Putting the *Movement* Back into Civil Rights Teaching

A Resource Guide for K–12 Classrooms

Edited by

Deborah Menkart
Alana D. Murray
Jenice L. View

A publication of
Teaching for Change and the
Poverty & Race Research Action Council (PRRAC)
with contributions from Rethinking Schools.

Publication companion website:
www.civilrightsteaching.org
ACKNOWLEDGMENTS

Just as the Civil Rights Movement was the result of the work of countless people whose names did not make the headlines, so too was this book the result of the work of many more people than those acknowledged on the cover.

Dr. Vincent Harding provided the inspiration with his book, *Hope and History: Why We Must Share the Story of the Movement*. We hope that in some small way this book helps to support teachers in their role, described by Dr. Harding, as the “the nurturers and encouragers of all the dreams, all the seeds deep in all the hearts where the future of a redeemed and rescued land now dwells.”

The advisors played a much larger role than is typically expected. They helped shape the overall framework for the book, then literally did the heavy lifting when the five-pound, 500-page draft arrived. Many read the entire draft, and their feedback kept us working for another three months addressing keen insights. The quality and depth of the book is to their credit; any gaps or problems reflect our own shortcomings in responding to their guidance. Our thanks to James Early, who introduced us to many of the advisors. Thanks also to Enid Lee, Teaching for Change Visiting Scholar, who provided invaluable comments on the galley.

Chester Hartman of the Poverty & Race Research Action Council (PRRAC) shares much of the credit for bringing this book to light. He played multiple roles, including designing a course which led to the concept for the book, the vital task of securing funds for production and printing, making key contacts for reprint permissions and promotion, and reading every page for editorial input and proofing.

Although this book is largely a labor of love and many hours of volunteer labor, we could not have produced it without funding for the real expenses of core staff, printing, promotion, and overhead. We are very grateful to the Akonadi Foundation, the Susan A. and Donald P. Babson Charitable Foundation, the CSULB Center for Language Minority Education and Research, Equity in Education Initiatives and Preparing Tomorrow’s Teachers to Use Technology Project, the Fannie Mae Foundation, the George Gund Foundation, and the Humanities Council of Washington, D.C.

We greatly appreciate all the authors and publishers who either submitted original texts or allowed us to reprint their work. This book is a reflection of your collective knowledge and experience. Many thanks also to Dorothy Miller and the staff of EdEx for high-quality and prompt copyediting services, Teri Grimwood for expert indexing, and Jessa DeSimone for skillfully juggling endless proofing, permissions calls, and image research.

Our hats off to Lisa Moore, who methodically found copyright holders and secured reprint permissions for most of the book. We wish her luck on her own new publication, *Spirited: Affirming the Soul and Black Gay/Lesbian Identity* (Redbone Press).

Credit for the appearance of the book goes to:

- Gwen Farrell, who designed and desktop-published the book in the wee hours of the night while her twin baby boys and preschool-aged daughter were sleeping. We greatly appreciate her skills and commitment, her patience with our dozens of revisions, and her good nature when this book grew way beyond its originally estimated size.
- Gene Kim, for applying her artistic and activist talents to the cover design.
- Steve Louie and graphic designer Mary Kao from the UCLA Asian American Studies Center Press. We modeled the design of our book on their groundbreaking anthology, *Asian Americans: The Movement and the Moment* (edited by Steve Louie and Glenn Omatsu, 2001). Not only did they let us adapt their design, they helped us secure permission to use many of their images.
- Bev-Freda Jackson, who began as a PRRAC intern and proved to be so invaluable that she was hired as the full-time image researcher. She worked until late each evening, never resting until she found just the right images for every article, and somehow also kept up with her post-graduate studies.
- The many artists, photographers and archivists who contributed their work. These include:
  - Ilka Hartmann, who read the galley herself so that she could help us identify the photos and graphics we needed for dozens of articles.
  - Herbert Randall, whose work is housed at the University of Southern Mississippi Freedom Summer archives. Choosing from his hundreds of photos was daunting, as each one tells such moving stories.
- Roger Lowenstein, who donated as many political button images as we needed from his collection of 4,000. He began collecting when he was a teenager at the March on Washington. He now serves as founding director of the L.A. Leadership Academy, a social-justice charter middle school. Mary Sutton of InHouse Graphics coordinated the delivery of the button images.
- E. Ethelbert Miller who pointed out gaps in our initial outline, and then helped to fill them with a wealth of resources from the Howard University Afro-American Resource Room where he serves as the Director.
- Geoffrey Moss and Emmanuel Martinez, who donated the use of their artwork, which had been part of the “In the Spirit of Martin” exhibit at the Smithsonian Museum.
- Clarissa Sligh, whose family photos and artwork are featured in her essay about her experience with the media when she was a plaintiff in a 1956 school integration case.
- Roz Payne, whose powerful image of young Panthers is on the cover and whose other images are in various sections of the book.
- Judy Seidman who donated her poetry and artwork.
- Emory Douglas, who said we could use any of his images from The Black Panther, as long as we were sure not to credit him for someone else’s work, and as long as we sent him copies of the book to donate to a Bay Area youth project.
- Rick Reinhard, whose movement photos are recognized internationally. We are lucky he lives in D.C.
- The Chicano Park Steering Committee, for donating the images of the murals in Chicano Park, San Diego, California.
- The historical societies, archives, and museums across the country, whose staff members have without exception been extremely helpful and generous. These include particularly Chelsea Smith at the Brown Foundation; Richard Tritt at the Cumberland County (Pennsylvania) Historical Society; Mary Lou Hultgren at the Hampton (Virginia) University Museum; LaRee Bates at the Heard Museum in Phoenix, Arizona; Susan Williams, Kristi Coleman, and Charlie Biggs at the Highlander Center; Nancy Sherbert at the Kansas State Historical Society; Clifford L. Muse Jr. at the Howard University Archives Moorland-Spingard Research Center; Elizabeth Odle at the Nashville Room of the Nashville Public Library; Norman Hill at the A. Philip Randolph Institute; Thomas Featherstone at the Wayne State University Walther P. Reuther Library; Judy Capurso at the Charles Sumner School Museum and Archives; Erika Gottfried at the Wagner Labor Archives; and Peggy Appleman at the Washingtoniana Division of the Martin Luther King Jr. Library.
- J. Cesar Esparza, who made four trips to the Emma Tenayuca mural before he could photograph it when cars weren’t blocking the view.
- Ricardo Levins Morales of the Northland Poster Collective, who generously donated all the poster images of his work that appear throughout the book. When we would request one, he would suggest and offer three more.
- Marco A. Esparza for many hours of scanning and photo-finishing.
- The many other photographers, artists, and organizations who provided images including Lalo Lopez Alcaraz, Ruth-Marion Baruch, Cinco Puntos Press, Vivian Counts, Jo Freeman, Eric Joselyn, David McKinney, Syracuse Cultural Workers, and Matt Wuerker.

To view more of the photographers’ and artists’ work and for contact information, visit www.civilrightsteaching.org.

The in-house production of the book was guided by Teaching for Change staff member Kate Munning, whose publishing experience proved invaluable as she skillfully guided the critical tasks of copyediting, proofing, indexing, and printing.

Our deep appreciation to our fellow staff and family members. You not only helped in countless ways with the book’s production, you also picked up the slack with all of our other work.
Putting the *Movement* Back into Civil Rights Teaching

---

**TABLE OF CONTENTS**

Foreword  
*by Congressman John Lewis* .......................... xiii
National Standards met by this Publication ................... xiv

**INTRODUCTION**

Introduction  
*by Jenice L. View* ........................................ 3
The Mountain and the Man Who Was Not God: An Essay on the Life and Ideas of Dr. Martin Luther King Jr.  
*by June Jordan* ............................................. 12
Uprooting Racism and Racists in the United States  
*by James Boggs and Grace Lee Boggs* .................... 20

**SECTION 1**

Reflections on Teaching About the Movement

The Politics of Children’s Literature: What’s Wrong with the Rosa Parks Myth  
*by Herbert Kohl* .............................................. 25
Advanced Ideas about Democracy  
*by Vincent Harding* ......................................... 32
The Complexities of Encouraging Social Action  
*by Bob Peterson*  
*by Kate Lyman* ............................................. 41
From Snarling Dogs to Bloody Sunday: Teaching Past the Platiitudes of the Civil Rights Movement  
*by Maggie Nolan Donovan*  
*by Alana D. Murray* ........................................ 51
Reinventing My Teaching about the Civil Rights Movement  
*by Alana D. Murray*  
*by Judy Richardson* ....................................... 55
Sharing the Story of the Movement: The Project HIP-HOP Experience  
*by Nancy Murray* .......................................... 61
Uncovering the Movement: A Staff Development Seminar  
*by Alana D. Murray* ....................................... 68

**SECTION 2**

Citizenship and self-determination

Women’s Work: The Untold Story of the Civil Rights Movement  
*by Deborah Menkart, Alana D. Murray, and Jenice L. View*  
*by Alana D. Murray*  
*by Ida B. Wells-Barnett* .................................. 75

Patriotism Over Democracy: A Critical Analysis of U.S. History Textbooks  
*by James W. Loewen* ....................................... 79
Lynch Law in America  
*by Ida B. Wells-Barnett*  
*by Bayard Rustin* .......................................... 93

The Montgomery Bus Boycott—Organizing Strategies and Challenges  
*by Alana D. Murray*  
*by Lauretta Singleton*  
*by Thaddeus Freeman* (poem)  
*by Rändi Douglas* ........................................ 96

Boycott Dramatization for First and Second Grade  
*by Maggie Nolan Donovan*  
*by Rändi Douglas* .......................................... 101
The Enactment  
*by Alana D. Murray*  
*by Lauretta Singleton*  
*by Rändi Douglas* .......................................... 104
Caudette Colvin Goes to Work  
*by Rändi Douglas* (poem) .................................. 105
Freedom’s Children: An Oral History Unit on the Civil Rights Movement  
*by Lauretta Singleton*  
*by Alana D. Murray*  
*by Rändi Douglas* ........................................ 106

The Man I Am  
*by Thaddeus Freeman* (poem)  
*by Lauretta Singleton* ..................................... 109

Democracy and Empowerment: The Nashville Student Sit-Ins  
*by Rändi Douglas*  
*by Larry Miller* ............................................. 110
Voices of Black Liberation  
*by Larry Miller* ............................................. 117
The Borning Struggle: An Interview with Bernice Johnson Reagon  
*by Dick Cluster* ............................................. 120
Freedom Song: Tactics for Transformation
by Alana D. Murray  MS HS ........................................ 131
Mississippi at Atlantic City
by Charles M. Sherrod  HS ........................................... 137
Black Nationalism and Black Pride: The Ballot or the Bullet
by Malcolm X  MS HS ................................................ 142
The Black Panther Party: Legacy and Lessons for the Future
by Debbie Wei  HS ...................................................... 145
What We Want
by Kwame Touré (Stokely Carmichael)  HS .............. 149
What We Want, What We Believe
by Wayne Au .................................................................. 153
The Massacre at Tlatelolco, Mexico
by Octavio Madigan Ruiz et al.  HS ........................... 159
Vietnam: An Antiwar Comic Book
by Julian Bond and T. G. Lewis ................................. 160
Letter from George Jackson
by George Jackson  HS .................................................... 180
Movers and Movements: Fighting for Social Justice in South Africa
by Brenda Randolph  MS HS .................................... 186
The Bloody Wake of Alcatraz: Political Repression of the American Indian Movement During the 1970s
by Ward Churchill  HS ............................................. 191
That Day at Oglala: June 28, 1975
by Leonard Peltier  HS .................................................. 197
American Exported Black Nationalism
by Yohuru R. Williams  HS ........................................... 202
Remarks at the Second Circuit Judicial Conference
by Thurgood Marshall  HS ........................................... 204
The Color of Elections
by Bob Wing  HS ......................................................... 207
Contemporary Police Brutality and Misconduct: A Continuation of the Legacy of Racial Violence
by the Black Radical Congress  HS .............................. 211
Hidden in Plain Sight: Martin Luther King Jr.’s Radical Vision
by Craig Gordon  HS ..................................................... 216
The Power of Language and Literacy: Student Historians for Social Justice
by Irene McGinty, Monica Larenas et al.  ES ...... 220

Bring It On!: Stories and Strategies for First Grade
by Maggie Nolan Donovan  ES ..................................... 230

SECTION 3
Education

Eager to Learn, Ready to Defend: Education for Reconstruction  MS HS .............................................. 249
Each School Had a Graveyard: Native-American Boarding Schools
by Deborah Menkart  MS HS ........................................ 251
A Blueprint for First-Class Citizenship
by Pauli Murray  HS .................................................... 256
Brown v. Board: Parents Take A Stand .......................... 260
Mexican-American Parents Fight Segregation
Interview of Judge Albert Peña
by Jesus Treviño  MS HS ......................................... 262
New Kent School and the George W. Watkins School:
From Freedom of Choice to Integration
by Jody Allen, Brian Daugherity, and Sarah Trembanis  HS ................................................... 270
The March on John Philip Sousa: A Social Action Project
by Elizabeth A. Davis  MS HS ...................................... 274
Desegregation
by Eloise Greenfield (poem)  ES HS .............................. 280
Acting for Justice
by Linda Christensen  MS HS ....................................... 281
The Chicago Defender Sends a Man to Little Rock
by Gwendolyn Brooks (poem)  MS HS ........................ 286
A School Year Like No Other: Eyes on the Prize
by Bill Bigelow  MS HS ................................................ 288
The Plaintiff Speaks
by Clarissa T. Sligh  MS HS ........................................... 291
Literacy and Liberation
by Septima P. Clark .................................................. 301
American Exported Black Nationalism
by Yohuru R. Williams  HS ........................................... 202
Remarks at the Second Circuit Judicial Conference
by Thurgood Marshall  HS ........................................... 204
The Color of Elections
by Bob Wing  HS ......................................................... 207
Contemporary Police Brutality and Misconduct: A Continuation of the Legacy of Racial Violence
by the Black Radical Congress  HS .............................. 211
Hidden in Plain Sight: Martin Luther King Jr.’s Radical Vision
by Craig Gordon  HS ..................................................... 216
The Power of Language and Literacy: Student Historians for Social Justice
by Irene McGinty, Monica Larenas et al.  ES ...... 220

Putting the Movement Back into Civil Rights Teaching
Be Down with the Brown!
*by Elizabeth Martínez*  
**HS** .......................... 320

Norma
*by Sonia Sanchez*  
**MS** **HS** .......................... 329

Busing in Boston
*by Robert Coles*  
.......................... 331

I Came from a Yellow Seed
*by Nelson Nagaï*  
**HS** .......................... 336

Soul Make a Path through Shouting
*by Cyrus Cassells*  
**MS** **HS** .......................... 344

Sisters in Arms
*by David Hill*  
.......................... 346

Revisiting the Struggle for Integration
*by Michelle Fine and Bernadette Anand*  
**MS** .......................... 352

Radical Equations: The Algebra Project
*by Robert P. Moses and Charles E. Cobb Jr.*  
.......................... 359

The New Civil Rights Movement: Quality Education By Any Means Necessary
*by BAMN and Eric Foner*  
**MS** **HS** .......................... 362

A Public Education of Equal High Quality
*by Congressman Jesse L. Jackson Jr.*  
**MS** **HS** .......................... 367

### SECTION 4

#### Economic Justice

Work and Wages Timeline
*by Project South*  
**MS** **HS** .......................... 372

Southern Tenant Farmers’ Union: Black and White Unite?
*by Bill Bigelow and Norman Diamond*  
**HS** .......................... 373

A Great Nation of Black Men
*by Marcus Garvey*  
**MS** **HS** .......................... 379

Cooperative Action in Black Los Angeles, 1903–1930
*by Homer Fleetwood II*  
**HS** .......................... 380

Unionism in the Agricultural Fields  
**HS** .......................... 382

A Salute to Luisa Moreno  
**MS** **HS** .......................... 385

“Until Victory Comes”: May 1941 Call to Negro America  
**MS** **HS** .......................... 387

March for Jobs and Freedom: Calculating the Crowd  
**ES** .......................... 391

César Chávez on How It Began
*Interview by Luis Torres*  
**MS** **HS** .......................... 393

---

**El Acto:** Studying the Mexican-American Experience through Farmworkers’ Theater
*by George W. Chilcoat*  
**MS** **HS** .......................... 396

What Happened to the Revolt of the Black Athlete? A Look Back 30 Years Later
*An Interview with Harry Edwards*  
*by David Leonard*  
**MS** **HS** .......................... 401

“Felton X” (Bill Russell)
*by Josh Ozersky*  
.......................... 406

Painting a Picture of the Movement: From Aaron Douglas to the Memphis Sanitation Workers
*by Patty Bode and Stephanie Schmidt*  
**MS** **HS** .......................... 410

South African Unions Struggle for Justice
*by Bill Bigelow*  
**HS** .......................... 417

Catfish and Community: People of Color Organize in and around Unions
*by Mary Hollens*  
**HS** .......................... 423

¡Si, Se Puede! Yes We Can!
*by Marcy Fink Campos*  
**ES** .......................... 429

“Jobs for All”: A Fitting Tribute to the Rev. Dr. Martin Luther King Jr.
*by Mathew Forstater*  
**HS** .......................... 434

### SECTION 5

#### Culture

I Walk in the History of My People
*by Chrystos* (poem)  
.......................... 441

Nicolás Guillén: The Struggle against Two Racisms
*by Carmen Gómez García*  
**HS** .......................... 442

Wrighting the Wrongs
*by Sonia Arora*  
**HS** .......................... 448

Martin and My Father
*by David Hernandez* (poem)  
**MS** **HS** .......................... 453

If You Miss Me from the Back of the Bus
*by Jenice L. View*  
**ES** **MS** **HS** .......................... 454

Black Art and Black Liberation
*by Larry Neal*  
**HS** .......................... 456

Soul Power and the People
*by Jenice L. View*  
.......................... 462

Murals: Redefining Culture, Reclaiming Identity
*by Eva Sperling Cockcroft and Holly Barnet-Sanchez*  
**HS** .......................... 464

Drinking Tea with Both Hands
*by Nancy Hom*  
**HS** .......................... 470
I Have Not Signed a Treaty with the United States Government  
*by Chrystos (poem)*  
HS .......................... 476

Understanding Self-Defense in the Civil Rights Movement through Visual Arts  
*by Sonia James-Wilson* ........................................... 477

Ode to Paul Robeson, No. 1, 1976  
*by Pablo Neruda (poem)*  
ES MS HS ................... 484

“Solo le Pido a Dios” ............................................. 487

Black Youth Black Art Black Face—An Address  
*by Ras Baraka*  
HS ........................................... 489

What Happened to Your Generation’s Promise of “Love and Revolution”: A Letter to Angela Davis  
*by Elisa Nefertari Ulen*  
MS HS .......................... 492

Malcolm Is ’Bout More Than Wearing a Cap  
*by Michael Warr (poem)*............................... 495

Black History Month Shall Set You Free  
*by Jimi Izrael*  
HS ........................................... 496

Where Is the Activism of the Hip-Hop Generation?  
*by Todd Steven Burroughs*  
MS HS .......................... 498

We the Peeps: After Three Decades Chillin’ in the Hood, Hip-Hop Is Finding Its Voice Politically  
*by Teresa Wiltz*  
HS ........................................... 500

The Hip-Hop Revolution  
*by Manning Marable* ............................................. 507

Freedom Camp: A Teach-In on the Martin Luther King Jr. Holiday  
*by Katie Kissinger*  
ES ........................................... 513

Stepping into History through Art and Literature  
*by Lynda Tredway*  
MS HS .......................... 519

Big Shoes to Fill  
*by Debora Kodish and Teresa Jaynes*  
ES MS HS .......................... 525

LOOKING FORWARD

Each Generation Must Discover Its Mission  
*by Grace Lee Boggs* ............................................. 533

A Message to Humanity  
*by Leonard Peltier* ............................................. 536

Poem for July 4, 1994  
*by Sonia Sanchez* ............................................. 537
FOREWORD

By Congressman John Lewis

You are about to embark on a wonderful journey, a journey into our collective identity as an American people. That is why I have always loved history, because it is through the study of our past that we discover who we are today as a nation. And the more you explore the American experience, the more you realize that the cry for freedom has inspired some of the greatest events of our history.

The Civil Rights Movement is just that kind of American story. We were a congregation of “ordinary” men and women who had an extraordinary vision. Some of us had examined our nation’s philosophy simply and eloquently described in the Constitution, but most of us just answered a whisper deep in our souls that something was amiss in America. We faced the truth that generations of racial prejudice, segregation, and discrimination were not fair; they were not right, they were not just. And it was that deep urging for liberation that ignited our courage to act.

We determined to make this nation live up to its creed of “freedom and justice for all.” And we found a way to get in the way. We found a way, through nonviolent protest, to dramatize our issues. We held up a mirror to America so it could see the true face of its democracy. That revelation brought change. It transformed the landscape of this nation. It also shook the spirits of people around the globe who modeled their own freedom movements on the achievements of these “ordinary,” inspired Americans of the Civil Rights Movement.

History expresses who we are, but it also reveals who we must become. The ideals of this nation are noble and great.

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.” —Declaration of Independence, 1776

But they are yet to be fully realized. Our past calls us to awaken to our future, to answer the soul’s eternal quest for liberation. Call it the spirit of the Civil Rights Movement or the spirit of history. We must recapture this spirit. As a nation and as a people, we must make this spirit part of our thoughts, our actions, and our lives.

All of us—Black, White, Latino, Asian, and Native American—must pull together for the common good. This is our American mission. This is our charge, to build what I call the Beloved Community, a nation at peace with itself, one nation, one people, one house, and one family. This is, above all, the greatest lesson of the Civil Rights Movement, that our work is not done until our collective dreams of freedom, equality, and justice are made real for every life in this country. Let the stories of these “ordinary” Americans inspire your own dreams. Let the history of this Movement help lead you to your passion. Let it help you find your voice, your way. And then go out and do something great for humanity.

John Lewis was born the son of sharecroppers on February 21, 1940, outside of Troy, Alabama. From 1963 to 1966, Lewis was the chairman of the Student Nonviolent Coordinating Committee (SNCC), which he helped form. Lewis, at the age of 23, was one of the planners and a keynote speaker at the historic “March on Washington.” After leaving SNCC in 1966, he remained active in the Civil Rights Movement through his work as associate director of the Field Foundation and his participation in the Southern Regional Council’s voter registration programs. John Lewis’ first electoral success came in 1981 when he was elected to the Atlanta City Council. Elected to Congress in November 1986, Lewis represents Georgia’s Fifth Congressional District. He is currently serving his ninth term in office. His autobiography, Walking with the Wind: A Memoir of the Movement (1998, authored with Michael D’Orso), provides a powerful history of the Movement.
NATIONAL STANDARDS MET BY THIS PUBLICATION

The lessons and readings in Putting the Movement Back into Civil Rights Teaching are aligned with national standards in many subject areas. Below are just a few examples. See www.civilrightsteaching.org for more detailed information about the standards aligned with this book and for articles on how to prepare standards-based lessons and on the politics of standards.

Civics Grades K-4 (CCE)
- How can people work together to promote the values and principles of American democracy?
- What are the roles of the citizen in American democracy?

Civics Grades 5-12 (CCE)
- How has the United States influenced other nations, and how have other nations influenced American politics and society?
- How can citizens take part in civic life?

Language Arts Grades K-12 (NCTE)
- Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Music Grades K-12 (CNAE)
- Students identify and describe roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures.

Theatre Grades K-12 (CNAE)
- Researching by using cultural and historical information to support improvised and scripted scenes.

U.S. History Grades K-4 (NCHS)
- Identify historical figures in the local community and explain their contributions and significance.
- Identify ordinary people who have believed in the fundamental democratic values such as justice, truth, equality, the rights of the individual, and responsibility for the common good, and explain their significance.
- Analyze in their historical context the accomplishments of ordinary people in the local community now and long ago who have done something beyond the ordinary that displays particular courage or a sense of responsibility in helping the common good.
- Describe how historical figures in the United States and other parts of the world have advanced the rights of individuals and promoted the common good, and identify character traits such as persistence, problem solving, moral responsibility, and respect for others that made them successful.
- Understands how democratic values came to be and how they have been exemplified by people, events, and symbols.

U.S. History Grades 3-4 (NCHS)
- Compare the dreams and ideals that people from various groups have sought, some of the problems they encountered in realizing their dreams, and the sources of strength and determination that families drew upon and shared. [Compare and contrast]
- Analyze songs, symbols, and slogans that demonstrate freedom of expression and the role of protest in a democracy. [Consider multiple perspectives]

U.S. History Grades 5-12 (NCHS)
- Understands Federal Indian policy and United States foreign policy after the Civil War.
- Understands how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.
- Understands domestic policies after World War II.
- Understands the struggle for racial and gender equality and the extension of civil liberties.
- Understands recent developments in foreign and domestic politics.
- Understands economic, social, and cultural developments in contemporary United States.

Visual Arts Grades K-4 (CNAE)
- Students use different media, techniques, and processes to communicate ideas, experiences, and stories.

Visual Arts Grades 5-8 (CNAE)
- Students describe how people’s experiences influence the development of specific artworks.
- Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks.

World History, Grades 5-12 (NCHS)
- Students understand major global trends since World War II