

ABA YLD 2009-2010 Public Service Project
They Had a Dream Too: Young Leaders of the Civil Rights Movement
National History Standards

They Had a Dream Too

Era 9, Standard 4A – Explain the origins of the postwar civil rights movement and the role of the NAACP in the legal assault on segregation.

Era 9, Standard 4A – Evaluate the Warren Court’s reasoning in *Brown v Board of Education* and its significance in advancing civil rights.

Era 9, Standard 4A – Explain the resistance to civil rights in the South between 1954 and 1965.

Era 9, Standard 4A – Evaluate the agendas, strategies, and effectiveness of various African Americans, Asian Americans, Latino Americans, and Native Americans, as well as the disabled, in the quest for civil rights and equal opportunities.

Era 9, Standard 4A – Assess the reasons for and effectiveness of the escalation from civil disobedience to more radical protest in the civil rights movement.

Vote America

Era 7, Standard 3A – Analyze how the emergence of the “New Woman” challenged Victorian values.

Era 7, Standard 3D – Assess the effects of woman suffrage on politics.

Era 9, Standard 4A – Explain the resistance to civil rights in the South between 1954 and 1965.

Era 9, Standard 4A – Evaluate the agendas, strategies, and effectiveness of various African Americans, Asian Americans, Latino Americans, and Native Americans, as well as the disabled, in the quest for civil rights and equal opportunities.

Era 9, Standard 4A – Assess the reasons for and effectiveness of the escalation from civil disobedience to more radical protest in the civil rights movement.

Era 9, Standard 4C – Explain the Supreme Court’s reasoning in establishing the “one man, one vote” principle.

They Had a Dream Too and Vote America

National Civics Standards –

Standard 5 B2

Political rights. Students should be able to evaluate, take, and defend positions on issues regarding political rights.

To achieve this standard, students should be able to

- explain the meaning of political rights as distinguished from personal rights, e.g., the right of free speech for political discussion as distinct from the right of free speech for expression of one’s personal tastes and interests, or the right to register to vote as distinct from the right to live where one chooses
- identify the major documentary statements of political rights--the Declaration of Independence, the Northwest Ordinance, the United States Constitution including the Bill of Rights, state constitutions and bills of rights, civil rights legislation, court decisions
- explain the importance to the individual and society of such political rights as freedom of speech, press, assembly, petition
right to vote and run for public office

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- explain how political rights are secured by constitutional government and by such means as the rule of law, checks and balances, an independent judiciary, and a vigilant citizenry
- evaluate contemporary issues that involve political rights, e.g., proportional voting, "hate speech," access to classified information, changing the boundaries of congressional and state legislative districts

Standard 5C

Civic responsibilities. Students should be able to evaluate, take, and defend positions on issues regarding civic responsibilities of citizens in American constitutional democracy.

To achieve this standard, students should be able to

- evaluate the importance of each citizen reflecting on, criticizing, and reaffirming basic constitutional principles
- evaluate the importance for the individual and society of
 1. obeying the law being informed and attentive to public issues
 2. monitoring the adherence of political leaders and governmental agencies to constitutional principles and taking appropriate action if that adherence is lacking
 3. assuming leadership when appropriate
 4. paying taxes
 5. registering to vote and voting knowledgeably on candidates and issues
 6. serving as a juror
 7. serving in the armed forces
 8. performing public service
- evaluate whether and when their obligations as citizens require that their personal desires and interests be subordinated to the public good
- evaluate whether and when moral obligations or constitutional principles require one to refuse to assume certain civic responsibilities

Standard 5E

Forms of political participation. Students should be able to evaluate, take, and defend positions about the means that citizens should use to monitor and influence the formation and implementation of public policy.

To achieve this standard, students should be able to

- describe the many ways citizens can participate in the political process at local, state, and national levels
- describe historical and current examples of citizen movements seeking to expand liberty, to insure the equal rights of all citizens, and/or to realize other values fundamental to American constitutional democracy, such as the suffrage and civil rights movements
- explain what civil disobedience is, how it differs from other forms of protest, what its consequences might be, and evaluate the circumstances under which it might be justified
- evaluate the importance of voting as a form of political participation
- evaluate the usefulness of other forms of political participation in influencing public policy, e.g., attending political and governmental meetings, filing a legal challenge, demonstrating, contacting public officials, working in campaigns, contributing money to political parties or causes, writing letters, boycotting, community organizing, petitioning, picketing, expressing opinions on talk shows, running for political office