example: War on Poverty, the Great Society, Volunteers In Service to America (VISTA), Civil Rights Act of 1964, Voting Act of 1965, school desegregation, *Heart of Atlanta Motel v. United States* and *Miranda v. Arizona*.

EVALUATION

Despite fairly detailed suggested content, Indiana's low score reflects the state's decision not to require specifics about the civil rights movement. If the suggested content were required, the state's grade would be a high C (48%). Instead, Indiana's disappointing score reflects a reluctance to give direction to teachers, students and school districts. ●



| | | | |
|----------------|---------------|-----------------|---------------|
| LEADERS | F (0%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (0%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | F (0%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (0%) | | |
| CONTENT | F (0%) | CONTEXT | F (0%) |



GRADE F means Iowa includes none or less than 20% of the recommended content and should significantly revise its standards.

IOWA

SURVEY OF STANDARDS AND FRAMEWORKS

Iowa has statewide mandated core content standards only in reading, math and science. The *Iowa Core Curriculum* mentions the phrase “civil rights movement” only in a suggested curriculum for a middle school Behavioral Sciences class, in an exercise that reads, in part: “In groups students research the actions of the civil rights movement of the ’50s and ’60s. The students identify how the actions of participants and groups in the civil rights movement impacted the lives of the individual and changed group decision-making.”

EVALUATION

Iowa has, essentially, decided against having state standards for social studies and history. ●



| | | | |
|------------|---------|-----------------|--------|
| LEADERS | F (13%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | C (33%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | F (0%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (0%) | | |
| CONTENT | F (9%) | CONTEXT | F (0%) |



ITEMS THE STATE REQUIRES

LEADERS: Martin Luther King Jr. **EVENTS:** *Brown*, Little Rock, Montgomery Bus Boycott, 1965 Voting Rights Act.

GRADE F means Kansas includes none or less than 20% of the recommended content and should significantly revise its standards.

KANSAS

SURVEY OF STANDARDS AND FRAMEWORKS

The *Kansas Standards for History and Government; Economics and Geography* (2004) give limited direction for teaching about the civil rights movement.

ELEMENTARY AND MIDDLE SCHOOL

Grade 1: Martin Luther King Jr. Day is among the suggested holidays that first graders should identify.

HIGH SCHOOL

U.S. History: The standards say that a successful high school history student “examines the struggle for racial and gender equality and for the extension of civil rights (e.g., *Brown vs. Board of Education*, Little Rock Nine, Martin Luther King, Jr., Montgomery Bus Boycott, Voting Rights Act of 1965, Betty Friedan, NOW, ERA, Title IX).”

Although Kansas’ examples are normally only suggested content, a delta mark next to this indicator classifies these examples as tested. For this reason, they were coded as required content.

In addition, history students are expected to engage in historical thinking skills and this instruction is suggested:

- Analyze the civil rights movement. Discuss: Have minority groups (women, African Americans, Hispanic Americans, etc.) achieved equality? Why or why not?

Civics-Government: These standards include as an instructional suggestion that students should “read ‘Letter from Birmingham City Jail’ by Dr. Martin Luther King, Jr., and discuss civil disobedience.”

EVALUATION

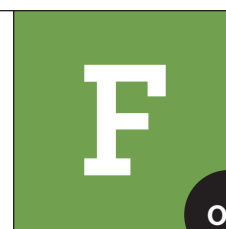
Although Kansas does require students to learn about the civil rights movement, its specified content occupies a very limited range. The “e.g.” list contains no groups, no history, no accounting for white resistance, no civic learning opportunities as regards debates over strategy and tactics—in short, it offers at best superficial treatment of one of the most important events in American history.

In addition, Kansas’ assessment of social studies proficiency has declined significantly in recent years.

Kansas can do better. The state whose segregation policies brought *Brown v. Board of Education* to the Supreme Court and changed a nation owes it to its citizens to set higher expectations. ●



| | | | |
|------------|--------|-----------------|--------|
| LEADERS | F (0%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (0%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | F (0%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (0%) | | |
| CONTENT | F (0%) | CONTEXT | F (0%) |



GRADE F means Kentucky includes none or less than 20% of the recommended content and should significantly revise its standards.

KENTUCKY

SURVEY OF STANDARDS AND FRAMEWORKS

Kentucky's *Core Content for Social Studies Assessment* (Version 4.1), released in 2006, selects from among the standards in Kentucky's *Program of Studies for Grades Primary-12* to highlight those that will be assessed on state tests. According to the Kentucky Department of Education, the *Core Content* document:

Represents the social studies content from Kentucky's Academic Expectations and Program of Studies that is essential for all students to know and the content that is eligible for inclusion on the state assessment.

While the *Core Content* standards contain a handful of civil rights movement-related references, these are entirely in lists prefaced by "e.g.," According to the Kentucky Department of Education, items in parentheses preceded by an "e.g." are "meant to be just that, examples and may be on the state assessment. Other examples not included may also be on the state assessment." Since the examples are designated as "essential" and officially subject to testing, they were coded as required for the purpose of this study.

ELEMENTARY AND MIDDLE SCHOOL

End of Primary [Grade 3]: Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., The Star-Spangled Banner, the Underground Railroad, the Statue of Liberty) and patriotic holidays (e.g., Veteran's Day, Martin Luther King's birthday, Fourth of July) and explain their historical significance.

Grade 5: Students will identify historical documents, selected readings and speeches (e.g., Mayflower Compact, Emancipation Proclamation, Dr. Martin Luther King's speech, "I Have a Dream") and explain their historical significance.

HIGH SCHOOL

U.S. History: Students will explain and give examples of how after World War II, America experienced economic growth (e.g., suburban growth), struggles for racial and gender equality (e.g., civil rights movement), the extension of civil liberties (e.g., desegregation, Civil Rights Acts) and conflict over political issues (e.g., McCarthyism, U.S. involvement in Vietnam).

ADDITIONAL DOCUMENTS

The 2008 *Kentucky Social Studies Teacher Network Curriculum Framework for United States History* suggests a unit called "Civil Rights and Cultural Transformations." This is not an official state document, but an advisory one created in partnership with the state's Department of Education. The unit's suggested length is six blocks (12 traditional class periods). Its key concepts are listed as follows:

- Segregation (*de facto, de jure*)
- Civil Liberties
- 24th Amendment
- Robert Kennedy
- Stereotype
- Rosa Parks
- Prejudice
- Martin Luther King Jr.
- Watts Riots
- Discrimination
- Malcolm X
- Push/pull factors of immigration

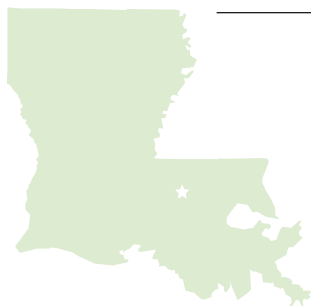
- Jackie Robinson
- Ethnicity
- Gandhi
- Race
- Lyndon Baines Johnson
- Equality
- John Fitzgerald Kennedy
- Suffrage
- Medgar Evers
- Civil Disobedience
- Woodstock
- Civil Rights Act of 1964
- *Miranda v. Arizona*
- *Brown v. Board of Education*
- Counter-culture
- Sexual revolution (e.g. Betty Friedan, Gloria Steinem)
- *Roe v. Wade*

EVALUATION

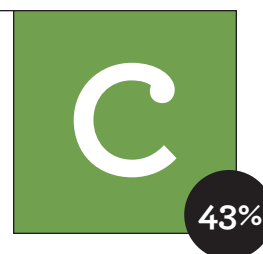
Kentucky's standards do not, strictly speaking, require students to learn about the civil rights movement. Even in its status as an optional "e.g.," the civil rights movement is not a force in its own right, filled with diverse personalities, internal and external conflicts, facing intractable opposition; rather, it is something that "America experienced." That it is presented as one of many post-War changes is disappointing.

The Department of Education's suggested unit plan provides a good introductory course for the civil rights movement. Kentucky would do well to exert practical and symbolic leadership by integrating this unit's expectations into its own formal requirements.

Kentucky is moving this year to a new end-of-course exam system for U.S. History. The state recommends that districts use it as 20% of a student's grade. Kentucky is a local control state, so this is not mandatory. ●



| | | | |
|----------------|----------------|-----------------|-----------------|
| LEADERS | B (50%) | GRADE LEVELS | F (0%) |
| GROUPS | C (33%) | CURRENT EVENTS | A (100%) |
| EVENTS | C (42%) | CIVICS | F (0%) |
| HISTORY | C (43%) | OTHER MOVEMENTS | F (0%) |
| OPPOSITION | D (25%) | | |
| TACTICS | A (71%) | | |
| CONTENT | C (46%) | CONTEXT | D (25%) |



ITEMS THE STATE REQUIRES

LEADERS: Martin Luther King Jr, Rosa Parks, Malcolm X, Jesse Jackson. **GROUPS:** SCLC. **EVENTS:** 1964 Civil Rights Act, 1965 Voting Rights Act, *Brown*, Freedom Rides, March on Washington. **HISTORY:** Jim Crow, literacy tests, poll taxes. **OPPOSITION:** White resistance. **TACTICS:** Black Power, civil disobedience, nonviolence, sit-ins, tactics.

GRADE C means Louisiana includes at least 30% of the recommended content and has considerable work to do to ensure its students have a satisfactory understanding of the movement.

LOUISIANA

SURVEY OF STANDARDS AND FRAMEWORKS

Requirements for instruction in Louisiana are set forth in the state’s *Comprehensive Curriculum*, Revised 2008. It focuses instruction about the civil rights movement in high school, with one mention before that.

ELEMENTARY AND MIDDLE SCHOOL.

Grade 2: Louisiana requires an activity for second-graders called “Famous Americans and Their Contributions.” For this activity, students learn about significant individuals (suggestions are George Washington; Abraham Lincoln; Martin Luther King Jr. and Thomas Jefferson) and create a comparative chart. The sample chart in the curriculum identifies King as having led the SCLC, delivered the 1963 “I Have a Dream” speech and won a Nobel Peace Prize.

HIGH SCHOOL

U.S. History: This 10-unit curriculum covers 1865 to the present. It directly addresses the civil rights movement in unit nine, “A Time of Upheaval (1954-Present)” which falls after “World War II (1939-1945)” and “The Cold War (1945-1990).” In addition to civil rights, the unit covers the women’s movement, Lyndon Johnson’s Great Society and the Vietnam War.

The five-week unit features these objectives:

Students understand that cultural and political conflict and change emanated from the civil rights movement and crises in the American political system. Students identify key figures and construct a narrative summary of a major civil rights speech. Students develop and defend a position on challenges to the American political system. Students use a timeline to explain continuity and change in American civil rights over time.

The unit is designed to fulfill several of the state’s 54 grade level expectations (GLEs). Two GLEs specific to the civil rights movement itself are:

- Identify the primary leaders of the civil rights movement and describe major issues and accomplishments.
- Evaluate various means of achieving equality of political rights (e.g., civil disobedience vs. violent protest).

The curriculum identifies a number of key figures, events and ideas in the civil rights movement. These include:

- Jim Crow laws
- Plessy v. Ferguson
- Booker T. Washington
- W.E.B. DuBois
- George Washington Carver
- Martin Luther King Jr.
- Rosa Parks
- Malcolm X
- Jesse Jackson
- NAACP
- Black Panthers
- SCLC
- Nonviolent protests/civil disobedience
- *Brown v. Board of Education*
- Civil Rights Act of 1964
- Voting Rights Act of 1965

- Grandfather clause
- Literacy tests
- Poll taxes
- White primaries
- Freedom Riders
- Lunch counter sit-ins
- 1963 March on Washington

African American Studies Elective: Louisiana requires students to take one social studies elective. This course is one of nine options offered in the state's *Comprehensive Curriculum*. The course begins with ancient Africa and ends with the civil rights movement. It uses the following objectives:

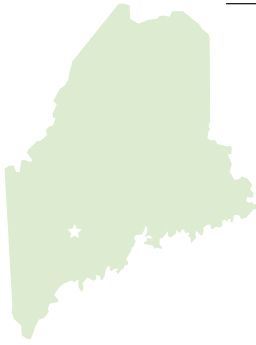
Students will understand the effects of Jim Crow laws on the day-to-day activities of African Americans. Students will understand how boycotts, sit-ins, and other forms of civil disobedience were used as effective tools that helped to end many legal and institutional forms of racism. Students will understand that there were many instances where African Americans and whites worked together to end decades of racial discrimination toward African Americans in the United States.

The unit provides a detailed treatment of major events and personalities in the civil rights movement, including a discussion of racism.

EVALUATION

Louisiana's civil rights movement is disappointingly piecemeal. It has the appearance of a complete set of requirements, but a closer look reveals significant gaps. Why does the state require students to learn about the SCLC but not SNCC or CORE? Why are Martin Luther King Jr., Rosa Parks, Malcolm X and Jesse Jackson the only named movement figures? Why are key events like the Montgomery Bus Boycott, the struggle to integrate Little Rock, Freedom Summer and the Birmingham bombings/protests omitted? Why does the state specify so few details about opposition to the civil rights movement?

For a state that otherwise offers exhaustive detail about its day-to-day curricular requirements, Louisiana would do well to focus more on the content of lessons. The diverse students of the state deserve nothing less. ●



| | | | |
|----------------|---------------|-----------------|---------------|
| LEADERS | F (0%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (0%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | F (0%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (0%) | | |
| CONTENT | F (0%) | CONTEXT | F (0%) |



GRADE F means Maine includes none or less than 20% of the recommended content and should significantly revise its standards.

MAINE

SURVEY OF STANDARDS AND FRAMEWORKS

Maine’s guiding standards document, *Learning Results: Parameters for Essential Instruction*, isolates almost no events or individuals for social studies instruction. It does not mention the civil rights movement. This is a change from the 1997 edition of *Learning Points*, which required that students in the secondary grades “Demonstrate an understanding of the causes and effects of major events in United States history and their connection to both Maine and world history with emphasis on events after 1877, including, but not limited to: industrialization, the Great Depression, the Cold War (and its ending), World War I and World War II, the Vietnam era, civil rights movement, Watergate.”

EVALUATION

Maine’s decision to move away from content requirements is a step in the wrong direction and evidence of extremely low expectations. The civil rights movement is only one of many essential topics in American history that the state has chosen not to require. ●



| | | | |
|----------------|----------------|-----------------|---------------|
| LEADERS | B (50%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | B (50%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | F (0%) |
| OPPOSITION | D (25%) | | |
| TACTICS | F (71%) | | |
| CONTENT | C (37%) | CONTEXT | F (0%) |



ITEMS THE STATE REQUIRES

LEADERS: Martin Luther King Jr, Malcolm X, Thurgood Marshall, James Meredith. **EVENTS:** 24th Amendment, 1964 Civil Rights Act, 1965 Voting Rights Act, 1968 Civil Rights Act, *Brown*, Little Rock. **OPPOSITION:** White resistance. **TACTICS:** Black Power, civil disobedience, sit-ins, tactics, voter registration.

GRADE C means Maryland includes at least 30% of the recommended content and has considerable work to do to ensure its students have a satisfactory understanding of the movement.

MARYLAND

SURVEY OF STANDARDS AND FRAMEWORKS

In Maryland, the *Voluntary State Curriculum* (Revised 2006) requires study of the civil rights movement only in high school.

ELEMENTARY AND MIDDLE SCHOOL

No requirements.

HIGH SCHOOL

U.S. History: Civil rights is covered in the expectation that “students will demonstrate understanding of the cultural, economic, political, social and technological developments from 1946-1968.” One of the four indicators for this expectation deals directly with the civil rights movement: “Analyze the major developments, controversies and consequences of the civil rights movement between 1946-1968.” The standards specify these learning objectives for the civil rights movement:

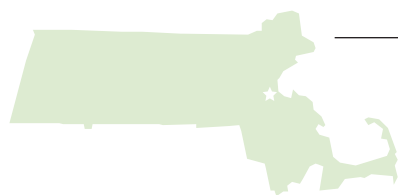
- Examine the battle for school desegregation, including *Brown v. Board of Education* and the roles of the NAACP and Thurgood Marshall.
- Describe the efforts to enforce school desegregation and local reactions to these efforts, including crisis at Little Rock and the University of Mississippi.
- Describe various activities that civil rights activists used to protest segregation, including boycotts, sit-ins, marches and voter registration campaigns.
- Compare the philosophies of Dr. Martin Luther King Jr. and Malcolm X and the Black Power movement.
- Describe the impact of Dr. Martin Luther King Jr.’s and Malcolm X’s leadership and assassinations on the civil rights movement.

- Describe the goals of civil rights legislation, including the Civil Rights Acts of 1964 and 1968, the Voting Rights Act of 1965 and the 24th Amendment.
- Describe why urban violence and race riots escalated during the 1960s in reaction to ongoing discrimination and the slow pace of civil rights advances.
- Analyze the opposition to the civil rights movement, such as the Dixiecrats, white citizens councils, white supremacist movements.

EVALUATION

Maryland’s civil rights movement requirements cover several major areas but are weak overall. Two of the state’s eight learning objectives focus on the struggle to integrate schools and universities but the objectives omit other triggers for the civil rights movement such as specific ways voters were disenfranchised, Jim Crow laws and racism. Another two learning objectives focus on Martin Luther King Jr. and Malcolm X but omit other figures and key groups, perpetuating a personality-driven narrative about the movement. The state does an admirable job of covering diverse tactics, and is one of only a handful of states to include the urban uprisings of the 1960s in its required curriculum.

Slight modifications to these standards could yield substantial impact. They could be improved by making explicit linkages to current events and civic engagement. Integrating learning across grade levels will allow the state to add more required content in appropriate sequences while increasing awareness of this essential period in American history. ●



| | | | |
|----------------|----------------|-----------------|---------------|
| LEADERS | B (50%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | A (75%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | F (0%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (14%) | | |
| CONTENT | D (28%) | CONTEXT | F (0%) |



ITEMS THE STATE REQUIRES

LEADERS: Martin Luther King Jr, Rosa Parks, Malcolm X, Thurgood Marshall. **EVENTS:** 1964 Civil Rights Act, 1965 Voting Rights Act, Birmingham, *Brown*, Montgomery Bus Boycott, Freedom Rides, Little Rock, March on Washington, Selma-to-Montgomery March. **TACTICS:** Sit-ins.

GRADE D means Massachusetts includes at least 20% of the recommended content and should review and revise its standards.

MASSACHUSETTS

SURVEY OF STANDARDS AND FRAMEWORKS

The Massachusetts *History and Social Science Curriculum Framework* has students learning about the civil rights movement only in high school.

ELEMENTARY AND MIDDLE SCHOOL

No requirements for instruction on the civil rights movement.

HIGH SCHOOL

U.S. History II: Students are required to “analyze the origins, goals, and key events of the civil rights movement.” These include:

- People: Robert Kennedy, Martin Luther King Jr., Thurgood Marshall, Rosa Parks and Malcolm X
- Institution: NAACP
- Events: *Brown v. Board of Education*, the Montgomery Bus Boycott, the Little Rock School Crisis, the sit-ins and Freedom Rides of the early 1960s, the 1963 civil rights protest in Birmingham, the 1963 March on Washington, the 1965 civil rights protest in Selma and the 1968 assassination of Martin Luther King Jr.
- Primary Documents to Read: Reverend Martin Luther King’s “I Have A Dream” speech and “Letter from Birmingham City Jail,” President Lyndon Johnson’s speech to Congress on voting rights (March 15, 1965).

In addition, students are required to “Describe the accomplishments of the civil rights movement,” including:

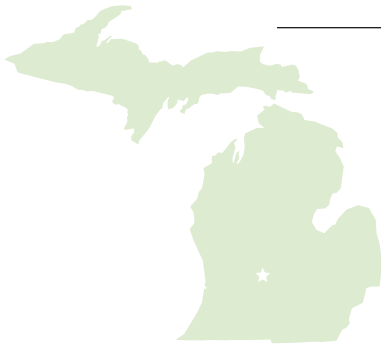
- The 1964 Civil Rights Act and the 1965 Voting Rights Act.

- The growth of the African-American middle class, increased political power and declining rates of African-American poverty.

EVALUATION

Massachusetts’ standards make an effort to tell part of the story of the civil rights movement. They isolate several key individuals, even as they neglect to mention instrumental groups like CORE, SCLC and SNCC. Students learn about some tactics, such as sit-ins, but are not encouraged to explore the debates about tactics within the movement. Requiring students to learn about Malcolm X does not mean that they will examine the relative merits of Black Power and nonviolent resistance.

The state’s list of required events is especially strong. Unfortunately, the state’s decision to omit obstacles to the civil rights movement including the means of oppression and disenfranchisement risks presenting students with a view of the civil rights movement that lacks context. This view is unlikely to allow students to better understand current events and improve their civic engagement. ●



| | | | |
|------------|---------|-----------------|----------|
| LEADERS | F (13%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | A (100%) |
| EVENTS | F (8%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | A (100%) |
| OPPOSITION | D (25%) | | |
| TACTICS | F (0%) | | |
| CONTENT | F (7%) | CONTEXT | B (50%) |



ITEMS THE STATE REQUIRES

LEADERS: Martin Luther King Jr. **EVENTS:** March on Washington.
OPPOSITION: White resistance.

GRADE F means Michigan includes none or less than 20% of the recommended content and should significantly revise its standards.

MICHIGAN

SURVEY OF STANDARDS AND FRAMEWORKS

Michigan has content standards and more detailed learning benchmarks and covers civil rights in high school only.

ELEMENTARY AND MIDDLE SCHOOL

There are no specific requirements for teaching about the civil rights movement at this level.

HIGH SCHOOL

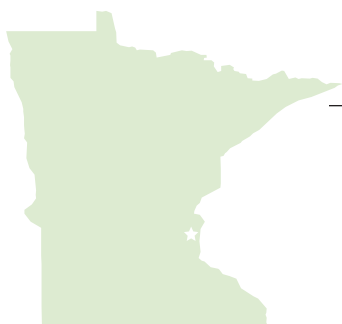
U.S. History and Geography: The civil rights movement is the third of three major topics included in a unit that covers the post-World War II era until 1989. The specific standards are:

- Civil rights in the post-WWII Era: Examine and analyze the civil rights movement using key events, people and organizations.
- Civil rights movement: Analyze the key events, ideals, documents and organizations in the struggle for civil rights by African Americans including: the impact of WWII and the Cold War (e.g., racial and gender integration of the military), Supreme Court decisions and governmental actions (e.g., *Brown v. Board*, Civil Rights Act of 1957, Little Rock school desegregation, Civil Rights Act of 1964 and Voting Rights Act of 1965); protest movements, organizations and civil actions (e.g., integration of baseball, Montgomery Bus Boycott, March on Washington, Freedom Rides, NAACP, SCLC, SNCC, Nation of Islam and Black Panthers); resistance to civil rights.
- Ideals of the civil rights movement: Compare and contrast the ideas in Martin Luther King's March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution and the Gettysburg Address.

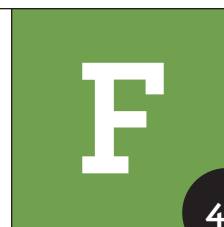
- Civil rights expanded: Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/Latinas, new immigrants, people with disabilities and gays and lesbians.
- Tensions and reactions to poverty and civil rights: Analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with at least one other American city (e.g., Los Angeles, Cleveland, Chicago, Atlanta or Newark).

EVALUATION

Although Michigan does expect students to study several dimensions of the civil rights movement, by specifying little required content the state offers scant direction to teachers. Even the suggested content falls far short of a comprehensive picture of one of American history's most important events. Optional content (not reflected in the state's grade) does include a variety of significant events and key groups. It does not provide the kind of historical context and study of opposition that students need to fully understand the movement. ●



| | | | |
|------------|--------|-----------------|----------|
| LEADERS | F (0%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (0%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | A (100%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (0%) | | |
| CONTENT | F (0%) | CONTEXT | D (25%) |



GRADE F means Minnesota includes none or less than 20% of the recommended content and should significantly revise its standards.

MINNESOTA

SURVEY OF STANDARDS AND FRAMEWORKS

Minnesota is finalizing a revision of its social studies standards, but the most recent available document (revised April 29 and sent to the commissioner for approval in June 2011) is available for review. Minnesota includes learning about the civil rights movement beginning in sixth grade. Most of the content, however, falls into the high school U.S. history course.

ELEMENTARY AND MIDDLE SCHOOL

Grade 6: Students learn about the civil rights movement in their U.S. history/Minnesota history class: “Describe the post-World War II social movements including the civil rights movement, the American Indian Movement, and the women’s movement; explain how they affected Minnesota’s political and cultural landscape.”

HIGH SCHOOL

Grade 9 (U.S. History): In Minnesota, the civil rights movement falls under the 10th U.S. history substrand: Post-World War II, United States 1945-1989. Multiple

standards have benchmarks that deal with the civil rights movement: Students should “analyze the origins of the various civil rights movements (African American, Native American, Women, Latino American and counter culture, etc.) and how they manifested themselves during this time.” They should also “analyze the effectiveness of various groups in securing civil rights.”

NEW STANDARDS, LESS CONTENT

These new standards are much less detailed than the state’s 2004 standards (still in effect until 2013). Those social studies standards were highly rated by the Fordham Institute for their content and instructional focus. They also contained considerably more detail about what students should know about the civil rights movement. Several of those 2004 U.S. history benchmarks (from the post-war United States section) reference the civil rights movement directly and are supported by examples of people, places and events students should know. These are reproduced on the following page.

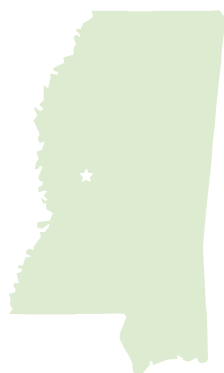
| BENCHMARKS | EXAMPLES |
|---|---|
| Grades K-3: Student will know individuals and groups associated with key turning points in U.S. history. | George Washington and the American Revolution; Abraham Lincoln and the Civil War; Lewis and Clark and the Corps of Discovery; Susan B. Anthony and the women's suffrage movement; Rosa Parks and the civil rights movement; military veterans and service to country. |
| Grades 4-8: Students will explain the changing patterns of society, expanded educational and economic opportunities for military veterans, women and minorities. | Thurgood Marshall, Little Rock school integration, urbanization of American Indians, Caesar Chavez; the New Frontier, the NAACP, the Great Society, United Farm Workers' Movement, the women's and civil rights movements. |
| Grades 4-8: Students will explain how Minnesota has both affected and been affected by the events, people and changes in the nation and the world. | Cold War, civil rights movement, women's movement, American Indian Movement, Coya G. Knutson, Mayo Clinic, Warren Burger, Harry A. Blackmun, Eugene McCarthy, Hubert H. Humphrey, Walter Mondale, other Minnesota figures. |
| Grade 9: Students will demonstrate knowledge of the domestic policies and civil rights issues of the Truman and Eisenhower administrations. | Fair Deal; McCarthyism; modern republicanism; military-industrial complex, <i>Brown v. Board of Education</i> ; Montgomery Bus Boycott; Martin Luther King Jr. and nonviolence; Little Rock |
| Grade 9: Students will analyze provisions of Kennedy's New Frontier and Johnson's Great Society. | Space race, Civil Rights Act of 1964, Voting Rights Act of 1965, War on Poverty, Immigration Reform Act of 1965 |
| Grade 9: Students will demonstrate knowledge of the "rights revolution" including the civil rights movement, women's rights movements, expansion of civil liberties and environmental and consumer protection. | Thurgood Marshall and the NAACP, sit-ins, Freedom Rides, Martin Luther King Jr., Malcolm X, Fannie Lou Hamer, Mississippi Freedom Democratic Party, race riots (Detroit, Los Angeles, Washington, Minneapolis, Minn.), Ralph Nader, <i>Gideon v. Wainwright</i> , <i>Miranda v. Arizona</i> , Rachel Carson, <i>Silent Spring</i> ; Earth Day, 4/22/70; Clean Air Act; American Indian Movement; Equal Rights Amendment; Phyllis Schlafley; Title VII, Title IX, Equal Credit Act; Affirmative Action; <i>Bakke</i> decision. |

According to the Minnesota Department of Education, the examples provided are not required content but only suggested topics.

EVALUATION

Minnesota requires students to learn about the civil rights movement but does not specify any required details. The state fails to set high expectations for students and provide direction to teachers. Minnesota's existing standards with its sets of unrelated examples (Malcolm X, the Clean Air Act and Phyllis Schlafly appear in one list without explanation of their relation to one another) lacks clarity.

The state would do better to identify a set of core personalities, events and concepts and organizing those into a coherent group of standards rather than trying to group all post-World War II movements into a hodge-podge of suggested knowledge. When it reorganizes these standards, the state would serve its students better by including elements of opposition to avoid conveying the message that the movement was largely inevitable. Omitting the Ku Klux Klan, racism and disenfranchisement tactics, Jim Crow laws and other obstacles seriously distorts the nature of the struggle. ●



| | | | |
|------------|----------------|-----------------|-----------------|
| LEADERS | B (50%) | GRADE LEVELS | A (100%) |
| GROUPS | C (33%) | CURRENT EVENTS | A (100%) |
| EVENTS | F (17%) | CIVICS | A (100%) |
| HISTORY | C (43%) | OTHER MOVEMENTS | A (100%) |
| OPPOSITION | D (25%) | | |
| TACTICS | F (14%) | | |
| CONTENT | C (30%) | CONTEXT | A (100%) |



ITEMS THE STATE REQUIRES

LEADERS: Medgar Evers, Fannie Lou Hamer, James Meredith, T.R.M. Howard. **GROUPS:** CORE. **EVENTS:** *Brown*, Freedom Rides. **HISTORY:** *De facto, de jure*. Jim Crow. **OPPOSITION:** Ross Barnett. **TACTICS:** Black Power, sit-ins, voter registration.

GRADE C means Mississippi includes at least 30% of the recommended content and has considerable work to do to ensure its students have a satisfactory understanding of the movement.

MISSISSIPPI

SURVEY OF STANDARDS AND FRAMEWORKS

In 2011, Mississippi adopted two new strands—civil rights/human rights and culture—for its K-12 social studies framework. A number of the required competencies and objectives deal directly with the civil rights movement. Notably, many of them are related to helping students gain a deep understanding of the importance of mutual tolerance, respect and civil liberties in everyday society. Others deal with historical and contemporary pushes for human and civil rights. The *2011 Mississippi Social Studies Framework* describes the new strands:

Civil Rights/Human Rights

Civil rights/human rights education ... is defined as the mastery of content, skills and values that are learned from a focused and meaningful exploration of civil rights/human rights issues (both past and present), locally, nationally and globally. This education should lead learners to understand and appreciate issues such as social justice, power relations, diversity, mutual respect, and civic engagement. Students should acquire a working knowledge of tactics engaged by civil rights activists to achieve social change. Among these are: demonstrations, resistance, organizing and collective action/unity.

Culture

The competencies and objectives in the culture strand aim to place historical events, actors, and prominent ideas in a cultural context. Students should be able to relate better to historical and contemporary events and see them as alive with possibility and open for critique. Particular emphasis is placed on the role of mass culture (media, arts, religion, contemporary sentiments, etc.) in the shaping of society.

It is important to note that, like many states, Mississippi's use of the antecedent "e.g." means that what follows is not required content.

ELEMENTARY AND MIDDLE SCHOOL

Kindergarten: Students should study Martin Luther King Jr.

Grade 3: Understand how the diversity of people and customs affects the local community:

- Explain how artifacts represent cultures in local communities. (e.g., pictures, animals and masks).
- Compare and contrast celebrations of various groups.
- Research and identify historical figures of various cultures (e.g., Martin Luther King Jr., Betsy Ross, Franklin D. Roosevelt, Rosa Parks, etc.).

Grade 4: Understand the roles, rights and responsibilities of Mississippi citizens:

- Distinguish between acceptable and unacceptable behaviors of a responsible citizen (e.g., courteous public behavior, respect for the rights and property of others, tolerance, self-control, participation in the democratic process and respect for the environment, etc.).
- Identify historical figures (e.g., Fannie Lou Hamer, Medgar Evers and Martin Luther King Jr., etc.), circumstances (e.g., slavery, abolition, segregation and integration, etc.), and conditions (e.g., The Great Migration, Trail of Tears, women's suffrage, etc.) related to the struggle for civil/human rights in Mississippi and their impact on Mississippi's society.

- Compare and contrast the benefits and challenges of unity and diversity among citizens of Mississippi.

Grade 6: Understand the influences of historical documents (e.g., Magna Carta, Mayflower Compact, Declaration of Independence, U.S. Constitution, the Bill of Rights, the Emancipation Proclamation, etc.), events and social movements on the rights of American citizens:

- Compare and contrast the essential ideas of various historical documents that are important in shaping the values of American democracy.
- Analyze how various philosophers influenced the writing of America’s historical documents.
- Analyze political and social impacts of civil rights movements throughout the history of the United States (e.g., demonstrations, individual and group resistance, organizing efforts and collective action/unity).
- Explain and analyze the current state of civil and human rights for all people in our nation (e.g., people with disabilities, minorities, gender, etc.).
- Explain how conflict, cooperation and interdependence (e.g., social justice, diversity, mutual respect, and civic engagement) among groups, societies and nations influenced the writing of early historical documents.

HIGH SCHOOL

Grade 9 (Mississippi Studies): Understand and describe the historical circumstances and conditions that necessitated the development of civil rights and human rights protections and/or activism for various minority groups in Mississippi:

- Compare and contrast *de facto* segregation and *de jure* segregation in Mississippi from 1890 to the present, including the rise of Jim Crow era events and actors (i.e., Ross Barnett, James Eastland, the integration of University of Mississippi, Sovereignty Commission, etc.), and their impact on Mississippi’s history and contemporary society.
- Identify and explain the significance of the major actors, groups and events of the civil rights movement in the mid 20th century in Mississippi (i.e., Fannie Lou Hamer, Medgar Evers, Dr. T.R.M. Howard, James Meredith, Freedom Rides, Freedom Summer, Mississippi Freedom Democratic Party, COFO, CORE, etc.).
- Compare and contrast the development and resulting impact of civil rights movements (e.g., women’s

suffrage, African-American liberation, Native American citizenship and suffrage, immigration rights, etc.) in Mississippi.

- Investigate and describe the state government’s responses to the *Brown v. Board of Education* Supreme Court decision in the 1950s, 1960s and 1970s.

Understand the trends, ideologies and artistic expressions in Mississippi over time and place:

- Examine the cultural impact of Mississippi artists, musicians and writers on the state, nation and world.
- Analyze the ways Mississippians have adapted to change and continue to address cultural issues unique to the state (e.g., the establishment of historical and commemorative markers for civil rights movement and Confederate icons).
- Analyze the impact of religious traditions upon the daily lives of Mississippians from the era of European exploration to the present.

U.S. History: Understand how the civil rights movement achieved social and political change in the United States and the impact of the civil rights struggle of African-Americans on other groups (including but not limited to feminists, Native Americans, Hispanics, immigrant groups and individuals with disabilities):

- Analyze the issues that gave rise to the civil rights movement from post-reconstruction to the modern movement.
- Trace the major events of the modern movement and compare and contrast the strategies and tactics for social change used by leading individuals/groups.
- Analyze the response of federal and state governments to the goals (including but not limited to ending *de jure* and *de facto* segregation and economic inequality) of the civil rights movement.
- Evaluate the impact of the civil rights movement in expanding democracy in the United States.
- Compare and contrast the goals and objectives of other minority and immigrant groups to those of the civil rights movement led predominantly by African Americans.
- Cite and analyze evidence of the political, economic and social changes in the United States that expanded democracy for other minority and immigrant groups.

U.S. Government: In this one-semester course, students are expected to understand the role that governments play in the protection, expansion and hindrance of civil/human rights of citizens:

- Explain Supreme Court rulings that have resulted in controversies over changing interpretations of civil rights, including those in *Plessy v. Ferguson*, *Brown v. Board of Education*, *Miranda v. Arizona*, *Regents of the University of California v. Bakke*, *Adarand Constructors, Inc. v. Pena* and *United States v. Virginia* (VMI).

Mississippi's framework also sets standards for a one-semester Minority Studies elective course that includes study of the civil rights movement and a one-semester African-American Studies elective course that requires study of the Black Power movement.

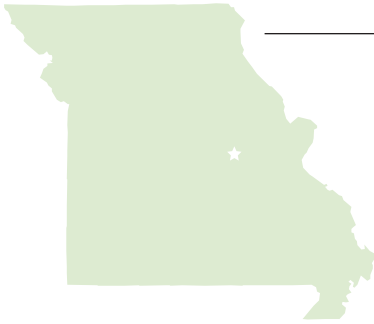
EVALUATION

Mississippi's new integration of civil rights instruction throughout grades is a promising start, but falls short when it comes to specifying required content. Despite

these detailed guidelines, Mississippi remains a local control state where such content may be disregarded by local districts. This is disappointing in a state whose progress in education has repeatedly attracted national attention.

Even as Mississippi acknowledges the importance of learning about diverse groups of movement leaders, the state does not require students to learn about any particular leaders. It similarly fails to isolate essential movement elements beyond *Brown* and the Freedom Rides, even omitting Freedom Summer, Little Rock and key legislative victories. At times, required content seems a bit scattered—why, for example, does the state require CORE but not the SCLC and SNCC?

As Mississippi continues to refine its new standards, it should include more directed requirements to learn about the obstacles to the civil rights movement as well as internal debates about its tactics. Anything less than an approach that meets these objectives simply risks providing students with an inappropriate, one-dimensional picture of one of American history's most important events. ●



| | | | |
|------------|--------|-----------------|--------|
| LEADERS | F (0%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (8%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | F (0%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (0%) | | |
| CONTENT | F (2%) | CONTEXT | F (0%) |



ITEMS THE STATE REQUIRES

EVENTS: *Brown*, Freedom Rides.

GRADE F means Missouri includes none or less than 20% of the recommended content and should significantly revise its standards.

MISSOURI

SURVEY OF STANDARDS AND FRAMEWORKS

The civil rights movement is not mentioned in Missouri’s *Social Studies Grade Level Expectations*.

ELEMENTARY AND MIDDLE SCHOOL

No civil rights content is required.

HIGH SCHOOL

U.S. History: Students are required to “analyze the evolution of American democracy, its ideas, institutions and political processes from colonial days to the present, including:

- Civil War and Reconstruction, struggle for civil rights, expanding role of government.”

This same item, with the addition of the American Revolution, appears in the requirements for the U.S. Government course. The civil rights movement is not mentioned in Missouri’s *Course-Level Expectations*, although the *Brown* decision is mentioned in a list of required influential Supreme Court decisions.

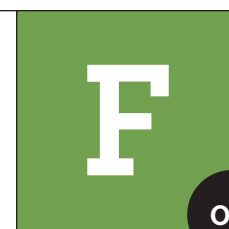
EVALUATION

Missouri’s standards essentially require students to know nothing about the civil rights movement. The vague requirement to learn about the “struggle for civil rights” is not a substitute for serious instructional leadership. This is especially negligent given Missouri’s own rich civil rights history—from sit-ins in Kansas City to boycotts and protests in St. Louis, Missouri citizens have a variety of role models to learn from in their own state. Unfortunately, by omitting the civil rights movement, the state has lost the opportunity to spotlight local or national figures, groups, events and tactics.

The value Missouri gives to history education can be inferred from its decision this year to suspend the state’s U.S. History end-of-course exam for budget reasons. Last Year, only 49% of students scored at proficient or above ●



| | | | |
|------------|--------|-----------------|--------|
| LEADERS | F (0%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (0%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | F (0%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (0%) | | |
| CONTENT | F (0%) | CONTEXT | F (0%) |



GRADE F means Montana includes none or less than 20% of the recommended content and should significantly revise its standards.

MONTANA

SURVEY OF STANDARDS AND FRAMEWORKS

Montana's content standards do not mention the civil rights movement.

ADDITIONAL DOCUMENTS

A few curricular documents mentioning the civil rights movement are available from the website of Montana's Office of Public Instruction. One is a model social studies curriculum on American Indian sports mascots. It includes a statement by the U.S. Commission on Civil Rights that mentions the civil rights movement's success in eliminating derogatory representations of African-Americans.

Another is a model lesson plan on the loss of Native American languages. It cites a newspaper article mentioning the civil rights movement as an inspiration for movements to preserve and celebrate Native American

culture. A K-12 curriculum guide, *Connecting Cultures and Classrooms*, asserts that American Indians joined the civil rights movement "in the effort to gain recognition of the government's trust responsibility and secure improved opportunities for Indian people."

There are no documents supporting instruction about the civil rights movement available on the Office of Public Instruction's website.

EVALUATION

Montana does not require students to learn about the civil rights movement. This represents a failure of leadership by the state of Montana and a missed opportunity to set high expectations for learning about one of American history's most important events. To be fair, the inadequacy of the state's civil rights movement requirements is matched by absence of required content overall. ●



| | | | |
|------------|--------|-----------------|--------|
| LEADERS | F (0%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (0%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | F (0%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (0%) | | |
| CONTENT | F (0%) | CONTEXT | F (0%) |



GRADE F means Nebraska includes none or less than 20% of the recommended content and should significantly revise its standards.

NEBRASKA

SURVEY OF STANDARDS AND FRAMEWORKS

The *Nebraska Social Studies/History Standards* touch on civil rights beginning in eighth grade. Nebraska has identified a subset of these standards called *STAR (Standards That Are Reported) Standards*. The difference between the standards is explained this way on the Department of Education’s website:

In order to reduce the amount of time and effort needed to assess and report social studies standards, a subset of social studies standards have been designated as STAR Standards for grade levels 2-4, 5-8, and 9-12. It is expected that all social studies standards will be taught, assessed, and reported at the local level. However only those standards identified as STAR Standards will be reported to the Nebraska Department of Education.

Nebraska no longer assesses STAR standards for social studies in any grade. In any case, none of the standards mentioning the civil rights movement are included in the STAR standards.

ELEMENTARY AND MIDDLE SCHOOL

Grade 8: Upon completion of this grade, Nebraska students should be able to describe key people, events and ideas since World War II. One of the example indicators the Nebraska Department of Education provides is: “Explain segregation, desegregation, and the civil rights movement.” According to the Nebraska Department of Education, all example indicators are suggested rather than required content.

HIGH SCHOOL

Grade 12: By the end of high school, the *Nebraska Social Studies/History Standards* mandate that all students should be able to “evaluate developments in federal civil rights and voting rights since the 1950’s.” Four example indicators are provided:

- The *Brown v. Board of Education* decision and its impact on education.

- Civil rights demonstrations and related activity leading to desegregation of public accommodations, transportation, housing and employment.
- The impact of reapportionment cases and voting rights legislation on political participation and representation.
- Affirmative action.

In addition, high school seniors should be able to “evaluate and summarize landmark Supreme Court interpretations of the United States Constitution and its amendments.” One of the two example indicators references the civil rights movement: “Examine federal civil and voting rights since 1950’s, e.g., *Brown v. Board of Education*, demonstrations leading to desegregation, reapportionment and voting rights legislation.”

“Letter From a Birmingham Jail” is mentioned later in the standards as a famous document that students should be able to “interpret aspects of”

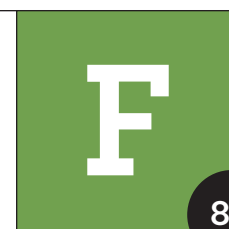
EVALUATION

Nebraska does not require students to learn about the civil rights movement. Even if all the suggested content were required, the state’s score would still be below 5%. The state identifies essentially no content or themes. It discusses neither resistance to the civil rights movement or its tactics for overcoming resistance. Suggested content does not even include key legislative milestones such as the 1964 Civil Rights Act and the 1965 Voting Rights Act.

These standards represent a missed opportunity to set high expectations for learning about one of American history’s most important events. To be fair, the inadequacy of the state’s civil rights movement requirements is matched by the thinness of the standards overall. ●



| | | | |
|----------------|---------------|-----------------|----------------|
| LEADERS | F (0%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (8%) | CIVICS | A (100%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | A (100%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (14%) | | |
| CONTENT | F (5%) | CONTEXT | D (25%) |



ITEMS THE STATE REQUIRES

EVENTS: 1964 Civil Rights Act. **TACTICS:** Black Power.

GRADE F means Nevada includes none or less than 20% of the recommended content and should significantly revise its standards.

NEVADA

SURVEY OF STANDARDS AND FRAMEWORKS

Nevada's *Social Studies Content Standards* include minimal coverage of the civil rights movement. Minority rights movements are mentioned in a benchmark under the broad heading of "Social Responsibility & Change." That standard calls for students to "understand how social ideas and individual action lead to social, political, economic, and technological change."

ELEMENTARY AND MIDDLE SCHOOL

Nevada requires no civil rights content at this level.

HIGH SCHOOL

Grades 9-12: Under the category heading "Civil Rights & the 1960's" are the following two benchmarks:

- Explain how the social and economic opportunities of the post-World War II era contributed to social responsibility and change.
- Identify and describe the major issues, events and people of minority rights movements, i.e., Civil Rights Act of 1964, Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza and women's rights movement.

There are no other mentions of the civil rights movement. In Nevada, the use of "i.e." indicates that the items which follow are required content.

EVALUATION

Nevada seems to have taken the most general approach possible to requiring study of the civil rights movement. It offers no direction to teachers by specifying any content other than Black Power and the Civil Rights Act of 1964. Further, it entirely omits the history, complexity, resistance to, tactics and trajectory of the civil rights movement.

These standards represent a missed opportunity to set high expectations for learning about one of American history's most important events. To be fair, the inadequacy of the state's civil rights movement requirements is matched by the minimalism of the state's social studies standards overall. ●



| | | | |
|----------------|---------------|-----------------|---------------|
| LEADERS | F (0%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (0%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | F (0%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (0%) | | |
| CONTENT | F (0%) | CONTEXT | F (0%) |



GRADE F means New Hampshire includes none or less than 20% of the recommended content and should significantly revise its standards.

NEW HAMPSHIRE

SURVEY OF STANDARDS AND FRAMEWORKS

The New Hampshire *Curriculum Framework for Social Studies* identifies 10 broad themes and five content strands. The *Framework* lists the civil rights movement as an example for the sociology content strand under the theme “Civic Ideals, Practices and Engagement.” This is not required content.

ADDITIONAL DOCUMENTS

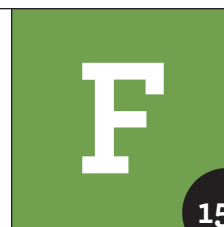
The New Hampshire Department of Education’s website explains that social studies is no longer included in the New Hampshire Educational Assessment and Improvement Program (NHEAIP) or the New England Common Assessment Program (NECAP). “At this time,” the website says, “there are no plans to restore social studies assessment at the state level.”

EVALUATION

New Hampshire leaves decisions about what students should learn about the civil rights movement to local teachers and schools. The state does not require students to learn about the civil rights movement. This represents a missed opportunity to set high expectations for learning about one of American history’s most important events. ●



| | | | |
|------------|---------|-----------------|----------|
| LEADERS | D (25%) | GRADE LEVELS | A (100%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | D (25%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | F (0%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (14%) | | |
| CONTENT | F (13%) | CONTEXT | D (25%) |



ITEMS THE STATE REQUIRES

LEADERS: Martin Luther King Jr., Malcolm X. **EVENTS:** 1964 Civil Rights Act, 1965 Voting Rights Act, *Brown*. **TACTICS:** Tactics.

GRADE F means New Jersey includes none or less than 20% of the recommended content and should significantly revise its standards.

NEW JERSEY

SURVEY OF STANDARDS AND FRAMEWORKS

In New Jersey, the civil rights movement falls under social studies standard 6.1, “The United States and the World.” According to the 2009 *New Jersey Core Curriculum Content Standards for Social Studies*, students in New Jersey learn about the civil rights movement beginning in primary school. The movement is given a more comprehensive treatment in high school. The state’s Social Studies Timeframe Table for grades 9-12 divides U.S. history from 1585 to the present day into 16 eras, of which “Civil Rights and Social Change” is 13th.

ELEMENTARY AND MIDDLE SCHOOL

Grade 4: By the end of grade four, students should be able to “describe how the actions of Dr. Martin Luther King Jr. and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.”

HIGH SCHOOL

Grade 12: By the end of grade 12, students should have met the following benchmarks (“i.e.” indicates required content, while “e.g.” indicates sample content):

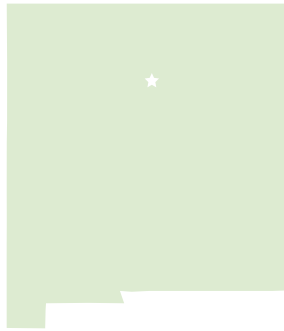
- Analyze the effectiveness of national legislation, policies and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, *Brown v. Board of Education* and *Roe v. Wade*) in promoting civil liberties and equal opportunities. Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit-downs, etc.) as weapons in the struggle for civil and human rights.

- Determine the impetus for the civil rights movement and explain why national governmental actions were needed to ensure civil rights for African Americans.
- Compare and contrast the leadership and ideology of Martin Luther King Jr., and Malcolm X during the civil rights movement and evaluate their legacies.

EVALUATION

While it recognizes the importance of the civil rights movement, New Jersey gives it inadequate treatment in the standards. They require students to learn about Martin Luther King Jr. and Malcolm X, but not Rosa Parks or instrumental movement groups like CORE, SCLC and SNCC. Students are not encouraged to explore the debates about tactics within the movement. Requiring students to learn about Malcolm X does not mean that they will examine the relative merits of Black Power and nonviolent resistance.

The state’s list of required events is weak. Unfortunately, the state’s decision to omit obstacles to the civil rights movement including the means of oppression and disenfranchisement risks presenting students with a view of the civil rights movement that lacks context. This view is unlikely to allow students to better understand current events and improve their civic engagement. ●



| | | | |
|------------|---------|-----------------|----------|
| LEADERS | F (0%) | GRADE LEVELS | A (100%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (0%) | CIVICS | F (0%) |
| HISTORY | F (14%) | OTHER MOVEMENTS | A (100%) |
| OPPOSITION | F (0%) | | |
| TACTICS | D (29%) | | |
| CONTENT | F (7%) | CONTEXT | B (50%) |



ITEMS THE STATE REQUIRES

HISTORY: Jim Crow. **TACTICS:** Black Power, tactics.

GRADE F means New Mexico includes none or less than 20% of the recommended content and should significantly revise its standards.

NEW MEXICO

SURVEY OF STANDARDS AND FRAMEWORKS

The *New Mexico Content Standards with Benchmarks and Performance Standards* includes mention of the civil rights movement in elementary school and high school.

ELEMENTARY AND MIDDLE SCHOOL

Grades K-4: In addition to a mention of Martin Luther King Jr. as a “United States historical event and symbol,” students are expected to “describe the cultural diversity of individuals and groups and their contributions to United States history (e.g., George Washington, Ben Franklin, Cesar Chavez, Rosa Parks, NAACP, tribal leaders, American Indian Movement).”

HIGH SCHOOL

U.S. History: The civil rights movement is included under the broad benchmark requiring students to “analyze and evaluate the impact of major eras, events and individuals in United States history since the Civil War and Reconstruction.” The specific performance standard, “Analyze the development of voting and civil rights for all groups in the United States following Reconstruction,” includes:

- Intent and impact of the 13th, 14th and 15th Amendments to the Constitution;
- Segregation as enforced by Jim Crow laws following Reconstruction;
- Key court cases (e.g., *Plessy v. Ferguson*, *Brown v. Board of Education* and *Roe v. Wade*);
- Roles and methods of civil rights advocates (e.g., Martin Luther King Jr., Malcolm X, Rosa Parks, Russell Means and César Chávez);
- The passage and effect of the voting rights legislation on minorities (e.g., 19th Amendment, role of Arizona

supreme court decision on Native Americans and their disenfranchisement under Arizona constitution and subsequent changes made in other state constitutions regarding Native American voting rights—such as New Mexico, 1962, 1964 Civil Rights Act, Voting Act of 1965, 24th Amendment);

- Impact and reaction to the efforts to pass the Equal Rights Amendment;
- Rise of Black Power, Brown Power, American Indian movement and United Farm Workers.

ADDITIONAL DOCUMENTS

A few supplemental documents on the New Mexico Public Education Department’s website mention the civil rights movement. One is a civil rights timeline activity, presumably for younger students, that (among other tasks) asks students to identify whether Martin Luther King Jr. was a leader of the civil rights movement, a president or an astronaut. It also asks students to say whether the goal of the civil rights movement was to make Americans equal, angry or rich.

EVALUATION

By failing to require key content and thereby giving solid direction to teachers, New Mexico’s standards do not adequately cover the civil rights movement. Even the content supplied as suggestions falls well short of a comprehensive picture of one of American history’s most important events. Optional content (not included in the state’s grade) does include a variety of significant events and groups, but does not provide the kind of rich historical context and study of opposition to the movement that students need to master understanding of the movement, apply it to knowledge of current events and enrich their own civic potential. ●



| | | | |
|----------------|-----------------|-----------------|-----------------|
| LEADERS | A (75%) | GRADE LEVELS | A (100%) |
| GROUPS | A (100%) | CURRENT EVENTS | F (0%) |
| EVENTS | A (75%) | CIVICS | A (100%) |
| HISTORY | F (14%) | OTHER MOVEMENTS | A (100%) |
| OPPOSITION | F (0%) | | |
| TACTICS | B (57%) | | |
| CONTENT | A (63%) | CONTEXT | A (75%) |

A

65%

ITEMS THE STATE REQUIRES

LEADERS: Martin Luther King Jr., Rosa Parks, Jackie Robinson, Malcolm X, Medgar Evers, James Meredith. **GROUPS:** CORE, SCLC, SNCC. **EVENTS:** 24th Amendment, 1964 Civil Rights Act, 1965 Voting Rights Act, *Brown*, Montgomery bus boycott, Freedom Rides, Little Rock, March on Washington. **HISTORY:** Poll taxes. **TACTICS:** Tactics.

GRADE A means New York includes at least 60% of the recommended content and sets higher expectations for its students than other states.

NEW YORK

SURVEY OF STANDARDS AND FRAMEWORKS

New York's *Learning Standards for Social Studies* contain four sample tasks related to the civil rights movement. Text elaborating upon social studies standard 1 (History of the United States and New York) mentions the civil rights movement: "Based on a study of key events in United States history, such as the American Revolution, the Civil War, the women's suffrage movement, and the civil rights movement, discuss how at least two core civic ideas, such as individual rights and the consent of the governed, have been forces for national unity in this diverse society."

One sample task for standard 1 asks students to "read Dr. Martin Luther King's 'Letter from Birmingham Jail' and discuss how this letter expresses the basic ideas, values, and beliefs found in the United States Constitution and Bill of Rights." Another sample task asks students to investigate "Rosa Parks' decision to challenge the Jim Crow laws in Alabama in 1955."

A final sample task suggests that students "investigate how Americans have reconciled the inherent tensions and conflicts over minority versus majority rights by researching the abolitionist and reform movements of the nineteenth century, the civil rights and women's rights movements of the twentieth century, or the social protest movements of the 1960s and 1970s."

ELEMENTARY AND MIDDLE SCHOOL

Grade 5: Martin Luther King, Jr. is included in a list of holidays students should understand for effective citizenship.

Grades 7-8: Unit eleven ("The changing nature of the American people from World War II to the present") in the middle school social studies core curriculum deals directly with the civil rights movement. The relevant parts of the content outline are excerpted here along with their associated "Connections:"

| CONTENT | CONNECTIONS |
|---|---|
| <p>C. Civil rights movement placed focus on equality and democracy</p> <ol style="list-style-type: none"> 1. Important executive and judicial decisions supported equal rights 2. <i>Brown v. Board of Education of Topeka</i> (1954) overturned legal basis of segregation 3. Activists and leaders such as Dr. Martin Luther King Jr. developed strategies to secure civil rights for African-Americans 4. Women, Native American Indians, and others also sought greater equality 5. Supreme Court moved to protect individual rights: <i>Miranda v. Arizona</i> (1966), <i>Tinker v. Des Moines Independent School District</i> (1969) <p>D. Self-confidence of early postwar years eroded by series of events</p> <ol style="list-style-type: none"> 1. Assassinations of major leaders: Kennedy, King 2. Nation split over involvement in Vietnam War 3. Groups in society turn to violence to reach their goals 4. Resignation of President Nixon 5. Oil crisis and skyrocketing inflation | <ul style="list-style-type: none"> • Analyze the conflict between federal and state law concerning the issue of school desegregation, using primary source documents. • What method did minority groups use in their attempts to gain equal rights? • Create a poster indicating the significant people and events in the struggle for equal rights of a particular minority group. • Suggested documents: Dr. Martin Luther King Jr.'s address at the Lincoln Memorial (1963); Kennedy's inaugural speech; song, "We Shall Overcome" |

HIGH SCHOOL

For high school, the Core Curriculum continues its Content/Connections layout, reproduced here. Because the Core Curriculum explains that items contained in the “Content” column are included on the Regents exams, only items in that column were coded as required.

The high school curriculum begins with a lengthy list of Supreme Court cases students should understand. Among those are several civil rights cases, including *Brown*.

U.S. History: While the high school Core Curriculum mentions “Truman and civil rights” in the content column of Unit Six (“The United States in an Age of Global Crisis”), it does not directly require students to learn about desegregation of the armed forces.

More extensive coverage is found in Unit Seven (“World in Uncertain Times: 1950-Present”). The relevant parts of the content outline are excerpted here along with their associated “Connections:”

| CONTENT | CONNECTIONS |
|---|--|
| <p>II. CONTAINMENT AND CONSENSUS: 1945-1960</p> <p>C. Domestic Policies</p> <p>2. Civil rights</p> <ul style="list-style-type: none"> a. Jackie Robinson breaks the color barrier b. <i>Brown v. Board of Education of Topeka, 1954</i> c. Beginnings of modern civil rights movement <ul style="list-style-type: none"> (1) Rosa Parks and the Montgomery Bus Boycott (2) Little Rock: school desegregation (3) Segregation in public transportation ruled unconstitutional (4) Sit-ins: nonviolent tactic (5) Civil Rights Act of 1957 <p>III. DECADE OF CHANGE: 1960s</p> <p>A. The Kennedy Years</p> <p>1. The New Frontier: dreams and promises</p> <ul style="list-style-type: none"> a. Civil rights actions <ul style="list-style-type: none"> (1) James Meredith at the University of Mississippi (2) Public career of Dr. Martin Luther King, Jr., Birmingham protest (“Letter from Birmingham Jail”) (3) Assassination of Medgar Evers (4) March on Washington <p>B. Johnson and the Great Society</p> <p>3. Continued demands for equality: civil rights movement</p> <ul style="list-style-type: none"> a. Black protest, pride, and power <ul style="list-style-type: none"> (1) NAACP (National Association for the Advancement of Colored People): legal judicial leadership, Urban League b. Case studies <ul style="list-style-type: none"> (1) SNCC (Student Nonviolent Coordinating Committee): sit-in movement among college students (2) SCLC (Southern Christian Leadership Conference): promote nonviolent resistance, sit-ins, boycotts (3) CORE (Congress of Racial Equality): “Freedom Riders” (4) Testing of segregation laws (5) Others: Black Muslims; prominence of Malcolm X: advocating separation of races, separate state in the United States (6) Civil unrest: Watts riot, 1965, as example; Kerner Commission (7) Assassination of Malcolm X (February 1965) c. Legislative impact <ul style="list-style-type: none"> (1) Civil Rights Act of 1964 (Heart of Atlanta Motel, Inc. v. United States, 1964), modifications since 1964 (2) 24th Amendment (eliminating poll tax) (3) Voting Rights Act, 1965 (4) Court decisions since 1948 upholding or modifying preferential treatment in employment; equal access to housing; travel and accommodations; voting rights; educational equity (5) Fair Housing Act, 1968 | <p>Students should understand that in spite of the victory of the forces of integration in the <i>Brown v. Board of Education of Topeka</i> decision, there was much resistance to a broader application of the principle of integration. Students should study various specific events in the civil rights movement from 1955 to 1965.</p> <p>—Students should understand that the 1960s witnessed protest movements of peoples of diverse backgrounds (African-Americans, women, Hispanic-Americans, Native American Indians).</p> <p>—Compare and contrast the civil rights movement after 1965 with the earlier phase (1955-1965) in terms of (1) goals, (2) leadership, (3) strategies, and (4) achievements.</p> <p>—To what extent did the civil rights movement influence the demands for equality on the part of Hispanic-Americans and Native American Indians? How successful were their efforts?</p> |

ADDITIONAL DOCUMENTS

In addition to the state standards and curriculum, New York's Regents Exams provide a glimpse into the extent that knowledge about the civil rights movement is valued by the state. Twenty-three of the state's United States History and Government Regents Examinations are available on the website of the New York State Education Department's Office of Assessment Policy, Development and Administration. These exams, from January 2004 through January 2011, each average two questions about the civil rights movement out of 50.

EVALUATION

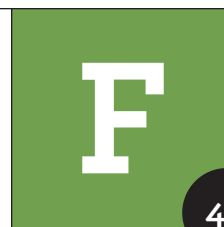
With some modifications, New York's social studies content standards and core curriculum could be models

for the rest of the country. The state paints a detailed picture of the civil rights movement, covering major leaders, groups and events fairly comprehensively. Unfortunately, New York leaves out much of the opposition to the movement, covering none of our rubric's recommended content. This has the unfortunate effect of making the movement seem inevitable while hurting students' ability to make sense of continuing racism and civil rights struggles.

Overall, these are among the top standards in the country—a few changes would dramatically diminish their excessive periodization, complicate their narrative, and lift the state's grade dramatically. ●



| | | | |
|------------|--------|-----------------|----------|
| LEADERS | F (0%) | GRADE LEVELS | A (100%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (0%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | F (0%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (0%) | | |
| CONTENT | F (0%) | CONTEXT | D (25%) |



GRADE F means North Carolina includes none or less than 20% of the recommended content and should significantly revise its standards.

NORTH CAROLINA

SURVEY OF STANDARDS AND FRAMEWORKS

According to the North Carolina *Social Studies Standard Course of Study* (updated August 2006), students first encounter the civil rights movement in fifth grade and then revisit it in 11th grade. The requirements are minimal.

ELEMENTARY AND MIDDLE SCHOOL

Grade 5: Students should “evaluate the effectiveness of civil rights and social movements throughout the United States’ history that reflect the struggle for equality and constitutional rights for all citizens.”

HIGH SCHOOL

Grade 11: Students should “trace major events of the civil rights movement and evaluate their impact.”

African-American Studies: This elective course has its own sequence and competency goals. The course begins with slavery and continues through the present day. One competency goal is directly related to the civil rights movement and offers insight into what the state considers more detailed coverage of the civil rights movement. This goal says “learner[s] will analyze the successes and failures of the civil rights movement in the United States” and lists these objectives:

- Explain how legal victories before 1954 gave impetus to the civil rights movement.
- Describe the impact of *Brown v. Board of Education* and evaluate the resistance and reaction to it.
- Define various methods used to obtain civil rights.
- Identify various organizations and their role in the civil rights movement.
- Assess the extent to which the civil rights movement transformed American politics and society.
- Determine the impact of the Vietnam War on the civil rights movement.

ADDITIONAL DOCUMENTS

A number of supplemental documents including sample lesson plans and curriculum guides dealing with the civil rights movement are archived on the North Carolina Public Schools website and its sister site, LEARN NC (maintained by the UNC School of Education). These include:

- An elementary school lesson plan encouraging students to compare Nelson Mandela’s efforts and the struggle against apartheid to Martin Luther King Jr.’s work and the struggle for civil rights.
- A high school writing enrichment scenario linked to the English-Language Arts curriculum that provides a detailed encounter with the civil rights movement and a variety of writing assignments that reach deeply into civil rights content.

In addition, UNC’s Department of Education offers an online professional development course for North Carolina teachers, “The Civil Rights Movement In Context.” The course description explains that participants will investigate “the precursors to the civil rights movement, its leadership, its opposition, and its legacy, including lesser-studied events of the movement and primary sources.” In addition to this free course, educators can access dozens of civil rights movement-related lesson plans for a variety of grade levels from LEARN NC.

EVALUATION

Although North Carolina requires students to learn about the civil rights movement in multiple grades, the state provides no content guidance for core courses in its standards. It has, evidently, relied on outside providers and public-private partnerships to create teaching materials that are often outstanding. The failure to set high expectations in state standards is a missed opportunity. ●



| | | | |
|------------|--------|-----------------|--------|
| LEADERS | F (0%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (0%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | F (0%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (0%) | | |
| CONTENT | F (0%) | CONTEXT | F (0%) |



GRADE F means North Dakota includes none or less than 20% of the recommended content and should significantly revise its standards.

NORTH DAKOTA

SURVEY OF STANDARDS AND FRAMEWORKS

The North Dakota *Content and Achievement Standards for Social Studies* (December 2007) addresses the civil rights movement briefly for high school. In addition to these content standards, the state issues performance standards for social studies. Last updated in September 2001, these are not content-driven and do not mention the civil rights movement or other important events such as either of the world wars.

ELEMENTARY AND MIDDLE SCHOOL

There are no requirements for civil rights movement instruction.

HIGH SCHOOL

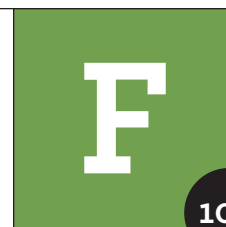
U.S. History: Students are expected to “Analyze the struggle for equal opportunity (e.g., civil rights movement, Martin Luther King Jr., Malcolm X, civil rights legislation and court cases, civil rights organizations, National Organization for Women, Equal Rights Amendment, American Indian Movement, Caesar Chavez).”

EVALUATION

North Dakota does not require students to learn about the civil rights movement. Instead it includes vague language about the “struggle for equal opportunity.” This represents a missed opportunity to set high expectations for learning about one of American history’s most important events. ●



| | | | |
|----------------|---------------|-----------------|----------------|
| LEADERS | F (0%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (8%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | F (0%) |
| OPPOSITION | F (0%) | | |
| TACTICS | D (29%) | | |
| CONTENT | F (7%) | CONTEXT | D (25%) |



ITEMS THE STATE REQUIRES

EVENTS: *Brown*. **TACTICS:** Civil disobedience, tactics.

GRADE F means Ohio includes none or less than 20% of the recommended content and should significantly revise its standards.

OHIO

SURVEY OF STANDARDS AND FRAMEWORKS

Ohio adopted academic content standards for social studies in 2002. While Martin Luther King Jr. is mentioned in a list of important figures in American history that second graders might learn about, instruction on the civil rights movement is not officially recommended until students are older.

ELEMENTARY AND MIDDLE SCHOOL

Grade 2: Students learn about important figures in American history such as Dr. Martin Luther King Jr.

HIGH SCHOOL

Grade 10: By the end of grade 10, students should be able to meet the following performance indicators:

- Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on: *Brown v. Board of Education*; changes in goals and tactics of leading civil rights advocates and organizations; the linkages between the civil rights movement and movements to gain justice for other minority groups.
- Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including: women’s suffrage movement of the late 1800s; civil rights movement of the 1960s; student protests during the Vietnam War.
- Analyze instances in which the rights of individuals were restricted including: conscientious objectors in World War I; immigrants during the Red Scare; intellectuals and artists during the McCarthy era; African Americans during the civil rights movement.

ADDITIONAL DOCUMENTS

Ohio’s Department of Education has created an optional *Social Studies Model Curriculum* covering each grade.

The American history curriculum document explains that “African-American organizations such as the National Association for the Advancement of Colored People (NAACP), the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC), and the National Urban League (NUL) struggled for equal opportunities and to end segregation. They demonstrated and sought redress in the courts to change long-standing policies and laws.”

The curriculum suggests that students should read or watch Dr. Martin Luther King’s “I Have A Dream” speech and “evaluate whether the ideals of the speech have been realized in modern American society.” The curriculum also references a few external lesson plans, including PBS resources on the March on Washington, primary documents about Jim Crow laws and a lesson on civil disobedience in the civil rights movement.

Elsewhere, the American Government curriculum references a link to a National Park Service bibliography (www.nps.gov/history/nr/travel/civilrights/learnmor.htm) with information about civil rights movement.

EVALUATION

Ohio’s civil rights movement requirements are minimally sketched out. The standards omit essentially all content necessary for a core understanding of the movement, including key figures and groups, essential events, relevant history and often-virulent opposition. While Ohio does encourage students to learn about movement tactics, it even approaches this goal without content or historical examples. The state has a long way to go if it wishes to craft standards that will set appropriately high expectations for students. ●



| | | | |
|------------|---------|-----------------|--------|
| LEADERS | F (0%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (8%) | CIVICS | F (0%) |
| HISTORY | D (29%) | OTHER MOVEMENTS | F (0%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (0%) | | |
| CONTENT | F (5%) | CONTEXT | F (0%) |



ITEMS THE STATE REQUIRES

EVENTS: *Brown*. **HISTORY:** *De facto, de jure* segregation.

GRADE F means Oklahoma includes none or less than 20% of the recommended content and should significantly revise its standards.

OKLAHOMA

SURVEY OF STANDARDS AND FRAMEWORKS

Oklahoma's expectations for instructional content in history are contained in the *Priority Academic Skills (PASS) for Social Studies*.

ELEMENTARY AND HIGH SCHOOL

No instruction on the civil rights movement is required before high school.

HIGH SCHOOL

Grade 12: The *PASS* document includes two objectives detailing knowledge students should have about the civil rights movement before graduation from high school. These are:

- Describe *de jure* and *de facto* segregation policies, attempts at desegregation and integration and the impact of the civil rights movement on society (e.g., *Brown v. Board of Education*, the Montgomery Bus Boycott, the lunch counter sit-ins in Oklahoma City and elsewhere, the Freedom Rides, integration of Little Rock Central High School, the Civil Rights Act of 1964 and the Voting Rights Act of 1965).
- Identify the contributions of political leaders, political activists, civil rights leaders (e.g., Dr. Martin Luther King Jr., Malcolm X, Thurgood Marshall and César Chavez), major issues, and scandals, including the Watergate scandal, and major trends in national elections (e.g., differences between the two major political parties and the rise of third-party candidates).

These are two of the 10 objectives comprising all information students should learn about American history since World War II. The Oklahoma Department of Education publishes a more detailed *PASS* checklist for teachers working with these standards. It recommends 55 “Critical Content and Terms to Understand”

for this era. Of these terms, six are related to the civil rights movement. They are: *de jure* segregation policies, *de facto* segregation policies, desegregation, integration, civil rights movement and *Brown v. Board of Education*.

EVALUATION

Oklahoma's standards barely require any study of the civil rights movement other than to simply state that the civil rights movement is required. The standards omit essentially all content necessary for a core understanding of the movement, including key figures and groups, essential events, relevant history and often-virulent opposition. The latter issue is particularly important given the state's continuing failure to come to terms with the 1921 Tulsa riots and difficult race relations before and since. The state has a long way to go if it wishes to craft standards that will set appropriately high expectations for student learning. ●



| | | | |
|----------------|---------------|-----------------|---------------|
| LEADERS | F (0%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (0%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | F (0%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (0%) | | |
| CONTENT | F (0%) | CONTEXT | F (0%) |



GRADE F means Oregon includes none or less than 20% of the recommended content and should significantly revise its standards.

OREGON

SURVEY OF STANDARDS AND FRAMEWORKS

Oregon's requirements for study of the civil rights movement are minimal and limited to high school.

ELEMENTARY AND MIDDLE SCHOOL

No requirements exist for instruction on the civil rights movement.

HIGH SCHOOL

Only one of Oregon's current high school social studies standards deals with the civil rights movement: "Understand the causes, course and impact of the civil rights/equal rights movements."

The state is now considering adoption of revised social studies standards. The new standards do not mention the civil rights movement, but would require that students learn about Martin Luther King Jr.—"examine and analyze Supreme Court, presidential and key leader speeches (to include, but not limited to, Martin Luther King Jr., suffragists and presidential addresses)."

EVALUATION

Oregon barely requires students to study the civil rights movement. It offers no direction to teachers by including specific content. Its standards entirely omit the history, complexity, resistance to, tactics and trajectory of the movement. These standards represent a missed opportunity to set high expectations. ●



| | | | |
|----------------|---------------|-----------------|---------------|
| LEADERS | F (0%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (0%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | F (0%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (0%) | | |
| CONTENT | F (0%) | CONTEXT | F (0%) |



GRADE F means Pennsylvania includes none or less than 20% of the recommended content and should significantly revise its standards.

PENNSYLVANIA

SURVEY OF STANDARDS AND FRAMEWORKS

Pennsylvania does not mention the civil rights movement in its standards and frameworks. The state's *Standards Aligned System* website links to a number of civil rights movement-related lesson plans, many very well-written and detailed, but these are largely drawn from the greater Web.

EVALUATION

Pennsylvania does not require students to learn about the civil rights movement. This represents a missed opportunity to set high expectations. ●



| | | | |
|------------|--------|-----------------|--------|
| LEADERS | F (0%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (0%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | F (0%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (0%) | | |
| CONTENT | F (0%) | CONTEXT | F (0%) |



GRADE F means Rhode Island includes none or less than 20% of the recommended content and should significantly revise its standards.

RHODE ISLAND

SURVEY OF STANDARDS AND FRAMEWORKS

The Rhode Island *Grade Span Expectations* require minimal coverage of the civil rights movement beginning in high school.

ELEMENTARY AND MIDDLE SCHOOL

No requirements for the civil rights movement are provided.

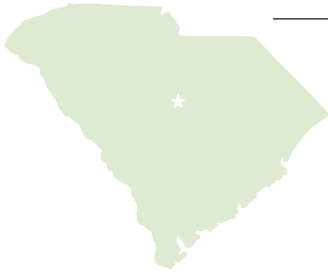
HIGH SCHOOL

Civics & Government: Students may demonstrate knowledge about the civil rights movement by “identifying and explaining ways individuals and groups have exercised their rights in order to transform society (e.g., civil rights movement, women’s suffrage).”

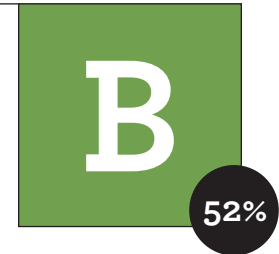
Historical Perspectives/Rhode Island History: Students learn about the civil rights movement by “gathering evidence of circumstances and factors contributing to contemporary problems (e.g., civil rights movement, sexual revolution).”

EVALUATION

To Rhode Island’s credit, it is one of a handful of states that make an explicit connection between the civil rights movement and current events. Unfortunately, that credit is optional and does not do anything to make up for the state’s failure to require students to learn about the civil rights movement. ●



| | | | |
|----------------|----------------|-----------------|-----------------|
| LEADERS | B (50%) | GRADE LEVELS | A (100%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | A (75%) | CIVICS | F (0%) |
| HISTORY | A (71%) | OTHER MOVEMENTS | A (100%) |
| OPPOSITION | D (25%) | | |
| TACTICS | A (86%) | | |
| CONTENT | B (52%) | CONTEXT | B (50%) |



ITEMS THE STATE REQUIRES

LEADERS: Martin Luther King Jr., Rosa Parks, Malcolm X, Stokely Carmichael. **EVENTS:** 1964 Civil Rights Act, 1965 Voting Rights Act, Birmingham, *Brown*, Montgomery Bus Boycott, Freedom Rides, March on Washington, Mississippi Freedom Summer, Selma-to-Montgomery March. **HISTORY:** Integration of armed forces, *de facto*, *de jure* segregation, Jim Crow, poll taxes. **OPPOSITION:** White resistance. **TACTICS:** Black Power, civil disobedience, Gandhi, nonviolence, sit-ins, tactics.

GRADE B means South Carolina includes at least 50% of the recommended content and demonstrates that it is committed to educating students about the movement.

SOUTH CAROLINA

SURVEY OF STANDARDS AND FRAMEWORKS

According to the relevant standards, South Carolina students begin learning about the civil rights movement in fifth grade and continue through middle and high school. The website for South Carolina’s State Department of Education contains a unique support document with official advice for teachers about how best to teach the content standards. The document dealing with U.S. history spells out in considerable detail what content students are expected to know.

ELEMENTARY AND MIDDLE SCHOOL

Grade 5: Students are introduced to the civil rights movement, the desegregation of the armed forces, *Brown v. Board of Education*, Martin Luther King Jr., Rosa Parks and Malcolm X.

Grade 7: Students learn more about the civil rights movement when they study social movements in India and Africa and compare to those in the United States.

Grade 8: South Carolina history includes more localized study, including the *Briggs v. Elliott* case.

HIGH SCHOOL

U.S. History: A standard broadly requires that students: “explain the movements for racial and gender equity and civil liberties, including their initial strategies, landmark court cases and legislation, the roles of key civil rights advocates, and the influence of the civil rights movement on other groups seeking ethnic and gender equity.”

The website for South Carolina’s State Department of Education contains support documents issued by the DOE’s Office of Standards and Support. These documents contain official advice for teachers about how best to teach the content standards. The document dealing

with U.S. history contains several pages for each major standard, explaining relevant previous knowledge students are likely to bring to a discussion of the standard in question, and suggested strategies and topics for teachers. The document also identifies what students need and do not need to know about the civil rights movement, in the state’s view. This is a very unique document, and is cited at length here:

It is essential for students to know

In order to appreciate the strategies of the civil rights movement, it is important for students to understand the goals of the movement. A thorough review of the failed promises of Reconstruction and the 13th, 14th and 15th amendments and the Jim Crow era should establish the context for the civil rights movement of the post-World War II period.

*The strategies of the civil rights movement had roots in the early 20th century, especially in the development of organizations that established judicial precedents that eventually led to the *Brown* decision. A real understanding of the strategy of nonviolence requires that students understand the direct action nature of the movement—that sites were specifically selected to show to the nation and the world the face of racism. In order to understand these strategies students should understand how those strategies were used in the Montgomery Bus Boycott, sit-ins, freedom rides, the Birmingham campaign, the March on Washington, Freedom Summer and the Selma march. A focus on the role of the media, especially television, will help to link the civil rights movement to the popular culture of the post-World War II era.*

The experiences of African Americans during World War II helped stimulate the modern civil rights movement. African Americans demanded more equitable treatment in

war industries. As a result, President Roosevelt established the Fair Employment Practices Commission. However when the war ended, African Americans lost these jobs to returning white soldiers. They served in the military in segregated units and experienced Jim Crow as they trained on military bases in the South. Some returning African American veterans were lynched. This motivated Truman to establish a civil rights commission, to support an anti-lynching law and to desegregate the military by executive order. The Cold War required a strong united military force. The containment policy required that the United States gain the support of emerging nations in Asia and Africa. Strategies used by African Americans such as W.E.B. DuBois and Ralph Bunche on the international stage created by the Cold War forced the United States to live up to its constitutional promises. Jim Crow was an embarrassment for the United States.

Students should understand the different roles of both black and white advocates for civil rights. Although students have some familiarity with Martin Luther King Jr. from fifth grade, they do not understand the complexity of his role as organizer and spokesperson for the movement. Students should understand that the nonviolent direct action campaign of the civil rights movement was successful in getting presidential support and the support of the majority of the voting public into the early 1960s, the extent to which Presidents Truman, Eisenhower, Kennedy, Johnson, and Nixon were advocates of the civil rights movement, the specific pieces of legislation that were passed and how they addressed discrimination, and how politics affected and was affected by the movement. Harry Truman's advocacy of civil rights in 1948 led to the emergence of the Dixiecrats. Democrat support of civil rights legislation and Nixon's Southern Strategy turned a formerly solid Democratic south into a Republican stronghold.

Students should understand how changes in African-American leadership affected the support given for civil rights legislation. The goals, actions and leadership of the black power movement (Malcolm X, Stokely Carmichael and the Black Panthers) among northern, urban African Americans were significantly different from those of southern African Americans. Students should understand the difference between the terms *de jure* and *de facto* segregation. Televised reports of urban riots and the radical rhetoric of the black power movement alienated the general public and undermined support for further government action. Oversimplification of black power should be addressed by including discussion of efforts of black power advocates to protect and empower the African American community and promote ethnic pride. Opponents of the civil rights movement charged civil rights advocates as dangerous subversives.

The movement for African-American civil rights had an impact on the movement for women's rights. Students should understand how the participation of women in the civil rights movement prompted them to form organizations to promote their own rights, what organizations were formed, and how successful women were in securing the support of government and the public in promoting women's rights. Students should understand the impact of *The Feminine Mystique*, the Civil Rights Act of 1964, *Roe v. Wade* and the Equal Rights Amendment on the women's rights movement and the development of conservative movements.

The movement for African-American civil rights had an impact on movements for the rights of Latinos and Native Americans. The goals, strategies and government response to these movements were similar to the early African-American civil rights movement and these movements also turned more militant.

The civil rights era also had an impact on the rights of the accused. The Supreme Court rulings in other landmark cases (*Miranda*, *Gideon*) protected individuals against self-incrimination and upheld the right of the accused to an attorney.

It is not essential for students to know

Although students should know that there were many advocates for civil rights besides Martin Luther King Jr., it is not necessary for students to remember all of the names of the organizations or the leaders. Students should understand how politics was influenced by civil rights; however, it is not necessary that they know all of the details. For instance, they need to know the political implications of Harry Truman's advocacy of civil rights in 1948 and the emergence of the Dixiecrats, but they need not know that the Progressive Party also split from the Democrats in 1948 and nominated Henry Wallace. They do not need to know that Truman's "Give'em Hell, Harry" campaign against the "do-nothing" Republican 80th Congress is credited with HST's slim victory in 1948 nor that Dixiecrats joined some northern Democrats and Republicans to defeat Truman's efforts to expand the New Deal, refusing to give Americans health insurance in the Fair Deal. They need to know that the Democrats' support of civil rights legislation and Nixon's "southern strategy" turned a formerly solid Democratic south into a Republican stronghold. However, they do not need to know that JFK's role in having MLK released from jail in 1960 led to support from formerly Republican African-American voters for Kennedy, a Democrat. They do not need to know the impact of the formation of the Mississippi Freedom Democratic Party and its role at the 1968 Democratic national convention.

Although students should know generally about the conflict between the national government and state governments they do not need to know the details of the conflict between Eisenhower and Governor Faubus of Arkansas in the Little Rock incident, nor the conflict over students entering state universities. They do not need to know the names of specific individuals such as James Meredith at University of Mississippi, George Wallace at University of Alabama or Bull Connor in Birmingham. They do not need to know every incident of discrimination such as the murder of Emmett Till, nor every detail of the major incidents such as the role of NAACP in Montgomery Bus Boycott, or the influence of A. Philip Randolph on the strategies of the 1963 March on Washington. They need not know the names of leaders of every organization, such as Huey Newton and Bobby Seal as leaders of the Black Panthers.

Although students need to know more about King's philosophy of nonviolence and the importance of his leadership; they do not need to remember that Martin Luther King won the Nobel Peace Prize in 1964 or that the FBI wire-tapped the phones of Martin Luther King Jr. because they wanted to find evidence that he was a Communist and thus discredit him.

Although students need to know the connections between African-American civil rights and the women's movement, they do not need to know that it was the intention of senators who included "gender" in the Civil Rights Act of 1964 to make the act ridiculous to other members of Congress and thus less likely to pass. They do not need to know all the details of the women's movement, such as groups that called for women to become more comfortable with their sexuality, nor that women protested at the Miss America Pageant and that they burned bras, wigs etc.

Students do not need to know specifics of other cases of the Warren Court, such as Miranda, that extended the civil rights of the accused. Although these cases contributed to the backlash against civil rights and were a target of Nixon's "law and order" campaign, they were not caused by the civil rights movement.

Students do not need to know the role of the Bracero program for Mexican workers during WWII and the impact of the Longoria incident on early development of the Unity League of California to register Mexican-American voters because this does not show the influence of the African-American "civil rights movement on other groups seeking ethnic... equity." This could be used as background for their later actions which were influenced by the African-American civil rights movement but need not be remembered.

There is no need for students to know the policies of the 1930s and 1950s towards Native Americans, including the 1934 Indian Reorganization Act and the termination policy

of the Eisenhower administration. They do not need to know that the participation of Native Americans in World War II increased their awareness of discrimination as a result of their leaving the reservation for war service nor that this helped them to make contact among tribes and organize for change, since this was not influenced by the African-American civil rights movement. Names of leaders of the civil rights, women's rights or other movements are not essential to remember. It is not essential for students to know that the movement for gay and lesbian civil rights developed at the same time as other movements.

Assessment guidelines: Appropriate assessments will require students to explain the civil rights movement, including leadership, strategies, court cases and legislation. Students should be able to summarize, identify examples of, and classify key concepts of the civil rights movement in particular, and compare it to the other movements such as those for women and Native Americans in general. Students should be able to interpret maps, graphs, photographs and political cartoons and infer their relationship to information about the time period. Assessments should also ask students to interpret the significance of specific events or infer their impact on subsequent sister movements for equity.

EVALUATION

South Carolina has a very promising set of civil rights-related history standards and accompanying support documents that provide meaningful guidance to teachers. They could be substantially improved with a few modifications. The standards and supporting documents do not shy away from setting out core knowledge when it comes to history and tactics in the civil rights movement. The section on groups is weaker, failing to identify key ones. The value of identifying those groups is not simply one of name recognition; rather, their stories help students put faces to the names studied elsewhere in tactics and strategy discussions. Similarly, the standards should identify key individuals by name to provide more guidance to teachers. Bull Connor is more a symbol than an individual for this era of American history, while Thurgood Marshall is an important figure in the civil rights movement and beyond.

It is also puzzling that the standards fail to mention significant legislation like the 1964 Civil Rights Act and the 1965 Voting Rights Act or the 24th Amendment. Overall, the state is moving in the right direction. As it regards the civil rights movement, South Carolina is setting high expectations and giving clear directions to teachers. With a few changes, the state could have model standards for teaching the civil rights movement. ●



| | | | |
|----------------|---------------|-----------------|---------------|
| LEADERS | F (0%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (0%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | F (0%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (0%) | | |
| CONTENT | F (0%) | CONTEXT | F (0%) |



GRADE F means South Dakota includes none or less than 20% of the recommended content and should significantly revise its standards.

SOUTH DAKOTA

SURVEY OF STANDARDS AND FRAMEWORKS

South Dakota provides scant inclusion of the civil rights movement in its standards, and only for high school.

EVALUATION

South Dakota does not require students to learn about the civil rights movement. ●

ELEMENTARY AND MIDDLE SCHOOL

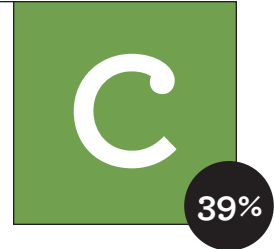
There are no requirements for students to learn about the civil rights movement.

HIGH SCHOOL

U.S. History: The civil rights movement is offered as an example for covering this high school social studies standard: “Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the United States.” Other listed examples are: women’s suffrage, populists and progressives, isolationists, anarchists, anti-communism, American Indian Movement and the Reagan revolution.



| | | | |
|------------|---------|-----------------|----------|
| LEADERS | C (38%) | GRADE LEVELS | A (100%) |
| GROUPS | F (0%) | CURRENT EVENTS | A (100%) |
| EVENTS | A (67%) | CIVICS | F (0%) |
| HISTORY | F (14%) | OTHER MOVEMENTS | A (100%) |
| OPPOSITION | B (50%) | | |
| TACTICS | D (29%) | | |
| CONTENT | C (33%) | CONTEXT | A (75%) |



ITEMS THE STATE REQUIRES

LEADERS: Martin Luther King Jr., Malcolm X, Stokely Carmichael. **EVENTS:** 1964 Civil Rights Act, 1968 Civil Rights Act, Birmingham, *Brown*, Montgomery Bus Boycott, Freedom Rides, Little Rock, March on Washington. **HISTORY:** Integration of armed forces. **OPPOSITION:** Bull Connor, George Wallace. **TACTICS:** Sit-ins, tactics.

GRADE C means Tennessee includes at least 30% of the recommended content and has considerable work to do to ensure its students have a satisfactory understanding of the movement.

TENNESSEE

SURVEY OF STANDARDS AND FRAMEWORKS

Tennessee's *Social Studies Curriculum Standards* include Process Standards, Content Standards, Learning Expectations and Accomplishments. Coverage of the civil rights movement begins in elementary school and continues in high school.

ELEMENTARY AND MIDDLE SCHOOL

Kindergarten and Grade 1: Standards related to national holidays include reference to Martin Luther King Jr.

Grade 5: Students should “understand domestic policies in the post-World War II period.” Of the six specified related outcomes, four are civil rights-related:

- Describe the struggle for racial and gender equality.
- Explain *Brown v. Board of Education* and its importance of to the civil rights movement.
- Explain the contributions of civil rights leaders such as Martin Luther King Jr. and Caesar Chavez.
- Describe Tennessee's involvement during the civil rights movement.

The relevant part of the performance indicators for this standard states that students should be able to: “recognize examples of how the how the United States confronted civil rights issues, (i.e., *Brown v. Board of Education*, Montgomery Bus Boycott, Birmingham civil rights march, American Indian Movement (AIM), Civil Rights Act of 1964).”

HIGH SCHOOL

U.S. History: The civil rights movement is covered as part of the post-World War II era. Students are required

to “investigate the impact of the GI Bill of Rights on American society. Investigate the effects of desegregation, the civil rights movement, and the turbulent 1960s upon American society.”

Another standard deals with the movement from a civics perspective, requiring that students “understand the causes, course and impact of the civil rights movement and that they “investigate Supreme Court decisions that affected the United States from 1945 to the early 1970s.”

The relevant state performance indicators are to be assessed by state instruments:

- Determine the effects of the Supreme Court's decisions on civil rights (i.e., *Plessy v. Ferguson*, *Brown v. Board of Education*, *Miranda v. Arizona*, *Gideon v. Wainwright* and *Escobedo v. Illinois*).
- Identify significant events in the struggle for civil rights (i.e. integration of Clinton High School in Clinton; the Clinton 12 and Gov. Clement's actions; Little Rock Central High; Montgomery Bus Boycott; Freedom Riders' route; Birmingham bombings; Nashville lunch counters; Martin Luther King's March on Washington speech; Civil Rights Act of 1964; Civil Rights Act of 1968; Great Society).
- Match leading figures of the civil rights era with their respective groups and goals (i.e., Strom Thurmond, Eugene “Bull” Connor, George Wallace, Diane Nash, Betty Friedan, Martin Luther King Jr., Malcolm X, Stokely Carmichael, Albert Gore, Sr.).

Teachers are asked to assess the following additional learning indicators:

- List milestones in American civil rights in terms of ethnicity and gender.

- Compare the ideologies and effectiveness of different groups involved in the civil rights and women’s movement.
- Analyze Tennesseean Estes Kefauver’s role as chairman of the Senate Special Committee to Investigate Organized Crime, and participation in the civil rights movement.

United States Government: This elective includes a sample task for students to “study the major events, ideas, and individuals of the suffragist and civil rights movement to create, in small groups, a 2-to-4 minute public service announcement that targets 18-to-24 year olds (the lowest voting age group in the U.S.) and emphasizes the importance of voting and political participation in our society.”

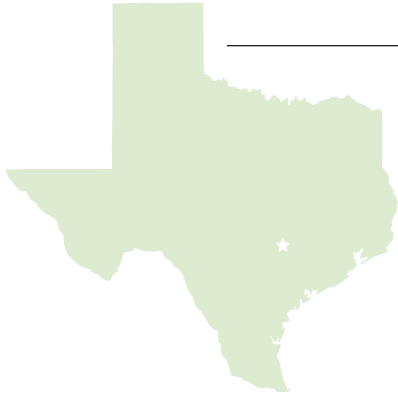
African American History: This elective requires discussion of the civil rights movement. The following learning expectations related to the civil rights movement are part of this course:

- Examines the effect of United States economic policies during the civil rights movement.
- Examines the economic tactics engaged by the civil rights movement (e.g., boycotts and sit-ins).
- Analyzes the successes and failures of the civil rights movement in the United States: Executive Order #8802; legal victories before 1954; *Brown v. Board of Education*; legislation passed during the civil rights era; Civil Rights Acts; Voting Rights Act 1965; Fair Housing Act 1968; court-order busing.
- Analyzes the “freedom movement” and its impact on American history from 1954 to 1965: lynching of Emmett Till; Little Rock Nine; Nashville Lunch Counter sit-in (Diane Nash); Freedom Summer.
- Contrasts the views of Martin Luther King Jr. and Malcolm X.
- Analyzes the impact of the KKK on black America.
- Recognizes the contributions of African-American leaders (e.g., Frederick Douglas, A. Philip Randolph, Medgar Evers, Stokely Carmichael and Jesse Jackson).

EVALUATION

Tennessee’s civil rights standards could be substantially improved with a few modifications. The standards do not shy away from setting out core knowledge when it comes to critical events in the civil rights movement (with some important events missed) and do a good job of identifying opposition to the movement. The groups section is the weakest, with none of the key groups (CORE, SCLC, SNCC) mentioned in the standards. In addition, the standards are weak on history, omitting essential vocabulary terms like *de jure* and *de facto* discrimination. Finally, the tactics section could be improved by asking students to learn about a variety of tactics and compare them to each other. This might also help the state make an explicit connection to its civics curriculum and strategies for improving student engagement.

Overall, the state is moving in the right direction. With a few changes, Tennessee could have solid standards for teaching the civil rights movement. ●



| | | | |
|----------------|----------------|-----------------|-----------------|
| LEADERS | B (50%) | GRADE LEVELS | A (100%) |
| GROUPS | F (0%) | CURRENT EVENTS | A (100%) |
| EVENTS | D (25%) | CIVICS | F (0%) |
| HISTORY | F (14%) | OTHER MOVEMENTS | A (100%) |
| OPPOSITION | D (25%) | | |
| TACTICS | C (43%) | | |
| CONTENT | D (28%) | CONTEXT | A (75%) |



ITEMS THE STATE REQUIRES

LEADERS: Martin Luther King Jr., Rosa Parks, James Farmer, Lester Maddox. **EVENTS:** 1964 Civil Rights Act, 1965 Voting Rights Act, *Brown*. **HISTORY:** Integration of armed forces. **OPPOSITION:** George Wallace, Orval Faubus. **TACTICS:** Black Power, nonviolence, tactics.

GRADE C means Texas includes at least 30% of the recommended content and has considerable work to do to ensure its students have a satisfactory understanding of the movement.

TEXAS

SURVEY OF STANDARDS AND FRAMEWORKS

Besides the common requirement that students learn about the reasons for national holidays including Martin Luther King Jr. Day, the *Texas Essential Knowledge and Skills for Social Studies* (TEKS) for the 2011-12 school year offers fairly substantial guidance to teachers regarding the civil rights movement.

The standards emphasize that use of the words “such as” means that content is suggested but not required. According to TEKS, use of the word “including” means that subsequent content is required and subject to state testing.

ELEMENTARY AND MIDDLE SCHOOL

Grade 5: Students are expected to:

- Analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement and military actions.
- Identify the accomplishments of notable individuals—such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team—who have made contributions to society in the areas of civil rights, women’s rights, military actions and politics.

Grade 7: Like many states, Texas includes state-specific civil rights movement information in its state history class. In Texas, that class is taught in seventh grade. Students are expected to:

- Describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia,

Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens, Jane McCallum and Lulu Belle Madison White.

HIGH SCHOOL

U.S. History II: TEKS expectations for this course begin with a set group of “traditional historical points of reference,” one of which is the assassination of Martin Luther King Jr. Students must:

- Explain the significance of the following years as turning points: 1898 (Spanish-American War); 1914-1918 (World War I); 1929 (the Great Depression begins); 1939-1945 (World War II); 1957 (Sputnik launch ignites U.S.-Soviet space race); 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon); 1991 (Cold War ends); 2001 (terrorist attacks on World Trade Center and the Pentagon); and 2008 (election of first black president, Barack Obama).

A fairly detailed set of content expectations for the civil rights movement follows, mandating that “The student understands the impact of the American civil rights movement.” Students are expected to:

- Trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments.
- Describe the roles of political organizations that promoted civil rights, including ones from African-American, Chicano, American Indian, women’s, and other civil rights movements.
- Identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan.

- Compare and contrast the approach taken by some civil rights groups such as the Black Panthers with the nonviolent approach of Martin Luther King Jr.
- Discuss the impact of the writings of Martin Luther King Jr. such as his “I Have a Dream” speech and “Letter from Birmingham Jail” on the civil rights movement.
- Describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965.
- Describe the role of individuals such as governors George Wallace, Orval Faubus and Lester Maddox and groups, including the Congressional bloc of southern Democrats, that sought to maintain the status quo.
- Evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process.
- Describe how litigation such as the landmark cases of *Brown v. Board of Education*, *Mendez v. Westminster*, *Hernandez v. Texas*, *Delgado v. Bastrop I.S.D.*, *Edgewood I.S.D. v. Kirby*, and *Sweatt v. Painter* played a role in protecting the rights of the minority during the civil rights movement.

Brown v. Board of Education is discussed again later, along with other landmark court decisions including *Plessy*.

U.S. Government: The Civil Rights Act of 1964 is mentioned (though not as required content) in the standards

for the required one semester class. TEKS specifies that students should:

- Evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic or religious group such as the Civil Rights Act of 1964 and the U.S. Supreme Court cases of *Hernandez v. Texas* and *Grutter v. Bollinger*.

The civil rights movement is not mentioned in the standards for this class or for any social studies electives outlined in TEKS.

EVALUATION

Texas’s standards are scattershot but have potential. On the one hand, the state requires students to learn about a number of personalities both within and opposed to the movement, creating rich guidelines for teachers. On the other hand, the state has entirely omitted requirements for students to learn about key movement groups (CORE, SCLC, SNCC) and key opposition groups (the Ku Klux Klan, for instance), making it seem that the movement and its opposition were more about conflicts between individuals than they were highly organized battles using often controversial strategies and tactics.

Texas would do well to try and offer a more coherent and chronological picture of the movement, rather than mixing it in with other activist endeavors in the same time period. This approach might help teachers and students better fine-tune their teaching and learning, in turn benefitting the diverse students of Texas. ●



| | | | |
|----------------|---------------|-----------------|----------------|
| LEADERS | F (0%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (8%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | A (100%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (14%) | | |
| CONTENT | F (5%) | CONTEXT | A (25%) |



ITEMS THE STATE REQUIRES
EVENTS: *Brown*. **TACTICS:** Tactics.

GRADE F means Utah includes none or less than 20% of the recommended content and should significantly revise its standards.

UTAH

SURVEY OF STANDARDS AND FRAMEWORKS

Utah’s students begin to learn about the civil rights movement in grade five. Utah’s *Secondary Core Curriculum for Social Studies* provides requirements for high school.

Items designated as “e.g.” are merely advisory.

ELEMENTARY AND MIDDLE SCHOOL

Grade 5: Students are asked to “assess the impact of social and political movements in recent United States history,” with two indicators:

- Identify major social movements of the 20th century (e.g. the women’s movement, the civil rights movement, child labor reforms); and
- Identify leaders of social and political movements.

HIGH SCHOOL

United States History II: The standards and objectives for this course provide some additional guidance to teachers about the civil rights movement. Standard nine mandates that “students will understand the emergence and development of the human rights and culture in the modern era.” An objective to “analyze how the civil rights movement affected United States society” requires students to:

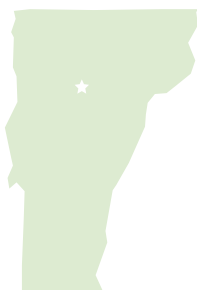
- Identify the causes and consequences of civil rights legislation and court decisions.
- Investigate the fight for the political, economic and social equality of women.
- Analyze how the black civil rights movement utilized both social and political actions to achieve its goals.
- Investigate the gains in civil rights made by the American Indian nations, Mexican Americans and other ethnic groups in the last half of the 20th century.

U.S. Government and Citizenship: *Brown* is mentioned in the standards along with other influential court decisions.

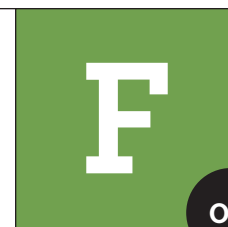
The *Core Curriculum* makes no additional mention of the civil rights movement.

EVALUATION

Utah’s standards are minimal. They mandate instruction about the civil rights movement with essentially no content other than a reference to divergent tactics and a single mention of *Brown*. They make a vague attempt to link the movement to other liberation movements with no evidence or content. ●



| | | | |
|------------|--------|-----------------|--------|
| LEADERS | F (0%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (0%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | F (0%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (0%) | | |
| CONTENT | F (0%) | CONTEXT | F (0%) |



GRADE F means Vermont includes none or less than 20% of the recommended content and should significantly revise its standards.

VERMONT

SURVEY OF STANDARDS AND FRAMEWORKS

Vermont's *Framework of Standards and Learning Opportunities* (last revised in 2000) provides requirements for teaching the civil rights movement. In 2004, Vermont's State Board of Education produced a supplemental document, *Grade Expectations for Vermont's Framework of Standards and Learning Opportunities*. This document identifies Grade Cluster Expectations (GCEs), described as "more specific statements of the Vermont standards."

The introduction to the GCEs explains, "E.g.s' are examples (not requirements or limited sets) of student demonstration or further clarification of a GCE."

ELEMENTARY AND MIDDLE SCHOOL

Pre-K-4: Martin Luther King Jr. is included in the state's history and social sciences standards setting out "how democratic values came to be and how people (e.g., Washington, Lincoln, King), events (e.g., 4th of July, Memorial Day, Labor Day) and symbols (e.g., flags, eagles) have exemplified them." The framework does not mention the civil rights movement.

Grade 6-8: The social studies GCEs mention the civil rights movement once as non-required content where students should "connect the past with the present" by "investigating how events, people, and ideas have shaped the United States and/or the world; and hypothesizing how different influences could have led to different consequences (e.g., How did the civil rights movement change the United States, and how might the United States be different if it had never happened?)."

HIGH SCHOOL

Vermont does not require study of the civil rights movement in high school, although a few of the GCEs have suggested content related to the movement. The

state asks students to "act as citizens by analyzing and evaluating changes in the interpretation of rights and responsibilities of citizenship over time (e.g., changes in voting age, changes in voting rights for women and African Americans)." Later, the Ku Klux Klan is included as a suggestion for analyzing subcultures (along with "Goths" and "Hippies"). A few additional CGEs elsewhere in the Civics, Government and Society strand touch on issues of race, but none are directly related to the civil rights movement.

ADDITIONAL DOCUMENTS

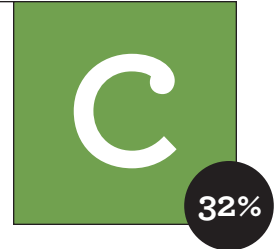
The Vermont Department of Education's website (education.vermont.gov/new/html/pgm_curriculum/history.html) offers several pages of annotated resources in support of Black History month, several of which deal with the civil rights movement.

EVALUATION

Vermont's standards and frameworks fail to set forth explicit requirements to learn about the civil rights movement. ●



| | | | |
|------------|----------------|-----------------|-----------------|
| LEADERS | A (63%) | GRADE LEVELS | A (100%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | B (50%) | CIVICS | F (0%) |
| HISTORY | D (29%) | OTHER MOVEMENTS | F (0%) |
| OPPOSITION | F (25%) | | |
| TACTICS | D (29%) | | |
| CONTENT | C (34%) | CONTEXT | D (25%) |



ITEMS THE STATE REQUIRES

LEADERS: Martin Luther King Jr., Rosa Parks, Jackie Robinson, Thurgood Marshall, Oliver Hill.

EVENTS: 1964 Civil Rights Act, 1965 Voting Rights Act, *Brown*, Montgomery Bus Boycott, Freedom Rides, March on Washington. **HISTORY:** Jim Crow, literacy tests. **OPPOSITION:** White resistance. **TACTICS:** Nonviolence, sit-ins.

GRADE C means Virginia includes at least 30% of the recommended content and has considerable work to do to ensure its students have a satisfactory understanding of the movement.

VIRGINIA

SURVEY OF STANDARDS AND FRAMEWORKS

The state of Virginia fully implemented its new *History and Social Science Standards of Learning* for the first time in the 2010-11 school year. The Virginia Department of Education explains that the state's *Standards of Learning* (SOL) and *Curriculum Framework* "comprise the history, civics and geography content that teachers in Virginia are expected to teach and students are expected to learn."

In Virginia, history instruction begins in kindergarten. Beginning with fourth grade, it continues in a sequence of courses (Virginia Studies, U.S. History to 1865, U.S. History to Present, Civics & Economics, World History & Geography to 1500, World History & Geography 1500-Present, World Geography, Virginia & U.S. History, Virginia & U.S. Government). For all of these, the state issues four documents: standards, a curriculum framework, the "Enhanced Scope & Sequence" and blueprints for test construction.

ELEMENTARY AND MIDDLE SCHOOL

Kindergarten: The *History and Social Science Standards of Learning for Virginia Public Schools* (2008) require that students learn about Martin Luther King Jr. in kindergarten as part of a unit on national holidays.

Grade 2: Students learn about King as part of civics instruction. He is included in a list with Jackie Robinson, George Washington and others as "Americans whose contributions improved the lives of other Americans."

Grade 3: In civics, students are asked to identify the contributions of several influential Americans including Rosa Parks, Thurgood Marshall and Martin Luther King Jr.

Virginia's curriculum frameworks for each course are designed to add to the standards by identifying "Essential Understandings, Essential Questions, Essential Knowledge and Essential Skills."

"Essential Knowledge" is provided for each named figure or event. The information provided for Martin Luther King Jr. (or his holiday) for the early grades shows ascending levels of detail:

- Martin Luther King Jr. Day: This is a day to remember an African American who worked so that all people would be treated fairly. It is observed in January. (Kindergarten)
- Martin Luther King Jr.: He was an African-American minister who worked so that all people would be treated fairly. He led peaceful marches and gave speeches. (Grade 2)
- Martin Luther King Jr.: He was an African-American minister who worked for equal rights for all people. He helped bring about changes in laws through peaceful means. (Grade 3)

Virginia Studies (Grade 4): Standards for the Virginia Studies course discuss state resistance to the events of the civil rights movement: "The student will demonstrate knowledge of twentieth- and twenty-first-century Virginia by ... identifying the social and political events in Virginia linked to desegregation and massive resistance and their relationship to national history."

The curriculum framework clarifies this standard with essential understandings, questions and knowledge reproduced in the chart:

ESSENTIAL UNDERSTANDINGS

After World War II, African Americans demanded equal treatment and the recognition of their rights as American citizens.

As a result of the civil rights movement, laws were passed that made racial discrimination illegal.

ESSENTIAL QUESTIONS

What changes occurred in Virginia as a result of the civil rights movement?

ESSENTIAL KNOWLEDGE

TERMS TO KNOW

segregation

The separation of people, usually based on race or religion

desegregation

Abolishment of racial segregation

integration

Full equality of people of all races in the use of public facilities and services

DESEGREGATION AND MASSIVE RESISTANCE IN VIRGINIA

- The U.S. Supreme Court ruled in 1954 (*Brown v. Board of Education*) that separate but equal public schools were unconstitutional.
- All public schools, including those in Virginia, were ordered to desegregate.
- Virginia’s government established a policy of Massive Resistance, which fought to “resist” the integration of public schools.
- Some schools were closed to avoid integration.
- The policy of Massive Resistance failed, and Virginia’s public schools were finally integrated.
- Harry F. Byrd, Sr., led the Massive Resistance movement against the desegregation of public schools.

United States History—1865 to the Present (Grade 6 or 7): Civil rights is mentioned briefly. “The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by:

- examining the civil rights movement and the changing role of women;
- describing the development of new technologies in communication, entertainment, and business and their impact on American life;

- identifying representative citizens from the time period who have influenced America scientifically, culturally, academically, and economically;
- examining American foreign policy, immigration, the global environment, and other emerging issues.”

The curriculum framework for U.S. history after World War II discusses this standard in some depth. The essential understandings, questions and knowledge related to the civil rights movement are reproduced in this chart:

| ESSENTIAL UNDERSTANDINGS | | |
|---|--|--|
| The civil rights movement resulted in legislation that ensured constitutional rights to all citizens of the United States regardless of race. | | |
| ESSENTIAL QUESTIONS | | |
| What were some effects of segregation on American society? | How did the African-American struggle for equality become a mass movement? | How did the law support the struggle for equality for African Americans? |
| ESSENTIAL KNOWLEDGE | | |
| <p style="text-align: center;">SOME EFFECTS OF SEGREGATION</p> <ul style="list-style-type: none"> • Separate educational facilities and resources for white and African-American students • Separate public facilities (e.g., restrooms, drinking fountains, restaurants) • Social isolation of races | <p style="text-align: center;">CIVIL RIGHTS MOVEMENT</p> <ul style="list-style-type: none"> • Opposition to <i>Plessy v. Ferguson</i>: “Separate but equal” • <i>Brown v. Board of Education</i>: Desegregation of schools • Martin Luther King Jr.: Passive resistance against segregated facilities; “I have a dream...” speech • Rosa Parks: Montgomery Bus Boycott • Organized protests, Freedom Riders, sit-ins, marches • Expansion of the NAACP • Civil Rights Act of 1964 • Voting Rights Act of 1965 | |

HIGH SCHOOL

U.S. Government: There is no mention of the civil rights movement per se in the standards for this course. However, the essential knowledge provided in support of one standard, (“The student will demonstrate knowledge of civil liberties and civil rights by ... explaining every citizen’s right to be treated equally under the law”) includes reference to the civil rights movement and the history of discrimination.

Virginia and United States History: The standards treat the civil rights movement with more depth than the standards for other courses. One standard requires students to “demonstrate knowledge of the civil rights movement of the 1950s and 1960s.” It includes two sub-standards, reproduced along with their accompanying framework-designated understandings, questions and knowledge in the chart:

| STANDARD VUS.14a | STANDARD VUS.14b |
|--|---|
| identifying the importance of the <i>Brown v. Board of Education</i> decision, the roles of Thurgood Marshall and Oliver Hill, and how Virginia responded | describing the importance of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964 and the Voting Rights Act of 1965 |
| ESSENTIAL UNDERSTANDINGS | ESSENTIAL UNDERSTANDINGS |
| By interpreting its powers broadly, the United States Supreme Court can reshape American society. | African Americans, working through the court system and mass protest, reshaped public opinion and secured the passage of civil rights. |
| ESSENTIAL QUESTIONS | ESSENTIAL QUESTIONS |
| <p>What was the significance of <i>Brown v. Board of Education</i>?</p> <p>What roles did Thurgood Marshall and Oliver Hill play in the demise of segregated schools?</p> <p>How did Virginia respond to the <i>Brown v. Board of Education</i> decision?</p> | <p>How did the 1963 March on Washington influence public opinion about civil rights?</p> <p>How did the legislative process advance the cause of civil rights for African Americans?</p> <p>How did the NAACP advance civil rights for African Americans?</p> |
| ESSENTIAL KNOWLEDGE | ESSENTIAL KNOWLEDGE |
| <p>BROWN V. BOARD OF EDUCATION</p> <ul style="list-style-type: none"> Supreme Court decision that segregated schools are unequal and must desegregate Included Virginia case <p>KEY PEOPLE</p> <ul style="list-style-type: none"> Thurgood Marshall: NAACP Legal Defense Team Oliver Hill: NAACP Legal Defense Team in Virginia <p>VIRGINIA'S RESPONSE</p> <ul style="list-style-type: none"> Massive Resistance: Closing some schools Establishment of private academies White flight from urban school systems | <p>NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE (NAACP)</p> <ul style="list-style-type: none"> Challenged segregation in the courts. <p>1963 MARCH ON WASHINGTON</p> <ul style="list-style-type: none"> Participants were inspired by the ‘I Have a Dream’ speech given by Dr. Martin Luther King Jr. The march helped influence public opinion to support civil rights legislation. The march demonstrated the power of nonviolent, mass protest. <p>CIVIL RIGHTS ACT OF 1964</p> <ul style="list-style-type: none"> The act prohibited discrimination based on race, color, religion, gender or national origin. The act desegregated public accommodations. President Lyndon B. Johnson played an important role in the passage of the act. <p>VOTING RIGHTS ACT OF 1965</p> <ul style="list-style-type: none"> The act outlawed literacy tests. Federal registrars were sent to the South to register voters. The act resulted in an increase in African- American voters. President Johnson played an important role in the passage of the act. |

ADDITIONAL DOCUMENTS

In addition to its standards and frameworks, Virginia provides a detailed scope and sequence and course blueprint for its social studies classes. Tracking the standards listed above, relevant lessons were surveyed for content and messages about the civil rights movement.

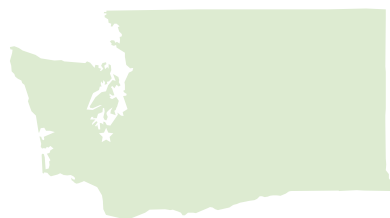
EVALUATION

While Virginia's standards devote a good bit of ink to the civil rights movement, they lack necessary breadth. These standards do have potential; some tweaks and expansions could go a long way toward improving the required content.

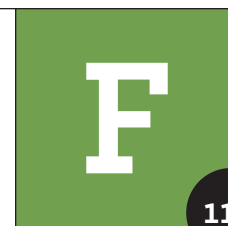
On the one hand, the state requires students to learn about a number of personalities both within and opposed to the movement, creating rich guidelines for teachers.

On the other hand, the state has entirely omitted requirements for students to learn about key movement groups (CORE, SCLC, SNCC) and key opposition groups (the Ku Klux Klan, for instance), making it seem that the movement and its opposition were more about conflicts between individuals than they were highly organized battles using often controversial strategies and tactics.

Virginia's list of notable events is a bit scattershot. It does not mention Little Rock, the Birmingham protests, Mississippi Freedom Summer, the 24th Amendment or the Selma-to-Montgomery March. On the other hand, they do cover much Virginia history (including Massive Resistance) that is not addressed in our rubric. Unfortunately, this seems to come at the expense of an exploration of national resistance to the civil rights movement. ●



| | | | |
|------------|---------|-----------------|----------|
| LEADERS | D (25%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | D (17%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | A (100%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (0%) | | |
| CONTENT | F (8%) | CONTEXT | D (25%) |



ITEMS THE STATE REQUIRES

LEADERS: Martin Luther King Jr., Malcolm X. **EVENTS:** 1964 Civil Rights Act, *Brown*.

GRADE F means Washington includes none or less than 20% of the recommended content and should significantly revise its standards.

WASHINGTON

SURVEY OF STANDARDS AND FRAMEWORKS

The State of Washington's Office of the Superintendent of Public Instruction's *K-12 Social Studies Learning Standards* (May 2008) includes the "K-12 Social Studies Grade Level Expectations" (GLEs) and "Essential Academic Learning Requirements" (EALRs).

ELEMENTARY AND MIDDLE SCHOOL

Washington has no requirement for the study of the civil rights movement at this level.

HIGH SCHOOL

Grade 11 (Civics): The first EALR to discuss the civil rights movement is a civics mandate in grade 11. The associated GLE states that a successful student "analyzes and evaluates the ways in which the U.S. Constitution and other fundamental documents promote key ideals and principles." Three of the eight given examples are related to the civil rights movement (Washington considers its examples to be mandatory but not exhaustive):

- Examines how the *Brown v. Board of Education* decision promotes equality as one of the goals of our nation.
- Examines how the "Letter from a Birmingham Jail" promotes equality as one of the goals of our nation.
- Examines how the Civil Rights Act sought to extend democratic ideals.

History: The EALR requires students to understand and apply knowledge of history. The associated GLE requires students to understand how six themes help to define eras in U.S. history. One theme is "Movements and domestic issues (1945-1991)." One associated example says that a successful student "explains how the United Farm Workers, civil rights movement, and feminist movement help to define U.S. history after World War II as a time of social movements."

Students are required to understand that there are multiple perspectives and interpretations of historical events. One GLE suggests, in part, that this requirement could be filled if students develop "a position after examining competing historical interpretations of the effect Malcolm X had on the civil rights movement." Another movement-related example is found in an inquiry-based research component that has students evaluating and revising "research questions to refine inquiry on an issue or event." An example provided is:

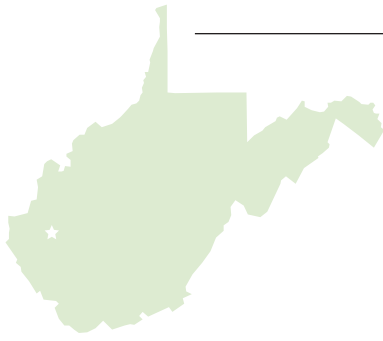
- After completing initial research on the role of the Supreme Court during the civil rights movement, [the student] critiques and revises a research question on the importance of the judicial branch.

This is the extent of Washington's requirements or suggested content relating to the civil rights movement.

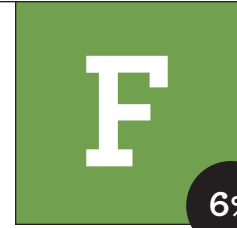
EVALUATION

Washington's standards lack breadth and depth. The state's low score in all rubric categories is indicative of how much work it has left to do to set meaningful standards for learning about the civil rights movement. There are no requirements for learning about diverse leaders, other than the classic Malcolm X-Martin Luther King pairing. This requirement is not a substitute for content requirements that explore meaningful differences among diverse tactics and strategies that both make the movement come alive for today's students but also open up new possibilities for civic engagement.

Washington requires no study of groups, no study of the history indicators and no study of white resistance or opposition to the movement. This latter omission misses an opportunity to educate students about racism and its manifestations while making it seem that the civil rights movement was somehow inevitable or easy. ●



| | | | |
|------------|---------|-----------------|----------|
| LEADERS | F (13%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (0%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | A (100%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (0%) | | |
| CONTENT | F (3%) | CONTEXT | D (25%) |



ITEMS THE STATE REQUIRES

LEADERS: Martin Luther King Jr.

GRADE F means West Virginia includes none or less than 20% of the recommended content and should significantly revise its standards.

WEST VIRGINIA

SURVEY OF STANDARDS AND FRAMEWORKS

West Virginia's *21st Century Content Standards and Objectives* provide guidance for inclusion of the civil rights movement.

ELEMENTARY AND MIDDLE SCHOOL

Grade 5: Martin Luther King Jr. is among a list of examples of important figures that students could research. He is named again as an example for a mandate that requires students to “research significant leaders in the civil rights movement.” That list reflects a broad understanding of the civil rights movement, as it also includes John Fitzgerald Kennedy, Rosa Parks, Lyndon Johnson and Susan B. Anthony.

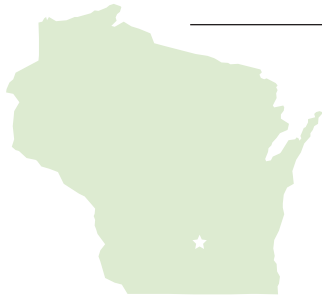
Grade 6: West Virginia students should “point out the key figures, philosophies and events in the civil rights movements including minority rights and the rights of women (e.g., apartheid, Mandela and Martin Luther King Jr.)”

HIGH SCHOOL

The civil rights movement receives limited coverage in West Virginia's high school standards. One objective states that students will “research, compare and contrast the progress of civil rights in the United States with civil rights in other regions of the world and conclude what the contributions were of significant civil rights leaders,” but does not include any required or suggested details. Elsewhere the standards do require students to learn about civil disobedience as a concept, but do not link it to the civil rights movement or any other specific examples.

EVALUATION

West Virginia is missing an opportunity to set high expectations for students to learn about one of American history's most important events. Learning about Martin Luther King Jr. is not the same as learning about the civil rights movement, and vague requirements for students to “point out the key figures, philosophies and events” in the movement fail to provide meaningful guidance to teachers. ●



| | | | |
|----------------|---------------|-----------------|---------------|
| LEADERS | F (0%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (0%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | F (0%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (0%) | | |
| CONTENT | F (0%) | CONTEXT | F (0%) |



GRADE F means Wisconsin includes none or less than 20% of the recommended content and should significantly revise its standards.

WISCONSIN

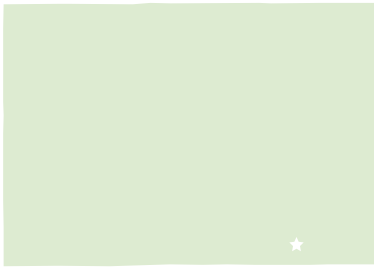
SURVEY OF STANDARDS AND FRAMEWORKS

Wisconsin is a local control state. The Wisconsin *Model Academic Standards for Social Studies Introduction* does not require students to learn about the civil rights movement. The fourth grade standards include Martin Luther King Jr. in a section on national holidays, but even this is not required content:

Explain the significance of national and state holidays, such as Independence Day and Martin Luther King Jr. Day, and national and state symbols, such as the United States flag and the state flags.

EVALUATION

Wisconsin does not require students to learn about the civil rights movement. This represents missed opportunity to set high expectations for learning about one of American history's most important events. ●



| | | | |
|----------------|---------------|-----------------|---------------|
| LEADERS | F (0%) | GRADE LEVELS | F (0%) |
| GROUPS | F (0%) | CURRENT EVENTS | F (0%) |
| EVENTS | F (0%) | CIVICS | F (0%) |
| HISTORY | F (0%) | OTHER MOVEMENTS | F (0%) |
| OPPOSITION | F (0%) | | |
| TACTICS | F (0%) | | |
| CONTENT | F (0%) | CONTEXT | F (0%) |



GRADE F means Wyoming includes none or less than 20% of the recommended content and should significantly revise its standards.

WYOMING

SURVEY OF STANDARDS AND FRAMEWORKS

Wyoming's *Social Studies Content and Performance Standards* do not include requirements for students to learn about the civil rights movement.

EVALUATION

Wyoming does not require students to learn about the civil rights movement. This represents a missed opportunity to set high expectations for learning about one of American history's most important events. ●



MEDIA AND GENERAL INQUIRIES

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