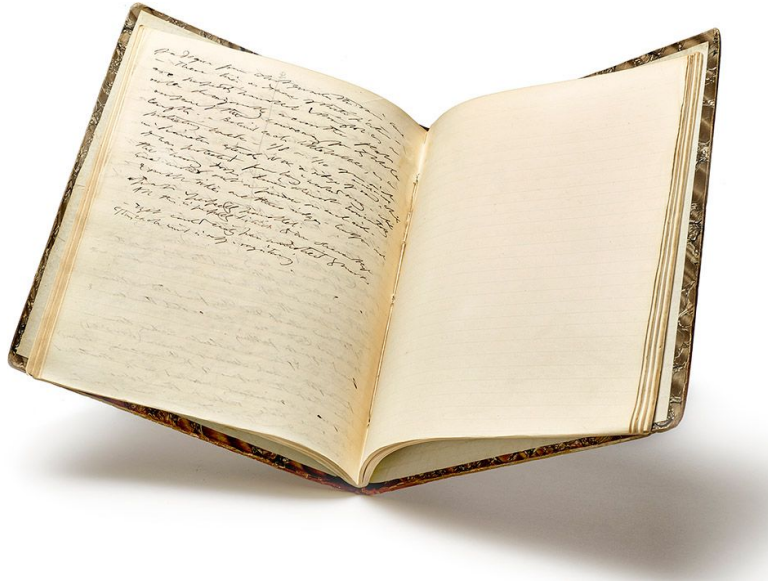


# Journal



## SELF-REFLECTION ON PROJECT WORK

Think about what you did in this project, and how well the project went.

Write your comments in the right column.

Student Name:	
Project Name:	
Driving Question:	
List the major steps of the project:	
About Yourself:	
What is the most important thing you learned in this project:	
What do you wish you had spent more time on or done differently:	
What part of the project did you do your best work on:	
About the Project:	
What was the most enjoyable part of this project:	
What was the least enjoyable part of this project:	
How could your teacher(s) change this project to make it better next time:	



# American Civil Rights

**Fighting for Justice (1890-1970)**



A dirt path winds through a forest of tall pine trees. The foreground is filled with green grass and numerous small yellow wildflowers. The trees are tall and thin, with some sunlight filtering through the canopy. The overall scene is bright and natural.

**Final Project: OpEd**  
**Due: April 19, 2019**

# Schedule of Work

1. Read Historical OpEd
2. Develop understanding of Civil Rights
3. Develop personal topic
4. Create Abstract
5. Research
6. Create Rough Draft
7. Peer Review
8. Finalize OpEd



# HAVING A VOICE: CREATING AN OP ED WITH HISTORY

1. **Op Eds can hold accountable the often decontextualized and triumphalist memory of prominent public figures.**
2. **Readers also appreciate fearless muses who unequivocally tether the local events of their **communities** to national currents of the past.**

## EXAMPLES

LATINO FARM WORKERS

NCAA SPORTS: NEW JIM CROW

JAPANESE INTERNMENT CAMPS

LGBTQ COMMUNITY

- 1. What is your argument (thesis)?**
- 2. How is it a Civil Rights issue (the rights of citizens to political and social freedom and equality.)?**
- 3. How does this clarify a misunderstanding, omission, or misrepresentation of History?**
- 4. How does it affect your community (community can be defined in multiple ways)?**

# Journal Entry #1:

*On a scale of 0-5, how comfortable are you talking about race? Explain.*

*On a scale of 0-5, how comfortable are you talking about racism? Explain.*

0 = I would rather not talk about race/racism.

1 = I am very uncomfortable talking about race/racism.

2 = I am usually uncomfortable talking about race/racism.

3 = I am sometimes uncomfortable talking about race/racism.

4 = I am usually comfortable talking about race/racism.

5 = I am very comfortable talking about race/racism.

- 1. What is your argument (thesis)?**
- 2. How is it a Civil Rights issue (the rights of citizens to political and social freedom and equality.)?**
- 3. How does this clarify a misunderstanding, omission, or misrepresentation of History?**
- 4. How does it affect your community (community can be defined in multiple ways)?**



# Presentation

1. Quick summary of each question. (Different Presenters)
2. Groups answer to article specific question.
3. Short description of artwork. (Artwork should be a visual representation of the authors argument)

## LATINO FARM WORKERS

Barajas states, “this nostalgic yearning has intensified as a demographic shift has emerged with an ever increasing number of people with origins like mine, from Mexico.” How do you see “nostalgic yearnings” including or excluding your community?

## NCAA SPORTS: NEW JIM CROW

Jackson states that “a quality degree comes at the expense of — is literally paid for by — the educationally unequal experiences of mostly black football and basketball players.” How do you see these inequalities in High School sports and/or education?

## JAPANESE INTERNMENT CAMPS

Lim states, “Fear, prejudice, racial and religious antipathy should never be the basis for government policy.” How do you see governmental policies affecting your community in these ways?

## LGBTQ COMMUNITY

Catungal states, “A too-celebratory account of the apology as a patriotic nod to Canadian exceptionalism can serve to silence these other ongoing issues.” How do you see celebrations within your community silencing ongoing issues?

# Chalk Talk (Civil Reflection)

*bias*

2 Minutes

*colorblind*

*hierarchy*

*Jim Crow*

*privilege*

*stereotype*

*stigma*

There are no right or wrong responses and that they will have the opportunity to learn more and discuss these terms in future lessons. This is a completely silent activity. *If they wish to react or respond to what one of their peers has written, they may do so by drawing an arrow and responding in writing.*

# Chalk Talk Stems

*I think this word means...*

*I've seen this happen when...*

*I often hear this word...*

*A misconception about this word is...*

*I dislike this word because...*

*I believe...*

# Reconstruction Amendments

*Passed by the Radical Republicans in Congress*

- 13<sup>th</sup> Amendment - bans slavery in the U.S. and all of its territories
- The Civil Rights Act of 1866 – *An act passed by Congress that directly led to the 14<sup>th</sup> Amendment*
- 14<sup>th</sup> Amendment - grants citizenship to all persons born in the U.S and gives them equal protection under the law; Authorized the use of federal troops to enforce this amendment
- 15<sup>th</sup> Amendment - gives all citizens the right to vote regardless of race, color, or previous condition of servitude (*former slaves*)



FROM SLAVE TO CRIMINAL WITH ONE AMENDMENT



13<sup>TH</sup>



## Part Five: Violence and Backlash



Scholars discuss racial violence that took part in the South during the Reconstruction era.

TOPIC

<https://www.facinghistory.org/resource-library/video/part-five-violence-and-backlash?backlink=https://www.facinghistory.org/reconstruction-era/lessons/violence-and-backlash>

# Jim Crow

Jim Crow laws were state and local laws that enforced racial **segregation** in the Southern United States. All were enacted in the late 19th and early 20th centuries by white Democratic-dominated state legislatures after the Reconstruction period. The laws were enforced until 1965.



# Black Codes

The Black Codes were laws passed by Southern states in 1865 and 1866 in the United States after the American Civil War with the intent and the effect of **restricting** African Americans' freedom, and of compelling them to work in a labor economy based on low wages or debt.

# Journal Entry #2:

- *“Have you ever been hurt by something someone said or did and when that person finds out they’ve hurt you, their response is ‘I’m sorry. I didn’t mean to hurt you?’”*
- *Explain the difference between the intent of our words and the impact of our words.*