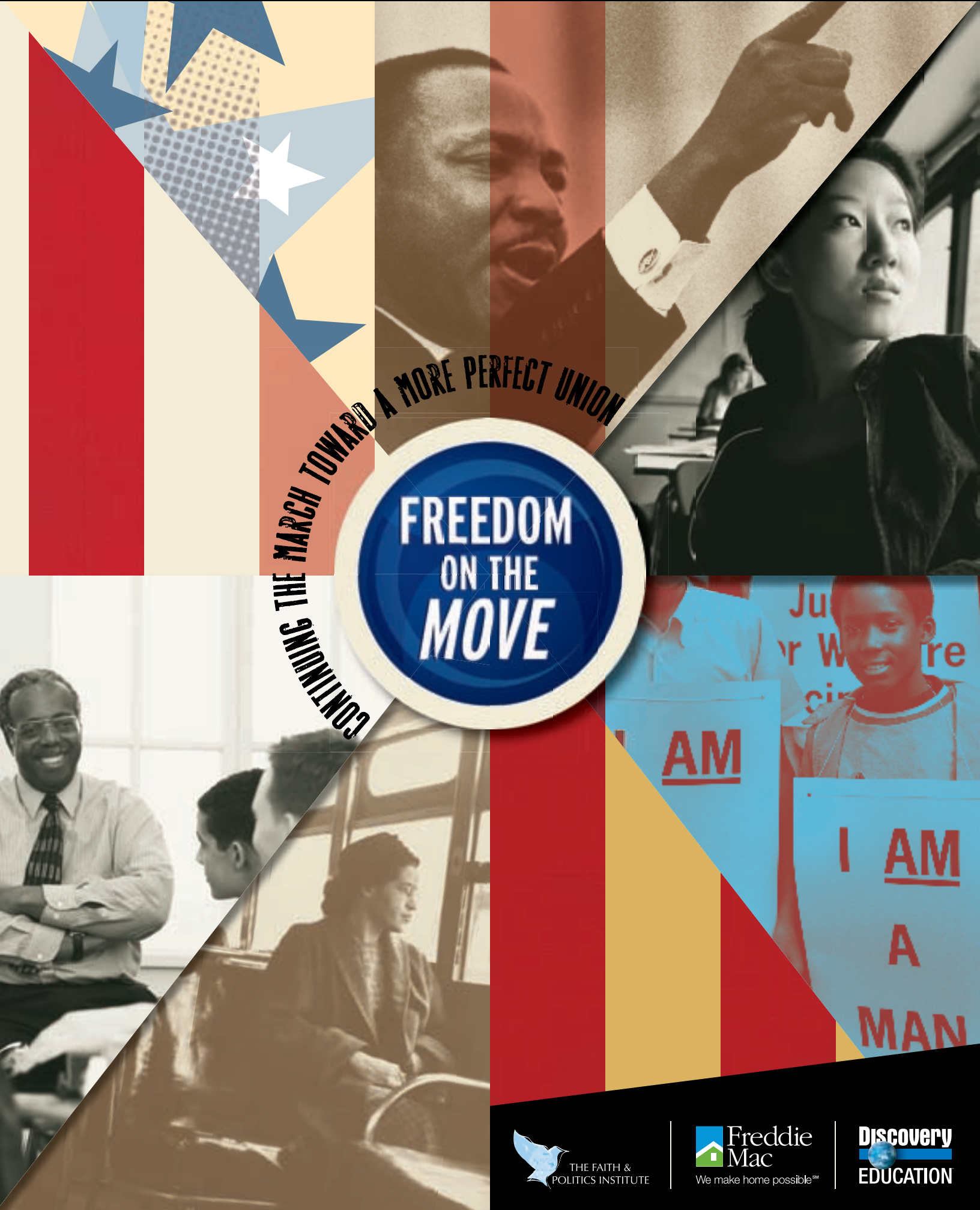


CONTINUING THE MARCH TOWARD A MORE PERFECT UNION

FREEDOM ON THE MOVE



# INTRODUCTION

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## ***Freedom on the Move* includes:**

- ★ Teacher's Guide
- ★ Student Magazines
- ★ DVD
- ★ Classroom Posters

## **FREEDOM ON THE MOVE: AN INTRODUCTION**

The story of America's civil rights movement is familiar to many students, but they often sense it through photographs of seminal, but isolated events—Martin Luther King Jr.'s landmark "I Have a Dream" speech during the March on Washington or the "Little Rock Nine" entering Central High School amid a backdrop of adversity.

It's important for students to realize that the civil rights movement is more than a series of isolated events or a few select leaders. It is the story of hundreds of courageous people, well-known and unknown, old and young, black and white. It is the story of an organized, disciplined movement, based on both philosophical and strategic non-violence, for which people risked their lives to right the wrongs that denied them basic civil rights. It is a movement that transformed America.

The content in *Freedom on the Move* will help students understand the past. But it will also help them take an important step into the future, as they recognize their responsibility to use their own voices in contributing to a more perfect union.

## **ACADEMIC STANDARDS**

*Freedom on the Move* addresses the following thematic strands drawn from the National Standards for the Social Studies, developed by the National Council for the Social Studies:

- (II) Time, Continuity, and Change: Lessons 1, 2, 3, 4
- (III) People, Places, and Environments: Lesson 3
- (IV) Individual Development and Identity: Lessons 1, 2
- (V) Individuals, Groups, and Institutions: Lessons 1, 2, 3
- (VI) Power, Authority, and Governance: Lesson 1
- (X) Civic Ideals and Practices: Lessons 1, 2, 3, 4

The following United States History Standards, developed by the National Center for History in the Schools:

**Era 9/Standard 4: Understands the struggle for racial and gender equality and for the extension of civil liberties**

The following National Standards for Civics and Government (5-8), developed by the National Center for Civics Education:

- What are civic life, politics, and government?: Lessons 1, 3**
- What are the foundations of the American political system?: Lessons 1, 3**
- How does the government established by the Constitution embody the purposes, values, and principles of American democracy?: Lessons 1, 3**
- (V) What are the roles of the citizen in American democracy?: Lessons 2, 4**

This teacher's guide includes student worksheets, suggested assessments, Web links and a step-by-step guide for four cross-curricular lesson plans. Each lesson plan has been designed with the following consistent features:

**THINK** Introductory activity to prompt discussion, debate and critical thinking about the lesson's content.

**ACT** Standards-based activity to bring the lesson's content to life for students. In addition to a step-by-step guide, activity content will include ideas for extending the lesson if time allows.

**REFLECT** Focused ideas for connecting the content to students' lives.

**CONNECT** Strategies for extending the content to those at home or in the community.

**EXPLORE** Additional Web resources where students can learn more.



### LESSON ONE: VOICES FROM THE PAST

**FOCUS:** Students go back in time to the height of the civil rights struggle through an analysis of primary source documents.

**CORRESPONDING RESOURCE:** DVD: *Civil Rights: The Long Road to Equality*; *Join Us on the Journey*; classroom poster

### LESSON TWO: CHOICES AND CONSEQUENCES

**FOCUS:** Students research and role-play courageous choices made by well-known and unknown individuals during the civil rights struggle.

**CORRESPONDING RESOURCE:** DVD: *Civil Rights: The Long Road to Equality*; *Join Us on the Journey*; *Speak Up* student magazine, classroom poster

### LESSON THREE: WHERE DO WE STAND TODAY?

**FOCUS:** Students investigate the current status of civil rights in communities across the nation.

**CORRESPONDING RESOURCE:** DVD: *Civil Rights: The Long Road to Equality*; *Speak Up* student magazine

### LESSON FOUR: YOUR LEGACY MARCHES ON

**FOCUS:** Students envision the civil rights legacy they hope to leave for future generations.

**CORRESPONDING RESOURCE:** DVD: *Join Us on the Journey*, *Speak Up* student magazine

## AMONG THE MOST IMPORTANT POINTS FOR STUDENTS TO REMEMBER THROUGHOUT THE UNIT:

### **The movement was an organized force for change.**

Events didn't happen in isolation. From the early 1950s, people such as Martin Luther King, Jr., Septima Clark and Fred Shuttlesworth were determined to push the nation toward radical change and created strategies toward that goal. But the movement wasn't based on typically radical behavior; King himself urged followers to participate in non-violent civil disobedience with "dignity and discipline."

**The movement was made up of diverse voices.** The struggle to give equal rights to African Americans began in the churches and meeting halls of that community, but people of all races joined the fight to ensure those rights eventually were given. Children and teens were active participants with their families in civil rights protests that they hoped would result in a better future. Some lost their lives in the struggle, but their voices were among the most resonant in a changing America.

**Change did not happen overnight.** After Rosa Parks refused to give up her seat to a white man, more than a year passed before a legal ruling desegregated the bus system. And black students were blocked from entering Little Rock's Central High School in 1957—three years after the U.S. Supreme Court's *Brown v. Board of Education* decision mandated their right to do so. The movement experienced a series of setbacks, even as it celebrated its victories.

**Wrongs were not always put right.** In the violence that erupted during the clash of cultures and traditions, justice didn't always win out. Two men accused in 1954 of killing 14-year-old Chicagoan Emmett Till in Mississippi were acquitted by an all-white jury, though they later admitted the crime. Justice was served when the ringleader of the 1964 murder of three civil rights workers was convicted in 2005.

**The movement itself underwent change.** In the late 1960s, the civil rights movement became more militant and marked by violent protest as leaders and tactics changed. It continued to evolve as it reacted to changing social and political environments.

**The work to ensure civil rights is not over.** We study the civil rights era as history, but the struggle for social justice continues today. In the years since the 1960s, the battle has focused on the rights of women, the 18-year-old voter, the disabled, those of other minority cultures, and gay and lesbian Americans. In the forefront of all of these issues have been young people, who contribute their voices and actions toward social progress.

The *Freedom on the Move* DVD will play on any computer (PC or Macintosh) with a DVD player or on a television with a DVD player. The printable resources and links to the Internet from the DVD are for use when using a computer. Included on the DVD:

### **CIVIL RIGHTS: THE LONG ROAD TO EQUALITY\*** TRT 48:45

**Description:** Two-part documentary examines the history of the civil rights movement and explores discrimination, bias and racism through interviews, archival footage, photographs, and on-camera discussions with contemporary middle and high school students. Part One, *The Civil Rights Movement: The Role of Youth in the Struggle*, takes students back to the height of the movement; highlights events in Topeka, Little Rock, Greensboro, Birmingham, and Selma; and profiles the courage and determination of young people who changed the world through non-violent resistance. In Part Two, *Overcoming Racism*, students speak candidly of their experiences and views of bias, prejudice and discrimination.

**How to Use:** Part One is an excellent introduction to the entire unit and to Lesson One in particular. Part Two can be used to reinforce the current state of civil rights in America that is explored in Lesson Three. Suggested discussion questions include:

**What do students already know about the civil rights movement and what might they expect to see on this video?**

**Why were young people so willing to get involved? In what situations do students believe strongly enough to risk their lives or safety?**

**How was nonviolent resistance and effective organization so critical to the success of the movement?**

**What surprised students most in the video?**

**Do Americans now enjoy equal protection and equal rights?**

### **JOIN US ON THE JOURNEY** TRT 18:52

**Description:** Documentary chronicles The Faith & Politics Institute's annual Civil Rights Pilgrimage, during which Members of Congress and their guests journey to the important sites of civil rights history and hear firsthand many of the compelling stories of hope that emerged from the movement.

Students hear from civil rights activists and Members of Congress and watch as the group reenacts the historic walk over the Edmund Pettus Bridge first taken on Bloody Sunday, March 7, 1965.

**How to Use:** The documentary is an excellent companion resource for Lessons One, Two and Four. Before watching the video, ask students what event in history they would most want to recreate and why. After watching, ask them to interpret the following statements made in the video:

**"When I hear young people say that nothing has changed, I say 'Come and walk in my shoes.'"**

John Lewis, U.S. House of Representatives, Georgia

**"The civil rights movement liberated not only African Americans but it liberated white Americans so that they could live into the fullness of their humanity."**

Ruby Sales, Civil Rights Activist

**"We need to get people to understand the philosophy of the discipline of non-violence."**

Bob Zellner, Civil Rights Activist

**"Miracles happened in this movement."**

Bernard Lafayette, Civil Rights Activist

**"The civil rights movement was a people's movement."**

Dorothy Cotton, Civil Rights Activist

**"Their cause must be our cause too, because it's not just Negroes but really it's all of us who must overcome the crippling legacy of bigotry and injustice."**

Lyndon Johnson, U.S. President who signed the Civil Rights Act and the Voting Rights Act

### **FREE CLASSROOM VIDEO KITS:**

Included on this DVD are clips from two award-winning films from The Southern Poverty Law Center. Both films can be ordered FREE OF CHARGE along with curriculum materials by visiting [www.teachingtolerance.org/resources](http://www.teachingtolerance.org/resources) and clicking on "kits and handbooks" or by referring to the brochure included in the *Freedom on the Move* kit.

#### **Mighty Times: The Legacy of Rosa Parks (TRT 5:00)**

recounts the amazing story of how one woman's refusal to give up her bus seat to a white man stirred an entire community to unite against segregation.

**Mighty Times: The Children's March (TRT 3:45)** is the courageous story of how the children of Birmingham, AL, flooded the city's streets—and the city's jail—to challenge segregation.

\*The archival footage in this program graphically demonstrates the strong language and violent reactions civil rights activists faced in the 1950s and 1960s. You may want to preview the footage so you can help to guide students as they watch.

# LESSON ONE: VOICES FROM THE PAST

## STUDENT OBJECTIVES

- ✓ Experience the denial of certain rights or the granting of certain rights that others are denied.
- ✓ Draw conclusions about America in the 1950s and 1960s, based on that experience and an analysis of primary source documents.
- ✓ Create a statement that communicates what the civil rights movement means today.
- ✓ Interview a family or community member about his or her experiences during the civil rights movement and make connections between researched documents and the voices of those who lived during that time.

## SUGGESTED TIME PERIOD:

2 to 3 class periods

## MATERIALS

*For this lesson, you will need:*

- ★ A class set of index cards; two-thirds of cards should have a circle on them and one-third should have a triangle
- ★ A roll of tape or string
- ★ Primary Source Document Analysis Worksheet (page 19)
- ★ Computers with Internet access



## **THINK:** INTRODUCTORY ACTIVITY

*Note: As students enter the room, have them select a card without indicating what the cards represent. If they wish, allow them to trade cards before the lesson begins.*

Once all students have chosen cards, direct those holding a card with a circle to the back of the room. Place a barrier of tape or string on the floor between the front and back of the room. If students in the back of the room complain or ask questions, do not acknowledge them.

Tell students they will participate in a series of votes about classroom rights, followed by a pop quiz. Take votes on the following issues, but count only the votes of those in the front of the room. If students in the back ask questions, explain that their votes do not count:

***Should those in the front of the room be excused from homework for the week?***

***Should those in the front of the room automatically get an "A" on the quiz?***

***Should those in the front of the room trade places with those in the back?***

Count the votes and begin the quiz. Tell students in the back they must take out a piece of paper and write, word for word, the text of the Civil Rights Act of 1964. Collect the papers after a few minutes, and announce that nobody in the back of the room has passed.

Remove the tape and allow students to return to their original seats.

Hold a class discussion on how students—those with rights and those without—felt during the exercise. For those in the back of the room, discuss how it felt to be ignored, have no right to vote or change things, be separated without enough seats, be treated unfairly on the basis of a random card, and watch as classmates were given rights they were denied. For those in the front of the room, discuss how it felt to be “in” as others were left out, to watch their classmates be treated unfairly, and to be given rights through the luck of the draw. Would individual students in the back have come up front if given the opportunity? In what ways did the exercise bond students?

Have students relate the exercise to the civil rights struggles of the 1950s and 1960s, Jim Crow laws, and racial segregation. This is a good time to introduce the Background Information on page 18. A sampling of Jim Crow laws from various states can be found at [www.nps.gov/malu/documents/jim\\_crow\\_laws](http://www.nps.gov/malu/documents/jim_crow_laws). Discuss with students how it must have felt for individuals and groups to have separate water fountains, restaurants, rest rooms, parks, schools, hospital entrances, and voting and transportation rights. Introduce the term “civil rights” (see student magazine) and ask students to list the civil rights that African Americans did not have before the Civil Rights Act of 1964.

## **ACT:** STANDARDS-BASED ACTIVITY

Divide students into groups of three or four. Tell them each group has an opportunity to “go back in time” by exploring a primary source document from the civil rights struggle.

Assign each group one of the documents from the list below. Challenge each group to analyze the document and complete the Primary Source Document Analysis Worksheet on page 18.

Have student groups present their primary source documents and what they believe to be the most important information from their worksheet.

Challenge the class to create a description of life in the 1950s and 1960s, using what they’ve learned from the documents. Then ask them to create a statement that illustrates the importance of keeping the civil rights movement alive today.

## **REFLECT:** CONNECTING CONTENT TO STUDENTS' LIVES

Have students share the quote, passage, photograph, or element from any of the primary source documents that moves them in some way or impacts their own lives. Their reflections can take the form of a poem, personal essay, oral presentation, or e-mail to a friend.

## PRIMARY SOURCE DOCUMENTS

### SPEECHES

Martin Luther King, Jr., "I Have a Dream,"  
March on Washington. August 1963  
[www.usconstitution.net/dream.html](http://www.usconstitution.net/dream.html)

President Lyndon Johnson, "We Shall Overcome,"  
Joint Session of Congress in March 1965 following  
Bloody Sunday in Selma.  
[www.historyplace.com/speeches/johnson.htm](http://www.historyplace.com/speeches/johnson.htm)

### PHOTOGRAPHS

Powerful Days in Black and White: Images  
by photojournalist Charles Moore  
[www.kodak.com/US/en/corp/features/moore/mooreIndex.shtml](http://www.kodak.com/US/en/corp/features/moore/mooreIndex.shtml)

Separate But Not Equal: Photographs of black and  
white schools in Prince Edward County, Virginia.  
[www.library.vcu.edu/jbc/speccoll/pec02j.html](http://www.library.vcu.edu/jbc/speccoll/pec02j.html)

### CONGRESSIONAL RECORD

The Civil Rights Act of 1964  
[www.ourdocuments.gov/doc.php?flash=true&doc=97](http://www.ourdocuments.gov/doc.php?flash=true&doc=97)

The Voting Rights Act of 1965.  
[www.ourdocuments.gov/doc.php?doc=100](http://www.ourdocuments.gov/doc.php?doc=100)

### ARTICLES/LETTERS

Letter from journalist Daisy Bates to the president  
of the National Association for the Advancement of  
Colored People (NAACP) outlining the treatment of  
the Little Rock Nine, 1957  
<http://lcweb2.loc.gov/ammem/aaohhtml/exhibit/aopart9.html>

Article in *Greensboro Daily News* about  
the Woolworth lunch counter sit-in  
[www.sitins.com/headline\\_2-4-60.shtml](http://www.sitins.com/headline_2-4-60.shtml)

## ASSESSMENT

*The following 3-point rubric can be used to evaluate the performance of students during this activity.*

**3 POINTS:** Students worked cooperatively to analyze primary source documents; were accurate and thorough in completing the primary source document analysis worksheet; drew logical, fact-based conclusions about life during the civil rights struggle; and created well-thought-out statements about the importance of continued civil rights study.

**2 POINTS:** Students worked somewhat cooperatively to analyze primary source documents; completed most of the questions accurately on the primary source document analysis worksheet; drew conclusions about life during the civil rights struggle based somewhat on logic and fact; and created statements about the importance of continued civil rights study.

**1 POINT:** Students were unable to work cooperatively to analyze primary source documents; were able to answer few of the questions on the primary source document analysis worksheet; drew illogical conclusions about life during the civil rights struggle; and created statements about the importance of continued civil rights study.

## CONNECT:

### HOME AND COMMUNITY CONNECTION

Encourage students to interview an older family or community member to discover how they were personally impacted by the civil rights movement. As students share their interviews, challenge them to make connections between the documents they've reviewed and the stories they've heard.

## EXPLORE:

### SITES WHERE STUDENTS CAN LEARN MORE

**Birmingham Civil Rights Institute**  
<http://bcri.bham.al.us/index.html>

"Living institution" that views the lessons of the past as crucial to understanding our heritage and defining our future.

**Civil Rights Museum**  
[www.civilrightsmuseum.org](http://www.civilrightsmuseum.org)

Museum dedicated to keeping the voices, people and stories of the civil rights movement alive.

**Civil Rights Teaching**  
[www.civilrightsteaching.org](http://www.civilrightsteaching.org)

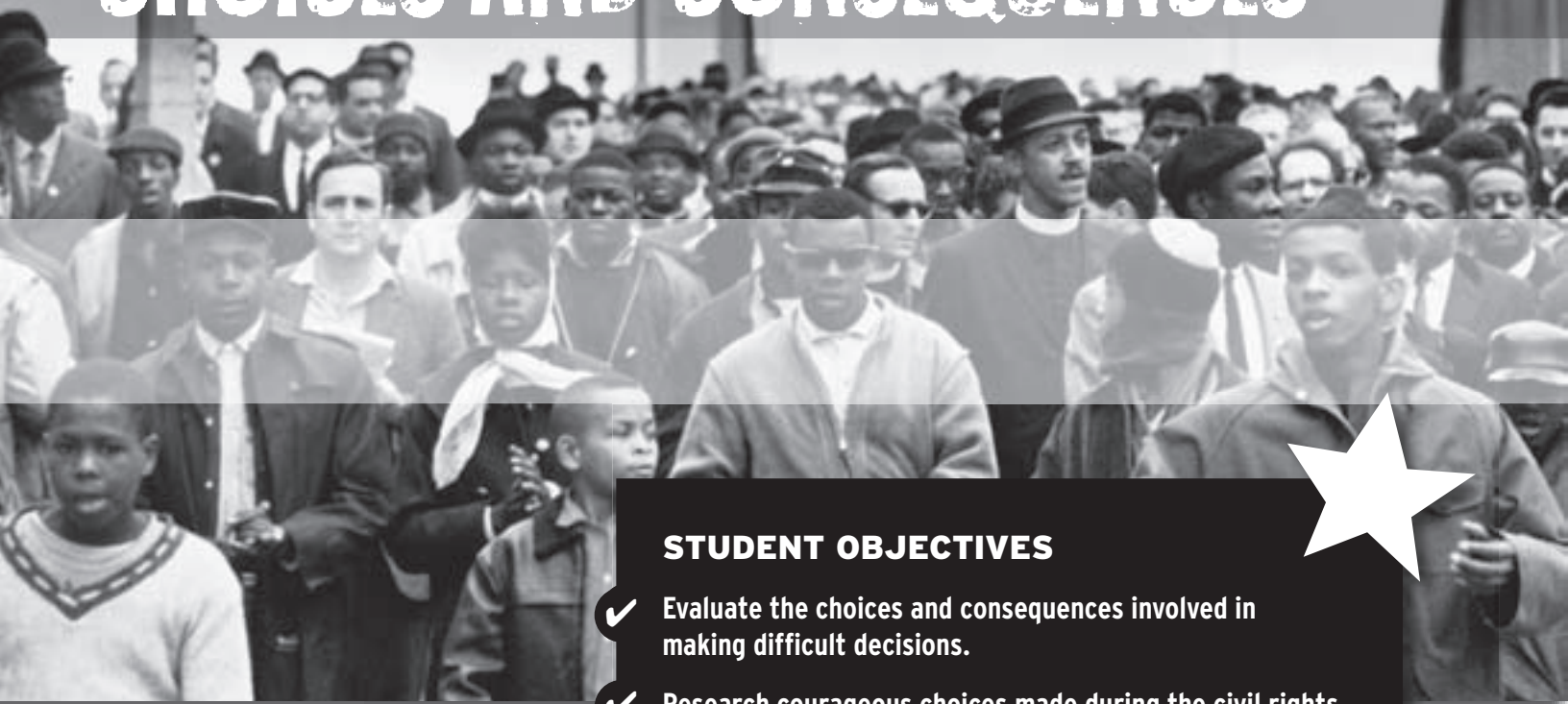
Lessons, handouts and resources about the civil rights movement.

**Voices of Civil Rights**  
[www.voicesofcivilrights.org](http://www.voicesofcivilrights.org)

Ordinary people and extraordinary stories of the civil rights movement.

## LESSON TWO:

# CHOICES AND CONSEQUENCES



### STUDENT OBJECTIVES

- ✓ Evaluate the choices and consequences involved in making difficult decisions.
- ✓ Research courageous choices made during the civil rights struggle and determine the short- and long-term impact of those choices.
- ✓ Role-play the historic events that surrounded those courageous choices.

### SUGGESTED TIME PERIOD:

2 class periods

### MATERIALS

*For this lesson, you will need:*

- ★ "What Would You Do?" stories (page 11)
- ★ "A Question of Courage" scenarios (page 11)



## THINK: INTRODUCTORY ACTIVITY

After a brief review of students' personal definitions of courage, divide students into groups and distribute one "What Would You Do?" card to each group.

Ask each group to identify at least three possible choices that could be made by the person in each scenario. They should also list one benefit and one consequence for each choice. Then have individual students determine the choice that would require the most courage as well as the choice they would realistically make if faced with the situation.

*Note: It's important to let students know that the expectation is not necessarily that the two answers would be the same.*

Have groups report back on the results of their discussions. Encourage students to contribute additional choices for other groups and to question each other about which choices would be most courageous. Discuss the possible short- and long-term impact of some of the choices they've made.

Explain that victories in the struggle for civil rights came at a personal cost for many who made the courageous choices to set things right for their own and following generations. Many of their choices were based on the strategy of non-violence that Martin Luther King, Jr., and others preached. Have students share what they already know about ordinary people who took personal responsibility during the civil rights movement and did extraordinary things.

*Note: You may want to refer to the photographs and captions on the classroom poster.*

## ACT: STANDARDS-BASED ACTIVITY

Individually or in groups, have students select one of the events from "A Question of Courage" scenarios on page 11.

Have them conduct research on Internet sites, in history texts and other sources to learn:

***what led up to the event they've chosen;***

***the main participants;***

***the courageous choice made;***

***the potential and actual consequences of this choice;***

***whether the event or choice reflected strategic non-violence;***

***the short- and long-term impacts of this choice or action; and***

***what might have happened if this choice had never been made.***

In character, have students present their research to the rest of the class as a person involved in the action or by role-playing a defining moment in the specific struggle.

Have students review their personal definitions of courage and make adjustments based on the events they've studied.

## REFLECT: CONNECTING CONTENT TO STUDENTS' LIVES

Have the class consider the following questions:

In what situations have they been asked to stand up for something in which they believe? What decisions did they make?

Do issues currently exist at your school in which people or groups are denied rights or excluded from participation? Do they consider it their responsibility to change the situation?

Would they be willing to risk their lives for something in which they strongly believe? Their families' lives? Their homes? Their safety? If yes, would they make the same sacrifices for others' freedom as they would for their own?

WHAT WOULD YOU DO?

# ★ CONNECT:

## HOME AND COMMUNITY CONNECTION

Have students ask older family members to share an event in their lives when they saw an opportunity to make things better for themselves or someone else. Did they do anything? Did they make the right choices? What would they do differently if given the opportunity now? What did they learn about themselves and the importance of individual contributions toward a greater good?

# ★ EXPLORE:

## SITES WHERE STUDENTS CAN LEARN MORE

### Civil Rights Documentation Project

[www.usm.edu/crdp/index.html](http://www.usm.edu/crdp/index.html)

Oral history interviews on the civil rights movement.

### Civil Rights Movement Veterans

[www.crmvet.org](http://www.crmvet.org)

Web site that emphasizes the central role played by ordinary people transforming their lives with extraordinary courage.

### Rosa Parks Library and Museum

<http://montgomery.troy.edu/museum>

Museum's exhibits tell the stories of bravery and courage of early civil rights soldiers.

### Rosa and Raymond Parks Institute

[www.rosaparksinstitute.org](http://www.rosaparksinstitute.org)

Web site describes ongoing work with young people envisioned and initiated by Rosa Parks.

### Veterans of Hope

[www.veteransofhope.org](http://www.veteransofhope.org)

Multifaceted educational initiative on religion, culture, and participatory democracy.



## ASSESSMENT

*The following 3-point rubric can be used to evaluate the performance of students during this activity.*

**3 POINTS:** Students defined the word "courage"; listed reasonable choices, benefits and consequences for the situations; effectively researched their historic event; re-created their event based on concrete and authentic facts.

**2 POINTS:** Students defined the word "courage," listed somewhat reasonable choices, benefits and consequences for the situations; somewhat effectively researched their historic event; re-created their event based on some concrete and authentic facts.

**1 POINT:** Students were unable to define the word "courage"; were unable to list reasonable choices, benefits and consequences for the situations; did not complete the research for their historic event; re-created their event without factual basis.

## A QUESTION OF COURAGE

In 1952, the South African government passed the Abolition of Passes and Coordination of Documents Act. The law forced all black Africans to carry pass books including their pictures, fingerprints, job description and hours. The passes were required at all times. On March 21, 1960, as part of his Defiance Campaign against the law, Chief Albert Luthuli prepared to publicly burn his pass book.

### WHAT CHOICE WOULD YOU MAKE? WHAT CHOICE WAS MADE?

On February 1, 1960, four African American freshmen from the all-black Agricultural and Technical College of North Carolina took vacant seats at the Woolworth's "whites-only" lunch counter, ordered coffee and waited. The store itself was open to all customers regardless of color, but the restaurant was for whites only. The waitress ignored them, as did the store manager and a pacing policeman.

### WHAT CHOICE WOULD YOU MAKE? WHAT CHOICE WAS MADE?

James Meredith applied for admission to the all-white University of Mississippi on January 31, 1961. At the time of his application, he was a student at Jackson State College, an all-black school. He was denied admission. He sent a letter to the Department of Justice requesting assistance and wrote the university numerous times requesting that his application be reconsidered. He was again denied. With assistance from the NAACP, James Meredith took his case to the U.S. Supreme Court, which upheld his right to admission. The governor of Mississippi vowed to block his admission to the university.

### WHAT CHOICE WOULD YOU MAKE? WHAT CHOICE WAS MADE?

On May 5, 1961, a group of blacks and whites together boarded buses, trains and planes bound for the deep South to challenge that region's outdated Jim Crow laws and non-compliance with a U.S. Supreme Court decision that prohibited segregation in all interstate public transportation facilities. At stops along the way, the Freedom Riders entered "whites" and "colored" areas where they were not supposed to go and ate together at segregated lunch counters. Their first resistance was in South Carolina, where an angry mob beat them as they stepped from the bus.

### WHAT CHOICE WOULD YOU MAKE? WHAT CHOICE WAS MADE?

On March 7, 1965, blacks began a peaceful march to Montgomery, AL, in support of voting rights, but were stopped at the Pettus Bridge by a police blockade. The troopers, sent by Alabama Gov. George Wallace, attacked the marchers with tear gas, bull whips and night sticks. Though the marchers were attacked brutally, they did not fight back. Fifty marchers were hospitalized.

### WHAT CHOICE WOULD YOU MAKE? WHAT CHOICE WAS MADE?

In March 1965, white housewife, mother of five and civil rights worker Viola Liuzzo went to Selma, AL, to assist with voter registration. While in Selma, Liuzzo volunteered to serve at Brown Chapel's hospitality desk, welcoming those who wanted to register to vote. She also made shuttle runs from the airport to the campsite of those who were marching toward Montgomery. On March 24, Liuzzo stayed overnight at St. Jude's, a complex of buildings including a Catholic Church just inside the Montgomery city limits. From the church tower she watched the approach of 25,000 marchers. When she came down from the tower, unsettled and anxious, she told parish priest Timothy Deasy, "Father, I have a feeling of apprehension. Something is going to happen today. Someone is going to be killed."

### WHAT CHOICE WOULD YOU MAKE? WHAT CHOICE WAS MADE?

## WHAT WOULD YOU DO?

**EDWARD DIAZ**, a 14-year-old person of Hispanic descent, moves to a new town. On the first day at his new school, Edward is approached by a group of non-Hispanic students and warned that Hispanic students don't eat in the school cafeteria. He is told that if he shows his face there, he will have a miserable year.

**KIMBERLY ATKINS AND JILL LAWRENCE** have been best friends since they were born. Kimberly is severely hearing impaired, and she and Jill communicate primarily through sign language. Their dream, upon entering middle school, has been to join their school's cheerleading squad. Kimberly is "unofficially" told by the coach that she probably will not make the squad because she won't be able to hear the head cheerleader's directions, but Jill is encouraged to try out.

**KELLY DURUHMANN'S** Muslim religion requires that she wear a hijab, or head covering, when she is out in public. She is often teased and ostracized by other students because of her religion. When she gets to Churchill High School, the principal asks her not to wear her hijab because it is not part of the school's dress code policy.

**SEAN STEVENS** is a senior at Marshall High School. He happens to be Caucasian but has many friends who are African American. This year's junior class, which is responsible for planning the senior prom, has decided that they will stick with Marshall's "traditions" and hold two separate proms: one for white students and one for black students.

**CINDY SANDLER** has five older brothers who are all football players. From a very young age, Cindy has played football with her brothers and she loves the sport. When she reaches the minimum age to join the county football league where her brothers have all played, she goes with her father to register. They are told that, due to safety reasons, girls are not allowed to play in the league.

# LESSON THREE: WHERE DO WE STAND TODAY?

## STUDENT OBJECTIVES

- ✓ Compare and contrast the status of civil rights during the 1960s and today.
- ✓ Define the fight for civil rights as an ongoing process.
- ✓ Through research and oral presentation, assess the status of civil rights within the context of one "community."
- ✓ Compare different generations' perspectives on civil rights and equality.

## SUGGESTED TIME PERIOD:

3 class periods

## MATERIALS

*For this lesson, you will need:*

- ★ Paper
- ★ Newspapers and news magazines
- ★ Computers with Internet access
- ★ School media center print resources



## THINK: INTRODUCTORY ACTIVITY

Ask students to create two columns on a sheet of paper and label them as follows: “Civil Rights Issues of the 1960s” and “Civil Rights Issues of Today.” Give them the following examples of civil rights issues, and ask them to place them in the appropriate columns. Remind students that civil rights issues could be based on race, religion, gender, ability level, and sexual preference.

*Note: You may want to have local and national newspapers, news magazines and Internet news sites available for students to review.*

**Voting rights for all**

**Equal opportunities for quality education**

**Equal opportunities in the workplace**

**Equal opportunities for economic prosperity**

**Acceptance of different religious faiths**

**Acceptance of different races**

Discuss student answers.

## ACT: STANDARDS-BASED ACTIVITY

Throughout the unit, students have learned about the people, events and legal milestones that propelled this country’s civil rights movement. After completing the “Think” activity, they probably also realize that the movement itself is not over. They may wonder, however, exactly where we stand today with civil rights.

Write the question, “Where do we stand today in relation to civil rights?” on the board.

Ask students to write down their answer and then put it away until the end of the activity.

Tell students they will have the opportunity to better answer this question by investigating one “community’s” civil rights status and reporting back. For this activity, encourage students to think of “community” as a group of people that is somehow connected.

Tell students that, as an example, they will use their own school community to answer this question. Challenge students to act as investigators by brainstorming a list of eight questions that would help them assess the status of civil rights at their school. They might, for instance, suggest, “Does everybody have access to the same classes?”; “Does the school building accommodate all physical disabilities?”; “Do our sports teams have access to the same facilities and equipment?;” or “Do we listen to the concerns of all ethnic groups?” Once the questions are listed, have the class brainstorm various resources that would help them find answers.

Now divide the class into groups and allow each to choose another “community” for which they will investigate the current status of civil rights. Examples of communities from which students might choose: their neighborhood, an athletic group, a school, a minority community, an organization, an industry, the military, the U.S. Congress, and the media.

Allow them one class period to draft a series of eight questions they will need to answer before starting their research. Provide another class period for research and compiling facts from the school’s media center, newspapers and news magazines, government offices, community leaders, and other resources.

Bring investigators together to share their questions and answers. Then ask them to draw at least one conclusion about where civil rights stand today in the community they’ve chosen. Emphasize that there are no right or wrong answers, but students should be able to present evidence to back up their assertions.

After the presentations, bring students back to the original question, “Where do we stand today?” How did the exercise change their original answers? Can the class agree on the answer(s)? Then ask them to create a statement that illustrates the importance of keeping the civil rights movement alive today.



## CONNECT:

### HOME AND COMMUNITY CONNECTION

Different generations may offer different viewpoints on the question of “where we are today” in relation to civil rights. Encourage students to ask an older family or community member this question and compare his or her answers with student conclusions from the exercise above.

## EXPLORE:

### SITES WHERE STUDENTS CAN LEARN MORE

#### Southern Poverty Law Center

[www.splcenter.org](http://www.splcenter.org)

Web site for this civil rights law center tracks legislation, hate crimes and civil cases, and provides tools for teaching tolerance.

#### American Library Association

[www.ala.org/ala/oif/foryoungpeople/youngpeople.htm](http://www.ala.org/ala/oif/foryoungpeople/youngpeople.htm)

A section of this organization’s site focuses on equal access by young people to books and non-print materials.

## REFLECT:

### CONNECTING CONTENT TO STUDENTS’ LIVES

Many say that today’s music, particularly hip-hop, is an extension of the civil rights movement, expressing in song the ideals of civil rights and social equality. Have students find and share examples of songs that represent social protest or promote social equality. If possible, play the songs in class and have students discuss their messages.

## ASSESSMENT

*The following 3-point rubric can be used to evaluate the performance of students during this activity.*

**3 POINTS:** Students effectively used contemporary issues to compare civil rights of the 1950s and 1960s to modern times; accurately assessed the civil rights status in their chosen community; presented a logical answer, based on evidence, to where we stand today in relation to civil rights.

**2 POINTS:** Students somewhat effectively used contemporary issues to compare civil rights of the 1950s and 1960s to modern times; somewhat accurately assessed the civil rights status in their chosen community; presented an answer, based on little evidence, to where we stand today in relation to civil rights.

**1 POINT:** Students were unable to use contemporary issues to compare civil rights of the 1950s and 1960s to modern times; inaccurately assessed the civil rights status in their chosen community; presented an answer, not based on evidence, to where we stand today in relation to civil rights.

# LESSON FOUR: YOUR LEGACY MARCHES ON

## STUDENT OBJECTIVES

- ✓ Evaluate the current state of civil rights and social equality in America
- ✓ Identify important civil rights legacies inherited from previous generations.
- ✓ Determine the legacy(ies) they would like to leave for future generations.
- ✓ Reflect on how their actions and beliefs will positively impact future generations

## SUGGESTED TIME PERIOD:

1 to 2 class periods

## MATERIALS

*For this lesson, you will need:*

- ★ Ten signs, each bearing a number from 1 to 10
- ★ Copies for each student of Martin Luther King, Jr.'s, "I Have a Dream" speech, which can be downloaded at [www.usconstitution.net/dream.html](http://www.usconstitution.net/dream.html)
- ★ Computers with Internet access





## THINK: INTRODUCTORY ACTIVITY

*Note: Prior to class, place 10 signs around the room, each with a number (1–10) on it.*

Tell students that the numbers on the signs each represent a different level of the current state of civil rights/social equality for all in America, with “1” representing no civil rights/equality and “10” representing complete civil rights/equality. Based on what they learned in Lesson 3 and their own observations, ask students to think about which number best represents our country’s current state. Have students physically move to the number they’ve selected.

Ask students standing next to each number to discuss, in their small group, reasons for their choice. Then have each group present their reasons to the class.

Once the groups have reported their justifications, give all students the opportunity to reevaluate their choices and move to a new number, if appropriate.

Discuss the results.

## ACT: STANDARDS-BASED ACTIVITY

Poll students to learn what level of civil rights/social equality, from 1 to 10, they would like to see our country reach in their lifetime. Do students believe these goals are realistic? If yes, what will it take? If no, what will prevent it?

Talk with students about the word “legacy,” and what it means to them. A “legacy” is defined as something that is passed down or left by a previous generation.

Discuss with students:

***Legacies left to them by ancestors in their own families, and what this has meant to them.***

***How a movement or generation can leave a legacy for the generations that follow.***

***Positive legacies (i.e., civil rights, technology, medical advances) and negative legacies (war, environmental changes, racism) that have been left to their generation.***

***Why it’s important for each generation to leave positive legacies for the generations that follow.***

***Civil rights legacies that have been left by previous generations. [Examples include women’s right to vote (1920s), Civil Rights Act and Voting Rights Act (1960s), Title IX (1980s), and the Americans with Disabilities Act (1990s).]***

***Famous people or organizations that have helped to create these civil rights legacies.***

Distribute copies of Martin Luther King, Jr.’s, famous “I Have a Dream” speech from the 1963 March on Washington. If possible, have students listen to the actual speech at <http://www.hpol.org/record.php?id=72>

Have students highlight the lines or phrases in which Dr. King refers to the legacies he hopes his generation will leave for future generations. Have students read the lines they have highlighted and share whether they think Dr. King would feel that his “dreams” were achieved.

Refer to the line in paragraph 9 of the speech that begins with, “And as we walk, we must make the pledge that we shall always march ahead. We cannot turn back.” Do students think that statement remains true? Do they believe different facets of society share responsibility for keeping the legacies of civil rights in America moving? What responsibility do they have? What responsibilities belong to their families? The government? Business? Civil rights groups?

Ask students to think about how they would like life to be better, easier or fairer for the generation that follows them? Have students contribute ideas to a class list.

Have students or student groups use the information on the list to write a statement about the legacy they hope their generation leaves to others. Include at least three ideas for how this hope can become a reality.

Finally, have students create a speech, rap, song, poem, multimedia presentation, or other final product that illustrates their “dream,” and action steps that would help their generation achieve it.

## REFLECT:

### CONNECTING CONTENT TO STUDENTS' LIVES

Have students share the names and stories of celebrities, athletes, or community/national leaders who have been active in ensuring rights and better lives for others. (Celebrity examples might include Bob Geldof, Sting, Bono, Angelina Jolie, Bruce Springsteen, or Chris Martin.) Do they admire these people? Why? What can they learn from them about their own ability to affect change?

## CONNECT:

### HOME AND COMMUNITY CONNECTION

Have students ask older family or community members about the legacy they believe their own generation left for others and what contributions they would like to see from future generations.



## EXPLORE:

### SITES WHERE STUDENTS CAN LEARN MORE

#### Martin Luther King, Jr. Papers Project at Stanford University

[www.stanford.edu/group/King](http://www.stanford.edu/group/King)

Collection of Martin Luther King, Jr.'s, speeches, papers and teachings.

#### Do Something

[www.dosomething.org](http://www.dosomething.org)

Nationwide network of young people taking action to create positive change.

#### Teaching Tolerance

[www.teachingtolerance.org](http://www.teachingtolerance.org)

Site dedicated to fighting hate and promoting tolerance.

#### Facing History and Ourselves

[www.facinghistory.org](http://www.facinghistory.org)

Facing History helps students find meaning in the past and recognize the need for participation and responsible decision making.

#### Rosa and Raymond Parks Institute for Self-Development

[www.rosaparksinstitute.org](http://www.rosaparksinstitute.org)

Web site describes ongoing work with young people envisioned and initiated by Rosa Parks.

#### Veterans of Hope

[www.veteransofhope.org](http://www.veteransofhope.org)

Multifaceted educational initiative on religion, culture, and participatory democracy.

## ASSESSMENT

The following 3-point rubric can be used to evaluate the performance of students during this activity.

**3 POINTS:** Students presented logical justifications to support their number selections; accurately listed positive and negative legacies left to their generation; contributed thoughtful ideas of how they could improve life for generations that follow; creatively presented their ideas and action steps to the class.

**2 POINTS:** Students presented somewhat logical justifications to support their number selections; listed some positive and negative legacies left to their generation; contributed somewhat thoughtful ideas of how they could improve life for generations that follow; creatively presented their ideas and action steps to the class.

**1 POINT:** Students were unable to present logical justifications to support their number selections; were unable to list positive and negative legacies left to their generation; contributed ideas of how they could improve life for generations that follow; presented their ideas and action steps to the class.

# BEHIND THE MOVEMENT: WHAT LED TO AMERICA'S MODERN CIVIL RIGHTS MOVEMENT

The civil rights story is a story of hundreds of people—well-known and unknown, young and old, black and white—who made courageous choices, at great personal risk, to guarantee equal rights for all. Although we often focus on the period of the 1950s and 1960s in the study of civil rights, African Americans struggled for hundreds of years to gain equality. In order to truly understand the civil rights movement, it is important to know what led to this intense period in our nation's history and the courage and determination it took for African Americans to fully participate in all aspects of American society.

## SLAVERY

The first slaves were brought to the United States in 1619. Over the course of two centuries, millions of Africans were bought and sold to work on plantations, farms and other places where labor was needed. African slaves were owned by white masters, denied most basic human rights and often abused.

## ABOLITIONISTS

In the 1800s, abolitionists united to form antislavery societies. These groups sent petitions with thousands of signatures to Congress, held meetings and conferences, boycotted products made with slave labor, and gave speeches for their cause. Not all blacks were enslaved during this time; these free blacks, primarily from the North, were not treated as equal citizens, however. They had to carry papers proving they were not slaves. Otherwise, they faced capture and transport to the South where they could be sold into slavery.

## CIVIL WAR

Conflict over issues of how much control the federal government should have over the states, industrialization, trade, and especially slavery had increased tension between Northern and Southern states. After Abraham Lincoln was elected president in 1860, 11 Southern states withdrew from the Union and set up an independent government—the Confederate States of America. These events led to the outbreak of the Civil War—a brutal, bloody, four-year conflict. The 1862 Battle of Antietam produced the bloodiest day of the Civil War and influenced Lincoln to issue his Emancipation Proclamation in order to give the bloodshed as noble a purpose as possible. Lincoln told the nation that from the 1st January, 1863, all slaves in states or parts of states, still in rebellion, would be freed.

## RECONSTRUCTION

From 1865 to 1877, the Constitution was amended three times to provide equal rights to black Americans. Slavery was abolished, and citizenship and voting rights were guaranteed. After the Civil War, the Thirteenth Amendment emancipated all U.S. slaves wherever they were. As a result, Southern blacks now faced the difficulty Northern blacks had confronted—that of a free people surrounded by many hostile whites.

## PROGRESSIVE ERA

By 1890, whites in the North and South became less supportive of civil rights. Racial tensions began to flare. Laws were passed severely limiting freedoms given to blacks. Poll taxes and literacy tests made voting difficult. Several Supreme Court decisions promoted racial segregation. The Supreme Court ruled that the Civil Rights Act of 1875 was unconstitutional and that the Fourteenth Amendment did not prohibit individuals and private organizations from discriminating on the basis of race. The Supreme Court's decision in *Plessy v. Ferguson* led the way to racial segregation and Jim Crow laws which enforced separate facilities for blacks and whites.

## LATE 1800s

The 1870s to the start of World War I was a difficult period for African Americans. They couldn't vote, and civil rights began to vanish through court action. Lynching and racial violence were common. On the positive side, while only a small percentage of the black population had been literate at the close of the Civil War, the majority of all African Americans were literate by the end of the century.

## WORLD WAR I AND POST-WAR

Blacks and whites in the newly-formed National Association for the Advancement of Colored People (NAACP) and other organizations led the fight against discrimination and segregation in the United States, pursued voting rights and worked to get rid of segregation through the courts.

## POST WORLD WAR II

After World War II, energy increased against second class citizenship for African Americans. Resistance to racial segregation and discrimination with strategies such as civil disobedience, nonviolent resistance, marches, protests, boycotts, "freedom rides," and rallies received national attention as newspaper, radio, and television reporters and cameramen documented the struggle to end racial inequality. The Brown decision in 1954, the Civil Rights Act of 1964, and the Voting Rights Act in 1965 helped bring about civil rights for African Americans.

# PRIMARY SOURCE DOCUMENT ANALYSIS WORKSHEET



Title of document:

Type of document:

Date of document:

Author/creator of document:

Unique physical qualities of document:

Why do you think this document was written or created? Support your answer, if possible, with evidence from the document.

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

Write one question that is left unanswered by the document.

What was the short-term impact of the document?

What is the likely long-term impact of the document?

What connections can you make between the document and current local, national or global issues?



**FREEDOM  
ON THE  
MOVE**

With special thanks to the National Civil Rights Museum, the Troy University Rosa Parks Museum, and the University of Memphis College of Education for their valuable contributions to these materials.

**ON THE COVER:**

Martin Luther King, Jr., delivers his "I Have a Dream" speech from the steps of the Lincoln Memorial during the March on Washington.

Image: © Flip Schulke/CORBIS

Two young African American boys carry signs proclaiming, "I Am a Man," at a speech by Martin Luther King, Jr.

Image: © Flip Schulke/CORBIS

Rosa Parks sits in the front of a bus in Montgomery, AL, after a Supreme Court ruling on December 21, 1956, that segregation on city buses is illegal.

Image: © Bettmann/CORBIS

**PAGES 8 AND 15:**

Led by Martin Luther King, Jr., and his wife, civil rights marchers arrive at the Alabama State Capitol, ending the five-day Selma to Montgomery March.

Image: © Bettmann/CORBIS

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