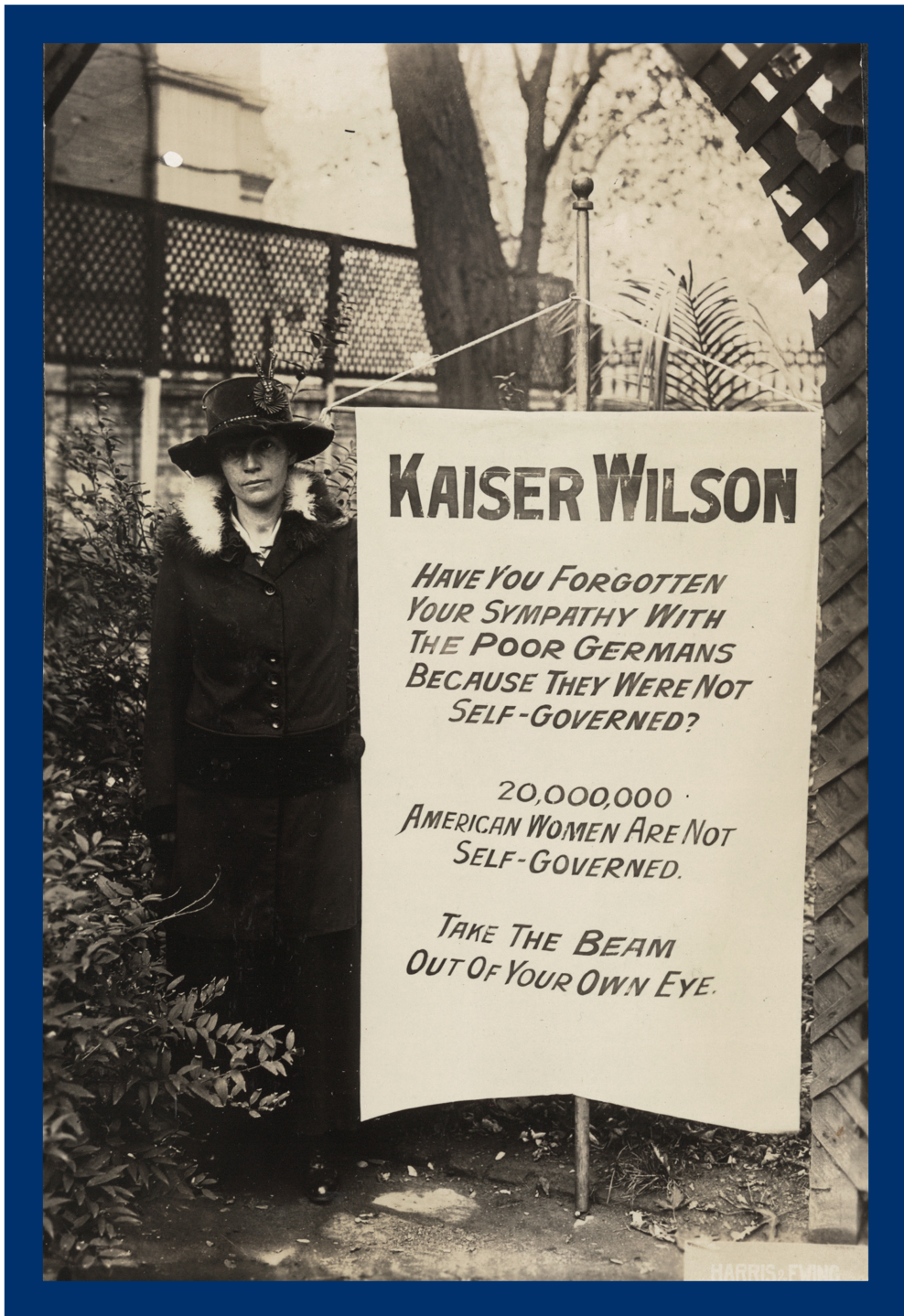


Chapter 5

How Can “Ordinary” People Make an Impact?

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Figure 1. Virginia Arnold Holding Kaiser Wilson Banner



Note. Harris & Ewing. (1917). Virginia Arnold holding Kaiser Wilson banner [Photograph]. Library of Congress. <https://www.loc.gov/item/mnwp000220/>

How Can “Ordinary” People Make an Impact?

C3 Disciplinary Focus Civics and Government, United States History	C3 Inquiry Focus Evaluating primary sources and applying disciplinary concepts to examine sources and evaluate evidence	Content Topic Civic Action and Political Change
<p>C3 Focus Indicators</p> <p>D1: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. (D1.5.9-12)</p> <p>D2:Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present. (D2.Civ.2.9-12)</p> <p>Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. (D2.Civ.5.9-12)</p> <p>Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. (D2.Civ.8.9-12)</p> <p>Analyze how people use and challenge local, state, national, and international laws to address various public issues. (D2.Civ.12.9-12)</p> <p>Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. (D2.Civ.14.9-12)</p> <p>D3: Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. (D3.1.9-12)</p> <p>D4: Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). (D4.3.9-12)</p>		
<p>Grade Level 9–12 (adaptable for 6–8)</p>	<p>Resources Resources cited throughout the chapter, predominantly Library of Congress</p>	<p>Time Required Two to three 45-minute class sessions for initial inquiry. Longer for extended civic action projects.</p>

Civic Engagement and Civic Action

In a Constitutional Democracy, productive civic engagement requires knowledge of the history, principles, and foundations of our American democracy, and the ability to participate in civic and democratic processes. People demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities and societies. Thus, civics is, in part, the study of how people participate in governing society. (National Council for the Social Studies [NCSS], 2013, p. 21)

When was the last time you got up and did something to better your community? I mean *actually* did something that worked to better the lives of the people within your shared place and space? Identifying and creating pathways for systematic change within our shared democratic space is a vital component of social studies education. It can be argued that civic engagement, advocacy, and informed action are the most critical outcomes of quality social studies instruction (NCSS, 2013). When teachers provide students with high-level civic education, they open the door for engaged citizenship. They develop students who can advocate to ensure that the rights and quality of life guaranteed by the Constitution are available to all members of society (Levine, 2014). Students who can analyze news sources and debate their accuracy and relevance. Students with the capacity to think critically and create linkages between events. Students who become citizens armed with these skills and dispositions needed to influence the communities in which they live (Campbell et al., 2012).

Throughout this chapter, I explore the conceptualization of civics and civic education through the lens of the C3 Framework and contemporary scholarship. The chapter provides this grounding as it presents an inquiry into civic action grounded in primary sources. An exploration of civic movements that laid the foundation for increased social and civic participation in the democratic fabric of the nation is provided with the hope of exposing you to a variety of perspectives and a deeper understanding of civic action's place in United States history. Finally, a sample lesson/structure is provided to demonstrate how a teacher may incorporate primary sources and inquiry to explore civic action in the classroom.

What is Civic Education?

The dictionary definition of “civics” is the study of the rights and duties of citizenship. *Civic education* is consequently the teaching of “skills, knowledge, and attitudes that will prepare [students] to be competent and responsible citizens throughout their lives” (Carnegie Corporation & CIRCLE, 2003, p. 4). It is the educational process that develops a student’s civic “beliefs, commitments, capabilities, and actions as members or prospective members of communities.” (Crittenden & Levine, 2016). Civic education is intended to promote active

citizenship for the common good. After decades of neglect in American schools, the study of civics is seeing a rebirth of sorts (Levine, 2014; Railey & Bennan, 2016; Rebell, 2018). The divided nature of politics, partisanship, rising tension throughout the nation, and spread of misinformation have led many to recognize the need for students to study civics and practice the skills necessary to be participatory members of the democratic process (Gonch & Poliakoff, 2016; Journell, 2015; McConnell, 2007; Rebell, 2018). Within the C3 Framework, the National Council for the Social Studies views civics through three distinct lenses:

- Civic and Political Institutions
- Participation and Deliberation: Applying Civic Virtues and Democratic Principles
- Processes, Rules, and Laws

Within each of these constructs, the concepts of civic knowledge, civic engagement and/or activism, cause and effect understanding, and the development of civic values are highlighted (For a full description of each, check out the full text of the [C3 Framework](#) starting on page 31). As is the case with many fields of scholarship, the landscape of civics-related terms is an amorphous one. How terms become operationalized for use within the classroom is important to explore. Take the term “citizen,” which seems innocuous on the surface but may be considered a restrictive term when conceptualized to only include legal U.S. citizens and not immigrants, residents, undocumented persons, or other members of a community who live, work, and pay taxes but are not regarded as “citizens” due to legal definitions.

Understanding how terms are operationalized creates a space for discourse and an opportunity to build connections. Think for a moment about how you would define essential “civic knowledge.” What terms, ideas, or concepts might you include? What content knowledge do “citizens” need to participate effectively within various democratic processes? If, for example, you were asked some basic content knowledge questions related to civics, could you answer the questions? In many cases, content knowledge has been a comical folly, with many unable to respond to the most basic of prompts. Would it surprise you to know that close to 10% of college graduates thought Judith Sheindlin—aka “Judge Judy”—was a justice on the Supreme Court? Or that half of those surveyed could not identify that U.S. senators are elected to six-year terms and representatives are elected to two-year terms (Gonch & Poliakoff, 2016)? Do these bits of civic knowledge matter? Some scholars contend that civic knowledge appears to be a necessary precondition for civic action and engagement (Dudley & Gitelson, 2002; Galston, 2004, 2007). Thus, students need content knowledge to reach civic education’s fundamental goal—becoming participatory, civically literate citizens. *Civic literacy* (Partnership for 21st Century Skills, 2009) can be defined as the ability of citizens to

- participate effectively in civic life through knowing how to stay informed and understanding governmental processes,
- exercise the rights and obligations of citizenship at local, state, national, and global levels, and
- understand the local and global implications of civic decisions.

Most teachers want students to become civically engaged members of their community (Nokes, 2019) and to have the ability to take action in an effort to impact the community in which they live and work toward a common good. Any activity that promotes the quality of life within the community, through both political and non-political processes, may be considered *civic engagement* (Dalton, 2015; Ehrlich, 2000; Kehley, 2016).

Figure 2. *Watchfires of Freedom*



Note. Harris & Ewing. (1919). *Watchfires of Freedom* [Photograph]. Library of Congress. <https://www.loc.gov/item/mnwp000303/>

Through the Lens of the C3 Framework

The College, Career, and Civic Life (C3) Framework provides teachers with a scaffolded way to engage students in relevant, participatory opportunities. The C3 Framework details four dimensions that, taken together, establish a pathway for students to take part in meaningful inquiry. Viewing civic engagement and action through the lens of the C3 Framework, the ability to have students think critically and engage beyond the classroom is vital with the emerging notion of participatory citizenship in the United States. While the goals of civic education have remained mainly the same over the years, what it means to be civically engaged has changed, and what a “good citizen” is has evolved (Dalton, 2015; Rebell, 2018).

Traditionally, political-civic engagement has been viewed by many scholars and political scientists in straightforward and quantifiable terms of political participation, specifically,

voting in elections, staying up to date with current events (e.g., reading the newspaper), and participating in volunteer organizations (Hildreth, 2005; Jackman, 1987; McDonald & Popkin, 2001; Putnam, 1995; White & Mistry, 2016). Further, citizenship and civic action have been normalized to a predominantly White, middle-class standard, leading civic education and civic engagement in the K-12 classroom to primarily be shaped by these views (Crowley & King, 2018; Sabzalian, 2019; Urrieta & Reidel, 2008; Vickery, 2017). While previous generations of Americans viewed good citizens as those who “vote, pay taxes, and obey the law,” today, good citizens are seen as people who “act independently, are assertive, and are concerned with others” (Dalton, 2015, p. 5). The divide between “duty-based citizenship” and “engaged citizenship” is growing, and preparing students to be citizens who take informed action and leverage their voices within a participatory context is an increasingly important task for K-12 teachers. The C3 Framework provides an updated view of civic engagement and aligns more with many contemporary perspectives. The suggested pathways for College, Career, and Civic Readiness within [Dimension 2 of the C3 Framework](#) exemplify how civics education’s aims may come to life in the classroom and establish high standards to be attained.

Getting Students to Dimension 4

The goal of civic education is not just knowledge but engagement, participation, and informed action (Dalton, 2015; Rebell, 2018; Westheimer & Kahne, 2004). These goals align with the desired outcomes described within Dimension 4 of the C3 Framework, which focuses on students communicating and critiquing conclusions and taking informed action. Teachers must make deliberate decisions within their planning and creation of learning activities to have students reach this standard (Thorton, 1989; Waring, 2021).

By taking informed action within the social studies classroom, “students use disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues; deliberate with other people about how to define and address issues; take constructive, independent, and collaborative action; reflect on their actions, and create and sustain groups” (National Council for the Social Studies, 2013, p. 62). The building of disciplinary knowledge by leveraging primary sources and in-depth analysis of multiple perspectives is an essential tool for a teacher who wants students to construct narratives, conduct authentic investigations into the past, and break down barriers within the classroom (Barton & Levstik, 2004; Nokes, 2019; Waring, 2021).

There is a distinct reason that taking informed action stands within Dimension 4. Engagement is challenging and something that students should not be thrown into without support, scaffolding, or guidance. Keep in mind that the goal is civic engagement with informed action, not action for the sake of action. Having students grounded in the content and building quality disciplinary knowledge is necessary for taking informed action. Understanding that the democratic system in the United States was created for and shaped predominantly by white men (Takaki, 2018; Zinn, 2015), the inclusion of counternarratives,

multiple perspectives, and students' identities is an indispensable classroom component when building the capacity to take informed action. Reviewing the [Dimension 4 pathway](#), the progression from understanding (D2) to action (D4) becomes evident. For students to become active participants on the democratic playing field, teachers must serve as a conduit to the content and a guide down the pathway to engagement. Several cases of civic action and engagement throughout U.S. history are presented in the following section.

Figure 3. *March on Washington, 1963*



Note. Trikosko, M. S. (1963, August 28). Demonstrators marching in the street holding signs during the March on Washington, 1963 [Photograph]. Library of Congress. <http://www.loc.gov/pictures/item/2013647400/>

Selected Cases of Civic Action

A morally and civically responsible individual recognizes himself or herself as a member of a larger social fabric and therefore considers social problems to be at least partly his or her own; such an individual is willing to see the moral and civic dimensions of issues, to make and justify informed moral and civic judgments, and to take action when appropriate. (Ehrlich, 2000, p. xxvi)

The United States has a long history of civic action and engagement. Deeply sewn into the fabric of our democracy are people who have used their voice to advocate, protest, and engage with the power structures in place to alter the makeup of the democratic landscape (Spring, 2005; Takaki, 2018). In many classrooms, the heroified presentation of American history, the Founding Fathers, and various civic movements have marginalized and decontextualized vast populations of Americans (Barton & Levstik, 2004; Loewen, 2007; Takaki, 2018; Zinn, 2015). The danger of presenting historical figures as flawless, exaggerated personas and oversimplifying civic actions is that it may skew students' understanding of the past, limit their ability to view themselves as civic agents, and diminish the value of sustained community efforts within a civic context (Barton & Levstik, 2004; Loewen, 2007; Takaki, 2008; Woodson, 2016). Investigating the nuance of history through inquiry, it becomes apparent that everyday citizens and persons fighting for a more just society have been disrupting and influencing the democratic landscape of America since the birth of the nation. For generations, "ordinary" people, not heroified in traditional textbooks, have been building on the movements and actions from one generation to the next and expanding their rights and liberties throughout history (Beamont, 2014; Vickery, 2017).

To provide some perspective within the context of civic action, the following timeline presents selected cases of civic action in United States history. Much like our students, a bit of background can provide just enough information to spark curiosity and create opportunities for inquiry. In the spirit of transparency, this is by no means a comprehensive list of persons, movements, or events. As you read, you will see examples of protests, petitioning, assembly, and demonstrations. These actions were not conducted in a vacuum. There is nuance, history, and a multicausal lens that should be employed in understanding the broader scope of each event/action listed (Waring, 2010). For the purposes of this chapter, many of the events/actions are focused on select periods which link to specific Library of Congress artifacts and exhibitions. The decision to start the timeline with petitioning of stolen lands, as opposed to an event like the Boston Tea Party or the Whiskey Rebellion, was deliberate in an effort to shift the narrative of civic action away from the predominantly white-male perspective. Thus, this timeline should serve to illustrate what civic action has been and how it may be manifested.

Table 1. Selected Cases of Civic Action

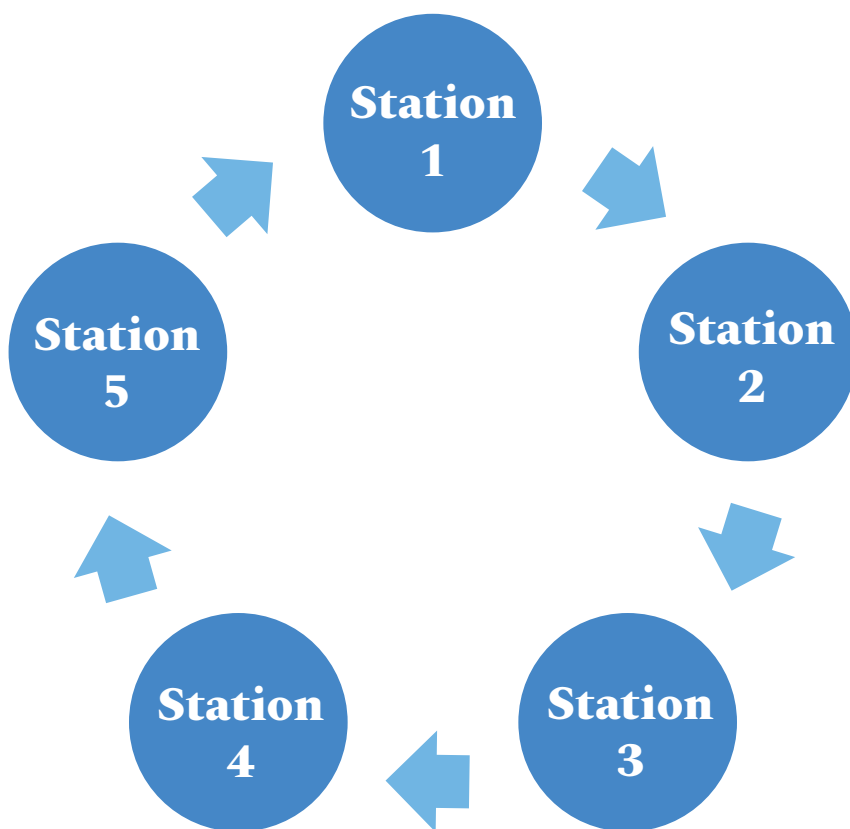
Time Period	Event and Action
1830s	<p>Petitioning Stolen Lands</p> <ul style="list-style-type: none"> Principal Chief John Ross and thousands of members of the Cherokee Nation lobbied against the Treaty of New Echota and the seizing of their native lands. They petitioned the government, unsuccessfully, for the repeal of the treaty. Library of Congress Blog: John Ross: His Struggle for Homeland and Sovereignty
Pre-Civil War	<p>Abolitionist Movement</p> <ul style="list-style-type: none"> The abolitionist movement to end slavery across the nation sparked demonstrations, legal battles, and generation-long debates. The use of public forums, publication efforts, and concentrated activism led to many states abolishing slavery before the Civil War. Library of Congress Exhibition: The African-American Mosaic—Abolition
1919/1920	<p>Women’s Suffrage Movement—Passage of the 19th Amendment</p> <ul style="list-style-type: none"> A movement for women’s right to vote, which started in the 1800s, was finally realized with the passage of the 19th Amendment. After years of rallies, protests, conventions, canvassing, and lobbying, the federal government protects the right to vote regardless of gender. Library of Congress Exhibition: Shall Not Be Denied: Women Fight for the Vote
1950s/1960s	<p>The Civil Rights Movement</p> <ul style="list-style-type: none"> The Civil Rights Movement exemplified civic engagement through the fight for equality for African Americans and other underrepresented groups. Activism across the nation in the form of lawsuits, protests, sit-ins, and rallies exemplified the impact citizens have when advocating for change. Library of Congress Exhibition: Civil Rights Act of 1964: Long Struggle for Freedom Timeline of Events
1960s	<p>United Farm Workers’ Movement</p> <ul style="list-style-type: none"> The United Farm Workers movement was a labor activist movement led by Dolores Huerta, César Chávez, and Gilbert Padilla to enhance the poor working conditions for farmworkers in the United States. Utilizing boycotts, strikes, and campaigns for political candidates, the movement led to better wages and working conditions for farmworkers. Library of Congress Blog: Viva la Causa! Dolores Huerta and Hispanic Heritage Month Library of Congress Blog: Celebrating César Chávez: Primary Sources on Farm Workers’ Living and Working Conditions

1960s	<p>Vietnam War Protests</p> <ul style="list-style-type: none"> • Along with several other students, Mary Beth Tinker wore a black armband to protest the United States’ involvement in the Vietnam War. This act led to a debate over student rights to freedom of expression and eventually made its way to the Supreme Court, where the justices ruled in favor of the students. • National Archives: Vietnam War: The War at Home
2016/2017	<p>Standing Rock Demonstrations</p> <ul style="list-style-type: none"> • Sparked by the Dakota Access Pipeline, American-Indian led protests near the Standing Rock Indian Reservation were held to prevent pipeline construction. Fighting for the protection of clean water and land, long-term advocacy was attempted to prevent the destruction of Ingenious lands. • National Museum of the American Indian: Treaties Still Matter: The Dakota Access Pipeline
2018	<p>March for our Lives</p> <ul style="list-style-type: none"> • A student-led demonstration to support gun violence legislation following the mass shooting of students at Marjory Stoneman Douglas High School in Parkland, Florida. • Library of Congress Guides: March for Our Lives
2020 (and prior)	<p>Black Lives Matter (BLM) Movement</p> <ul style="list-style-type: none"> • While the organization was formed in 2013, rallies and organized protests increased dramatically following the deaths of Ahmaud Arbery, Breonna Taylor, and George Floyd (the latter two at the hands of uniformed police). The movement has pushed for criminal justice and policing reform throughout the United States. • Library of Congress: Black Lives Matter (BLM) Web Archive

Sample Inquiry: Civic Action—Primary Sources Carousel (Simulated Archive Room)

The cases noted above are a small sampling of the movements, moments, and people that demonstrate civic action’s impact throughout United States history. Implementing the content and concepts into the classroom is a task in and of itself. Well-thought-out lesson plans and classroom structures provide students with the scaffolding necessary to analyze primary sources and engage in critical thinking. The bridging of theory (how knowledge is taken in) and practice (what is happening to facilitate learning) enables teachers to build lessons that provide students with the best conditions for academic growth.

Figure 4. Basic Carousel Layout



A carousel structure is one way to have students analyze multiple, interconnected, and/or thematic primary sources. A carousel structure is a cooperative learning strategy that presents multiple stations for students to work at while interacting and collaborating with their peers (Allen Simon, 2021; Morton, 1998; Yusmanto et al., 2017). At each station, students are provided a space to collaboratively analyze primary sources linked to a topic in a structured and scaffolded format. Like a carousel, students rotate to the next numbered station and continue exploring topics, working cooperatively, and building knowledge throughout the lesson. At each station, students are provided scaffolded entry points and guiding questions to help facilitate their exploration of the given primary sources. The strategy provided here is one example of what a structured inquiry incorporating primary sources may look like in a classroom setting. The carousel structure has many variations and names, including a gallery walk, wagon wheel, station rotation, etc. As the teacher in the classroom, you have the opportunity to create meaningful learning spaces for your students, and they should be adapted based on your needs and, more importantly, the needs of your students.

In the following lesson, each station presents students with primary sources thematically aligned with a movement for civic change, illustrating various forms of civic engagement/ action. Students will be provided with the Library of Congress Primary Source Tool to

Observe, Reflect, and Question, a graffiti board or poster paper, and guiding questions to help strengthen their investigation at each station. Students are expected to be versed in the basics of primary source analysis before engaging in an activity like this, which presents multiple interconnected primary sources at once. While each source could serve as a stand-alone opportunity for analysis, part of the purpose of this activity is to contextualize how they work together. Think of the classroom as a simulated archival room, where students are exploring and contextualizing historical artifacts within this particular unit of study.

This primary source carousel activity aims to have students investigate the effect of civically active and engaged people in their communities and postulate how these actions may look today. Take a look at the compelling question to draw students in and prime them for the lesson:

- **Compelling Question:** How can “ordinary” people make an impact?
- **Guiding Question:** How has civic action influenced the democratic landscape (democratic ideals and participation) of the United States of America?

This lesson’s initial phase is a structured inquiry of pre-curated primary sources, followed by student-driven inquiry powered by their questions generated throughout the initial rounds of the carousel. While not always linear, the following lesson closely follows the inquiry arc of the C3 Framework:

Dimension 1. Developing Questions and Planning Inquiries With Sources

In many social studies classes, a set of standards is provided in an effort to identify concepts, ideas, or themes that should be taught. Some states, like Florida, are explicit in their listing of what content should be taught, while others, like Colorado, are more thematic in their approaches. Thus, selecting a content area that the inquiry will address is essential. In this case, the theme is civic engagement/activism. Once you identify the topic/theme you hope to teach, developing a compelling question that will engage the students in the inquiry process is critical. Construct open-ended and debatable questions that students can dig into, allowing them to create meaning as they seek “answers” to the issue at hand. For this inquiry, the focus was not *content-specific* but rather *concept-specific*—civic action.

Compelling Question: How can “ordinary” people make an impact?

Guiding Question: How has civic action influenced the democratic landscape (democratic ideals and participation) of the United States of America?

Supporting Questions

- What types of civic actions do people engage in?
- What makes a “good citizen?”
- Who has power? Who is oppressed?
- Why do citizens and members of communities feel the need to engage? What events or government actions compelled citizens to engage?
- What does civic action and engagement look like today?

Dimension 2. Applying Disciplinary Concepts and Tools

After developing a question, teachers work to apply the conceptual content within the given inquiry. In this lesson, high school students are the target audience, and as such, we will identify some indicators from the 9-12 pathway, illustrating that the inquiry goes beyond content acquisition.

- **D2.Civ.2.9-12.** Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present.
- **D2.Civ.5.9-12.** Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
- **D2.Civ.12.9-12.** Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
- **D2.Civ.14.9-12.** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Dimension 3. Evaluating Sources and Using Evidence

Source evaluation and contextualization is a process most students will need support with. The initial phase of this lesson is a structured inquiry in which students are provided the sources they will analyze to investigate the compelling question. In this instance, students will analyze the sources provided during their given time at each station and develop assertions supported by the evidence they pull from the sources. Each station will provide a different perspective from which the students can draw to grapple with the question: “How can ‘ordinary’ people make an impact?”

- **D3.1.9-12.** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection

Figure 5. *March following Birmingham Bombings, 1963*



Note. O'Halloran, T. J. (1963, September 22). *Congress of Racial Equality conducts march in memory of Negro youngsters killed in Birmingham bombings, All Souls Church, 16th Street* [Photograph]. Library of Congress. <https://www.loc.gov/pictures/item/2003688165/>

Dimension 4. Communicating Conclusions and Taking Informed Action

Within this lesson, students are tasked with communicating their understanding of civic action's impact on the democratic landscape. This is a historic lens from which to evaluate, communicate, and present their understanding of *past* engagement. Students are tasked with leveraging their understanding, connecting previous engagements with contemporary models, and developing a stance on a current issue—this is a critical piece requiring students to articulate an argument and go beyond transmitting data about a subject. This is an iterative, cyclical process. One lesson will not make them more engaged community members, but it can jump-start the process.

Implementing the Activity

The lesson example is presented using the [Understand by Design \(UbD\) Framework/lesson plan](#) to provide another access point from which to plan inquiries. This framework promotes the concept of *backward design* as developed by McTighe and Wiggins (1999, 2012). Begin with the end in mind by first establishing your desired results or outcomes of a lesson. In the

subsequent stages, you explore how you will assess the outcome, and finally, you plan how to teach it. The purpose of presenting the lesson in this way is to let you see how the *backward design* framework may aid in developing engaging lessons for your future students.

Stage 1: Desired Outcomes		
Topic/Content: Civic Action/Civic Engagement	Grade Level: 9–12	Dates: N/A
<i>How Can “Ordinary” People Make an Impact?</i>		
<p>Benchmark/Standards:</p> <ul style="list-style-type: none"> • D4.6.9-12: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. • D4.7.9-12: Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. • D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts. 		
<p>Lesson Objective or Outcome:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • explain and speak about the impact civic activism has had on the democratic landscape of the United States, • evaluate various types of civic engagement/activism and the influence everyday citizens and community members can have in their local communities, state, and nation, and • investigate an issue, formulate a plan, and communicate how they (along with other community members) may take action. 		

Stage 2: Assessment	
<p>Final Performance Task (evidence of mastery):</p> <p><i>Part I: Civic Action in a Historical Context</i></p> <ul style="list-style-type: none"> • 3-2-1 Summary of station primary sources. • Digital presentation and articulation of types of civic engagement and activism, which were investigated at Stations 1–3. <p><i>Part II: Station 4-Action: Choose Your Own Adventure</i></p> <ul style="list-style-type: none"> • Using the summary information from Part I, students will create presentations of civic engagement and action that display an understanding of the influence of everyday citizens. 	<p>How to assess:</p> <ul style="list-style-type: none"> • Informal observations and conferencing with students throughout the lessons. • Review of “graffiti” boards at the conclusion timed round. • Assessment of Observe, Reflect, and Question graphic organizers (check for understanding)

Stage 3: Learning Plan/Lesson Sequence

Materials/Resources

- Library of Congress Analysis Sheet: Observe, Reflect, Question
- Poster Paper (Graffiti Space)
- Station Labels
- Pens, Markers, etc.
- Texts/Primary Sources

See primary source sets at the end of the chapter.

- Station 1: Women's Suffrage Movement
- Station 2: Civil Rights Movement
- Station 3: Civic Environmentalism

Introduction/Hook:

- Post a slide on the board with the question: “Who is a person that has impacted your community?” Around the slide, you can include images of citizens you feel may get students talking—select images that help prompt students to start out thinking about everyday people, not just celebrities and politicians. Have students write their initial ideas and thoughts down on notepaper and discuss with a peer buddy. Ask the students:
 - “What makes a person ‘impactful’ in their community?”
 - Point out and explain “impactful” does not necessarily mean “positive” in the scope and study of civic action—language and phrasing matter. Providing examples of local and contemporary people helps to ensure the diversity of the students in the class is represented.

Procedural Steps (Lesson Flow)

Introduction (5-10 minutes)

- Following the hook, allow students a few minutes to grapple with the notion of what makes a citizen “impactful.” Present the topic for the lesson “civic action/engagement” and have students define what those terms mean. Frequently, students can generate a spot-on definition using context clues from the hook. Once common conceptualizations are generated, explain the procedures for the structured inquiry.
 - Example of explicit instructions:
 - Today, we will be embarking on an inquiry into how impactful citizens can be. The classroom is set up with three stations that will task you with investigating a topic that has altered the fabric of American Democracy in multiple ways. You will find a set of primary sources at each station, some guiding questions, primary source analysis sheets, and a graffiti board to post questions/comments/ideas. Your task at each station is simple. Grapple with the question: “How can ‘ordinary’ people make an impact?” Use the sources to investigate the impact of action and what members of a community were fighting for. It is ok if you do not get to every source but be sure to manage your time as you construct your responses and build your evidence to respond to the question. You will have roughly 25 minutes at each station. You will be working with your peers to construct a narrative response to our guiding question—and spoiler alert—you are going to be taking action, so pay attention to what has influenced/impacted the most communities. Let's get started!

Stage 3: Learning Plan/Lesson Sequence Continued

Primary Sources Carousel-Stations (25 minutes per station)

- Once students are separated into groups, they should be directed to a given station. Due to time constraints that often occur in the classroom and the hope for students to develop similar grounding, this example has three stations of content that can be doubled up—create two stations for Women's Suffrage, two for the Civil Rights Movement, and two for Civic Environmentalism. This allows for the creation of smaller groupings and the physical separation of students.
- Students should be provided the set of primary sources at each station, brief background/content knowledge, guiding questions, primary source analysis sheets, with a graffiti board to post questions/comments/ideas.
 - Primary Source Sets—See Appendix of Chapter
 - Observe, Reflect, Question Analysis Sheet
 - Graffiti Board: From FacingHistory.org: “Graffiti Boards are a shared writing space (e.g., a large sheet of paper or whiteboard) where students record their comments and questions about a topic.” At each board, I would suggest placing the compelling question at the top, along with a requirement that each group writes at least one meaningful response/question relating to their inquiry.
 - Content Knowledge/Background Information
 - Women's Suffrage Background
 - Civil Rights Movement Background
 - Civic Environmentalism Background
 - Guiding Questions Presented at Each Station
 - What is the cause the people are fighting for? What do you know about the cause?
 - What types of civic actions are citizens engaging in? How would you define these citizens' actions?
 - Who is engaging? Why do you think they are engaging? What are they doing? When is the action occurring? Where is the source depicting?
 - What other sources would you like to see or have to investigate?
 - Who has the power? Who is oppressed?
 - Note: These questions can (and should) be adapted based on your students' needs. They may need more explicit guidance or support in finding critical elements within the sources. You may choose to limit the number of sources at each station, selecting only essential items.
- Be sure to circulate and engage with the students as they investigate the sources at each station. Some documents will be more difficult for students to understand, and you may find it necessary to provide students with background knowledge about each period/movement being investigated. As students continue the inquiry process at each station, you may identify areas of need for clarification that arise. These are opportunities to support students in developing questions and contextualizing the sources to build from. Constructing a narrative from the sources will allow students to generate questions about the sources and civic actions being conducted, so a choice could be made to wait and allow students to uncover a more in-depth history themselves before presenting more content-related materials.
- A note on time management: You may adjust the times for stations and how you break down the lesson based on your specific bell schedule. This may mean the lesson starts on one day and wraps up on a subsequent day, or you introduce the topic prior to a block day (or double period) to allow for all stations to be addressed in one day. This will vary based on your teaching site.

Stage 3: Learning Plan/Lesson Sequence Continued

Stations 1-3 Wrap Up: Civic Engagement in a Historical Context (15 minutes)

- Review questions/comments on the Graffiti Boards of each station.
- To assess understanding and continue the generation of questions, have students create a 3-2-1 Summary of each station's primary sources. They will respond with three items, two items, and one item, thus the 3-2-1 name. For this activity, the students will respond to the following prompts:
 - 3 things I learned about civic action/engagement while investigating the resources presented.
 - 2 questions I still have about civic action (contemporary or historical) after my investigation.
 - 1 source, person, or action that really spoke to me (and why).

“Wrap-Up” Station: Choose Your Own Engagement Adventure (Extended)

- Once students have developed their responses, introduce them to the “mystery station,” aka the wrap-up station. This station serves as an opportunity for open inquiry where the students can choose their own adventure, if you will. Students utilize the questions they have generated from their 3-2-1 Summary and are tasked with teaming up, researching the question(s), and creating a digital artifact and articulation of types of civic engagement and action, which were investigated at Stations 1-3 and connect them to contemporary examples. You may want to provide examples to students as entry points for searching, like the cases noted earlier in the chapter. Students post their artifacts on a shared “board” such as Padlet or Flipgrid. Keeping this activity open-ended allows for student creativity and continued discussion of types of activism and engagement to continue informally. If you feel the need to provide more scaffolding or a more prescriptive approach, you may make a pedagogical decision to do so.

Closure

- Post a slide on the board with the question: “How can ‘ordinary’ people make an impact?” Ask students what their thoughts are now. Present another slide detailing the “next” unit—a student-driven civic action project. This next step is where the push for informed action takes foot.

Opportunities for Informed Action and Advocacy

Structured inquiry allows students to access content and construct meaning for themselves. Primary sources provide an access point. By the close of the lesson above, students have studied several examples of civic action/engagement and *may* be better prepared to take up the mantle as a civic activist—if nothing else, they have been exposed to a wide array of perspectives and potential. Remember, this is an iterative and cyclical process; even a *small* civic action project takes time, deliberate planning, and multiple revisions. Following this lesson, you have the opportunity to move into Dimension 4. So, how might you get your students engaging in informed action and advocacy?

- Research a local issue/problem that has historical roots in the curriculum. Students may interview community members and explore local voices and multiple perspectives. Once students have a baseline understanding, use various social media platforms to advocate for change or inform the community.
- Advocate for change and action within the local, school-based community. For instance, students could research and develop a plan of action for the school to go green and promote ways to implement said plan. Alternatively, they might advocate for a later start time or different zoning methods for schools.
- Create a Public Service Announcement (PSA) which informs the audience of something impacting their communities. Examples may include PSAs on health and hygiene, like handwashing or sorting, recycling, composting, and trash.
- Use a public forum, like a school board meeting or a town hall meeting to advocate for necessary changes within a community. Issues can broach a broad range of topics driven by students, but could include systemic racism, economic inequalities, school zoning laws, etc.

In each of these examples, ties can be made to the core curriculum and other content areas. Below are a few links to resources to support the development of civic action from within the classroom.

- [Constitutional Rights Foundation—Civic Action Project](#)
- [Facing History and Ourselves: Student Action Project](#)
- [iCivics.org: Civic Action and Change](#)
- [National History Day—History Fair Project \(content related, but may be applicable\)](#)
- [Center for Civic Education—Project Citizen](#)

Reflective Activities for Readers

We have talked a lot about your future students and what they will be equipped to do, but what about you as a teacher? Teachers serve as civic role models for students, so here are some opportunities for you to reflect on your own civic engagement.

1. Did you vote in the last election? Are you registered to vote? How do you inform yourself of the issues presented at the ballot?
2. Have you ever been to a protest or rally? If so, what was the issue? What motivated you to attend and support? If not, why? Are there issues you are passionate about and would want to get involved in?
3. When was the last time you attended a city council meeting? School board meeting? As an educator, you are a public servant; in what ways are you advocating for the profession? Your students? What was your argument? How did you support yourself? (Think. This is the same line of thinking we are asking our students to conduct.)

Conclusion

Getting students to the point where they are taking informed action and viewing the world through a civic lens is a difficult task requiring the development of content knowledge and well-thought-out lessons (Morton, 1998; Nokes, 2019). Within the example provided, I made many curriculum decisions. The topics/themes I chose to present, the sources selected, and the perspectives included were all choices. For one, there needed to be some availability of source materials at the Library of Congress to create a station students could engage at. As you think about the sources you may want to use, some may be too graphic in nature for particular grade levels, and some may bring up harsh but true realities for students. These realities are necessary for authentic inquiry and may be challenging to confront. As an educator, it is essential to embrace these challenges and scaffold student inquiry in a way that students can construct (or reconstruct) meaning for themselves. You may also see fit to select different resources that leverage a more place-based civics lens that meets the needs of the students you teach specifically.

Second, this inquiry is not intended to teach a full history of the events, persons, or movements. The aim of this lesson was to investigate the impact of civically active and engaged people in their communities and postulate how these actions may look today. There is a dynamic history of civic action that can be leveraged when teaching these themes to students. As you sift through the many resources available to you, keep in mind the goal is informed action and not merely action for action's sake. Teachers serve as civic role models for their students, and the curriculum decisions made in the classroom will shape how students, as young citizens, find their place in the democratic landscape of America.

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Appendix

Primary Sources Carousel Resources

Station 1: Women’s Suffrage Movement Women’s Suffrage Background	
Primary Source	Sourcing Information Link to Primary Source
Watchfires of Freedom	Harris & Ewing. (1919). <i>Party Watchfires Burn Outside White House</i> . Library of Congress. https://www.loc.gov/item/mnwp000303/
Helena Hill Weed	<i>Helena Hill Weed, Norwalk, Conn. Serving 3 day sentence in D.C. prison for carrying banner, “Governments derive their just powers from the consent of the governed”</i> (1917). [Photograph]. Library of Congress/ https://www.loc.gov/item/mnwp000060/
National Anti-Suffrage Association	Harris & Ewing. (ca. 1911). <i>National Anti-Suffrage Association</i> [Photograph]. Library of Congress. http://www.loc.gov/pictures/resource/cph.3a26270/
Letter from Carrie Chapman Catt to Woodrow Wilson	Carrie Chapman Catt to Woodrow Wilson. (1918, November 26). Woodrow Wilson Papers, Manuscript Division, Library of Congress. https://www.loc.gov/exhibitions/women-fight-for-the-vote/about-this-exhibition/hear-us-roar-victory-1918-and-beyond/house-and-senate-passage-leads-an-exhausting-ratification-campaign/suffrage-ocean-to-ocean-before-the-next-election/
Suffragists are First to Picket White House	Women Will Present Memorial to President. (1917, January 9). <i>Washington Herald</i> ; Freezing Suffrage Sentinels Ignore Invitation by Wilson. (1917, January 12). <i>Washington Post</i> ; and ‘Suff’ Pickets Shiver but Stick to Posts. (1917, January 12). <i>Washington Herald</i> . [News clippings]. Library of Congress. https://www.loc.gov/exhibitions/women-fight-for-the-vote/about-this-exhibition/confrontations-sacrifice-and-the-struggle-for-democracy-1916-1917/changing-strategies-of-nawsa-and-nwp/suffragists-are-first-to-picket-white-house/
Nine African-American Suffragists	<i>Nine African-American women posed, standing, full length, with Nannie Burroughs holding banner reading, “Banner State Woman’s National Baptist Convention.”</i> (Between 1905 and 1915). [Photograph]. Library of Congress. https://www.loc.gov/item/93505051/

<i>How It Feels to Be the Husband of a Suffragette</i>	Catt, C. C. & National American Woman Suffrage Association Collection. (1915). <i>How It Feels to Be the Husband of a Suffragette</i> [Manuscript/Mixed Material]. Library of Congress. https://www.loc.gov/item/15015726/
Billboard campaign of the Woman's Party	<i>Part of the Vast Billboard Campaign of the Woman's Party. Putting up billboard in Denver.</i> (1916). [Photograph]. Library of Congress. https://www.loc.gov/item/mnwp000345/
<i>Youngest parader in New York City suffragist parade</i>	<i>Youngest parader in New York City suffragist parade.</i> (1912). [Photograph]. Library of Congress. https://www.loc.gov/pictures/resource/cph.3g05585/
<i>Alice Paul Describes Force Feeding</i>	<i>Alice Paul Describes Force Feeding.</i> (1909). [Manuscript/Mixed Material]. Library of Congress. https://www.loc.gov/item/rbcmiller003904/
<i>Discriminating against mother</i>	Discriminating Against Mother. (1918, November 3). <i>Tulsa daily world</i> . Chronicling America, Library of Congress. https://chroniclingamerica.loc.gov/lccn/sn85042344/1918-11-03/ed-1/seq-31/
Belle LaFollette and Womens Suffrage podcast	Belle LaFollette: Women's Suffrage (1987) [Podcast episode]. In <i>Constitutional Minutes</i> . PBS Wisconsin, American Archive of Public Broadcasting. http://americanarchive.org/catalog/cpb-aacip-29-3331zh6q
Seneca Falls convention	Woman's Rights Convention, Stone, L., & National American Woman Suffrage Association Collection. (1848). <i>The first convention ever called to discuss the civil and political rights of women, Seneca Falls, N.Y.</i> [Manuscript/Mixed Material]. Library of Congress. https://www.loc.gov/item/27007548/
Poster about women suffragists in prison	<i>Torturing women in prison Vote against the government.</i> (1900–1910). [Lithograph]. Library of Congress. https://www.loc.gov/item/99402708/

Station 2: Civil Rights Movement
Civil Rights Movement Background

March on Washington, 1963	Trikosko, M. S. (1963, August 28). <i>Demonstrators marching in the street holding signs during the March on Washington, 1963</i> [Photograph]. Library of Congress. http://www.loc.gov/pictures/item/2013647400/
March following Birmingham bombings	O'Halloran, T. J. (1963, September 22). <i>Congress of Racial Equality conducts march in memory of Negro youngsters killed in Birmingham bombings, All Souls Church, 16th Street</i> [Photograph]. Library of Congress. https://www.loc.gov/pictures/item/2003688165/
Program from the March on Washington	Program from the March on Washington. (1963). National Museum of African American History and Culture, Smithsonian Institute. https://www.si.edu/object/program-march-washington:nmaahc_2013.187.2
NAACP Secretary Walter White to Jesse Owens concerning the 1936 Olympic games	NAACP Secretary Walter White to Jesse Owens concerning the 1936 Olympic games. (1935, December 4). [Typed letter]. Library of Congress https://www.loc.gov/exhibits/naacp/the-great-depression.html#obj19
Sit-ins in a Nashville store	<i>Sit-ins in a Nashville store.</i> (1960). [Photograph]. Library of Congress. https://www.loc.gov/item/00651469/
Rosa Parks' Instructions for Bus Boycott	Rosa Parks' Instructions for Bus Boycott. (1955). [Autograph notes]. Library of Congress. www.loc.gov/exhibits/civil-rights-act/civil-rights-era.html#obj277
"And remember, nothing can be accomplished by taking to the streets" editorial cartoon	Block, H. (1963, September 6). " <i>And remember, nothing can be accomplished by taking to the streets</i> " [Editorial Cartoon]. Library of Congress. https://www.loc.gov/pictures/item/00652221/
Rosa Parks fingerprinted	<i>Woman fingerprinted. Mrs. Rosa Parks, Negro seamstress, whose refusal to move to the back of a bus touched off the bus boycott in Montgomery, Ala. 1956</i> (1965, February 22). [Photograph]. Library of Congress. https://www.loc.gov/pictures/item/94500293/
Aftermath of 1968 D.C. riot	Leffler, W. K. (1968, April 8). <i>D.C. riot. April '68. Aftermath</i> [Photograph]. Library of Congress. https://www.loc.gov/pictures/item/2009632337/

Freeman A. Hrabowski oral history interview	Hrabowski, F. A., Mosnier, J., & U. S. Civil Rights History Project. (2011). <i>Freeman A. Hrabowski oral history interview conducted by Joseph Mosnier in Baltimore, Maryland</i> [Video]. Library of Congress. https://www.loc.gov/item/2015669131/
LOC article, “Nonviolent Philosophy and Self Defense,” with links to excerpts	Nonviolent Philosophy and Self Defense. (n.d.). <i>Civil Rights History Project</i> . Library of Congress. https://www.loc.gov/collections/civil-rights-history-project/articles-and-essays/nonviolent-philosophy-and-self-defense/
At the Ballot Box, Everybody is Equal	NAACP. (1970–1979). <i>At the Ballot Box, Everybody is Equal. Register and Vote</i> [Poster]. Library of Congress. https://www.loc.gov/exhibits/naacp/a-renewal-of-the-struggle.html#obj0
“And, over here, the enemy—people” editorial cartoon	Block, H. (1964, February 28). “ <i>And, over here, the enemy—people</i> ” [Editorial cartoon]. Library of Congress. https://www.loc.gov/pictures/item/2013651651/
Bobby Seale on the Boston Common	Bobby Seale on the Boston Common. (1968, July 22). [Video]. In <i>Say Brother</i> . WGBH Boston, American Archive of Public Broadcasting. https://americanarchive.org/catalog/cpb-aacip_15-9xs-5jh03
Martin Luther King, Jr. Acceptance Address for the Nobel Peace Prize	Martin Luther King Jr. Acceptance Speech. (1964, December 10). The Nobel Prize. Video/Full Text: https://www.nobelprize.org/prizes/peace/1964/king/acceptance-speech/
Southern Negro Leaders Conference	Rustin, B. (1956). <i>Southern Negro Leaders Conference on Transportation and Non-Violent Integration, Working Paper # 1</i> [Manuscript/Mixed Material]. Bayard Rustin Papers, Library of Congress. www.loc.gov/exhibits/civil-rights-act/civil-rights-era.html#obj096

Station 3: Civic Environmentalism
Civic Environmentalism Background

L.A. Toxics March	Kittner, S. (1988, November). <i>L.A. toxics march</i> [Photograph]. Library of Congress. https://www.loc.gov/item/2012645408/
<i>The formerly good earth</i> , editorial cartoon	Block, H. (1970, December 31). <i>The formerly good earth</i> [Editorial cartoon]. https://www.loc.gov/pictures/item/2012647261/
Protestors, led by Rev. Joseph Lowery, march against a proposed toxic waste dump in Warren County, NC, in October 1982	Palmer, B. (2016, May 18). The History of Environmental Justice in Five Minutes. Natural Resources Defense Council. https://www.nrdc.org/stories/history-environmental-justice-five-minutes
Running For Their Lives: Native American Relay Tradition Revived to Protest Dakota Access Pipeline	Joseph, A. (2016, September 12). Running For Their Lives: Native American Relay Tradition Revived to Protest Dakota Access Pipeline. <i>Salon Magazine</i> . https://www.salon.com/2016/09/12/running-for-their-lives-native-american-relay-tradition-revived-to-protest-dakota-access-pipeline/
Treaties Still Matter: The Dakota Access Pipeline	Treaties Still Matter: The Dakota Access Pipeline. (2018). National Museum of the American Indian, Smithsonian Institute. https://americanindian.si.edu/nk360/plains-treaties/dapl
“Now for a look at the map to see where to go from here,” editorial cartoon	Block, H. (1977, May 8). “ <i>Now for a look at the map to see where to go from here</i> ” [Editorial cartoon]. Library of Congress. https://www.loc.gov/item/2012639856/
“Anyhow, we still have purple mountain majesties,” editorial cartoon	Block, H. (1988, August 10). “ <i>Anyhow, we still have purple mountain majesties</i> ” [Editorial cartoon]. Library of Congress. https://www.loc.gov/item/2012642294/
Winona Laduke & Faith Spotted Eagle make a stand	Pepion, J. I. (2014). <i>Winona Laduke & Faith Spotted Eagle make a stand</i> [Drawing]. Library of Congress. https://www.loc.gov/item/2017659957/
“This calls for a real cleanup job,” editorial cartoon	Block, H. (1969). “ <i>This calls for a real cleanup job—a whole new series of ads to improve our image</i> ” [Editorial cartoon]. Library of Congress. https://www.loc.gov/item/2012637838/
Redwood Summer Protest, Eureka, CA	Raw Footage of Redwood Summer Protest in Eureka (California). (1990). KEET, Eureka, California, American Archive of Public Broadcasting. https://americanarchive.org/catalog/cpb-aacip_426-78gf23fs

Rachel Carson, Silent Spring

How silent the spring. (1963). [Photograph]. Library of Congress. http://www.americaslibrary.gov/aa/carson/aa_carson_subj_e.html

The Story of Silent Spring. (2015, August 13). *Natural Resources Defense Council*. <https://www.nrdc.org/stories/story-silent-spring>