General Lesson Scheme:

1. The founding documents of the United States guaranteed that “all men are created equal,” and the Preamble to the Constitution began with “We, the People” -- however, the fact of the matter is that these values were not carried out in US history, and to an extent still may not be.
   1. In terms of real political power, “we” really only meant white, property owning men -- they were the only people who could actually vote
   2. Slavery was legal in the US -- in order to get to votes necessary to make the Constitution law, it was tacitly acknowledged in the Constitution as representation also being based on “three-fifths of all other persons”
   3. Women couldn’t vote either, and slaves were not citizens of the US.
2. However, in addition to the Bill of Rights, there was a mechanism written into the Constitution to change the document as the times changed
   1. The Framers understood that the US would face new challenges and that political and cultural shifts would change the needs of the new nation
   2. The Constitution’s Article V lays out the process for amending the constitution
   3. Over the years, the Constitution has faced many edits (27 times to date, in fact)
3. Some Amendment highlights
   1. Amendment 13: outlawed slavery, in middle of civil war
   2. Amendment 14: “All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.”
   3. Amendment 15: Voting rights -- “The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.”
      1. Note: it took a law in 1965 to really put this into effect (discuss Shelby v. Holder in 2013 -- Supreme Court decision ruling that it wasn’t really necessary anymore, basically)
   4. Amendment 19: Women get the vote
   5. Amendment 26: Voting age is 18

If students were to add an Amendment to the US constitution, what would it be?

Amendments: Article V

Warm-up

* Ask the students to think back to the Constitution lessons from previous semester. Remind the students that a constitution is a living document that gives rules for how a government should run. It is divided into sections and dictates that the government can and cannot do.
* Popular sovereignty, limited government, separation of powers, federalism are some of the principles illustrated in the Constitution

Lesson Plan

* Once the students have shared their thoughts, go into an explanation of the meaning of a living Constitution. Share that in order to best protect the rights of all Americans, the Constitution should be **indefinitely under construction.**
  + The Framers knew that the Constitution would not be perfect for all of the times that would come after;
* The best way to ensure that there is liberty and justice for all is to make sure that it is a living Constitution, that is able to be changed and adapted to the modern environment.
  + Use gender voting rights as an example of a change, if needed. Women were not allowed to vote until the 1920! That’s not even 100 years ago! But this shows how the Constitution was adapted as women received more and more rights.
  + Use voting rights for African Americans.
* Introduction to civil rights

#### **Progress and Protests: 1954-1960**

* + In 1954, the Supreme Court ruled unanimously in *Brown v. Board of Education*that racial segregation in public schools was unconstitutional. Many southern political leaders claimed the desegregation decision violated the rights of states to manage their systems of public education, and they responded with defiance, legal challenges, delays, or token compliance. As a result, school desegregation proceeded very slowly. By the end of the 1950s, fewer than 10 percent of black children in the South were attending integrated schools.
  + The pace of civil rights protests rose sharply in response to the Supreme Court's decision. Martin Luther King Jr., led a boycott that ended segregated busing in Montgomery, Alabama. In 1957, National Guard troops under orders from President Dwight D. Eisenhower enforced the desegregation of Little Rock Central High School in Arkansas. But, even after Little Rock, school integration was painfully slow, and segregation in general remained largely untouched.
  + In February 1960, four black college students sat down at a Woolworth's lunch counter in Greensboro, NC, and asked to be served. They were refused service, and they refused to leave their seats. Within days, more than 50 students had volunteered to continue the sit-in, and within weeks the movement had spread to other college campuses. Sit‑ins and other protests swept across the South in early 1960, touching more than 65 cities in 12 states. Roughly 50,000 young people joined the protests that year.
  + <https://newsela.com/read/lib-grassroots-activism/id/37404>
    - Activism
  + How and why the constitution has changed throughout the years
    - <https://newsela.com/read/speeches-kennedy-jfk-civil-rights/id/38187>
      * Reading out loud:
        + 5 minutes
    - Sourcing: Who wrote this primary source and what was their purpose for writing? Explain the goals of the author by including details from the article and background knowledge about the time period it was written.

**Grade 5**, **Anchor 1:** What the Text Says

Read the paragraph from the section "Think Deeply About This."

This afternoon National Guardsmen were sent to the University of Alabama. They were there to carry out the order of the U.S. District Court of the Northern District of Alabama. That order called for the admission of two young Alabamans who happened to have been born black. It is not right that anyone should try to stop them from attending the school of their choice.

Which sentence from the paragraph BEST supports the conclusion that two black students had been treated unfairly?

* **A**
* This afternoon National Guardsmen were sent to the University of Alabama.
* **B**
* They were there to carry out the order of the U.S. District Court of the Northern District of Alabama.
* **C**
* That order called for the admission of two young Alabamans who happened to have been born black.
* **D**
* It is not right that anyone should try to stop them from attending the school of their choice.

**Grade 5**, **Anchor 1:** What the Text Says

Read the section "To End Segregation In Public Education."

Which sentence from the section shows that Kennedy believed the American people had more power to change the country than he did?

* **A**
* Blacks must not be kept from attending any school simply because they are black.
* **B**
* I will ask for other changes as well, including greater protection for the right to vote.
* **C**
* It must be solved in the homes of every American in every community across our country.
* **D**
* Please help us provide all Americans the kind of equal treatment we would want for ourselves.

**Grade 5**, **Anchor 6:** Point of View/Purpose

Read the paragraph from the section "The Right To Be Treated Equally."

The real question is whether all Americans are to be given equal rights and equal opportunities. Is it fair that many black Americans cannot eat lunch in a restaurant open to the public? Is it right that they cannot send their children to a good public school? Or freely vote for the public officials who will represent them?

HOW did black Americans experience life in America differently from white Americans?

* **A**
* They did not want to go to the same public restaurants and schools.
* **B**
* They were not allowed to do the same things and make the same choices.
* **C**
* They were more interested in voting for public officials who represented them.
* **D**
* They had private opportunities that other people were not given.

**Grade 5**, **Anchor 6:** Point of View/Purpose

Read the section "Black Americans Are Still Not Fully Free."

Which sentence shows President Kennedy's point of view about the responsibility of individuals?

* **A**
* They are still burdened by injustice and inequality.
* **B**
* We seek to spread freedom around the world, and value our freedom at home.
* **C**
* It is time to act in the Congress and in state government.
* **D**
* Above all, it is time for each of us to act in our daily lives.