

LESSON PLAN #3

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NORTHWEST ARKANSAS
Education Service Cooperative

1. Descriptive Data

Teacher: _____
Subject Area: Civics/AR History
Unit Title: U.S. Constitution/Civics

Date: _____
Grade Level: 7th-12th
Lesson Title: Challenging the 1st Amendment

2. Standards, Goals, & Objectives (National Middle School Association Standards 1, 2, 3, 4, & 5)

Standards (list local, state, or national standards which will be met upon completion of this lesson):

Lesson Goal(s):

- Engage students in lively analysis and discussion of current civil rights issues and ongoing First Amendment freedom of speech rights of student athletes
- Challenge students to understand another person's point of view

Lesson Objective(s):

Civics

PD.3.C.1: Evaluate rights and responsibilities of citizens in the United States.

PD.4.C.3: Examine the amendments to the U.S. Constitution in order to determine how the roles of citizens and the federal and state governments have changed over time (e.g., Bill of Rights, incorporation of states' rights into government, interpretation, due process, voting rights)

PD.4.C.7: Construct arguments analyzing citizens' rights protected by the U.S. Constitution and constitutional amendments using multiple sources

AR History (7/8th Grade)

H.7.AH.7-8.8: Analyze social, economic, and political effects of the Civil Rights Movement on various regions in Arkansas from multiple perspectives (e.g., integration, state legislation)

AR History (9-12th Grade)

Era5.5.AH.9-12.4: Analyze the social, economic, and political effects of the Civil Rights Movement in various regions of Arkansas using *primary* and *secondary sources* from multiple perspectives (e.g., segregation; voting; integration of Fayetteville, Hoxie, and Little Rock School Districts; federal and state legislation)

Era6.6.AH.9-12.4: Analyze ways that Arkansans addressed a variety of public issues by using or challenging local, state, national, and international laws

African-American History (9-12)

IE.6.AAH.2: Examine the various influences of African Americans on social change using *primary* and *secondary sources* from multiple perspectives (e.g., migration, feminism, military, social organizations)

JU.7.AAH.2: Identify unresolved social, economic, and political challenges for African American men and women from 1970 to the present using a variety of sources representing multiple perspectives

3. Procedure

Grouping for lesson: X whole group X small group individual

(5-10 minutes) **SET:**

- (1) Ask the class: “Since 2016, why have NFL players been taking a knee during the playing of the National Anthem? Why are their actions controversial? Are their actions supported by the Bill of Rights?”
- (2) Athletes protesting what they believe is an infringement on civil rights is not a recent event. There was a similar incident in 1969 involving an Arkansan at the University of Wyoming- Read Chapter 5 beginning on page 43.

(30-40 minutes) **Activity:**

- (1) As a class, review Chapter 5 “The Pine Bluff Native Whose Protest Rocked the College Football World” from *African-American Athletes in Arkansas* by Evin Demirel.
→ Students can be assigned this as homework the day before or can be read aloud in class/small groups together. Ask a few students to summarize the events of Chapter 5.
- (2) Answer the following questions (Try breaking up students into pairs or small groups)
 - a. “Who is the Pine Bluff native who played defensive back for the U. of Wyoming and was one of the focal points of this chapter? (A: *Ivie Moore*)
 - b. What were the fourteen black UW players showing support for by wearing black armbands? (A: *Show support for Black Student Alliance’s protest against the BYU and the Mormon Church for not allowing African Americans into the priesthood and for taunting black athletes the year before with racial epithets.*)
 - c. What was the name of the UW head football coach ~~was~~ the author described as “militaristic?” (A: *Lloyd Eaton.*) Why did the author describe him as militaristic?
 - d. What parallels to the controversy today do you see? (A: *Answers will vary.*) List several.
 - e. What ultimately happened to the “Black 14” who wore black armbands in protest? (A: *They were dismissed from the football team; they were berated by the head coach; The NAACP filed a lawsuit but they were never reinstated nor received any damages for violation of their civil rights.*)
 - f. Do you agree with the actions taken by the University of Wyoming? Why or why not? (A: *Answers will vary*) Support your opinion with evidence from the text(s) provided including the Bill of Rights.
 - g. When did BYU include the first black player on its football team? (A: *1970*)
 - h. When did the Mormon Church lift its ban on blacks in the priesthood? (A: *1978*)
 - i. What happened to Ivie Moore after he was let go from the football team? (A: *He briefly played minor league pro football; He returned to Arkansas; He went to jail briefly; He’s currently living in Pine Bluff.*)
 - j. Answer the following questions in small groups to assess ways in which the First Amendment applies to the 1969 University of Wyoming case.
 - k. What is the purpose of the First Amendment to the U.S. Constitution? (A: *Freedom of Religion, Speech, Press, Petition, & Assembly*) If Lesson 2 has already been completed, refer students back to their responses from that lesson.
 - l. Either in-class or through a homework assignment, introduce a summary of the Supreme Court case *Tinker v. Des Moines*. It is available here:

<https://billofrightsinstitute.org/educate/educator-resources/lessons-plans/landmark-supreme-court-cases-lessons/tinker-v-des-moines-1969/>

- m. Explain how the actions of the “Black 14” were any different than those taken by the five white students in Iowa that led to *Tinker v. Des Moines*. (A: Both groups wore black arm bands to protest; both were told not to but did it anyway; the *Tinker* case occurred in 1966; the SCOTUS case ruled in *Tinkers’* favor in early 1969, even though the Black 14 protests occurred in October of 1969; the *Tinker* case occurred in elementary/high schools whereas the Black 14 happened on a college campus; both were on public, education schools.)
- n. In a small group, discuss the role of politics in public sports. Some could argue that sports should be politically-free as it is primarily a means of entertainment or take the opposing position. Should athletes be allowed to use their positions to advocate for/against public policy? (These could be used as a debate activity or argumentative essay prompt.)

(10-15 minutes) **Closure:** Have students report back and share their responses composed in small groups with the larger class for analysis and further discussion.

4. Assessment of Student Learning

Teacher observation, student feedback, & questions & answers

5. Modifications for special needs and/or gifted

Group/Class activity, reading prompts aloud as a class, cooperative learning, optional opportunity for lesson extension and/or reflection.

6. Materials & Equipment Needed

-Book: *African-American Athletes in Arkansas: Muhammad Ali’s Tour, Black Razorbacks, & Other Forgotten Stories* by Evin Demirel (ISBN: 978-0-9990083-1-7)

→An electronic copy of chapter 5 is available online by clicking this link:

<http://www.thesportsseer.com/2015/01/13/the-pine-bluff-native-whose-protest-rocked-the-college-football-world-part-1/>

7. Lesson Extension & Reflection

Students could write a journal reflection as a member of the Black 14 in the fall of 1969.

Encourage students to think about the historical context of what else was happening in the U.S. during that time, including mentioning *Tinker v. Des Moines* and how their constitutional rights did not stop at the gates of the school. They could even have a reflection from this line from the *Tinker* case, and how it applies to their lives today: "It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate."