

Juanita J. Craft Civil Rights House Interactive Elementary Curriculum

SUITABLE FOR 3RD TO 5TH GRADE

KIRBE D. JONES FOR THE CITY OF DALLAS OFFICE OF ARTS AND CULTURE

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JUANITA J. CRAFT CIVIL RIGHTS HOUSE CURRICULUM

INTRODUCTION

Welcome to the Juanita Craft House's interactive curriculum, designed specifically for 3rd-5th grade classrooms. Through these activities, students will explore the life and legacy of Juanita Craft, a prominent civil rights activist and community organizer who lived and worked in Dallas. This guide will incorporate topics from Texas and national history, government, and citizenship in a series of curriculum-aligned hands-on activities that will enhance the experience of visiting the Juanita J Craft Civil Rights House. Following this introduction, you will find subsections for each grade level which include a curriculum outline, detailed instructions for the included educational activities, printable worksheets ready to use in your classroom, and a list of TEKS addressed by the provided activities. Through this curriculum, students will learn more about Juanita Craft's background and explore the skills that she used as an activist and community organizer to influence local culture and effect change in her community.

Tour Information:

Open Tuesday – Saturday with guided tours at 12 Noon, 2 p.m. and 4 p.m.

Large groups touring the Craft House will be divided into clusters of 15.

Address: 2618 Warren Avenue Dallas, TX 75215

For more information call 214-670-8637

BIOGRAPHY OF JUANITA CRAFT

Born in Round Rock, Texas, February 9, 1902, Juanita Jewel Shanks was the granddaughter of slaves. Her parents, Elizabeth Balfour Shanks and David Sylvestus, were both schoolteachers who valued education above all else. When she was sixteen, her mother was denied treatment at a San Angelo hospital due to her race and died of tuberculosis. After her mother's death, Craft moved to Columbus, Texas, to live with her father and complete high school.

Craft graduated high school in 1919 and enrolled at Prairie View A&M to study sewing and hat making. After two years she moved to Austin, Texas, where she graduated from Samuel Houston College with her teaching certificate. During this time, she entered into a short-lived marriage with a childhood friend, Charles Langham. They divorced in 1925, the same year that Craft would establish herself in Dallas.



Despite her college education, Craft struggled to find employment in Dallas. Finally, she took a job as a bell maid at the Adolphus Hotel. She met salesman Johnnie Edward Craft during this time and would marry him in 1937.

Joining the National Association for the Advancement of Colored People (N.A.A.C.P.), began Juanita Craft's life-long fight for desegregation and equality in earnest. Starting as a general member in 1935, she went on to hold many jobs for the N.A.A.C.P: Dallas membership chairperson (1942), Texas N.A.A.C.P Field Organizer and Dallas N.A.A.C.P. Youth Advisor (1946). Over eleven years, Craft helped organize 182 branches of the N.A.A.C.P. and the success of her Youth Council was modeled nationwide.

Juanita Craft sponsored many of the civil rights campaigns in Dallas. Widowed in 1950, she refused to be cloistered and turned her home into a hub for strategic planning and training of protest participants. In 1952 Craft was elected Democratic Precinct Chairman, a role that she would hold for 23 years even as she continued her activism. Craft and her compatriots used picket lines and other forms of protest to pressure segregated lunch counters, restaurants, and theaters to open their doors to Black customers. In 1955 she organized a protest against the State Fair of Texas. The State Fair had a policy of only allowing Black people to attend the fair on "Negro Achievement Day." Craft and other picketers returned year after year, to protest the segregation. The State Fair fully integrated in 1967.

In 1968, Craft was the first Black person to receive the Linz Award from the City of Dallas. She was given the award in recognition of her work exposing trade schools that took money from Black students luring them to Dallas only to leave

them homeless and without the jobs they were promised. At age 73 Juanita Craft ran and won the seat for place 6 in a special election.

When asked if her age would make the job too hard for her, she always said "Don't criticize me because God blessed me with years." Her main concerns for the district included the clean-up of deteriorating houses, vacant lots, and the revitalization of downtown. She resisted the politics of "special interest groups" focusing instead on improving Dallas holistically. In 1977, fifty-two years after she was first hired there, Juanita Craft returned to the Adolphus Hotel to announce her run for re-election as city council representative place 6. She won that second term.

Note to Instructor: This biography can be used as a handout for students.

THIRD GRADE CURRICULUM

CURRICULUM OUTLINE

THEME:

Juanita Craft and the Values of Citizenship

OBJECTIVE:

Students will be able to describe the principles of citizenship and the values of civil society that drove Juanita Craft and other activists to act against the harmful policies of local governments.

VOCABULARY:

- Bill of Rights
- Amendment
 - 13th Amendment
 - 14th Amendment
 - 15th Amendment
- Consent of the Governed
- Voting Rights
- Civil Rights
- Civil Liberties
- Poll Tax
- Jim Crow Laws
- Discrimination
- Equality

ACTIVITIES

A tour of the Juanita Craft House exhibits offers students a unique opportunity to explore the life and legacy of a civil rights activist and community organizer who fought tirelessly for social justice and equality. Through a guided tour of the exhibits, students will engage with primary and secondary source artifacts, including photographs, letters, and news articles, which highlight the most impactful moments of Craft's career. The museum further enhances student learning by incorporating the arts in supplementary activities, such as designing a protest sign, to reinforce participants' understanding of societal injustice and the means by which oppressive systems were dismantled. After completing the activities, students can reflect on their increased understanding of Juanita Craft's identity, impact, and ongoing legacy, as well as social studies topics such as history, economics, government, and citizenship.

Beyond experiencing the Juanita Craft House exhibits in person, our resources can be leveraged to create a robust understanding of recent history, government, and citizenship values. These classroom

activities will deepen and reinforce the knowledge students gain from examining the exhibits or can even be utilized in lieu of a traditional visit.

- Oral History
 - Utilizing interviews from the Library of Juanita Craft, students will take notes and participate in a discussion about the significance of seeing information conveyed orally by the participants of historic events. This activity emphasizes history from a variety of perspectives.
- Vocabulary Reinforcement
 - Students will use the included puzzles to reinforce their awareness of the critical terms above.
- Creative Timeline
 - Students will work collaboratively to create a timeline that addresses significant moments during Juanita Craft's lifetime. Students should be encouraged to make the timeline meaningful to them including cultural and personal touchstone events that emphasize the human scale of history.
- Roleplay the Movement
 - Students will review and discuss tactics used during the Civil Rights Movement, before breaking into small groups to evaluate an assigned scenario. Students will work collaboratively to formulate a strategy to address their scenario.

TEKS REFERENCE

The Curriculum focuses on social studies TEKS focusing on history and citizenship for children in the 3rd Grade, specifically standards: 2A-C, 3A-C, and 12A-C.

ESSENTIAL QUESTIONS

1. What does it mean to be a citizen?
2. What are some ways that citizens can participate in their government?
3. What are some examples of rights that citizens have in the United States?
4. Can you name any leaders who have fought for equal rights for all people?
5. Why is it important for all citizens to have equal rights?

EVALUATION AND ASSESSMENT

Students will be able to demonstrate that they can:

- Identify the values that lead Juanita Craft and her notable contemporaries to act out against their government.

- Describe various methods used by Juanita Craft and her contemporaries to effect social change.
- Explain how national legislation or court rulings can change state and local laws.

ORAL HISTORY

OBJECTIVE

Students will understand the value of oral histories and the importance of documenting events in a variety of perspectives by extracting information from recordings of Juanita Craft.

HOOK

What can we learn from the personal stories and perspectives of those who lived through the Civil Rights Movement, like Juanita Craft?

SUPPLIES

- Video or audio recordings of interviews with Juanita Craft and other individuals impacted by the Civil Rights Movement in Texas.
 - Worksheets with questions to guide notetaking during the interviews.
-

PROCEDURE

1. Provide the students with background information about oral histories.
2. Show an interview with Juanita Craft and ask the students to observe and describe what they see.
3. Distribute a worksheet about oral histories and ask the students to complete it.
4. Facilitate a class discussion about the importance of oral histories in preserving historical events.

ORAL HISTORY NOTES

Presenter:	
Topic:	
Key Message: (summarize the key message or theme of the presentation)	
1st point:	
2nd point:	
3rd point:	
Important vocabulary: (include list of key vocabulary referenced; if you do not know the term(s), look up and add a definition for the word(s))	
Questions (include any questions you have remaining after the presentation)	

VOCABULARY REINFORCEMENT

OBJECTIVE

Students will be able to recognize and understand key terms related to the Civil Rights Movement and Government.

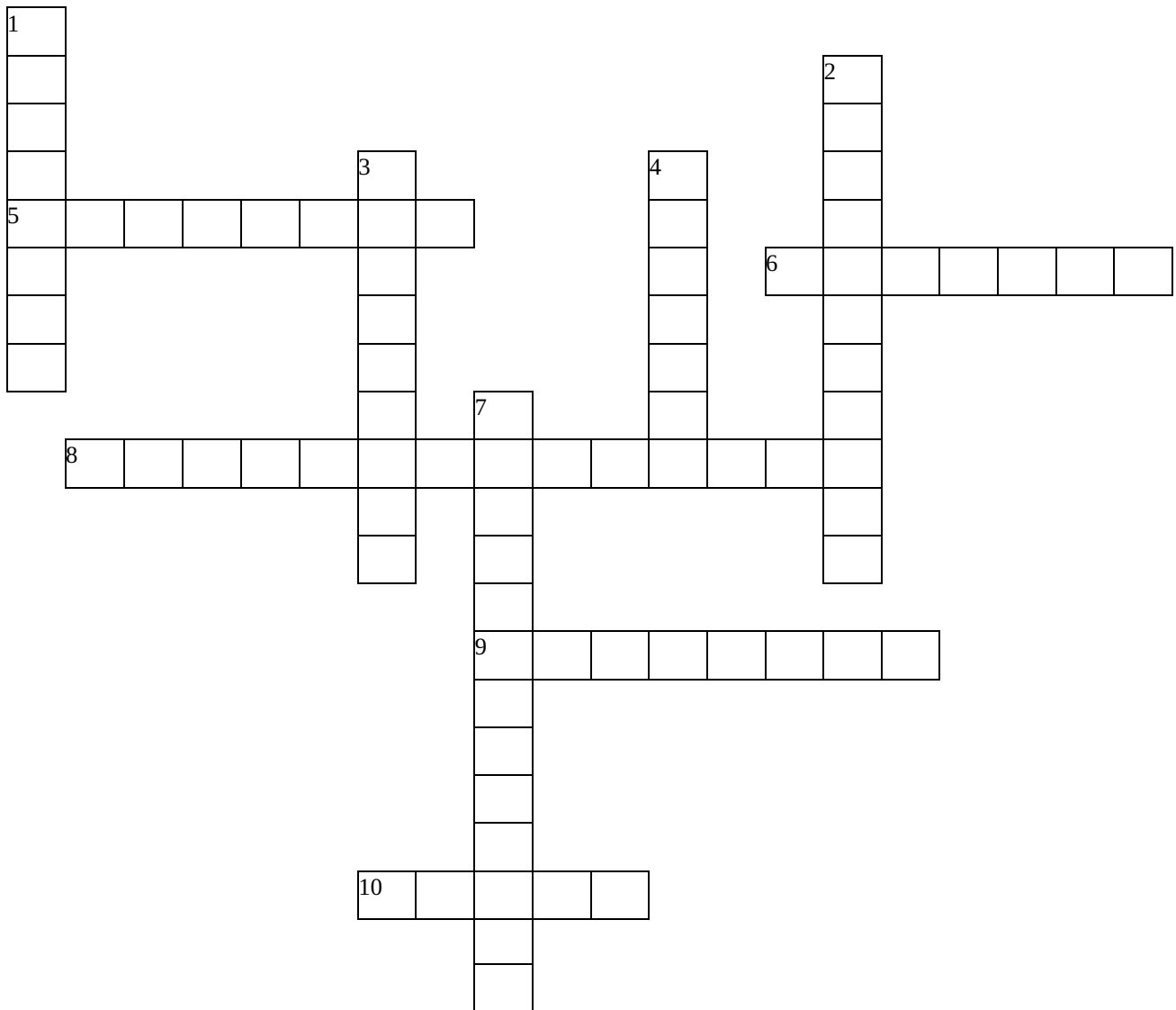
SUPPLIES

- Printed copies of the following Worksheets for each student.
-

PROCEDURE

1. Review Critical Vocabulary with students. Identifying why these terms are important to our democratic ideology and method of governance.
2. Provide Students with printed copies of worksheets for independent reinforcement of the terms.

Civil Rights Crossword



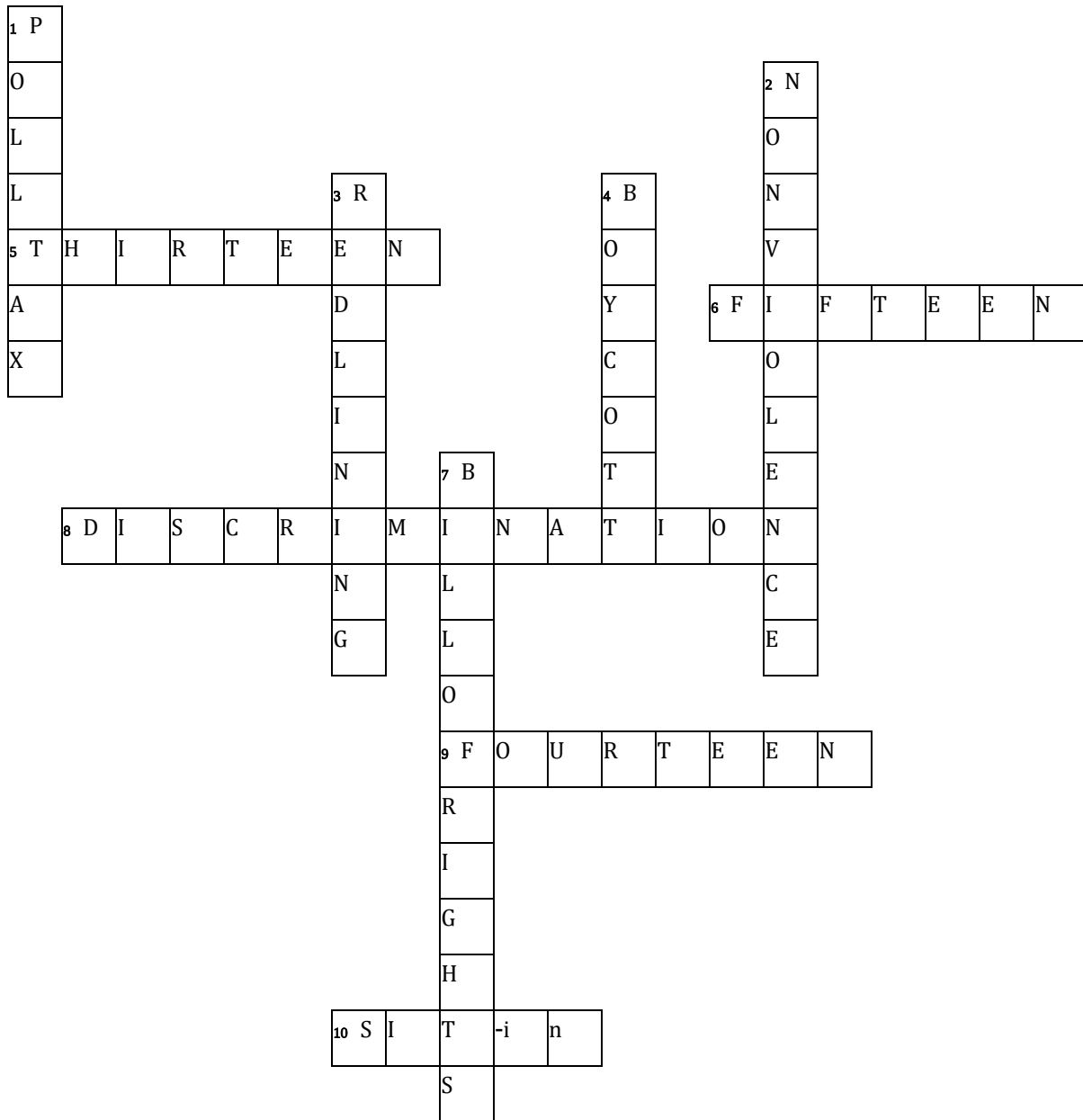
Across

- 5. Amendment that outlawed slavery
- 6. Amendment that prohibits denying the right to vote based on race
- 8. Treating someone differently based on their race or ethnicity
- 9. Amendment that granted citizenship to all people born or naturalized in the United States
- 10. Form of protest, People refusing to leave until demands are met

Down

- 1. Fees required before vote could be counted
- 2. Philosophy of political change that refuses to use methods that may intentionally cause harm or destruction
- 3. Governments and lenders denying Black people the right to move into desirable areas
- 4. Form of protest, People refusing the goods and services of an organization
- 7. First ten amendments to the Constitution of the United States

3rd Grade Civil Rights Crosswords Answers



CIVIL RIGHTS

L W A H R E L A G O V E R N H
 E K I P O L L T A X E R I O S
 G U W D M K N I Z S P H G I L
 I G S O T A M E N D M E N T M
 S O I S E M D G C O A I A A X
 L V S E W C L I I U R K B N S
 A P E G O R N K V P C L C M E
 T L L R U P L E I E H P P I C
 I K C E A R F C L T R J H R I
 O N M G J N M R K O T O B C T
 N Q E A I E N I W E I W G S S
 F U N T U D O G O Z G V R I U
 M R I I N L I H R I O U N D J
 E S B O Y C O T T A P D E O L
 X G P N T U W S C I T I Z E N

AMENDMENT
 BOYCOTT
 CITIZEN
 CIVIL
 DISCRIMINATION
 INTEGRATION
 GOVERN

JUSTICE
 MARCH
 LEGISLATION
 NONVIOLENCE
 POLL TAX
 PROTEST
 RIGHTS

SEGREGATION
 SIT-IN

CIVIL RIGHTS KEY

L								G	O	V	E	R	N	
E			P	O	L	L	T	A	X				O	
G													I	
I					A	M	E	N	D	M	E	N	T	
S			S	E				C		A			A	
L			E		C			I		R			N	
A			G			N		V		C			M	E
T			R				E	I		H			I	C
I			E					L					R	I
O			G		N		R		O				C	T
N			A	I			I			I			S	S
			T				G				V		I	U
		I	I				H					N	D	J
	S	B	O	Y	C	O	T	T					O	
			N				S	C	I	T	I	Z	E	N

CREATIVE TIMELINE

OBJECTIVE

Create a group or class timeline spanning Juanita Craft's lifetime, 1902 to 1985, which includes dates relevant to the expansion of civil rights and culturally significant milestones to form a memorable human timescale to history.

HOOK

What are some significant changes in American culture that happened between the turn of the century and the mid 1980s?

SUPPLIES

- Large sheets of paper or poster board
- Markers, colored pencils, or crayons
- Magazines or newspapers for collages (optional)
- Glue or tape (optional)

PROCEDURE

1. Review the important events in Juanita Craft's life and the Civil Rights Movement in Texas and the United States during her lifetime. You can use the timeline included in the appendixes to provide a list of key events and dates for students to work with.
2. Divide students into small groups. Groups can focus on a decade within Craft's lifetime. Have each group research and discuss the important cultural, social, and historical events that occurred during their assigned decade.
3. Using large sheets of paper or poster board, each group should create a timeline that includes key events from their assigned decade.
 - a. Encourage students to use symbols and graphics to represent the events on their timeline, and to be creative and expressive in their approach.
 - b. Encourage students to identify and incorporate events that they find personally interesting. In 1911 the first film studio opened in Hollywood; 1941 The first Captain America Comic was published; 1969 Apollo 11 landed on the Moon.
4. Once the timelines are complete, have each group share their work with the rest of the class and explain the connections they made between the events of their assigned decade and Juanita Craft's life and legacy.

It is important to introduce the scale of human lifetimes into historical events when talking to children. In order to engage students, look for events that may be personally impactful to include on the timeline, how many of their favorite media franchises got their start during Craft's lifetime. If you find success with this activity it is easy to expand it through time by looking at the lives of individuals with overlapping lifetimes.

ROLEPLAY THE MOVEMENT

OBJECTIVE

Students will work collaboratively to develop and present a strategy for confronting a historically relevant instance of discrimination. This will reinforce their understanding of different forms of protest and activism.

HOOK

What form of collective action is most effective in changing discriminatory practices?

SUPPLIES

- Scenario cards (one per group)
- Materials for creating visual aids, such as poster boards and markers.

PROCEDURE

1. Begin by reviewing different strategies and tactics of the Civil Rights Movement and discuss which students think were most effective. Appendix A is a useful list of tactics with relevant examples on which to instruct.
2. Divide students into small groups and provide each group with a scenario card. Each scenario describes a situation in which individuals are facing a form of discrimination common in the 1950s and 60s and their group must decide how to respond.
3. Have students work together to develop a plan of action for their assigned scenario, using the strategies and tactics of the Civil Rights Movement as a guide. Their plans should include: the type of protest and why it was chosen, a description of participants, and who the protest is appealing to in order to challenge the status quo.
4. Challenge students to think about who might disagree with them and how that opposition might manifest. Students should discuss anticipated backlash and how they will cope.
5. Encourage students to create visual aids, such as posters or diagrams, to help explain their proposed solution to their classmates.
6. Once each group has developed their plan, have them present it to the class, explaining their reasoning and the strategies and tactics they chose to employ.

ADDITIONAL RESOURCES

List of scenarios on following page. Print and distribute the scenarios at random. The included worksheet can be used to give students a more systematic approach to creating their plan of action.

SCENARIOS

You are a tenant in an apartment building that does not allow African Americans to use certain amenities, such as the swimming pool. How will you challenge these discriminatory policies?

You visit the local library, but the collection is segregated by race, and you are not allowed to check out books that are designated for the other race. How can you work to integrate the library and ensure equal access to books and resources?

Your family wants to eat at a local restaurant, but you will not be allowed to dine at the tables inside because of the color of your skin. How will you challenge this discriminatory policy?

You work in a grocery store, but you are paid less than white colleagues for doing the same job. How can you work to achieve fair pay and treatment in the workplace?

You are registered voters, but your ballots are not allowed to be cast until you pay a high tax. Other voters are exempt from this tax. What can you do to challenge this discriminatory requirement and ensure that your vote is counted?

Name: _____

Date: _____

PLAN FOR CHANGE

Answer the following questions about your protest.

Restate your situation?

What is your desired outcome?

What method of protest is best for your situation? Why?

Who will you recruit to participate in your protest?

Who do you need to influence in order to make a change?

INCORPORATED 3RD GRADE TEKS

(2) History. The student understands common characteristics of communities, past and present. The student is expected to:

- (A) identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being.
- (B) identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation; and
- (C) compare ways in which various other communities meet their needs.

(3) History. The student understands the concepts of time and chronology. The student is expected to:
revised August 2019

- (A) use vocabulary related to chronology, including past, present, and future times.
- (B) create and interpret timelines; and
- (C) apply the terms year, decade, and century to describe historical times

(12) Citizenship. The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to:

- (A) give examples of community changes that result from individual or group decisions.
- (B) identify examples of actions individuals and groups can take to improve the community; and
- (C) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.

FOURTH GRADE CURRICULUM

CURRICULUM OUTLINE

THEME

Juanita Craft, Post-Statehood Texas History and Civil Rights

OBJECTIVE

Examine the Civil Rights Movement from the perspective of Juanita Craft, a Texas citizen abused by government codification of discriminatory practices, who managed to overcome those challenges and improve her community.

TEKS REFERENCE

The TEKS for 4th Grade do not support the teaching of the Civil Rights Movement directly as a historical segment, or indirectly as a matter of understanding government and citizenship. Therefore the 4th Grade Curriculum is suggested as a review and reinforcement of 3rd grade learning.

ACTIVITIES

A tour of the Juanita Craft House exhibits offers students a unique opportunity to explore the life and legacy of a civil rights activist and community organizer who fought tirelessly for social justice and equality. Through a guided tour of the exhibits, students will engage with primary and secondary source artifacts, including photographs, letters, and news articles, which highlight the most impactful moments of Craft's career. The museum further enhances student learning by incorporating the arts in supplementary activities, such as designing a protest sign, to reinforce participants' understanding of societal injustice and the means by which oppressive systems were dismantled. After completing the activities, students can reflect on their increased understanding of Juanita Craft's identity, impact, and ongoing legacy, as well as social studies topics such as history, economics, government, and citizenship.

Beyond experiencing the Juanita Craft House exhibits in person, our resources can be leveraged to create a robust understanding of recent history, government, and citizenship values. Select one or more of these classroom activities to deepen and reinforce the knowledge students gain from examining the exhibits or can even be utilized in lieu of a traditional visit.

- Oral History
 - Utilizing interviews from Dallas Library of Juanita Craft, students will take notes and participate in a discussion about the significance of seeing information conveyed orally by the participants of historic events. This activity emphasizes the need to continuously preserve history from a variety of perspectives.
- Creative Timeline

- Students will work collaboratively to create a timeline that addresses significant moments during Juanita Craft's lifetime. Students should be encouraged to make the timeline meaningful to them including cultural and personal touchstone events that emphasize the human scale of history. Connect Mrs. Craft's lifetime to the lifetimes of other significant Texans for a fascinating view of the human scale of history.
- Roleplay the Movement
 - Students will review and discuss tactics used during the Civil Rights Movement, before breaking into small groups to evaluate an assigned scenario. Students will work collaboratively to formulate a strategy to address their scenario.
- Letter to Juanita Craft
 - Students will write a letter to Juanita Craft to reflect on everything they have learned about her work and legacy, giving them the opportunity to express their thoughts and feelings about the impact of her work on civil rights. Writing a letter provides a tangible way for students to connect with the history of the Civil Rights Movement and to recognize the important contributions of those who fought for social justice and equality.

ESSENTIAL QUESTIONS

1. What was daily life like for Black people in Texas during the 1960s?
2. Can you name any important events or protests that took place in Texas during the Civil Rights Movement?
3. Who were some of the key leaders in the Civil Rights Movement in Texas?
4. What role did the National Association for the Advancement of Colored People (NAACP) play in the Civil Rights Movement in Texas?
5. How did the Civil Rights Movement in Texas contribute to the larger national movement?

EVALUATION AND ASSESSMENT

Students will:

- Describe historical ways and means of discriminating against African Americans in Texas, and the negative impacts of those systems.
- Describe Juanita Craft's accomplishments both during and after the Civil Rights Movement of the 1960s.
- Draw parallels between the African American lead Civil Rights Movement and efforts from other groups to have a representative voice in their government.

ORAL HISTORY

OBJECTIVE

Students will understand the value of oral histories and the importance of documenting events in a variety of perspectives by extracting information from recordings of Juanita Craft.

HOOK

What can we learn from the personal stories and perspectives of those who lived through the Civil Rights Movement, like Juanita Craft?

SUPPLIES

- Video or audio recordings of interviews with Juanita Craft and other individuals impacted by the Civil Rights Movement in Texas.
 - Worksheets with questions to guide notetaking during the interviews.
-

PROCEDURE

1. Provide the students with background information about oral histories.
2. Show an interview with Juanita Craft and ask the students to observe and describe what they see.
3. Distribute a worksheet about oral histories and ask the students to complete it.
4. Facilitate a class discussion about the importance of oral histories in preserving historical events.

ORAL HISTORY NOTES

Presenter:	
Topic:	
Key Message: (summarize the key message or theme of the presentation)	
1st point:	
2nd point:	
3rd point:	
Important vocabulary: (include list of key vocabulary referenced; if you do not know the term(s), look up and add a definition for the word(s))	
Questions (include any questions you have remaining after the presentation)	

CREATIVE TIMELINE

OBJECTIVE

Create a group or class timeline spanning Juanita Craft's lifetime, 1902 to 1985, which includes dates relevant to the expansion of civil rights and culturally significant milestones to form a memorable human timescale to history.

HOOK

What are some significant changes in American culture that happened between the turn of the century and the mid 1980s?

SUPPLIES

- Large sheets of paper or poster board
- Markers, colored pencils, or crayons
- Magazines or newspapers for collages (optional)
- Glue or tape (optional)

PROCEDURE

1. Review the important events in Juanita Craft's life and the Civil Rights Movement in Texas and the United States during her lifetime. You can use the timeline included in the appendixes to provide a list of key events and dates for students to work with.
2. Divide students into small groups. Groups can focus on a decade within Craft's lifetime. Have each group research and discuss the important cultural, social, and historical events that occurred during their assigned decade.
3. Using large sheets of paper or poster board, each group should create a timeline that includes key events from their assigned decade.
 1. Encourage students to use symbols and graphics to represent the events on their timeline, and to be creative and expressive in their approach.
 2. Encourage students to identify and incorporate events that they find personally interesting.
In 1911 the first film studio opened in Hollywood; 1941 The first Captain America Comic was published; 1969 Apollo 11 landed on the Moon.
4. Once the timelines are complete, have each group share their work with the rest of the class and explain the connections they made between the events of their assigned decade and Juanita Craft's life and legacy.

It is important to introduce the scale of human lifetimes into historical events when talking to children. In order to engage students, look for events that may be personally impactful to include on the timeline, how many of their favorite media franchises got their start during Craft's lifetime. If you find success with this activity it is easy to expand it through time by looking at the lives of individuals with overlapping lifetimes.

ROLEPLAY THE MOVEMENT

OBJECTIVE

Students will work collaboratively to develop and present a strategy for confronting a historically relevant instance of discrimination. This will reinforce their understanding of different forms of protest and activism.

HOOK

What form of collective action is most effective in changing discriminatory practices?

SUPPLIES

- Scenario cards (one per group)
 - Materials for creating visual aids, such as poster boards and markers.
-

PROCEDURE

1. Begin by reviewing different strategies and tactics of the Civil Rights Movement and discuss which students think were most effective. Appendix A is a useful list of tactics with relevant examples on which to instruct.
 2. Divide students into small groups and provide each group with a scenario card. Each scenario describes a situation in which individuals are facing a form of discrimination common in the 1950s and 60s and their group must decide how to respond.
 3. Have students work together to develop a plan of action for their assigned scenario, using the strategies and tactics of the Civil Rights Movement as a guide. Their plans should include: the type of protest and why it was chosen, a description of participants, and who the protest is appealing to in order to challenge the status quo.
 4. Challenge students to think about who might disagree with them and how that opposition might manifest. Students should discuss anticipated backlash and how they will cope.
 5. Encourage students to create visual aids, such as posters or diagrams, to help explain their proposed solution to their classmates.
 6. Once each group has developed their plan, have them present it to the class, explaining their reasoning and the strategies and tactics they chose to employ.
-

ADDITIONAL RESOURCES

List of scenarios on following page. Print and distribute the scenarios at random. The included worksheet can be used to give students a more systematic approach to creating their plan of action.

SCENARIOS

You are not a registered voter and most of the people you know are also unregistered. You want to participate in the upcoming elections, but the law says that you need someone who has voted in a previous election to vouch for your character. What can you do to ensure that your votes are counted in the coming election?

You work in a restaurant, but you are paid less than white colleagues for doing the same job. How can you work to achieve fair pay and treatment in the workplace?

Your family wants to eat at a local restaurant, but you will not be allowed to dine at the tables inside because of the color of your skin. How will you challenge this discriminatory policy?

You visit the local library, but the collection is segregated by race, and you are not allowed to check out books that are designated for the other race. How can you work to integrate the library and ensure equal access to books and resources?

You are a patient in a hospital, they have equipment that will improve your treatment, but the wards are segregated and do not provide equal treatment or care for individuals of different races. How can you ensure equal access to healthcare and challenge this discriminatory practice?

You are a tenant in an apartment building that does not allow African Americans to use certain amenities, such as the swimming pool. How will you challenge these discriminatory policies?

Name: _____

Date: _____

PLAN FOR CHANGE

Answer the following questions about your protest.

Restate your situation?

What is your desired outcome?

What method of protest is best for your situation?

Describe the negative impact your protest will have on the institution.

Who will you recruit to participate in your protest?

Why do you think that this method will be successful?

LETTER TO JUANITA CRAFT

OBJECTIVE

Each student will write a letter to Juanita Craft concerning the values that made her a hero, what they feel were her most important accomplishments, and reflecting on how she might view contemporary issues.

HOOK

What did you learn about Juanita Craft's life and legacy during your visit to the museum?

SUPPLIES

- Paper and writing utensils.
 - Envelopes
-

PROCEDURE

1. Begin by explaining to students that they will be writing a letter to Juanita Craft, a civil rights activist and community organizer from Texas, who fought tirelessly for equality and justice during the 20th century.
 2. Discuss with students some of the important themes and ideas they learned about examining Juanita Craft's legacy. Prompt students to think about what they admire about Juanita Craft and what they would like to say to her.
 3. Distribute paper and writing utensils and allow students time to brainstorm and draft their letters.
 4. Address the letters to 2618 Warren Ave, Dallas, TX 75218.
-

QUESTIONS

Here are some questions that could be used to prompt students when writing their letters.

1. How did Juanita Craft's activism and community organizing contribute to the Civil Rights Movement in Texas and beyond?
2. What are some of the challenges and obstacles that civil rights activists faced during the 20th century, and how did they overcome them?
3. What are some of the key values and principles that Juanita Craft embodied in her work, and how can we apply them to our own lives and communities?
4. What would you like to say to Juanita Craft if you had the opportunity to meet her today?

FIFTH GRADE CURRICULUM

CURRICULUM OUTLINE

THEME:

Exploring the Civil Rights Movement through the life and legacy of Juanita Craft

OBJECTIVE:

Students can identify major events, legislative victories, and contributors to the Civil Rights Movement and describe Juanita Craft's participation and influence on the local community, in the pursuit of equality and justice.

VOCABULARY

- Voting Rights
- 13th Amendment
- 14th Amendment
- 15th Amendment
- Discrimination
- Segregation
- Jim Crow Law
- Protests
- Poll Tax
- Nonviolence
- Sit-in
- Boycott
- Integration
- Ku Klux Klan
- National Association for the Advancement of Colored People (NAACP)
- Brown v. Board of Education
- Civil Rights Act (1964)
- Voting Rights Act (1965)

TEKS REFERENCE

The Curriculum focuses on social studies TEKS focusing on history and citizenship for children in the 5th Grade, specifically standards: 5A-C, 17A-B, 18A-B, and 19.

ACTIVITIES

A tour of the Juanita Craft House exhibits offers students a unique opportunity to explore the life and legacy of a civil rights activist and community organizer who fought tirelessly for social justice and equality. Through a guided tour of the exhibits, students will engage with primary and secondary source artifacts, including photographs, letters, and news articles, which highlight the most impactful moments of Craft's career. The museum further enhances student learning by incorporating the arts in supplementary activities, such as designing a protest sign, to reinforce participants' understanding of societal injustice and the means by which oppressive systems were dismantled. After completing the activities, students can reflect on their increased understanding of Juanita Craft's identity, impact, and ongoing legacy, as well as social studies topics such as history, economics, government, and citizenship.

Beyond experiencing the Juanita Craft House exhibits in person, our resources can be leveraged to create a robust understanding of recent history, government, and citizenship values. These classroom activities will deepen and reinforce the knowledge students gain from examining the exhibits or can even be utilized in lieu of a traditional visit.

- Oral History
 - Utilizing interviews from Dallas Library of Juanita Craft, students will take notes and participate in a discussion about the significance of seeing information conveyed orally by the participants of historic events. This activity emphasizes the need to continuously preserve history from a variety of perspectives.
- Vocabulary Reinforcement
 - Students will use the included puzzle to reinforce their awareness of the critical terms above.
- Creative Timeline
 - Students will work collaboratively to create a timeline that addresses significant moments during Juanita Craft's lifetime. Students should be encouraged to make the timeline meaningful to them including cultural and personal touchstone events that emphasize the human scale of history.
- Roleplay the Movement
 - Students will review and discuss tactics used during the Civil Rights Movement, before breaking into small groups to evaluate an assigned scenario. Students will work collaboratively to formulate a strategy to address their scenario.
- Letter to Juanita Craft

- Students will write a letter to Juanita Craft to reflect on everything they have learned about her work and legacy, giving them the opportunity to express their thoughts and feelings about the impact of her work on civil rights. Writing a letter provides a tangible way for students to connect with the history of the Civil Rights Movement and to recognize the important contributions of those who fought for social justice and equality.

ESSENTIAL QUESTIONS

1. What were some of the key events and protests that took place during the national Civil Rights Movement in the 1960s?
2. Who were some of the key leaders in the national Civil Rights Movement, and what were their contributions?
3. What was the significance of the Civil Rights Act of 1964?
4. What were some of the nonviolent tactics that were used during the Civil Rights Movement, and why were they effective?
5. How did the Civil Rights Movement change the United States, and what impact did it have on the lives of Black Americans?

EVALUATION AND ASSESSMENT

Students will:

- Describe the effectiveness of the Civil Rights Movements and its impact on the lives of Black Americans and other minority groups in the United States.
- Recognize key leaders and organizations that lead the Civil Rights Movement and describe their contributions to the movement.
- Draw parallels between the African American lead Civil Rights Movement and efforts from other groups to have a representative voice in their government.
- Identify key legislation in the Civil Rights Movement and the impact court rulings had on changing daily life in Texas.
- Explain the strategies and tactics used by Civil Rights Movement and the appropriate context in which to leverage those approaches.

ORAL HISTORY

OBJECTIVE

Students will understand the value of oral history as a means of documenting and remembering historical events and encourages them to reflect on the different perspectives and experiences that shape our understanding of the past.

HOOK

Hearing about an experience in a person's own words can provide interesting insights.

SUPPLIES

- Video or audio recordings of interviews with Juanita Craft and other individuals impacted by the Civil Rights Movement in Texas
 - Worksheets to guide notetaking during the interviews
-

PROCEDURE

1. Explain to students that they will be watching or listening to interviews with Juanita Craft and other individuals who were impacted by the Civil Rights Movement in Texas.
2. Provide students with worksheets that include questions to guide their note-taking during the interviews. The questions should be designed to help students identify key themes and ideas related to the Civil Rights Movement and Juanita Craft's life and legacy.
3. Have students watch or listen to the interviews, taking notes on their worksheets as they go.
4. Once the interviews are complete, facilitate a whole-class discussion about the significance of seeing information conveyed orally by the participants of historic events. Ask students to reflect on how the interviews helped them understand the Civil Rights Movement and Juanita Craft's life and legacy in a more personal and nuanced way.
5. Conclude the activity by emphasizing the importance of continuously preserving history from a variety of perspectives and encourage students to think about ways in which they can contribute to this ongoing effort.

ORAL HISTORY NOTES

Presenter:	
Topic:	
Key Message: (summarize the key message or theme of the presentation)	
1st point:	
2nd point:	
3rd point:	
Important vocabulary: (include list of key vocabulary referenced; if you do not know the term(s), look up and add a definition for the word(s))	
Questions (include any questions you have remaining after the presentation)	

VOCABULARY REINFORCEMENT

OBJECTIVE

Students will be able to recognize and understand key terms related to the Civil Rights Movement and Government.

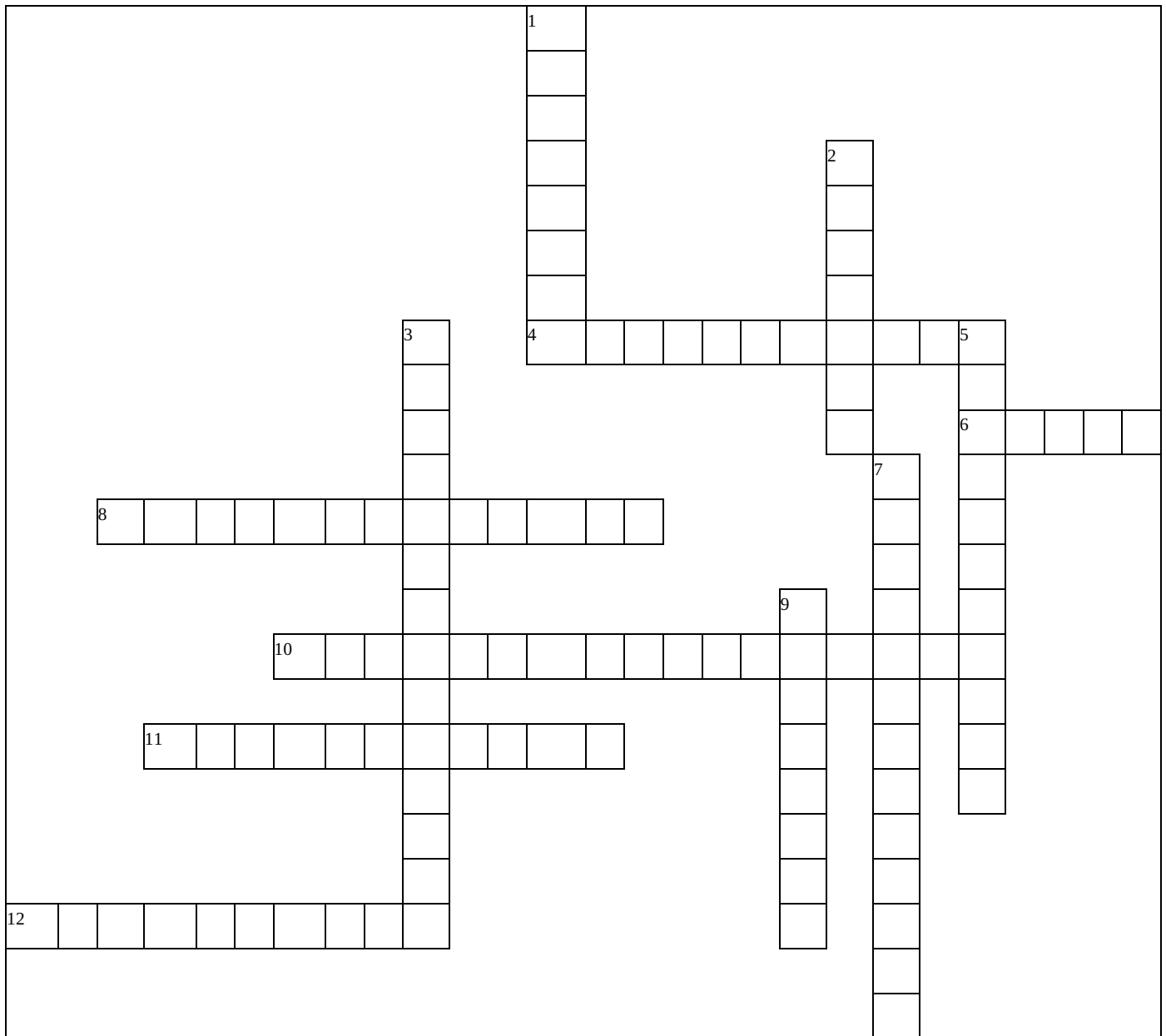
SUPPLIES

- Printed copies of the following Worksheets for each student.
-

PROCEDURE

1. Review Critical Vocabulary with students. Identifying why these terms are important to our democratic ideology and method of governance.
2. Provide Students with printed copies of worksheets for independent reinforcement of the terms

Civil Rights Vocabulary



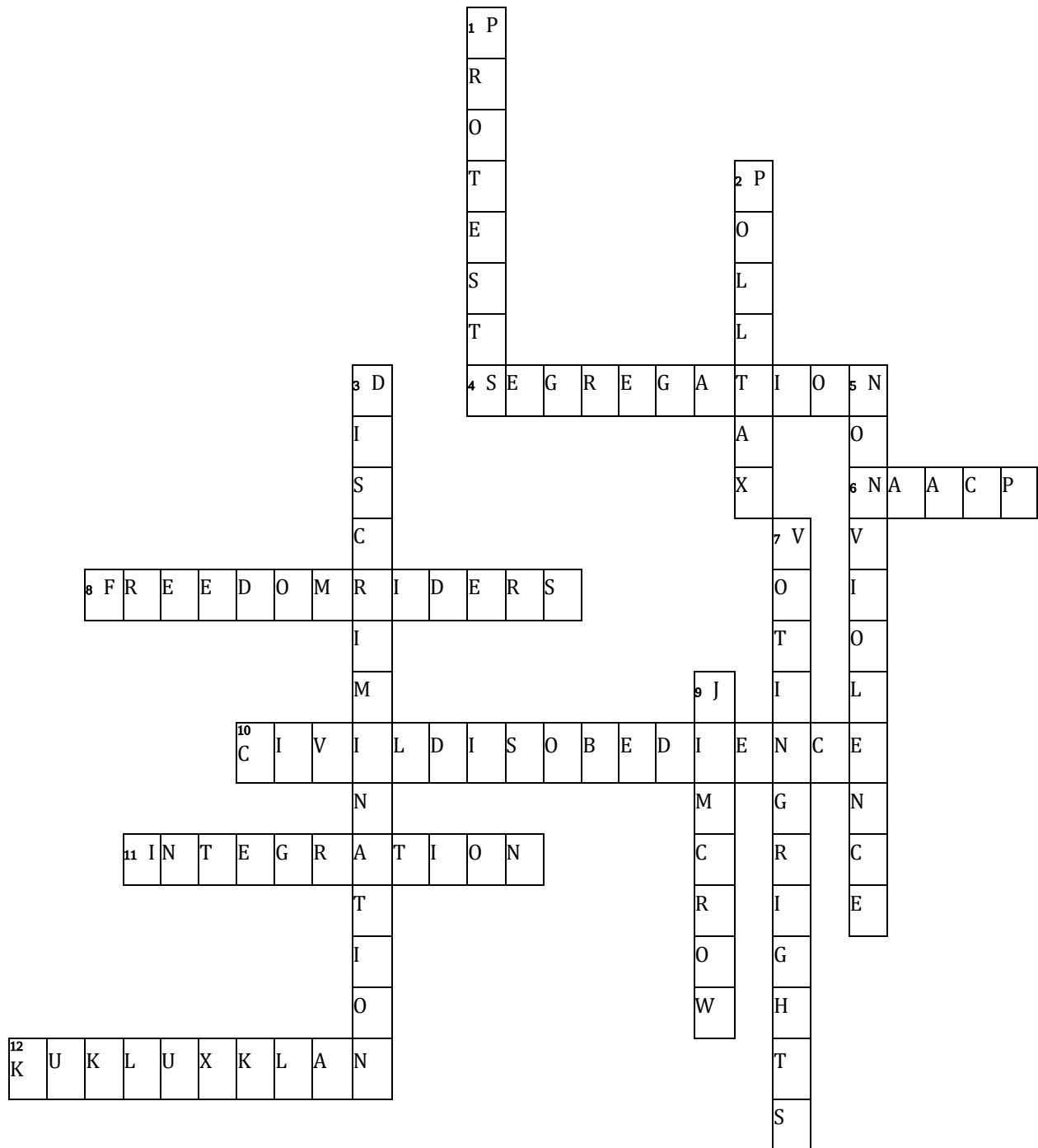
Across

- 4. Separating people based on race or ethnicity
- 6. Civil Rights Org. founded 1909
- 8. Activists challenging segregation on interstate buses
- 10. Refusal to obey certain laws as a form of protest
- 11. Process of ending segregation
- 12. White Supremacist group known for racist violence

Down

- 1. Public demonstration to express dissent
- 2. A fee that had to be paid in order to vote
- 3. Treating someone unfairly based on innate characteristics
- 5. Philosophy of political change based on peaceful resistance
- 7. Liberties ensuring participation in elections
- 9. Laws enforcing segregation against Black people

Fifth Grade Crossword Answer Key



CIVIL RIGHTS

L W A H R E L A N C F H G N H
 E K I P O L L T A X E R I O S
 G U W D M K N I Z S P H G I L
 I L S O T A M E N D M E N T M
 S U I S E M D G C O T J A A X
 L X S E W C L I I U T I B N S
 A K E G O R N K V P K M C M E
 T L L R U P L E I E E C P I I
 I A C E A R F C L T R R H R T
 O N M G J N M R K O T O B C R
 N Q E A I E N I W E I W G S E
 F U N T U D O G O Z G V R I B
 M R I I N L I H R I O U N D I
 E S B O Y C O T T A P D E O L
 X G P N T U W S C I T I Z E N

AMENDMENT
 BOYCOTT
 CITIZEN
 CIVIL
 DISCRIMINATION
 INTEGRATION
 JIM CROW

KU KLUX KLAN
 LEGISLATION
 LIBERTIES
 NONVIOLENCE
 POLL TAX
 RIGHTS
 SEGREGATION

SIT IN

CIVIL RIGHTS
Word Search Key

L													N	
E	K		P	O	L	L	T	A	X				O	
G	U												I	
I	L				A	M	E	N	D	M	E	N	T	
S	U		S	E				C			J		A	
L	X		E		C			I			I		N	S
A	K		G			N		V			M		M	E
T	L		R				E	I			C		I	I
I	A		E					L			R		R	T
O	N		G		N		R		O		O		C	R
N			A	I			I			I	W		S	E
			T				G				V		I	B
		I	I				H					N	D	I
	S	B	O	Y	C	O	T	T					O	L
			N				S	C	I	T	I	Z	E	N

CREATIVE TIMELINE

OBJECTIVE

Create a group or class timeline spanning Juanita Craft's lifetime, 1902 to 1985, which includes dates relevant to the expansion of civil rights and culturally significant milestones to form a memorable human timescale to history.

HOOK

What are some significant changes in American culture that happened between the turn of the century and the mid 1980s?

SUPPLIES

- Large sheets of paper or poster board
- Markers, colored pencils, or crayons
- Magazines or newspapers for collages (optional)
- Glue or tape (optional)

PROCEDURE

1. Review the important events in Juanita Craft's life and the Civil Rights Movement in Texas and the United States during her lifetime. You can use the timeline included in the appendixes to provide a list of key events and dates for students to work with.
2. Divide students into small groups. Groups can focus on a decade within Craft's lifetime. Have each group research and discuss the important cultural, social, and historical events that occurred during their assigned decade.
3. Using large sheets of paper or poster board, each group should create a timeline that includes key events from their assigned decade.
 1. Encourage students to use symbols and graphics to represent the events on their timeline, and to be creative and expressive in their approach.
 2. Encourage students to identify and incorporate events that they find personally interesting.
In 1911 the first film studio opened in Hollywood; 1941 The first Captain America Comic was published; 1969 Apollo 11 landed on the Moon.
4. Once the timelines are complete, have each group share their work with the rest of the class and explain the connections they made between the events of their assigned decade and Juanita Craft's life and legacy.

It is important to introduce the scale of human lifetimes into historical events when talking to children. In order to engage students, look for events that may be personally impactful to include on the timeline, how many of their favorite media franchises got their start during Craft's lifetime. If you find success with this activity it is easy to expand it through time by looking at the lives of individuals with overlapping lifetimes.

ROLEPLAY THE MOVEMENT

OBJECTIVE

Students will work collaboratively to develop and present a strategy for confronting a historically relevant instance of discrimination. This will reinforce their understanding of different forms of protest and activism.

HOOK

What form of collective action is most effective in changing discriminatory practices?

SUPPLIES

- Scenario cards (one per group)
 - Materials for creating visual aids, such as poster boards and markers.
-

PROCEDURE

1. Begin by reviewing different strategies and tactics of the Civil Rights Movement and discuss which students think were most effective. Appendix A is a useful list of tactics with relevant examples on which to instruct.
 2. Divide students into small groups and provide each group with a scenario card. Each scenario describes a situation in which individuals are facing a form of discrimination common in the 1950s and 60s and their group must decide how to respond.
 3. Have students work together to develop a plan of action for their assigned scenario, using the strategies and tactics of the Civil Rights Movement as a guide. Their plans should include: the type of protest and why it was chosen, a description of participants, and who the protest is appealing to in order to challenge the status quo.
 4. Challenge students to think about who might disagree with them and how that opposition might manifest. Students should discuss anticipated backlash and how they will cope.
 5. Encourage students to create visual aids, such as posters or diagrams, to help explain their proposed solution to their classmates.
 6. Once each group has developed their plan, have them present it to the class, explaining their reasoning and the strategies and tactics they chose to employ.
-

ADDITIONAL RESOURCES

List of scenarios on following page. Print and distribute the scenarios at random. The included worksheet can be used to give students a more systematic approach to creating their plan of action.

SCENARIOS

You are not a registered voter and most of the people you know are also unregistered. You want to participate in the upcoming elections, but the law says that you need someone who has voted in a previous election to vouch for your character. What can you do to ensure that your votes are counted in the coming election?

You work in a factory, but the work teams are segregated by race. One team recently got new equipment but not enough for everyone on the team. Their old equipment was passed on to your team, it's old but everyone on the team is covered. What can you do to ensure equal treatment in your workplace?

Your family wants to eat at a local restaurant, but you will not be allowed to dine at the tables inside because of the color of your skin. How will you challenge this discriminatory policy?

You visit the local library, but the collection is segregated by race, and you are not allowed to check out books that are designated for the other race. How can you work to integrate the library and ensure equal access to books and resources?

You visit a public park that does not allow African Americans to use certain amenities, such as the water fountains or public restrooms. How will you challenge these discriminatory policies?

You watched a neighbor get hurt, they need trained medical assistance immediately, but the town's medical transport (ambulance) company refuses to take African Americans to the hospital. How can you ensure equal access to healthcare?

You are a small business owner trying to get a storefront, but you cannot secure a loan or financial assistance because of your race. How will you challenge this discriminatory policy and ensure equal access to resources?

You need to purchase furniture and other home goods, but the local department store is segregated by race, and you are only allowed on the basement floor unless you have a note from a white employer. How will you challenge the discriminatory policies of this business?

Name: _____

Date: _____

PLAN FOR CHANGE

Answer the following questions about your protest.

Restate your situation?

What is your desired outcome?

What method of protest is best for your situation?

Describe the negative impact your protest will have on the institution.

Who will you recruit to participate in your protest?

Why do you think that this method will be successful?

LETTER TO JUANITA

OBJECTIVE

Each student will write a letter to Juanita Craft concerning the values that made her a hero, what they feel were her most important accomplishments, and reflecting on how she might view contemporary issues.

HOOK

What did you learn about Juanita Craft's life and legacy during your visit to the museum?

SUPPLIES

- Paper and writing utensils.
- Envelopes, Stamps

PROCEDURE

1. Begin by explaining to students that they will be writing a letter to Juanita Craft, a civil rights activist and community organizer from Texas, who fought tirelessly for equality and justice during the 20th century.
2. Discuss with students some of the important themes and ideas they learned about examining Juanita Craft's legacy. Prompt students to think about what they admire about Juanita Craft and what they would like to say to her.
3. Distribute paper and writing utensils and allow students time to brainstorm and draft their letters.
4. Address the letters to 2618 Warren Ave, Dallas, TX 75218.

MORE

Here are some questions that could be used to prompt students when writing their letters.

1. How did Juanita Craft's activism and community organizing contribute to the Civil Rights Movement in Texas and beyond?
2. What are some of the challenges and obstacles that civil rights activists faced during the 20th century, and how did they overcome them?
3. What are some of the key values and principles that Juanita Craft embodied in her work, and how can we apply them to our own lives and communities?
4. How did Juanita Craft's work inspire and influence other social justice movements, both past and present?

5. What lessons can we learn from the Civil Rights Movement and its leaders, and how can we apply them to contemporary social justice issues?
6. How can we ensure that the history and legacy of the Civil Rights Movement are preserved and continue to inspire future generations?
7. What would you like to say to Juanita Craft if you had the opportunity to meet her today?

INCORPORATED 5TH GRADE TEKS

(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:

- (A) explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the Civil Rights Movement, and military actions;
- (B) analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election; and
- (C) identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Co.

(17) Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:

- (A) explain why individuals have a duty to participate in civic affairs at the local, state, and national levels; and
- (B) explain how to contact elected and appointed leaders in local, state, and national governments.

(18) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

- (A) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and
- (B) identify leadership qualities of national leaders, past and present.

(19) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights. The student is expected to describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney.

APPENDIXES

REFERENCE TOOL FOR TYPES OF PROTESTS

Reference Tool: Forms of Protest and Their Common Uses

Protest is a powerful way for individuals or groups to express their grievances, demand change, and advocate for justice. Here are some common forms of protest used during the Civil Rights Movement and how they were commonly employed:

- **Sit-ins:** Definition: Sit-ins involve occupying a space, such as a segregated lunch counter or public area, to protest discrimination and demand equal rights.
 - Sit-ins were frequently employed to challenge segregation in restaurants.
 - Participants would sit peacefully, often enduring verbal abuse, physical intimidation, and even assault, to draw attention to racial inequality and demand desegregation.
- **Boycotts:** Definition: Boycotts involve refusing to use or buy goods or services as a means of putting economic pressure on individuals, organizations, or institutions.
 - Boycotts were organized against businesses that practiced segregation or supported discriminatory policies.
 - The Montgomery Bus Boycott, for example, targeted the bus system in Montgomery, Alabama, demanding an end to segregated seating.
- **Marches:** Definition: Marches involve a large group of people walking together in a coordinated and often publicized manner to raise awareness and demand change.
 - Marches were frequently organized to advocate for civil rights, voting rights, and an end to segregation.
 - The Selma to Montgomery march in Alabama sought to bring attention to voting rights issues and led to the passage of the Voting Rights Act of 1965.
- **Freedom Rides:** Definition: Freedom Rides were organized bus trips where activists, both Black and White, would travel together through segregated areas to challenge discriminatory practices.
 - Freedom Rides aimed to test and challenge segregated bus facilities, particularly in the South.
 - Participants faced violence and arrests but drew national attention to the need for desegregation.
- **Strikes:** Definition: Strikes involve workers collectively refusing to work or performing their duties as a means of demanding better working conditions, fair treatment, or social change.
 - Strikes were carried out by workers, including sanitation workers and teachers, to demand fair wages, improved working conditions, and an end to discriminatory practices.

- The Memphis Sanitation Workers Strike in 1968, led by African American sanitation workers, called for higher wages and better treatment, eventually gaining national attention and support.
- Civil Disobedience: Definition: Civil disobedience involves deliberately and nonviolently breaking unjust laws or rules to bring attention to injustice and provoke change.
 - Civil rights activists engaged in nonviolent protests, such as intentionally violating segregation laws or ordinances.
 - Their actions highlighted the unjust nature of segregation and inspired support for equal rights.
- Letter Writing Campaigns: Definition: Letter writing campaigns involve individuals or groups writing letters to express their concerns, demand change, or advocate for specific causes.
 - Letter writing campaigns were utilized to urge elected officials, community leaders, and influential individuals to support civil rights legislation and policies.
 - These letters aimed to educate and persuade recipients, increasing awareness and support for the movement.
- Voter Registration Drives: Definition: Voter registration drives involve efforts to encourage eligible individuals to register to vote and participate in the democratic process.
 - Voter registration drives were crucial in addressing the systemic disenfranchisement of African Americans and promoting equal voting rights.
 - Activists organized campaigns to register eligible voters, particularly in areas where discriminatory practices hindered access to voting.
- Grassroots Organizing: Definition: Grassroots organizing involves individuals coming together at the local level to initiate and drive social and political change through collective action and community involvement.
 - Grassroots organizing played a significant role in mobilizing communities and building a broad base of support for civil rights.
 - Local activists formed community organizations, held meetings, and conducted outreach to engage and empower community members in the fight against racial discrimination.
- Mass Demonstrations: Definition: Mass demonstrations involve large-scale gatherings of people in public spaces to express collective grievances and demand change.
 - Mass demonstrations, such as the March on Washington in 1963, gathered hundreds of thousands of people to advocate for civil rights and economic equality.
 - These demonstrations provided a platform for influential speakers and effectively conveyed the magnitude of the movement's demands.

- **Legal Challenges:** Definition: Legal challenges involve utilizing the court system to challenge discriminatory laws, policies, or practices and seek legal remedies for civil rights violations.
 - Activists and organizations pursued legal avenues to challenge segregation and other forms of racial discrimination.
 - Landmark cases, including *Brown v. Board of Education*, sought to overturn legal precedents and secure equal rights under the law.
- **Artistic Expressions:** Definition: Artistic expressions involve utilizing various art forms, such as music, literature, visual arts, and performances, to communicate messages, inspire change, and foster cultural shifts.
 - Artists, musicians, poets, and writers created works that reflected the experiences and struggles of African Americans, amplifying their voices and inspiring unity and resistance.
 - Iconic songs like "We Shall Overcome" and powerful artworks served as rallying cries and symbols of hope within the civil rights movement.

- 1902:** Juanita Jewel Shanks Craft is born in Round Rock, Texas
- 1910:** Allen Brooks is abducted from the courthouse and lynched in Dallas, Texas
- 1917:** United States enters World War I.
- 1919:** Seattle General Strike: Over 65,000 workers in Seattle, Washington, participate in a general strike to demand better wages and working conditions.
- 1932:** Bonus Army March: Thousands of World War I veterans march on Washington, D.C., to demand the payment of promised bonuses.
- 1935:** National Labor Relations Act (NLRA) is signed into law, giving workers the right to form and join unions and engage in collective bargaining.
- 1936:** The Hall of Negro Life debuted as part of the Texas Centennial at the state fair, showcasing Black achievement and contributions, it was demolished a year later.
- 1941:** United States enters World War II.
- 1943:** Detroit Race Riots: Over three days, 34 people are killed and hundreds are injured in race riots in Detroit, Michigan.
- 1944:** Servicemen's Readjustment Act of 1944 (GI Bill) is signed into law, providing educational and employment opportunities for returning World War II veterans.
- 1950-1953:** Korean War.
- 1954:** Brown v. Board of Education: Supreme Court declares segregation in public schools unconstitutional.
- 1955:** Montgomery Bus Boycott: Black citizens boycott Montgomery, Alabama's segregated bus system. Juanita J. Craft leads her first picket of the state fairgrounds.
- 1957:** Civil Rights Act of 1957 is signed into law, establishing the Civil Rights Commission and a Civil Rights Division in the Department of Justice.
- 1960:** Greensboro sit-ins: Four Black college students in Greensboro, North Carolina, stage a sit-in at a segregated lunch counter, sparking similar protests across the South.
- 1963:** March on Washington: Over 200,000 people gather in Washington, D.C. to demand civil rights legislation and equality for Black Americans. President Kennedy is assassinated in Dealey Plaza, Dallas, Texas.
- 1964:** Civil Rights Act of 1964 is signed into law, prohibiting discrimination based on race, color, religion, sex, or national origin.
- 1965:** Voting Rights Act of 1965 is signed into law, prohibiting discriminatory voting practices that had been used to prevent Black Americans from voting.
- 1967:** The Texas State Fair at Fair Park in Dallas, Texas is fully integrated.
- 1968:** Juanita J. Craft receives the Linz award for exposing fraudulent trade schools in Dallas
- 1968:** Martin Luther King Jr. assassinated in Memphis, Tennessee; Tet Offensive in Vietnam sparks widespread protests against the war.

- 1970:** Kent State shootings: National Guard troops kill four students and wound nine others during a protest against the Vietnam War at Kent State University in Ohio.
- 1971:** Occupational Safety and Health Act (OSHA) is signed into law, establishing safety standards in the workplace.
- 1973:** End of the Vietnam War.
- 1984:** Jesse Jackson runs for President of the United States, becoming the first Black person to mount a serious campaign for the presidency.
- 1985:** Juanita Craft passes away at the age of 82. She is remembered as a civil rights activist who fought for desegregation, voting rights, and equality for all people.

Technology Anchored Timeline

This timeline tool includes the years of notable technological innovations to anchor your understanding of the decade in which events you are studying occurred.

Decade	Anchor	Notes
1900-1909	1903 – The Wright Company debuts the first controlled flight of a heavier-than-air aircraft.	
1910-1919	1918 – The Enigma cipher machine is patented and is used by the Germany to hide military information in WWII.	
1920-1929	1927 – Philo Farnsworth demonstrates the first Television. 1928 – Alexander Fleming discovers penicillin.	
1930-1939	1938 – Laszlo Biro patents a new ballpoint pen and ink.	
1940-1949	1946 – Percy Spencer discovers that microwaves can be used to heat food.	
1950-1959	1955 – Jonas Salk develops the first effective Polio vaccine.	
1960-1969	1969 – the first successful message is sent over ARPANET, the precursor to the internet	
1970-1979	1977 – Apple releases the Apple II the first commercially successful personal computer	
1980-1989	1983 – Motorola distributes the DynaTAC 800X the first commercial cell phone	