

**Teacher Name:** Jordan Boyer

**Course/Grade:** U.S. History (9–12)

**Date:** 7-28-16

**Period:** N/A

**Unit Title:** Civil Rights Through the Lens of Sports

**Content Standards:**

- SS 12.1.2 Students will address local, state, national or international issues and policies through meaningful civic participation.
- SS 12.4.2 (US) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon US history using multiple types of sources.
- SS 12.4.3 (US) Students will analyze and evaluate historical and current events from multiple perspectives.
- SS 12.4.5 (WLD) Students will develop historical research skills.

**Indicators:** U.S. History, Civil Rights, Nebraska History, Omaha History

**Lesson Duration:** One 90-minute block or two 45-minute periods

**Concept Based (Enduring Understandings/Generalizations):** In this lesson, students will discover information about national civil rights issues, local civil rights issues, and how a local athlete, Marlin Briscoe, was able to break the segregation barrier as the first African American to start in the NFL during the same time period. As the students are asked to examine the information about Briscoe’s life, they will be asked to identify the different roles that the events of the civil rights movement played in his life.

Using a variety of online sources, including both primary and secondary sources, students will gather information about the life of Marlin Briscoe and the civil rights movement and use this information to complete the document analysis sheets and the analysis question worksheet.

**Materials & Resources:**

- This lesson is intended to be used toward the end of the civil rights unit to tie national events to local (Omaha) events.
- Show students “History of the Civil Rights movement” (watch Mojo video – 5:52) from YouTube to review the main events of the civil rights movement.  
<https://www.youtube.com/watch?v=URxwe6LPvkM>
- The teacher may need to print a copy of the documents (1, 2, 3, 4) for each student.
- The teacher will need to make copies of the document analysis worksheets for each of the students to fill out as they examine each document.
- After analyzing the fourth document, teacher may want to show students the YouTube video, “The Magician: Marlin Briscoe” at <https://www.youtube.com/watch?v=zwtPPS8PLlw>.
- The analysis question worksheet for each student to complete as part of the coursework section
- *Optional Extension Activity:* Civil Rights Movement/Marlin Briscoe timeline comparison activity

**Accommodations for Students with IEPs or 504s:** Graphic organizer provided; lesson presented visually and orally; one-on-one attention, as needed; group work; and peer tutoring

**Literacy Strategies:** Read alouds, think alouds, graphic organizer, and reciprocal teaching

**Procedures/Routine Focus:** Teacher’s attention signal, hand raising, getting into groups, and working in groups

**Anticipatory Set:** Think/Pair/Share Activity—Have the students answer the following questions individually, then share their answers with an elbow partner, and then share/discuss as a class.

1. What was the civil rights movement?
2. What was the result of the civil rights movement?
3. What could be examples of similar movements today? How are they similar? How are they different?

Show students “History of the Civil Rights Movement” (watch Mojo video – 5:52) from YouTube to review the main events of the civil rights movement. See <https://www.youtube.com/watch?v=URxwe6LPvkM>

**Objective/Learning Goals**

Students will be able to do the following:

- Identify examples of primary and secondary sources
- Interpret sources to make generalizations about the civil rights movement and Marlin Briscoe
- Evaluate generalizations based on supporting evidence

**Procedures (GRL)**

**Modeled:**

Students will be given a photograph analysis worksheet that they will fill out as we examine the primary source Document 1.

As a class, we will look at the first document together and fill out the photograph analysis worksheet for Document 1.

**Shared:**

Document 2 will then be shown on the SMART Board. Students will be instructed to view the document for two minutes with the instructions that they are to “read around” the document to complete the second document analysis worksheet. As a group, students will be asked to raise their hand and come to the SMART Board and circle certain parts of the document that they see as important parts to understanding the purpose of the document. As a class, we will fill out the analysis worksheet for Document 2.

**Guided**

Now that the class has practiced how to examine a document, they will view the third document. We will read the document as a class. They are to then work with an elbow partner and examine Document 3. After they have worked with an elbow partner, they are to complete the analysis worksheet for Document 3.

**Independent:**

Students will then receive Document 4, the biography of Marlin Briscoe. Students will need to read through the document, highlighting, underlining, and text-tagging information that they see as important. Remind the students to pay attention to dates (especially if you are going to have the students complete the extension activity). After the students are done reading Document 4, the teacher can show the video, "The Magician: Marlin Briscoe" (10:43), which outlines the life and achievements of Marlin Briscoe. <https://www.youtube.com/watch?v=zwtPPS8PLlw>

**Summary:**

Students will need to answer the analysis questions worksheet on Marlin Briscoe. It is due at the beginning of the next class.

Students will be asked to explain the reason(s) why Marlin Briscoe should be a "notable Nebraskan," citing specific examples from the documents to defend their answers.

*Optional Extension Activity:* Civil Rights Movement/Marlin Briscoe Timeline Comparison Activity. Place the students in groups of 3 to 4. Either provide or have the students make a timeline (1945–present). The top of the timeline will be where they will place the national civil rights movement events (using their textbook to identify the years), and the bottom will be where they will place Marlin Briscoe's life events (using the biography, Document 4). Events for the timeline are attached.

**Coursework:**

Students will be expected to complete the analysis questions and bring their answers back to class tomorrow to discuss what their thoughts were on the civil rights, Marlin Briscoe, and how growing up during that time period shaped the events of Briscoe's life, being able to cite specific examples from the documents to support their answer.

## Document 1: Civil Rights Sit-In



(Photo: Jackson (Miss.) Daily News – May 1963)

A photograph showing civil rights supporters at a sit-in in May 1963. They are seated at Woolworth's "whites-only" lunch counter in Jackson, Mississippi. All three had sauce, mustard, and paint thrown at them. Some hours later, the man (sitting, far left) was beaten up.

## **Document 2: John Lewis, March on Washington Speech**

Background: At age 23, John Lewis, chairman of SNCC, was a veteran of many civil rights battles. On August 28, 1963, at the March on Washington, he gave one of the major speeches. Though not as well known as Reverend Martin Luther King's "I have a dream" speech, delivered the same day, Lewis's fiery words cut deep, accusing the federal government of conspiring to ignore inequality. The following is an excerpt of that speech.

*The revolution is at hand, and we must free ourselves of the chains of political and economic slavery. The nonviolent revolution is saying, "We will not wait for the courts to act, for we have been waiting for hundreds of years. We will not wait for the President, the Justice Department, nor Congress, but we will take matters into our own hands and create a source of power, outside of any national structure, that could and would assure us a victory."*

*To those who have said, "Be patient and wait," we must say that "patience" is a dirty and nasty word. We cannot be patient, we do not want to be free gradually. We want our freedom, and we want it now. We cannot depend on any political party, for both the Democrats and the Republicans have betrayed the basic principles of the Declaration of Independence.*

*We all recognize the fact that if any radical social, political and economic changes are to take place in our society, the people, the masses, must bring them about. In the struggle, we must seek more than civil rights; we must work for the community of love, peace and true brotherhood. Our minds, souls and hearts cannot rest until freedom and justice exist for all people.*

*The revolution is a serious one. Mr. Kennedy is trying to take the revolution out of the streets and put it into the courts. Listen, Mr. Kennedy. Listen, Mr. Congressman. Listen, fellow citizens. The black masses are on the march for jobs and freedom, and we must say to the politicians that there won't be a "cooling-off" period.*

*We will not stop. If we do not get meaningful legislation out of this Congress, the time will come when we will not confine our marching to Washington. We will march through the South, through the streets of Jackson, through the streets of Danville, through the streets of Cambridge, through the streets of Birmingham. But we will march with the spirit of love and with the spirit of dignity that we have shown here today.*

*By the force of our demands, our determination and our numbers, we shall splinter the desegregated South into a thousand pieces and put them back together in the image of God and democracy.*

*We must say, "Wake up, America. Wake up! For we cannot stop, and we will not be patient."*

Source: John Lewis, *Walking With the Wind: A Memoir of the Movement*, with Michael D'Orso (New York: Simon & Schuster, 1998). The entire speech can be found at [http://www.pbs.org/wgbh/amex/eyesonthepize/sources/ps\\_washington.html](http://www.pbs.org/wgbh/amex/eyesonthepize/sources/ps_washington.html).

## **Document 3: Remembering Vivian Strong**

by Robyn Wisch (June 19, 2009)

In the hot summer of 1969 when Vivian Strong was killed, it was the height of the civil rights movement and racial tension hung thick over the city. But for Vivian Strong and her sister Carol, now Carol Larry, the years leading up to her death in the Near North Side neighborhood were carefree and fun.

“There were kids, neighborhood kids that you played with every day,” Larry recalled during a recent visit to her hometown. “It was a time in my life that I enjoyed, I loved, and I used to think ‘Boy, I never want to grow up, I always want to stay a kid.’”

But that innocence ended on June 24, 1969 when Larry was 13. A neighborhood kid told her about a party in a vacant apartment in the Logan Fontenelle Housing Projects where they lived. She knew they could get into trouble and steered clear, but her 14-year-old sister went anyway. “I know some of the kids had gone into the empty apartment, and they were playing music,” Larry said. “They were just dancing.”

Police showed up saying they’d been called on suspicion of a robbery, so Larry went to check on her sister. She stuck her head in the door and told the party the police were there. Immediately, everybody took off running to the back door. “But actually, all she had to do was step out the door with me,” Larry said. “Because all I did was I just stepped back out the door.”

Soon after, Larry heard what sounded like fire crackers, and then a crowd of people gathered around something on the ground. Small as she was, she made her way through the crowd and looked down. It took her a moment, she said, before she recognized her sister’s skirt and blouse. Vivian had been shot in the back of the head by one of the police officers.

“He didn’t have to shoot,” Larry said. “There were tons of kids out there. How do you decide to shoot when you’ve got kids running outside? She hadn’t stolen anything. She was running because somebody said, *I* said the police is here.”

“When I got the call, [I felt] this immediate rage,” said Dan Goodwin, owner of Goodwin’s Barber Shop, a fixture of North Omaha for over 50 years. Goodwin said rage immediately erupted in the neighborhood. People took to the streets and a three-day riot began. Shops were burned to the ground, including those lining the street where his barber shop stands today.

“The real target really was Caucasian establishments,” Goodwin said, “but most everything was owned by Caucasians. So, it wasn’t a case—people were very angry, they were very angry, it was as simple as that.”

Fires raged over at least a nine-block area. Grocery stores were burned, even a local candy store, one of Vivian and her sister’s favorites. Larry said she never understood why the community rioted. They could have protested or marched, she said, but the riots destroyed their own neighborhood.

The riots only continued though when news broke that the police officer involved, James Loder, was released from jail on a \$500 bond. Goodwin said the community's anger had been building and this incident brought it to a head. They felt Vivian's death was totally unjustified.

According to news reports, the police say they were called in to investigate a burglary; they apprehended a young man, and a crowd of "Negroes" gathered. Papers reported witnesses saying Loder fired at Strong for no apparent reason. But he was ultimately found innocent at trial and was reinstated by the city as a police officer where he remained until 1971. Forty years later, Larry finds that the hardest part to deal with.

"He meant to kill her," she said. "He wasn't shooting to wound. When you shoot somebody in the head, you're shooting to kill them."

"Why? See, there's no reason why," she said. "And why the city let him off, no reason, no explanation whatsoever."

James Loder did not want to comment for the story. But in a phone conversation with his wife, she said this incident has deeply impacted her family, and, overcome with emotion, said she wishes it would be put to rest. No police officers from the time are still working at the Omaha Police Department, but Chief Eric Buske said any time someone as young as Vivian is killed, it's a tragedy.

Larry said her mother had a nervous breakdown after Vivian's death and began drinking heavily. For her part, she said she had to take care of her younger brothers and learn to be strong.

"We never got any counseling for it," she said. "I saw my sister laying on the ground dead. I went to the funeral. I mean it was hard, and there was no counseling back then to help kids get through things. I was a teenager."

In some ways, the neighborhood has never recovered. The buildings, which once surrounded Goodwin's barber shop, were never rebuilt. And North Omaha has never again experienced that same bustle of thriving local businesses.

Larry said the destruction only amplified the unnecessary violence of her sister's death. The neighborhood, and Larry, were both forever changed.

*Source:* Interview and article courtesy of NET website. See <http://netnebraska.org/article/news/810620/remembering-vivian-strong>.

## **Document 4: Biography of Marlin Briscoe**

Marlin Briscoe earned a place in professional football history during one brief season with the Denver Broncos as the first African-American starting quarterback in the game. His rookie record with the 1968 Broncos still held 34 years later, but subtle racism in the game endured almost as long: it took nearly 20 years after Briscoe's historic first for talented African-American athletes to regularly hold this integral team position. Briscoe himself never did so again. After that season he switched to the position of wide receiver and subsequently won two Super Bowl rings. After his 1977 retirement from the game, the once-powerful athlete descended into an urban nightmare of drug addiction and danger. Briscoe told Colleen Kenney in an article published on ESPN.com, "I overcame a lot of obstacles in my life. But the biggest one by far was getting off of drugs."

### **Drafted by Broncos**

Briscoe was born in 1946 in Oakland, California. At the age of 4, his mother moved with Marlin and his younger sister to Omaha. He grew up in public housing in Omaha, Nebraska. At Omaha South High School, he was a star basketball and football player prior to his 1963 graduation. He went on to the University of Nebraska–Omaha, where he served as the Chargers' quarterback. At the time, however, a black quarterback on an integrated collegiate team was still somewhat of a rarity. Quarterbacks enjoyed an exalted status on the roster because they led their team's offense; in a sport where brute strength and speed were integral, the quarterback position called for strategic-thinking skills as well. Briscoe set college records during his time at Nebraska, and in 1968 became the Denver Broncos' 14th-round draft pick. Like the few other black quarterbacks at the time, Briscoe was signed as a defensive back. "I knew that if I was going to get an opportunity to play in the league it wasn't going to be as a quarterback but at another position," he told Sam Adams in an interview published in the *Rocky Mountain News*.

The Broncos were the Colorado franchise of the American Football League (AFL), a rival to the National Football League (NFL) during the 1960s. Permitted to try out for the quarterback position at his first Broncos training camp, Briscoe impressed the Denver coaches and management. When the team's starting quarterback, Steve Tensi, suffered a broken collarbone early in the season, Briscoe was offered the job. At the time, Briscoe himself had a hamstring injury that had temporarily sidelined him, but when he came to practice one day, he opened his locker and in place of his defensive back jersey was a No. 15 Broncos jersey—the quarterback's. The equipment manager told a stunned Briscoe that coach Lou Saban wanted to speak with him. As Briscoe recalled in the *Rocky Mountain News* interview with Adams, "I thought I had been cut. I hadn't been playing so I thought they weren't going to wait on me."

Instead Briscoe made his historic debut on September 29, 1968, in a game against the Boston Patriots. He scored a fourth-quarter touchdown, but the Broncos lost, 20–17. He started regularly with the team for the remainder of the season, permanently breaking the color barrier for quarterbacks in pro football. Only one other black athlete had ever played the position before him in the pros—the aptly named Michigan State star, Willie Thrower, who was sent in during a 1953 Chicago Bears game. At that point, blacks had been playing in professional football for just seven years, and were still a relative rarity.



## **Barrier Not Entirely Dismantled**

Briscoe was one of a new generation of athletes, those born after World War II who came of age during the civil rights era. America was becoming a more integrated society, and black players were advancing in all areas of professional sports. When Briscoe's 1968 season ended, he had set a Broncos rookie record, completing 93 of 224 passes for a total of 1,589 yards. He rushed 41 times for 308 yards, threw 13 interceptions, and made 14 touchdown passes. A hometown favorite in Denver and a popular teammate, Briscoe was dubbed "the Magician" for his prowess.

But in the summer of 1969, Briscoe returned to the University of Nebraska to finish his architecture degree, and the Broncos held pre-season quarterback meetings without him. When he arrived at training camp, he was told he would not be playing quarterback for the team that season. Irate at Saban, he asked to be released from his contract, and signed with another AFL franchise, the Buffalo Bills. He was offered the wide receiver job, and felt compelled to accept it, though he had never played the position before. Briscoe, however, proved a quick study: he became the first 1,000-yard receiver in Bills history, and scored five touchdowns in his first season with the team, more than any other Bills player that year.

He fared even better in the 1970 season, scoring eight touchdowns and making 57 catches for 1,036 yards. By this time the AFL teams had been subsumed into the NFL, and Briscoe won the league's receiving title that year. Haven Moses, his teammate from this era, told *Rocky Mountain News* writer Adams that Briscoe's talents were legendary. "I thought he was the only guy that could throw the ball and then catch his own pass," Moses recalled.

## **Played for Legendary Dolphins**

Briscoe's promising career was cut short when, at the close of the 1971 season, he joined a 32-player anti-trust lawsuit against the National Football League and its so-called Rozelle Rule, named after the league's powerful commissioner, Pete Rozelle. The rule gave the commissioner permission to compensate teams for free agents, and players filed the suit in protest, arguing that this restricted their options. Moreover, hard feelings remained between him and Saban, and when the latter was hired as the Bills' coach in 1972, Briscoe was summarily traded to the Miami Dolphins. Briscoe again proved to be a standout receiver and helped take the Florida team to its unprecedented 17-0 season that year, which remained an NFL record 30 years later. He played in two Super Bowl games with the team as well.

Briscoe spent rest of the 1970s with NFL franchises in San Diego, Detroit, and Boston, and retired in 1977. He spent the next twelve years addicted to cocaine, losing his house and family along the way. Shot at on the rougher streets of Los Angeles where he had settled, and even jailed twice, he traded on his former NFL glory with drug dealers, who dubbed him "17-0" in mock homage to his Dolphins years. In debt to crack dealers, he was once held hostage for a weekend until his NFL check arrived in the mail. It was just one of several near-death experiences he had during his darkest days, he told *Buffalo News* journalist Jerry Sullivan. "I thought I was invincible and that nothing like that could happen to me. I was always headstrong, so I must have thought I couldn't be conquered."

Briscoe was merely a footnote in football history at the time. No other black player started as a quarterback until 1974, when Joe Gilliam of the Pittsburgh Steelers took Terry Bradshaw's job during a players' strike. Doug Williams became a regular for the Tampa Bay Buccaneers in 1978, but as late as 1983, 99 percent of the quarterbacks in the NFL were white. In 1987 the *New York Times* ran a Sunday sports section article about the changing tide in the NFL. There was a strike that year, and the labor dispute had served to elevate three talented black quarterbacks—Williams, Warren Moon of the Houston Oilers, and Philadelphia Eagle Randall Cunningham—to starter slots on their teams.

The article's author, Roy S. Johnson, discussed the breakthrough, noting that there were also several prominent starters at the college level as well. Johnson predicted that in the future, the 1987 season "might . . . be remembered as the season when pro football showed signs of overcoming its most lingering phobia: apprehension over the use of the black quarterback." Likely unavailable for comment, Briscoe was mentioned by Johnson only in passing.

### **Mentored to South-Central Youth**

Briscoe finally overcame his cocaine addiction in 1989. He remained in the Los Angeles area, earned a teaching degree, and began working with at-risk youth. By early 2002 he was serving as the assistant project manager and fundraiser for the Watts/Willowbrook Boys and Girls Club in South Central Los Angeles, a new facility in a notably rough part of the city. At the center, Briscoe has played basketball, taught chess, and mentored teens. Outside of its sanctuary, he has lectured to help raise funds, ardently courting his former contacts from his pro ball days. These former teammates, who now hold jobs in NFL franchise front offices or on coaching staffs, have also helped Briscoe obtain autographed footballs and jerseys from current pro stars. These are auctioned off at Watts/Willowbrook's annual fundraiser. The Boys and Girls Club is near a park whose construction and equipment were donated by former Los Angeles Laker Magic Johnson. "These kids desperately need a proud place and a safe haven," Briscoe told Sullivan in the *Buffalo News* article. "So between Magic's park and our club, it's a source of inspiration for kids."

Briscoe's rookie quarterback record with the Broncos still stood in 2001. He recounted his historic first in a 2002 autobiography, *The First Black Quarterback: Marlin Briscoe's Journey to Break the Color Barrier and Start in the NFL*, written with Bob Schaller. In it, Briscoe recounts his Omaha childhood, the pro days, and his twelve-year battle with drugs. He toured to promote the book, but the athlete-turned-teacher was already an accomplished public speaker before audiences of all ages. Invited to tell his story to elementary-school students, he told Kenney on ESPN.com that the more football-savvy listeners among them would often mention his size—at just five feet, nine inches in height, he was relatively undersized for a quarterback job. "Usually a kid says, 'You played quarterback? But you're so small,'" he said in the interview with Kenney. "And I say, 'Don't ever let your size or circumstances in life dictate whether you succeed or fail.'"

*Source:* Carol Brennan, "Briscoe, Marlin, 1946–," *Contemporary Black Biography* (2003), <http://www.encyclopedia.com/doc/1G2-2873900019.html>.

**Document Analysis Worksheet**

**National Archives**

**Photograph Analysis Worksheet**

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph, and then examine individual items. Next, divide the photo into quadrants, and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

**PEOPLE**

**OBJECTS**

**ACTIVITIES**

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

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\_\_\_\_\_

\_\_\_\_\_

Step 3. Questions

A. What questions does this photograph raise in your mind?

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B. Where could you find answers to them?

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**National Archives**

**Written Document Analysis Worksheet**

1. TYPE OF DOCUMENT (Check one):

- |                                     |  |   |
|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper  | <input type="checkbox"/> Map           | <input type="checkbox"/> Advertisement        |
| <input type="checkbox"/> Letter     | <input type="checkbox"/> Telegram      | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent     | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report        |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report        | <input type="checkbox"/> Other                |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- |   |   |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations        |
| <input type="checkbox"/> Handwritten            | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed                  | <input type="checkbox"/> Other            |
| <input type="checkbox"/> Seals                  |   |

3. DATE(S) OF DOCUMENT: \_\_\_\_\_

4. AUTHOR (OR CREATOR): \_\_\_\_\_

POSITION (TITLE): \_\_\_\_\_

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

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6. DOCUMENT INFORMATION (There are many possible ways to answer A–E.)

A. List three things the author said that you think are important.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

B. Why do you think this document was written?

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C. What evidence in the document helps you know why it was written? Quote from the document.

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D. List two things the document tells you about life in the United States at the time it was written.

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E. Write a question to the author that is left unanswered by the document.

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**National events to cut out and place on the timeline**

<ul style="list-style-type: none"> <li>• JFK assassinated</li> <li>• March on Washington</li> <li>• MLK Jr.'s "I Have a Dream" speech</li> <li>• Miss. State plays integrated Loyola U. in the NCAA tournament after previously boycotting it in protest of integration</li> </ul>	<ul style="list-style-type: none"> <li>• Police shoot and kill black men in Minnesota and Louisiana</li> <li>• Dallas sniper kills five police officers</li> </ul>	<ul style="list-style-type: none"> <li>• Freedom Riders</li> <li>• Kennedy sends 100 U.S. special forces to S. Vietnam</li> </ul>	<ul style="list-style-type: none"> <li>• MLK Jr. assassinated</li> <li>• Robert Kennedy assassinated</li> <li>• Smith and Carlos summer Olympics silent demonstration</li> </ul>
Lunch counter sit-in by four college students in Greensboro, NC	Perry Wallace integrates basketball's Southeastern Conference	<ul style="list-style-type: none"> <li>• Emmett Till killed</li> <li>• Montgomery Bus Boycott</li> </ul>	Little Rock 9 integrate Central High School in Arkansas
<i>Brown v. Board</i> desegregates schools	Malcolm X assassinated	Civil Rights Act passed	Vivian Strong killed in Omaha, NE, by a white police officer
U.S. leaves Vietnam	Civil Rights Restoration Act passed by Congress	L.A. race riots	Michael Brown shooting (Ferguson, MO)

## Optional Extension Activity

### Marlin Briscoe life events to place on the timeline

Marlin Briscoe born in Oakland, CA	<ul style="list-style-type: none"><li>• Drafted in the 14th round by the Denver Broncos</li><li>• Oct. 6 — Became first African American player to start a game at QB in the NFL</li></ul>	Inducted into the College Football Hall of Fame	Graduated from Omaha South High School
Played wide receiver for the Buffalo Bills	Left the NFL to become a financial broker in California	Graduated from the University of Omaha	Parents split up—mother moved to Omaha with Marlin and his younger sister
Played wide receiver for the Miami Dolphins (on two Super Bowl-winning teams)	Arrested for possession of cocaine in San Diego	Played wide receiver for the Chargers and Lions	Inducted into the National High School Hall of Fame
Played wide receiver for the New England Patriots	Became a coach, teacher, and director of the L.A. Girls and Boys Club.	Street named after Marlin at 20th and M	Statue dedicated outside of Baxter Arena