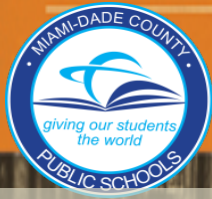


# CIVIL RIGHTS IN AMERICA



2014 ANNUAL BLACK HISTORY THEME  
Department of Social Sciences

## 2014 Black History Month Resource Packet



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## **2014 BLACK HISTORY MONTH**

### **ACTIVITIES AND RESOURCES**

The purpose of Black History Month is to call attention to the many cultural, social, spiritual, and economic contributions of African Americans to the United States. However, in Miami-Dade County Public Schools, African American history is not just a subject studied and discussed in February. It is a topic of substance that is woven into all subjects throughout the school year. National Black History Month provides schools with an additional opportunity to emphasize and celebrate African American history in all of Miami-Dade County's public schools.

The 2014 Black History Month theme is "Civil Rights in America." In this instructional resource packet, the Department of Social Sciences has provided background information and several lessons to support this year's theme.

To further support teachers and administrators in their efforts to provide educationally meaningful experiences for all students, the Department of Social Sciences is also sponsoring or co-sponsoring a number of special activities during Black History Month.

Please share the following information and resources with teachers at your school.

#### **Special Black History Month Activities**

##### **37th Annual Theodore Gibson Oratorical Competition**

Miami-Dade County Public Schools, in cooperation with Miami Dade College, is co-sponsoring the 37th Annual Theodore Gibson Oratorical Competition. In this competition, elementary and secondary students compete for the coveted Theodore Gibson medallion. The competition exposes students to a breadth of writings about the African American experience and provides them with the opportunity to refine their research, writing, and public speaking skills through a challenging competition. The final competition will be held in May, 2014

##### **The 25th Annual History Culture & Brain Bowl**

Florida International University will sponsor the 2014 Regional Black History and Culture Brain Bowl Competition on January 18, 2014 at Florida International University. Teams of students in grades 6 through 12 compete by answering FCAT and SAT-based vocabulary and comprehension questions drawn from college-level literary and historical works. After training and preparation, students compete to test their

knowledge and win college scholarships and other prizes. For registration information go to <http://fefonline.org/contact.html>

### **The 25<sup>th</sup> Annual African American Read-In Chain, Monday, February 3, 2014**

The 25<sup>th</sup> Annual African American Read-in Chain is scheduled for Monday, February 3, 2014. On this day, schools are urged to make literacy a significant part of Black History Month as they select books authored by African Americans and host school Read-Ins. A completed African American Read-In school report card from each participating school is submitted to the Department of Social Sciences. The African American Read-In Chain has been endorsed by the International Reading Association. Reporting forms are currently available on the Department of Social Sciences website at <http://socialsciences.dadeschools.net/forms/read-in-chain-form.asp>

### **The Black History Month Elementary and Secondary Essay Contest**

To support the National Black History Month theme, "Civil Rights in America," and the District's reading and writing initiatives, the Department of Social Sciences, in cooperation with the United Teachers of Dade and 99 JAMZ radio, is sponsoring a Black History Month Essay Contest. This contest is open to elementary, middle, and senior high school students who will compete in separate categories. The 2014 elementary and secondary Black History Month Essay winners will be acknowledged during the Districts 2014 Black History Month program.

***The Griot, the African American History Newsletter*** - A special edition of the newsletter will be available online for all schools in February 2014.

### **Black History Month Resources and Classroom Activities**

A brief introduction to the 2014 Black History Month theme, as well as several classroom readings and activities are included in this section of the document. A listing of local activities and resources to support Black History Month are also provided. A list of Internet resources is also included.

For further information, please contact Dr. Sherrilyn Scott, Department of Social Sciences Supervisor at [sherrilynscott@dadeschools.net](mailto:sherrilynscott@dadeschools.net)

### **Background Information on the 2014 National Theme for Black History Month -**

The Association of African American Life and History (ASALAH), founded by Dr. Carter G. Woodson, develops the annual Black History Month theme. Each year, ASALAH also produces a publication of scholarly works related to the national theme.

**Background from ASALAH**

<http://asalh.org/blackhistorythemes.html>

## **The 2014 Black History Theme: CIVIL RIGHTS IN AMERICA**

The Revolutionary American Thomas Paine held that “civil rights are those which appertain to man in right of his being a member of society.” From the beginning of our Republic, free people of African descent have seen themselves as citizens, members of society, and therefore due equal rights. From the nation’s origins, Americans believed that religion should not be a basis for abridging a citizen’s rights, but very few believed color should be treated similarly. And gender and sexual orientation were not even open for discussion. The resulting struggles over civil rights have remade our nation for more than two centuries.

The history of civil rights in the United States is largely the story of free people of color and then African Americans to define and enumerate what rights pertain to citizens in civil society. It has been the history of enlisting political parties to recognize the need for our governments, state and federal, to codify and protect those rights. Through the years, people of African descent have formed organizations and movements to promote equal rights. The Colored Convention Movement, the Afro-American League, the Niagara Movement, the National Council of Negro Women, and the Southern Christian Leadership Conference carried the banner of equality when allies were few. In the modern era, integrated organizations such as the National Association for the Advancement of Colored People, the National Urban League, and the Congress of Racial Equality fought for and protected equal rights. The names of America’s greatest advocates of social justice—Frederick Douglass, W. E. B. Du Bois, Martin Luther King, Jr., and Fanny Lou Hamer — are associated with the struggle for civil rights.

Within this struggle for civil rights, many of the important leaders have been men and women whose rights as women and as members of the gay and lesbian community were subordinated to the general cause. Pauli Murray, Bayard Rustin, James Baldwin, and many others litigated, organized, and wrote on behalf of civil rights, believing fully in the path towards equal rights for all. Their struggles accentuate the universality of the movement for equality in America, and form a central part of the 2014 National African American History theme

The Association for the Study of African American Life and History has selected this theme to mark the fiftieth anniversary of the 1964 Civil Rights Act, and we invite all Americans and the global community to join us in exploring the history of equal rights for all.

# THE CIVIL RIGHTS MOVEMENT

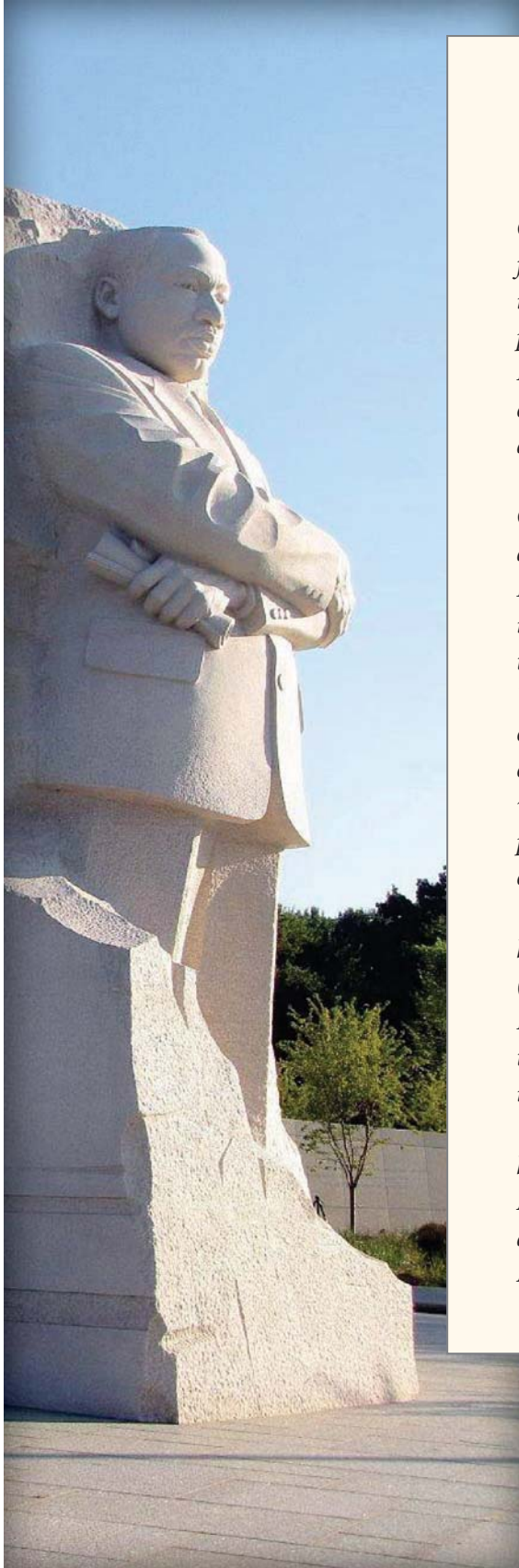


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*I*t is challenging to calculate an exact start or finish date for the modern American Civil Rights Movement. The 14th Amendment and 15th Amendments to the U.S.

Constitution, passed in 1868 and 1870 respectively, paved the way for equal rights for African Americans in the letter of the law, yet inequality and racism persisted. During the century between the passage of the Emancipation Proclamation (1863) and the Civil Rights Act (1964), African Americans and their supporters fought courageously to achieve full citizenship rights both legally (*de jure*) and in actuality (*de facto*).

The long continuum which has been referred to as the period “From Civil War to Civil Rights” consisted of multiple phases, movements and events which culminated in the decades following World War II. Along the way, the civil rights struggles of African Americans inspired a diverse set of other minority groups in American society in their own efforts to achieve equality and full access to the promises of U.S. democracy. Landmark events such as the 1954 *Brown v. Board of Education of Topeka*, Kansas Supreme Court decision helped catalyze major momentum in the American Civil Rights Movement, which exploded in the late 1950s and 1960s. Behind major turning points such as *Brown* were countless individuals and leaders who courageously fought for civil rights.

From 2013 through 2015, Americans will look back on several historic civil rights anniversaries, including the March on Washington (August 28, 1963), the Civil Rights Act (July 1964), and the Voting Rights Act (August 1965). These anniversaries provide an opportunity to reflect on the history of the Civil Rights Movement and its relevance in our lives today.

This supplement is intended as an introduction to many of the key people, events, and turning points in the American Civil Rights Movement, with resources that will give teachers and students additional starting points for further explorations of the Civil Rights Movement and the other movements for change that it inspired.

**Note to teachers:** This supplement provides narrative background about the Civil Rights Movement. You may want to have students read individual sections and discuss them with the class or group. Additional activities and suggested research topics are included in each section of the supplement, with additional links at the end of the guide.

# The Paradox of Slavery

From the transport of the first African slaves to Jamestown, Virginia in 1619, the contours of slavery and freedom were linked with race. Over the course of the next 150 years, racialized slavery developed into what historian Edmund Morgan called “the American paradox” in which the contradictions between slavery and freedom became increasingly stark. Slaves, who were almost entirely of African descent, were treated brutally and were denied freedom at every level.

While slaves fought against the terms of slavery and an abolitionist movement started to percolate in the 17th and 18th centuries, slavery continued to spread throughout the colonies. Even as revolutionary sentiment against the injustices of the British crown percolated, slavery continued. As revolutionary fervor turned into a war for independence, the language of liberty and equality circulated throughout the colonies.

The Declaration of Independence (1776) proclaims, “all men are created equal.” Yet Thomas Jefferson was forced by pro-slavery colonies to remove any text related to the issue of slavery in his drafts of the Declaration. A great new nation would not be born free of slavery. Slaves and free blacks fought on both sides of the Revolution. Among the most well-known free African Americans to fight on the American side was Crispus Attucks, who was the first casualty in the Boston Massacre. Attucks and others like him were among the first in a long line of African Americans who fought for American democracy even as they were denied access to full citizenship rights.



After an enormous debate about the way slavery would be treated in the Constitution, the Founding Fathers came to a compromise which allowed slavery to continue for the time being. The institution of slavery is alluded to in Article 1, Section 2, which counted those “other Persons,”

who were not “free Persons,” as three-fifths of a person. Article 1, Section 9, prohibits Congress from limiting “importation of Persons [slaves]” before 1808. Slave importation did end at that time, but this did not end the ownership or sale of slaves within the country.

The Fugitive Slave Clause, Article 4, Section 2, required all states to return escaped slaves to their owners.

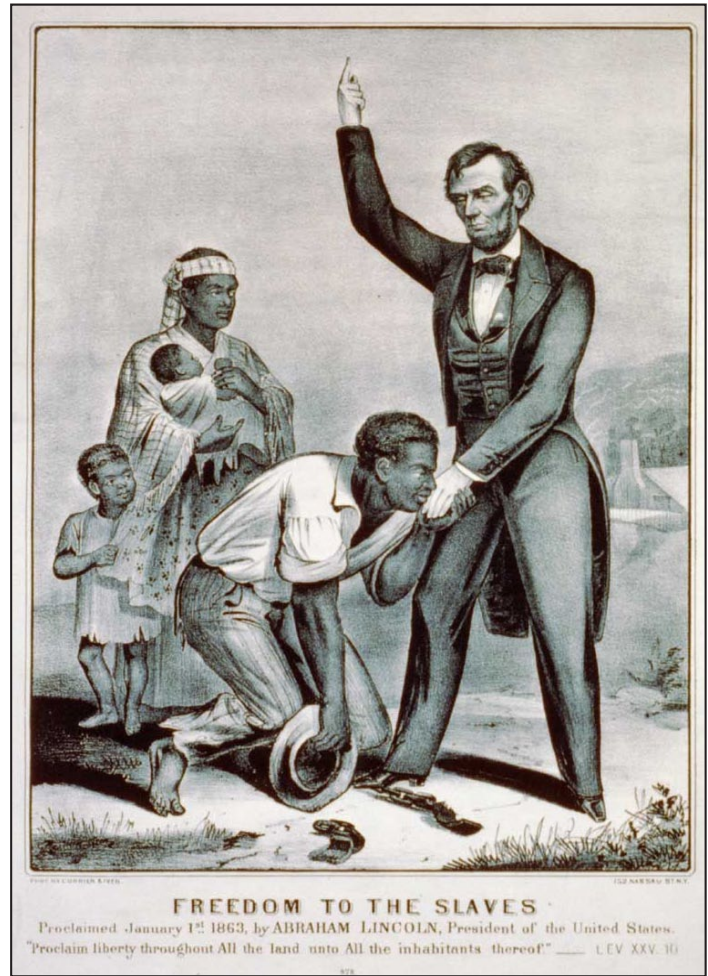
By 1804, all Northern states had ended slavery. But in the meantime, the numbers of slaves in the South grew from about 200,000 in 1750 to 4,000,000 by 1861, driven in large part by the demand for cotton.

The seeds of the Civil War were sown in the compromises of the Constitution and in the continued controversy over the laws concerning slavery that followed. Throughout this time period, abolitionists made powerful arguments against human bondage, yet slave owners and their supporters continued to tighten the grip of slavery in the South. Slaves themselves resisted enslavement in the few ways they could—through work slowdowns, running away, and even rebellion, but the power of the institution of slavery could not be easily overturned.

Rifts over slavery continued to grow until the nation exploded into Civil War in 1861. During the Civil War, President Abraham Lincoln issued the Emancipation Proclamation on January 1, 1863 as a war measure that freed slaves in states or part of states in rebellion against the U.S. Though the Civil War would rage on for 2 more years, the Emancipation Proclamation was among the most important documents of the 19th century and was a key catalyst in ending the vice-grip of slavery.

After the Union victory, the 13th, 14th and 15th Amendments to the Constitution were ratified, officially outlawing slavery and spelling out the voting and citizenship rights of all U.S. citizens, including African Americans. During the Reconstruction era (1865-1877), the Federal government implemented new programs and policies to rebuild the South and help ensure the rights of former slaves.

These amendments marked a transformative



change in the legal rights of African Americans. Former slaves were eager to vote and run for office. During Reconstruction, over 2,000 African Americans held public office; fourteen African Americans were elected to the House of Representatives, two to the U.S. Senate, 700 in state legislatures, and hundreds more in local offices.

But African Americans were met with extreme resistance as they attempted to participate fully in American society. In less than a decade, reactionary forces—including the Ku Klux Klan—would reverse the changes wrought by Reconstruction in a violent backlash that restored white supremacy in the South.

**Resource:** The Emancipation Proclamation marked a major turning point in the Civil War and in the lives of African Americans in the United States. Visit the California History Blueprint at <http://historyblueprint.dss.ucdavis.edu/site/unit/> for primary-source based activities related to the Emancipation Proclamation and other documents.

**Related App:** The Smithsonian Institution has created an App entitled “Changing America” which includes reactions to the Emancipation Proclamation. The App is a companion to the exhibition entitled “Changing America, The Emancipation Proclamation, 1863 and the March on Washington, 1963.” To learn more visit: [www.si.edu/Exhibitions/Details/Changing-America-Emancipation-Proclamation-1863-and-March-on-Washington-1963](http://www.si.edu/Exhibitions/Details/Changing-America-Emancipation-Proclamation-1863-and-March-on-Washington-1963)

# A Century of Inequality

In the decades following the end of slavery, blacks faced formidable barriers to political, economic, and social equality. The U.S. Supreme Court institutionalized segregation with the 1896 Plessy v. Ferguson “separate but equal” decision. This decision upheld laws requiring racial segregation, as long as those laws did not dictate that separate accommodations and facilities for blacks would be inferior to those for whites.

In the South, Jim Crow laws enforced a rigid racial segregation. (“Jim Crow” was a pejorative term for blacks which became a term used to describe discriminatory race-based segregation practices and laws.) Local poll taxes and literacy tests were aimed at preventing blacks from voting. In the North and West, there were fewer legal barriers, but widespread, blatant discrimination occurred in employment, housing, schools, and other aspects of life.

Race-based violence was also common, and thousands of blacks were lynched or assassinated in the South and elsewhere from the 1870s until the 1960s.

Even though progress was difficult, African Americans leaders such as W.E.B. Du Bois, Mary McLeod Bethune, Booker T. Washington, George Edmund Haynes, and many others worked to establish organizations to work for their civil rights. In 1909, the National Negro Committee convened, leading to the founding of the National Association for the Advancement of Colored People (NAACP). In 1911, The National Urban League was founded to help African Americans migrating to northern

cities to find jobs and housing.

During the 1911-1930 Great Migration, millions of southern African Americans moved north to industrial towns looking for work and better opportunities. More than five million more blacks migrated North and West in the Second Great Migration from 1940 to 1970.

To obtain more employment rights, blacks made efforts to participate in and develop unions, a movement led by A. Philip Randolph. Among Randolph’s many contributions was his leadership in organizing a March on Washington Movement in the 1930s and 1940s aimed at ensuring fair employment and other rights for African Americans. Randolph and others helped motivate President Franklin D. Roosevelt to sign an executive order during World War II to bar discrimination in the defense industries.

There were individuals who broke into their “field of dreams.” In 1947, Jackie Robinson played his first game for the Brooklyn Dodgers, becoming the first black baseball player in modern professional baseball.

But it was desegregation in the military that opened the first major opportunity for blacks. In 1948 President Harry S. Truman issued Executive Order 9981 ending segregation in the Armed Forces “without regard to race, color, religion or national origin.” Though racism and discrimination did not come to a halt in the armed forces, the military rapidly integrated, providing new opportunities.

In fact it was one million Black soldiers returning from World War II in 1945 who lent



support to the modern Civil Rights Movement. They sacrificed their lives for their country and they felt they deserved equal rights and opportunity under the law. They were not willing to put up with discrimination and Jim Crow laws any longer.

**Primary Source Activity:** Ask students to read Executive Order 9981 which desegregated the armed forces at the Our Documents site of the National Archives: [www.ourdocuments.gov/doc.php?doc=84](http://www.ourdocuments.gov/doc.php?doc=84). What did this order say, and how did it change the U.S.? Respond in a short essay or class discussion.

**Resource:** The Montford Point Marine Association, Inc. has an excellent website devoted to the role of African American marines who received training at Montford Point during the World War II era. Visit them at [www.montfordpointmarines.com/History.html](http://www.montfordpointmarines.com/History.html) to learn more about the role of these marines, listen to oral histories, and find links to other relevant sites.

**Primary Source Activity:** Japanese Americans were sent to internment camps during World War II after President Roosevelt signed Executive Order 9066. Ask students to read this order at [www.ourdocuments.gov/doc.php?doc=74](http://www.ourdocuments.gov/doc.php?doc=74) and discuss the internment policy in relation to the civil rights of Japanese Americans. For an extended activity, students can also research Asian American civil rights efforts.

## Cesar Chavez and the United Farmworkers

At the same time that African Americans were struggling to achieve civil rights, Mexican-American farmworkers started movements to secure their rights as laborers. A key leader in this movement was Cesar Chavez. Chavez was born into a family of migrant workers in Yuma, Arizona in 1927. Throughout the agricultural regions of the U.S., Latino families like his worked long hours harvesting crops for meager wages, with no guarantee of work and no protection from harsh working conditions. In the early 1960s, Chavez helped form the National Farm Workers Association to address these injustices, which later bloomed into the United Farmworkers Union (UFW). Led by Chavez, the UFW launched a boycott of California grapes in March of 1968, urging all consumers to refuse to buy grapes until agribusiness leaders negotiated with the UFW. Learn more at: <http://ufw.org>

## Important Publishing Note:

The word that we have obscured (“n---r”) is deeply offensive. This word is used four times in speeches, quotations and stories from Martin Luther King, Jr., Malcolm X, and Elizabeth Eckford, one of the Little Rock Nine students. We have included these references to the word because of its role in understanding their experiences during their fight for civil rights.

The term “Negro,” which is not used as an offensive word, is in quotes and stories over two dozen times. Although the word is seldom used today, people of African descent were by definition referred to as “Negro” or, in plural form, “Negroes.” The terms’ first known use was in 1555 and they were in constant use until recent years.

# Jim Crow

Jim Crow was the name of the racial caste system that operated primarily, but not exclusively, in Southern and border states between 1877 and the mid-1960s. Jim Crow was more than a series of strict laws. It was a way of life. Under Jim Crow, African Americans were considered second-class citizens. Jim Crow laws legitimized racism. Christian and political leaders preached about the dangers of having an integrated society. All major societal institutions reflected and supported the oppression of African Americans.

## Jim Crow laws touched every aspect of everyday life.

### Examples of Jim Crow laws from some southern states included:

- **Education:** The schools for white children and the schools for Negro children shall be conducted separately. – Florida
- **Textbooks:** Books shall not be interchangeable between the white and colored schools, but shall continue to be used by the race first using them. — North Carolina
- **Lunch Counters:** No persons, firms, or

corporations, who or which furnish meals to passengers at station restaurants or station eating houses, in times limited by common carriers of said passengers, shall furnish said meals to white and colored passengers in the same room, or at the same table, or at the same counter. – South Carolina

- **Nurses:** No person or corporation shall require any white female nurse to nurse in wards or rooms in hospitals, either public or private, in which Negro men are placed. – Alabama
- **Intermarriage:** All marriages between a white person and a Negro, or between a white person and a person of Negro descent to the fourth generation inclusive, are hereby forever prohibited. – Florida

### Examples of Jim Crow etiquette norms show how inclusive and pervasive they were:

- A black male could not offer to shake hands with a white male.
- Black and white people were not supposed to eat together.
- Under no circumstance was a black male to

offer to light the cigarette of a white female.

- Whites did not use courtesy titles of respect (Mr., Mrs., miss, sir, or ma'am) when referring to blacks.

### Learn more at:

[www.ferris.edu/jimcrow](http://www.ferris.edu/jimcrow)

Source: Jim Crow Museum of Racist Memorabilia at Ferris State University

(Researched by Jodi Pushkin, Tampa Bay Times)



Bus station in Durham, NC May 1940.

Credit: Library of Congress

## The U.S. Supreme Court decision in *Brown v. Board of Education of Topeka, Kansas* ended legal racial segregation in public schools.

In 1896 the controversial *Plessy v. Ferguson* Supreme Court decision made racial segregation in public facilities, including schools, legal. It allowed states to have separate schools for blacks and whites as long as they were of equal quality. The term the Court used was “separate but equal.” The schools were separate, but unequal in every way. Black schools had poor quality buildings, fewer teachers, and less financial funding than white schools.

On May 17, 1954, the U.S. Supreme Court reversed that decision, proclaiming, “In the field of public education ‘separate but equal’ has no place.” The historic ruling in *Brown v. Board of Education of Topeka* overturned the Court’s *Plessy* ruling. The landmark case was a victory for civil rights after a decades-long legal battle waged by the National Association for the Advancement of Colored People (NAACP) and residents of several communities.

Although people often associate the case with Linda Brown, a young girl whose parent, Reverend Oliver Brown (the source of the name of the decision), sued so that she could attend an all-white school, *Brown v. Board* actually consisted of five separate cases. Originating in four states and the District of Columbia, all began as grassroots efforts to either enroll black students in

all-white schools or obtain improved facilities for black students. By the fall of 1952, the Supreme Court had accepted the cases independently on appeal and decided to hear arguments collectively. The NAACP’s chief counsel, Thurgood Marshall—who was later appointed to the U.S. Supreme Court in 1967—argued the case before the Supreme Court for the plaintiffs.

On May 17, 1954, Chief Justice Earl Warren read the unanimous Supreme Court decision (excerpt): “We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other “tangible” factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does...We conclude that in the field of public education the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment.”

None of these cases would have been possible without individuals who were courageous enough to take a stand against the inequalities of segrega-



George E. C. Hayes, Thurgood Marshall, and James M. Nabrit congratulating each other on the Brown decision, May 17, 1954.

Credit: Library of Congress, New York World-Telegram and Sun Collection

tion. Today, several of the schools represented in *Brown v. Board of Education* stand as historic reminders of the struggle to abolish segregation in public education.

### Learn more at:

[www.nps.gov/brvb/index.htm](http://www.nps.gov/brvb/index.htm)

Credit: National Park Service

**Resource:** The National Park Service has created excellent lesson plans entitled Teaching With Historic Places. Learn more about the landmark Brown v. Board case and find a related Teaching With Historic Places lesson plan at:

[www.nps.gov/history/nr/twhp/wwwlps/lessons/121brown/index.htm](http://www.nps.gov/history/nr/twhp/wwwlps/lessons/121brown/index.htm)

*...My dad spoke with someone and then he went into the inner office with the principal and they left me outside. And while he was in the inner office, I could hear voices and hear his voice raised... And then he immediately came out of the office, took me by the hand and we walked home from the school. I just couldn't understand what was happening because I was so sure that I was going to go to school with Mona and Guinevere, Wanda, and all of my playmates.*

— Linda Brown Thompson

Source: *Black/White & Brown*, transcript of program produced by KTWU Channel 11 in Topeka, Kansas aired May 3, 2004



## Emmett "Bobo" Till, Murder in Mississippi



arrived at Till's great-uncle's house where they took him, transported him to a barn, beat him and gouged out one of his eyes, before shooting him through the head and disposing of his body in the Tallahatchie River, weighting it with a 70-pound cotton gin fan tied around his neck with barbed wire. His body was discovered and retrieved from the river three days later.

His body was returned to his mother, Mamie Till, in Chicago. She insisted on a public funeral service with an open casket to show the world the brutality of the killing. Tens of thousands attended his funeral or viewed his casket. Images of his mutilated body were published in black magazines and newspapers, rallying popular black support and white sympathy across the U.S.



On August 28, 1955, Emmett Louis Till, a 14-year old African-American boy, was murdered in Mississippi after reportedly flirting with a white woman. Bobo, his nickname, was from Chicago, Illinois. He was visiting relatives in the Mississippi Delta region.

There were reports that he asked 21-year-old Carolyn Bryant, the married proprietor of a small grocery store, for a date and whistled at her as he left the store. This violated accepted Jim Crow norms in the South. A black male was never to ask a white woman for a date or whistle at her.

Several nights later, Bryant's husband Roy and his half-brother J. W. Milam

*... There was a clear plate glass over the coffin. And I just remember looking down, and an awful scene. I remember the kids saying, "Is that Bobo?" Some of the kids were saying, "Look what they did to Bobo." Kids were just in awe; just frightened and saying, "Why did they do that? What did he do? What happened?" It didn't make any sense.*

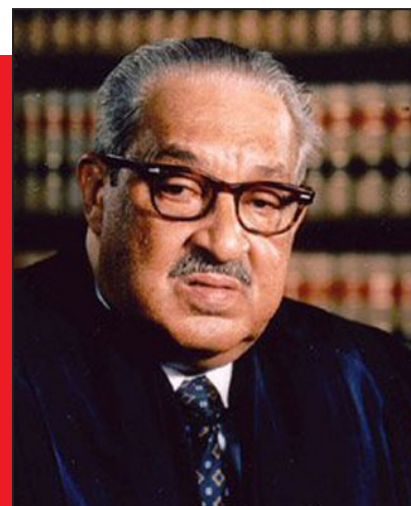
— Theresa Joiner, a neighborhood friend

Bryant and Milam were acquitted of Till's kidnapping and murder by a sympathetic white jury. Justice did not prevail. Months later, protected against a second trial by double jeopardy, they admitted to killing him in a magazine interview. Till's murder is noted as a pivotal event motivating the African-American Civil Rights Movement.

## Thurgood Marshall

Born in Baltimore, Maryland on July 2, 1908, Thurgood Marshall was the grandson of a slave. His father, William Marshall, instilled in him from youth an appreciation for the United States Constitution and the rule of law. His accomplishments include:

- 1930, Graduated with honors from the historically black Lincoln University in Chester County, PA.
- 1930, Applied to the University of Maryland Law School, but was denied admission because he was black.
- 1933, Received law degree from Howard U. (magna cum laude); begins private practice in Baltimore.
- 1935, Successfully sued the University of Maryland, which had rejected him, to admit a young African American graduate Donald Gaines Murray.
- 1936, Became Chief Counsel for the National Association for the Advancement of Colored People (NAACP).
- 1940, Won first of 29 Supreme Court victories (*Chambers v. Florida*).
- 1954, Won *Brown v. Board of Education of Topeka*, landmark case that demolishes legal basis for segregation in America.
- 1965, Appointed U.S. solicitor general by President Lyndon Johnson; wins 14 of the 19 cases he argues for the government.
- 1967, Became first African American elevated to U.S. Supreme Court (1967-1991).



Learn more at: [www.biography.com/people/thurgood-marshall-9400241](http://www.biography.com/people/thurgood-marshall-9400241)

# Rosa Parks & the Montgomery Bus Boycott

On December 1, 1955 Rosa Parks, an African American woman, was arrested after she refused to move to the back of a bus, as required under city law in Montgomery, Alabama, triggering the citywide Montgomery Bus Boycott.

Rosa Parks was a seamstress by profession; she was also the secretary for the Montgomery chapter of the NAACP. Twelve years before her history-making arrest, Parks was kept from boarding a city bus. Driver James F. Blake took her payment at the front door, ordered her off to board at the back door, and then drove off without her.

On December 1, when all the seats on the bus were full and a white man entered the bus, that same driver Blake said to four black passengers, "Y'all better make it light on yourselves and let me have those seats." Parks said "The driver wanted us to stand up, the four of us. We didn't move at the beginning, but he says, 'Let me have these seats.' And the other three people moved, but I didn't."

Parks moved, but toward the window seat; she did not get up to move to the newly repositioned colored section. Blake said, "Why don't you stand up?" Parks responded, "I don't think I should have to stand up." ... "When he saw me still sitting, he asked if I was going to stand up, and I said, 'No, I'm not.' And he said, 'Well, if you don't stand up, I'm going to have to call the police and have you arrested.' I said, 'You may do that.'" Blake called the police.

When arrested "I asked the policeman why we had to be pushed around? He said 'I don't know, but the law's the law, and you're under arrest.'" (Source: *Voices of Freedom*, Bantam, New York, 1990, p. 19-20.)



Mrs. Rosa Parks being fingerprinted in Montgomery, Alabama, 1956.

**Credit:** Library of Congress, *New York World-Telegram and Sun Collection*

Parks was charged with a violation of Chapter 6, Section 11 segregation law of the Montgomery City code, even though she technically had not taken up a white-only seat—she had been in a

colored section. Edgar Nixon, president of the Montgomery chapter of the NAACP and leader of the Pullman Union, and her friend Clifford Durr bailed Parks out of jail the evening of December 2. Found guilty on December 5, Parks was fined \$10 plus a court cost of \$4, but she appealed, formally challenged the legality of racial segregation, which would go all the way to the Supreme Court.

On the night of Rosa Parks' arrest, the Women's Political Council, led by Jo Ann Robinson, printed and circulated 35,000 flyers throughout Montgomery's black community which read:

"Another woman has been arrested and thrown in jail because she refused to get up out of her seat on the bus for a white person to sit down. It is the second time since the Claudette Colvin case that a Negro woman has been arrested for the same thing. This has to be stopped. Negroes have rights too, for if Negroes did not ride the buses, they could not operate. Three-fourths of the riders are Negro, yet we are arrested, or have to stand over empty seats. If we do not do something to stop these arrests, they will continue. The next time it may be you, or your daughter, or mother. This woman's case will come up on Monday. We are, therefore, asking every Negro to stay off the buses Monday in protest of the arrest and trial. Don't ride the buses to work, to town, to school, or anywhere on Monday. You can afford to stay out of school for one day if you have no other way to go except by bus. You can also afford to stay out of town for one day. If you work, take a cab, or walk. But please, children and grown-ups, don't ride the bus at all on Monday. Please stay off all buses Monday."

Parks was the ideal plaintiff for a test case against city and state segregation laws, as she was a responsible, mature woman with an excellent reputation. Rev. Martin Luther King, Jr. said that Mrs. Parks was regarded as "...not one of the finest Negro citizens, but one of the finest citizens of Montgomery." Parks was married and employed, possessed a quiet and dignified demeanor, and was politically savvy.

Edgar Nixon asked her, "Mrs. Parks, with your permission we can break down segregation on the bus with your case..." Rosa's mother gave support, "I'll go along with Mr. Nixon." Her husband said, "I'll support it." Mr. Nixon told his wife, "Baby, we're going to boycott the Montgomery buses."

Nixon called 18 ministers, the first three being Ralph D. Abernathy, Rev. H.H. Hubbard, who said they'd go along with a bus boycott, and Rev. Martin Luther King, Jr., who had just started his first ministry assignment at the Dexter Street Baptist Church. King initially said, "Brother Nixon, let me think about it a while and call me back." When he called back the response was, "Yeah,

Brother Nixon, I'll go along with it." Nixon replied, "I'm glad of that Reverend King, because I talked to 18 other people, I told them to meet at your church at 3 o'clock."

On December 5th there was a mass meeting at the Holt Street Baptist Church followed by a leadership meeting that established the Montgomery Improvement Association. Nixon proposed Rev. King as its leader, who humbly offered, "Well, I'm not sure I'm the best person for this position, since I'm new in the community, but if no one else is going to serve, I'd be glad to try."



Twenty minutes later he gave his first speech of the boycott, which included his first reference to non-violent action (excerpts): "We are here...because of our love for democracy...the greatest form of government on earth. But we are here in a specific sense because of the bus situation in Montgomery. ...There comes a time when people get tired of being trampled over by the iron feet of oppression. I want to say that we are not here advocating violence. We have never done that... The only weapon that we have in our hands this evening is the weapon of protest."

"Taxi cabs agreed to give rides for 10 cents," said Mrs. Parks. "Get tough policy began by forcing cabs to charge 45 cents minimum. Several persons have been fired from their jobs for not riding the bus. Some for driving in the pool..."

The people have walked when they could not get rides in the most inclement weather. Many are still saying they will walk forever before they will go back to riding the bus under the same conditions..."

She knew on January 30, 1956 that, "We are really in the thick of it now. Rev. King's home was bombed last night while we were in the First Baptist Church mass meeting. His wife and baby were in the house, but not hurt."

Rev. King and the community were not intimidated by the bombing. King said, "We must meet violence with non-violence."

In June 1956, the U.S. District Court ruled for the Montgomery Improvement Association. The city appealed to the U.S. Supreme Court, which reaffirmed the decision that the segregation of Alabama buses was unconstitutional. The decision took effect December 20, 1956, 381 days after Rosa Parks' arrest.

**Primary Source Activity:** The National Archives has digitized records from the Rosa Parks case including her arrest records. Visit [www.archives.gov/education/lessons/rosa-parks](http://www.archives.gov/education/lessons/rosa-parks) to find a related lesson plan including a helpful Document Analysis Worksheet.

# Little Rock Nine



After the Brown Decision of the Supreme Court ordering desegregation in schools, the Little Rock, Arkansas school board was the first in the South to announce it would comply. The choice was made even though Superintendent of Schools Virgil Blossom felt “the people of Little Rock, a vast majority of them, were not in favor of integration as a principle.”

As the school year was about to begin, Jefferson Thomas, one of the Little Rock Nine students who volunteered and was selected by school authorities to attend Central High School, asked Daisy Bates, president of the Arkansas NAACP, “Is there anything they can do now that they lost in court? Is there any way they can stop us from

entering Central tomorrow morning?” She replied, “I don’t think so.” Shortly after, a local news reporter stopped by and asked, “Mrs. Bates, do you know that National Guardsmen are surrounding Central High?”

As the start of the school year approached, resistance to integration grew rapidly. Arkansas Governor Orval Faubus addressed the citizens of Arkansas on TV on Labor Day, September 2, 1957. He told them he had called out the National Guard to prevent the nine students from entering Central High because of threats to their lives. He said he was doing it for their “protection.”

In his infamous, and ill-advised words, he stated, “Blood will run in the streets” if Negro students should attempt to enter Central High School. This contributed to mass hysteria gripping Little Rock.

On September 14 Gov. Faubus met with President Eisenhower. Eisenhower refused the governor’s request to help defy the federal court order to integrate. He wanted Faubus to change the mission of the Arkansas Guardsmen to protect the students, not bar them. Faubus refused and removed the Guardsmen on September 23, leaving angry mobs determined to stop the students from entering.

Pres. Eisenhower felt upholding the Constitution, and the Supreme Court Brown Decision, was his duty. After receiving a request for federal assistance from the Mayor of Little Rock, Eisenhower made the decision to send in federal troops. With protection from the 101st Airborne Division, the Little Rock Nine started attending Central High School on September 25, 1957.

One of the students, Melba Pattillo remem-



Arkansas Gov. Orval Faubus,  
Credit: AP

bered, “The troops were wonderful... They were disciplined, they were attentive, they were caring.”

“Inside Central High, day after day, the Little Rock Nine endure cruel hardship and abuse from the white students—beatings, shoving, jeers, insults, and constant humiliation.” — Veterans of the Civil Rights Movement.

Despite the abuse, eight of the students would complete the year, including Ernest Green, who became the first black student to graduate from Central High. Minniejean Brown was expelled in January after twice responding to hecklers.

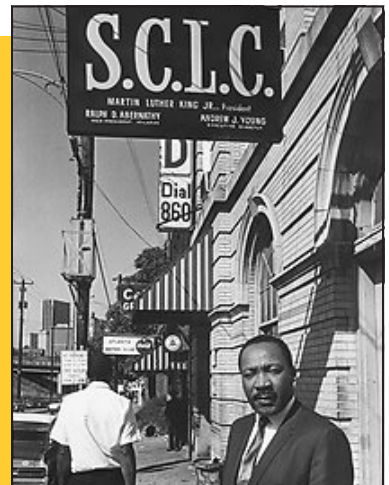
Sadly, Gov. Faubus closed every public school in Little Rock after the end of the school year rather than continue integration. The schools remained closed for a year until August 12, 1959 after the Supreme Court ruled the closing unconstitutional and an “evasive scheme.”

At that time many Americans agreed with Faubus and didn’t agree with the Supreme Court upholding integration. In Decem-

## Southern Christian Leadership Conference

In January and February of 1957, the Reverend Martin Luther King, Jr., Charles K. Steele, Fred L. Shuttlesworth, and other ministers established the Southern Christian Leadership Conference dedicated to abolishing legalized segregation and ending the disfranchisement of black southerners in a non-violent manner. Female leaders such as Ella Baker also played key roles in the SCLC. King was the first president. The SCLC became a major force in organizing the civil rights movement and based its principles on nonviolence and civil disobedience. According to King, it was essential that the civil rights movement not sink to the level of the racists and hate-mongers who oppose them: “We must forever conduct our struggle on the high plane of dignity and discipline.”

The SCLC was not without controversy, even within the black community. Some black churches thought their mission was to focus on spiritual needs, not political involvement. They thought direct action like non-violent protests and boycotts were radical actions and would excite white resistance, hostility, and violence. The SCLC became one of the most effective Civil Rights organizations in the South, responsible for some of the most important campaigns of the Civil Rights Movement.



Rev. Martin Luther King, Jr. in front of SCLC Headquarters in Atlanta, GA



Troops from the 327th Regiment, 101st Airborne escorting the Little Rock Nine African-American students up the steps of Central High.

ber 1958 Faubus was named one of the ten most admired men in the world by a Gallup poll along with Pres. Eisenhower, Sir Winston Churchill, Dr. Jonas Salk (polio vaccine), and other prominent leaders.

**Resource:** The Library of Congress features an online exhibition entitled “NAACP: A Century

in the Fight for Freedom 1909-2009” which includes many primary source documents from the Civil Rights era, including documents related to the Little Rock school desegregation effort. Visit <http://myloc.gov/Exhibitions/naacp/civilrights-era/Pages/SIObjectList.aspx> to explore these resources. Students can pick one primary source to analyze.

## Greensboro Four Lunch Counter Sit-Ins

On February 1, 1960, four African American students from North Carolina A&T University held a sit-in to integrate a Woolworth’s lunch counter in Greensboro, N.C., launching a decade wave of similar student protests across the South with over 70,000 participants and 3,000 arrests. The sit-ins attracted national media attention and federal intervention in the South. The sit-ins were also the foundation to establish the Student Nonviolent Coordinating Committee (SNCC) in April 1960.

“After selecting the technique, then we said, ‘Let’s go down and just ask for service,’ said Franklin McCain. “It certainly wasn’t titled a ‘sit-in’ or ‘sit-down’ at that time. ...A policeman who walked in off the street...just looked mean and red and a little bit upset and a little bit disgusted. ... You had the feeling that this is the first time that this big bad man with the gun and the club has been pushed in a corner...—he doesn’t know what

he can or what he cannot do. He’s defenseless. ... We’ve provoked him, yes, but we haven’t provoked him outwardly enough for him to resort to violence. And I think this is just killing him; you can see it all over him.” (Source: Howell Raines, *My Soul is Rested*, 1977)

As the sit-ins continued, tensions grew in

*There was a little old white lady who was finishing up her coffee at the counter. She strode toward me and I said to myself, “Oh my, someone to spit in my face or slap my face.” I was prepared for it. But she stands behind Joseph McNeil and me and puts her hands on our shoulders. She said, “Boys, I’m so proud of you. I only regret that you didn’t do this 10 years ago.” That was the biggest boost, morally, that I got that whole day, and probably the biggest boost for me during the entire movement. — Franklin E. McCain, Sr. (Source of image & quote: [www.loc.gov/exhibits/civilrights/exhibit.html](http://www.loc.gov/exhibits/civilrights/exhibit.html))*



### Elizabeth Eckford attempting to enter Little Rock High

On September 4, the day they were to enter the school, eight of the students arrived at the meeting location at 12th Street and Park Avenue, but 15-year-old Elizabeth Eckford was not aware of the meeting place and arrived alone at Central High. She was soon surrounded by the jeering mob. She recounted, “Someone shouted ‘Here she comes, get ready.’ ...When I steadied my knees, I walked up to the guard who had let the white students in. He didn’t move. When I tried to squeeze past him, he raised his bayonet... Somebody started yelling, ‘Lynch her! Lynch her!’ I tried to see a friendly face somewhere in the mob—someone who maybe would help. I looked into the face of an old woman and it seemed a kind face, but when I looked at her again, she spat on me. They came closer, shouting, ‘No n—r bitch is going to get in our school. Get out of here!’ I turned back to the guards but their faces told me I wouldn’t get any help from them. Then I looked down the block and saw a bench at the bus stop. ...Kept saying to myself, ‘If I can only make it to the bench I will be safe.’ ...Someone hollered, ‘Drag her over to this tree! Let’s take care of that n—r.’ Just then a white man sat down beside me, put his arm around me...and said, Don’t let them see you cry.’ Then a white lady—she was very nice—she came over to me on the bench. ...She put me on the bus and sat next to me. ...The next thing I remember was standing in front of the School for the Blind, where Mother works.”

Quote Source: *The Eye on the Prize Civil Rights Reader*, Penguin Books, 1991, p. 102-103

Resource: View a related video on History.com at <http://www.history.com/topics/freedom-rides/videos#little-rock-9>

Ask students to analyze the video and respond to the imagery. What kinds of sources are used in this video? What story does the video tell?





Greensboro Four: Franklin McCain, Ezell Blair Jr. (later known as Jibreel Khazan), Joseph McNeil, and David Richmond

Greensboro as more students began a far-reaching boycott of stores that had segregated lunch counters. Sales at the boycotted stores dropped by a third, leading the stores' owners to abandon their segregation policies. Black employees of the Greensboro Woolworth store were the first to



Ministers outside an F.W. Woolworth store in New York City, April 14, 1960, protest the store's lunch counter segregation at the chain's southern branches.

**Credit: Library of Congress, New York World-Telegram and Sun Collection**

be served at the store's lunch counter on July 25, 1960. The next day, the entire Woolworth's chain was desegregated, serving blacks and whites alike.

## Freedom Riders

In 1961 the Congress of Racial Equality (CORE) began to organize Freedom Rides throughout the South to determine whether bus stations were complying with the Supreme Court ruling to integrate interstate public bus travel. Student volunteers were bused in to test the ruling and new laws prohibiting segregation.

The initial plan called for an interracial group to travel south on Trailway and Greyhound buses from Washington, D.C. to Atlanta, then through Alabama and Mississippi to arrive in New Orleans on May 17, 1961, the 7th anniversary of the Supreme Court Brown Decision.

John Lewis, who became SNCC chairman in 1963 and a Georgia Congressman in 1987, was one of 13 Freedom Riders, seven black and six white. As they traveled south they stopped at Rock Hill, S.C. Lewis told of the experience, "As we started in the door of the white waiting room, we were met by a group of white young men that beat us and hit us, knocking us out, left us lying on the sidewalk..."

When the Greyhound bus arrived at Anniston, Alabama, a mob was waiting for them. They decided not to test the terminal, but the crowd slashed at the tires. James Farmer, one of the founders of CORE, said, "The bus got to the outskirts of Anniston and the tires blew out... Members of the mob had boarded cars and followed the bus...the members of the mob surrounded it, held the door closed, and a member of the mob threw a firebomb into the bus... [while] local police mingling with the mob..."

The riders managed to escape the burning bus before it was totally engulfed in flames.

The Freedom Rides expanded even with the violence occurring and the certainty of jail sentences.

*"We want the world to know that we no longer accept the inferior position of second-class citizenship. We are willing to go to jail, be ridiculed, spat upon and even suffer physical violence to obtain First Class Citizenship."*  
— **newsletter of students at Barber-Scotia College, Concord, N.C.**

Hundreds were jailed, a quarter of them women. Most served time in the southern state penitentiaries.

In the summer of 1961, while the Freedom Riders were serving their sentences, U.S. Attorney General Robert Kennedy, brother of President John F. Kennedy, petitioned the Interstate Commerce Commission to develop regulations banning segregation in interstate travel. In late September, the ICC issued regulations enabling the federal government to enforce the Supreme Court ruling that segregation in interstate bus travel is unconstitutional.



Freedom Riders gather with authorities alongside their burning bus after a mob attack outside Anniston, AL. The photo circulated in the national and world press helping people understand the horror of hatred and prejudice.

**Credit: FBI**

### Student Nonviolent Coordinating Committee Statement of Purpose

We affirm the philosophical or religious ideal of nonviolence as the foundation of our purpose, the presupposition of our faith, and the manner of our action. Nonviolence as it grows from the Judeo-Christian tradition seeks a social order of justice permeated by love. Integration of human endeavor represents the crucial first step towards such a society.



This SNCC poster showing John Lewis praying with others. Lewis became SNCC chairman in 1963.

Through nonviolence, courage displaces fear; love transforms hate. Acceptance dissipates prejudice; hopes ends despair. Peace dominates war; faith reconciles doubt. Mutual regard cancels enmity. Justice for all overcomes injustice. The redemptive community supersedes systems of gross social immorality. Love is the central motif of nonviolence. Love is the force by which God binds man to himself and man to man. Such love goes to the extreme; it remains loving and forgiving even in the midst of hostility. It matches the capacity of evil to inflict suffering with an even more enduring capacity to absorb evil, all the while persisting in love. By appealing to conscience and standing on the moral nature of human existence, nonviolence nurtures the atmosphere in which reconciliation and justice become actual possibilities.

# James Meredith & Ole Miss



Integration at University of Mississippi—James Meredith accompanied to class by U.S. marshals at Oxford, MS, October 1, 1962. Credit: Marion S. Trikosko / Library of Congress

A 28-year-old married veteran of the Air Force, James Meredith had studied for two years at Jackson State University. But Meredith wanted a better legal education than the historically black university could offer, and he wanted to get it at

Ole Miss.

He tried to enroll at Ole Miss (University of Mississippi). His application was neither accepted nor rejected, leaving his status in limbo. All universities in the South were segregated. With the

help of the NAACP his case was fought in the courts for 16 months. On September 10, 1962 the Supreme Court upheld Meredith's right to attend Ole Miss.

Three days later, Mississippi Governor Ross Barnett told a TV audience, "...There is no case in history where the Caucasian race has survived social integration," and that the state, "...will not drink from the cup of genocide." He also spoke at a football game against the "tyrannical" interference by outsiders in Mississippi's affairs.

Behind the scenes Attorney General Robert Kennedy negotiated with and reached an agreement with Gov. Barnett for Meredith to attend to Ole Miss. Meredith was secretly escorted on campus on Sunday, September 30, 1962. Stationed on campus or nearby were 123 deputy federal marshals, 316 U.S. Border Patrolmen, and 97 prison guards. They were assaulted that night by a mob that reached 2,000 people with guns, bricks, and bottles. Federal troops were finally sent in to quell the warfare. Two people were killed, 28 marshals were shot, and 160 people injured.

Monday morning James Meredith became the first black person to register at Ole Miss or any college in the South. He graduated in 1963.

"Nobody handpicked me," Meredith would later say, crediting President John F. Kennedy's inaugural address as inspiring him to attempt what had never before been achieved. "I believed, and I believe now, that I have a divine responsibility to break white supremacy in Mississippi, and getting in Ole Miss was only the start."

Learn more at: <http://microsites.jfklibrary.org/olemiss/home>

## President John F. Kennedy Orders Equal Opportunity in Employment and Housing

### Executive Order 10925

On March 6, 1961 President John F. Kennedy issued Executive Order 10925, with the intent to affirm the government's commitment to equal opportunity and to take positive action to strengthen efforts to realize true equal opportunity for all. It established a Presidential committee that later became the Equal Employment Opportunity Commission.

An excerpt from the executive order (Part II, Subpart B, Sec. 202(1))

states: *The contractor will not discriminate against any employee or applicant for employment because of race, color, religion, sex, or national origin. The contractor will take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, color, religion, sex or national origin. Such action shall include, but not be limited to the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship.*

### Executive Order 11063

Kennedy upheld a 1960 campaign promise to eliminate housing segregation by signing on November 20, 1962 Executive Order 11063 banning segregation in Federally funded housing. The Order "prohibits discrimination in the sale, leasing, rental, or other disposition of properties and facilities owned or operated by the federal government or provided with federal funds."



# Letter From Birmingham Jail

**Reverend Martin Luther King, Jr., April 16, 1963**

...You may well ask: "Why direct action? Why sit-ins, marches and so forth? Isn't negotiation a better path?" You are quite right in calling, for negotiation. Indeed, this is the very purpose of direct action. Nonviolent direct action seeks to create such a crisis and foster such a tension that a community, which has constantly refused to negotiate, is forced to confront the issue...

We know through painful experience that freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed...

We have waited for more than 340 years for our constitutional and God-given rights. ...Perhaps it is easy for those who have never felt the stinging dark of segregation to say, "Wait." But when you have seen vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at whim; when you have seen hate-filled policemen curse, kick and even kill your black brothers and sisters; when you see the vast majority of your twenty million Negro brothers smothering in an airtight cage of poverty in the midst of an affluent society; when you suddenly find your tongue twisted and your speech stammering as you seek to explain to your six-year-old



daughter why she can't go to the public amusement park that has just been advertised on television, and see tears welling up in her eyes when she is told that Funtown is closed to colored children, and see ominous clouds of inferiority beginning to form in her little mental sky...; when you have to concoct an answer for a five-year-old son who is asking: "Daddy, why do white people treat colored

people so mean?"; ...when you are humiliated day in and day out by nagging signs reading "white" and "colored"; when your first name becomes "n---r," your middle name becomes "boy" (however old you are) and your last name becomes "John," and your wife and mother are never given the respected title "Mrs."; ...when you go forever fighting a degenerating sense of "nobodiness" then you will understand why we find it difficult to wait.

Excerpts, full text at: <http://drmartinlutherkingjr.com>

## Birmingham, Alabama Campaign of Mass Protests

In April 1963, mass protests began in Birmingham, Alabama (often called Bombingham due to over 50 bombings) by the Southern Christian Leadership Conference (SCLC). The main support came from Reverend Fred Shuttlesworth of the Alabama Christian Movement for Human Rights (ACMHR). Shuttlesworth was also a cofounder of the SCLC with Reverend Martin Luther King, Jr.

"I draw the line in the dust and toss the gaunt-



Alabama governor George C. Wallace

let before the feet of tyranny...and I say segregation now...segregation tomorrow...segregation forever," spoke Alabama Governor George C. Wallace at his inauguration January 14, 1963. Many whites in Alabama took comfort in his words.

This was the backdrop for why black leaders felt that a victory in Birmingham would shift

public opinion across America.

Wyatt Tee Walker, executive director of SCLC explained the plan: "I wrote a document called Project C—it meant confrontation. My theory was that if we mounted a strong nonviolent movement, the opposition would surely do something to attract the media, and in turn induce national sympathy and attention to the everyday segregated circumstances of a black person in the Deep South. We targeted Birmingham because it was the biggest and baddest city of the South. Dr. King's feeling was that if nonviolence wouldn't work in Birmingham then it wouldn't work anywhere."

Surprisingly, Project C was initiated with high school students. Reverend James Bevel was having trouble recruiting enough adults for the protest because they worked and were also afraid of losing their jobs. It was an economic issue. He came up with this idea: "...Let's use thousands of people who won't create an economic crisis...high school students. A boy from high school, he can get the same effect in terms of being in jail, in terms of putting pressure on the city..."

Rev. King, in his autobiography, related the case of a black teenager who decided to march in



Bill Hudson's image of Parker High School student Walter Gadsden being attacked by dogs was published in The New York Times on May 4, 1963.

the face of his father's objections:

"Daddy," the boy said, "I don't want to disobey you, but I have made my pledge. If you try to keep me home, I will sneak off. If you think I deserve to be punished for that, I'll just have to take the punishment. For, you see, I'm not doing this only because I want to be free. I'm doing it also because I want freedom for you and Mama, and I want it to come before you die." That father thought again, and gave his son his blessing.

The high school students participated by the thousands. On the first day of the Project C campaign, May 2, 1963, Police Chief Bull Connor arrested more than 600 children. The next day an angry Connor met the students with violence unleashing police attack dogs and ordering firemen to blast the students off their feet with high-pressure hoses, injuring many. The young people endured daily attacks as they demonstrated for human rights. By May 6, Bull Connor was housing thousands of child prisoners at the state fairgrounds.

The resulting photographs, video, and written accounts dominated the news across the nation and the world. For the first time Americans could see the nature of segregation and hatred in the South. They were stunned, and ashamed.

A New York Times editorial on May 4, 1963 expressed the feeling of growing numbers of

Americans: "No American schooled in respect for human dignity can read without shame of the barbarities committed by Alabama police authorities against Negro and white demonstrators for civil rights. The use of police dogs and high-pressure fire hose to subdue schoolchildren in Birmingham is a national disgrace. The herding of hundreds of teenagers and younger children into jails and detention homes for demanding their birthright of freedom made a mockery of legal process."

By May 9, Birmingham's business leaders had had enough. They negotiated an agreement with Rev. King and Rev. Shuttlesworth. Birmingham businesses would desegregate their lunch counters, restrooms, and drinking fountains. They would hire and promote black employees. The jailed protestors would be freed, and charges dropped. Bull Connor called it "the worst day of my life."



**Activity:** Photographs and news footage taken at Birmingham helped focus attention on the protests and raised awareness in the U.S. and throughout the world about inequality and racism. Have students analyze photos or film footage from this time. What role did the news media play in the movement? The Library of Congress has a useful Primary Source Analysis tool to help with this activity: [www.loc.gov/teachers/primary-source-analysis-tool](http://www.loc.gov/teachers/primary-source-analysis-tool)

## President John F. Kennedy's Civil Rights Address



On June 11, 1963 President John F. Kennedy spoke to the nation about Civil Rights.

... This Nation was founded by men of many nations and backgrounds. It was founded on the principle that all men are created equal, and that the rights of every man are diminished when the rights of one man are threatened.

Today, we are committed to a worldwide struggle to promote and protect the rights of all who wish to be free. And when Americans are sent to Vietnam or West Berlin, we do not ask for whites only. It ought to be possible, therefore, for American students of any color to attend any public institution they select without having

to be backed up by troops. It ought to be possible for American consumers of any color to receive equal service in places of public accommodation, such as hotels and restaurants and theaters and retail stores, without being forced to resort to demonstrations in the street, and it ought to be possible for American citizens of any color to register and to vote in a free election without interference or fear of reprisal. It ought to be possible, in short, for every American to enjoy the privileges of being American without regard to his race or his color. In short, every American ought to have the right to be treated as he would wish to be treated, as one would wish his children to be treated...

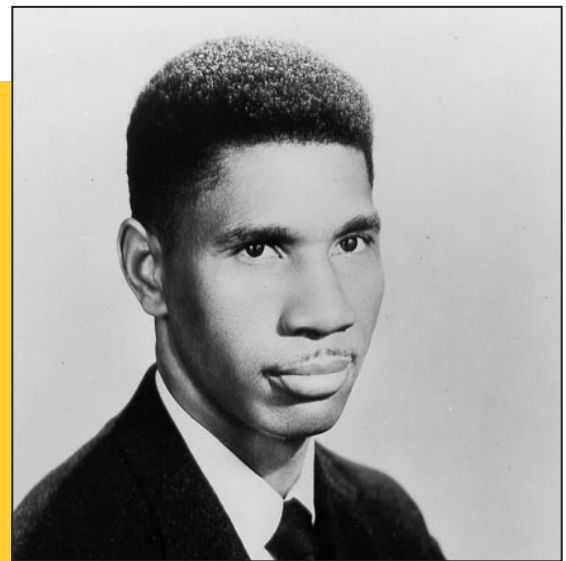
Full text at: [www.americanrhetoric.com/speeches/jfkcivilrights.htm](http://www.americanrhetoric.com/speeches/jfkcivilrights.htm)

### Medgar Evers Assassination

**Medgar Evers (1925-1963), field secretary for the National Association for the Advancement of Colored People (NAACP), was one of the first martyrs of the civil rights movement. He was killed the day after President John F. Kennedy addressed the nation on civil rights. His death prompted Pres. Kennedy to ask Congress for a comprehensive civil-rights bill, which after his assassination, President Lyndon Johnson signed into law in 1964.**

**The Mississippi in which Medgar Evers lived was a place of blatant discrimination where blacks dared not even speak of civil rights, much less actively campaign for them. As a civil right activist, he paid for his convictions with his life, becoming the first major civil rights leader to be assassinated in the 1960s. He was shot in the back on June 12, 1963, after returning late from a meeting. He was 37 years old.**

**Learn more at: [www.naacp.org/pages/naacp-history-medgar-evers](http://www.naacp.org/pages/naacp-history-medgar-evers)**



# March on Washington for Jobs and Freedom

Mass marches were never accepted by presidential administrations in the nation's capital. Washington, D.C. Army veteran marches on Washington in 1894 and 1932 had been met with tear gas and arrests.

In the summer of 1941, A. Philip Randolph, founder of the first Black union the Brotherhood of Sleeping Car Porters, was angry that World War II military spending was lifting whites out of the Great Depression, but black unemployment was ignored. He threatened President Franklin D. Roosevelt with a mass march by 100,000 black citizens for equal employment opportunity.

Roosevelt, like past presidents, brought all of his power to bear to try to stop the march. But Randolph was having none of it. A week before the march deadline, Roosevelt gave into the pressure and created the first national Fair Employment Practices Committee to address the issue of black unemployment. Randolph postponed the march — for what ended up being more than two decades.

The administration of President John F. Kennedy, like those in the past, was concerned about a March on Washington being proposed for August 1963. He felt the nation was on the verge of exploding and a march might be a catalyst to start rioting as had happened with marches in the South. Congress was even more terrified of the march.

President Kennedy and Vice President Johnson met with members of the March organizing committee to dissuade them because they thought it would hurt their efforts to persuade Congress to pass civil rights legislation. Randolph and Martin Luther King disagree with them. They felt a non-violent march would show their strength of numbers and would dramatize the civil rights issue in a positive way. The effort to stop the march only strengthened their resolve. The march was on.

The March on Washington represented a coalition of ten major civil rights and religious organizations. Each had a different approach and different agenda.

The "Big Six" organizers of the March were (left to right) John Lewis, of the Student Nonvio-



lent Coordinating Committee (SNCC); Whitney Young, Jr., of the National Urban League; A. Philip Randolph, of the Brotherhood of Sleeping Car Porters; Martin Luther King, Jr., of the South-

*Now the time has come for preachers and everybody else to get to Washington and get this very recalcitrant Congress to see that it must do something and that it must do it soon, because...if something isn't done...our cities are going to continue to go up in flames...The extreme voices calling for violence will get a greater hearing in the black community.*

*So far they have not influenced many, but I contend that if something isn't done very soon to deal with this basic economic problem to provide jobs...then the extremists voices will be heard more and those who are preaching non-violence will often have their words falling on deaf ears...*

*We need a movement now to transmute the rage of the ghetto into a positive constructive force...*

*I can't see the answer in riots. On the other hand, I can't see the answer in tender supplications for justice. I see the answer in...militant non-violence that is massive...attention-getting enough to dramatize the problems, that will be attention-getting as a riot, that will not destroy life or property in the process. And that is what we hope to do in Washington...'*

— Reverend Martin Luther King, Jr., excerpts of comments to Rabbi Gendler about the purpose of the March on Washington

ern Christian Leadership Conference (SCLC); James Farmer, of the Congress of Racial Equality (CORE); and Roy Wilkins, of the National Association for the Advancement of Colored People (NAACP).

Randolph was chosen as the leader for the march and he chose his assistant, Bayard Rustin, to organize the march. Rustin was a controversial choice because some thought him to be a communist. In return for the choice, Randolph, who thought it should be an all-black march, agreed to invite white religious and labor leaders to help organize, and their members to join the march.

They agreed to a date of August 28, 1963 with the march starting on the Mall at the Washington Monument and ending in front of the Lincoln Memorial. It would be a massive peaceful display of black and white citizens urging justice and equal rights.

The goal was to bring at least 100,000 people to attend. The word went out across the country through the media, in churches and civil rights meetings, and by word of mouth. They organized thousands of chartered trains and buses to move people from all over the country to Washington, D.C. Over 250,000 people arrived for the march, including 60,000 white participants.

They made plans for security to make sure white supremacist groups like the Nazis or the

Ku Klux Klan could not disrupt the march and that no one who attended would cause trouble. On the day of the march, 3,900 police from Washington, D.C. and nearby suburbs and 2,000 National Guardsmen were called to duty, and several thousand U.S. troops were on standby in Maryland and Virginia.

A. Philip Randolph opened the speakers program in front of the Lincoln Memorial. He addressed the crowd as, "the advance guard of a massive moral revolution for jobs and freedom." He went on to express the 10 demands of the march (see What We Demand).

As the speeches continued, the crowds swelled. City officials became fearful of violence. But this was a peaceful gathering. Many of the speakers encouraged the black people present to step up their

**WHAT WE DEMAND\***

1. Comprehensive and effective civil rights legislation from the present Congress—without compromise or filibuster—to guarantee all Americans
  - access to all public accommodations
  - decent housing
  - adequate and integrated education
  - the right to vote
2. Withholding of Federal funds from all programs in which discrimination exists.
3. Desegregation of all school districts in 1963.
4. Enforcement of the Fourteenth Amendment—reducing Congressional representation of states where citizens are disfranchised.
5. A new Executive Order banning discrimination in all housing supported by federal funds.
6. Authority for the Attorney General to institute injunctive suits when any constitutional right is violated.
7. A massive federal program to train and place all unemployed workers—Negro and white—on meaningful and dignified jobs at decent wages.
8. A national minimum wage act that will give all Americans a decent standard of living. (Government surveys show that anything less than \$2.00 an hour fails to do this.)
9. A broadened Fair Labor Standards Act to include all areas of employment which are presently excluded.
10. A federal Fair Employment Practices Act barring discrimination by federal, state, and municipal governments, and by employers, contractors, employment agencies, and trade unions.

\*Support of the March does not necessarily indicate endorsement of every demand listed. Some organizations have not had an opportunity to take an official position on all of the demands advocated here.



civil rights protests. SNCC leader John Lewis' speech, though altered from its original draft, was still the most volatile. He prophesied that with their superior strength of numbers the black people would "splinter the segregated South into a thousand pieces, and put them back together in the image of God and Democracy."

Reverend Martin Luther King, Jr. gave the final speech. His "I have a dream" speech was full of hope, determination and purpose. It brought the quarter of a million people at the march to a fever

pitch of excitement, and to tears.

Immediately following the march, the top 10 speakers met with President Kennedy. The march was successful beyond their wildest dreams and they used its power to push for a stronger civil rights bill.

Kennedy said of the march: "One cannot help but be impressed with the deep fervor and the quiet dignity that characterized the thousands who have gathered in the nation's capital from across the country to demonstrate their faith and confidence in our democratic form of government..."

News of the peaceful, powerful march, and the

words of the speakers, spread across the nation and the world. The march delivered a blow to segregation and the old order in the South from which it would never recover.

**Resource:** The Our Documents site of the National Archives includes the official March on Washington program available at [www.ourdocuments.gov/doc.php?doc=96](http://www.ourdocuments.gov/doc.php?doc=96).



## "I Have a Dream"

Reverend Martin Luther King, Jr. delivered his historic "I Have a Dream" speech in front of hundreds of thousands of participants at the "March on Washington." At the end of his speech, he preached these words about his dream for America. Full text at: [www.archives.gov/press/exhibits/dream-speech.pdf](http://www.archives.gov/press/exhibits/dream-speech.pdf)

*I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.*

*I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."*

*I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.*

*I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.*

*I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.*

*I have a dream today.*

*I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification; one day right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.*

*I have a dream today.*

*I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.*

*This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of*



*our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.*

*This will be the day when all of God's children will be able to sing with a new meaning, "My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring."*

*And if America is to be a great nation this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania! Let freedom ring from the snowcapped Rockies of Colorado! Let freedom ring from the curvaceous slopes of California! But not only that; let freedom ring from Stone Mountain of Georgia! Let freedom ring from Lookout Mountain of Tennessee! Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.*

*And when this happens, when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! Free at last! Thank God Almighty, we are free at last!"*

# Sixteenth Street Church Bombing

They called him Dynamite Bob. Robert Edward Chambliss, a Birmingham truck driver, was a member of the Alabama Ku Klux Klan. He stood outside the Sixteenth Street Church on September 15, 1963. The church had been the rallying point against Bull Connors police dogs and fire hoses.

It was only 18 days after the euphoric March on Washington and four hundred worshipers were at the church. There were four children in the basement changing their clothes.

At about 10:20 AM, fifteen sticks dynamite blew apart the basement, instantly killing Carole Robertson, Addie Mae Collins, Cynthia Wesley (ages 14), and Denise McNair (age 11), and injuring 20 others.

It took several years before Chambliss was convicted of

participating in the bombing.

*Addie was standing by the window. Denise McNair asked Addie to tie the sash on her dress. I started to look toward them just to see them, but by the time I went to turn my head that way there was a loud noise. I didn't know what it was. I called out Addie's name about three or four times, but she didn't answer. All of a sudden, I heard a man outside holler, "Someone just bombed the 16th Street church." He came in, picked me up in his arms, and carried me out of the church. They took me over to the hospital... The doctor told me after they operated on my face that I had about 22 shards of glass in my face. When it was all over with, they took the patches off my eye and I had lost my right eye, and I could barely see out of my left eye. I stayed in the hospital about two and a half months. — Sarah J. Rudolph, older sister of Addie Mae Collins*



## The 24<sup>th</sup> Amendment

Poll taxes, fees that had to be paid in order to vote, were used in the South to discourage blacks from voting. In 1964, five states still retained a poll tax: Virginia, Alabama, Texas, Arkansas, and Mississippi. The 24th Amendment to the U.S. Constitution ratified January 23, 1964, states: The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay any poll tax or other tax. Unfortunately southern poll taxes continued to be used to limit the black vote in elections for state and local officials.

## Civil Rights Act of 1964

The Civil Rights Act of 1964, signed into law by President Johnson on July 2, 1964, was a revolutionary piece of legislation in the United States that effectively outlawed egregious forms of discrimination against African Americans and women, including all forms of segregation. The Civil Rights Act of 1964 terminated unequal application in regards to voter registration requirements and all forms of racial segregation in schools, in the workplace and by facilities that offered services to the general public.

### Title provisions of the Act

**Title I:** Barred unequal application of voter registration requirements and required that all voting rules and procedures be uniform regardless of race. Literacy tests were still allowed.

**Title II:** Outlawed discrimination based on race, color, religion or national origin in hotels, motels, restaurants, theaters, and all other public accommodations engaged in interstate commerce; exempted private clubs without defining the term "private."

**Title III:** Prohibited state and municipal governments from denying access to public facilities on grounds of race, color, religion or national origin.

**Title IV:** Encouraged the desegregation of public schools and authorized the U.S. Attorney General to file suits to enforce said act.

**Title V:** Expanded the Civil Rights Commission established by the earlier Civil Rights Act of 1957 with additional powers, rules and procedures.

**Title VI:** Prevents discrimination by government agencies that receive federal funds. If an agency is found in violation of Title VI, that agency may lose its federal



President Lyndon B. Johnson signs the Civil Rights Act of 1964 and hands the pen to Martin Luther King, Jr.

funding.

**Title VII:** Prohibited discrimination by employers on the basis of color, race, sex, national origin, or religion.

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

# Freedom Summer

The Student Nonviolent Coordinating Committee (SNCC) with CORE, the NAACP, and other civil-rights groups organized a massive African American voter registration drive in Mississippi known as "Freedom Summer" and the "Summer Project."

Over 1,000 out-of-state volunteers participated in Freedom Summer alongside thousands of black Mississippians. Most of the volunteers were young, most of them from the North, 90 percent were white and many were Jewish.

Organizers focused on Mississippi because it had the lowest percentage of African Americans registered to vote in the country, in 1962 only 7%. Many of Mississippi's white residents deeply resented the outsiders and any attempt to change their society. Locals routinely harassed volunteers. Newspapers called them "unshaven and unwashed trash." Their presence in local black communities sparked drive-by shootings, Molotov cocktails, and constant harassment. State and local governments, police, the White Citizens' Council and



the Ku Klux Klan used murder, arrests, beatings, arson, spying, firing, evictions, and other forms of intimidation to oppose the project and prevent blacks from registering to vote for achieving social equality. Over the course of the ten-week project:

- Four civil rights workers were killed & four critically wounded
- 80 Freedom Summer workers were beaten
- 1,062 people were arrested (volunteers and locals)
- 37 churches & 30 black homes and businesses were bombed or burned.



*Until then I'd never heard of no mass meeting and I didn't know that a Negro could register and vote. Bob Moses, Reggie Robinson, Jim Bevel and James Forman were some of the SNCC workers who ran that meeting. When they*

*asked for those to raise their hands who'd go down to the courthouse the next day, I raised mine. Had it up as high as I could get it. I guess if I'd had any sense I'd a-been a little scared, but what was the point of being scared? The only thing they could do to me was kill me and it seemed like they'd been trying to do that a little bit at a time ever since I could remember*

— Fannie Lou Hamer

# Mississippi Burning

In Neshoba County, near Philadelphia, Miss., the bodies of three civil-rights workers—two white, one black—were found in an earthen dam, six weeks into a federal investigation backed by President Johnson. James E. Chaney, 21; Andrew Goodman, 21; and Michael Schwerner, 24, had been working to register black voters in Mississippi.

On June 21, 1964, they had gone to investigate the burning of a black church. They were arrested by the police on suspicion of arson, incarcerated for several hours, and then released after dark into the hands of the Ku Klux Klan (KKK), who murdered them. Their bodies, beaten and shot, were recovered August 4.

## Freedom Summer's Effect

Freedom Summer had a significant effect on the course of the Civil Rights Movement. It helped

break down the decades of isolation and repression that were the foundation of the Jim Crow system. Before Freedom Summer, the national news media paid little attention to the persecution of black voters in the Deep South and the dangers endured by black civil rights workers, but when the lives of affluent northern white students were threatened, the full attention of the media spotlight was turned on the state. This evident disparity between the value that the media placed on the lives of whites compared with blacks embittered many black activists. However, the volunteers consider that summer as one of the defining moments of their lives

In the five years following Freedom Summer, black voter registration in Mississippi rose from a mere 7 percent to 67 percent.

*"We had a system where people were to call in every half hour or call at appointed times. And if the call didn't come, then within 15 minutes, whoever was receiving the call-ins was supposed to call the Jackson, MS [main] office. We had a security system we would then put into operation, which involved calling the FBI and calling the Justice Department and calling the local police... So we did that...and nothing was happening. ... We assumed that they were in real danger or dead. We...anticipated...violence, but I remember thinking, 'Boy, they [KKK] are really quick.' We had a lot of fear." — Sandra Cason (Source: Voices of Freedom, Bantam, New York, 1990, p. 188-189.)*

## MISSING CALL FBI

THE FBI IS SEEKING INFORMATION CONCERNING THE DISAPPEARANCE AT PHILADELPHIA, MISSISSIPPI OF THESE THREE INDIVIDUALS ON JUNE 21, 1964. EXTENSIVE INVESTIGATION IS BEING CONDUCTED TO LOCATE GOODMAN, CHANEY, AND SCHWERNER, WHO ARE DESCRIBED AS FOLLOWS:

ANDREW GOODMAN	JAMES EARL CHANEY	MICHAEL HENRY SCHWERNER
<p>RACE: White</p> <p>SEX: Male</p> <p>DOB: November 22, 1943</p> <p>POB: New York City</p> <p>AGE: 21 years</p> <p>HEIGHT: 5'10"</p> <p>WEIGHT: 150 pounds</p> <p>HAIR: Dark brown wavy</p> <p>EYES: Brown</p> <p>TEETH: Good, well fitting</p> <p>SCARS AND MARKS: 1 inch cut scar 2 inches above left eye.</p>	<p>RACE: Negro</p> <p>SEX: Male</p> <p>DOB: May 30, 1943</p> <p>POB: Memphis, Mississippi</p> <p>AGE: 21 years</p> <p>HEIGHT: 5'7"</p> <p>WEIGHT: 125 to 140 pounds</p> <p>HAIR: Black</p> <p>EYES: Brown</p> <p>TEETH: Good, well fitting</p> <p>SCARS AND MARKS: 1 inch cut scar 2 inches above left eye.</p>	<p>RACE: White</p> <p>SEX: Male</p> <p>DOB: November 6, 1939</p> <p>POB: New York City</p> <p>AGE: 24 years</p> <p>HEIGHT: 5'9" to 5'10"</p> <p>WEIGHT: 170 to 180 pounds</p> <p>HAIR: Brown</p> <p>EYES: Light blue</p> <p>TEETH: Good, well fitting</p> <p>SCARS AND MARKS: Pycroft scar at forehead, slight scar on bridge of nose, approximately 1/2 inch long scar.</p>

SHOULD YOU HAVE OR IN THE FUTURE RECEIVE ANY INFORMATION CONCERNING THE WHEREABOUTS OF THESE INDIVIDUALS, YOU ARE REQUESTED TO NOTIFY ME OR THE NEAREST OFFICE OF THE FBI. TELEPHONE NUMBER IS LISTED BELOW.

DIRECTOR  
 FEDERAL BUREAU OF INVESTIGATION  
 UNITED STATES DEPARTMENT OF JUSTICE  
 WASHINGTON, D. C. 20535  
 TELEPHONE, NATIONAL 8-1117

June 29, 1964

Andrew Goodman, James Chaney, and Michael Schwerner



# Bloody Sunday

The Civil Rights Acts of 1957 and 1960 were aimed at supporting the rights of African Americans to vote. Black voter registration was low in southern states and counties due to discriminatory practices employed such as poll taxes and qualifying tests. Selma, in Dallas County, Alabama had a history of opposition to black voters' rights with only 2% of black residents registered to vote.

Reverend King, the SNCC, and the SCLC were invited by the Dallas County Voters' League, run by local black activists Amelia and Samuel Boynton, to make Selma a national focal point for a campaign for a strong federal voting rights statute.



Images of civil rights marchers in Selma being beaten by Alabama police March 7, 1965 horrified many Americans, including President Lyndon B. Johnson.  
**Credit: Library of Congress**

King and the other civil rights advocates knew Selma would prove a challenge because of the short temper of local Sheriff James G. Clark, Jr. They also knew his hostile tactics would increase news coverage and outrage across the country. Clark did not disappoint them.

As part of their efforts, they also engaged officials in the neighboring Town of Marion in Perry County. At a civil rights march there on February 18, 1965, an Alabama State Trooper shot and killed a black participant, Jimmy Lee Jackson.

Civil rights activists thought that a fitting response to his death would be a mass pilgrimage from Selma to the Alabama state capitol in Montgomery.

The 600 marchers started out on Sunday, March 7, 1965 led by SCLC Hosea Williams and SNCC chairman John Lewis. (King was preaching at his church in Atlanta.) When they reached the

other side of the Pettus Bridge on the edge of downtown Selma, they were blocked by scores of Sheriff Clark's lawmen and Alabama state troopers.

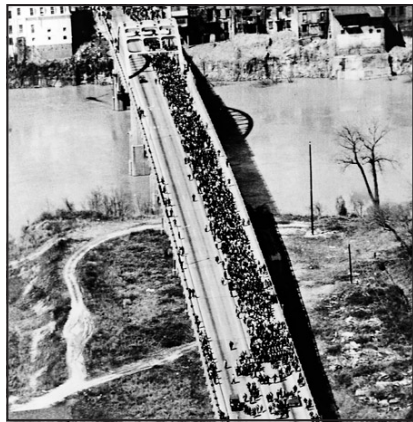
The marchers were instructed to turn around and walk back to Selma. When they didn't move they were attacked. Fifty marchers were hospitalized after police used tear gas, whips, clubs, and mounted horsemen against them. The gruesome incident was dubbed "Bloody Sunday" by the media and led to outrage across the country.

*"The first 10 or 20 Negroes were swept to the ground screaming, arms and legs flying and packs and bags went skittering across the grassy divider strip and on to the pavement on both sides," The New York Times reported on March 8, 1965. "Those still on their feet retreated. The troopers continued pushing, using both the force of their bodies and the prodding of their nightsticks." The Times also described a makeshift hospital near the local church: "Negroes lay on the floors and chairs, many weeping and moaning."*

Two weeks later on Sunday, March 21, after court approval for the march and with federalized National Guard troops for safety, a larger march of 3,200 started from Selma to Montgomery (the numbers were reduced to 300 along the way for practical issues of food and shelter). After walking 10 miles a day, sometimes in heavy rain, and camping in open fields in simple tents, they reached Montgomery four days later on March 25th, where they held a rally on the steps of the state capitol.

John Lewis said of the march: "I think we all walked those days with a sense of pride and...dignity. ...To me there was never a march like this one before, and there hasn't been one since."

The march is considered the catalyst for pushing through the Voting Rights Act of 1965 five months later.



Marchers Crossing the Edmund-Pettus Bridge, Sunday, March 7, 1965

**Credit: Library of Congress, New York World-Telegram and Sun Collection**

## Voting Rights Act of 1965



President Lyndon B. Johnson shakes hands with Rev. Martin Luther King, Jr. after signing the Voting Rights Act.

In a landmark victory in African Americans' quest for freedom and equality, President Lyndon B. Johnson signed the Voting Rights Act of 1965 into law on August 6, 1965. It prohibited the

denial or restriction of the right to vote, and forbade discriminatory voting practices nationwide such as forcing would-be voters to pass qualifying tests in order to vote.

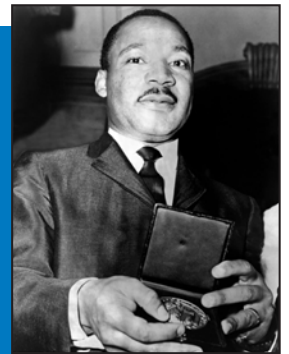
Section 2 of the Act states: No voting qualification or prerequisite to voting, or standard, practice, or procedure shall be imposed or applied by any State or political subdivision to deny or abridge the right of any citizen of the United States to vote on account of race or color.

Read the Voting Rights Act of 1965 at:

[www.ourdocuments.gov/doc.php?flash=true&doc=100](http://www.ourdocuments.gov/doc.php?flash=true&doc=100)

### Martin Luther King, Jr., Awarded the Nobel Peace Prize.

On October 14, 1964, the Rev. Dr. Martin Luther King Jr. was named the winner of the Nobel Peace Prize. The October 15 New York Times quoted the civil rights leader: "I do not consider this merely an honor to me personally, but a tribute to the disciplined, wise restraint and majestic courage of

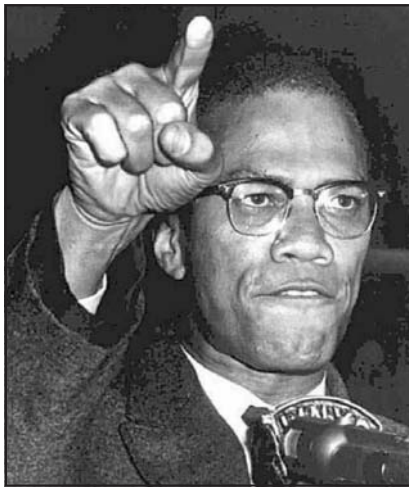


gallant Negro and white persons of goodwill who have followed a nonviolent course in seeking to establish a reign of justice and a rule of love across this nation of ours."

# Black Power

## Malcolm X, Stokely Carmichael, and the Black Panthers

Not all African Americans were content with Martin Luther King's nonviolent approach to desegregation. Some thought that King's ways was too slow or not forceful enough. They wanted real change as quickly as possible. They thought an in-your-face approach would tell white people that they weren't going to settle for anything less than equal rights.



Malcolm X

### Malcolm X

Malcolm Little (later Malcolm X and El-Hajj Malik El-Shabazz) was born in Omaha, Nebraska on May 19, 1925. At the time, Marcus Garvey's Back to Africa Movement was gaining momentum. Malcolm's father Earl was a Baptist minister who vocally supported Garvey's Black Nationalist move-

*When my mother was pregnant with me, she told me later, a party of hooded Ku Klux Klan riders galloped up to our home... Brandishing their shotguns and rifles, they shouted for my father to come out. — Malcolm X*

ment. Under the climate of racial repression in the 1920s, Little's father received death threats from the white supremacist group the Black Legion.

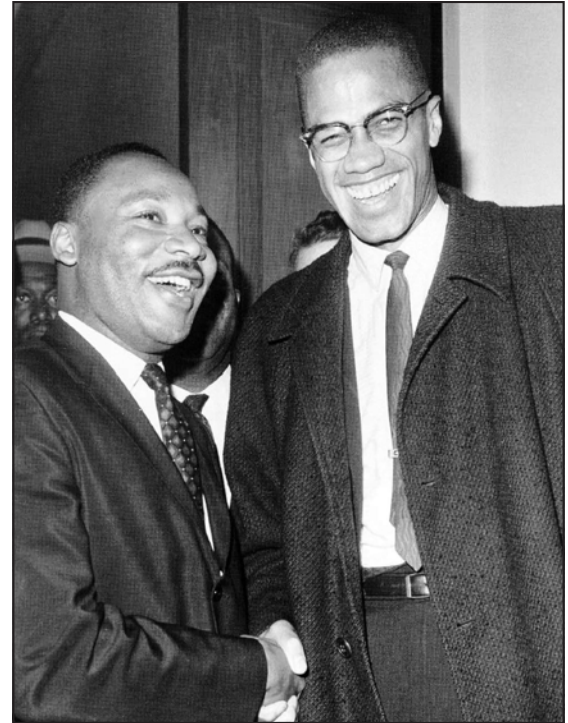
In 1929, the Little's home in Lansing, Michigan was burnt to the ground by the KKK. Two years later Earl Little's body was recovered across town on trolley tracks. Malcolm's mother, Louise, was devastated emotionally and the children were sent to live in foster homes and orphanages.

Despite these extreme hardships, Malcolm was a bright student who was elected class president. Yet over time he was discouraged by some teachers, including one who told him his dream of being a lawyer would never come true. He dropped out of school, moved to Boston to live with his half-sister, and got caught up in a life of crime; he was eventually arrested and convicted of burglary and sentenced to 10 years in prison in 1946.

In prison, Malcolm learned about the teachings of the Nation of Islam (NOI), led by Elijah

*Power in defense of freedom is greater than power in behalf of tyranny and oppression, because power, real power, comes from our conviction which produces action, uncompromising action. — Malcolm X*

Muhammad. Malcolm became a devoted follower of the NOI. He read widely during his time in prison, becoming familiar with religious and



Reverend Martin Luther King, Jr. and Malcolm X

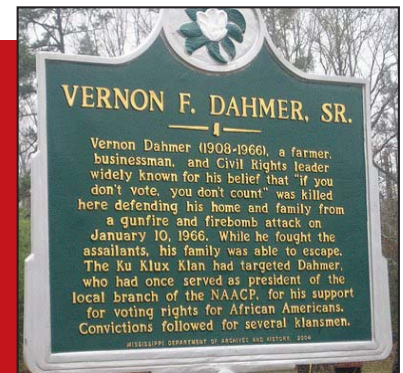
philosophical texts as well as history. He was paroled from prison in 1952 and took the surname "X" rather than keep what he left was a last name rooted in the legacy of slavery. He rose quickly into leadership roles in the NOI, moving to Harlem and serving as minister of Temple No. 7 there. He developed a scathing critique of white society and also of the mainstream Civil Rights Movement. Following from the teachings of Elijah Muhammad, he stressed the importance of blacks forming their own organizations and defending themselves against violence "by any means necessary." Malcolm

### Vernon Dahmer, Sr.

My brother Dennis came and woke me up. He told me the house was on fire and he got me out of there. The house was engulfed in flames. My father was covered with smoke and soot, skin was hanging off his arms. My aunt carried him to the hospital. We waited for the fire truck to get there; it took about 35 or 45 minutes to get there and it was just six miles away. Let's just put it this way, they weren't in any hurry to get there. I knew what we were doing about

voter registration, but it never occurred to me that something like this would happen. We were just trying to help other people. — Harold Dahmer (Source: [www.loc.gov/exhibits/civilrights/exhibit.html](http://www.loc.gov/exhibits/civilrights/exhibit.html))

Harold had just returned home from the Army when the Ku Klux Klan firebombed his family's home in 1966. His father, Vernon



Dahmer, Sr., a voting rights activist, was severely burned and died from his injuries.

*"The common goal of 22 million Afro-Americans is respect as human beings, the God-given right to be a human being. Our common goal is to obtain the human rights that America has been denying us. We can never get civil rights in America until our human rights are first restored. We will never be recognized as citizens there until we are first recognized as humans." — "Malcolm X, "Racism: the Cancer that is Destroying America," in Egyptian Gazette, Aug. 25 1964*

X said, "Concerning nonviolence, it is criminal to teach a man not to defend himself when he is the constant victim of brutal attacks."

He adopted many of the tenets of the NOI, avoiding alcohol and drugs, and focusing on leadership. He married Betty Dean Sanders (Shabazz) in 1958, and traveled widely through the world including to Egypt, Nigeria and Ghana. A charismatic leader, Malcolm helped establish new mosques in several cities and became well-known by early 1960s.

But tensions between Malcolm and Elijah Muhammad developed as Malcolm became more and more popular; it was Malcolm who was credited with boosting membership in the NOI from 500 in 1952 to approximately 30,000 in 1963. By 1964, Malcolm left the NOI and established a new

organization called the Muslim Mosque, Inc. That year, he made a pilgrimage to Mecca and adopted the name El-Hajj Malik El-Shabazz. This journey was transformative. Upon his return, Malcolm adopted a message of unity and diversity for the world's peoples, creating an organization called the Organization of Afro-American Unity.

Malcolm planned to file a petition with the United Nations detailing the human rights violations against African Americans. His plans were cut short, however, when he was shot with gunmen connected to the NOI on February 21, 1965 at the Audubon Ballroom in New York City. He was dead at the age of 39, leaving behind his wife Betty and four children. Regardless of what people thought of him, few could deny that Malcolm X played a key role in the dialogue about race relations in the United States.



**Stokely Carmichael**

On June 16, 1966, Stokely Carmichael, the chairman of the Student Nonviolent Coordinating Committee (SNCC), spoke at a

rally in Greenwood, Mississippi, and argued for Black Power. Carmichael defined this as "a call for black people in this country to unite, to recognize their heritage, and to build a sense of community". Carmichael also advocated that African Americans should form and lead their own organizations. The NAACP condemned "Black Power" as a "menace to peace and prosperity...no Negro who is fighting for civil rights can support black power, which is opposed to civil rights and integration." Martin Luther King believed that the term "Black Power" was "unfortunate because it tends to give the impression of black nationalism...black supremacy would be as

evil as white supremacy." Stokely Carmichael also adopted the slogan of "Black is Beautiful" and advocated a mood of black pride and a rejection of white values of style and appearance. This included adopting Afro hairstyles and African forms of dress. Due to his radical approach, he was replaced at SNCC and joined the Black Panther Party, which better fit his growing militant viewpoint. Carmichael eventually left America to live in Guinea, Africa. He continued to attack the evils of white power and the business system of America. Over time he faded from the news and died of cancer in 1988.

## Black Panther Party

The Watts Riots in of 1965 revealed the anger and frustration of blacks in Los Angeles, and California, who were discriminated against for jobs, housing, and in politics. The police also used fear and intimidation to control blacks similar to the South. A police arrest was the catalyst for the riots. The six days of rioting by nearly 35,000 people from August 11 to 17, 1965 resulted in 34 deaths, 1,032 injuries, 3,438 arrests, and over \$50 million in property damage.

In 1966 Huey P. Newton and Bobby Seale, two students at Merritt College in Oakland, California, started the Black Panther Party for Self-Defense. Focused on revolutionary nationalism and self-defense the Party aims were: self-determination, exemption of blacks from the military draft, and end to police brutality and murder.

Newton said, "We had seen Watts rise up... seen the police attack the Watts community after causing the trouble in the first place. We had seen Martin Luther King come to Watts in an effort to

calm the people, and we had seen his philosophy of nonviolence rejected. Black people had been taught nonviolence; it was deep in us. What good, however was nonviolence when the police were determined to rule by force? We had seen all this, and we recognized that the rising consciousness of Black people was almost at the point of explosion... Out of this sprang the Black Panther Party."

The Party's initial focus was on the activities and behavior of the Oakland Police Department toward blacks. They gained national attention when they walked into the California Capitol building carrying shotguns and pistols to protest gun legislation prohibiting the carrying of loaded guns. Party members were known for carrying guns in black neighborhoods to support self-defense.

Eldridge Cleaver, a radical activist, joined the Party in 1967, and became the chief publicist. His goal: "I wanted to send waves of consternation through the white race." (Years later, after leaving



Black Panther Party founders Bobby Seale and Huey P. Newton stand in the street armed with a Colt .45 and a shotgun.

October 1966

## Black Panther Party Platform and Program

What we want  
What we believe

1. We want freedom. We want power to determine the destiny of our Black Community.
2. We want full employment for our people.
3. We want an end to the robbery by the white man of our Black Community.
4. We want decent housing, fit for shelter of human beings.
5. We want education for our people that exposes the true nature of the decadent American society. We want education that teaches us our true history and our role in the present-day society.
6. We want all black men to be exempt from military service.
7. We want an immediate end to POLICE BRUTALITY and MURDER of black people.
8. We want freedom for all black men held in federal, state, county and city prisons and jails.
9. We want all black people when brought to trial to be tried in court by a jury of their peer group or people from their black communities, as defined by the Constitution of the United States.
10. We want land, bread, housing, education, clothing, justice, and peace. And as our major political objective, a United Nations-supervised plebiscite to be held throughout the black colony in which only black colonial subjects will be allowed to participate, for the purpose of determining the will of black people as to their national destiny.

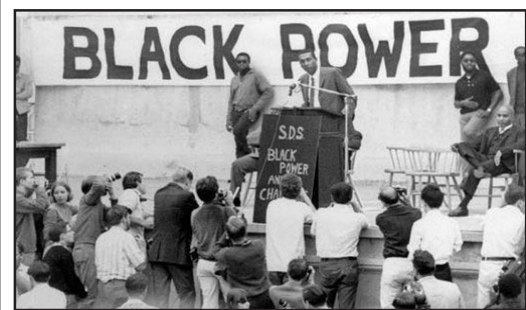
Source: Seize the Time

JUSTIN STAHLMAN/Collegian

the country to avoid criminal charges, he returned as a Christian anti-communist and became a Republican Party member.)

In addition to being known for its revolution-

ary rhetoric and violence, the Panthers became a national organization that operated food, education, and healthcare programs in poor African American communities.



### "Black Power" Speech

Stokely Carmichael, July 28, 1966

*There is a psychological war going on in this country and it's whether or not black people are going to be able to use the terms they want about their movement without white people's blessing. We have to tell them we are going to use the term "Black Power" and we are going to define it because Black Power speaks to us. ... We are going to build a movement in this country based on the color of our skins that is going to free us from our oppressors and we have to do that ourselves.*

*Everybody in this country is for "Freedom Now" but not everybody is for Black Power ... We have got to get us some Black Power. We don't control anything but what white people say we can control. We have to be able to smash any political machine in the country that's oppressing us and bring it to its knees... That's Black Power!*

Excerpt - Full text at:

[www.encyclopedia.com/doc/1G2-3401804839.html](http://www.encyclopedia.com/doc/1G2-3401804839.html)

## Loving v. Virginia Supreme Court Decision

### Interracial Marriage Under Jim Crow

In the South, Jim Crow laws and discrimination controlled every aspect of black life including marriage. Most southern states had laws forbidding inter-racial marriage.

In Florida the statute stated: "All marriages between a white person and a Negro, or between a white person and a person of Negro descent to the fourth generation inclusive, are hereby forever prohibited." Virginia had a similar law, which included a provision banning interracial couples who married in another state from returning to Virginia.

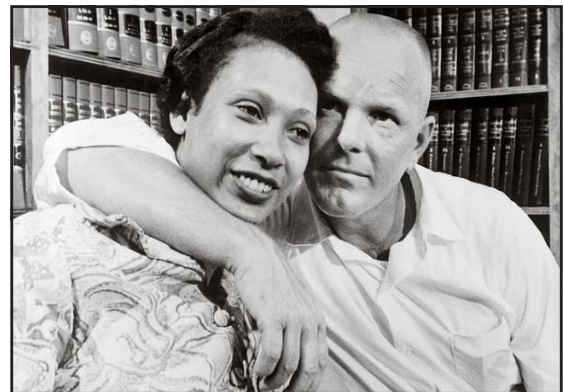
In 1958, deeply in love, a couple from Virginia, Mildred Jeter, a black woman, and Richard Loving, a white man, were married in the District of Columbia. The Lovings returned to Virginia, where they were charged with violating the state's statute banning interracial marriages. The Lovings were found guilty and sentenced to a year in jail. The trial judge agreed to suspend the sentence if the Lovings would leave Virginia and not return for 25 years.

To avoid jail, the Lovings agreed to leave Virginia and relocate to Washington, D.C. where they lived for 5 years and Richard worked as a bricklayer. The couple had three children. Yet they longed to return home to their family and friends in Caroline County, VA.

That's when the couple contacted Bernard Cohen, a young attorney who was volunteering at the ACLU. They requested that Cohen ask the Caroline County judge to reconsider his decision.

"They just were in love with one another and wanted the right to live together as husband and wife in Virginia, without any interference from officialdom. When I told Richard that this case was, in all likelihood, going to go to the Supreme Court of the United States, he became wide-eyed and his jaw dropped," Cohen recalled.

Cohen and another lawyer challenged the Lovings' conviction, but the original judge in the case upheld his decision. Judge Leon Bazile wrote: "Almighty God created the races white, black, yellow, Malay and red, and he placed them on separate continents. ...The fact that he sepa-



rated the races shows that he did not intend for the races to mix."

The case was appealed all the way to the U.S. Supreme Court, which on June 12, 1967 ruled unanimously in the Loving Decision, declaring that laws prohibiting interracial marriage are unconstitutional.

After the ruling, the Lovings moved back to Caroline County, VA to be near their families. Richard's life was cut short in a car accident in 1975.

(Source: NPR)

# Reverend Martin Luther King, Jr. Assassinated

At 6:01 p.m. on April 4, 1968, Reverend Martin Luther King, Jr. was fatally shot at the Lorraine Motel in Memphis, Tenn.

The day before, on the eve of a protest march for striking garbage workers in Memphis, Tenn., King gave his darkly prescient speech, "I've Been To The Mountaintop".

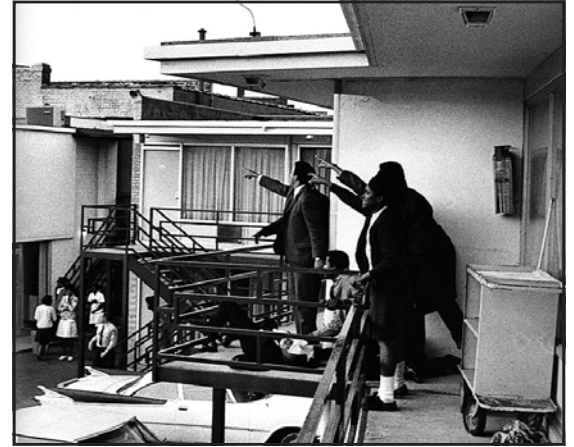
*"Well, I don't know what will happen now. We've got some difficult days ahead. But it doesn't matter with me now. Because I've been to the mountaintop. And I don't mind. Like anybody, I would like to live a long life. Longevity has its place. But I'm not concerned about that now. I just want to do God's will. And He's allowed me to go up to the mountain. And I've looked over. And I've seen the promised land. I may not get there with*

*you. But I want you to know tonight, that we, as a people, will get to the promised land. And I'm happy, tonight. I'm not worried about anything. I'm not fearing any man. Mine eyes have seen the glory of the coming of the Lord".*

*(Full text at: <http://drmartinlutherkingjr.com>)*

King received death threats constantly due to his prominence in the civil rights movement. He believed, and taught, that murder could not stop the struggle for equal rights. After the 1963 assassination of President Kennedy, he told his wife Coretta: "This is what is going to happen to me also. I keep telling you, this is a sick society."

James Earl Ray pleaded guilty to the crime in March 1969 and was sentenced to 99 years in prison.



*The ultimate weakness of violence is that it is a descending spiral, begetting the very thing it seeks to destroy. Instead of diminishing evil, it multiplies it. Through violence you may murder the liar, but you cannot murder the lie, nor establish the truth. Through violence you murder the hater, but you do not murder hate. In fact, violence merely increases hate.... Returning violence for violence multiplies violence, adding deeper darkness to a night already devoid of stars. Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that.*

— Dr. Martin Luther King Jr.

## Civil Rights Today



Great strides have been made in advancing the civil rights of African Americans. The 13th, 14th and 15th Amendments to the U.S. Constitution permanently provided freedom, citizenship rights, and the right to vote. Subsequent acts of Congress, provided greater civil liberties, due

process, equal protection under the laws, and freedom from discrimination and the rights to full legal, social, and economic equality.

The African American Civil Rights Movement led to great transformation in American society and also helped provide inspiration and blueprints for other movements among immigrants, Latinos, Asian-Americans, Native Americans, women, and gays and lesbians, among others. Americans from all backgrounds, including first generation immigrants, have used the organizing principals and tactics of the Civil Rights Movement to create their own social justice movements.

In 2008, and again in 2012, Barack Obama was elected as the 44th President of the United States of America. He opened his victory speech with these words, "If there is anyone out there who still doubts that America is a place where all things are possible; who still wonders if the dream of our founders is alive in our time; who still questions the power of our democracy, tonight is your answer."

Despite these advances in American race

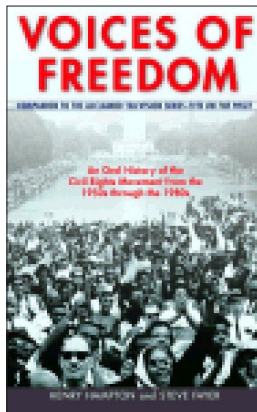
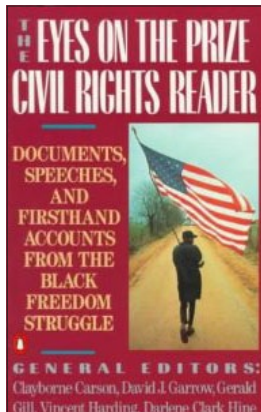
relations, inequalities continue. The 1954 Supreme Court Brown Decision aimed to eliminate segregation and the unequal status of education across the nation. Yet many schools in poor inner-city and rural neighborhoods are as segregated and unequal today as during the civil rights movement.

Today, many civil rights organizations continue to fight for equality for all Americans, regardless of race. Closing the digital divide, providing equal access to education and healthcare, and ensuring voting rights are among the key issues that continue to be debated today. The effort to ensure equal rights for all Americans is on-going.

### Civil Rights Movement: Broadening the Lens

Extended Activity: From the suffragettes to the American Indian Movement to the Gay Rights Movement, there are many other groups of people who have fought for civil rights in America. Choose any other movement for civil rights or equality and research this issue or movement. Use the library and as many primary sources as possible in your research. Present your research to your class in a PowerPoint presentation, a short video, or any other format.

## Sources used to research the Civil Right Movement for this supplement



### Civil Rights Movement Online Resources

HISTORY®  
[www.history.com/topics/civil-rights-movement](http://www.history.com/topics/civil-rights-movement)

Library of Congress:  
[www.loc.gov/exhibits/civil-rights/civilrights-home.html](http://www.loc.gov/exhibits/civil-rights/civilrights-home.html)

Civil Rights Museum  
[www.civilrightsmuseum.org](http://www.civilrightsmuseum.org)  
<http://www.infoplease.com/spot/civilrightstimeline1.html>

The Martin Luther King Jr. Papers Project  
<http://mlk-kpp01.stanford.edu>

Historic Places of the Civil Rights Movement  
[www.cr.nps.gov/nr/travel/civil-rights/index.htm](http://www.cr.nps.gov/nr/travel/civil-rights/index.htm)

Places Reflecting America's Diverse Cultures  
[http://www.nps.gov/history/nr/travel/cultural\\_diversity/](http://www.nps.gov/history/nr/travel/cultural_diversity/)

Brandeis University Report The Roots of the Widening Racial Wealth Gap  
<http://iasp.brandeis.edu>



**This supplement can be used in conjunction with King, which aired on HISTORY® and is now available on DVD at Amazon and retail bookstores. Online video clips at: [www.history.com/shows/king/videos](http://www.history.com/shows/king/videos)**

# Black History Month

## LESSON PLANS & ACTIVITIES

Elementary/Secondary Lesson Plan

### Using Primary Source Documents Activity

**Why use primary source documents?**

**Primary sources** are original records created at the time historical events occurred or well after events in the form of memoirs and oral histories. Primary sources may include letters, manuscripts, diaries, journals, newspapers, speeches, interviews, memoirs, documents produced by government agencies such as Congress or the Office of the President, photographs, audio recordings, moving pictures or video recordings, research data, and objects or artifacts such as works of art or ancient roads, buildings, tools, and weapons. These sources serve as the raw material to interpret the past, and when they are used along with previous interpretations by historians, they provide the resources necessary for historical research.

### Activity

- Ask the students to review each photo.
- Now, distribute the following handouts (Teaching Guide for analyzing Primary Sources):
  - **Figure 1** – Protestors at the March on Washington.
  - **Figure 2** – Program from March on Washington, August 28, 1963.
  - **Figure 3** – Large Crowd, color photo.
  - **Figure 4** - Dr. King delivers his “I Have a Dream” Speech
  - **Figure 5** - Protestors walk past the Capitol Building in Washington, D.C.
  - **Figure 6** – Dr. King waves to the crowd at the March on Washington.
  - **Figure 7** – View of crowd facing the Lincoln Memorial.
- Discuss the handout by using the teacher’s guide for analyzing primary sources (see next page that discusses how to observe, reflect, and question).
- Now, have students answer the questions about the photo they have chosen and report their findings to the class.

# TEACHER'S GUIDE

## ANALYZING PRIMARY SOURCES



Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

### OBSERVE

**Have students identify and note details.**

Sample Questions:

What do you notice first? · Find something small but interesting. · What do you notice that you didn't expect? · What do you notice that you can't explain? · What do you notice now that you didn't earlier?

### REFLECT

**Encourage students to generate and test hypotheses about the source.**

Where do you think this came from? · Why do you think somebody made this? · What do you think was happening when this was made? · Who do you think was the audience for this item? · What tool was used to create this? · Why do you think this item is important? · If someone made this today, what would be different? · What can you learn from examining this?

### QUESTION

**Have students ask questions to lead to more observations and reflections.**

What do you wonder about...  
who? · what? · when? · where? · why? · how?

### FURTHER INVESTIGATION

**Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.**

Sample Question: What more do you want to know, and how can you find out?

**A few follow-up activity ideas:**

**Beginning**

*Have students compare two related primary source items.*

**Intermediate**

*Have students expand or alter textbook explanations of history based on primary sources they study.*

**Advanced**

*Ask students to consider how a series of primary sources support or challenge information and understanding on a particular topic. Have students refine or revise conclusions based on their study of each subsequent primary source.*

*For more tips on using primary sources, go to*

<http://www.loc.gov/teachers>





**Figure 1** – Protestors at the March in Washington for Jobs and Freedom held on August 28, 1963.

# MARCH ON WASHINGTON FOR JOBS AND FREEDOM

AUGUST 28, 1963

## LINCOLN MEMORIAL PROGRAM

1. The National Anthem *Led by Marian Anderson.*
2. Invocation *The Very Rev. Patrick O'Boyle, Archbishop of Washington.*
3. Opening Remarks *A. Philip Randolph, Director March on Washington for Jobs and Freedom.*
4. Remarks *Dr. Eugene Carson Blake, Stated Clerk, United Presbyterian Church of the U.S.A.; Vice Chairman, Commission on Race Relations of the National Council of Churches of Christ in America.*
5. Tribute to Negro Women Fighters for Freedom  
Daisy Bates  
Diane Nash Bevel  
Mrs. Medgar Evers  
Mrs. Herbert Lee  
Rosa Parks  
Gloria Richardson  
*Mrs. Medgar Evers*
6. Remarks *John Lewis, National Chairman, Student Nonviolent Coordinating Committee.*
7. Remarks *Walter Reuther, President, United Automobile, Aerospace and Agricultural Implement Workers of America, AFL-CIO; Chairman, Industrial Union Department, AFL-CIO.*
8. Remarks *James Farmer, National Director, Congress of Racial Equality.*
9. Selection *Eva Jessye Choir*
10. Prayer *Rabbi Uri Miller, President Synagogue Council of America.*
11. Remarks *Whitney M. Young, Jr., Executive Director, National Urban League.*
12. Remarks *Mathew Ahmann, Executive Director, National Catholic Conference for Interracial Justice.*
13. Remarks *Roy Wilkins, Executive Secretary, National Association for the Advancement of Colored People.*
14. Selection *Miss Mahalia Jackson*
15. Remarks *Rabbi Joachim Prinz, President American Jewish Congress.*
16. Remarks *The Rev. Dr. Martin Luther King, Jr., President, Southern Christian Leadership Conference.*
17. The Pledge *A Philip Randolph*
18. Benediction *Dr. Benjamin E. Mays, President, Morehouse College.*

**"WE SHALL OVERCOME"**

Figure 2- Copy of program from the March on Washington for Jobs and Freedom.



**Figure 3-** An estimated crowd of 250,000 people participated in the March on Washington for Jobs and Freedom.



**Figure 4-** "I Have A Dream" Speech: Dr. King, addressing the crowd at the March on Washington, delivers his famous I Have a Dream speech. (Photo Credit: Corbis)



**Figure 5** – Civil Rights Protestors Marching Past Capitol Building: A group of civil rights protestors take part in the March on Washington, August 28, 1963. The US Capitol building can be seen in the background. (Photo Credit: Corbis)



**Figure 6** – Martin Luther King waves to the crowd in front of the Lincoln Memorial before making his iconic 'I Have a Dream' speech, on August 28 1963. Photo: EPA



**Figure 7** – View of the Lincoln Memorial during the March on Washington: A view of the crowd at the March on Washington facing the Lincoln Memorial. April 28, 1963. (Photo Credit: Corbis)

## **Additional Resources:**

### **The Emancipation Proclamation:**

The Civil War Trust is America's largest non-profit organization (501-C3) devoted to the preservation of our nation's endangered Civil War battlefields. This site includes photos, news articles and other resources:

<http://www.civilwar.org/150th-anniversary/emancipation-proclamation-150.html>

This article provides interesting facts about the Emancipation Proclamation:

<http://www.nbcnews.com/travel/itineraries/experience-emancipation-proclamation-no-movie-tickets-required-1B7922697>

### **The March on Washington:**

Primary Sources on The March on Washington:

<http://www.history.com/topics/march-on-washington>

Resources on the 1963 March on Washington, The Mall and Future Marches:

<http://www.pbs.org/pov/brotheroutsider/march/index.html>

### **Primary Source Documents:**

Primary Sources with teacher resources including graphic organizers, photographs and letters:

[www.loc.gov/teachers](http://www.loc.gov/teachers)

To help us think, talk and teach about the rights and responsibilities of citizens in our democracy, we invite you to explore 100 milestone documents of American history.

<http://www.ourdocuments.gov>



## Elementary/Secondary Lesson Plan

# A Mini-Unit on HARRIET TUBMAN

### Objectives:

- Students will be able to identify famous people and events of the Civil War era.
- Students will be able to create a time line with 10 historical events that occurred during Tubman's lifetime.
- Students will be able to correctly answer 6 of 8 questions about other famous people during the time of Harriet Tubman.

### Materials Needed:

- **Video - Follow the Drinking Gourd.** (1994). Reading Rainbow. Lincoln, NE: GPN Distributors.  
([http://teachertube.com/viewVideo.php?video\\_id=217595&title=Follow\\_the\\_Drinking\\_Gourd](http://teachertube.com/viewVideo.php?video_id=217595&title=Follow_the_Drinking_Gourd))
- **Map of the United States**  
([http://cdn.dipity.com/uploads/events/d8203d963d40e03b9ffe43701abe1667\\_1M.png](http://cdn.dipity.com/uploads/events/d8203d963d40e03b9ffe43701abe1667_1M.png))
- **Map of free and slave States**  
([http://www.sussexvt.k12.de.us/science/The%20History%20of%20the%20World%201500-1899/The%20Missouri%20Compromise\\_files/image002.jpg](http://www.sussexvt.k12.de.us/science/The%20History%20of%20the%20World%201500-1899/The%20Missouri%20Compromise_files/image002.jpg))
- **Harriet Tubman Biography** <http://www.pbs.org/wgbh/aia/part4/4p1535.html>
- **Handouts for Jigsaw**

### LESSON ACTIVITIES:

#### 1. Think-Pair-Share.

Have students individually think of what they know about slavery, Harriet Tubman, the Civil War, the Underground Railroad, and any famous people during the Civil War era. In pairs, have students share what they remember and write it down. Then have the whole class contribute to a class list on the whiteboard of everything that was shared. If time permits, share the "background" portion of the Harriet Tubman mini-unit.

#### 2. Mini-Lecture/Story.

Dress up like a southern farmer and tell how you helped some slaves escape from the South. Say to the students, "I'm under the leadership of a person called Moses, only this person is a woman who is a conductor for the Underground Railroad." Explain that she

accomplished much for her people. Tell of the hardships and dangers of an escaping slave or of someone assisting an escapee and what consequences could result if caught. The time period of her popularity was between the 1850s and 1860s around the Civil War era. Tell students that you will share a story of Harriet Tubman's life. (Harriet Tubman Biography: <http://www.pbs.org/wgbh/aia/part4/4p1535.html>) Explain where this takes place by pointing to the state of Maryland on the United States map as you read. Continue pointing out places on the map throughout the story. At the conclusion of the story, students write an explanation answering: "If I were a slave, I would...." Students explain how they feel about being a slave, explain what they would do, and explain why/how they would carry out their plan to escape.

### **3. Time Line.**

Using stories, history text, on-line resources, etc., students will make a time line. Time line dates will begin at Tubman's birth (1820) and end with her death (1913). Each student will make their own time line and include at least 10 historical dates. These dates may include events relating to famous people and their accomplishments, political events, battles, or other historical facts. Include dates from United States history only.

### **4. Jigsaw.**

Students will be assigned to groups of 4 students. Each student will research four short biographies. For example, research William Still, Sojourner Truth, Frederick A. Douglass, and James Forten.

1. Each student will research information about their famous person.
2. Each student then prepares a short presentation of their person's life and accomplishments. Remember that this is a verbal summary or overview and not a written paper.
3. Each student teaches other classmates about their person. (Students may take notes as each person shares their summary.)
4. After presentations, students will answer the questions below for each famous person:
  1. A. Name the movement or organization he/she was involved in.
  - B. Name one major accomplishment towards their goal.

You may conclude with a class discussion about what they found most interesting about these people.

### **5. Map out a route.**

Provide students with copies of your county or state map for cooperative groups (4 students to a group). When students are in their groups, they must map out a course to

free territory which you will determine. Give a starting point and a final destination. (For example, begin in Salt Lake City, UT and map out a route that you could walk to get to free territory in Logan, UT.) Each group must:

1. Draw out their route on their map.
2. Calculate the distance for each route using the distance key on the map. (Measure distance with yarn then use mileage key to add up the total miles of the route.)
3. Estimate how long the trip would take. (Time how long it would take to walk a mile. Multiply that time with the total miles of the route to get total hours. Also add in minutes/hours you would need to sleep or rest. Total up all the hours for the journey and find the number of days as well.)
4. Explain why they chose this route. (Example: What barriers were in the way? Terrain too rough? Would you use roads? Is there too much traffic to risk being caught on this route?).

Have groups pair-up with another group and share the results explaining why they chose their particular route. Then have each group share their route with the class, the distance and time for the route, and reasons for choosing it. Discuss what route would be the best. This activity would help students appreciate how far some people had to travel on foot to reach free territory.

### **Background:**

A woman with tremendous courage, strong as a man, and cunning as a fox was Harriet Tubman. She was unable to read or write and yet Harriet made 19 journeys back to the Southern States to help free over 300 slaves, moving them to the Northern States and Canada. Harriet chose a dangerous way of life. Working with the Underground Railroad gave her popularity that angered slave owners but gave inspiration to slaves. During this time, the United States was close to war over the issue of slavery and Harriet was ready to help the Northern States in any way she could. Her vision was to give freedom to every black slave.

Araminta Harriet Ross was born a slave in Dorchester County, Maryland in 1820 or 1821. The exact date is not known. She was the child of Benjamin Ross, and her mother, Harriet Greene. Her master's name at the time was Edward Brodas. Throughout her childhood, she was known as Harriet.

Being born into slavery meant that you were property and had no rights. Even as children, slaves were expected to work long hours. Many slaves worked all day and long into the night. They were expected to work hard and fast and to be obedient to their masters. Some slave owners took good care of their slaves. However, some masters were not very kind and liked to make an example out of slaves that misbehaved or tried to run away. They were often beaten or whipped. As a child, Harriet was often hired out to work for other slave masters oftentimes doing housework. As she grew older, she

was sent to work in the fields with other slaves. These people worked in fields that produced many kinds of crops including corn, potatoes, tobacco, and cotton.

Harriet was a small girl but grew to be strong physically and strong willed. When she had a goal in mind, Harriet was determined to carry it out. Seeing how she and other slaves were so commonly mistreated, angered her. She wondered if anyone could help them gain their freedom. The Bible story of Moses leading the children of Israel out of Egypt meant a lot to Harriet. The Jewish people were slaves like her people. One experience that greatly affected her life took place when she was trying to help another slave. Harriet's overseer was angry at the slave and when he went after the slave, Harriet blocked the doorway to stop him. The overseer took an iron weight and threw it at Harriet striking her in the head. She was near death for some time and had a deep cut on her forehead for nearly eight years. For the rest of her life, Harriet suffered severe headaches and sleeping spells.

In 1844, Harriet married John Tubman, who was a free man. They lived close to the Brodas plantation in John's cabin. Harriet frequently talked about freedom but John was content with what he had. He thought escaping was too risky when they already had a nice living. It was said that Harriet was unhappy in marriage. She grew impatient with her husband since they did not share the same dream of freedom. One night, without telling anyone, she decided to escape from the plantation in the summer of 1849. Harriet found help and shelter in the home of a Quaker woman. The Quakers were opposed to slavery and had connections with the Underground Railroad. Different safe houses were a part of this secret system that aided slaves in their attempt to reach the North. Free blacks and sympathetic whites would help runaway slaves find food, shelter, transportation, and guide them on their trek. Much of Harriet's journey was during the night when it was easier to hide from slave hunters trying to recapture any escaped slaves. The North Star was her guide in the night that gave her hope and pointed her in the direction of freedom. Finally, Harriet crossed the state line of Pennsylvania. She was a free woman. In overwhelming joy she said, "I looked at my hands to see if I was the same person now I was free. There was such a glory over everything. The sun came like gold through the trees and over the fields, and I felt like I was in heaven (Sterling, page 43, 1954)."

When Harriet arrived in Philadelphia, she began to work. Her hopes were to earn enough money to help get Harriet's family to freedom in the North. Soon Harriet Tubman joined William Still, an abolitionist, who was connected with the Underground Railroad. Mr. Still was instrumental in organizing the connections and financing of the railroad. Harriet soon joined the abolitionists and became a conductor for the railroad. Between 1850 and 1860, she saved money to make 19 trips to the South to free about 300 slaves. As stories of her bravery grew, she soon became known as "Moses," after the Biblical Moses who led the slaves out of Egypt. Though she was a hero to slaves, her popularity endangered her. After years of eluding slave hunters, white slave owners posted a reward of \$40,000 for her capture. With the help of her allies and well planned routes, Tubman was never captured and the reward was never collected.

When the Civil War broke out between the North and the South in 1861, Tubman served with the Union army of the North. She shared the dream that President Abraham Lincoln had in bringing freedom to the slaves in the South. Harriet worked as a nurse, scout, and a spy for the Union and in 1863 she led a group of black soldiers under Colonel James Montgomery on a raid. Nearly 800 slaves were freed as a result.

After the war, Harriet Tubman returned to her home in Auburn, New York. Since her husband John Tubman died in 1867, she married a former slave and Union soldier, Nelson Davis in 1869. After his death in 1888, Tubman continued to help the sick, poor, and homeless blacks and support their efforts for black voting rights. A \$20 per month pension from the United States Government was eventually given to Harriet for her service in the Civil War. She used the money to support these causes. Harriet Tubman died on March 10, 1913. She will always be remembered for her courage, bravery, kindness, and love. Harriet Tubman was one person who began to help change people's views of slavery and freedom. She would be proud of the steps that have been taken to remind humankind that we were all created equally.

**Source:** <http://www.ala.org/rusa/sections/history/resources/pubs/usingprimarysources>

## Elementary/Secondary Lesson Plan

# A Mini-Unit on SOJOURNER TRUTH

### OBJECTIVES

- Students will be able to describe contributions made by Sojourner Truth and identify freedoms they enjoy because of the efforts of people like her.
- Students will be able to state reasons for the decisions they make.
- Students will be able to define suffrage and abolition by experiencing it and by hearing an explanation of the definition.
- Students will be able to make a time line of Sojourner Truth's life and the major events of that time.

### MATERIALS NEEDED

- Question cards (provided)
- dice
- copies of background information
- butcher paper
- markers or crayons
- Optional: Quaker attire (grey dress or robe, white material for turban).

### LESSON PLAN/ACTIVITIES

1. Think-Pair-Share: Discuss freedoms we have. Individually have students think of what things they would miss most if their freedoms were taken away. Have students share ideas in pairs. As a whole class, list some ideas that were generated. Have class vote on the four most precious or important freedoms.
2. Corners: a) Write the four freedoms on paper and place each in a corner of the room and ask students to decide on which one thing they think is most important, and have them go to that corner. b) In pairs, have them share reasons why they chose that corner. c) Share as a large group, breaking into smaller groups if necessary for more equal distribution. d) Ask a leader to explain group's reasoning. e) Afterwards, ask if anyone changed their view and why.
3. Mini-Lecture: Using background information provided, talk about the life of Sojourner Truth and her influence in civil rights and women's suffrage. Define suffrage and abolitionism.
4. Creative Dramatics/Role Playing Day: Ask students to choose one of the following three options: 1) Dress as Sojourner and deliver one of her speeches after practicing. 2)

Imagine you are a former slave living in a free state. Write and act out a dialogue explaining the freedoms you now enjoy. 3) Role play a woman without voting rights.

Divide the class into 2 groups and decide upon an issue that students on which students can vote. Have one group vote and the other group be banned from voting. Have the group share how they felt about not having a vote and being forced to follow a decision.

5. Time line: a) Have students count off by fours and assign a corner for each group. b) Supply a copy of the background information, butcher paper, and markers/crayons for each group. c) Ask students to make a time line of Sojourner's life and the major events talked about in their information paper (such as the Civil War, Emancipation Proclamation, and birth/death dates). They may add pictures if desired. d) Hang these around the room and discuss/compare.

6. Turn-2-Think: a) Pass out the set of question cards (see Appendix) to each group of four. b) Have each group count off 1 to 4, and start with person 1 selecting a question card to read aloud. c) All students think of their response, then that same person rolls a die to see who answers (roll again or have volunteers answer if a 5 or 6 is rolled). Continue until all questions are answered.

7. Writing Activity/Civics Connection: Give each student paper and have them define suffrage and abolition in their own words. Also have them write one important thing that they learned about Sojourner Truth. Have the students write a letter to a city official with the idea of naming a street in honor of Sojourner Truth.

8. Problem-Solving: Have students work in cooperative groups of 4 or 5 to identify a problem in their school or community. Have them come up with a solution, clear it with the teacher, then carry it out. Have a group leader give a brief 1 or 2 minute oral presentation of results.

### **BACKGROUND INFORMATION**

On a spring day in 1851, a group gathered in a church in Akron, Ohio, for a Women's Rights Conference. They were particularly interested in women's suffrage. On the second day of the conference, many ministers were denying that women had equal rights, and saying that women weren't intelligent enough to vote. One woman stood out very prominently from the rest because she was very tall, attired in Quaker dress, seated obscurely in the front on the pulpit steps, and she was the only black person there. She hadn't said a word on the first day, but on the second day, after hearing so many demeaning remarks about women, she stood up to her full six foot frame, and Mrs. Frances Dana Gage, the white antislavery writer chairing the meeting, allowed her to come to the podium. This was where Sojourner Truth delivered her most famous speech, "Ain't I a Woman?" (There are different accounts of this speech, two of which

are written by Mrs. Gage and the Anti-Slavery Bugle). Below, is one example of a quote from her speech:

“That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm. I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man-when I could get it-and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen them most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?” (Hamilton 74).

Sojourner had a deep voice, and a very powerful presence. She was the first prominent African-American directly associated with the white women's suffrage movement. This speech was intended to demonstrate that both poor and black women should also be included under the title of "woman". Along with having a large impact on women's rights, she became one of the most famous abolitionists, singing gospel songs and reciting speeches in churches and auditoriums to primarily white, middle-class audiences. She was a very sought-after orator on the antislavery and women's rights lecture circuits in the 1850s-1870s. She was well known among abolitionists such as William Lloyd Garrison, Frederick Douglass, Harriet Beecher Stowe (who wrote a book about her-The Libyan Sibyl), and Harriet Tubman. She persuaded many who had been passive towards slavery with her inspiring speeches. She began to wear a banner across her chest that said PROCLAIM LIBERTY THROUGH THE LAND UNTO ALL THE INHABITANTS THEREOF.

She also gave a very witty speech for civil rights:

“Children, I talk to God and God talks to me. I go and talk to God in the fields and woods. This morning I was walking out, and I got over the fence. I saw the wheat a-holding up its head, looking very big. I go up and take hold of it. You believe it? There was no wheat there. I say, "God, what is the matter with this wheat?" And He said to me, "Sojourner, there is a little weevil in it!" Now I hear talk about the Constitution and the rights of man. I come up and I take hold of this constitution. It looks mighty big and I feel for my rights but there ain't any there. Then I say, "God, what ails this Constitution?" He says to me, "Sojourner, there is a little weevil in it! (Hamilton 73).

Sojourner was born in 1797 to James and Betsey, slaves of Colonel Ardinburgh, a man of the Low Dutch class of people in Hurley, Ulster County, New York. Her birth name was Isabella Baumfree. The name, "Bomefree", (as she pronounced it) is low Dutch for tree, and came from her father who was very tall and straight. She was separated from her parents when she was nine years old. She was sold to John Nealy for one hundred dollars. The Nealys could only speak English, and Isabella could only speak Dutch. She received a lot of beatings because she didn't understand their demands. One example of her trials in life follows. One morning she was told to go to the barn and there she was beaten by her master with a bundle of rods that had been in the fire. He tied her



hands and beat her until her skin was lacerated and blood flowed from the wounds.

Isabella prayed to be relieved of this situation. A fisherman named Scriver soon came, and bought her for one hundred and five dollars. She lived with him and his family for about a year and a half carrying fish, hoeing corn, and bringing in roots and herbs to make the beer they served at their tavern. In 1810, she was sold to Mr. John J. Dumont. Isabella had a great desire to please Mr. Dumont. While under the ownership of Mr. Dumont, Isabella "married" a fellow bondsman named Thomas and had five children with him. This ceremony was performed by another slave and unrecognized by any civil law. She was a great example of honesty and hard work to her children. She was a field hand, milkmaid, cleaning woman, weaver, cook, and wet nurse (sometimes being required to nurse white babies while hers went hungry).

The State of New York passed a bill (the Emancipation Act of 1827) that stated blacks would be free on July 4, 1827, if they were born before July 4, 1799. Mr. Dumont told Isabella that she would be freed then. One of her hands was diseased, so he refused to free her at the appointed time, saying that her hand had diminished her usefulness. Isabella soon after took her infant, and escaped to Mr. and Mrs. Isaac Van Wagener's. Mr. Dumont was kind and liked Isabella very much. He came looking for her, but Isaac didn't support slavery and didn't want Isabella to be forced to leave, so he paid Mr. Dumont \$20 to hire her for one year. Isabella took on the surname, Van Wagener (as was customary for slaves).

Isabella found out that her son, Peter, had been sold south illegally, and she challenged this because she wanted her son very badly. Isabella was the first black woman to sue a white man and win. This is one of the many demonstrations of her courage and determination.

The economy was especially depressed in the late 1830s. Isabella felt that the rich were robbing the poor, and the poor were robbing each other, and she felt that she wasn't being as charitable to the needy as she ought to be. She felt that God had told her to take a new name and preach the truth. On June 1, 1843, she left New York with a new name, Sojourner Truth, ("sojourn" means to wander or travel) to preach what she felt was the truth.

Sojourner was a very courageous, hardworking, determined woman. Her mother had taught her that God lived in the sky and watched over all. If she was ever in trouble or needed help, she only needed to call on God. Her mother had a large impact on her religiously. Sojourner never learned to read and write, but was still an effective speaker. She had heard the Bible a lot, and often quoted from it. Sojourner constantly reminded her audiences that she was an ex-slave and had been raised in a poor, rural community. She experienced many trials in her life including having her children taken from her, being spit on, stoned, beaten, and having her life threatened.

Sojourner dedicated her life to reform. She fought for equal rights as well as women's rights. In addition to this, she helped freed people find better homes after the Civil War.

She encouraged the government to make land available to black Southerners. She realized that even after the Civil War (1861-1865) when slaves were freed by the Emancipation Proclamation of 1863, blacks still dealt with persecution because of prejudice. This was a struggle for many blacks trying to adapt to newly found freedom in a white world. Sojourner died on November 26, 1883 in Battle Creek, Michigan. The largest crowd ever in attendance to a funeral at the Congregational Church attests to the effect Sojourner Truth had on the lives of so many.

Source: <http://teacherlink.ed.usu.edu/tlresources/units/byrnes-famous/tubman.html>

**Black History Month**  
**Secondary**  
**LESSON PLANS & ACTIVITIES**

Secondary Lesson Plan

# CITIES IN MIAMI RESEARCH OUTLINE

(Lesson Plan)

## *South Florida cultures – Research project*

**Objectives:**

- Investigate historically Black cities in Florida.

**Use the site below as a reference for cities in Florida with large African-American populations:**

[http://en.wikipedia.org/wiki/List\\_of\\_U.S.\\_communities\\_with\\_African\\_American\\_majority\\_populations#Florida](http://en.wikipedia.org/wiki/List_of_U.S._communities_with_African_American_majority_populations#Florida)

**Lesson Plan:**

Have students research the following questions:

Write a definition of City:

---

Name of City to research and time frame of a major event:

---

When was this city founded?

---

From where did the residents come?

---

How did they come?

---

Describe the main reason why people left their previous city or country?

---

Give an example of where they settled, geographically in Miami?

---

Why did they settle there?

---

**Draw a typical building from this city.**

Describe any problems the people may have had settling.

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Can you propose a possible solution to their settling problems?

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What question would you ask if you could talk to one of the people from this city?

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How do you think they would answer that question?

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**Culminating Activity:** Have students share their findings with the rest of the class and compare/contrast student findings.

# Segregation in Transportation

(Lesson Plan)



**Grade Levels:** 6 – 12 (Secondary)

**Objectives:**

- to encourage development of writing skills
- to understand and synthesize the connection between the African Diaspora and South Florida history through the lens of transportation

**Instructions:**

After the Civil War and Congressional Reconstruction, many states adopted Jim Crow or segregation ordinances. These laws made it illegal for Euro-Americans and African-Americans to go to the same schools, use the same bathrooms, ride in the same railroad cars, etc.

- Have students research segregation in transportation in Florida and how civil rights leaders were finally able to end such practices.
- Students should focus on bus boycotts in the state and the decision by the Supreme Court, *Browder v. Gayle* (1956), which made segregation in transportation unconstitutional.

- Based on their research, students should choose to write an essay, a poem, or a short story about the topic.

## **The Emancipation Proclamation Before and After**

**Grades:** 9 – 12 (Secondary)

### **Objectives:**

- Students will examine primary sources including the Emancipation Proclamation
- Students will use their research to assess Lincoln's cabinet members' feelings regarding the Emancipation Proclamation.
- Students will gain an understanding of the Emancipation Proclamation and its effects on the country.

### **Materials:**

- Copies of the Emancipation Proclamation- one per student
- Cartoon Copies- one per student
- Activity sheets- one per student
- Highlighters
- Dictionaries
- Computers for research
- Rubric- one per student
- Peer editing checklist

### **Day 1:**

- Warm up: Students will fill out a Tee chart of the reasons (pros and cons) people were either for or against slavery.
- Students will be asked to address the moral and ethical issues of slavery in oral discussion.
- Each student will be given a copy of The Emancipation Proclamation. Students will be asked to read the document silently once to themselves.
- Each student will then be asked to jot down some thoughts in their notebook making their best interpretation of the document.
- Students will then be asked to share their writings and interpretations of the document.
- Students will then be asked to re-read the document and high-light 10 words they do not know or are unsure of the meaning.
- Students will then be given time to look up and define each of the words they have highlighted.

- Students will then read aloud with teacher “The Emancipation Proclamation” and discuss each section. Students will discuss ideas behind the document and the events and feelings of writing the document and the effect it would have on the United States.
- Students will discuss ideas in each section and review vocabulary being introduced.

**Day 1 Homework:** Students will write a sentence for each of the 10 words they have defined during class.

**Day 2:**

- Warm up: Students will review the key points of “The Emancipation Proclamation”.
- Students will then be asked to consider the moral and emotional feelings that were in conflict for President Lincoln, his Cabinet and all others involved in the writing of the document.
- Students will then look at 2 different political cartoons and discuss the internal conflict of Abraham Lincoln in writing the proclamation. (Use the following source to locate political cartoons:  
[http://www.teachamericanhistory.org/File/Political\\_Cartoons\\_of\\_the\\_Civil\\_War.pdf](http://www.teachamericanhistory.org/File/Political_Cartoons_of_the_Civil_War.pdf))
- Students will then complete in pairs the political cartoon analysis worksheets.

**Day 2 Homework:** Students will create a cartoon depicting an important issue surrounding the development of and/or the passing of “The Emancipation Proclamation”.

**Day 3:**

- Warm up: Students will be shown a picture of Lincoln addressing his cabinet members and be asked to describe what is being depicted.
- In pairs, students will research the names of Lincoln’s cabinet members and their feelings about the proclamation.
- Each pair will be given a picture of the cabinet to label using the following website:

<http://www.mrlincolnwhitehouse.org/>

- Students will share the names and titles of Lincoln’s cabinet members and then share what they have learned from their research. Ask the students to pretend they are one the cabinet members and share the feelings and conflict behind writing and implementing such an important document.
- Students will then be asked to write a two paragraph essay answering one of the following questions:



## TOPIC 1

Based on your research what was the main conflict that had to be dealt with by Lincoln and his cabinet members?

## TOPIC 2

Which cabinet member do you feel was most supportive of The Emancipation Proclamation? Explain your answer.

- When done writing students will peer edit essays and then complete a final draft.

**Day 3 Homework:** Students will complete final draft for homework.

### **Suggested Assessment/Evaluation:**

Students will be asked to write a three paragraph essay answering one of the following questions:

#### Topic A

After learning about the Emancipation Proclamation, write about your feelings concerning the Emancipation Proclamation.

#### Topic B

After learning about the Emancipation Proclamation, write about what you think would have happened in the U.S. if the Proclamation was not written.

#### Topic C

After learning about the Emancipation Proclamation, write what you think Lincoln had to go through in order to get the Proclamation passed.

#### Topic D

After learning about the Emancipation Proclamation, imagine that you were in Abraham Lincoln's cabinet, what would you have done or told the president?

Choose one of the topics and write a three paragraph essay explaining your feelings or opinions and why you feel that way. Essays should be graded based on a given rubric.

## Writing Rubric

Performance	Minimal	Basic	Proficient	Advanced
Prewriting/Organization	Topic development is attempted, Writing lacks a plan of organization	Writing shows organization and development of topic	Writing is well organized, the topic is focused, and a logical plan is developed	Writing communicates clearly and creatively using a logical plan
Topic Development	Ideas are stated but offer few supporting details	Some ideas are developed using supporting details, examples, and reasons	Most ideas developed using examples, reasons, supporting details, and explanations	Ideas are well developed with relevant supporting details, examples, and explanations
Sentence Development	Run-on sentences or fragments are present	Complete sentences showing some use of sentence combining skills	A variety of sentence types (simple, compound, complex) are used effectively	Skillful use of sentence variety is evident
Vocabulary/Spelling	High-frequency words are often misspelled and misused	Words are sometimes misspelled or misused	Specific language is correctly used with proper spelling	Vivid and specific language is used without errors in usage or spelling
Mechanics, Punctuation, Capitalization, Grammar/usage	Mechanical errors present that interfere with clarity of writing	Mechanical errors present that do not interfere with writing	Most of the writing is free of mechanical errors	Few or no mechanical errors
Possible Extensions/Resources	<ul style="list-style-type: none"> <li>• Text of The Emancipation Proclamation with in-depth summary <a href="http://www.mrlincolnwhitehouse.org">www.mrlincolnwhitehouse.org</a></li> <li>• The collection includes incoming and outgoing correspondence and enclosures, drafts of speeches, and notes and printed material <a href="http://memory.loc.gov/ammem/alhtml/malhome.html">http://memory.loc.gov/ammem/alhtml/malhome.html</a></li> <li>• Transcript of The Emancipation Proclamation <a href="http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/transcript.html">http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/transcript.html</a></li> </ul>			



**Lincoln and his cabinet**

Source: [www.yale.edu/glc/aces2/lesson3/harvey.doc](http://www.yale.edu/glc/aces2/lesson3/harvey.doc)  
TAH Grant Participant, Kristin Harvey

## Secondary Article Activity

# A Time to Reap for Foot Soldiers of Civil Rights

ALBANY, Ga. — Rutha Mae Harris backed her silver Town Car out of the driveway early Tuesday morning, pointed it toward her polling place on Mercer Avenue and started to sing.

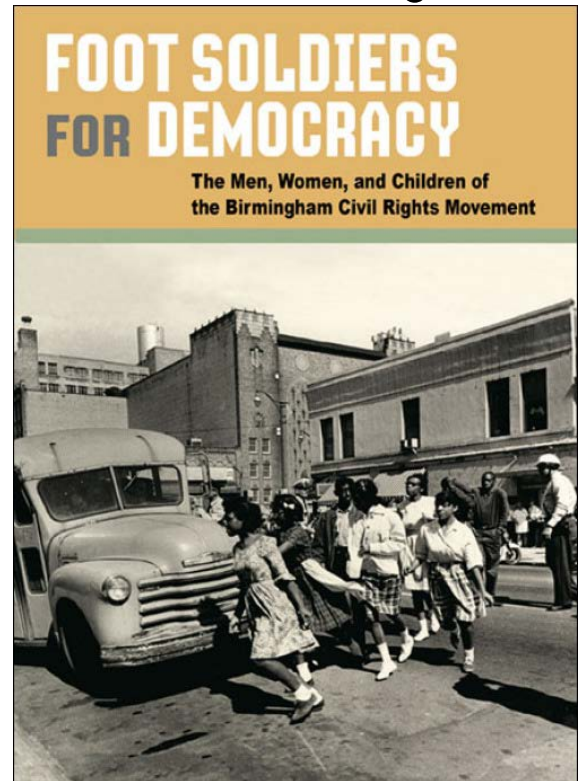
*“I’m going to vote like the spirit say vote,”  
Miss Harris chanted softly.*

*“I’m going to vote like the spirit say vote,*

*I’m going to vote like the spirit say vote,*

*And if the spirit say vote I’m going to vote,*

*Oh Lord, I’m going to vote when the spirit say vote”.*



As a 21-year-old student (on right in photo), she had bellowed that same freedom song at mass meetings at Mount Zion Baptist Church back in 1961, the year Barack Obama was born in Hawaii, a universe away. She sang it again while marching on Albany’s City Hall, where she and other black students demanded the right to vote, and in the cramped and filthy cells of the city jail, which the Rev. Dr. Martin Luther King Jr. described as the worst he ever inhabited.

For those like Miss Harris, who withstood jailings, beatings, and threats to their livelihoods, all because they wanted to vote, the short drive to the polls on Tuesday culminated a lifelong journey from a time that was at once unrecognizable and eerily familiar in southwest Georgia. As they exited the voting booths, some in wheelchairs, others with canes, these foot soldiers of the civil rights movement could not suppress either their jubilation or their astonishment at having voted for an African-American for president of the United States.

“They didn’t give us our mule and our acre, but things are better,” Miss Harris, 67, said with a gratified smile. “It’s time to reap some of the harvest.”

When Miss Harris arrived at the city gymnasium where she votes, her 80-year-old friend Mamie L. Nelson greeted her with a hug. "We marched, we sang, and now it's happening," Ms. Nelson said. "It's really a feeling I cannot describe."

Many, like the Rev. Horace C. Boyd, who was then and is now pastor of Shiloh Baptist Church, viewed the moment through the prism of biblical prophecy. If Dr. King was the movement's Moses, doomed to die without crossing the Jordan, it would fall to Mr. Obama to be its Joshua, they said.

"King made the statement that he viewed the Promised Land, won't get there, but somebody will get there, and that day has dawned," said Mr. Boyd, 81, who pushed his wife in a wheelchair to the polls late Tuesday morning. "I'm glad that it has."

It was a day most never imagined that they would live to see. From their vantage point amid the cotton fields and pecan groves of Dougherty County, where the movement for voting rights faced some of its most determined resistance, the country simply did not seem ready.

Yes, the world had changed in 47 years. At City Hall, the offices once occupied by the segregationist mayor, Asa D. Kelley Jr., and the police chief, Laurie Pritchett, are now filled by Mayor Willie Adams and Chief James Younger, both of whom are black. But much in this black-majority city of 75,000 also seems the same: neighborhoods remain starkly delineated by race, blacks are still five times more likely than whites to live in poverty and the public schools have so re-segregated that 9 of every 10 students are black.

Miss Harris, a retired special education teacher who was jailed three times in 1961 and 1962, was so convinced that Mr. Obama could not win white support that she backed Senator Hillary Rodham Clinton in the primaries. "I just didn't feel it was time for a black man, to be honest," she said. "But the Lord has revealed to me that it is time for a change."

Late Tuesday night, when the networks declared Mr. Obama the winner, Miss Harris could not hold back the tears, the emotions of a lifetime released in a flood. She shared a lengthy embrace with friends gathered at the Obama headquarters, and then led the exultant crowd in song.

"Glory, glory, hallelujah," she sang. After a prayer, she joined the crowd in chanting, "Yes, we did!"

Among the things Miss Harris appreciates about Mr. Obama is that even though he was in diapers while she was in jail, he seems to respect what came before. "He's of a different time and place, but he knows whose shoulders he's standing on," she said.

When the movement came to Albany in 1961, fewer than 100 of Dougherty County's 20,000 black residents were registered to vote, said the Rev. Charles M. Sherrod, one

of the first field workers sent here by the Student Nonviolent Coordinating Committee. Literacy tests made a mockery of due process — Mr. Boyd remembers being asked by a registrar how many bubbles were in a bar of soap — and bosses made it clear to black workers that registration might be incompatible with continued employment.

Lucius Holloway Sr., 76, said he lost his job as a post office custodian after he began registering voters in neighboring Terrell County. He said he was shunned by other blacks who hated him for the trouble he incited.

Now Mr. Holloway is a member of the county commission, and when he voted for Mr. Obama last week he said his pride was overwhelming. “Thank you, Jesus, I lived to see the fruit of my labor,” he said.

The Albany movement spread with frenzied abandon after the arrival of Mr. Sherrod and other voting-rights organizers, and Dr. King devoted nearly a year to the effort. The protests became known for the exuberant songs that Miss Harris and others adapted from Negro spirituals. (She would go on to become one of the Freedom Singers, a group that traveled the country as heralds for the civil rights movement.) In the jails, the music helped wile away time and soothe the soul, just as they had in the fields a century before.

But the movement met its match in Albany’s recalcitrant white leaders, who filled the jails with demonstrators while avoiding the kind of violence that drew media outrage and federal intervention in other civil rights battlegrounds. The energy gradually drained from the protests, and Dr. King moved on to Birmingham, counting Albany as a tactical failure.

Mr. Sherrod, 71, who settled in Albany and continues to lead a civil rights group there, argues that the movement succeeded; it simply took time. He said he felt the weight of that history when he voted last Thursday morning, after receiving radiation treatment for his prostate cancer. He thought of the hundreds of mass meetings, of the songs of hope and the sermons of deliverance. “This is what we prayed for, this is what we worked for,” he said. “We have a legitimate chance to be a democracy.”

Over and over again, the civil rights veterans drew direct lines between their work and the colorblindness of Mr. Obama’s candidacy. But they emphasized that they did not vote for him simply because of his race.

“I think he would make just as good a president as any one of those whites ever made, that’s what I think about it,” said 103-year-old Daisy Newsome, who knocked on doors to register voters “until my hand was sore,” and was jailed in 1961 during a march that started at Mount Zion Baptist. “It ain’t because he’s black, because I’ve voted for the whites.” She added, “I know he can’t be no worse than what there’s done been.”

Mount Zion has now been preserved as a landmark, attached to a new \$4 million civil rights museum that was financed through a voter-approved sales tax increase. Across

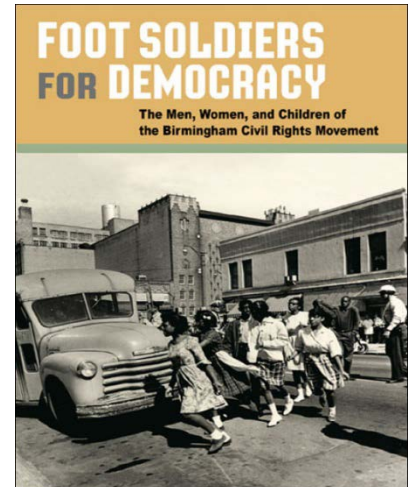
the street, Shiloh Baptist, founded in 1888, still holds services in the sanctuary where Dr. King preached at mass meetings.

Among those leading Sunday's worship was the associate pastor, Henry L. Mathis, 53, a former city commissioner whose grandmother was a movement stalwart. He could not let the moment pass without looking back.

"We are standing on Jordan's stony banks, and we're casting a wishful eye to Canaan's fair and happy land," Mr. Mathis preached. "We sang through the years that we shall overcome, but our Father, our God, we pray now that you show that we have overcome."

# A Time to Reap for Foot Soldiers of Civil Rights

## Questions



- a. To what does the phrase "our mule and our acre" refer?  
Why is this significant?
- b. What is a foot soldier? What does the use of this word in the headline suggest about the civil rights movement?
- c. In Albany, Georgia, what has changed in 47 years?  
What has stayed the same?
- d. Why did many of the civil rights foot soldiers never think this day would come?
- e. Why did Miss Harris support Hillary Clinton in the primary?
- f. What does Mr. Sherrod mean when he says "We have a legitimate chance to be a Democracy"?
- g. Following Obama's election, does a need for civil rights groups, like the one led by Mr. Sherrod, remain or are we now living in a "post-racial" world?
- h. What, do you think, did the election of an African-American to the office of President mean to "The Foot Soldiers of Civil Rights"?
- i. What do you think the election of an African-American to a SECOND term of office means to "The Foot Soldiers of Civil Rights"?
- j. Extension: Write a dialogue between two foot soldiers of Civil Rights as they are waiting in line to vote for President Obama for a second term.



Activity: Upper Elementary

# Martin Luther King Jr. Quiz

Directions: Complete the attached quiz using the following information:

1929	Born on January 15, in Atlanta, Georgia
1948	Graduates from Morehouse College
1953	Marries Coretta Scott
1955	Earns a doctoral degree
1956	Dr. King's house is bombed
1958	Dr. King publishes his first book, <i>Stride Toward Freedom</i>
1963	Dr. King gives his "I Have a Dream" speech at the Lincoln Memorial in Washington, D.C.
1964	Dr. King is awarded the Nobel Peace Prize
1968	Dr. King is assassinated in Memphis, Tennessee
1986	Martin Luther King Jr. Day is declared a national holiday in the U.S.



<p style="text-align: center;">Directions: Answer the yes or no questions about Martin Luther King, Jr. Color in the correct circle.</p>	YES	NO
1. Martin Luther King, Jr., was born in 1929.	<input type="radio"/>	<input type="radio"/>
2. King was born in Mississippi.	<input type="radio"/>	<input type="radio"/>
3. King was married in 1942.	<input type="radio"/>	<input type="radio"/>
4. Dr. King published his first book in 1958.	<input type="radio"/>	<input type="radio"/>
5. Dr. King gave his "I Have a Dream" speech in Washington, D.C.	<input type="radio"/>	<input type="radio"/>
6. Dr. King won the Nobel Prize in 1965.	<input type="radio"/>	<input type="radio"/>
7. Martin Luther King Jr. Day was declared a national holiday in 1966.	<input type="radio"/>	<input type="radio"/>

**Extended Thinking:** Think about how Dr. Martin Luther King, Jr. would have reacted to Barrack Obama being elected as President in 2008. Write to your reader to explain how he would have reacted.



**Directions: Circle the correct answer**



**8. Where did Martin Luther King, Jr. deliver his "I Have a Dream" speech?**

- a. At Ebenezer Baptist Church
- b. In front of the Atlanta City Hall
- c. At the Lincoln Memorial
- d. At the Nobel Prize ceremony

**9. What year was the Martin Luther King, Jr. national holiday first observed?**

- a. 1969
- b. 1973
- c. 1980
- d. 1986

# Martin Luther King Jr. Chart Activity

**Directions: complete the attached chart using Martin Luther King Jr.'s childhood information**

## **Martin Luther King Jr.'s Childhood**

[Martin Luther King, Jr.](#), was born on January 15, 1929, in Atlanta, Georgia. Both his father and grandfather were ministers. His mother was a schoolteacher who taught him how to read before he went to school. Martin had a brother, Alfred, and a sister, Christine.

Young Martin was an excellent student in school; he skipped grades in both elementary school and high school. He enjoyed reading books, singing, riding a bicycle, and playing football and baseball. Martin entered Morehouse College in Atlanta, Georgia, when he was only 15 years old.

Martin experienced racism early in life. He decided to do something to make the world a better and fairer

# Martin Luther King Jr. Fill-in

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions:

Fill in the blanks using the word bank.



Word Bank:

Atlanta father read boycott college Nobel civil rights assassinated  
January Ministers student Alabama Tennessee born African-  
Americans

Martin Luther King, Jr., was a great man who worked for racial equality and \_\_\_\_\_ in the USA. He was \_\_\_\_\_ on January 15, 1929, in \_\_\_\_\_, Georgia. Both his \_\_\_\_\_ and grandfather were \_\_\_\_\_. His mother was a schoolteacher who taught him how to \_\_\_\_\_ before he went to school. Young Martin was an excellent \_\_\_\_\_ in school.

After graduating from \_\_\_\_\_ and getting married, Dr. King became a minister and moved to \_\_\_\_\_.

During the 1950's, Dr. King became active in the movement for civil rights. He participated in the Montgomery, Alabama, bus \_\_\_\_\_ and many other peaceful demonstrations that protested the unfair treatment of \_\_\_\_\_.

He won the \_\_\_\_\_ Peace Prize in 1964.

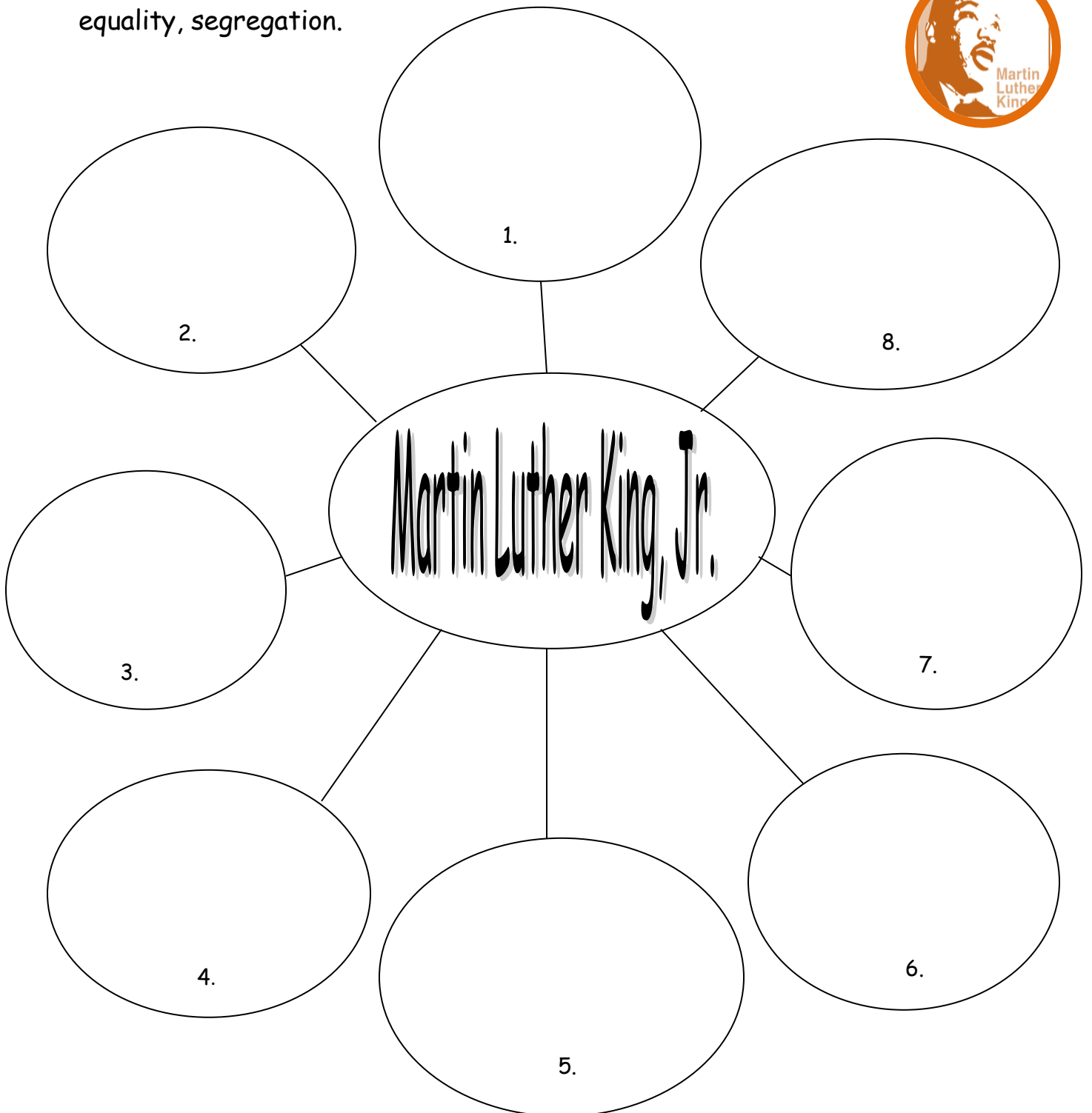
Dr. King was \_\_\_\_\_ on April 4, 1968, in Memphis, \_\_\_\_\_.

Commemorating the life of a tremendously important leader, we celebrate Martin Luther King Day each year in \_\_\_\_\_, the month of his birth.

Source: <http://www.enchantedlearning.com/history/us/MLK/timeline.shtml>

# Describe Martin Luther King, Jr.

Find and write eight words/phrases related to the life of Martin Luther King, Jr. Then use each of the words in a sentence. Sample words/phrases: leader, father, boycott, minister, civil rights, dream equality, segregation.



# WASHINGTON, D.C. MARTIN LUTHER KING, JR. NATIONAL MEMORIAL

BUILD T

Directions: Answer the following questions utilizing the attached MLK National Memorial fact sheet

*"The ultimate measure of a man is not where he stands in moments of comfort, but where he stands at times of challenge and controversy."*



## Secondary Lesson Plan

1. Name the city and location of Martin Luther King, Jr. National Memorial?
2. What is the historical significance of the site that was chosen to build the Martin Luther King, Jr. Memorial?
3. What famous speech did Martin Luther King Jr. deliver from this historic site?
4. The approved site creates a visual "line of leadership" from which memorials?
5. In December 1999, an international design competition to create the memorial attracted more than 1,900 registrants from 52 countries, what architect group submitted the winning design?
6. What was the total cost to build the Martin Luther King Jr. Memorial? Do you think this expense was justified?
7. What president signed a joint Congressional Resolution authorizing the building of the Martin Luther King, Jr. King Memorial?
8. Explain in your own words, how the Martin Luther King, Jr. National Memorial preserves the memory and spiritual presence of Dr. King?
9. List one of Dr. Martin Luther King's quotes chosen for the Martin Luther King, Jr. National Memorial?



# WASHINGTON, D.C. MARTIN LUTHER KING, JR. NATIONAL MEMORIAL

## **FACT SHEET**

### **HISTORY**

On September 28, 1996, the U.S. House of Representatives passed Joint Resolution 70 authorizing Alpha Phi Alpha Fraternity, Inc. to establish a memorial in Washington, DC to honor Dr. Martin Luther King, Jr. The Senate followed by passing Joint Resolution 426 on October 3, 1996, and on July 16, 1998, President Clinton signed a Joint Congressional Resolution authorizing the building of a memorial.

### **LOCATION**

Situated on a four-acre site along the Tidal Basin, the Washington, DC Martin Luther King, Jr. National Memorial is adjacent to the Franklin D. Roosevelt Memorial and on a direct line between the Lincoln and Jefferson Memorials.

### **DESIGN**

In December 1999, the Foundation formed a panel of international architects and designers to develop and coordinate the program of requirements for the Memorial. The design competition attracted more than 1,900 registrants from 52 countries. More than 900 submissions were received from architects, landscape architects, students, sculptors, and professors. In September 2000, the winning design of the ROMA Group of San Francisco was selected. The partnership of Devroux & Purnell/ROMA Design Group Joint Venture was named Architect of Record in February, 2004.

### **VISION**

The Memorial evokes the memory and spiritual presence of Dr. King. It honors not only a great man, but the values that empowered his leadership, including courage and truth, unconditional love and forgiveness, justice and equality, reconciliation and peace.

### **COST**

Approximately 120 million dollars.

### **FOUNDATION LEADERSHIP**

The Foundation is chaired by Global Group Vice President, General Motors Corporation Gary Cowger; former U.N. Ambassador Andrew Young, and in memory of Coretta Scott King. The Executive Leadership Cabinet (ELC) is comprised of the following members: David Bell, Operating Advisor, Pegasus Capital Advisors; Philippe P. Dauman, President and CEO, VIACOM; Suzanne de Passe, Chair and CEO, de Passe Entertainment; George Foreman, CEO, Foreman, Inc.; Dr. Robert M. Franklin, President, Morehouse College; Earl G. Graves, Chairman and CEO, Black Enterprise Magazine; William H. Gray, III, Chairman, The Amani Group; H. Edward Hanway, Chairman and CEO, CIGNA Corporation; The Honorable Alexis M. Herman, 23rd U.S.

Secretary of Labor & Chair and CEO, New Ventures, Inc.; Thomas J. Hilfiger, Principal Designer, Tommy Hilfiger USA; Joel Horowitz, Co-Founder, Tommy Hilfiger Corporation; Chad A. Jester, President, Nationwide Foundation; Sheila C. Johnson-Newman, CEO, Salamander Hospitality, LLC.; Vernon Jordan, Esq., Senior Managing Director, Lazard Freres & Company, LLC; The Honorable Jack Kemp, Founder and Chairman, Kemp Partners; Victor B. MacFarlane, Managing Principal, MacFarlane Partners; J.W. Marriott, Jr., Chairman and CEO, Marriott International, Inc.; Emilio Pardo, Chief Brand Officer, AARP; Dr. William F. Pickard, Chairman and CEO, Vitec, LLC; General Colin L. Powell, USA (Retired); Franklin D. Raines, Director, Revolution Health Group; Henry Schleiff, President and CEO, The Hallmark Channel; Ivan G. Seidenberg, Chairman and CEO, VERIZON Communications; Russell Simmons, Chairman and CEO, Rush Communications; Daniel Snyder, Owner, NFL Washington, Redskins; David Stern, Commissioner, National Basketball Association; Dale A. Stinton, Executive Vice President and CEO, National Association of Realtors; in memory of Jack Valenti, Former Chairman and CEO, Motion Picture Association; J.C. Watts, Jr., President and CEO, J.C. Watts Companies; and Dr. Robert L. Wright, Chairman, Flight Explorer.

### **BOARD OF DIRECTORS**

Roderick Gillum is the Chairman of the Board and Darryl R. Matthews, Sr. is the Vice Chairman. Board members include: David Drummond, Vice President, Corporate Development & General Counsel, Google, Inc.; Arthur Fleming, First Vice President and Director, Community Investment Services Federal Home Loan Bank Atlanta; Steven R. Gursky, Partner, Dreier LLP; Mari Snyder, Communications Director, Community Relations & Corporate Projects, Marriott International, Inc.; Willard C. Hall, Jr., Executive Director, Alpha Phi Alpha Fraternity, Inc.; Frank Jenkins, CEO, Jenkins & Associates, Inc.; Honorable Jack Kemp, Founder & Chairman, Kemp Partners; Honorable Patrick J. Kennedy, U.S. Congressman; Tyrone Means, Attorney at Law, Thomas, Means, Gillis, Devlin, Robinson & Seay, P.C.; Reverend Joe Ratliff, Pastor, Brentwood Baptist Church; George N. Reaves, Treasurer, Alpha Phi Alpha Fraternity, Inc.; Frank Russell, Jr., Retired Executive, AXA; Caryl M. Stern, Chief Operating Officer, US Fund for UNICEF; Guy Vickers, President, Tommy Hilfiger Corporate Foundation.; Robert Wingo, President & CEO, Sanders/Wingo Advertising and Chris C. Womack, Senior Vice President, Southern Company Generation.

### **PRESIDENTS' COUNCIL**

President George H. W. Bush; President Jimmy Carter; President Bill Clinton; Nancy Reagan (representing President Ronald Reagan); and in memory of Lady Bird Johnson (representing President Lyndon B. Johnson).

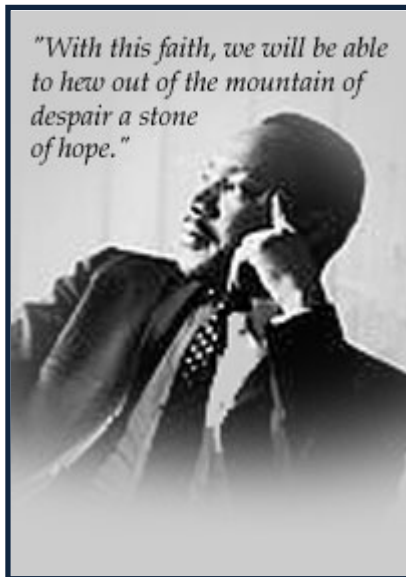
### **CONGRESSIONAL COMMITTEE**

The Congressional Committee consisted of 250 Members of Congress. To review the list, visit [www.buildthedream.org](http://www.buildthedream.org)

### **DREAM TEAM**

Laila Ali, Muhammad Ali, Dr. Maya Angelou, Clarence Avant, Angela Bassett, Richard

Brooks, Chris Brown, Roger Aaron Brown, Tommy Davidson, Suzzanne Douglas, Kenny "Babyface" Edmonds, Tracey Edmonds, Laurence Fishburne, Antwone Fisher, Harrison Ford, George Foreman, Vivica A. Fox, Morgan Freeman, Whoopi Goldberg, Dennis Haysbert, Dule Hill, Dustin Hoffman, Ernie Hudson, Samuel L. Jackson, Anne Marie Johnson, Patti La Belle, Walt "Baby" Love-Shaw, Peter Max, Holly Robinson Peete and Rodney Peete, Joseph C. Phillips, Paul Pierce, James Reynolds, Lionel Ritchie, Al Roker, Victoria Rowell, Deborah and Carlos Santana, Oz Scott, Martin Sheen, Elisabeth Shue, Andrew Shue, Tavis Smiley, Jerry Stackhouse, Sean Patrick Thomas, Lorraine Touissant, Dr. Debbye Turner, Dionne Warwick, Chris Webber and Brad Whitford.

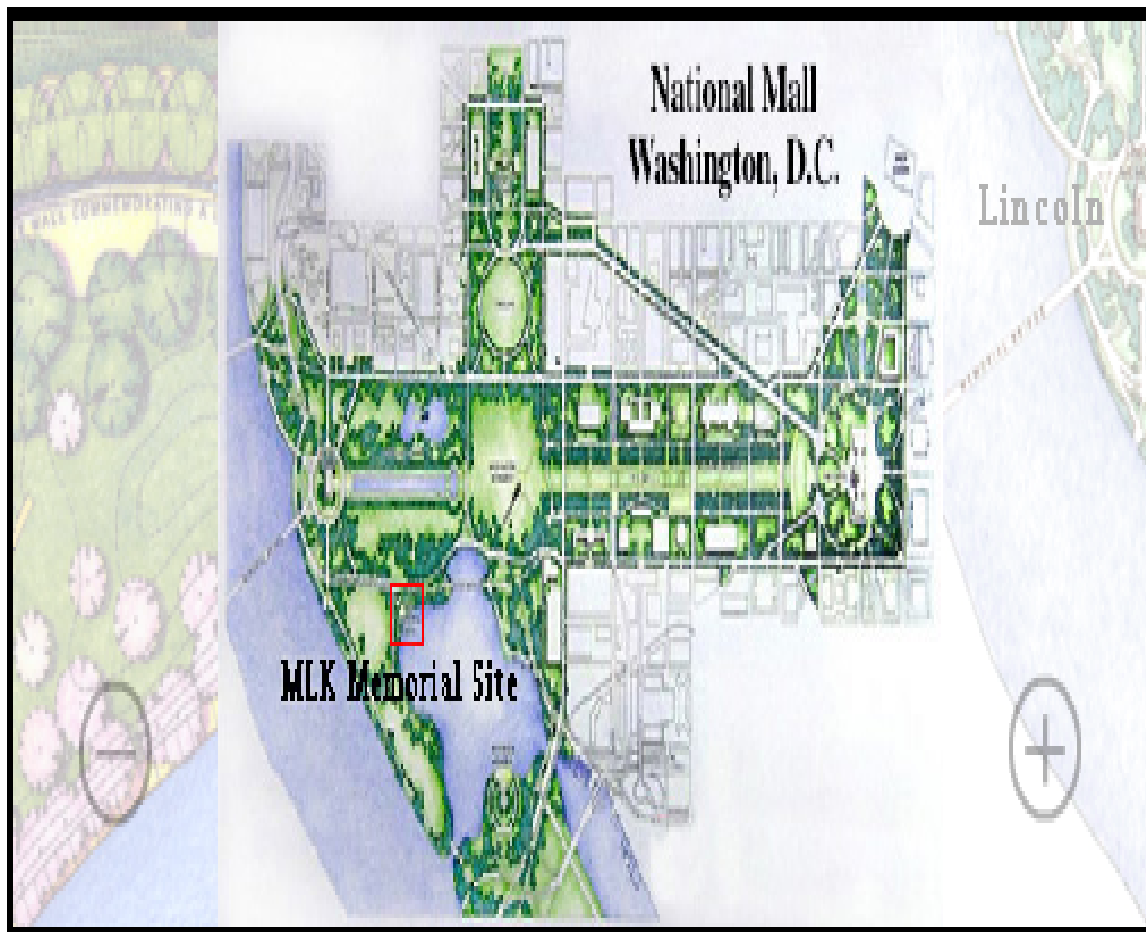


**Source:**

[http://www.mlkmemorial.org/site/c.hkIUL9MVJxE/b.1777009/k.1B32/Fact\\_Sheet.htm](http://www.mlkmemorial.org/site/c.hkIUL9MVJxE/b.1777009/k.1B32/Fact_Sheet.htm)

# About the Memorial

Dr. King's Memorial site is a four-acre plot on the north east corner of the Tidal Basin within the precinct of the Jefferson Memorial and north of the memorial to President Roosevelt.



Winning Memorial Design.

a

## Objectives

Students will utilize an online resource (Encyclopedia Britannica's Black History Month Biographies) to learn about famous African Americans.

## Elementary /Secondary Lesson Plan

### Materials

**Famous African-American Women** and/or **Famous African- American Men**  
handouts

In this activity, students will match famous African- American men and women to their accomplishments and to the year in which those accomplishments occurred. Students will use the online resources of Encyclopedia Britannica's Black History Biographies (select **Biographies** from the menu) to complete the activity.

- Teachers will advise students that, this activity is slightly different from the typical two-column matching activity with which students are familiar. Students will complete a three-way matching activity handout.
- Students will be directed to draw a line in from the person's name in the left column to that person's accomplishment (in the middle column);
- Students will then draw a line from the accomplishment in the middle column to the year in which that accomplishment occurred in the far-right (third) column.

\*Note: One page focuses on famous African- American women and the other highlights the accomplishments of African American- men

Note to teachers: If you find matching activities difficult to grade because the crisscrossing lines students draw are difficult to follow, you might have students alternate between using a pen and a pencil (draw lines related to number 1 in pen, number 2 in pencil, number 3 in pen...) or you might have students record their responses on the page in number/matching letter/year format, such as the following:

1. f (1922)

### Answers

**Famous African American Women.** 1.c (1949); 2.g (1987); 3.i (1922); 4.h (1833); 5.j (1959); 6.a (1977); 7.d (1961); 8.b (1923); 9.e (1896); 10.f (1982).

**Famous African American Men.** 1.i (1955); 2.a (1789); 3.h (1983); 4.c (1920); 5.f (1960); 6.e (1962); 7.j (1921); 8.b (1870); 9.g (1925); 10.d (1967).



## Famous African American Women

Name \_\_\_\_\_

Use the *Encyclopedia Britannica's Guide to Black History* at <http://www.britannica.com/blackhistory> to help you identify each woman listed below. Then do the 3-way match. First draw a line from the woman's name to her accomplishment. Then draw a line from her accomplishment to the year in which it occurred.

- |                       |  |      |
|-----------------------|--|------|
| 1. Gwendolyn Brooks   | a. First African American woman to serve in a president's cabinet, in...   | 1833 |
| 2. Johnnetta Cole     | b. Her first of many blues recordings, "Downhearted Blues," was made in...   | 1896 |
| 3. Bessie Coleman     | c. First African-American poet to win a Pulitzer Prize, in...  | 1922 |
| 4. Prudence Crandall  | d. Known as the "Queen of Gospel," she performed at President John F. Kennedy's inauguration in...                       | 1923 |
| 5. Lorraine Hansberry | e. First president of a new organization, the National Association of Colored Women, in...                               | 1949 |
| 6. Roberta Harris     | f. Famous as the author of <i>The Color Purple</i> , which was published in...   | 1959 |
| 7. Mahalia Jackson    | g. Became the first woman president of Spelman College, in...  | 1961 |
| 8. Bessie Smith       | h. She opened a school to educate "young ladies of color" in...  | 1977 |
| 9. Mary Terrell       | i. First African-American stunt pilot to stage a public flight, in...  | 1982 |
| 10. Alice Walker      | j. Her play, <i>Raisin in the Sun</i> , was the first drama by an African American woman to be staged on Broadway, in... | 1987 |



## Famous African American Men

Name \_\_\_\_\_

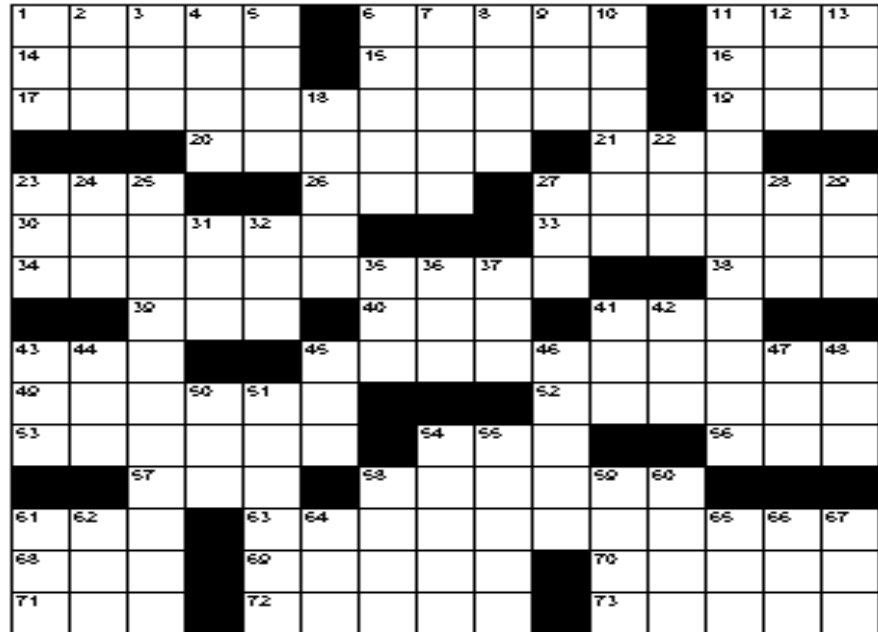
Use the *Encyclopedia Britannica's Guide to Black History* at <http://www.britannica.com/blackhistory> to help you identify each man listed below. Then do the 3-way match. First draw a line from the man's name to his accomplishment. Then draw a line from his accomplishment to the year in which it occurred.

- |                          |  |      |
|--------------------------|--|------|
| 1. Ralph Abernathy       | a. A brilliant mathematician and inventor, he predicted a solar eclipse in...                              | 1789 |
| 2. Benjamin Banneker     | b. First African American citizen elected to the U.S. Senate, in...  | 1870 |
| 3. Guion S. Bluford, Jr. | c. Known as the "father of black baseball," he founded the Negro National League in...                     | 1920 |
| 4. Rube Foster           | d. First African American to serve as mayor of a large city, Cleveland, in...                              | 1921 |
| 5. Rafer Johnson         | e. Riots resulted when he became the first African American student at the University of Mississippi in... | 1925 |
| 6. James Meredith        | f. First black athlete to carry the American flag in the opening ceremonies of the Olympic Games, in...    | 1955 |
| 7. Fritz Pollard         | g. Played Joe and sang "Ol' Man River" in the play <i>Show Boat</i> in...                                  | 1960 |
| 8. Hiram Revels          | h. First African-American astronaut to be launched into space, in...                                       | 1962 |
| 9. Paul Robeson          | i. Son of a farmer, he helped Martin Luther King organize Montgomery's bus boycott in...                   | 1967 |
| 10. Carl Stokes          | j. First African American head coach in the National Football League (NFL), in...                          | 1983 |

## Civil Rights and Freedoms Puzzle

### ACROSS

1. Separation of church and \_\_\_\_ (topic of the First Amendment)
6. What a wound might do
11. Avenues: Abbr.
14. Gave a hoot
15. Pound division
16. Before, to poets
17. Bringing together of formerly separated races
19. Refuse to agree to
20. Got close to
21. French holy woman: Abbr.
23. One who oversees the employees: Abbr.
26. N.F.L. six-pointers
27. Drinking vessel in a Chinese restaurant
30. Having only a single section, as a short play: Hyph.
33. Illinois city next to Champaign
34. This was started in Montgomery when Rosa Parks was arrested for refusing to give up her seat: 2 wds.
38. National Association \_\_\_\_ the Advancement of Colored People (N.A.A.C.P.)
39. Psychic power
40. Leann Rimes' "How \_\_\_\_ Live?": 2 wds.
41. Alternative to Delta or US Airways
43. Hockey Hall-of-Famer Bobby
45. State ordinance discriminating against blacks: 3 wds.
49. Greet with a hand motion: 2 wds.
52. "The Mighty Ducks" star Estevez
53. National Urban \_\_\_\_ (group working against racial segregation and discrimination)
54. Steambath site
56. \_\_\_\_-mo replay
57. Heavy weight
58. \_\_\_\_ off (repelled)
61. Moo goo \_\_\_\_ pan (Chinese dish)
63. Martin Luther King Jr.'s famous phrase: 4 wds.
68. "A long time \_\_\_\_ in a galaxy ..."
69. Clowns wear big red ones
70. Hospital worker in white
71. Japanese coin
72. First, reverse and neutral
73. One more time



© 2000, The New York Times

3. Paintings, sculptures, etc.
4. "Dawson's Creek" watcher, usually
5. A razor has a sharp one
6. Brown v. \_\_\_\_ of Education (1954 case in which segregation in public schools was ruled unconstitutional)
7. Stringed instruments played by minstrels
8. Barenaked Ladies song from "Gordon"
9. \_\_\_\_-friendly (not harmful to the environment)
10. More tightly packed together
11. \_\_\_\_ Convention (1848 women's rights conference organized by Elizabeth Cady Stanton and Lucretia Mott): 2 wds.
12. Prefix meaning "three"
13. The 19th Amendment guaranteed that voting rights were not restricted based on this
18. Dilapidated
22. Soda can opener
23. Disorderly crowd
24. African antelope also known as a wildebeest
25. Tract of land set apart for the use of an Indian tribe
27. Egyptian boy-king
28. Game with "Reverse" cards
29. Good score for a golfer
31. Tummy muscles
32. Speeding ticket issuer
35. 401, in Roman numerals
36. \_\_\_\_-pah-pah (tuba's sound)
37. \_\_\_\_-tao-toe
41. "Saving Private Ryan" star Hanks
42. Global conflict of 1914-18: Abbr.
43. Bird that hoots at night
44. "Mask of Death" actress \_\_\_\_ Dawn Chong
45. Quarterback Montana
46. \_\_\_\_ book (be literate): 2 wds.
47. Feel sick
48. Try to win the affection of
50. Self-importance
51. Correcting a piano
54. One who makes regular bank deposits
55. Freedom of the \_\_\_\_ (topic of the First Amendment)
58. "That \_\_\_\_ close one!": 2 wds.
59. "The Simpsons" schoolteacher Krabappel
60. Caffeine or nicotine, for example
61. \_\_\_\_ rights movement (organized effort to stop discrimination based on sexual orientation)
62. What tree rings indicate
64. Weed-whacking tool
65. Proposed 27th amendment that would prohibit sexual discrimination: Abbr.
66. "Just \_\_\_\_ thought!": 2 wds.
67. "... all \_\_\_\_ are created equal"

### DOWN

1. The \_\_\_\_-Fi Channel
2. Beige



# CIVIL RIGHTS AND FREEDOMS

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

### Elementary/Secondary Activity

1. On January 15, 1929, Michael Luther King, Jr., later renamed Martin (and called "M.L." by his family), was born in the Sweet Auburn district of Atlanta, Georgia, to schoolteacher Alberta King and Baptist minister Michael Luther King. When he was 18, King was licensed to preach and began assisting his father at which Atlanta church?

- Abernathy Baptist Church
- Ebenezer Baptist Church
- Morehouse Baptist Church
- Dexter Avenue Baptist Church
- Sixteenth Avenue Baptist Church



2. Rosa Parks, known as "the mother of the civil rights movement," walked into history on December 1, 1955, when she refused to give up her seat for a white man on a Montgomery, Alabama bus and was subsequently arrested. Five days later, Martin Luther King Jr. was elected president of the Montgomery Improvement Association and assisted Parks and others in organizing the \_\_\_\_\_.

- Southern Christian Leadership Conference
- Civil Rights Movement
- Montgomery bus boycott
- Freedom Riders
- National Association for the Advancement of Colored People



**3.** In August 1957, 115 black leaders, including Martin Luther King Jr., met in Montgomery and formed the Southern Christian Leadership Conference (SCLC). A few weeks later, Arkansas Governor Orval E. Faubus sent state police to a high school in \_\_\_\_\_, where racial integration had been scheduled to start on September 3, 1957. By early that morning about 100 members of the state militia had surrounded the school armed with billy clubs, rifles and bayonets, and some carried gas masks.

- Jonesboro
- Pine Bluff
- Montgomery
- Hope
- Little Rock



**4.** Martin Luther King Jr.'s powerful speeches and writings, which served to unify both blacks and whites fighting to end segregation in the South, resonate just as loudly today. Which of writings below was NOT a speech delivered by King?

- "Give Us the Ballot"
- "Letter From Birmingham Jail"
- "I Have a Dream"
- "Nobel Prize Acceptance Speech"
- "I've Been to the Mountaintop"



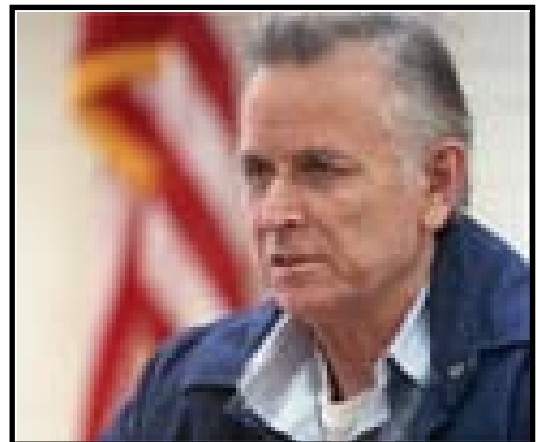
**5.** In December 1964, Martin Luther King Jr. accepted the Nobel Prize in \_\_\_\_\_ . In his acceptance speech, he acknowledged that he was accepting this most prestigious award "at a moment when twenty-two million Negroes of the United States of America (were) engaged in a creative battle to end the long night of racial injustice (and) in behalf of a civil rights movement which (was) moving with determination and a majestic scorn for risk and danger to establish a reign of freedom and a rule of justice."

- Peace
- Medicine
- Physics
- Economics
- Literature



**6.** In late March 1968, Martin Luther King Jr. led a march of approximately 6,000 protesters in support of striking Memphis sanitation workers. Less than one week later, King delivered his last speech, "I've Been to the Mountaintop," at the Mason Temple in Memphis. The next day, King was assassinated. On April 23, 1998, \_\_\_\_\_, who was serving a 99-year sentence for the assassination of the Rev. Dr. Martin Luther King Jr., died in a Nashville hospital.

- John Campbell
- George Wallace
- David Berkowitz
- James Earl Ray
- Lee Harvey Oswald



**7.** The Martin Luther King Jr., Center for Nonviolent Social Change (The King Center) was established in 1968 by Mrs. Coretta Scott King as a living memorial dedicated to preserving the legacy of her husband and to promoting the elimination of poverty, racism, and war through research, education, and training in nonviolence. In 1995, which King family member became chair, president and chief executive officer of the King Center?

- Dexter Scott King
- Yolanda Denise King
- Martin Luther King, III
- Bernice Albertine King
- Coretta Scott King



**8.** Four days after King was assassinated, Rep. John Conyers of Michigan submitted the first legislation proposing King's birthday as holiday. Not until 1970 did a state (California) pass legislation making King's birthday a school holiday. On Nov. 2, 1983, legislation for the day to be a national holiday was signed by President Ronald Reagan. In what year was King's birthday first observed as a legal holiday nationwide?

- 1984
- 1985
- 1986
- 1987
- 1988



WHO'S WHAT'S  
Who and What See What  
You Know

# Answers

**1. The correct answer is Ebenezer Baptist Church.**

King graduated from Morehouse College in 1948 and from Crozer Theological Seminary in 1951. In 1955 he earned a doctoral degree in systematic theology from Boston University. While in Boston, King met Coretta Scott, whom he married in 1953. In 1954 King accepted his first pastorate at the Dexter Avenue Baptist Church in Montgomery, Alabama.



Ebenezer Baptist Church, Atlanta, GA

**2. The correct answer is Montgomery bus boycott.**

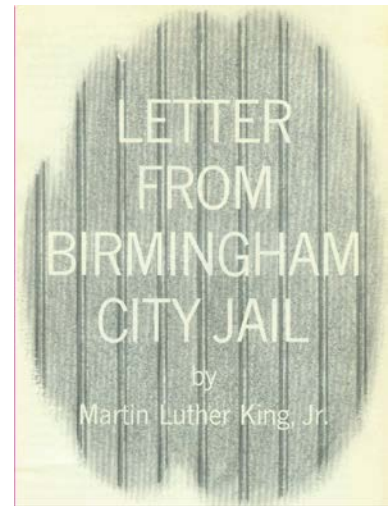
In an interview, Rosa Parks once reflected, "For a little more than a year, we stayed off those busses. We did not return to using public transportation until the Supreme Court said there shouldn't be racial segregation." The U.S. Supreme Court declared Alabama's segregation laws unconstitutional in December 1956.

**3. The correct answer is Little Rock.**

The Governor, a foe of integration, said troops were necessary to prevent violence and bloodshed at Little Rock High School. The Board of Education made the following statement: "Although the Federal Court has ordered integration to proceed, Governor Faubus has said schools should continue as they have in the past and has stationed troops at Central High School to maintain order... In view of the situation, we ask that no Negro students attempt to attend Central or any other white high school until this dilemma is legally resolved."

**4. The correct answer is 'Letter From Birmingham Jail'.**

In the "I Have a Dream" speech, delivered at the March on Washington for Jobs and Freedom (August 28, 1963), King stated the now-famous words, "I have a dream that one day this nation will rise up and live out the true meaning of its creed - we hold these truths to be self-evident that all men are created equal... I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."



Letter from Birmingham City Jail,  
1963

**5. The correct answer is Peace.**

King's acceptance speech concluded, "I think Alfred Nobel would know what I mean when I say that I accept this award in the spirit of a curator of some precious heirloom which he holds in trust for its true owners -- all those to whom beauty is truth and truth beauty -- and in whose eyes the beauty of genuine brotherhood and peace is more precious than diamonds or silver or gold." Other Nobel Peace Prize winners include Nelson Mandela and Fredrik Willem DeKlerk (1993), Desmond Tutu (1984), Mother Teresa (1979), and Theodore Roosevelt (1906).

**6. The correct answer is James Earl Ray.**

To the end of his life, James Earl Ray tantalized America with suggestions that his confession to the 1968 murder, which he had swiftly recanted, amounted to a lie. Mr. Ray plead guilty to the King assassination in March 1969, avoiding the possibility of the death sentence that could have resulted from conviction at trial. Then, for the next three decades, he maintained that far from taking the life of the nation's leading civil rights figure, in a shooting in Memphis that set off racial disturbances in at least 100 cities, he had been "set up," used as an errand boy and decoy by shadowy conspirators who included a mystery man he knew only as Raoul.



Ray, later jailed for Dr. King's murder

**7. The correct answer is Dexter Scott King.**

The King Center is a part of Martin Luther King Jr. National Historic Site. Also included are The APEX Museum (African American Panoramic Experience), Martin Luther King Jr.'s birth home, Ebenezer Baptist Church, Fire Station No. 6 Museum and the National Park Service Visitor Center. Dexter Scott King is the third of the four King children.

**8. The correct answer is 1986.**

The first official legal holiday celebrating Dr. Martin Luther King Jr.'s birth and extraordinary life was on January 20, 1986. Today, tributes to Dr. King exist across the country in the form of street names, schools, and museums. Perhaps the most meaningful tribute to Dr. King, however, is one that we can share in our daily lives-- the practice of nonviolence that Reverend Dr. Martin Luther King Jr. preached and practiced throughout his 39 years.

Source: <http://www.nytimes.com/learning/index.html>



## Secondary Lesson Plan

# Martin Luther King, Jr. LESSON PLAN “I HAVE A DREAM”



**Objective:** Students will improve their critical thinking skills by participating in written and oral presentations utilizing Dr. Martin Luther King's "I Have a Dream" speech.

### Materials:

- Written or Tape recording of Dr. Martin Luther King's "I Have a Dream" speech.
- Paper
- Handout of background information
- Worksheets (provided)

### Activity 1:

- Teacher will distribute background information on the Civil Rights Movement (see attachment).
- Students will read aloud and discuss Dr. King's leadership role.
- Discuss with students, section I worksheet questions as a whole group activity.

### Activity 2:

- Place students in cooperative learning groups and assign each group a different set of questions and worksheets to complete.

## **Background Information**

### **Civil Rights**

#### **Background**

Before the civil rights movement of the 1950's and 1960's, racial discrimination was deeply imbedded in American society. The reality of life for the great majority of African Americans meant that they lived with gross inequities in housing, employment, education, medical services, and public accommodations. Often they were denied the right to vote and faced great injustices within the legal system.

Segregation was a way of life. Most urban blacks, particularly in the South, lived in isolated tenements because white landlords refused them rent. Blacks had little access to "good" jobs, finding work mainly in positions of service to white employers. Black children attended separate, inferior schools. The result of being denied both employment and educational opportunities was that the great majority of African American families lived in poverty, with nearly 75% earning less than \$3,000 a year in 1950. In addition, Southern blacks were denied admittance to such public facilities as hospitals, restaurants, theaters, motels, and parks. Blacks were even denied the use of public restrooms and drinking fountains marked with "For Whites Only" signs. When separate public accommodations for blacks were provided, they were usually inferior in quality and poorly maintained. At establishments in which practicality dictated that blacks and whites share the same facilities, blacks were relegated by law to the back of buses and trains and to the balconies of movie houses and courtrooms.

Worse, many African Americans were even denied the right to participate in America's political process. They were kept from voting by state laws, poll taxes, reading tests, and even beatings by local police. Unlawful acts of violence against blacks, such as those perpetrated by the Ku Klux Klan, were ignored by the much of Southern society, and African Americans could expect little help from the judicial system. In fact, instances of police intimidation and brutality were all too common.

Change came slowly. Embittered Southern whites carried distrust learned during the years of Reconstruction following the Civil War. However, in the late 1940's following World War II (when America had fought for freedom and democracy abroad and therefore felt compelled to make good on these promises at home), the federal government began to pass laws against racial discrimination. The United States military was integrated for the first time, and new laws and court rulings prohibited segregation in schools, government buildings, and public transportation. However, many of these laws met with bitter opposition in the South or were simply ignored. When members of the African American community tried to break through old barriers, they were often

threatened or beaten and, in some cases, killed. Likewise, black homes and churches were sometimes burned or bombed.

It was within this atmosphere that Martin Luther King, Jr., rose as a prominent leader in the civil rights movement. The son of a Baptist minister who was himself ordained, he was inspired by both Christian ideals and India's Mohandas K. Gandhi's philosophies of nonviolent resistance to peaceable confront injustice. King first came into the national spotlight when he organized the Montgomery, Alabama, bus boycott----during which time he was jailed, his home burned, and his life threatened. The result, however, was the mandate from the Supreme Court outlawing segregation on public transportation, and King emerged as a respected leader and the voice of nonviolent protest. He led marches, sit-ins, demonstrations, and black voter-registration drives throughout the South until his assassination in 1968 in Memphis, Tennessee.

In 1964 King was awarded the Nobel Peace Prize for his work in the civil rights movement. Both Americans and the international community recognized King's contributions in overcoming civil rights abuses without allowing the struggle to erupt into a blood bath. It was King's leadership that held the movement together with a dedication to nonviolent change. Many believe that King's skillful guidance and powerful oratory skills kept the South out of a second civil war, this time between the races. King led the civil rights movement to meet each act of violence, attack, murder, or slander with a forgiving heart, a working hand, and a hopeful dream for the future.

# Worksheets

Note: Answer sections I, II, III and IV on a separate sheet of paper:

## ***I. Vocabulary Development***

- a. Find three words in the background information on the previous page about which you are unsure and look up their meanings. Write the definitions.
- b. Read Dr. King's "I Have A Dream" speech. Find seven words about which you are unsure and look up their meanings. Write the definitions.

## ***II. Rhetorical Structure: Figures of Speech***

Certain rhetorical devices called figures of speech (similes, metaphors, allusions, alliteration, etc.) are used in both poetry and prose to make ideas more memorable and forceful. For centuries speakers and writers have known that such well said devices affect listeners and readers in powerful ways.

1. Define: alliteration, allusion, metaphor, and simile.
2. "Five score years ago," the opening phrase of King's speech, is an allusion to what or whom? Why was this appropriate for King to begin his speech?
3. King's speech contains other allusions in addition to the one with which he opens his speech. Find an allusion to the Declaration of Independence and the Bible. Write the example below:
4. Find an example of alliteration in King's speech. Write the example below:
5. Find an example of a metaphor. Write the example below:
6. Find an example of a simile. Write the example below:
7. In the second paragraph, King says that "the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination."

- What type of figure of speech is this?
  - These words bring up strong images of slavery. Why would this be an effective method of moving his audience?
  - What inference was King making about the progress of African Americans to enter the mainstream of American life in the one hundred years which followed the end of slavery?
8. Another figure of speech is called an anaphora or the repetition of a word or phrase at the beginning of a sentence, verse, or paragraph. Besides the famous "I have a dream" phrase, find two other examples of anaphora.
9. List at least two possible effects on King's audience of repeating the phrase, "I have a dream."
10. Nearly every line of King's speech is filled with powerful images, or "mental pictures," many created by using figures of speech. Images help audiences to feel what speakers/writers want them to feel, help them remember what they have read or heard, and help them understand difficult material. Write a well-developed paragraph telling which of King's images you find most powerful and appealing and explain why this image has meaning for you.

### ***III. Understanding the Dream***

1. Write a paragraph summarizing King's dream in your own words.
2. What are some of the specific acts of injustice against African Americans which King cites in his speech?
3. Besides the Declaration of Independence and the Bible, King cites "the American dream" as a source for his own dream. What is the American dream? Discuss this concept with friends and family members and then write a composite definition for this commonly used term.
4. Near the end of his speech, King names many different states. Why do you think he did this?
5. "I Have a Dream" was a persuasive speech meant to convey to King's audience the need for change and encourage them to work for federal legislation to help

end racial discrimination. If you had been in the vast crowd that day, do you think you would have been moved by King's speech? Why or why not?

#### ***IV. Relating to the Dream***

1. What is your definition of racism?
  
2. The civil rights movement was met with much opposition, from Southern governors and other elected officials to cross-burning members of the Ku Klux Klan. Unfortunately, Civil Rights opponents sometimes turned to violence against black leaders and members of the black community.
  - Explain why you think extreme organizations such as the Ku Klux Klan would choose violence as a means to fight against the Civil Rights movement, even though their actions enraged the rest of the country and gained sympathy for the cause of Southern blacks?
  
  - Why do you think the black community withstood such violent attacks without responding with their own violent retaliations? Explain your response.
  
3. Today "skinheads" share the same radical philosophies and views supporting white supremacy and segregation of the races that had been held by Hitler during World War II and the Ku Klux Klan during the civil rights movement.
  - What are your views on racist groups, do you think these groups are dangerous? Explain your response.
  
4. King was assassinated for his work in civil rights. A quotation from the Bible on the memorial at his gravesite reads, "Behold the dreamer. Let us slay him, and we will see what will become of his dream."
  - What do you think has become of King's dream?
  - Write two paragraphs: one telling in what ways the dream has been fulfilled and one telling what yet remains to be accomplished.

**V. *Recording the Dream: Optional, Extra Credit***

Record your own version of King's "I Have a Dream" speech, following these requirements:

1. Introduction: Present a brief introduction to the speech which should last no longer than one minute.
  - a. You may use any of the material in this assignment as a reference for your opening remarks, but your introduction must be in your own words.
  - b. Provide your audience with enough background information so that they can understand the context in which this speech was given. Strive to answer the five "W's"--who, what, when, where, and why.
  
2. Oral Presentation
  - a. Your expression should communicate the full meaning of King's message through appropriate voice inflection, tone, clarity, and rate of speech. Your interpretation should convey the full power of the speech's underlying imagery.
  - b. Phrasing of the speech should show that you understand the meaning King intended, including the relationship of one sentence to another and the importance of punctuation by observing appropriate pauses.

Source: [www.eduref.org/Virtual/Lessons/Language\\_Arts/Literature/LIT0004.html](http://www.eduref.org/Virtual/Lessons/Language_Arts/Literature/LIT0004.html)

# Martin Luther King Jr.

## LESSON PLAN

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### Secondary Lesson Plan

#### Living Legacies:

#### *Commemorating People Who Have Positively Impacted Society*

#### Objective:

- Students will reflect on how their actions and beliefs will impact future generations.
- Using the Internet, explore art pieces illustrating the legacy of Dr. Martin Luther King, Jr. by reading and discussing, "Inspired by Freedom and the King Legacy."
- Research the beliefs and actions of a particular famous person, as well as visuals that represent this person and their impact on society and create a "Living Legacies" art exhibit.
- Write reflective pieces examining how their assigned famous person has affected history.

#### Materials:

- student journals
- pens/pencils
- paper
- classroom whiteboard
- copies of "Inspired by Freedom and the King Legacy" (one per student, provided)
- computers with Internet access
- display boards or large poster board (optional)
- scissors (optional)
- glue (optional)
- markers (optional)

#### Activities / Procedures:

- In their journals, students should respond to the following questions (written on the board prior to class):
  - "What impact do you think you will have on society?"
  - For what would you like to be remembered?
  - What will be your legacy?"



- After a few minutes, allow students time to share their responses. What famous people do you believe have had the greatest positive impact on today's society?
- As a class, read and discuss the article "Inspired by Freedom and the King Legacy ( see attachment) ," using the following questions:
  - a. What do Sherman Watkins and Sam Adoquei have in common?
  - b. What did Tim Rollins discover about immigrant children?
  - c. What goals do Tim Rollins and Gary M. Chassman have in common?
  - d. Where is the exhibit premiering?
  - e. What artists will be featured in the exhibit?
- Explain that students will be working in pairs to create a proposal for an art exhibit examining how a particular famous person from the twentieth century shaped our society today. Assign each pair a famous person from the list created during the Do Now activity.
- Students should research who this person is, why he or she is famous and how his or her actions or beliefs affected modern society. Students should pay close attention to information that people may not ordinarily know about this person.

**\*To guide their research, students should answer the following questions:**

- What is the full name of the person you are researching?
- When was this person born?
- When did they die?
- Where did this person grow up?
- What beliefs or actions made this person stand out?
- What events or organizations are associated with this person?
- How did this person impact society?
- What groups of people or individuals were most affected by the actions of your assigned person?
- How did your person die?
- If applicable, did the death of your assigned person happen as a result of their work?
- How is this person remembered today? Consider holidays, monuments, cultural references, etc.
- What symbols or pieces of art best represent the values and ideals of this person?
- Once research is completed, students will create a "**Living Legacies**" exhibit using the materials they have gathered. If specific visual examples cannot be located, students may create examples they would want to see in an art exhibit about their assigned person. Exhibits could be made on boards to display as a "museum walk" in a future class.

**By ELIZABETH OLSON**

# Inspired by Freedom and the King Legacy

Secondary Lesson Plan

WASHINGTON, June 18 — Sherman Watkins was overseas in the Air Force during much of the civil rights movement, but when he returned, he felt compelled to paint the era and its leader, the Rev. Dr. Martin Luther King Jr., even though it meant years of hardship. Sam Adoquei, an immigrant from Ghana, spent six years painting a triptych of Dr. King to thank Americans for "everything I know, for all my ideas and for what America gave me."



The New York-based artist Tim Rollins, on assignment in Munich four years ago, found that the Russian immigrant children he was teaching knew more about the American civil rights leader than the students he taught at home. He came back determined that his students at Kids of Survival in the South Bronx and Chelsea would learn about the importance of Dr. King.

That was just about the time that Gary M. Chassman, executive director of Verve Editions, an independent fine-arts publishing company, got a similar idea about Dr. King. "I remember thinking we no longer had any heroes in American life; they had all been reduced to meaningless icons for commercial use," he said while surveying the 115 works of painting, sculpture, drawing, collage, photography and mixed media that he helped assemble "to rekindle the flame" of Dr. King and his movement.

These works form the exhibition "In the Spirit of Martin: The Living Legacy of Martin Luther King Jr.," at the International Gallery in the S. Dillon Ripley Center of the Smithsonian Institution here until July 27. It took almost four years of intensive research to put together, said Helen M. Shannon, a curator of the show and also director of the New Jersey State Museum.

The show's artists range from the famous, like Andy Warhol and Norman Rockwell, to the not especially well known. But some works are immediately recognizable; including one by Charles Moore, whose photographs of civil rights protesters buckling under fire hoses wielded by police officers appeared in magazines and newspapers at the time. Rockwell's depiction in *Look* magazine of a pig-tailed black schoolgirl flanked by marshals is also for many a familiar image.

Less known is a sketch Rockwell made in 1965 for a painting, "Murder in Mississippi," also published in *Look*, which shows how he imagined the bewilderment, agony and fear of civil rights workers as they were slain.

Is there anything more to be said or seen about the man and the era? Mr. Watkins and many other artists who painted Dr. King in recent years said the answer was yes. In an interview Mr. Watkins said that when he returned to his home in Hampton, Va., after his military service abroad, "it dawned on me that I had to paint the entire movement." He added: "I didn't want to, but I felt I had to do it. So I worked several jobs and went without food.

"It was hard on everyone in the family," Mr. Watkins said of his compulsion to record the life and death of Dr. King. In 1985 he painted "A Price for Freedom," which captures with photographic precision Dr. King's funeral procession. It is part of a 40-piece series he has painted over the last two decades.

Mr. Adoquei took a very different approach with his allegorical painting called "Legacy and Burial of Martin Luther King Jr.," after the man whose words and attitude inspired him when he arrived in the United States in 1981.

Mr. Adoquei, now based in New York, said he tried to convey the universality of Dr. King's fight in his 1998 work. He painted him surrounded by people of many nationalities. Pigeons, representing freedom, are tied up with string, waiting to be released after Dr. King's death, and "are a symbol of freedom yet to come," he explained.

Another artist, Malcah Zeldis, depicted Dr. King in a garden, hedged with rose bushes, along with Lincoln, Gandhi, and many others, including herself. Although she lives in New York now, she said that growing up in Detroit exposed her to prejudice against Jews that made her interested in "showing how people can spiritually transcend their difficulties."

Dr. King's "deep spirituality, his poetic sensibility and his courage" moved her to paint him in her 1999 "Peaceable Kingdom."

Additional K-12 Activities to Celebrate  
Black History Month

## Additional K-12 ACTIVITIES TO CELEBRATE

### Black History Month

- National Endowment for the Humanities Lesson Plan, ***After the American Revolution: Free African Americans in the North*** available at <http://edsitement.neh.gov/lesson-plan/after-american-revolution-free-african-americans-north>
- **Create a poster** illustrating how a day becomes an official national holiday. To examine the difficulty of this process, consider the controversy over the creation of Dr. Martin Luther King, Jr.'s holiday.
- **Write an article** for your school's newspaper about people who are leaders for social justice today. If there are no clear leaders, why don't you think there are? What qualities make up a leader? How is the social justice movement impacted by what is happening today?
- **Examine and gather photographs** from newspapers and news magazines to create a journal illustrating the struggle and importance of the American Civil Rights Movement.
- **Research famous quotations** said by Dr. Martin Luther King, Jr. and incorporate them into a book. Include when and where each quotation was said. For each entry that you feel strongly about, write a brief explanation of why this quotation is important to you.
- **Read** Martin Luther King, Jr.'s "I Have a Dream" speech. Write a journal reflecting on King's vision and whether or not it seems to have been fulfilled. If so, how was this achieved? If not, what is still keeping this dream from being a reality?
- **Read aloud.** Read aloud one of many Martin Luther King, Jr. biographies to motivate interest in creating a timeline of his life. Your school and local libraries are sure to have several to choose from. Select a handful of the most important events from the book to start your timeline. Let students fill in other events as they use other books and online resources to learn more. Teachers at the lower grades might focus on books that emphasize a "getting along" theme -- books such as *The Land of Many Colors* by the Klamath County YMCA (Scholastic, 1993), *Together* by George Ella Lyon (Orchard Paperbacks), and *The Berenstain Bears and the New Neighbor* (about the bears' fears when a panda family moves in next door).

- **Geography.** On a U.S. map highlight places of importance in the life of Martin Luther King. Place a pushpin at each location and extend a strand of yarn from the pin to a card at the edge of the map. On the card explain the importance of that place.
- **History/role playing.** Make a list of events that are included on your Martin Luther King timeline (e.g., Rosa Parks' bus ride, integrating Little Rock's schools, a lunch counter protest, the "I Have a Dream..." speech). Let students work in groups to write short plays in which each group acts out one of the events.
- **Multiculturalism.** A simple class or school project can demonstrate the beauty of diversity! Martin Luther King's dream was to see people of all countries, races, and religions living together in harmony. Gather seeds of different kinds and invite each student to plant a variety of seeds in an egg carton. The seeds of different shapes, sizes, and colors will sprout side by side. Once the plants are large enough, transplant them into a large pot in the classroom or in a small garden outside. Each class in the school might do the project on its own, culminating in the creation of a beautiful and colorful (and diverse!) school-wide garden. (Source: Richard Ellenburg, Orlando, Florida -- Learning magazine, January 1994.)
- **More geography.** On March 21, 1965, Martin Luther King, Jr. led a march from Selma to Montgomery (Alabama) to focus attention on black voter registration in Selma. More than 3,000 people began the march; by the time the marchers arrived at the state capitol in Montgomery, their ranks had swelled to 25,000! Five months later, President Lyndon Johnson would sign into law the Voting Rights Bill. The march started at Browns Chapel in Selma, crossed the Edmund Petras Bridge, and headed down route 80 to Montgomery. On a map invite students to find the route the march traveled and to figure out approximately how many miles many of the marchers walked.
- **Music.** Discuss with students the meaning of the words to the song *We Shall Overcome* in light of Martin Luther King, Jr.'s life and the civil rights movement. If possible, play a recording of the song. In addition, you might be able to track down a copy of "We Shall Overcome," a PBS documentary that chronicles the history of this famous civil rights hymn.  
(See [http://www.pbs.org/wgbh/amex/eyesonthepize/profiles/17\\_king.html](http://www.pbs.org/wgbh/amex/eyesonthepize/profiles/17_king.html))

- **Classifying/creating a chart.** (Upper elementary/middle/high school.) In what ways did the civil rights movement change the lives of African Americans? Use this [activity from ERIC](#) to view six important events in the movement. Invite students to complete a chart that describes the problem that led to each event and what improvements were brought about as a result of the event. (See <http://www.eduref.org/Virtual/Lessons/>)
- **Poetry.** Invite students to write poems about Martin Luther King, Jr. Read [Standing Tall](#), a poem about Dr. King by Jamieson McKenzie, from the online magazine *From Now On*. (See <http://www.fno.org/poetry/standing.html>).

## **ANTI-DISCRIMINATION POLICY**

### **Federal and State Laws**

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by law:

**Title VI of the Civil Rights Act of 1964** - prohibits discrimination on the basis of race, color, religion, or national origin.

**Title VII of the Civil Rights Act of 1964**, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

**Title IX of the Educational Amendments of 1972** - prohibits discrimination on the basis of gender.

**Age Discrimination in Employment Act of 1967 (ADEA)**, as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

**The Equal Pay Act of 1963**, as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

**Section 504 of the Rehabilitation Act of 1973** - prohibits discrimination against the disabled.

**Americans with Disabilities Act of 1990 (ADA)** - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

**The Family and Medical Leave Act of 1993 (FMLA)** - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

**The Pregnancy Discrimination Act of 1978** - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

**Florida Educational Equity Act (FEEA)** - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

**Florida Civil Rights Act of 1992** - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulates categorical preferences for employment.

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