

# “A Gallery Walk Through History with Judge Damon J. Keith”

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## **LESSON OVERVIEW:**

Twentieth-century America was a time of significant tumult and progress. Tumult in the form of wars, social upheavals, assassinations and political polarizations. Despite these calamities and challenges, progress took place culturally and legislatively that moved the United States closer to its ideals set forth in the Declaration of Independence and Fourteenth Amendment. America stood on the shoulders of past western civilizations that were rooted in, “civitas” (The root word for Civil Rights), or rights that applied to all citizens. America was also born from the Enlightenment philosophers that espoused individual freedoms free from governmental oppression. However, the reality of early 20<sup>th</sup> century America was far from the lofty ideals we inherited. In fact, there were many citizens who faced subjugation, disenfranchisement and second-class status in the United States when Judge Damon J. Keith was born in 1922. During his remarkable life, Judge Keith was instrumental in moving the United States forward and became a friend, mentor, and inspiration to some of the most important figures in American history. Judge Keith was, and remains, a veritable common thread that connects a patchwork of United States history. He has been a champion to the ideals this nation was founded upon. This lesson will have students follow Judge Keith’s journey and create a cogent narrative of United States history. It is also a hope that students can glean the notion that one human life can better the world if one possesses the courage, vision, integrity, and work ethic that Judge Keith has demonstrated throughout his life.

## **OBJECTIVES:**

Students will be able to investigate the life of Judge Keith and fill in graphic organizers as they take a gallery walk of images from Judge Keith’s life. Students will then fill in gaps they missed from their walk when their teacher explains what is transpiring in each photo projected on the screen. Students will then be able to complete a summative R.A.F.T. writing assignment demonstrating what they have learned through the activity.

## **MICHIGAN HIGH SCHOOL CONTENT EXPECTATIONS (STANDARDS):**

**7.2.3: Impact of WWII on American Life-** Analyze the changes in American life brought about by U.S. participation in World War II including:

- \* Mobilization of economic, military, and social resources
- \* Role of women and minorities in the war effort
- \* Role of the home front in supporting the war effort (e.g., rationing, work hours, taxes)
- \* Internment of Japanese-Americans (*National Geography Standard 10, p. 203*)

**8.3.1 Civil Rights Movement** – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including:

\* The impact of WWII and the Cold War (e.g., racial and gender integration of the military)

\* Supreme Court decisions and governmental actions (e.g., Brown v. Board (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))

\* protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)

\* Resistance to Civil Rights (National Geography Standard 6, p. 195) (*National Geography Standard 10, p. 203*)

**8.3.4 Civil Rights Expanded** – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/Latinas, new immigrants, people with disabilities, and gays and lesbians. (*National Geography Standard 10, p. 203*)

**8.3.5 Tensions and Reactions to Poverty and Civil Rights** – Analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with at least one other American city (e.g., Los Angeles, Cleveland, Chicago, Atlanta, and Newark). (*National Geography Standard 12, p. 208*)

**TIME REQUIRED:** One or two class periods, depending on class length and depth teacher chooses to go into.

**ERA:** USHG ERA 8 – POST-WORLD WAR 11 UNITED STATES (1945 -1989)

**MATERIALS:**

- Images to be copied and placed in laminated sheet covers in order to be reused.
- PowerPoint to show students at the end of their walk
- Graphic organizers for students to fill out
- R.A.F.T. assignment sheet and rubric
- Optional use of books and/or computers, tablets, or smartphones to research each image.

**RESOURCES:**

A) PowerPoint that contains the images to copy for students and then show again at the end of their walk. This is contained at the link:

<http://moodle.oakland.k12.mi.us/clarenceville/course/view.php?id=174&section=15>

**B) Graphic Organizers found below:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

*Using your prior knowledge, the knowledge of your classmates and any outside materials your teacher permits, investigate the question related to each image you're looking at. Circulate around the room and look at all 12 images. Leave room for notes your teachers will provide regarding each image.*

<b>IMAGE "A":</b> Judge Keith serving in the army in 1943. What do you notice about the picture?	<b>IMAGE "B":</b> Judge Keith speaking with Jackie Robinson. What did Robinson accomplish in his lifetime?
<b>IMAGE "C":</b> Judge Keith and President John F. Kennedy. What was his, "New Frontier" and "Great Society"?	<b>IMAGE "D":</b> Judge Keith and Dr. Martin Luther King. What would you guess Judge Keith and Dr. King shared in common?

<p><b>IMAGE “E”:</b> Judge Keith with Supreme Court Justice Thurgood Marshall. What was significant about Justice Marshall and what did he accomplish?</p>	<p><b>IMAGE “F”:</b> Judge Keith with a distinguished group, including Attorney General Robert Kennedy and Vice President Lyndon B. Johnson. What happened to both Kennedy and Johnson?</p>
<p><b>IMAGE “G”:</b> Judge Keith with President Ford. What years did Ford serve as president and what was his history prior to becoming Commander-in-Chief?</p>	<p><b>IMAGE “H”:</b> Judge Keith and Rosa Parks. What was significant about Parks to the Civil Rights movement?</p>

<p><b>IMAGE “T”:</b> Judge Keith with Supreme Court Justice Clarence Thomas. Who are the present 9 members of the Supreme Court? What are the differences in being considered conservative compared to liberal?</p>	<p><b>IMAGE “J”:</b> Judge Keith with Nelson Mandela. What was Apartheid and how did Mandela go from a prison cell to becoming president of South Africa?</p>
<p><b>IMAGE “K”:</b> Judge Keith with President Bill Clinton. What years did Clinton serve as president and what were some accomplishments during his tenure?</p>	<p><b>IMAGE “L”:</b> Judge Keith with President Obama. Do you feel President Obama would be president if it weren’t for Black pioneers such as Judge Keith breaking down barriers? Explain your rationale.</p>

## **PROCEDURE:**

- 1) Make copies of every image on the PowerPoint and place in laminated covers. This allows them to be reused and prevents damage. These images are found on the PowerPoint. Also print off graphic organizers for individuals or groups to write upon.
- 2) Research and brush up on key aspects of the topics related to the following images:
  - A) Segregation in the United States Army during WWII
  - B) Jackie Robinson breaking the color barrier in professional baseball
  - C) The Policies and assassination of President Kennedy
  - D) The life, influence and assassination of Dr. Martin Luther King
  - E) Supreme Court Justice Thurgood Marshall becoming the first African-American on the High Court. You may also want to have students learn about his role in *Brown v. Board of Education* (1954)
  - F) The assassination of Senator Robert Kennedy and the presidency of Lyndon B. Johnson. You may want to have students learn about the 25<sup>th</sup> Amendment regarding presidential succession
  - G) The presidency of Gerald Ford and his connection to the state of Michigan. Many students enjoy the fact he played football for the University of Michigan
  - H) The life of Rosa Parks and how Judge Keith took care of her housing needs while she was in Detroit. Judge Keith was a trusted confidant for many years
  - I) Supreme Court Justice Clarence Thomas and the present members of the Supreme Court. Also the distinction between a conservative ideology compared to a liberal ideology
  - J) Nelson Mandela and his struggle to end Apartheid
  - K) The presidency of Bill Clinton and how his diverse appointments were reflective of the goals won by the Civil Rights Movement
  - L) President Obama's presidency. As the nation's first black president, you may want to talk about other positions that were firsts for African-American and how recent they are in American history.
- 3) Place the images around to room and explain that we are looking at pictures from the chambers of Judge Damon Keith showing his life.
- 4) Choose whether you want students working as individuals or in small groups to walk around and fill in questions on their graphic organizers using their prior knowledge, classmates' knowledge and/or usage of research tools such as books or computers. Please alter questions, areas of emphasis and level of student autonomy based on what suits you.
- 5) Once students have completed their walk, have them go back to their seats and project the PowerPoint on the screen. Engage them in a class discussion and have them write down key points they may have missed in their initial research.

- 6) Once the discussion and note taking portion has reached its end, give students the writing assignment found below to close the lesson.

#### **EXTENTION ACTIVITIES:**

- 1) Read *Crusader for Justice* by Peter J. Hammer and Trevor W. Coleman (2014)
- 2) Arrange for a trip to the Damon J. Keith Center for Civil Rights at Wayne State University. <http://law.wayne.edu/keithcenter/index.php>
- 3) Go into further depth on any of the twelve slides presented. All historians, the French scholar Emmanuel Le Roy Ladurie once remarked are either truffle hunters, their noses buried in the details, or parachutists, hanging high in the air and looking for general patterns in the countryside far below them. This activity is clearly on the side of parachutists, so changing the scale of instruction is encouraged.

#### **EVALUATION:**

**1/5 OF STUDENT GRADE- CONSTRUCTIVE PARTICIPATION IN THE WALK**

**1/5 OF STUDENT GRADE- GRAPHIC ORGANIZERS COMPLETED TO THE BEST OF THEIR ABILITY**

**3/5 OF STUDENT GRADE- COMPLETION OF WRITING ASSIGNMENT DOWN BELOW**

**\*A COMPRENSIVE GRADING SHEET IS FOUND AT THE END OF THIS LESSON TO USE\***

## **DRAFT WRITING PROMPTS: Judge Damon J. Keith**

*You will have a choice of four roles to write from. Choose one and demonstrate what you have learned through today's activity. Be creative, while at the same time prove you grasped the historical content.*

<b>ROLE</b>	<b>AUDIENCE</b>	<b>FORMAT</b>	<b>TOPIC</b>
Judge Damon J. Keith	Pretend that he is coming in to this class to speak of his life	Informal conversation	His life. Speak about highlights from the time he was a segregated soldier in 1943 to seeing the first Black president. Share what he learned from important people in his life.
President Barack Obama	A conference on Black history during Black History Month.	A keynote address to the auditorium.	Important African-Americans who have come before him that broke new ground by being the first in important positions. Mention them by name and remind the audience to what they accomplished in their lives.
A talk-show host	A studio audience	Interview	You have your own talk show and your topic is, "Great people in history". You will choose any five individuals you learned about and interview them. Write it in question and answer format and a good host always asks questions that illicit interesting responses.
You/Judge Keith	Judge Keith/You	A personal letter	You will write a letter to Judge Keith sharing your thoughts about his life, his accomplishments and the people he's known. Express your sentiments and curiosities. Then craft a second letter to how you think we would respond to your letter.

## DRAFTS Rubric: (Role, Audience, Format, Topic)

	1	2	3	4
<b>Accuracy</b>	The information provided in RAFTS is very incomplete and/or has major anachronisms.	The information provided in RAFTS has some small inaccuracies, omissions or anachronisms.	The information provided in RAFTS is accurate but could use more support or specific details related to subject or time period.	Information & details in RAFTS are always accurate and properly reflect information, ideas and themes related to the subject and time period.
<b>Perspective</b>	Viewpoint or ideas are sketchy and not drawn from time period. RAFTS does not show insight into how characters feel or act during the event(s).	Viewpoint or ideas reflect current concerns rather than time period. RAFTS does not show insight into how characters feel during the event(s).	RAFTS maintains a reasonably consistent point of view and includes ideas relevant to role and time period played. Character's feelings about the event(s) are evident.	RAFTS maintains clear, consistent point of view, tone and ideas relevant to role and time period played. Ideas and information always tied to role and audience of time. Characters are insightfully shown.
<b>Focus</b>	RAFTS wanders from topic; focus cannot be seen or has many side comments.	Central topic and purpose of RAFTS can be seen, but focus is inconsistent.	RAFTS stays largely on topic; its ideas are mostly supported.	RAFTS stays on topic, consistently maintains form or type; details and information are included and directly support the purpose.
<b>Use of Class Time</b>	Class time used to disrupt others. Class resources are not or inappropriately used.	Class time and resources used to do work for other classes and/or chat with friends.	Class time used mostly effectively to research and work on the assignment	Class time fully utilized and student did what was expected.
<b>Graphic Organizer</b>	Not completed, or only the most minimal effort has been given	Some of the squares have been completed but there are glaring omissions, or the most minimal given in all twelve squares.	Majority of the squares have been completed, with only a few not done, or done well.	All squares have been completed to the best of the students' ability.

**Comments:**

**Students Name:** \_\_\_\_\_ **Class Period:** \_\_\_\_\_

**GRADE:** \_\_\_\_\_ / 20