

Civil Rights and Civil Unrest, the Road to Equality in the Streets of America

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Introduction

Riots in the streets! I can vividly remember riding in the backseat of a car that my mother's friend owned. I recall, through the eyes of a child, looking at fires and National Guardsmen on Slauson Avenue, a street located in the heart of South Central Los Angeles, California. I did not understand what was going on, but what I did know is that it was not good. There was a fear in the air that mingled with the smoke in my lungs. I remember the local lamp store on that street and how people were walking along the sidewalk with gigantic lamps, chandeliers, tables and other items from the store. I did not know it was called "looting", but I knew they had not paid for the items. People were everywhere. Crowds of folks were mingling, walking in every direction without concern for the red, green or yellow lights. It was a chaotic scene. It was in August of 1965 and the chaos I was witnessing was called the "Watts Riot". This riot was sparked by a motorist who while being arrested was beaten by the California Highway Patrol ("CHP"). An angry crowd of Blacks¹, who were upset over what they felt, was another injustice of police brutality by white police officers. The climate during this time was one of economic oppression and political exclusion for blacks and other minorities. This was at the height of the civil rights movement in the fight for equality. It was also during a time when President Lyndon B. Johnson had declares a "War on Crime."

Not only was there a riot in 1965, but other issues such as a war raging in Vietnam, along with a clean-up effort from the Korean War. I watched the nightly news on a big television screen that had only 3 stations, NBC, CBS and ABC. It was a black and white television; no color at that time. I watched the number of wounded and those killed in Vietnam publicized on television. Pictures of what looked like jungles with trees and military people with camouflage on their hats and clothing...green, brown with what I thought at the time were leopards, but they were not. They were men sliding on their bellies with long rifles in their hands slowly gliding their bodies by pulling with their elbows as the rest of their body drug along the mud through the jungle swamp. Again, there was gunfire, smoke and destruction. It was not a good feeling when the new reporter gave the total count of the dead and wounded. Each night, there was a casualty count plastered on the television screen with the culminating total dead since the war began.

Earlier in November of 1963, I can also recall President Kennedy being shot and killed and how the television played this sad news repeatedly throughout the many days. I can remember drop drills at school. This was where we would get under the desk and take cover in case a bomb hit our school. Sadly, I can remember in 1968 when Bobby Kennedy was assassinated and an even sadder day in April of 1968 when the Rev. Dr. Martin Luther

King, Jr. was shot down in Memphis, Tennessee. Those were turbulent times. Things were out of control. The fight for civil rights had two camps. Those for it and those against it!

Much of the rioting and looting in the community was because people, primarily Blacks (called Negroes and is the correct reference to this group-derived from Negroid of the African Diaspora) were treated unequal by mainstream America. The civil rights movement had been in effect for many years, but not as pronounced as it had become in the late fifties and early sixties. This movement was for all people to be treated equal in America. The non-violence revolts that would be organized by the Rev. Dr. Martin Luther King, Jr. (hereinafter “Dr. King”) were on the “coat tails” of those fighting for equality long before Dr. King was born. There was a sad history of slavery for the Blacks. Coming over to America bound in ships as packaged objects, no choosing of their own, leaving their culture, language, heritage and family behind...they came by force. This treatment of a people is the onset of inequality. Think about it, a people who were not considered “human”, but were treated as property, sold with a “Bill of Sale”. The long history of the African American is a sad one, but a resilient one. In looking at civil rights and civil unrest, the two often became intertwined. There were those, like Dr. King who pressed for civil rights through non-violence and others that fought for equality with words of aggression and a sense of being able to bare no more injustice with a weapon in their hands. There were still others who advocated that the solution to inequality in America was for Blacks to go back to their African homeland.

Civil disobedience,² is a refusal to obey civil laws in an effort to induce change in governmental policies or legislation, characterized (in most cases) by non-violence. Civil unrest is when the people, because of oppression, take to the streets in anger and frustration to take what they feel belongs to them regardless to acceptance or approval by the mainstream of society. The need for freedom and equality are the reasons for such civil disobedience and civil unrest.

Many of the following historical incidents were ignited because of inequality or injustice based upon race. The push for equality was directed from all genres. Including the theatre, movies, performing arts, poets, sports, music, activists, young, old, and not just from blacks but support from all races. Many of the fighters in the name of civil rights were killed and maimed. They had fire hoses turned on them, along with dogs attacking them because they marched for freedom. They were arrested and dehumanized. Throughout history, many were lynched for no other reason than being black. Many African-Americans and their supporters were subjected to abhorrent treatment in the push for civil and human rights. They still have not been exonerated of their crimes to this day. They do not have clean legal records. Quoting from a recent blog, a citizen wrote in reference to the civil rights movement, *I think it is wrong for protesters similar to the ones in Florida to be plagued with a criminal record for a cause that has widely been regarded as a revolutionary cultural renaissance and movement. Although I do not feel that any restitution should be given, I do think that this situation should be addressed with regards to other “criminal” protesters nationally* (Civil Rhodes, 2010). In many instances, the fight for civil rights through protest was met with an expectation of an arrest, even with the First Amendment right of the United

States Constitution to freely assemble. When freedom fighters and those who fought for civil rights were jailed, their record (until this very day) was not and *still* has not been expunged.

Rationale

I teach in an urban school setting. Many of my students live in a community where violence is a harsh reality. In writing this curriculum unit, it is important to include the challenges faced by communities, community leaders and others in seeking equality. Each aspect of this unit will be in conjunction with the Omnibus Crime Control Safe Streets, a commission created by President Lyndon Johnson and the War on Crime in the 1960's. Incorporated in this unit will be the climate during the civil rights struggle, including the Vietnam War and crime in the streets. It is important for the students to understand the significant roles of the law and how the courts were involved in the civil rights struggle. For example, the *Brown vs. Board of Education* case that was decided in 1954 by the United States Supreme Court was a landmark case for change. This case ended segregation in America and abolished the separate but equal policies of the Jim Crow laws afforded Black in the case of *Plessy vs. Ferguson*. The students must also understand national policies and federal guidelines and how in many cases, policies and laws are changed from a simple grassroots effort into a mass movement. Much of the civil rights movement started from grassroots efforts. The topic of civil rights or inequality is a sensitive subject. Teaching students in the 10th grade about a controversial topic that is filled with emotion can be difficult. It is important to unveil history in the most sensitive manner as possible. Do not taint the reality of what is real, but being sensitive to everyone is important. This topic is good for discussion. The students can offer their opinions on the topic and learn as they go. This topic is covered in the Task List (i.e. Vocational Standards) for the Legal Administrative Assistant Career Program as it relates to laws, courts, U.S. Supreme Court and policies.

This curriculum unit will be taught to 10th graders. The students not only learn from being taught this unit, but the teacher will learn many aspects about the civil rights movement. The teacher will better understand the various riots related to societal change and help guide students in their understanding of how they apply to the real world.

This seminar will help teachers to teach students about state and federal laws, powers and authorities, enacting federal legislation and its affect on citizens and the communities in criminal justice, along with other ideologies. Often times, laws related to state and federal overlap. It is important for the student to understand the limitations of the law.

As I have been introduced to the myriad topics on civil rights, I have incorporated this information into the curriculum unit from the Civil Rights seminar. Hopefully, the information herein will ignite interest for the students on civil rights and riots and they will acknowledge the importance of these struggles for such rights. They should know that the civil rights movement continues even in today's society. A good look at non-violence, violence and civil disobedience, civil liberties are areas that are incorporated into the unit.

Howard High School of Technology is located in Wilmington, Delaware. I teach civil and criminal justice to 10th, 11th and 12th graders in the Legal Administrative Assistant

Career Program. I also instruct 9th graders during what is called an exploratory class to introduce these students to the legal field. Towards the end of their 2nd Marking Period in school, they are selected to study in one of the vocational programs at Howard. For example, the student can select culinary arts, cosmetology, engine technology or any number of other vocational career programs offered at the school. In my case, students would take the legal pathway. Upon completion of this course, these high school students can attend the local community college, university or will work at a job in the field of law as Legal Administrative Assistants. A specific portion of the course addresses the historical aspects of how laws are enacted, civil rights, the law and much more.

Law and Order – The War on Crime

During the 1950s into the 1960s, there was an increased migration by blacks from the South to the North. When many blacks moved northward it caused communities to be overpopulated with limited resources for employment. This urbanization as a community development caused more crimes to occur. The exodus of millions of blacks from the rural South coincided with industrial declines in the urban North (Flamm, 2005). Ghettos developed³. These ghettos were impoverished and juvenile delinquency increased. Many cities experienced a rise in crime, along with a rise in police brutality. Many of the old ideologies of societal control prevailed and could be felt by the black citizens by white police officers.

Omnibus Crime Control and Safe Street Act of 1968

In 1965 President Lyndon B. Johnson declared a “War on Crime”. Crime was the target of the war because crime was running rampant in the streets of America. Police brutality was a problem in many cities, especially in urban communities. The President Johnson established the Presidential Commission on Law Enforcement and the Administration of Justice “the Crime Commission”. This federal commission was to set policy recommendations for law enforcement and the administration of justice in the nation. The Omnibus Crime Control and Safe Street Act of 1968 passed the (LEAA) Law Enforcement Assistance Act and (OLEA) Office of Law Enforcement Assistance. The LEAA act authorized the attorney general to make grants-in-aid to state and local police for experimental programs, research projects, specialized training, and modern equipment (Flamm, 2013, p. 53). In essence, LEAA acted as a conduit for the transfer of funds to state and local law enforcement agencies (Fagin, 2011). OLEA administered grants, evaluated their success, and publicized the results to police departments around the country (Flamm, 2013, p. 53). All of these measures and resources were to help improve police officer induction and training in order to better serve the communities they patrol.

The federal administration took control and responsibility for civil disorder, along with police professionalism. In 1965, the Watts riot erupted in Watts, California. This riot was unexpected by the Administration, however, this riot was influential in setting policies for how future riots would be handled along with being a model for how to avoid such

occurrences. This included establishing agencies to strategically study and plan for any type of event that even looked to be the onset of civil unrest. Specifically, the focus was on black juveniles.

There was also a wrangling behind the scenes about how civil disorder would play out in politics when Ronald Reagan ran for Governor of California in 1966. The riot issue was very political from both conservative and liberal camps. A segment in the administration believed “the actual cases of police brutality were rare and that false accusations harmed police morale, recruitment, and performance especially when it came to protecting the poor and minorities”. This comment was made by the President of the American Bar Association Lewis Powell, Jr.

Ultimately, the Commission made recommendations in a report for the criminal justice system to be reformed. This included changes to law enforcement, courts, and correctional facilities. The report stated that crime was rare for most Americans and that most crime was derived from poverty, unemployment social conditions and inadequate schools and poor housing (p. 56).

In the 1960s in the city of New York robberies were shown to be the best indicator of unsafe streets. From the 1950s to the 1960s, robberies rose from 6,600 in 1962 to more than 78,000 by 1972. A new face of blacks associated with crime rather than whites (especially in the North) were because of the migration. Blacks were seventeen times as likely as white men to be arrested for robbery⁴. This connection laid the groundwork for urban riots and a breakdown in law and order.

Civil Rights and Civil Unrest Chronology

“It is no more possible to suppress rioting where its causes are fermenting than it is to hold the lid on a boiling pot.”

-Crime Commission Task Force Report, 1966-

President Johnson’s Crime Commission identified causes of riots to be due to urbanization, discrimination, unemployment and poverty. Conservatives, however, alleged the causes to be a breakdown in moral decline and personal evil as significant factors (Flamm, 2005, p. 61). What is evident is that with the outbreak of a riot, there is a feeling of imbalance in society. There are those who are consistently looked upon (and even treated) as less than human because they are different. Oppression with the lack of mere necessity can, and will, be a factor in igniting the fires within that could eventually overflow. When this occurs, civil disorder is a real result.

Does civil unrest or riots resolve the problem? Of course, violence of any kind is frowned upon, but when a people endure so much disenfranchisement, exclusion and abuse by society, what are the repercussions? There are those that will be discussed later in this curriculum unit that ascribed to violence by any means necessary. This included violence, along with a willingness to protect them from what they saw as an oppressive government

(including citizens, such as whites who believe to be a race superior to other races). When a person thinks themselves to be superior over another person based upon color, the individual would be classified as a “racist”. Many people (especially during the 1960s) were employed as police officers. Legally working with the shield of a badge gave many police officers the forum and “right” to exercise their racist tactics on a vulnerable minority community.

Many of the riots discussed herein were caused by a spark of abuse by a police officer in an urban community, primarily black or Hispanic. Others were a reaction to the denial of inalienable rights as a human being to be free to enjoy liberty and equality. Although American history is thwarted with countless numbers of revolts, riots and civil unrest, a total account would be too lengthy to share in this limited curriculum unit. There are civil unrest known and unknown, especially in the early 1700s and 1800s. Many lives have been lost in the fight for freedom and equality. The following are some of the accounts of riots in the streets of America for the cause of civil rights.

Amistad Slave Revolt aka “The First Riot” - 1839

The best known uprising during slavery was the 1839 Amistad slave revolt. This revolt took place as slaves were being transported from Cuba to New York. Initially, these slaves were kidnapped from Africa as free people. They were forced on the ships and sailed to Havana. As they were being taken to New York, they revolted, killed many of their captors and forced them to sail the ship towards Africa. These slaves were fighting for their freedom. What the slaves did not know is that during the night, the captors intentionally travelled off course back towards New York. They landed near Long Island, New York instead of sailing towards Africa. Upon arrival in New York, the slaves were taken captive. These slaves were not American citizens and should not have been considered property since they were free when they were abducted in Africa. Their captors argued saying they were property.

At trial, the slaves argued that, since they were free men in their native Africa, and since they had been kidnapped from Africa by the Spanish slave traders, and since slave trade was illegal in New York (where the *Amistad* had landed), they should be released from custody and set free”. The Supreme Court accepted the fact that the United States had obligations to Spain under a treaty, but said that the treaty "never could have been intended to take away the equal rights of [the Africans]." Once the Supreme Court finally affirmed the freedom of the slaves, they sailed back to Africa on the ship *Gentleman* (Cornell, n.d.). They were able to enjoy freedom in their African mother country.

There were many revolts and riots between 1839 and 1964, far too many to report here. However, there are chronological websites on the African American riots and revolts that offer an in depth look riots during this period. I respectfully suggest a Yale University curriculum unit entitled *The Negro Holocaust: Lynching and Race Riots in the United States, 1880-1950*. This curriculum unit was published in 1979 by Robert A. Gibson, a Yale fellow such as me. Mr. Gibson’s writing is from the seminar *Themes in Twentieth Century*

American Culture 1979, Volume II. His curriculum unit can be found at Yale-New Haven Teachers Initiative and retrieved from <http://www.yale.edu/ynhti/curriculum/units/1979/2/79.02.04.x.html>. This curriculum unit will discuss many of the riots prior to 1964 and share the climate of race relations and the push for equality during this time in history.

Harlem, N. Y. and Rochester, N.Y. Riots – 1964

The historical context of Rochester, New York is important to remember because it has a rich history prior to being named as a city where riots took place. During the 19th Century, Rochester was seen as a culturally progressive city. Suffragist Susan B. Anthony lived and worked in Rochester. Frederick Douglass was an Abolitionist there and published his newspaper *The North Star*. He helped Harriet Tubman in moving slaves through the eastern corridor to freedom by the Underground Railroad (PBS.org, n.d.)

It is important to note, before discussing the New York Riots, that this was the first city in the world to have a black population of over one million (Detroit, n.d.). This was the first time the National Guardsmen were called to a riot. It is also duly noted that in Rochester, the average age of the rioters were between the ages of 20 and 40, along with 15% of the rioters being white.

The riots of 1964 started on July 18, 1964. An African-American male age 15 was killed by a white police officer. This sparked the riots in Harlem, New York. Up to 1 person was killed and 100 were injured. Six days later in Rochester, New York, 400 people fought with police after rumors spread that a pregnant woman was slapped by the police and a young child was attacked by a police dog. The next day, over 2,000 people start rioting and looting. Many of the shops were destroyed and bottles thrown in the streets. Explosives were thrown and a State of Emergency was declared in the city. A white man was beaten and killed. The National Guardsmen were called in, along with local and state law enforcement to end the riots.

Detroit, Michigan Riot– 1967

The 12th Street side of town in Detroit was one where “anything” goes. At any given time at night fall, pimps, prostitutes, druggies, gamblers and more frequented this area. It was known as “Sin Strip”. On the night of July 23, 1967, police officers were working a “cleanup squad”. They went to various locations in the area of 12th Street. Upon arriving at a night club, they were not permitted to enter. They continued to go to various other locations to determine if illegal activity was being perpetrated. They returned back to the initial night club and one of the security personnel allowed them access. As they maneuvered around the club, they decided to call in patty wagons for anticipated arrests. Meanwhile, crowds of people started to gather as they saw the police patty wagons converge on the club. Eventually, the crowd became unruly and bricks and bottles started to be thrown at the police. Many of the rioters were young and black. The riot was quailed after 17,000

National Guardsmen came to the city, along with the U.S. Army eventually being sent to the scene. The riots lasted five days. More than 40 people died and hundreds were injured. The damage estimates was up to \$50 million.

“Watts Riot”, Watts, California – 1965

Having lived through the Watts Riot, I can say it was a frightening experience as a small child. As I stated in my Introduction, cities that were not in the general proximity of Watts were affected. The community where I lived was almost 25 miles from Watts, but chaotic nonetheless. What sparked the riot? The riot was sparked when two white police officers in a city where there was a culture of police brutality and a culture of racial prejudice beat a black man who was driving in their city. Supposedly he was drunk and was being arrested when beat. The citizens who witnessed this brutality became enraged. They felt the incident was racially motivated and the abuse by the police was unnecessary. This incident coupled with continued economic suppression in the community and political disenfranchisement, caused the crowd to start rioting. They looted, burned buildings and beat white people. There were snipers that shot at police and firefighters. The riot spread for approximately 50 miles throughout the South Central Los Angeles area. 34 people were killed, 1,032 were injured, 4,000 arrested with \$40 millions in property destroyed. The riot ended by National Guardsmen restored order. The Watts riot was the worst urban riot in 20 years and foreshadowed the many rebellions to occur in ensuing years in Detroit, Michigan, Newark, New Jersey and other American cities (History.com, n.d.).

Civil Rights through Non-Violence

“Nonviolence is a powerful and just weapon, which cuts without wounding and enables the man who wields it. It is a sword that heals.

Rev. Dr. Martin Luther King, Jr.

The Rev. Dr. Martin Luther King, Jr. was a great man! He was an icon of peace and non-violence. His interest was in helping all men to have equal rights afforded them under the United States Constitution. When great men seek peace, unfortunately, there are those who hate and seek to destroy the spark of humanity that would spread the love among mankind. Such is the case with Dr. King. He was an eloquent speaker. He was a Baptist preacher that combined his love of God with seeking to help with freedom for all people. If Dr. King were alive today, I am sure he would say there have been great strides since he left, but there is still work to be done in the ways of human rights and equality.

Dr. King was born on January 15, 1929 in Atlanta, Georgia. He was born from a legacy of ministers. His father and grandfather were both ministers of the gospel. Dr. King graduated from Moorehouse College in Atlanta, Georgia. He also attended theology school at Crozer Theological Seminary in Pennsylvania. “He was awarded the Nobel Peace Prize in 1964 and was selected by *Time* magazine as its *Man of the Year*. His *I Have a Dream*

speech, which is now considered to be among the great speeches of American history, is frequently quoted” (Historynet.com, n.d.)

While protesting in many cities, Dr. King was arrested. On one such occasion, he wrote a letter when he was jailed in Birmingham, Alabama. This writing, now referred to as *Letter from a Birmingham Jail*, ended up being one of Dr. King’s most poignant writings. The letter was addressed to the Clergymen who criticized Dr. King for his stance on protesting and creating problems in the communities. He made it clear that he was invited to be in Birmingham (this was a common practice in most marches where Dr. King would be invited to the city by grassroots organizations). One quote in the letter is “Are you able to accept blows without retaliating” a reference to his stand on non-violence in the push for civil rights. He also asked if the protestors were able to endure the ordeals of jail.” These may have been rhetorical questions, but “real” questions I am sure were asked to protestors who chose to march for the cause.

“*I Have a Dream Speech*” – the March on Washington-1963

Many people, along with Dr. King, organized a “March on Washington” for the cause of civil rights legislation (this legislation was eventually signed by President Johnson in 1964 and is called the Civil Rights Act of 1964). He gave a speech at the Lincoln Memorial. Thousands of people came in non violent protest to support equality for all citizens. Dr. King gave a rousing speech entitled *I Have a Dream*. There are many great points in the speech, but one stands out. He discussed America giving the Negro people a bad check marked “insufficient funds”. This metaphor signified how President Lincoln issued the Emancipation Proclamation, freeing all slaves under the 13th Amendment of the United States Constitution, but the Negro people were still not actually free and certainly not equal. He said that he wanted to cash the check in return for justice, equality and freedom. On the day of the march, many Senators were interviewed and most of them did not feel that the civil rights bill would be passed. They credited the organizers with the march being very organized, but felt nothing much would happen because of the march. The following link will direct you to a website by ABC News that includes many videos, the full speech, blog and more: <http://abcnews.go.com/Politics/martin-luther-kings-speech-dream-full-text/story?id=14358231>. There are multiple videos on Dr. Martin Luther King and the March on Washington, D.C., along with interviews with Dr. King and behind the scene clips. Another copy of the speech in its entirety can also be found at this link: <http://www.archives.gov/press/exhibits/dream-speech.pdf>.

The Assassination of Rev. Dr. Martin Luther King, Jr. and the Civil Unrest Thereafter - 1968

In Dr. King’s *I Have a Dream* speech, he made the statement that he, like many people, would like to live a long time, but that he had been to the mountain top. This statement was as though he was expressing a premonition of things to come, basically his demise. Dr. King was shot and killed by James Earl Ray on April 5, 1968. Sadness permeated all corners of the world, not just in America. People cried with agony and could

not believe such a great leader had been struck down. He was only 39 years old when he was assassinated. Dr. King was perhaps the only person in the nation who could straddle the racial fissures of 1968, often the most reasonable voice in a nation seemingly gone mad (global.security.org, n.d.). For the black community, the pain of losing such a great leader was the boiling point!

Retaliatory violence erupted after the announcement of Dr. King's assassination. Riots broke out in many cities across America. Many of the riots continued throughout the weekend on into the following week. Large and small cities ignited with violence over the pain, hurt and anger of losing such a great leader. The cities were faced with individual reaction and containment of the unrest. Cities like Washington, D.C. (where more than seven hundred fires lit the night sky before night fall on the day of the assassination and 4000 National Guards were ordered by President Johnson (GlobalSecurity.org, n.d.), Boston, MA, Detroit, Michigan, Atlanta, Georgia, Chicago Illinois, Wilmington, Delaware, and Los Angeles, California. The next section of this Unit will have a brief synopsis to discuss what occurred in certain cities after Dr. King was killed in Memphis, Tennessee.

Atlanta, Georgia - 1968

Gov. Lester Maddox refused to lower the flag at the State Capitol in honor of King, and reportedly ordered troopers to "shoot them down [blacks] and stack them up" if protestors tried to enter the building. "He later agreed to lower the flag when he was told it was a federal mandate" (Williams, 2011).

Chicago, Illinois - 1968

Riots broke out in Chicago, Illinois on the Eisenhower Expressway. There was chaos, looting, fires and destruction from largely white-owned businesses that lined Madison Street and Homan and Kedzie Avenues. Fires blazed out of control across the West Side. The army was called into restore calm. The fire department, along with the army helped to calm things down. However, they were met with sniper fire. No military or firemen were seriously hurt. The riot lasted from Friday to Monday. Instructions to police were "to shoot to kill any arsonist or anyone with a Molotov cocktail in his hand . . . and . . . to shoot to maim or cripple anyone looting any stores in our city." This order was given by then Mayor Richard J. Daley according to reports. There were 9 to 11 deaths, 350 injured and 169 businesses destroyed (Coates, 1965).

Boston, MA - 1968

The city had a small squirmiest of violence. The Mayor contacted soul singer James Brown because he was scheduled to hold a concert in Boston. Mr. Brown used the concert forum to plead for calm. The city televised the event and James Brown successfully restored order while keeping the police away from the crowd. He continued the successful peacekeeping concert in honor of the slain Dr. King on this day in 1968 (History, 1968).

Wilmington, Delaware - 1968

In Wilmington, Delaware, the First State, riots broke out after Dr. King's assassination. This is a small city in comparison to the larger cities like Detroit, Washington, D.C. and Chicago. Nevertheless, anger at injustice and the pain of losing a leader caused the people of this community to take to the streets in protest. Initially, students met downtown in Rodney Square (the center of town). They started marching down Market Street while protesting. This is one of the main streets in the city. The students were asked by community leaders to go home and remain calm. This helped to relax the situation for a short time, but later in the night, the young people again took to the streets and with this recharged anguish, started to damage businesses, looted and committed other acts of violence. The city was actually shutdown for Dr. King's memorial and burial, but fires continued to be set and buildings burned. The National Guardsmen occupied Wilmington for approximately 9 months. This was the longest occupation by any military because of a riot in the United States history. The *Wilmington Occupation* by Pat Gibbs produced a short YouTube video with still photos of the Wilmington riots at <http://www.youtube.com/watch?v=krqYU9P5Qf8>

Civil Rights through Legislation and the United States Supreme Court

The Civil Rights Act of 1964

The Civil Rights Act of 1964 was signed into law by President Lyndon B. Johnson. This act affords all citizens the right to be free from discrimination based on race, color, national origin, sex (including pregnancy), and religion in employment, education, and access to public facilities and public accommodations, such as restaurants and hotels. The employment provisions of the law are often referred to as "Title VII," based on their location in the U.S. Code (Cornell University Law School, n.d.). This law was the fruit of Dr. King's labor. The success of this bill helped to make good the check that Dr. King referred to in his *I Have a Dream* speech as being marked "insufficient funds".

Plessy v. Ferguson, 163 U.S. 537 (1896)

In 1892 a man named, Homer Adolph Plessy sat in a seat designated for "white only". He was asked to move to the "Blacks Only" section of the train. He refused. He was then arrested. This case deals with the equal protection laws of the 14th Amendment. Specifically, separate but equal. During this time in the state of Louisiana, separation of the races was legal as long as everything was equal. The United States Supreme Court heard the case on appeal and in the decision, Justice Brown stated that the intention of the 14th Amendment was to establish equality for the races, but "in the nature of things it could not have been intended to abolish distinctions based upon color, or to enforce social, as distinguished from political equality, or a commingling of the two races unsatisfactory to

either." This statement basically said that segregation (solely) does not make it unlawful discrimination.

Brown v. Board of Education, 347 U.S. 483 (1954)

The case of *Brown v. Board of Education* is a case that made many societal changes related to segregation. This case was focused on education for blacks, but quickly set the tone for equality for all people across all spectrums (including education) where there was a divide. It also overruled the previous cases (including *Plessy v. Ferguson*) for separation of the races. This case was compiled from several cases. Each case was joined to make up what we know as *Brown v. Board of Education*. Charles Houston developed the Equalization Strategy where there was a mobilization of the Brown cases, integration of the American school system. He was hired by the NAACP (National Association for the Advancement of Colored People) to challenge the separate but equal law. The cases were unsuccessful in the lower court and were appealed to the United States Supreme Court. The Brown case is considered a landmark case. Landmark cases are cases that impact all American citizens.

The Brown cases included: Delaware Case ***Belton v. Gebhart (Bulah v. Gebhart)*** Bulah is from another case in Delaware from a single classroom in the city of Hockessin. It should be noted that the Belton case has a direct connection to my school, Howard High School of Technology in Wilmington, Delaware. Howard High School (at the time) was the only school where blacks could attend prior to 1954. Students had to travel over an hour away, passing up many whites schools, in order to attend Howard in downtown Wilmington. In Kansas, ***Brown et al. v. Board of Education of Topeka*** had similar problems with overcrowding for high school students and only four elementary schools for African American children as compared to eighteen for white children. The black children had no neighborhood schools. The Washington, D.C. case of ***Bolling v. Sharp*** involved eleven African-American junior high school youths that were refused admission to all-white schools and the school suffered from inequality. The South Carolina case was ***Briggs v. Elliot***. In this case, the District Court ordered equality for the schools, but the 20 black students were not allowed to attend the all white schools while the black schools were being made to comply with the renovation codes. The last case was from the state of Virginia, ***Davis v. County School Board of Prince Edward County***. The students (over 100) protested for equality in education. They were granted better schools, but not admittance to the all white schools. Each of these cases can be researched for more in depth information. These individual Brown cases can even be collaboratively assigned to the students to conduct further research and report back to the whole class.

Other cases that dealt with separation and the right to educational equality are found in earlier cases like ***Murray v. Maryland*** (1935). Thurgood Marshall (a black attorney that became the first black justice to sit on the United States Supreme Court) and Charles Houston filed lawsuits against Maryland (meaning the University of Maryland) for equal education because they denied black students application to the university. Murray was eventually admitted. ***Gaines v. Missouri*** (1938) also had an application denied based on race. This case was also appealed to the United States Supreme Court.

Civil Rights by any Means Necessary – Malcolm Little aka Malcolm X

The fight for civil rights took on many forms. This section will discuss a controversial figure and that is Malcolm X. He is controversial because his quest for equality was not for the preaching of non-violence, but with an emphasis on black superiority and black self-dignity in spite of the oppression felt by the black oppressed group. Some leaders (and some people) got angry at not being included in simply being an American. Dr. King chose to march on the platform of non violence. Malcolm's quest for equality was through empowering his people to take their due place in society by any means necessary.

Malcolm X was born Malcolm Little on May 19, 1925 in Omaha, Nebraska. He wanted to be a lawyer, but was told that he could not be a lawyer by one of his teachers. His father was a preacher, who was brutally murdered. His mother suffered from mental illness after her husband was killed. Malcolm changed his last name to "X" when he became a Muslim because he felt the last name of "Little" was derived from the slave master.

The Autobiography of Malcolm X as told to Alex Haley was published in 1965. The book (which was later turned into a motion picture, directed and produced by Spike Lee) tells the story of Malcolm's tough upbringing. He recounts how as a child he faced racism and later talks about how he sold drugs and pimp women to get money. He also talks about his life as a burglar and his transition into the Nation of Islam, a Black Muslim sect in America. After becoming a Muslim, he focused on black issues of civil rights and equality as a militant activist. He became a Minister for the Nation of Islam under the Honorable Elijah Muhammad. He is credited with increasing the number of members from 400 in 1952 to 40,000 in 1960. He became more of an outspoken leader than Elijah Muhammad. He saw the white man as the devil and the oppressor of black people. He later took a religious pilgrimage to Mecca which is located in Saudi Arabia. While on this religious pilgrimage, he learned the true meaning and belief of the Muslim faith. He had a change of heart and changed his belief about the white man to include loving all people (see "Appendix A" for a link to purchase the "Autobiography of Malcolm X" book. To view a short video clip entitled "Malcolm X – Mini Bio" please visit the following link <http://www.youtube.com/watch?v=9a3hT8f6Kkk>).

Malcolm X had his own views on civil rights. Some feel his view is radical and prejudicial, but others would say there is truth in his words. You also must allow yourself to travel back to 1964 when the climate in America was tense and the push for equality was at its greatest. All leaders from the black community were speaking out because the oppression and violence against black people that had gone on long enough.

Malcolm X offers his views on civil rights. He says "civil rights, for those of us whose philosophy is Black Nationalism means: "Give it to us now. Don't wait for next year. Give it to us yesterday, and that's not fast enough." In explaining this Black Nationalism, Malcolm X says: those, whose philosophy is Black Nationalism, in bringing about this new

interpretation of the entire meaning of civil rights, look upon it as meaning, as Brother Lomas has pointed out, equality of opportunity. Well, we're justified in seeking civil rights, if it means equality of opportunity, because all we're doing there is trying to collect for our investment. Our mothers and fathers invested sweat and blood. Three hundred and ten years we worked in this country without a dime in return – I mean without a *dime* in return. You let the white man walk around here talking about how rich this country is, but you never stop to think how it got rich so quick. It got rich because you made it rich" [Malcolm is referring to the black audience he is addressing at the Cory Methodist Church in Cleveland, Ohio on April 3, 1964] (Excerpts from *Malcolm X Speaks: The Ballot or the Bullet*, pp. 32-33).

Some were passive, yet aggressive and others were extreme with the marked intention of violence, at any cost. Malcolm X akin himself (and the Muslims he led) as a fuse to a keg of dynamite. He states in his speech, addressing whites, "whether you call yourself liberals or conservatives or racists or whatever else you might choose to be – one thing that you have to realize is, where the black community is concerned, although the large majority you come in contact with may impress you as being moderate and patient and loving and long-suffering and all that kind of stuff, the minority who you consider to be Muslims or nationalists happen to be made of the type of ingredient that can easily spark the black community. This should be understood; because to me a powder keg is nothing without a fuse." These words that Malcolm X spoke may sound radical and uncaring, but his voice is from a man who is tired...tired of being oppressed. This was a person, no different from Dr. King in his push for equality, but not through non violence. There was truth to Malcolm X's words. Often times, it only takes a few to start trouble, and in this case, the few he is referring to is the Nation of Islam.

Civil Rights through Resistance

The Black Panther Party was founded by Huey P. Newton and Bobby Seale in 1966. The focus of the Party included civil rights, but had a major purpose of ending police brutality and murder of black people. They were concerned about the well being of all oppressed people of color in the United States. The Panthers were willing to use violence to defend their homes and families against police brutality and racist organizations like the Ku Klux Klan. The creed they followed was a 10-Point Platform Demand, which included: *We want freedom. We want power to determine the destiny of our black and oppressed communities*". Each point was a demand that aligns with freedom and equality. Those such as Dr. King including Christians from various parts of the southern states had solidarity in the civil rights struggle. But the Black Panther Party embraced those individuals in urban areas (not necessarily in the South) because these citizens had varying needs that were different from those blacks in the South. At the end of the day, and no matter what geographical area of the nation a black resided, the fact of the matter was that (according to the Panthers) **all people of color deserved the right for freedom and equality.**

The Black Panther Party is often seen as revolutionist or radical, but they offered support to the black community prior to their disbursement. For instance, the Panthers made

significant social and political contributions to local communities, known as “community survival programs”. The Party members instated a breakfast program for underprivileged black children, provided a free ambulance service, and launched a sickle-cell anemia testing (a disease that hits hard in the black community) and awareness programs for needy African Americans (The Black Panther Party in Georgia, n.d.).

Another notable person worth mentioning in resistance tactics for the fight for civil rights is Stokely Carmichael, a “Black Power” activist who spoke out against racial injustice. He is coined with using the term “Black Power”, a slogan of the Afro-centric and Afro-awareness civil rights era. Carmichael was born in 1941 in the Port of Spain, Trinidad. He attended Howard University in Washington, D.C., a historically black college. He earned a bachelor’s degree in philosophy. There were many historically black colleges because blacks were not allowed to attend white colleges prior to *Brown v. Board of Education* in 1954. Carmichael worked with Dr. Martin Luther King, Jr. and the Southern Baptist ministers in the fight for civil rights for a period of time. He participated with the Freedom Riders, a group that took rides on the interstate and freeways to end segregation in America. He also worked with the Student Nonviolence Coordinating Committee (SNCC), an organization associated with Dr. King to end segregation. He constantly participated in sit-ins, picketing, and voter registration drives (that were organized gatherings to help people register to vote). He was especially active in Lowndes County, Alabama, where he helped found the Lowndes County Freedom Party, a political party that chose a black panther as its symbol (Notablebiographies.com). Although Carmichael started with a non violence platform, he later took on violent ideologies and was named the prime minister of the Black Panther Party for one year. He later spoke to a broader platform on international revolution and saw America as having a hand in too many countries abroad. He moved to West Africa and changed his name to Kwame Ture. He continued speaking out against injustice and advocated for human rights, along with having an African American congress. Carmichael died in 1998 from prostate cancer.

Civil Order of Society

Civil unrest or riots are sparked in many ways. Commonly, discrimination, poor housing, unemployment, police brutality, racial divide, injustice against a person or people when nothing is done about the injustice. For example, when harm is done to citizens and there is no justice to punish the perpetrators. Many of the riots discussed in this unit were sparked from such incidents.

Messer, et al. (2013) discusses the concept of racial frames of interracial violence as an explanation for riots erupting. The frame of white and black is like a perspective on how each race views the other and how they view situations that occur within their communities. Specifically, the white racial frame originated in the colonial period and has been used throughout the United States history to subordinate, oppress, and discriminate against blacks and other racial minority groups (p. 51). When blacks fight back, this is seen as an “uprising” that excludes whites, but place the blame on the blacks [*referring to the Riots of*

Tulsa in 1921]. This includes police, politicians, clergy, and other white public officials. Speaking in response to the 1921 Tulsa riots, but the same words could reflect many of the later civil rights riots when Messer et al., (2013) says “the color of one’s skin will determine the manner in which the case is to be handled...clubs are used instead of justice in the courts” (p. 56). These are the types of things that spark a collective resistance in black communities that could ultimately lead to a riot or civil unrest. With the civil rights movement, many of these areas fall under the umbrella of inequality and thus align with the white frame as discussed herein.

Rodney King Beating – South Central-Los Angeles, California-Riots of 1992

The need to stop police brutality that sparked many of the early riots became almost minuscule when a black motorist was severely beaten by white Los Angeles Police officers in 1992. After a police chase, Rodney King was severely beaten. The police did not know it at the time, but the beating was being videotaped. The video was publicized across the nation (if not the world). This black man was beaten, stomped, kicked and hit with steel batons by many police officers. He was unarmed and sustained many severe contusions, a concussion along with sustaining 11 fractures to his body after having been hit at least 50 times. There were over 20 police officers at the scene. The Los Angeles County court convened, but the Grand Jury refused to indict the four police officers for the beating. The white police officers were eventually tried, but acquitted. The black community was outraged and took to the streets within hours of the verdict. Violence erupted and riots across the greater Los Angeles area (later called South Central Los Angeles) was out of control. The officials called for calm. At a press conference, Rodney King also called for calm in saying “People, I just want to say, can we all get along? Can we get along? Can we stop making it horrible for the older people and the kids?” This was not to be!

In the heart of the black community, a white truck driver named Reginald Denny was pulled from his diesel truck and beaten unmercifully by gang members. There were 50 deaths, assaults, 12,000 arrests, looting, and buildings burned (over 1,000). There was over 1 billion in property damage. Many of the stores that were burned were primarily owned by Korean Americans. Koreans have many small and large businesses in the black community because the rent is cheap. Consequently, many blacks do not get along with the Koreans. The riots last for six days. 9,800 California National Guards Troops were called in to resolve the riots (CNN Library, 2013). The four police officers were later indicted in federal court for violating Rodney King’s civil rights. (There are many videos that are short and long and can be located on various websites on the Internet).

“Riots” Solutions and Interventions

“Can’t we all just get along?”
Rodney King, 1992

What is the solution to riots and civil unrest? Is it the use of non-violence as advocated by Dr. Martin Luther King, Jr. or is it by any means necessary as preached by Malcolm X? Rodney King had it right! In this society, we must figure out a way for all humanity to get along with one another. The idea of racial superiority does not serve anyone in society well. There must be tolerance and appreciation for all races. The need to battle for equality is still at the forefront for many minorities, not just blacks, but all groups that experience disenfranchisement or the lack of the right to life, liberty and the pursuit of happiness. If Dr. King were alive today, I wonder if he would say that we still have more work to do. Many strides have been made, but many people still hold on to old ideologies that serve no purpose of uniting. Barriers still need to be broken where all are welcome to live and participate in society without discrimination based upon their race, ethnicity, nationality, gender, or religion.

Objective and Strategies

Teacher and Student Objectives

The teacher's objective is to teach a comprehensive unit on the civil rights and the effects of civil unrest because of the policies during this era. The Omnibus Crime Control and Safe Streets are important to discuss as well. This curriculum unit will focus on various court cases, law enforcement, and laws enacted by President Johnson, specifically the Civil Rights Act of 1964, as it relates to the criminal justice system. It will also look deeper into past trends and American culture of acceptance of limited equality. This curriculum unit will define key terms associated with the civil rights movement, along with analyzing explanations for the reduction in civil liberties for designated groups in history. The unit will further address the idea of equality in America. Students will have an opportunity to explore the media's role during the civil rights era. Another aspect of the topic will rest with the Vietnam War and its effects on society as a whole and as it relates to Blacks.

By writing this curriculum unit, it was my goal to enhance my students' knowledge about the world around them. It is important for them to be aware of historical aspects of the civil rights movement. It is also important for them to understand national events that are connected to civil rights. I expect the students to be able to apply this knowledge to the legal field. The students' objective will also be to work hard in understanding the myriad terminology related to this topic. Not only learn the terminology; but they should be able to analyze various points of views in order to develop their own opinion or to critically think about the pros and cons of the topic. Most importantly, by having the students understand the civil rights movement and its evolution.

Teaching Strategy

The teaching strategies to be used are news articles, books, videos, and cooperative learning, pair share, jigsaw, and KWL. It is also important to incorporate (LFS) Learning Focused Teaching Strategies for improved reading for teaching this curriculum unit. A use combination of lecture, PowerPoint slides and critical thinking exercises can be used for this unit. The discussions will stimulate critical thinking and allow the students to connect the

lecture to present day civil rights issues. You can also plan to have guest lecturers from the courts or law enforcement to visit the class.

Classroom Activities

Classroom Activity No. 1 - Create an Informative [Riot or Civil Unrest] Brochure

Assign collaborative teams. Assign the team of two a riot to conduct research. Students are to research a specific historical incident related to an urban civil unrest (riot). Explain to the students that this is a breakdown in society. Using the computer program “Microsoft Publisher” or “Microsoft Word” (Publisher is preferred); students will create a brochure depicting all of the information known about the riot. I suggest that the teacher assign the riot to the student, so you will not have several teams with the same riot.

Students are to answer the following question that are sectioned off on a six part folded brochure: 1) Tell the story of the incident (riot or civil unrest breakdown) in their own words; 2) Tell what caused the riot or civil unrest (breakdown) in society (example: civil rights, police brutality, racial issues, etc.); 3) Tell what took place in the breakdown (meaning, was there looting, deaths, property damage, etc.); 4) Tell how the riot or civil unrest (breakdown) ended (were law enforcement called, National Guard or both, political issues, etc.) and; 5) Offer ways that this incident could have been resolved in a more peaceful manner (like civil negotiations, police training in different communities, etc.). After the teams complete their brochure, they should give an oral presentation to the class on their riot. This assignment can also be altered to have the students develop a PowerPoint, Prezi, or other digital media tool to present their research to the class. If you chose to have the oral presentation in this format, I suggest adding writing component for the audience to take notes about a few of the riots so that the audience is engaged.

Classroom Activity No. 2 - Watts Riots Research

Assignment 1: Have students look at a YouTube video related to the Watts riot. You can access the Watts Riot video entitled *1960s Watts riots remembered in Los Angeles - Press TV News* at: <http://www.youtube.com/watch?v=6Ns1XaSct6w>. Students will look at the post-Watts Riots and discuss the comments in the video. Questions to Ask Students: 1) Ask the students if they feel this type of civil unrest could occur again since much of what happened in the 1965 Watts riot still fuels inequality today. 2) How do the students react to the comments by the leader and the pastor? As team members, have students come up with measures to present to the city or state council to help eliminate the problems discussed in the video (such as housing, unemployment, etc.) in the community of Watts, in order to avoid a reoccurrence of the violence experienced in 1965. Another group of students should play the role of the city council. They must think of ways to show how they have tried to improve the community. They can also discuss problems they encounter with the budget or economy. This would require the students to look at the Watts City Council website and the California state budget for the Watts website to see how they can help resolve the problem.

Assignment 2: Students could pull up pictures of the Watts Towers and learn about how these towers were made and what they represent. What are the Watts Towers made out of? Have students learn about the city of Watts besides what they know as far as the riots. What positive things have occurred in the city of Watts? This city has a rich history and many of the houses are nice compared to what is considered the “ghetto” of other cities in America.

Classroom Activity No. 3 – Dr. King’s *Letter from the Birmingham Jail*

In this assignment, students will be placed in collaborative groups of (3 - 4). After reading the *Letter from the Birmingham Jail*, students will be given portions of the letter that Dr. King wrote to the clergy while in jail. It is suggested that each group get 1-2 pages of the letter. The students are to use their creativity to share their portion of the letter (let them share their own interpretation of the letter). This could include creating a poster, PowerPoint, role play, poem, rap, or other ways of sharing their portion of the letter. You may even add a twist to the assignment, like “add a new item to the letter, or “tell or write a different ending to the letter”.

Require that all members of the group have a speaking part. For instance, with a team of 3-4 students, there can be a moderator or narrator, role play, or a combination of role play and poster, etc. Encourage students to locate one quote in their portion of the letter that they can derive a theme from when they present their portion of the letter to the class. Have the students discuss civil rights and Dr. King’s philosophy of non violence. Students can express how they feel about Dr. King being jailed simply because he wanted civil rights.

An excellent video that includes the reading of the King letter, along with footage as the letter is being read, has been developed by Professor James Fredrickson of McCombs Management. He has used this letter and footage in his MBA Art of Leadership class for many years. The video should certainly be incorporated into the *letter* assignment for your students. For instance, there are pictures and footage from the 16th Street Baptist Church bombing in Birmingham, Alabama. The ability for the students to hear the letter and to see the footage is very powerful. It makes the letter come alive. I encourage you to watch the video and then have the students work together to make the various portions come alive when they present the letter in class. Professor Fredrickson’s video can be found at <http://www.youtube.com/watch?v=s5Y-64GJT8E>. The video runs approximately 57:16 minutes.

Classroom Activity No. 4 – Web-Based Assignment and Video Ideas Related to Civil Rights

At the following website, students can look at the entire Chronology of the Civil Rights Movement. This website will give the students a good overview of so much information about the African American story, including the civil rights movement. As an instructor, you could select several events in the timeline and have students learn about it.

You could also allow the students to create their own timeline to learn independently. The website can be found at http://www.pbs.org/wnet/aaworld/timeline/early_01.html

The motion picture “The Great Debaters” (2007) is a docudrama starring Academy Award Winners Denzel Washington and Forest Whitaker, and is produced by Oprah Winfrey. The movie is based on a true story. The movie is rated PG-13. This movie is set in the 1930s, around the start of the civil rights era. The movie looks at black college students on a debate team that is not permitted to debate against white students. Through the debate professor Melvin B. Tolson, at Wiley College in Texas, the team is able to land a competition at Harvard, an all white school. The discussion of civil disobedience in a debate competition is at issue. Many of W.E. B du Bois’ quotes and discussions are in the debate. Is civil disobedience okay or not in the fight for equality? This directly ties into civil rights and riots. The trailer can be found at http://www.youtube.com/watch?v=uQQ2cjRR_js&list=TLz2S0E_0yv8. The actual movie will run approximately 2 hours.

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The Detroit Riots of 1968. (The riot was actually in 1967, but the video was released in 1968). This video is in the Public Domain. The Master Copy can be found at the National Archives and Records Administration, Room 4000, 8601 Adelphi Road, Hyattsville, MD 20740-6001. The Archival Retrieval Catalog (ARC) number is: 86147.

Appendix A

Autobiography of Malcolm X as told by Alex Haley book located at Amazon:
http://www.amazon.com/Autobiography-Malcolm-X-Alex-Haley/dp/0891902163/ref=sr_1_1?ie=UTF8&s=books&qid=1284143808&sr=8-1&tag=askcom-20#reader_0891902163

Curriculum Standards-Career Task List

New Castle County Vocational Technical School District, Howard High School of Technology, Legal Administrative Assistant Career Program, Task List

This section of the Task List is a mandatory component for the curriculum standards in this career program. The following task will satisfy the tenth and eleventh grade requirement for Introduction to Criminal Justice and civil law:

- Task No. 1.0 Students will demonstrate an understanding of how criminal law is defined and the due process procedure.
- Task No. 1.1 Students will define criminal due process and will be able to explain how it relates to the Bill of Rights.
- Task No. 1.3 Students will identify citizen rights protected under the Bill of Rights, especially relating to the first, fourth, fifth, sixth and eighth Amendments.
- Task No. 3.0 Students will demonstrate an understanding of how criminal law is defined and the due process procedure.
- Task No. 5.0 Students will describe the organization, role and function of police in society.
- Task No. 6.0 Students will analyze issues facing modern police organizations in America.
- Task No. 7.0 Students will be able to describe the implications of constitutional issues on police procedures.

Resources related to the above objective:

The resources stated above include a comprehensive overview of a real problem in history that could be related to today’s problems among people. Various aspects as discussed about the topic are addressed.

These resources will enlighten both the educator and the students alike.

Notes

¹ (Author’s Note): “Blacks” denote the era of the 1960s and the Afro-centric societal climate. This reference (like other cultures) has changed with time. For instance, today (2014), Blacks are referred to as African Americans.

² American Heritage Dictionary

³ A “ghetto” is defined as a section of a city occupied by a minority group who live there because of social, economic, or legal pressure. (The American heritage Dictionary, 3rd Edition).

⁴ Flamm, 2005

Curriculum Unit
Title

Civil Rights and Civil Unrest, the Road to Equality in the Streets of America

Author

Christine Freeman Shaub

KEY LEARNING, ENDURING UNDERSTANDING, ETC.

Task No. 1.3 Students will identify citizen rights protected under the Bill of Rights, especially relating to the first, fourth, fifth, sixth, eighth and thirteenth Amendments.

ESSENTIAL QUESTION(S) for the UNIT

How was civil rights movement affected by riots and civil unrest in America?

CONCEPT A

The Civil Rights Movement

CONCEPT B

Civil Rights Through Nonviolence

CONCEPT C

Civil Rights through Violence Riots and Civil Unrest

ESSENTIAL QUESTIONS A

What is the Civil Rights Movement?

ESSENTIAL QUESTIONS B

How was non-violence a factor in the civil rights movement?

ESSENTIAL QUESTIONS C

How did violence and civil unrest impact the civil rights movement?

VOCABULARY A

Civil rights, Civil Rights Act of 1964, equality, injustice, Omnibus Crime Control and Safe Street Act of 1968, (LEAA) Law Enforcement Assistance Act, (OLEA) Office of Law Enforcement Assistance

VOCABULARY A

Dr. Martin Luther King, Jr., Brown v. Board of Education, Emancipation Proclamation, *Plessy v. Ferguson*, (NAACP) National Association for the Advancement of Colored People, segregation, race, discrimination

VOCABULARY A

Civil unrest, civil disobedience, riots, looting, Malcolm X, Stokely Carmichael, Black Panther Party, police brutality

ADDITIONAL INFORMATION/MATERIAL/TEXT/FILM/RESOURCES

- 1) The following link will direct you to a website by ABC News that includes many videos, the full speech, blog and more:
<http://abcnews.go.com/Politics/martin-luther-kings-speech-dream-full-text/story?id=14358231>
- 2) The Professor Fredrickson's video [reading and footage for *Letters from the Birmingham Jail*] can be found at <http://www.youtube.com/watch?v=s5Y-64GJT8E>
- 3) Malcolm X – Mini Bio" please see the following link <http://www.youtube.com/watch?v=9a3hT8f6Kkk>).