

How to Use this Curriculum Guide

This curriculum guide on the struggle for civil rights on Long Island is intended as a local history supplement to a broader unit on the civil rights movement in the 1950's and 1960's. It can be adapted for use in either 8th or 11th grade United States history classes or for a 12th grade Government class. Below are a number of possible ways to include this material in a curriculum.

Thematic unit - The entire package can be used as the basis for a thematic unit on the civil rights movement on Long Island encouraging students to view local events in a national context and from multiple perspectives.

Lesson materials that focus on local events - Individual documents provide local material for lessons on school integration, racial discrimination, and responses to the civil rights movement.

Individual research reports - Students can use the document packages as source materials to write research reports on the civil rights struggle on Long Island.

Material for a sample DBQ essay - Teachers can select documents for students to use to write practice DBQ essays in preparation for the American history AP test.

Evaluating historical essays - Students can use the historical essays in this package and the document collections to learn how to take notes and to evaluate the ways that historians use sources to construct history understanding. Students can decide whether they draw similar conclusions from the documents.

Oral history projects- Students can read the oral histories, design questionnaires, conduct interviews, and write oral history reports on their town during the civil rights movement or another historical period. Oral histories can be assembled into a local history magazine or placed on a world wide web site.

Local history projects - The reports drawn from the documents can provide models for local history research papers on other topics or towns.

Guest Speakers - Adults who lived through this era can examine the documents with a class and discuss their experience and memories with students.

Cooperative learning teams- Document packages on different topics are assigned to cooperative learning teams to read and evaluate. Teams report their findings to the rest of the class.

Expert groups - In classes that regularly employ cooperative learning teams, students can be reassigned to "experts groups" to study the different topics in this package. After completing research, "experts" return to their home teams and teach other team members about what they discovered.

Classroom dialogues - The class is divided into two or more teams. The teams use the document package as supporting evidence to discuss a broad issue like the conflict between civil rights for African Americans and property rights and freedom of choice for white families, or whether government should challenge individual prejudice or group racism.