

MAJOR DOCUMENTS (60%) 4/16

Content	1
Sequence	2
Depth	0
Connections	1

SUPPORTING RESOURCES (40%) 0/12

Comprehensive	0
Promote Historical Thinking	0
Access and Presentation	0

F

15%

MICHIGAN

MAJOR DOCUMENTS

Michigan has content standards and more detailed learning benchmarks and covers civil rights in high school only.

ELEMENTARY AND MIDDLE SCHOOL

There are no specific requirements for teaching about the civil rights movement at this level.

HIGH SCHOOL

U.S. History and Geography: The civil rights movement is the third of three major topics included in a unit that covers the post-World War II era until 1989. The specific standards are:

- Civil rights in the post-WWII era: Examine and analyze the civil rights movement using key events, people and organizations.
- Civil rights movement: Analyze the key events, ideals, documents and organizations in the struggle for civil rights by African Americans including: the impact of WWII and the Cold War (e.g., racial and gender integration of the military), Supreme Court decisions and governmental actions (e.g., *Brown v. Board*, Civil Rights Act of 1957, Little Rock school desegregation, Civil Rights Act of 1964 and Voting Rights Act of 1965); protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott, March on Washington, Freedom Rides, NAACP, SCLC, SNCC, Nation of Islam and Black Panthers; resistance to civil rights).
- Ideals of the civil rights movement: Compare and contrast the ideas in Martin Luther King Jr.'s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls resolution and the Gettysburg Address.
- Civil rights expanded: Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	13%	Martin Luther King Jr.
Groups	67%	SCLC, SNCC
Events	58%	1964 Civil Rights Act, 1965 Voting Rights Act, <i>Brown</i> , Montgomery Bus Boycott, Freedom Rides, Little Rock, March on Washington
History	14%	Armed forces desegregation
Opposition	25%	White resistance
Tactics	14%	Black Power
Content	34%	

American Indians, Latinos/Latinas, new immigrants, people with disabilities and gays and lesbians.

- Tensions and reactions to poverty and civil rights: Analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with at least one other American city (e.g., Los Angeles, Cleveland, Chicago, Atlanta or Newark).

SUPPORTING RESOURCES

The Michigan Department of Education does not provide teaching resources for any curriculum areas. Upon request, they do provide connections to content-specific organizations in Michigan. Their social studies consultant has recently established a committee to gather and promote resources on the civil rights movement.

EVALUATION

Although Michigan does expect students to study several dimensions of the civil rights movement, the standards still fall far short of a comprehensive picture of one of American history's most important events. Suggested content does include a variety of significant events and key groups but does not provide the kind of historical context and study of opposition that students need to fully understand the movement.

It is encouraging that Michigan plans to fill its current gap in resources for teachers working to educate students about the civil rights movement. •