



A Time for Justice

AMERICA'S CIVIL RIGHTS MOVEMENT

**TEACHER'S
GUIDE** GRADES
6-12

INCLUDES five lesson plans with student handouts **SUPPORTS** meaningful learning & critical literacy
MEETS content standards in U.S. history, civics & Common Core standards in English language arts

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Introduction

It has been more than half a century since many of the major events of the modern civil rights movement. For today's students—and some of their teachers—it can seem like ancient history. But the civil rights movement transformed the country. Through the persistent use of nonviolent strategies—including marches, court cases, boycotts and civil disobedience—brave black and white Americans joined forces to pursue the legal equality that the Constitution guarantees to all persons.

This teaching guide provides lessons and materials about the modern civil rights movement—from the 1954 *Brown v. Board of Education* decision in which the Supreme Court ruled school segregation unconstitutional, and the passage, in 1965, of the Voting Rights Act. The unit encourages students to imagine what life was like in the Jim Crow South, to understand why so many people were willing to risk their lives to change it, and to explore how they went about doing so. This teaching guide has five lessons:

A Time for Justice

This lesson uses Teaching Tolerance's award-winning film *A Time for Justice* to provide an overview of key events in the modern movement for African-American equality. If you have time for only one lesson, this would be the likely choice.

Nonviolence

In this lesson, students learn about nonviolence, then read primary source documents from the civil rights movement that show how activists used the practice as the basis for their actions.

Facing Resistance

People in the struggle encountered fierce resistance. In this lesson, students learn about some of the brave Americans who gave their lives in the struggle for freedom.

Victories

Students conduct research and, from the standpoint of 50 years later, evaluate the victories of the civil rights movement.

The Work That Remains

Students study graphs to explore inequalities that persist in education, employment and income.

The lessons are organized so that they can be taught sequentially, creating a unit about the civil rights movement. However, each lesson stands alone if that best fits your curriculum needs. In addition, each lesson is aligned to national curriculum standards. The lessons are ideal for middle- and high-school (grades 6-12) social studies and language arts classes.

A Civil Rights Timeline Poster

Included in the kit is a full-size classroom poster with a bonus lesson. The timeline spans 13 years, from 1953 to 1965, showing key events in the civil rights movement. On the reverse of the poster is an additional lesson that explores three themes: Understanding a Timeline, Understanding the Context of the Movement and Presenting Information Visually.

POSTER
BONUS
LESSON

Glossary

discrimination [dih-skrim-uh-ney-shuhn]

(*noun*) unfair treatment of someone based on their membership in a group defined by race, ethnicity, sex, sexual orientation or other factors

de facto discrimination [dee fak-toh dih-skrim-uh-ney-shuhn]

(*noun*) unfair treatment of someone that is a matter of custom but not based in law

de jure discrimination [dee joo r-ee dih-skrim-uh-ney-shuhn]

(*noun*) unfair treatment of someone that is based on laws

integration [in-ti-gray-shuuh n]

(*noun*) a situation in which different groups—such as those defined by race, ethnicity, sex, sexual orientation or other factors—live together and use the same facilities

nonviolence [non-vahy-uh-luhns]

(*noun*) a theory and practice that emphasizes love of all beings and a refusal to respond to violence with violence

retaliation [ri-tal-ee-ey-shuhn]

(*noun*) an action taken as revenge or reprisal

segregation [seg-ri-gey-shuuh n]

(*noun*) the separation of a specific racial, religious or other group from the general body of society

unconstitutional [uhn-kon-sti-too-shuh-nl]

(*adjective*) inconsistent with the provisions in a country's constitution

Resources

An abundance of resources is available for study of the civil rights movement. This is just a sampling to get you started.

Civil Rights Movement

Separate Is Not Equal: *Brown v. Board of Education*
<http://americanhistory.si.edu/brown/history/index.html>

Civil Rights Movement Veterans
<http://crmvet.org>

The Civil Rights Era
<http://memory.loc.gov/ammem/aahtml/exhibit/aopart9.html>

Eyes on the Prize
www.pbs.org/wgbh/amex/eyesontheprize

They Changed the World: the Story of the Montgomery Bus Boycott
www.montgomeryboycott.com/frontpage.htm

The Murder of Emmett Till
www.pbs.org/wgbh/amex/till

Montgomery Bus Boycott (1955-1956)
http://mlk-kpp01.stanford.edu/index.php/encyclopedia/encyclopedia/enc_montgomery_bus_boycott_1955_1956

Oral History: Little Rock Central High School
www.nps.gov/chsc/historyculture/oral-history.htm

Segregation Showdown at Little Rock
www.npr.org/series/14158264/segregation-showdown-at-little-rock

Nonviolence

Civil Disobedience, by Henry David Thoreau
<http://thoreau.eserver.org/civil.html>

The King Center Glossary of Nonviolence
www.thekingcenter.org/ProgServices/Default.aspx

A Commitment to Nonviolence:
 The Leadership of John Lewis
www.tolerance.org/activity/commitment-nonviolence-leadership-john-l

A Trilogy of Nonviolent Movements
www.tolerance.org/sites/default/files/general/TrilogyOfNon-ViolentMovements.pdf

On Violence and Nonviolence: The Civil Rights Movement in Mississippi
<http://mshistory.k12.ms.us/articles/62/the-civil-rights-movement-in-mississippi-on-violence-and-nonviolence>

Waging Nonviolence
<http://wagingnonviolence.org>

Civil Rights Martyrs

Civil Rights Memorial
www.splcenter.org/civil-rights-memorial

Standards

Activities and embedded assessments address the following standards (McREL 4th edition, www.mcrel.org).

STANDARD	LESSONS					POSTER
	1	2	3	4	5	
BEHAVIORAL STUDIES Standard 4. Understands conflict, cooperation, and interdependence among individuals, groups, and institutions	•	•	•	•	•	•
CIVICS Standard 8. Understands the central ideas of American constitutional government and how this form of government has shaped the character of American society	•	•	•	•	•	
Standard 14. Understands issues concerning the disparities between ideals and reality in American political and social life	•	•	•	•	•	•
UNITED STATES HISTORY Standard 29. Understands the struggle for racial and gender equality and for the extension of civil liberties	•	•	•	•	•	•
LANGUAGE ARTS Standard 7. Uses skills and strategies to read a variety of informational texts	•	•	•	•	•	•
Standard 8. Uses listening and speaking strategies for different purposes	•	•	•	•	•	•
Standard 9. Uses viewing skills and strategies to understand and interpret visual media	•					•
GEOGRAPHY Standard 13. Understands the forces of cooperation and conflict that shape the divisions of Earth's surface		•				
WORLD HISTORY Standard 43. Understands how post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up		•				

(continued)

Activities and embedded assessments address the following Common Core State Standards for English Language Arts (www.corestandards.org)

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARD	LESSONS					POSTER
	1	2	3	4	5	
SPEAKING AND LISTENING						
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	•	•	•	•	•	•
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	•		•		•	•
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	•					
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	•	•	•			•
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	•	•	•			•
LANGUAGE						
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			•	•	•	•
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.	•	•				
READING INFORMATIONAL TEXT						
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	•	•	•	•	•	•
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	•	•	•		•	•
6. Assess how point of view or purpose shapes the content and style of a text.		•				
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	•		•	•		•
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		•			•	
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		•	•			
WRITING						
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	•		•			
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			•			
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			•			
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		•	•			
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		•	•			
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		•	•			

LESSON 1

A Time for Justice

A Film Overview of the Civil Rights Movement

Framework

In this lesson, students watch the Academy Award-winning film *A Time for Justice* that highlights some of the major events of the modern civil rights movement. The film and activities provide an overview of the movement and engage students with some of the big questions the movement raises—about the struggle for equal rights under the law, about how that struggle was waged and about the importance of the civil rights movement in United States history.

Objectives

Students will be able to:

- locate key events of the civil rights movement on a timeline
- gather information from a film
- recognize that, in addition to movement leaders, everyday people participated in the freedom struggle
- assess how the civil rights movement changed the United States

Materials

- Handout: *Alone in a Crowd* (page 11)
- Poster: *A Civil Rights Timeline* (included with the kit)
- Film: *A Time for Justice*

Activities**Preparing to Watch the Film**

1. In pairs, look at the photograph on the handout. Have you ever seen it before? If so, discuss with your partner what you know about what it shows. Then, whether you know the photo or not, discuss it in more detail. What do you notice about the people in the photo? Who is in front? What is she doing? How do you imagine she feels? Who are the other people in the photo? What are they doing? What do you imagine they are saying? How do you imagine they feel? What makes you think so? What feelings do you have when you look at the photo?

The photograph was taken in 1957. The young black woman is Elizabeth Eckford. She was one of nine black students who set out to attend Little Rock Central High School in Little Rock, Ark. The Supreme Court had ruled in 1954 that segregated schools were unconstitutional. The Little Rock Nine, as they came to be called, were attempting to do what the law said was their right: to attend a school that had, until then, educated only white students.

Essential Questions

What were some key events in the civil rights movement?

Who participated in the civil rights movement? How did they participate?

Why were people willing to risk their safety to participate in the civil rights movement?

How did the civil rights movement change the United States?

What do you already know about the civil rights movement? Also, when you think about the civil rights movement, who comes to mind? What are some important events in the movement that you know about?

2. You are going to watch a film about the struggle for civil rights in the mid-20th century. The film is a series of stories about important events in the movement. Here is a numbered list of those events:

1. Murder of Emmett Till
2. Montgomery Bus Boycott
3. Integration of Little Rock Central High School in Little Rock, Ark.
4. Lunch-counter sit-ins
5. Freedom Rides
6. Birmingham, Ala.
 - demonstrations
 - “Letter from a Birmingham jail”
 - bombing of 16th Street Baptist Church
7. Voting rights actions
 - registration drive
 - murder of civil rights workers in Philadelphia, Miss.
 - murder of Jimmie Lee Jackson
 - “Bloody Sunday”

Count off by sevens. Form a group with those who called the same number you did. On the list above, find the event that has the same number as your group. Then locate that event on the timeline, noting the year in which it happened. For example, group #2 needs to find the Montgomery Bus Boycott. Create a physical timeline by having groups line up in the order in which the events that they have been assigned happened. When the line is in place, start with the first event, and have someone from that group say aloud, “The murder of Emmett Till, 1955.” Proceed in this fashion until each group has announced its event and the year in which it happened. This will give you a general idea of when these key events took place and the order in which they happened. Knowing that will help you get more out of the film.

Watching the Film

3. Watch the film. It begins at the grave of Jimmie Lee Jackson, then goes back in time to set the context of segregation and tell the story of the murder of Emmett Till. From there, the events are shown in the order in which they happened. Each of the events you found on the timeline has a segment devoted to it. *(Note: Because the film is so rich with images and shows so many important parts of the civil rights movement, students will get the most out of it if they see it twice. Have students watch the film once to get the big picture and understand the emotional impact. Then have them watch it again pausing at the end of each segment to take some notes.)*

Understanding the Film

4. Once you have watched the film, step back from the specific incidents to think about the movement as a whole. Write down some answers to the following questions so that you can participate in a class discussion. The discussion will help you generalize about the events you have seen.

What did you find most striking about the civil rights movement?
 What surprised or confused you about the civil rights movement?
 What were the goals of the civil rights movement?
 What were the strategies of the movement's participants?
 In what ways did the civil rights movement succeed? What made those successes possible?
 What remains to be done to create a truly just and equitable society?
 What questions do you still have about the civil rights movement?

Recognizing Change Over Time

5. As you saw in the film, the civil rights movement brought about some big changes in the United States. Thinking about what you have seen and discussed, list some of those changes. Then create a before-and-after photograph display that shows them. You can find “before” photos online and in some of the resources listed in the Introduction. The “after” photos may also come from Internet sources, or you can take photos yourself that show scenes that would not have happened before the modern movement for African-American equality. For example, a “before” picture might show African Americans sitting in the back of a bus, while the “after” picture might be a photo that you have taken of an integrated bus. To accompany your visual display, write an answer to this question: Why did the changes that the civil rights movement brought about matter? Display student projects so you can see one another's work.

Extension Activity

To learn more about the events in the film, form seven groups, and have each group take one of the events. (*Note: Have students form groups based on interest or randomly assign the events.*) With your group, research your event so that you can explain it to your classmates. You can probably find some information in a textbook. In addition, review the Resources list in the Introduction. Have members of your group present the information to the class. Begin each presentation by finding the event on the timeline poster and telling your classmates when the event happened. Include any historic photographs you have found.

SNAPSHOT

Alone in a Crowd



© BETTMANN/CORBIS

LESSON 2

Nonviolence

Framework

Three constitutional amendments extending rights to African Americans—on paper at least—were ratified during Reconstruction. They ended slavery, made African Americans citizens and extended voting rights to former slaves and their descendants. Despite this, African Americans, particularly in the South, were often denied these rights. They endured segregation, were often prevented from voting, and faced intimidation, threats and violence, all of which made it difficult—often impossible—to live freely.

Civil rights activists in the 1950s and 1960s chose nonviolence as a way to secure and exercise legal rights for African Americans. Inspired by the successes of Mohandas Gandhi in the Indian independence movement, civil rights leaders like Martin Luther King, Jr. came to believe that a nonviolent approach was the best way to address African-American inequality. Why did they choose nonviolence? How did they implement it? In this lesson, students learn what nonviolence means, identify different nonviolent strategies that civil rights activists used, and explore why those strategies were so often successful.

Objectives

Students will be able to:

- understand the philosophy of nonviolence
- explain why civil rights activists in the 1950s and 1960s chose nonviolence as a way to attain equal rights
- identify and evaluate the efficacy of a variety of nonviolent strategies that civil rights activists used

Materials

- Handout: Six Principles of Nonviolence (*page 15*)
- Handout: SNCC Statement of Purpose (*page 16*)
- CORE Rules for Action (available at <http://crmvet.org/docs/corerules.pdf>)
- Workshops in Nonviolence—Why? (available at www.crmvet.org/docs/nv_core_workshop.pdf)

Activities**The Theory of Nonviolence**

1. This lesson focuses on nonviolence, which was at the heart of the modern civil rights movement. (*Note: Write the word “nonviolence” on the board.*) Brainstorm what you think it means to be nonviolent. List your ideas on the board.

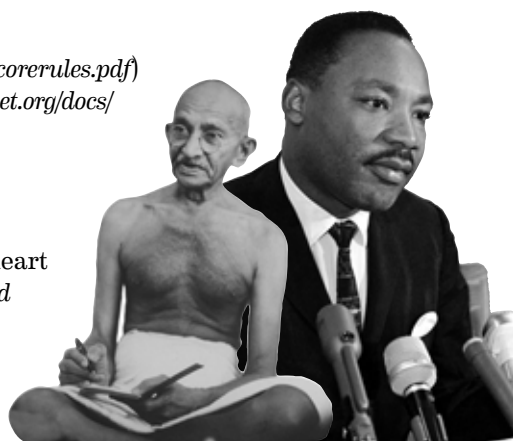
Essential Questions

What is nonviolence?

Why did many civil rights activists choose nonviolence as a way to pursue equal rights?

What nonviolent strategies did they use?

Why were nonviolent strategies often successful?



2. An important leader in the development of nonviolence as a political strategy was Mohandas Gandhi, who led India's successful nonviolent struggle for independence from Britain in the early 20th century. Martin Luther King, Jr. was greatly influenced by Gandhi's teachings; through Reverend King, nonviolence became a cornerstone of the movement for African-American equality in the mid-20th-century. Much of what you will learn about nonviolence in this lesson can be traced back to Gandhi.

Look at the handout "Six Principles of Nonviolence." (*Note: Randomly call on six students to read aloud the principles of nonviolence. You may want to draw from a deck of cards with a student's name on each card as a way to ensure that you choose students randomly.*) After students have read aloud the six principles of nonviolence, compare these six items to the list your class brainstormed, revising your class list as necessary.

Nonviolence in Action: Primary Sources

3. What did the theory of nonviolence look like when civil rights activists used it? To find out, you're going to read some primary source documents—that is, documents that were actually written during the civil rights movement. First you will look at the "SNCC [pronounced "Snick"] Statement of Purpose." The Student Nonviolent Coordinating Committee started in 1960, formed by students—both black and white—who had been involved in the lunch-counter sit-ins. Read the "SNCC Statement of Purpose" and answer the questions that follow. Doing so will help you understand what nonviolence meant to the members of SNCC, and why they believed it was the best way to create a more just society.

4. Then read "CORE Rules for Action." You can find the document at: <http://crmvet.org/docs/corerules.pdf>. CORE is the Congress on Racial Equality. It was founded in 1942 and became a key organizing force during the activism of the 1950s, '60s and beyond, and was firmly committed to nonviolence. After you read the CORE document, discuss with a partner what it adds to your understanding of nonviolence in the civil rights movement.

5. Finally, look at a third document. You can find it at: www.crmvet.org/docs/nv_core_workshop.pdf. This one is from CORE, too. Read "Workshops in Nonviolence—Why?" With your partner, discuss these questions: What is the purpose of this document? Why did CORE believe it was important to train people in nonviolence? What, if anything, surprises you about this document? Why?

Nonviolence in Action: Research and Application

6. What did those principles of nonviolence look like in practice? With your partner, join another pair to form a group of four. With your group, choose one of the following events from the civil rights movement: Montgomery Bus Boycott; integration of Little Rock Central High School in Little Rock; lunch-counter sit-ins; voter registration drives; Birmingham Children's March; 1963 March on Washington; march from Selma to Montgomery. Research your chosen event in sources you will find on the Resources list in the Introduction. After you have read about the event, copy the "Six Principles of Nonviolence" onto a piece of paper. With the members of your group, see how—or if—each principle was part of the action you have read about. Present

your findings to the class, with each group ending its presentation by assessing how much or how little the event demonstrated the six principles.

Nonviolence Today

7. Think about how nonviolence might be a way to approach injustice today. As a class, brainstorm some current examples of injustice. The problems might be in your own community—for example, maybe there are homeless people living on the street—or they might be larger-scale—for example, racial profiling by police or workplace discrimination faced by Muslim Americans. With the two other people you worked with on the “Six Principles” activity, choose one of the problems to focus on. Recall the different nonviolent strategies that were used during the civil rights movement. Which, if any, of these strategies might be useful for addressing the problem you’re looking at? Why do you think they would be useful? Which, if any, might not be so useful for addressing the problem? Why do you think they would not be useful? With your group, prepare a presentation for the class in which you assess how well nonviolence might work in dealing with a current problem. After all the groups have shared their presentations, discuss the following: How effective might nonviolence be in dealing with current problems?

Six Principles of Nonviolence

- 1** Nonviolence is not passive, but requires courage
- 2** Nonviolence seeks reconciliation, not defeat of an adversary
- 3** Nonviolent action is directed at eliminating evil, not destroying an evil-doer
- 4** A willingness to accept suffering for the cause, if necessary, but never to inflict it
- 5** A rejection of hatred, animosity or violence of the spirit, as well as refusal to commit physical violence
- 6** Faith that justice will prevail

Source: www.thekingcenter.org/ProgServices/Default.aspx

SNCC 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 Judaic-Christian traditions seeks a social order of justice permeated by love. Integrating of human endeavor represents the crucial first step towards such a society. SNCC believes that through nonviolence, courage displaces fear; love transforms hate. Acceptance dissipates prejudice; hope ends despair. Peace dominates war; faith reconciles doubt. Mutual regard cancels enmity. Justice for all overthrows injustice. The redemptive community supersedes systems of gross social immorality. SNCC is convinced that 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.

— EXCERPT FROM *This is SNCC*, 1960

According to the SNCC Statement of Purpose:

On what would a nonviolent social order rest?

How does integration relate to that social order?

What can nonviolence bring about?

How does nonviolence bring about those realities?

Source: http://mlk-kpp01.stanford.edu/primarydocuments/This_Is_SNCC.pdf

LESSON 3

Facing Resistance

Framework

Achieving full legal equality for African Americans took a hard-fought battle and a long time. Why? Groups with power rarely give it up easily. That was certainly the case among many whites in the South. Civil rights activists in the 1950s and 1960s risked their jobs, their homes, their safety and their lives to gain their rights. This lesson focuses specifically on those who lost their lives in the struggle. Students construct a matrix to identify patterns in the deadly violence that was committed against African Americans and civil rights activists in the South. Who were these too-often nameless individuals? Who killed them, and why? An extension activity provides opportunities to explore other kinds of resistance and retaliation that African Americans and civil rights activists faced.

Objectives

Students will be able to:

- identify people who gave their lives fighting to achieve equal rights
- recognize that, in addition to movement leaders, everyday people participated in and made sacrifices in the freedom struggle
- recognize patterns and generalize about violence against black Americans and civil rights activists

Materials

- Handout: Facing Violent Resistance to Change (*page 20*)
- Handout: 40 Martyrs Who Gave Their Lives for Civil Rights (*page 21*)
- Tape, paper

Activities

1. What do you already know about the obstacles that civil rights activists faced as they struggled to gain legal equality? For example, you probably know that Rosa Parks was arrested for refusing to give up her seat on a bus. Getting arrested was something people risked when they stood up for their rights. As a class, brainstorm more examples of what happened to civil rights activists as they worked for freedom. Then look at photos on the handout of some incidents during the struggle. Add these situations to your list of ways that some white Southerners—many of whom were law officers—resisted the movement for equal rights. In this lesson you will learn more about the resistance that civil rights activists faced and overcame in their struggle.

Essential Questions

Who opposed equal rights for African Americans? How did they express their opposition?

Why did people risk their lives to participate in the civil rights movement?

Who died in the struggle for African-American equality? Why is it important to know their names and their experiences?



2. Form a small group. (Note: Assign to groups some of the people from the “40 Martyrs” handout of people who gave their lives for civil rights. The number of people you assign will depend on how much time you have for the activity, but try to have at least 10 so students can see a pattern. At the front of the room, hang the four column titles in a header row. Put the titles high enough that there is plenty of room for students to post a few sample pages under them in columns.) With your group, read about the people you have been assigned. For each person, you will need two sheets of notebook-sized paper cut in half horizontally. (That will give you four pieces of paper for each person.) On one sheet, write the name of the person you read about. Use a marker so that people in their seats will be able to read what you write. On another, write that person’s race and age. On a third piece, write who killed them, and on a fourth page, write why they were killed. When you’re finished, use tape to hang your pages in the appropriate column on the matrix that the class is building.

3. Once all the groups have posted their information, have each group share the information it gathered. (Note: For all the activities that require you to call on students, use a technique to ensure all students are involved.) Now look at the matrix vertically—in columns—to make it easier to see patterns. One student will read aloud all the pages in the column titled “Their Race and Age.” With your group, answer these questions: What do you notice about the race and age of the people who were killed? Is there a pattern? Were most of them white or black? Were most young or old? Have each group share whatever pattern it discovered. (Note: As groups share their insights, make a chart that summarizes the patterns that they identify.) Follow the same procedure with the next two columns: “Who Killed Them” and “Why They Were Killed.”

4. Some of the people you have learned about were killed simply for being black. Others had chosen to act for equal rights knowing that they might be injured or killed. Why do you think some people willingly risked their lives? Write a statement that could be posted at a civil rights memorial in honor of the people you have learned about. Your memorial statement should include:

- summary statements about the people and why they were killed
- an explanation of why people were willing to risk their lives for civil rights
- a statement that explains how their sacrifices furthered the cause of civil rights
- a statement about why it is important to know their names and to remember their sacrifices

5. Struggles for equal rights continue. For example, in the United States today, LGBT people are working to gain legal equality. With your group, do a news search to find

Sample Matrix
The matrix helps reveal patterns of who was killed and why.

WHO WAS KILLED	THEIR RACE AND AGE	WHO KILLED THEM	WHY THEY WERE KILLED
THE REV. GEORGE LEE	BLACK AGE 52	WHITE LEADERS	FOR LEADING VOTER REGISTRATION DRIVE
EMMETT TILL	Black Age 14	J.W. Milam Roy Bryant	He spoke to a white woman
WHARLEST JACKSON	Black Age 38	Unidentified white men	Had been promoted to a white man's job
WILLIAM MOORE	White Age 36	Floyd Simpson	Marching against segregation

TEACHER COMPLETES THIS ROW AS EXAMPLE

out about their efforts and about resistance to those efforts. Using as a model the profiles of 40 people who gave their lives for civil rights, tell the story of one person who suffered simply because of his or her sexual orientation or because he or she was fighting for equal rights.

Extension Activity

Intimidation, threats and violence all contributed to keeping African Americans at second-class status. You have learned about those who died in the struggle for equal rights. But many took risks and suffered in other ways. As an extension activity, learn more about other forms of resistance and retaliation that African Americans faced. Start with these examples: Listen to Fannie Lou Hamer (www.nbclearn.com/_portal/site/learn/finishing-the-dream/1964-spotlights) talk about being evicted from her home because she registered to vote. Read about Massive Resistance (www.vahistorical.org/civilrights/massiveresistance.htm), a movement dedicated to closing public schools rather than implementing court-ordered integration. Look at photos (www.crmvet.org/images/imgstrug.htm), including a white man pouring acid into a swimming pool that black children had integrated. Find other examples of ways that whites tried to prevent African Americans from exercising their rights. Share the examples with the class.

SNAPSHOT

Facing Violent Resistance to Change

LESSON 3

HANDOUT

A Time for Justice



© CHARLES MOORE / BLACK STAR (FIREHOSES, DOGS); © BETTMANN/CORBIS (MARCH)



"Let It Fly"

That's how Cardell Gay remembered the day in 1963 when Birmingham, Ala. police turned fire hoses on young people who were protesting for their rights. Gay was 16 at the time. People like Gay risked their safety and their lives for equal rights.

40 Martyrs

Who Gave Their Lives for Civil Rights



MAY 7, 1955
The Rev. George Lee
killed for leading voter-registration drive, Belzoni, Miss.



AUGUST 13, 1955
Lamar Smith
Murdered for organizing black voters, Brookhaven, Miss.



AUGUST 28, 1955
Emmett Louis Till
Murdered for speaking to a white woman, Money, Miss.

OCTOBER 22, 1955
John Earl Reese
Slain by Nightriders opposed to school improvements, Mayflower, Texas



JANUARY 23, 1957
Willie Edwards Jr.
Killed by Klansmen, Montgomery, Ala.



APRIL 25, 1959
Mack Charles Parker
Taken from jail and lynched, Poplarville, Miss.



SEPTEMBER 25, 1961
Herbert Lee
Voter registration worker, killed by white legislator, Liberty, Miss.



APRIL 9, 1962
Cpl. Roman Duckworth Jr.
Taken from bus and killed by police, Taylorsville, Miss.



SEPTEMBER 30, 1962
Paul Guihard
European reporter killed during Ole Miss riot, Oxford, Miss.



APRIL 23, 1963
William Lewis Moore
Slain during one-man march against segregation, Attalla, Ala.



JUNE 12, 1963
Medgar Evers
Civil rights leader assassinated, Jackson, Miss.



SEPTEMBER 15, 1963
Addie Mae Collins, Denise McNair, Carole Robertson & Cynthia Wesley
Schoolgirls killed in bombing of Sixteenth Street Baptist Church, Birmingham, Ala.



SEPTEMBER 15, 1963
Virgil Lamar Ware
Youth killed during racist violence, Birmingham, Ala.



JANUARY 31, 1964
Louis Allen
Witness to murder of civil rights worker, assassinated, Liberty, Miss.



APRIL 7, 1964
Rev. Bruce Klunder
Killed protesting construction of segregated school, Cleveland, Ohio



MAY 2, 1964
Henry Hezekiah Dee & Charles Eddie Moore
Killed by Klansmen, Meadville, Miss.



JUNE 21, 1964
James Chaney, Andrew Goodman & Michael Schwerner
Civil rights workers abducted and slain by Klansmen, Philadelphia, Miss.



JULY 11, 1964
Lt. Col. Lemuel Penn
Killed by Klansmen while driving north, Colbert, Ga.



FEBRUARY 26, 1965
Jimmie Lee Jackson
Civil rights marcher killed by state trooper, Marion, Ala.



MARCH 11, 1965
Rev. James Reeb
March volunteer beaten to death, Selma, Ala.



MARCH 25, 1965
Viola Gregg Liuzzo
Killed by Klansmen while transporting marchers, Selma, Ala.



JUNE 2, 1965
Oneal Moore
Black deputy killed by Nightriders, Varnado, La.



JULY 18, 1965
Willie Brewster
Killed by Nightriders, Anniston, Ala.



AUGUST 20, 1965
Jonathan Daniels
Seminary student killed by deputy, Hayneville, Ala.



JANUARY 3, 1966
Samuel Younge Jr.
Student civil rights activist killed in dispute, Tuskegee, Ala.



JANUARY 10, 1966
Vernon Dahmer
Black community leader killed in Klan bombing, Hattiesburg, Miss.



JUNE 10, 1966
Ben Chester White
Killed by Klansmen, Natchez, Miss.

JULY 30, 1966
Clarence Triggs
Slain by Nightriders, Bogalusa, La.



FEBRUARY 27, 1967
Wharlest Jackson
Civil rights leader killed after promotion to "white" job, Natchez, Miss.



MAY 12, 1967
Benjamin Brown
Civil rights worker killed when police fired on protesters, Jackson, Miss.



FEBRUARY 8, 1968
Samuel Hammond, Delano Middleton & Henry Smith
Students killed when highway patrolmen fired on protesters, Orangeburg, S.C.



APRIL 4, 1968
Dr. Martin Luther King Jr.
Assassinated, Memphis, Tenn.

LESSON 4

Victories

Framework

The people who transformed the United States in the civil rights movement did so, for many years, nonviolently. Despite the violence they endured—violence sometimes committed by the very people who were supposed to enforce the laws that guaranteed equal rights for African Americans—they did not strike back with violence. In this lesson, students reflect on ways that the modern civil rights movement succeeded, and what made those successes possible.

Objectives

Students will be able to:

- analyze what made victories possible in the civil rights movement
- evaluate the successes of the mid-20th-century struggle for African-American equality

Materials

Poster: A Civil Rights Timeline (*included with the kit*)

Activities

1. The civil rights movement has been, in many ways, successful. The United States is far more integrated than it was at the end of World War II, and many more African Americans have been able to exercise their rights. For many years, the movement was nonviolent, despite the fact that those who resisted change often used violence to try to maintain segregation. Find the following key victories on the timeline:

- integrating buses in Montgomery, Alabama
- the Civil Rights Act of 1964
- the Voting Rights Act of 1965
- President Eisenhower ordering federal troops to enforce school desegregation
- the outlawing of poll taxes in federal elections

2. Depending on your interest, choose one of the victories listed above. (*Note: Encourage students to choose so that all five victories are addressed.*) Then form groups based on each victory (e.g., everyone who chose the Civil Rights Act of 1964 would form a group). With your group, work backwards from the victory, asking: What actions led to it? What factors contributed to making it happen? What resistance was overcome? How? What role did everyday people play? To find answers to these questions, use the timeline and the Resources list in the Introduction to help you.

Essential Questions

What are examples of the civil rights movement's victories?

What actions contributed to these victories?

How did everyday people help bring about change?

How have people since the civil rights movement used non-violence as a way to bring about change?



3. Make a graphic that shows the process that led to the victory your group is studying. When you're done, look closely at your graphic. What stands out to you? Why does it stand out? What would you say about the impact that everyday people can have in changing things?
4. Display the graphics in the classroom. (*Note: Choose one student in each group to be the group's spokesperson.*) Each group takes a turn sharing insights about what was most striking in its findings.

LESSON 5

The Work That Remains

Framework

The civil rights struggles of the past half-century have achieved some very visible successes—there are no more “Colored Only” signs, for example. But what about the less visible areas of life? In this lesson, you will look at data about education, employment and income to see whether African Americans have attained equality in these important areas and evaluate what remains to be done to create a truly just and equitable society.

Objectives

Students will be able to:

- read graphs to identify the ways that inequality persists
- analyze why inequalities continue today

Materials

- Handout: Education Data by Race (*page 26*)
- Handout: Ongoing Economic Inequality (*page 28*)
- Race, Wealth and Intergenerational Poverty (http://prospect.org/cs/articles?article=race_wealth_and_intergenerational_poverty)

Activities

1. To help make sense of the information you will be analyzing in this lesson, read Race, Wealth and Intergenerational Poverty. Either write answers to the following questions or discuss them with a partner. According to the article, how might historical inequalities affect current opportunities? For example, if someone had an inadequate education at a segregated school for black children, how might that affect how well his or her children do at school? Why might it have that effect? In a similar vein, if someone had a low-paying job because only low-paying jobs were available to African Americans, how might that affect his or her children’s job possibilities? As you continue with this lesson, keep in mind how the effects of racism affect subsequent generations.

2. Now look at “Education Data by Race.” It shows two graphs that will provide you with data that will help you think about both the successes of the civil rights movement and the work that remains to be done. Study the graphs and answer the questions on the handout. Then look at “Ongoing Economic Inequality” and answer the questions on that handout.

3. Put it all together by answering these questions: How has the modern civil rights movement succeeded? What inequalities remain? Why do you think those inequalities remain? Write your answer in the form of an essay or an (extended) email to a

Essential Questions

What inequalities continue to exist?

What work remains to be done in the effort to create a just and equitable society?

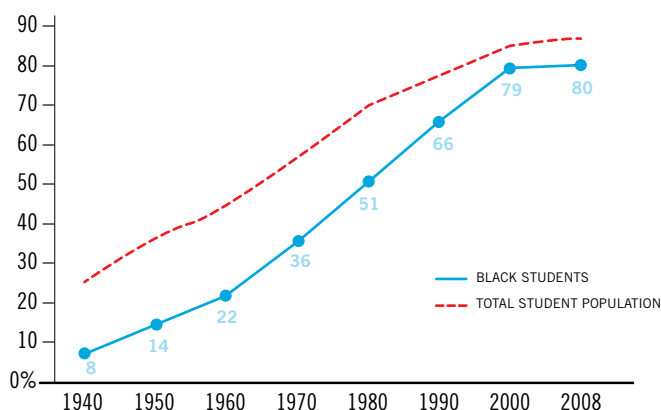
friend or family member who wants to know what you have been learning about the long-term effects of the civil rights movement.

4. What role can I play in making our society more just? Begin your reflections by writing a journal entry or discussing your thoughts with another student. Then come up with a plan for steps that you and your classmates can take to help create a more equitable situation in your school or community.

Education Data by Race

On the two graphs below, the horizontal axis shows the passage of time and the vertical axis shows percentages. In addition, each graph has two sets of data: one representing black Americans; the other representing all Americans (including blacks). Use the key to understand the graphs, examine the data and answer the questions that follow.

High School Graduation Rates



Source: U.S. Census Bureau, 2008 American Community Survey

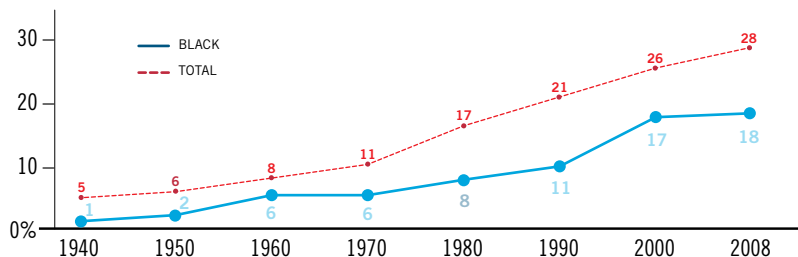
1. How did high-school graduation rates change for the entire U.S. population between 1940 and 2008?

2. How did high-school graduation rates among black Americans change during those years?

3. Based on the data in the graph, what can you infer about high-school graduation rates among white Americans?

4. What do you think might account for the differences in high-school graduation rates between black Americans and white Americans? To answer the question, think about what you read about the intergenerational effects of racism.

Graduates with Bachelor's Degree



Source: U.S. Census Bureau, 2008 American Community Survey

1. How did the percentage of college graduates in the American population change in the years between 1940 and 2008?

2. How does that compare to changes in the percentage of African-American college graduates during the same time period?

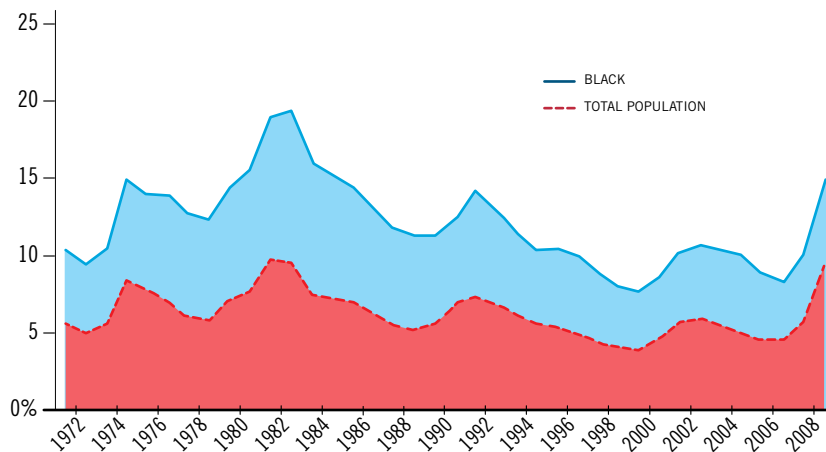
3. Based on the data in the graph, what can you infer about the percentage of white Americans with a college degree?

4. What do you think might account for the differences in percentages of black Americans and white Americans with college degrees? To answer the question, think about what you read about the intergenerational effects of racism.

Ongoing Economic Inequality

Unemployment Rate

16 years old and over



Source: U.S. Bureau of Labor Statistics
www.bls.gov/spotlight/2010/african_american_history/

1. Reading the Graph:

What does the horizontal axis show? _____

What does the vertical axis show? _____

What do the red and blue areas show? _____

What line is implied but not shown? Where would it fall on the graph?

2. What does the graph show about unemployment among African Americans compared to unemployment in the total population? What can you infer about unemployment among whites?

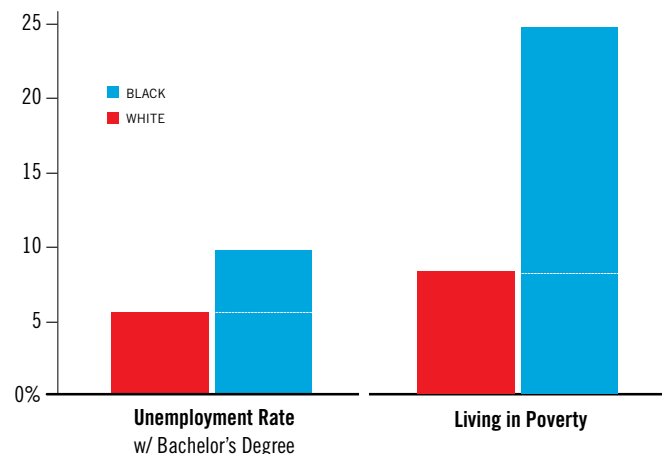
3. What do you think might account for the difference between the two groups?

4. Think about the ways the civil rights movement succeeded—in ending legal segregation of public facilities, in integrating public schools, in securing voting rights for African Americans. What do all these changes have in common?

5. Many actions taken by civil rights activists directly addressed specific problems. For example, sit-ins directly challenged segregation at lunch counters, just as Freedom Riders directly challenged segregation on interstate buses. Why do you think that there was no action that directly targeted unemployment rates?

6. To continue with the ongoing work of creating an equitable society, how would you address that difference today?

Economic Data By Race



Source: Economic Policy Institute, 2011; U.S. Census, 2007

1. What do the two bars on the left show? The two bar graphs on the left (Unemployment Rate—w/ Bachelor's Degree) show different information than the line graphs about unemployment that you looked at before. How are they different?

2. What do the bar graphs show about the percentage of people with college degrees who are unemployed?

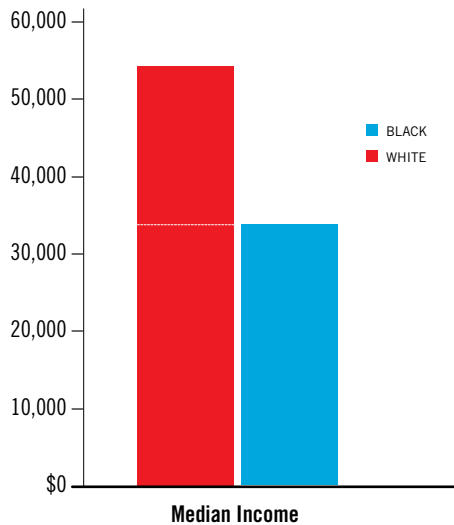
3. As you did with the overall unemployment rate among blacks and whites, think about why there is a difference in the unemployment rate of white people with college degrees and black people with college degrees. Why do you think the civil rights movement did not directly address this discrepancy?

4. What would you suggest doing now to create equity in unemployment rates?

5. Based on what you have read about how the effects of racism can be felt across generations, how do you think this discrepancy might affect the next generation of African Americans?

6. Look at the two bars on the right called “Percent Living in Poverty.” What do the bars show? Read *Race, Wealth, and Intergenerational Poverty* (http://prospect.org/cs/articles?article=race_wealth_and_intergenerational_poverty) What do you think are the causes of the inequality that the data shows?

Median Income Per Family by Race



Source: U.S. Census 2007

7. Finally, look at the graph “Median Income Per Family by Race.” What does it show? What does this data suggest to you about the successes of the civil rights movement? If this situation continues, what would you predict would happen to the next generation of wage earners? What does the data suggest still remains to be done?

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“If not us, then who?
If not now, then when?”

— John Lewis



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