

Truman's Civil Rights Lesson Procedures

Was Truman influenced by moral, public opinion, national interests, or political advice to address Civil Rights issues?



Lesson Procedures

1. **Step 1** - Hook
 - a. Display three pictures relating to segregation in the U.S. military. The photos are saved in the Original Documents Folder and titled "2 Student Hook images".
 - b. Invite students to make a list of in their Social Studies spiral or on a piece of paper.
 - i. What do you notice about the pictures?
 - ii. What is different about the two pictures?
 - iii. What questions do you have about the pictures?
 - c. Discuss with a partner, and then discuss the pictures as a class. Make a list of their observations and the questions that the students have on the board, chart papers, or SMARTboard.
2. **Step 2** - Background
 - i. Students "cold" read the background essay once to get a general idea about the topic.
 - ii. Teacher reads the essay aloud to the students and leads a discussion about the key information in the essay.
 - iii. Show two videos of Truman, background and constitution. Video clips are approximately 90 seconds each (saved as "background" and "constitution"). Background video should be shown first followed by Constitution video. Consider showing each video twice (as fits the needs of your students).
3. **Step 3** - Essential Question -**Was Truman influenced by moral, public opinion, national interests, or political advice to address Civil Rights issues?** Discuss the essential question and explain the terms used in the question (moral, political, national interest, political advice). Discuss how people are motivated by different things when they make important decisions. Perhaps relate a decision that you had to make and what motivated you to make that decision. If time allows students could share a decision that they had to make and what motivated them to make that decision.

4. **Step 4** - Sources (suggest that documents be handed out individually and not as a packet).
 - a. Give students Source 1 - Point out to students the sourcing information. Give students time to read the source. Teacher should then model how to annotate the source using the following code: M=moral, PO = public opinion, NI = national interests, PA= political advice. (Suggest that students highlight small sections of strong text to support the influences).
 - b. Students should then look at the rest of the sources, annotating using the same code, highlighting, and annotating. Source 2 is rather long. Students should pay particular attention to paragraphs 4 and 5.
 - c. **NAACP Audio File clip:** Source 5 (approximately 3 minutes). Reminder: this is an excerpt from a longer speech. Copies of Truman's revisions for the speech are included, although not recommended to be copied for students. Suggest teacher show on overhead, document camera, or SMART board to follow along.
5. **Step 5** - Graphic organizer -
 - a. After reading all sources students should complete the graphic organizer which is found in the Original Documents folder (titled President Truman and Civil Rights).
 - b. Optional, consider using the ["They say, I say" template](#) which supplies students with language to help narrow down their own thinking.
6. **Step 6** - Group discussion - hold a class discussion about the essential question. Discussion could be held in different ways:
 - a. Divide students into small groups and let them compare their graphic organizers. Let each student defend their answer to the essential questions using text based evidence.
 - b. Label the four walls of the classroom with the four motivations (moral, national interests, political advice, public opinion) discussed in the essential question. Have students go to the wall that they believe was the MOST influential in Truman decision making. Then, students can discuss their reasons for moving to that wall.
7. **Step 7 (Student Outcome)** -
 - a. Write a claim- Students should write a claim addressing the essential question, using text based support from multiple sources as evidence. Students should cite sources used. At the end of this step students should have the information they need to write a thesis or a claim. There are many resources available to help students construct this statement so use the strategy you like best or consider [this strategy](#). Even if the ultimate product of learning may not be a writing activity, the thesis should still be written to guide what students say or produce related to the question.
 - b. . As a formative assessment the claim could be evaluated using the following rubric.

Rubric

| | 0 | 1- Below Basic | 2- Basic | 3- Proficient | 4- Advanced |
|--------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| P= Your main idea | Is not able to demonstrate any part of this task. | Can create a claim only with guidance from the instructor. | Creates an appropriate claim on a topic but is not able to introduce or give further explanation to the idea. | Clearly introduces and stakes out a position on the topic. | Clearly introduces the range of possible answers on a topic while staking out a clear position that can be supported with evidence. |
| E= Evidence you have to support your main idea. | Is not able to demonstrate any part of this task. | Includes generalizations or other ideas not aligned to the prompt | Generally alludes to evidence but does not cite it, or draws from only one account; | Refers to relevant and accurate evidence from more than one source and links it directly to specific accounts, mentioning the accounts by name. | Seamlessly integrates evidence from multiple sources by accurately summarizing details and using source information to establish its relevance. |
| E= Evaluation and Explanation of your evidence | Is not able to demonstrate any part of this task. | Distinguishes or sorts between evidence that is/ is not relevant to answering a question or explaining a point of view. | With minor errors explains how evidence is relevant to the question or point of view of the paragraph. | Accurately explains the significance of the evidence used to answer the question. | Accurately explains the significance of evidence used and evaluates the reliability or utility of the available sources. |
| L= Link to context/content | Is not able to demonstrate any part of this task. | Provides a conclusion that is confused or is not relevant to the evidence. | Provides a general conclusion sentence that summarizes the main point of with no specific link to the point. | Links the back to the original point by summarizing how the evidence supports the main idea. | Links back to the original point by both placing the evidence within historical context and by summarizing how the evidence supports the main idea. |

Additional Student Outcomes:

1. Allow students to use the [RAFT format](#), guiding them to select some or all of the following variables for student writing: Role, Audience, Format, Topic. Example:
 - a. Students becomes the reporter(role), writing an opinion article (F), for the KC Star (A), addressing Truman's Civil Rights Program (T).
2. Direct students to write an argumentative essay based on the guiding question.
3. Ask students to evaluate the documents provided in the activity, ranking the usefulness of each in answering the guided question.
4. Have students research to discover additional details about the people involved in Truman's life, and then report to class.
5. Facilitate a more open socratic seminar using framing questions to allow students to share their thinking on the topic. Consider using [thinking stems](#) to provide students with language to help focus their comments and questions.
6. Students should create a visual presentation covering what they have learned.