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[Student Portfolio](#)

[Content Slides](#)

[Student Handout](#)

[Reading Tips](#)



# *The Civil Rights Movement* **Freedom Summer**

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"Navigation Panels." Select "Bookmarks."



# *The Civil Rights Movement* **Freedom Summer**

**by Margit E. McGuire, Ph.D.**

Professor of Teacher Education, Seattle University

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A special thanks to Rita Bender, widow of Michael Schwerner, for her review of the curriculum.

—Margit E. McGuire

## Class Test Sites

### Seattle, Washington

- Maryamu Eltayeb-Givens
- Anita Morales
- Susan Rome
- Paula Wittman
- Beth Brunton

### Edmonds, Washington

- Alexandra Miletta
- Bob Shepard

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|                                           |           |
|-------------------------------------------|-----------|
| <b>About Storypath</b>                    | <b>2</b>  |
| <b>Episode 1</b> The Civil Rights Workers | <b>15</b> |
| <b>Episode 2</b> Preparing for the Trip   | <b>21</b> |
| <b>Episode 3</b> Civil Rights Lessons     | <b>26</b> |
| <b>Episode 4</b> Service Refused          | <b>30</b> |
| <b>Episode 5</b> Stay or Leave            | <b>34</b> |
| <b>Episode 6</b> The Freedom School       | <b>38</b> |
| <b>Episode 7</b> The Farewell             | <b>44</b> |
| <b>Teaching Masters</b>                   | <b>50</b> |
| <b>Assessment</b>                         |           |
| Unit Questions for Review                 | <b>59</b> |
| Synthesis Activities                      | <b>60</b> |
| Extending Students' Experiences           | <b>63</b> |
| Background Information                    | <b>65</b> |
| Objectives Overview                       | <b>68</b> |
| How to Conduct Reading Mini-Lessons       | <b>72</b> |
| Additional Resources                      | <b>73</b> |

# ABOUT STORYPATH

## THE STORYPATH STRATEGY

Storypath offers both a structure for organizing the social studies curriculum and an instructional strategy for teaching. The structure is a familiar one: the story. The strategy is grounded in a belief that children learn best when they are active participants in their own learning, and places students' own efforts to understand at the center of the educational enterprise. Together, the structure and the teaching strategy ensure that students feel strongly motivated and have meaningful and memorable learning experiences.

Originally developed in Scotland during the 1960s, Storypath draws support from decades of experience with teachers and students. The approach has its roots in these beliefs about children and learning:

- The world is complex and presents many layers of information. Children know a good deal about how the world works and have a reservoir of knowledge that is often untapped in the classroom.
- When children build on that knowledge through activities such as questioning and researching, new understandings are acquired. Because children construct their own knowledge and understanding of their world, their learning is more meaningful and memorable.
- Problem solving is a natural and powerful human endeavor. When children are engaged in problem-solving, they take ownership for their learning.
- The story form integrates content and skills from many disciplines and provides a context for children to gain a deeper, more complex understanding of major concepts.

## AN INQUIRY APPROACH

Questioning, by both teacher and students, is a key component of Storypath. Through the story structure and the discourse it creates, the teacher guides students in their search for meaning and understanding as they acquire new knowledge and skills. Your questions, and the discussions they engender, cause students to:

- ask their own questions and think critically about what they know;
- use their prior knowledge to make sense of new information;
- connect personally to important social studies concepts.

The story structure and inquiry guided by unit goals provide the framework for students to integrate skills and complex content through problems they encounter. As they do so, their understanding of important concepts is extended and key connections are made.

## THE STORY STRUCTURE

For thousands of years, stories have helped us create order and make connections between events. Storypath's narrative structure helps students understand concepts that they often find difficult to comprehend in the traditional social studies curriculum. Each Storypath unit centers on a unique and engaging story that provides a concrete context for understanding the social science content. This story may be based on actual historical events, as developed in *Struggle for Independence*. Or the story might instead be based on typical community or business structures, as developed in *Families in Their Neighborhoods* or in *Understanding the Marketplace*. From all of these structures, students develop a meaningful context for developing understanding of the topic.

### Typical structure of a Storypath unit

#### CREATING THE SETTING

Students create the setting by completing a frieze or mural of the place.

#### CREATING THE CHARACTERS

Students create characters for the story whose roles they will play during subsequent episodes.

#### BUILDING CONTEXT

Students are involved in activities such as reading, writing, and research to stimulate them to think more deeply about the people and the place they have created.

#### CRITICAL INCIDENTS

Characters confront problems typical of those faced by people of that time and place.

#### CONCLUDING EVENT

Students plan and participate in an activity that brings closure to the story.



# USING THE COMPONENTS

## TEACHER'S HANDBOOK

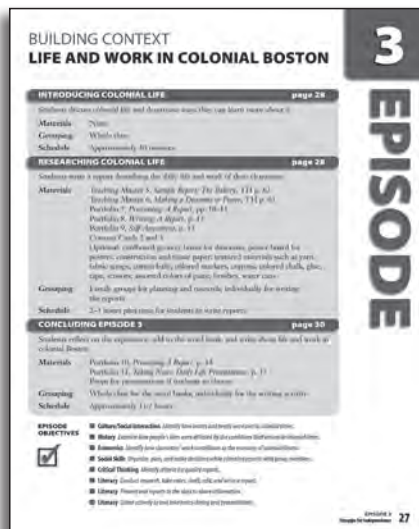
Each Storypath unit includes a Teacher's Handbook, which is designed to be flexible and easy to use.

### Episode Planning Guides

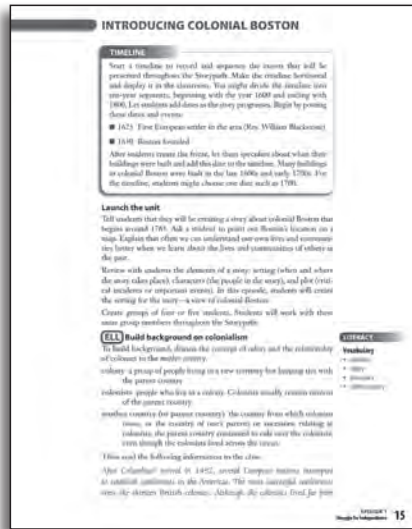
Each episode opens with an overview of the instructional plan and materials needed.

### Teaching Notes

Each Handbook contains detailed support for instruction.



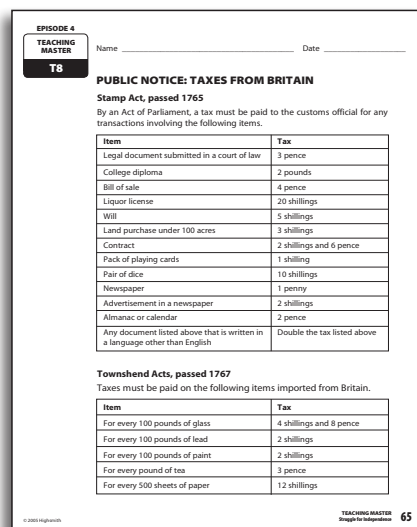
from the *Struggle for Independence* unit



from the *Struggle for Independence* unit

## Teaching Masters

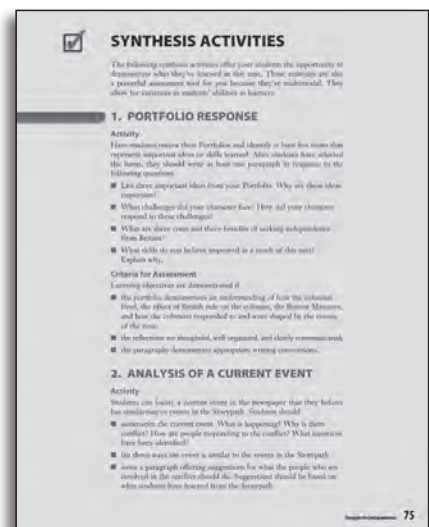
Masters provide nonfiction content, writing models, or other information specific to the unit's content. These Masters can be copied for students, displayed in the classroom, or made into transparencies, depending on your teaching needs.



from the *Struggle for Independence* unit

## Assessment

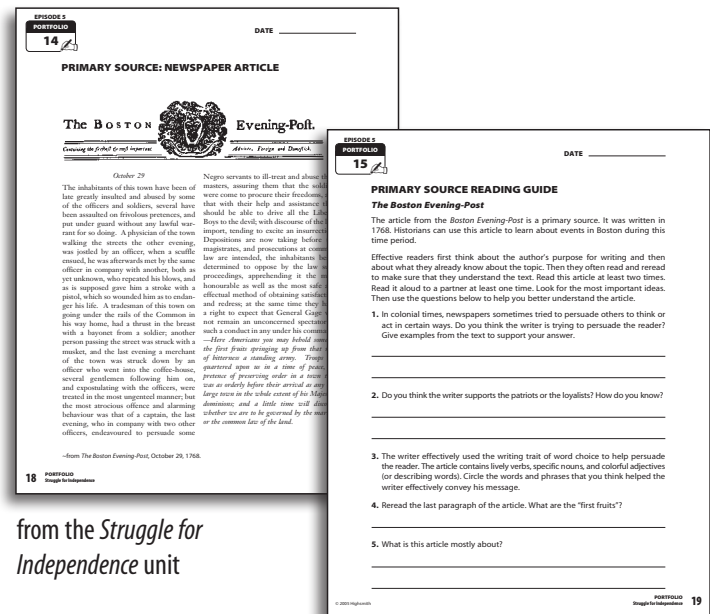
Each Handbook contains strategies for assessing learning throughout the unit, as well as unit questions for review and synthesis activities.



from the *Struggle for Independence* unit

## STUDENT PORTFOLIO

Students use the Portfolio to read, write, conduct research, and complete other activities crucial to the specific Storypath unit. The Portfolio helps students manage their work throughout the unit. And when completed, the Portfolio becomes an authentic assessment tool.



from the *Struggle for Independence* unit



from the *Struggle for Independence* unit

## CONTENT SLIDE SETS & HANDOUTS

Each unit includes sets of Content Slides and Handouts that offer flexibility in how they are used to support student learning. The number of sets varies from unit to unit. The slides and handouts in each set provide focused non-fiction content and can be used for independent, paired, or small group reading.

Students use the slides to build context and deepen their understanding of the unit's content. You can use the slides as most appropriate to your situation along with the handouts. For those with laptops, display the appropriate slides for student reading and discussion or reproduce the slides as needed for each episode for individuals, pairs or small groups. The handouts may also be used without the slides.

In the overview of each episode, slide sets needed are listed and specific suggestions are provided for how to use the slides as you proceed through the episode. Best practice is for the slide to be available to the students either on a laptop in front of them or in hard copy. Then the teacher can use a large screen to display and support discussion related to the slide. A "reading tips" chart in PDF format (located on the CD) provides quick reminders of key reading strategies. Reproduce "reading tips" for each student or group.

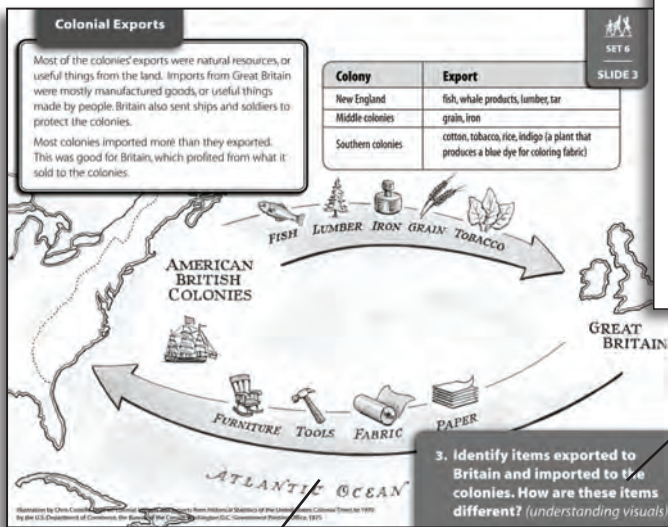
Note that the slides and handouts are conveniently available in a printable format on the CD.

# LITERACY AND STORYPATH

With the Storypath strategy, students deepen their understanding of major social studies concepts. Storypath provides literacy support to help students access and make sense of the social studies content. Students apply literacy skills such as reading comprehension, prewriting and writing skills, speaking and listening skills, and vocabulary development.

## Reading

Content Slide Sets and Handouts present opportunities for students to engage in focused content reading. Students can use the slides and handouts to engage in shared reading or listen as a teacher or another student reads.



**Student Handout**

**SET 1**

**Slide 2**

**British Colonies in North America, 1765**

The British colonies were divided into three regions.

- New England:** Massachusetts, Rhode Island, Connecticut, and New Hampshire
- Middle Colonies:** New York, New Jersey, Pennsylvania, and Delaware
- Southern Colonies:** Maryland, Virginia, the Carolinas, and Georgia

**Slide 3**

**Colonial Government**

In 1705, British citizens had the right to elect the people who governed them. British citizens living in England voted for members of Parliament, who passed laws for all of Great Britain. In the colonies, British citizens voted for an assembly. The assembly made laws, raised money through taxes, and decided how that money should be spent. Most colonies also had a governor who was appointed by the king of Great Britain. The governor's job was to make sure the colonies followed British laws. The governor could veto, or strike down, an assembly's law if it went against a British law.

In order to vote for the assembly, a colonist had to be a white male Christian who owned property. Because it was relatively easy to own land in the colonies, voting was more widespread than it was under other governments. However, Jews, slaves, free African Americans, Native Americans, and all women were barred from voting.

**CONTENT HANDOUT**  
The Struggle for Independence 3

## Comprehension

Questions in each Content Slide Set help students focus on important content. Questions are labeled with suggested reading strategies.

## Visual Literacy

Each unit offers numerous opportunities to evaluate and respond to visuals such as photographs, maps, diagrams, and illustrations.

## Reading Tips

For easy reference, Reading Tips for using the reading strategies are included on the CD.

| Struggle for Independence     |                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading Tips                  |                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Reading Strategy              | When do I use the strategy?                                                                                      | How do I use it?                                                                                                                                                                                                                                                                                                                                                                                                   |
| Main idea/ supporting details | Use it to find the big idea, and then identify the facts and details that support it.                            | <ol style="list-style-type: none"> <li>1. Think about what you want to know and what you already know.</li> <li>2. Read the text and think: "What is the 'big idea' here?"</li> <li>3. Look for information that is important to the big idea. Some facts are interesting but not important.</li> <li>4. The details you find may cause you to change your big idea.</li> </ol>                                    |
| Comparing and contrasting     | Use it to find information that tells you how two or more ideas are alike and different.                         | <ol style="list-style-type: none"> <li>1. Think about what you want to know.</li> <li>2. Choose two events or ideas to compare and contrast.</li> <li>3. List important information about one event or idea.</li> <li>4. For each item on the list, look for information about how the other idea is the same or different.</li> <li>5. Look for clue words such as "similarly," "also," and "however."</li> </ol> |
| Making inferences             | Use it to understand information not stated directly in the text, or to "read between the lines."                | <ol style="list-style-type: none"> <li>1. Think about what you want to know and what you already know.</li> <li>2. Look for clues in the text that give you new information.</li> <li>3. Compare this new information with what you already know to figure out what the author is saying.</li> </ol>                                                                                                               |
| Connecting                    | Use it to understand new information by connecting it with what you already know.                                | <ol style="list-style-type: none"> <li>1. Think about what new information you want to remember.</li> <li>2. Think about what you already know.</li> <li>3. Look for connections between the new information and what you already know from experience or reading.</li> <li>4. These connections will help you remember the new information.</li> </ol>                                                            |
| Scanning                      | Use it to quickly find the specific information you need.                                                        | <ol style="list-style-type: none"> <li>1. Think about what information you need to find.</li> <li>2. Move your eyes over the page looking for subheadings, italicized or bold print words, and key ideas.</li> <li>3. When you find what you're looking for, slow down and read carefully.</li> </ol>                                                                                                              |
| Understanding visuals         | Use it to find information presented in visual form, such as maps, graphs, photographs, diagrams, and timelines. | <ol style="list-style-type: none"> <li>1. Think about what you want to know and what you already know.</li> <li>2. Look for information that explains the visual. For example, look at labels, captions, axes, or map keys.</li> <li>3. Search for the specific information you want.</li> <li>4. Put the information into words to help you understand the visual.</li> </ol>                                     |

from the *Struggle for Independence* unit



Throughout each unit, students complete writing activities to prompt thinking as well as to demonstrate what they have learned.

from the *Struggle for Independence* unit

In each unit, students are exposed to specialized vocabulary for speaking and writing. Students create word banks in their Portfolio by recording content words.

from the *Struggle for Independence* unit

Students refine these skills by presenting ideas to the class and resolving issues through discussion and collaboration.

from the *Struggle for Independence* unit

Use the Reading Mini-Lesson Framework on p. 74 of the Teacher's Handbook to conduct reading mini-lessons.

from the *Struggle for Independence* unit

# ENGLISH LANGUAGE LEARNERS AND STORYPATH

English Language Learners, or ELL, is a term that applies to students whose primary language is not English. These students are in the process of acquiring English as a way to communicate ideas and gain content knowledge. They don't yet have the tools at their fingertips that native English speakers have that allow them to easily navigate classroom activities and contribute to classroom experiences. ELL students don't lack ability; they just don't know the language.

As ELL students gain experience in an English-speaking classroom, their abilities and comfort level increase. But remember that regardless of the progress made by ELL students, new material will revert them back to beginner status simply because they do not have the same background knowledge that a student who was born here does. There are some very basic things the teacher can do to make the classroom a place of learning for ELL students. For example, text-rich activities, without visuals, should be avoided. Visually rich activities should be commonly used, and the senses should be engaged whenever possible. Music and kinesthetic activities, such as role-playing, are excellent tools for ELL students.

**Activate prior knowledge.** English language learners are similar to native English speakers in the most fundamental ways: they possess a great deal of prior knowledge, and are excited about sharing that knowledge. To provide scaffolding, preteach new vocabulary and introduce concepts with visuals that relate to the subject matter. When studying another time period, it is important to connect concepts to both the present and the past.

**Allow extra time for small group work.** ELL students will benefit from working with partners and small groups. These situations allow students more opportunities to contribute to conversations and complete tasks. In small groups, assign ELL students a specific task to complete, and allow them extra time to complete this task if needed. When you do have whole class discussions, you might have ELL students follow this discussion by working with a partner to recap the important ideas or the assignment.

**Model tasks and thought processes.** Modeling makes tasks and thinking processes more concrete. For example, if students are expected to write a short poem, model the process of writing a poem. Then have them refer to the model poem as they write their own.

**Develop vocabulary.** Vocabulary development is key to comprehension, so preteach vocabulary whenever possible. Use illustrated word banks and vocabulary exercises that encourage interaction with words. For example, students can write the word and draw an illustration of each word in the word bank and then verbally explain how the word relates to the big ideas in the unit.

**Allow use of the native language.** For students who possess few English words, allow them to complete writing activities in their native language. As they learn more English, they will begin to incorporate English into their written and oral language. This validates the students' native language and their prior knowledge, and also helps bridge the gap on their way to learning—and using—their new language.

**Encourage involvement in class discussions.** English language learners will likely be reluctant to contribute to whole group discussions, so encourage them to contribute in a way that is comfortable for them—words, phrases, simple sentences. Make sure the classroom is a safe and supportive environment.

**Modify assignments and assessments.** Students can use many different modes to communicate their understanding of unit concepts. Illustrating, cutting and pasting vocabulary activities, using graphic organizers such as timelines, and completing sentence stems are all excellent and valid methods for responding to content. ELL students should also work on and present material with a partner or in small groups whenever possible. In these situations, you will gain a more valid assessment of what ELL students have learned.

Additionally, at the beginning of the school year and anytime new material is introduced, limit the number and complexity of the activities you assign. Allow students to use methods other than writing to respond to information.



Look for this icon throughout this Teacher's Handbook. This icon indicates that an activity is particularly appropriate for English Language Learners.



# ASSESSMENT

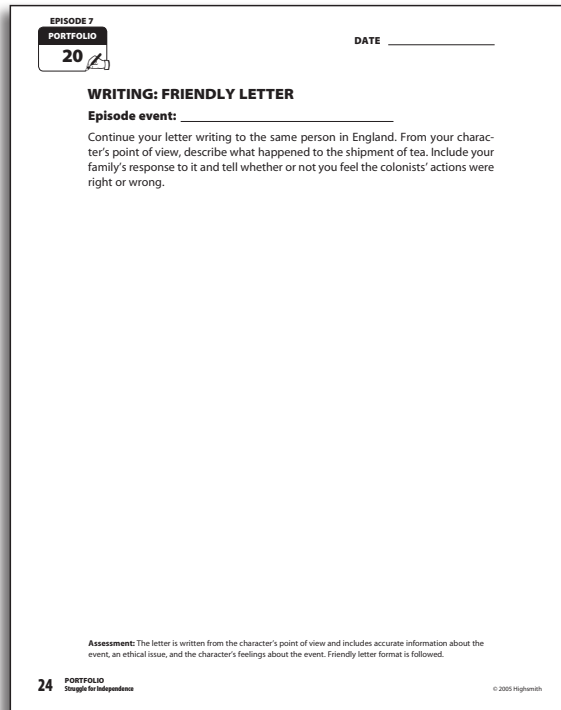
Each Storypath unit offers a range of options for assessing student learning.

## Portfolio Assessment

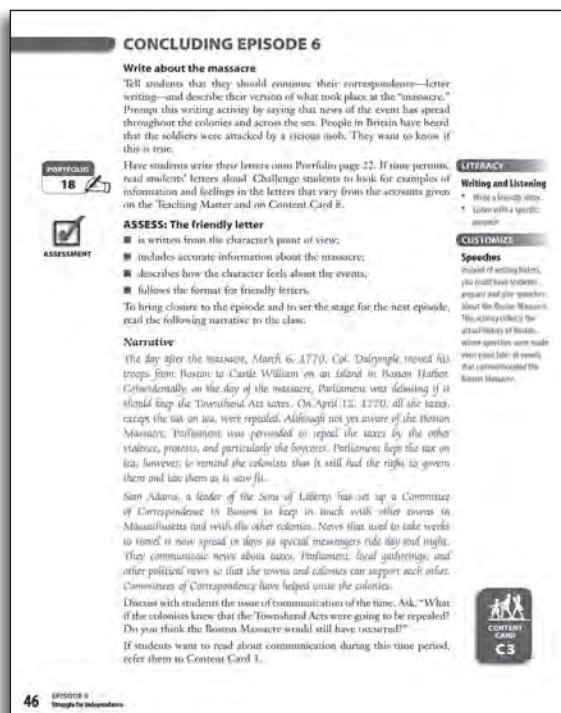
The Student Portfolio provides ongoing assessment of student understanding of unit objectives through writing and other response activities.

## During Each Episode

Assessment suggestions are included throughout the Teacher's Handbook and align with the Student Portfolio. Complex thinking and problem-solving abilities are assessed as students role-play and respond to critical events throughout the unit.



from the *Struggle for Independence* unit



from the *Struggle for Independence* unit

## Self-Assessment

Students have opportunities to assess their own work, such as writing and oral presentations. There are also opportunities for student reflection at the end of each episode.

**EPISODE 3**  
**PORTFOLIO**  
**9**

DATE \_\_\_\_\_

**SELF-ASSESSMENT**

**Report on Daily Life**

Use the rubric below to evaluate your report. The first column describes expectations for the assignment.

Rate yourself by putting a number in the second column.

1 = missed the mark; needs lots of work  
 2 = on target; met the basic requirements of the assignment  
 3 = outstanding work; went beyond expectations

In the last column explain why you assigned that number for that criterion.

**Ideas and Content**

| Criteria for assessment                                                                         | Rating | Explanation for rating |
|-------------------------------------------------------------------------------------------------|--------|------------------------|
| The content is accurate and realistic to the family created.                                    |        |                        |
| The description of daily life is focused and includes relevant details.                         |        |                        |
| The relationship to Britain is included.                                                        |        |                        |
| Clear descriptions are included about tasks and tools/materials.                                |        |                        |
| The writing is insightful. The reader can picture daily life because of the vivid descriptions. |        |                        |

**Organization**

| Criteria for assessment                                               | Rating | Explanation for rating |
|-----------------------------------------------------------------------|--------|------------------------|
| The introduction is inviting and a satisfying conclusion is provided. |        |                        |
| The sequence is logical and effective.                                |        |                        |
| The descriptions flow from one event to the other.                    |        |                        |

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**PORTFOLIO**  
**Struggle for Independence**  
**13**

from the *Struggle for Independence* unit

## Social Skills

A social skills master is provided to support student self-assessment and can be used at the teacher's discretion whenever students need to reflect and build on such skills.

**TEACHING MASTER**  
**T15**

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

**SELF-ASSESSMENT: SOCIAL SKILLS**

Social skills are an important part of belonging to a community. Use this chart to keep track of how well you work with others during this unit.

**Episode:** \_\_\_\_\_

Describe the group situation or event: \_\_\_\_\_

| Criteria                             | I need to work on this. | I do this some of the time. | I do this most or all of the time. |
|--------------------------------------|-------------------------|-----------------------------|------------------------------------|
| I respectfully listened to others.   |                         |                             |                                    |
| I contributed actively to the group. |                         |                             |                                    |
| I encouraged others to participate.  |                         |                             |                                    |
| I suggested solutions to problems.   |                         |                             |                                    |
| I did my fair share of work.         |                         |                             |                                    |

One thing our group did well together: \_\_\_\_\_

One thing our group needs work on: \_\_\_\_\_

One thing I really did well: \_\_\_\_\_

One thing I could do better: \_\_\_\_\_

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**TEACHING MASTER**  
**Struggle for Independence**  
**73**

from the *Struggle for Independence* unit

## End of the Unit

At the conclusion of the unit, synthesizing questions reinforce unit objectives. Optional synthesis activities are included to guide students to apply what they've learned. Each synthesis activity includes criteria for assessment—you decide how best to use these options.

**UNIT QUESTIONS FOR REVIEW**

**DISCUSSING COLONIAL BOSTON AND THE STRUGGLE FOR INDEPENDENCE**  
 Lead a discussion that reinforces the concepts and generalizations taught throughout this unit. The following questions encourage a discussion of major concepts. Include questions about any problem-solving scenarios you've added to the unit.  
 1 How was living in colonial Boston similar to living in a city today?  
 How are they different?  
 2 How did people communicate over long distances? How did this affect the relationship between the colonies and Britain?  
 3 What were some major concerns of people living in colonial Boston? concerns of the British government?  
 4 If you had lived at that time, what would you have thought of the "Sons of Liberty"? Would you have been a friend of Sam Adams? Explain.  
 5 Why do people resort to vigilantism? What are some other ways people can take action and make their voices known?  
 6 How would you describe the way the British government handled events during this time period?  
 7 Could the colonists have remained loyal but still have aimed for change?  
 8 If Britain had never turned the colonies, do you think the colonies would have still become an independent nation? Explain.  
 9 What do people look for in a government? Why were the colonists dissatisfied with their government?

**REFLECTING ON COLONIAL BOSTON AND THE STRUGGLE FOR INDEPENDENCE**

Students need time to reflect on their experiences and their progress through this unit. Have them respond to questions like these:  
 1 What have I learned about colonial Boston and the events that led to independence?  
 2 What was the most surprising thing I learned?  
 3 What is the best work I did? Why was it good?  
 4 What work could I have done better? How could I have done it better?  
 5 What did I like most about working with others? What did I like least?

74

**Struggle for Independence**

from the *Struggle for Independence* unit

**SYNTHESIS ACTIVITIES**

The following synthesis activities offer your students the opportunity to demonstrate what they've learned in this unit. These activities are also a powerful assessment tool for you because they're multidisciplinary. They allow for students to combine abilities as learners.

**1. PORTFOLIO RESPONSE**

**Activity**

Have students review their Portfolios and identify at least five items that represent important ideas or skills learned. After students have selected the items, they should write at least one paragraph in response to the following questions.

- 1 List three important ideas from your Portfolio. Why are these ideas important?
- 2 What challenges did you encounter? How did you overcome or respond to these challenges?
- 3 What are three good and three bad things of seeking independence from Britain?
- 4 What skills do you believe improved as a result of this unit? Explain why.

**Criteria for Assessment**

Learning objectives are demonstrated if

- 1 the portfolio demonstrates an understanding of how the colonists lived, the effect of British rule on the colonies, the Boston Massacre, and how the colonies responded to and were shaped by the events of the time;
- 2 the reflections are thoughtful, well organized, and clearly communicated;
- 3 the paragraphs demonstrate appropriate writing conventions.

**2. ANALYSIS OF A CURRENT EVENT**

**Activity**

Students can focus a current event in the newspaper that they believe has similarities to events in the Storypaths. Students should

- 1 summarize the current event. What is happening? Why is there conflict? How are people responding to the conflict? What resources have been identified?
- 2 list three ways the event is similar to the events in the Storypaths.
- 3 write a paragraph offering suggestions for what the people who are involved in the conflict should do. Suggestions should be based on what students have learned from the Storypaths.

75

**Struggle for Independence**

from the *Struggle for Independence* unit

# PLANNING THE UNIT

## THE CIVIL RIGHTS MOVEMENT: FREEDOM SUMMER

### MAKE KEY DECISIONS

**Prepare for the topic.** The purpose of this unit is to build understanding of the Civil Rights Movement and to deepen students' understanding of justice and equality and the freedoms, rights, and responsibilities guaranteed in the U.S. Constitution. Developing empathy for others is essential to a civil society. The attitudes and values that are explored in this unit can be sensitive and in conflict with family and community views. A safe and supportive environment that fosters an exploration of racism and prejudice meaningfully is important for this unit. Suggestions are provided in the first episode for establishing or revisiting classroom climate, respecting alternative viewpoints, and actively listening to each other's ideas. The unit takes three to four weeks.

**Create a Time Line.** In this unit you can make a class timeline to keep track of important civil rights events and dates. Plan wall space for the timeline. You may want to add events that take place before or after those in the *Storypath*. Use the content slide sets as a starting point. In this way, a context is provided for understanding this time period and its relationship to other events.

**Plan Space for the *Storypath*.** You will need ample wall space for displaying the student artifacts, characters, and timeline. If you are doing this *Storypath* with more than one class, foldable display charts are useful.

**Plan for Interviews.** In Episode 1, students interview an older family member or friend about life in the early 1960s. You may want to have students do this before the unit begins to provide adequate time for students to conduct the interviews.

**Arrange for Role-plays.** In Episode 1 you may want to invite another adult to give the speech that introduces the unit. Again in Episode 4, arrange for an adult to play the role of restaurant owner—you could also play this role. The Teaching Master 8, *Refusing Service*, describes how this role should be presented. In Episode 6, as an optional activity, you can invite adults to play the role of protesters and then change roles to play community members. The teacher can play these roles as well.

**Discuss the Use of Language.** In this *Storypath* “Black” and “Negro” are used because those were the terms of the time period. Be sure to explain why these terms are used in this *Storypath* before beginning the unit.

**Use Primary Documents.** There are many primary documents available with video footage and first person accounts. One of the best websites is the Civil Rights Movement Veterans ([www.crmvet.org](http://www.crmvet.org)). See Additional Resources for more information.

**Weave in Historical Information.** Throughout the unit students will be guided by key questions that you will ask as the *Storypath* develops. Students will also read and conduct research using materials such as the Content Slide Sets, primary sources in the Portfolio and at the end of the Teacher's Handbook, and outside resources such as fiction and nonfiction trade books. This nonfiction content will be used to move



the unit forward. It may be tempting to simply tell students what they need to know; if you follow this path, problem solving and critical thinking are greatly reduced and the power of this approach is jeopardized.

**Create a Learning Community.** An open and supportive atmosphere is essential for students to engage in the discourse that is basic to the learning process of the *Storypath* approach. Students should understand the value of reflective discussions and the importance of collaborative work to deepen their understanding of complex ideas. Consequently, students should be expected to listen and respond thoughtfully and respectfully to one another's ideas.

## CUSTOMIZE THE UNIT

**Adapt the Unit.** There will likely be many times in this unit when you will want to modify the curriculum to suit your own needs and follow the logical progression of the story. Alternate activities or special arrangements are suggested at various points during the unit to assist you in adapting it to meet your unique curriculum goals. Frequently, students will provide an unanticipated twist to the *Storypath*, or important learning opportunities will arise. The *Storypath* allows for the accommodation of those circumstances.

Sometimes students will role-play the characters in the story to understand a particular viewpoint. At other times students will reflect on the events of this unit out of role so that situations can be examined and understood objectively. These are opportune times to help students connect their own experiences and current events to deepen their understanding of these historical events.

**Address Your Goals.** You may decide to adapt the setting or the events of the time of this unit. For example, other critical incidents could easily be substituted or added depending on your specific curriculum goals. Or, you can set the *Storypath* in your community if it has special significance for these historical events.

**Connect to Other Storypaths.** Several American history *Storypath* units can complement *Freedom Summer*. *The Early Northwest Coast People* examines the culture of and historical events faced by native people as they encountered traders and settlers. *A Nation Divided* focuses on the Civil War. You can select several *Storypath* units for the year so that students can examine in depth themes of historical significance.

## INVOLVE OTHERS

**Involve Families.** Family members may have special knowledge about this time and/or place. Family stories, letters, or photographs can add a personal dimension to this unit of study. Invite them to share what they know. Timing is everything. Sharing the personal stories is most effective when the *Storypath* is well underway or when those documents are pertinent to a particular event.

**Involve the Community.** There may be people in your community who can serve as guest speakers or there may be special exhibits about the Civil Rights Movement. In January when Martin Luther King, Jr.'s birthday is observed, there may be local

events that students can attend. Plan for these events to coincide with the *Storypath* so students can meaningfully participate in them. Guest speakers and field trips should occur at the end of the unit when students can knowledgeably compare and contrast their own experience to the new information making for a more powerful and memorable learning experience.

# CREATING THE CHARACTERS

## CIVIL RIGHTS WORKERS

# 1

# EPISODE

### INTRODUCING THE STORY AND THE CHARACTERS

page 16

Students are introduced to the *Storypath* and then listen to a speech inviting them to volunteer to register Negroes to vote in Mississippi.

**Materials** Content Slide Set 1, *Life in the 1960s*  
Teaching Master 1, *Flyer: Civil Rights Meeting Tonight!*, TH p. 50  
Teaching Master 2, *A Call to Action: Civil Rights for All*, TH p. 51  
Teaching Master 3, *Mississippi Summer Project Brochure*, TH pp. 52–54  
Portfolio 1, *Read for Information*, p. 4  
Portfolio 2, *Interview*, pp. 5–6

**Grouping** Whole class

**Schedule** Approximately 45 minutes

### CREATING THE CIVIL RIGHTS WORKERS

page 18

Students create civil rights workers and their biographies.

**Materials** Content Slide Set 1  
Portfolio 3, *Make a Character*, p. 7  
Teaching Master 4, *Character Biography*, TH, p. 55  
For the characters:  
Option 1: Head view  
■ various colors of construction paper for making a face  
■ yarn or wool fiber for hair  
■ colored markers, crayons, glue, tape, scissors  
■ torso figures: clothes hangers/old clothes shirts, blouses or sweatshirts that could have been worn in the 1960s  
Option 2: Student photo for “aging”  
■ Camera to photograph each student  
■ Photo of student large enough for the student to “age” him or herself  
■ Colored markers

**Grouping** Students work individually to create characters.

**Schedule** 1 hour

### CONCLUDING EPISODE 1

page 19

Students introduce their characters to the class and reflect on the episode.

**Materials** Content Slide Set 1, Slide 17  
Portfolio 4, *Character Introductions*, p. 8  
Portfolio 5, *Active Listening Guide*, pp. 9–10  
Teaching Master 5, *Post Card Exemplar*, TH, p. 56  
For each student: Options include materials for a personal diary or journal, postcards, and/or photo album  
Optional: Camera for postcards and/or photo albums

**Grouping** Whole class for introductions and discussion; individuals for reflective response

**Schedule** Approximately 1 1/2 hours spread over several days, plus time for reflection activity

## EPISODE OBJECTIVES



- **History** *Create examples of how people lived and worked in the 1960s.*
- **Social Skills** *Organize, plan, and make decisions while creating characters.*
- **Critical Thinking** *Organize ideas from research and class discussion in new ways to create unique characters.*
- **Speaking/Listening** *Present characters to the class; listen actively and take notes during oral presentations.*
- **Reading** *Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine the meaning of words and phrases as they are used in a text.*
- **Writing** *Write narratives to develop real or imagined experiences.*

## INTRODUCING THE STORY AND CHARACTERS

### CUSTOMIZE

#### Video

This video provides images of Civil Rights Movement leading up to Freedom Summer: [http://www.youtube.com/watch?v=N4AzYmy4\\_mw](http://www.youtube.com/watch?v=N4AzYmy4_mw)  
Ask students to write words that reflect their feelings about the images they see. Use these words as a basis for discussion.

### LITERACY

#### Word Bank

As the unit gets underway, start a word bank to record vocabulary important to the unit. As the unit progresses, continue to add words and sketches to develop students' academic language related to civil rights.

#### Timeline (Optional)

To provide background information for this *Storypath*, have students create a pictorial and written timeline of events leading to Freedom Summer. Content Slide Set 1, "Life in the 1960s" provides a list of suggested events, but you may have others you wish to add. Students should use a variety of resources to locate information about the events. Have students create the timeline parallel to Episodes 1 and 2 and make brief reports on the events over several days so that everyone becomes acquainted with the information. Discuss with students why these events are important in a democratic society—people working to ensure that they have the rights guaranteed by the Constitution. The timeline activity provides a context for the critical events that are introduced later in the unit. Content Slide Set 1, slides 7–14, "Life in the 1960s" provides a model for creating the timeline events.

#### Launch the episode

Tell students that they will be creating a story about the Civil Rights Movement that takes place in the summer of 1964. Review with students the elements of story: characters (the people in the story), setting (when and where the story takes place), and plot (critical incidents or important events). Explain that in 1964, the term African American was not used. African Americans were called Negroes or Blacks; when we are in-role in our story, we will use the terms of that time period.

To provide students with a sense of the 1960s, review Content Slide Set 1 using the questions on the slides to guide the discussion.

With a sense of drama, explain that the story begins with students being invited to a meeting. Distribute or post the Teaching Master 1 page 50, "Civil Rights Meeting Tonight!" that invites students to a meeting.

Explain that students are now participating in the story and introduce the speaker. It is 1964 and Mr./Ms. (you select a suitable name) has come to speak about what has been happening in the southern United States regarding civil rights. With a sense of drama, you or the invited speaker read Teaching Master 2 page 51, "A Call to Action: Civil Rights for All."

#### Activate prior knowledge

Begin a discussion by asking questions such as the ones that follow. The purpose of the questions is to have students recall important information from the speech and to identify their previous knowledge of this time period. Record their responses to be used as a reference as the *Storypath* proceeds.

- ❓ What has happened in the South related to civil rights?



CONTENT  
SLIDE SET

1

TEACHING  
MASTER

T1, T2

### CUSTOMIZE

#### Setting the stage

If possible, have students move to another room for the meeting and arrange for someone else to speak.

## CUSTOMIZE

### ELL Vocabulary

- civil rights  
(See Background Information for a definition.)

- ❓ Why do you think there is so much tension around Negroes wanting to be treated equally?
- ❓ Why is registering to vote important?
- ❓ How do you think people of color feel about the events described by the speechmaker?
- ❓ How do you think Whites feel about the Civil Rights Movement in the South?
- ❓ Do you think all Whites feel the same way about what is happening?
- ❓ What else do you know about this time period?
- ❓ What was life like in the 1960s?
- ❓ Do you think you would accept the invitation to go to Mississippi to register voters?

### Read a Primary Document

Have students read the Teaching Master 3, “Mississippi Summer Project Brochure.” Use Portfolio 1 “Read for Information” to guide the reading. Discuss student responses and additional information found in the brochure.

### Discuss classroom climate

Discuss with students how they can talk about sensitive issues and respect each other’s ideas. Encourage students to construct their own guidelines, with students considering the following ground rules:

- Each person has the opportunity to speak.
- Listeners do not interrupt the speaker.
- Listeners listen carefully to what is said.
- Anything personal that is shared is kept confidential in the classroom.

### Introduce the civil rights workers

Explain that the students’ story is going to be about the people that volunteered to travel to Jackson, Mississippi to register voters in the summer of 1964. Explain that each student will create his or her own character for the story—a civil rights worker.

Use questions like the following to get the discussion underway. During the brainstorming, create a list of students’ ideas.

- ❓ What kind of people might want to participate in this activity?
- ❓ What would they value?
- ❓ What would families of volunteers value?
- ❓ Who could arrange to take a summer away to participate?
- ❓ What occupations might people have that would be helpful as volunteers?

After students have discussed the above questions explain to students that in our democracy, citizens can take action to change the way things are. These civic actions are the rights we have as citizens: the right to free speech, the right to move from one place to another, and the right to disagree with each other.

## LITERACY

### Listening Skills

- listen with a specific purpose;
- visualize;
- use context to define unfamiliar words; and
- make inferences and predictions.

### TEACHING MASTER

T3

### PORTFOLIO

1



## READING

### Common Core

Cite evidence to support understanding and analysis and make inferences.



### CONTENT SLIDE SET

1

## CUSTOMIZE

### ELL Vocabulary

- civic action
- rights
- free speech
- volunteer



## PORTFOLIO

2



To provide a context for their discussion of life in the 1960s, ask students to interview a member of their family or neighbor to learn more about that time period. To prepare students, review the Portfolio 2 pages 5 and 6, “Interview.” Have students conduct the interview and then share their responses. Make lists of their responses and post as a reference for developing their story.

## CREATING THE CIVIL RIGHTS WORKERS

### Make the figures

Explain to students that each of them will create a civil rights worker. Students can begin imagining themselves in general terms, such as age, education, and life experiences. Remind students that their worker needs to be old enough to travel to Mississippi to register voters. Once they have determined general information about themselves, students can use Portfolio 3 page 7, to guide their work. Decide if students will make their character using Option 1 or 2.

Make a list of students’ ideas as a reference when they create their own characters.

- ❓ What is your character’s name? (*Brainstorm a list of possibilities for first and last names.*)
- ❓ How old is your character? (*Remind students of their earlier discussion regarding the range of ages of people that might participate in this project.*)
- ❓ What date was your character born? (*Remember it’s June 1964.*)
- ❓ What does “place of birth” mean? (*The place where you were born.*)
- ❓ What are places where people might be born? (*Record students’ ideas, including cities, states, and other countries.*)
- ❓ What are some words that describe people’s personalities? (*Have students suggest both positive and negative characteristics to make their characters more realistic—these personality traits can later be used to help students think through how their character will respond to the critical incidents.*)
- ❓ What does your character currently do? (*People came from a range of professions including college students, teachers, professors, religious leaders, journalists, and attorneys.*)
- ❓ What hobbies does your character have? (*This is a good opportunity to discuss what kinds of activities people engaged in during the 1960s—computers were not well known and cellular phones and video games did not exist.*)
- ❓ What does your character value? (*Again, refer students to their earlier discussion and add to the list as appropriate.*)
- ❓ What life event(s) might have led your character to participate in civil rights activities? (*If students have begun to work on the civil rights timeline, suggest that their characters might have been involved in one of the earlier events—have students note the dates on the timeline to determine whether their character was old enough to have participated. Also, refer students to their previous discussion and then add more ideas.*)

Once students have decided on the character’s role, they will need to decide how their character looks and what they might wear in the 1960s. Provide a range of resources including picture books to help them think

## CONNECT

### Historical Information

Each volunteer was required to bring \$500 for bail plus enough cash to cover living expenses, any medical bills they might incur, and enough money to get home at the end of the summer.

## PORTFOLIO

3



## AUTHOR NOTE

### Making the Characters

Starting with the visual representation of the character helps students to elaborate on their character’s biography

## AUTHOR NOTE

### Selecting Names for Characters

It’s confusing if the characters’ names are the same as the students’, so use other names rather than the names of students in your class.

## CONNECT

### Historical Information

Students can explore first person accounts at Veterans Roll Call— Civil Rights Movement Veterans: <http://www.crmvet.org/vet/vethome.htm>

about these issues. Many websites provide examples of clothing styles of the 1960s.

Display each civil rights worker with space to add other information such as biography and writing activities the students will create.

### Create biographies for the characters

Now that the figures are made, tell students that they will develop their characters more fully by creating biographies for them. Distribute Teaching Master 4, “Character Biography.” Brainstorm and list possibilities for each category on the form. Refer to the earlier brainstorming lists to get the discussion underway.

Have students complete their character’s biography using ideas from the class discussion, interviews, and other resources. To make sure students are on track, preview biographies asking questions such as, “How do your parents feel about you joining the Civil Rights Movement?” or “How will your experience as a photographer be helpful this summer as you travel to Mississippi?”

TEACHING  
MASTER

T4

### ASSESS: Biography

- includes information that is logical to the story;
- lists values consistent with the goals of civil rights;
- relates information appropriate to the 1960s; and
- describes an event that reflects values related to civil rights.

## CONCLUDING EPISODE 1

### Meet the characters

Explain to students that a series of meetings have been planned so that the civil rights workers can meet each other before they leave for their trip. Students use their biographies to help them prepare their introductions. Have students take on the identities of their characters as they practice presenting their introductions to a partner. Discuss such ideas as how their characters stand, speak, and move to develop their dramatic presentations. Review the expectations for the introductions using Portfolio 4 page 8, “Character Introductions.”

After students have practiced with their partner and incorporated any improvements they’ve thought of, have partners introduce characters to the whole class over a number of days. Students should display the figures they made as they introduce them. As the introductions occur, have listeners fill in the chart on Portfolio 5 pages 9 and 10, “Active Listening Guide.” Students will use this guide to become familiar with the characters who will participate in Freedom Summer. After each introduction, allow time for questions about the characters from the class. To get the questions started, you might ask a few questions yourself. Focus on questions that get students thinking about the work they will do as civil rights workers and the challenges they may face. For example, “Does (name of character) work well with others? Do you think the character is realistic about the challenges of registering voters? Is the character prepared to work with all the other civil rights workers?” Such questions help students elaborate on their characters—on the spot—and connect them to other characters that have been created.



ASSESSMENT

CUSTOMIZE

ELL

Form and  
Function

Be explicit about how language is used for introductions focusing on the prompts in Portfolio 4.

PORTFOLIO

4, 5



AUTHOR NOTE

### Developing Ownership

Listen for information that you can weave into the story. For example, one character might be a good speechwriter. Later, you might ask that character to write a speech to persuade Blacks to vote.

## CONNECT

### Drama

With partners, have students practice emotional responses to their personality characteristics. Have one or two students model for others how a happy or serious personality might be and have students identify how the students project those characteristics in a role-play. (develop an awareness of emotions)

## WRITING

**ELL** Sentence starters can assist in reflecting on the episode.

TEACHING  
MASTER

T5



ASSESSMENT

## Discuss students' experiences

Give students time to reflect on their work. Throughout the *Storypath*, you will want students to reflect on their learning. Throughout the unit, these three options are suggested for ongoing assessment of student learning.

- Journal or diary of the events: Have students create a diary or journal format with a title/cover page and writing pages. Students could explore styles of diaries and journals from the 1960s to give an authentic look. See Content Slide Set 1, slide 17 for ideas.
- Postcards describing the events sent to an imaginary person back home: Using index cards or heavier weight paper cut to postcard size, students can send postcards home as the events occur. Additionally students could locate photos of places related to the time and place to glue to the front of the postcard.
- Photo album with captions: Create a photo album with a cover page and take photos of their characters or themselves in-role as they respond to the various events integrating real photos of the time and then writing captions describing the events.

Students can begin reflecting on their civil rights worker's role by responding to these two prompts:

- ❓ What am I thinking as I prepare to leave for Mississippi?
- ❓ What concerns do my family and friends have about this trip?

Teaching Master 5 page 56, "Post Card Exemplar," provides a model for students to apply the criteria below as they think about their own writing.

### ASSESS: Reflection

- Develops ideas with relevant facts, concrete details, and specific example from the storyline.
- Uses appropriate transitions to create cohesion and clarity about the departure and Freedom Summer.
- Includes feelings about the events.
- Uses precise language relevant to the events.
- Uses a style that is appropriate to task, purpose, and audience.
- For photo album, captions effectively explain the photos.



CONTENT  
SLIDE SET

1

## WRITING

### Common Core

Students write explanatory texts to examine a topic convey ideas, concepts, and information.

## AUTHOR NOTE

### Reflections

The reflection assignments occur throughout the *Storypath* to both assess content understanding and develop writing skills with ongoing practice within the context of each of the events.

# CREATING THE SETTING AND CONTEXT

## PREPARING FOR THE TRIP

# 2

# EPISODE

### MAKING PREPARATIONS

page 22

Students make plans for their trip to Oxford, Ohio and Jackson, Mississippi.

- Materials** Content Slide Set 2  
Teaching Master 6, *Committees*, TH p. 57  
Portfolio 6 *How Do We Work Together as a Committee?*, p. 11
- Grouping** Whole class, followed by committees with 5–6 students per group
- Schedule** Approximately 30 minutes

### CREATING THE ARTIFACTS OF THE 1960s

page 23

Students prepare for the trip by locating information and organizing their presentations.

- Materials** ■ bulletin board or wall space for displaying artifacts  
■ road map to plan trip from students' community to Oxford, Ohio  
■ poster board or chart paper for lists and colored markers and/or multimedia resources  
■ clothing catalogs and magazines from the 1960s, old photo albums, and Internet sources that provide information about life in the early 1960s  
Teaching Master 7, *Price List*, TH, p. 58  
Portfolio 7, *The Travel Route Committee*, p. 12  
Portfolio 8, *The Food Committee*, p. 13  
Portfolio 9, *The Clothing Committee*, p. 14  
Portfolio 10, *The Entertainment Committee*, p. 15  
Portfolio 11, *The News Committee*, p. 16
- Grouping** Planning committees
- Schedule** 2–3 hours, can be done over several days

### CHOOSING A LEADER

page 24

Students decide on a leader or leaders for their trip.

- Materials** None
- Grouping** Whole class
- Schedule** Approximately 20 minutes

### CONCLUDING EPISODE 2

page 24

Students share their plans for the trip.

- Materials** Artifacts, charts, and/or multimedia presentations created for the trip  
Portfolio 12, *Take Notes*, p. 17
- Grouping** Committees to present information to whole class
- Schedule** Approximately 1 1/2 hours spread over a few days

\*TH = Teacher's Handbook

## EPISODE OBJECTIVES



- **Culture/Social Interaction** *Demonstrate an understanding of how people interact with their physical environment and social conditions when planning a trip.*
- **Culture/Social Interaction** *Identify ways the groups meet their needs in the context of the 1960s.*
- **Social Skills** *Participate in organizing, planning, and making decisions to plan for a trip. Work within a committee structure to plan the trip.*
- **Critical Thinking** *Use information about climate, geography, and purpose to plan a trip. Organize information in new ways.*
- **Civic Competence** *Identify and practice civic discussion and participation to choose a leader and organize their trip.*
- **Reading** *Compare and contrast texts in audio, video, or written format, analyzing the portrayal of information..*
- **Writing** *Conduct short research projects to answer a question, drawing on several sources.*
- **Writing** *Use technology, including the Internet, to produce and publish writing and to cite sources as well as to interact and collaborate with others including linking to and citing sources.*
- **Speaking/Listening** *Present salient points in a focused, coherent manner with pertinent descriptions, facts, and details; use appropriate eye contact, adequate volume and clear pronunciation.*
- **Speaking/Listening** *Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. Use appropriate eye contact, adequate volume, and clear pronunciation.*

## MAKING PREPARATIONS

### Make plans

In this episode students will plan for their trip and make visuals of various aspects for the trip as well as life in the early 1960s. The visuals help students imagine, in more concrete terms, life at that time.

Explain that now that the characters have been created for their story, they must now plan their trip to Oxford, Ohio for training. They will be learning about registering Black voters, teaching literacy and civics at Freedom Schools, and promoting the Mississippi Freedom Democratic Party's (MFDP) challenge to the all-white Democratic delegation at the Democratic National Convention in Atlantic City, New Jersey. The civil rights workers will be gone approximately three months. Tell students that they will travel by bus. Use questions such as the ones that follow to begin a discussion of the trip.

- ❓ How long will it take to get to our destination?
- ❓ What route will we follow?
- ❓ What will we need to pack for our trip?
- ❓ What will the weather be like?
- ❓ What shall we take to pass the long hours on the road?
- ❓ What kind of food might we eat?
- ❓ What will we do for leisure?

### Organize the work

Here's one method for organizing students' work as they research and prepare their information. Review the list of committees, Teaching Master 6 page 57, "Committees," and let students select their topic of interest.

### AUTHOR NOTE

#### Background Information

Blacks could not join the Mississippi Democratic Party; therefore, Black activists decided to form their own party and represent Mississippi at the Democratic National Convention.

TEACHING MASTER

T6



### LITERACY

#### Word Bank

Continue to add vocabulary and sketches to the word bank.

### AUTHOR NOTE

#### Learning Process

This episode is important in that it develops an understanding for time and place. As students research the information necessary for their trip, they begin to gain an understanding of life in the early 1960s.



## CUSTOMIZE

### Interviews

Grandparents and older friends and relatives can be interviewed about

- meals and snacks popular in the early 1960s;
- clothing styles;
- entertainment; and
- news events.

- The travel route committee uses a road map to decide on the best route from their home to Oxford, Ohio. They need to decide how far to travel each day and where to stop and spend the night. They figure out the cost of gas for the bus—10 miles to the gallon and 30¢ for a gallon of gas. They identify the route and stopping points on the map and display it. They should also organize a presentation by making a poster or multimedia presentation.

These committees will make poster or multimedia presentations. You decide which option works better for your class.

- The food committee coordinates with the travel route committee to determine meals and snacks along the way—remind students that they will need to do some research to make sure that their plans are consistent with the times. For example, Häagen-Dazs® ice cream stores were non-existent in the United States in the early 1960s, but Dairy Queen® was in business at that time. They will decide on menus, where to eat, and budget for meals and snacks. Students are on a limited budget so they need to figure out how to travel frugally. You can provide students with a budget based on how many days it would take to travel to Oxford, Ohio. Teaching Master 7 provides a price list of food from the 1960s. Two dollars a day per person is a reasonable amount for that time period.
- The clothing committee recommends clothing for the trip. They consider clothes for men and women, acceptable clothing for the time period, length of stay, climate, and working conditions. (Old photo albums and Internet searches are good sources for clothing styles of the early 1960s.)
- The entertainment committee decides on the kind of activities students will engage in while on the trip including the music that the characters will listen to.
- The news committee prepares information on the events in the news. They should limit their research to events prior to 1964 so as not to give away the plot of the story.

Once the committee members are determined, have each committee meet together to discuss how they will work together effectively. Use Portfolio 6 page 11, “How Do We Work Together as a Committee?” Depending on students’ group skills, use the guide sheet to discuss the practices of effective committees.

#### PORTFOLIO

6



## CREATING THE ARTIFACTS OF THE 1960s

### Complete the activities

The committees complete the tasks using Portfolio 7, 8, 9, 10, and 11 pages 12–16 to guide their work. Set a time frame for completing the work. If some committees finish before others, have students make name tags for the characters by writing the name, age, and occupation. This will help students remember all the characters during the role-plays. Another option for those who finish early is for students to make a ban-

#### PORTFOLIO

7, 8



## CONNECT

**ELL** Teaching the practices and vocabulary of committees helps students understand both the academic language and how committees function. This is helpful for all students.

#### PORTFOLIO

9, 10,  
11



ner that they could put on the side of the bus. Later in the unit when students are refused service at a restaurant, you can discuss whether or not it is a good idea to have the banner prominently displayed and what risks are associated with the sign on the bus.

Encourage discussion referencing students' interviews in Episode 1 to help them understand that families probably only had one television, one radio, one car, and so forth. Remind students that all the electronic gadgets of today were unknown.

### Connect students to the storyline

As students are working, intersperse short impromptu role-plays to keep students connected to the story while they are doing their research. You can set the scene for the role-play, ask a question to start the role-play, or pose a problem. For example, you might ask a student if his or her character participated in the bus boycott linking timeline events to the storyline. Ask the student in role to tell what it was like and how he or she happened to be there. Then prompt students as necessary to move the role-play along. Or ask two students to have a conversation about how they are feeling about preparing for the trip. They can role-play this conversation for the class. Remind students to respond in character. Watch for these opportunities throughout this episode or whenever you want to help students imagine and elaborate on the lives of their characters and connect them to the events of time.

#### CONNECT

##### Drama

These role-plays deepen students' understanding of the characters and story boosting motivation and commitment to their learning. (improvisation)

## CHOOSING A LEADER

### Discuss leadership

At various times during the *Storypath*, a leader will be needed to help the group deliberate and make decisions. Ask students to consider among the characters who might best serve in this role. It is possible that someone will have identified himself or herself in that role during the introductions, in which case this decision is settled. If not, decide on a method for determining who will be the leader. As a component of the process, have students focus on the qualities of leadership and which of the characters have those qualities. Students can vote or arrive at the decision through consensus. However, this should be done efficiently so as not to slow the pace of the *Storypath*. Once a leader(s) is chosen, turn over the decisions of the *Storypath* to the leader as much as possible. Be prepared for challenges and conflicts as the story unfolds, and use these situations as “teachable moments.”

#### AUTHOR NOTE

##### Managing the selection of a leader

Students tend to select the most popular member of their class to be the leader. Having students list qualifications for leadership and then compare their characters' attributes to the list helps students focus on characters not students.

## CONCLUDING EPISODE 2

### Share plans for the trip

Once the committee work is completed, explain that oral presentations will provide information so that everyone can learn about plans for the trip. Have the group leader organize a meeting to share the plans—this could happen over a number of days. Each committee makes a presentation in which each committee member participates in role.

Refer students to Portfolio 12 page 17, “Take Notes.” As students listen to the presentations, they can use this page to write key words or sketch quick pictures related to each committee report. After each presentation, invite questions from the audience. Where possible ask questions to link students’ imagined story to life in the 1960s. For example, you might ask, “Do you think (name of character) would like to listen to folk music or rock and roll?” or “Did you attend the March on Washington last summer? What was it like to be there?” Students will likely have new ideas and details related to their character’s life.



### ASSESS: Committee Presentations

- demonstrates rehearsal—no pauses, “uhhhs,” rambling, or searching for something to say;
- is clear and confidently delivered, words correctly pronounced;
- emphasizes key points in a focused, coherent manner with relevant descriptions;
- communicates interest and enthusiasm for the topic through facial expressions and posture;
- is loud enough for everyone to hear; and
- demonstrates a connection with audience by making eye contact.



ASSESSMENT

# 3

# EPISODE

## BUILDING CONTEXT CIVIL RIGHTS LESSONS

### NARRATING THE TRIP

page 27

Students imagine themselves leaving on their trip to Oxford, Ohio.

**Materials** None

**Grouping** Whole class  
Optional: Students organized as if they were seated on a bus.

**Schedule** Approximately 15 minutes

### TRAINING IN OXFORD, OHIO

page 27

Students examine the voter registration form, security bulletin, and practice nonviolent resistance.

**Materials** Portfolio 13, *Sworn Written Application for Registration*, pp. 18–19  
Portfolio 14, *Security Bulletin*, pp. 20–21

**Grouping** Small groups for review of documents, whole group for discussion and practicing nonviolent resistance

**Schedule** Approximately 1 hour

### CONCLUDING EPISODE 3

page 29

Students respond in character by reflecting on the episode's events.

**Materials** For each student depending on reflection response selected:  
Students' personal diary or journal, postcards, and/or photo albums  
Optional: Camera for postcards and/or photo albums

**Grouping** Whole class for discussion; individuals for reflective response

**Schedule** Approximately 20 minutes

### EPISODE OBJECTIVES



- **Culture/Social Interaction** *Identify ways different groups respond to similar human needs and concerns.*
- **Culture/Social Interaction** *Identify ways in which different groups of people interact with their environment and social conditions.*
- **History** *Identify how voter registration requirements fostered people's actions for justice and equality.*
- **History** *Identify how the attitudes of people are shaped by the events of the time.*
- **Critical Thinking** *Define the issues related to civil rights workers of the 1960s, consider the risks involved, and reflect on the courage and commitment of the workers.*
- **Critical Thinking** *Organize ideas from readings, class discussion, and observation and apply those ideas to discussing the roles of civil rights workers and local citizens.*
- **Civic Competence** *Identify examples of freedoms, rights, and responsibilities of citizens.*
- **Civic Competence** *Participate in civic discussion.*
- **Civic Competence** *Explain how actions citizens take can reflect their values and beliefs.*
- **Reading** *Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine the meaning of words and phrases as they are used in a text.*
- **Writing** *Write narratives to develop real or imagined experiences.*

## NARRATING THE TRIP

### Set the stage

In this episode students will be briefed on what to expect when they arrive in Jackson, Mississippi. Instruct students to get into role and imagine themselves on their way to Oxford, Ohio where they will be learning about the work they will do in the Mississippi Freedom Schools.

Then read the following narrative to students, modify this narrative, or write your own narrative to set the mood for the trip.

*We are a few days into our journey, arising early for a few cooler hours on the bus. The dew is on the grass as the sun has yet to rise above the horizon. We have all said good-bye to our families and friends and with great anticipation we set out on our journey, anxious to get to our destination. We know there are many challenges ahead this summer—we are going to make a difference. We are standing up for justice and equality. In the pits of our stomachs there are butterflies, as we know that we are taking a risk—standing up for what you believe often means taking a risk. Will the Black people of Mississippi welcome us? Will they be glad that we have come to help? How will others feel about our arrival? The butterflies now are doing somersaults in the pits of our stomachs as we come face-to-face with the reality of what is before us.*

*The mood on the bus is one of quiet and solemn reflection. Time has passed and we are now nearing Oxford, Ohio. We are excited to meet other civil rights volunteers and learn about the work we will do.*

### CUSTOMIZE

#### Arrange the Setting

Dramatize the role-play by arranging chairs as though students were on a bus. Students can wear character name tags for the role-plays throughout the *Storypath*.

## TRAINING IN OXFORD, OHIO

### Narrate the story

Read the following narration, modifying if necessary to meet the specific situation of your storyline.

*Today we begin our two-week training at Western College for Women in Oxford, Ohio. We are excited to see all the other civil rights workers from all over the country. Our leaders from the Student Nonviolent Coordination Committee, known as SNCC, believe if we can overcome racial segregation in Mississippi, we can challenge segregation anywhere in the country.*

*We are all here to make a difference—to make the world a better place. We are going to be teaching Mississippi Blacks about science, math, reading and writing, and leadership development. We are going to teach our students to ask questions and raise their voices for justice and opportunity—opportunity to vote without regard to the color of a person's skin. Our job is to help*

### CUSTOMIZE

#### Set the stage

Mavis Staples music, “Keep Your Eyes on the Prize” and accompanying video of images of civil rights protests powerfully sets the stage for the realities of the violence:  
[http://wn.com/Keep\\_Your\\_Eyes\\_on\\_the\\_Prize](http://wn.com/Keep_Your_Eyes_on_the_Prize).

### CUSTOMIZE

#### Background Information

“Memorandum to Freedom School Teachers” describes the curriculum goals; see background information.



Black Mississippians to pass the voter registration test so they can register to vote.

## CUSTOMIZE

### ELL Vocabulary

- inhabitant of Mississippi
- residence in district
- precinct
- false pretenses
- perjury
- forgery
- embezzlement
- bigamy
- constitution
- reasonable interpretation
- obligations of citizenship
- oath of affirmation

## PORTFOLIO

14



## AUTHOR NOTE

### Valuing the conversation

As students discuss the role-plays, the conversation requires trusting relationships as students' reflect on and make sense of the historical events.

## Examine the Voter Registration Form

Organize students into small groups to examine Portfolio 13 pages 18 and 19, "Sworn Written Application for Registration." Explain that all voters had to complete the form in order to register to vote. Ask them to think about themselves as teachers. What might they teach? Highlight the academic language on the form to ensure students understand the vocabulary. Have students make a vocabulary list and then discuss the meaning of words. Of special note is the request for voters to identify themselves as a minister or minister's wife. Ask students to speculate why that information would be on the form. (Ministers and their wives had status and power in Black communities so there would be greater effort to make sure they would not pass the test. If they passed, they would be role models to others.) Students should understand the arbitrariness of writing a "reasonable interpretation" of a section of the Mississippi Constitution and "a statement setting forth your understanding of the duties and obligations of citizenship under a constitutional form of government."

## Review the Security Bulletin

Have students meet in groups to review Portfolio 14 pages 20 and 21, "Security Bulletin." Assign groups different sections of the Security Bulletin to highlight for the class. Ask students to speculate why certain actions were important to their safety.

### Terminology

- WATS line: A telephone service that had fixed rates for fixed calling areas; WATS acronym: wide area telephone service. With a WATS line unlimited long-distance calls could be made in a specified geographic area for a flat monthly fee. Many rural communities in the South in the 1960s had to place calls through local operators who were all white. These operators could block calls or report the calls to law enforcement agencies or people opposed to the Civil Rights Movement. For more information about WATS lines: <http://www.crmvet.org/docs/wats/watshome.htm>.
- Freedom Houses: community centers that summer volunteers were responsible for managing.
- Draft cards: Notices sent by the U.S government to men ages 18–25 to report for military duty. Draft cards were used for conscription purposes from 1917 to 1973.
- Dry state: A state where no alcohol can be sold or the sale of alcohol is tightly restricted. In Mississippi, the state was "dry" from 1907–1966.

## Practice Nonviolent Resistance

Explain that there will be times when the civil rights workers will be in danger. People will try to evoke responses from the civil rights workers that will escalate into violence. Here is what we need to remember:



CONTENT  
SLIDE SET

3

## PORTFOLIO

13



## READING

### Common Core

Cite evidence to support understanding and analysis and make inferences.

## CUSTOMIZE

### Singing

Singing was also a nonviolent form of resistance. You can have students practice singing as well. On the Internet, search for "Notes from a Nonviolent Training Session."

## CUSTOMIZE

ELL

### Vocabulary

- civic action
- rights
- free speech

- When people make hateful statements, ignore them; do not reply.
- Have a plan for how to respond so that you do not make matters worse.
- Always go in groups so that no one can be singled out.
- If you are physically attacked, get on the ground with your back to a wall or curb, curl up and cover your head.

Have students role-play how to respond to scenarios of potential violence. Scenarios can include walking down the street, registering voters at the courthouse, and requesting service in a restaurant. Have them practice not replying and then curling up on the floor to demonstrate how to protect their bodies from harm. Discuss their feelings about the scenarios and their responses.

- ❓ How did it feel not to respond?
- ❓ Why do you think people tried to evoke a response from the civil rights workers?
- ❓ What do you think would happen if the civil rights workers responded with violence? (*The situation could escalate and the police would have reason to arrest the civil rights workers and put them in jail.*)

#### CUSTOMIZE

##### **Kinesthetic learners**

By actually having students move into the “fetal position” and cover their heads, the impact is greater than simply talking about the response.

## CONCLUDING EPISODE 3

### Reflect on students’ experiences

Give students time to reflect on their work using one of the three options for ongoing assessment of student learning:

- Journal or diary of the events: Describe the episode and their character’s response.
- Postcards describing the events sent to an imaginary person back home: Write a postcard about their character’s experiences in Oxford, Ohio.
- Photo album with captions: Locate photos of the training in Oxford, Ohio and write captions describing the training activities.

Students can respond to these two prompts:

- ❓ Why was it important to have training prior to arriving in Mississippi?
- ❓ What concerns do you have about your safety as a civil rights worker?

### ASSESS: Reflection

- Develops ideas with relevant facts, concrete details, and specific example from the episode.
- Uses appropriate transitions to create cohesion and clarity about the training in Oxford, Ohio and issues of safety.
- Includes feelings about the issues of safety and the tasks ahead.
- Uses precise language relevant to the events.
- Uses a style that is appropriate to task, purpose, and audience.
- For photo album, captions effectively explain the photos.



#### ASSESSMENT

#### CUSTOMIZE



Sentence starters can assist in reflecting on the episode.

# 4

# EPISODE

## CRITICAL EVENT SERVICE REFUSED

### TENSIONS BUILD

page 31

Students imagine themselves leaving Oxford, Ohio to travel to Jackson, Mississippi.

**Materials** Content Set 4

**Grouping** Whole class

**Schedule** Approximately 20 minutes

### ROLE-PLAYING THE CRITICAL INCIDENT

page 31

Students are refused service at a restaurant.

**Materials** Teaching Master 8, *Refusing Service*, TH, p. 59  
Content Slides Set 4

**Grouping** Whole group

**Schedule** Approximately 30 minutes

### CONCLUDING EPISODE 4

page 32

Students reflect on and write about the restaurant event.

**Materials** For each student depending on reflection response selected:  
Students' personal diary or journal, postcards, and/or photo albums  
Optional: Camera for postcards and/or photo albums  
Optional: Telephone or telephone receiver typical of the 1960s

**Grouping** Whole class for discussion, individuals for reflective response  
**Schedule** Approximately 40 minutes

### EPISODE OBJECTIVES



- **Culture/Social Interaction** *Identify ways different groups respond to similar human needs and concerns.*
- **Culture/Social Interaction** *Identify ways in which different groups of people interact with their environment and social conditions.*
- **History** *Identify how being refused service in a restaurant—and similar actions—led to people's actions regarding demands for justice and equality.*
- **History** *Identify how the attitudes of people are shaped by the events of the time.*
- **Social Skills** *Plan and make decisions about being refused service in a restaurant.*
- **Social Skills** *Determine an appropriate course of action to respond to the refusal of service.*
- **Critical Thinking** *Define the issues related to being refused service, consider alternatives, and make a decision based on the evaluation of the alternatives.*
- **Critical Thinking** *Organize ideas from class discussion and observation and apply those ideas to discussing the refusal of service and how to respond.*
- **Civic Competence** *Identify examples of freedoms, rights, and responsibilities of citizens.*
- **Civic Competence** *Participate in civic discussion.*
- **Civic Competence** *Explain how actions citizens take can reflect their values and beliefs.*
- **Writing** *Write narratives to develop real or imagined experiences.*

## TENSIONS BUILD

### Launch the episode

In this episode students will be refused service at a restaurant because they are seen as outsiders coming into Mississippi to make trouble. Many people in Mississippi did not want to see change in the traditions and way of life of the people—both Blacks and Whites. The purposes of this critical incident are to help students understand the strong sentiments of the period and the choices people made during these times.

Tell students to get in role and imagine they are traveling from Oxford, Ohio to Jackson, Mississippi. Then read the following narrative to students.

*Our training in Oxford, Ohio has sobered us. We know that we may face outright racism and that many people resent outsiders coming to their state. We have about 750 miles (1200km.) to travel and all of us are quiet as we contemplate what is ahead. It is hot in this bus. With no air conditioning, the temperature registers at 88° F (32° C) as rain splashes on the bus windshield. We can hear thunder in the distance and the forecast predicts rain and drizzle for the next few days.*

*At around noon our leader asks the driver to find a roadside restaurant where we can stop for lunch. We left Oxford early in the morning and our bowl of cereal along with our nervousness has left us hungry and stressed in the early afternoon so everyone is ready for a lunch break. The driver pulls the bus into the parking lot and we file off the bus glad to get out of the sticky, sweaty seats, stretch our legs, and head to the restaurant hoping for a break from the heat and humidity.*



## ROLE-PLAYING THE CRITICAL INCIDENT

### Role-playing the event

Have students pretend they are getting off the bus and entering the restaurant. If possible have them leave the classroom and return as though the classroom is the restaurant or have them walk to the lunchroom or another place in school with the understanding that they are entering the restaurant.

At the door have an adult—or you—announce to the students that they will not be served. See Teaching Master 8, “Refusing Service” for suggestions for the role-play. Let the events unfold and then narrate or pose questions to move the critical incident along. When the time is right, stop the role-play and have students reflect on what is happening. You may want to re-enter the role-play after students have had time to consider the options. Then they can role-play the critical incident to its conclusion.

TEACHING  
MASTER

T8

### AUTHOR NOTE

#### The Role-Play

Having a trusting relationship with students for this role-play is essential. When the role-play is completed, it should be clear to students that the adult in the role of restaurant owner was role-playing and the attitudes and comments do not reflect that person's beliefs.

## CONCLUDING EPISODE 4

### AUTHOR NOTE

#### Valuing the conversation

As students discuss the incident, the conversation will reflect students' efforts to make sense of the event, listen to each other's viewpoint, and think more deeply about the issues as they construct shared understandings. This is one of the valuable features of *Storypath*.

### Reflect on the critical incident

Initiate a discussion on the restaurant event using such questions as the ones that follow:

- ❓ How did you feel when you were refused service?
- ❓ What are some words that describe those feelings? (*Add to the word bank so students can refer to these words when they do their reflection response.*)
- ❓ Why do you think the owner did not want you in his/her restaurant?
- ❓ What options did you have?
- ❓ Do you think these situations really happened in the past?
- ❓ Why do you think businesses believed that they had the right to refuse service?
- ❓ What events in the past might have led them to that view?
- ❓ What did the person who refused you service value? How do you think that person came to hold those values?
- ❓ What issues are at stake related to the rights, responsibilities, and freedoms we have as citizens of the United States?
- ❓ Are these kinds of events still happening in our country or other places in the world? (*Consider current events.*)

### Phone home

Using a telephone typical of the 1960s or other suitable prop, have a few students call home to explain to their families what is happening in Mississippi. This impromptu role-play is engaging and allows you to clarify information, pose new questions, or summarize the events.

Once again, plan time to reflect on the event using one of the three options for ongoing assessment of student learning:

- Journal or diary of the events: Describe the episode and their character's response.
- Postcards describing the events sent to an imaginary person back home: Write a postcard about being refused service.
- Photo album with captions: Locate photos of segregated restaurants or other settings and write captions describing the segregation including their character's response.

Students can respond to these prompts:

- ❓ What happened when the civil rights workers were refused service?
- ❓ Why were you refused service?
- ❓ What reactions did you have to the event?
- ❓ How does this affect you?

### CUSTOMIZE

#### Calling Home

At the conclusion of class each day, one or two students can call home, thus bringing closure to the day's activities, reinforcing the events of the day, and providing everyone the opportunity to make a call during the *Storypath*.

### AUTHOR NOTE

#### Expect the Unexpected

Students eagerly participated in the telephone call role-plays; however, we did have to remind them that there were no push button telephones only dial telephones. One student's character had been a cook in the White House so he decided to call the President to let him know what was happening.





#### ASSESSMENT

### ASSESS: Reflection

- Develops ideas with relevant facts, concrete details, and specific examples from the episode.
- Uses appropriate transitions to create cohesion and clarity about being refused service and the racial biases prevalent at that time.
- Includes feelings about the prejudices and negative response to the civil rights workers.
- Uses precise language relevant to the events.
- Uses a style that is appropriate to task, purpose, and audience.
- For photo album, captions effectively explain the photos.

# CRITICAL EVENT

## STAY OR LEAVE

### CREATING A CONTEXT FOR THE CRITICAL INCIDENT

page 35

Students meet to learn about the Mississippi Freedom Democratic Party.

**Materials** None  
**Grouping** Whole class  
**Schedule** Approximately 15 minutes

### RESPONDING TO THE NEWS EVENT

page 36

The meeting is interrupted with news about the disappearance of three civil rights workers. Students consider the disappearance and decide whether they should stay or leave.

**Materials** Teaching Master 9, *News Bulletin: Disappearance of Civil Rights Workers*, TH, p. 60  
 Teaching Master 10, *FBI Poster: Missing*, TH, p. 61  
 Content Slide Set 5  
**Grouping** Whole class  
**Schedule** Approximately 40 minutes

### CONCLUDING EPISODE 5

page 36

Students reflect on and write about the news event.

**Materials** For each student depending on reflection response selected:  
 Students' personal diary or journal, postcards, and/or photo albums  
 Optional: Camera for postcards and/or photo albums  
 Optional: Telephone or telephone receiver typical of the 1960s  
**Grouping** Whole class for discussion, individuals for reflective response  
**Schedule** Approximately 45 minutes

#### EPISODE OBJECTIVES



- **History** *Identify how the disappearance of the civil rights workers influenced people's actions regarding demands for justice and equality.*
- **History** *Identify how the attitudes of people were shaped by the events of the time.*
- **Social Skills** *Plan and make decisions about whether to stay on with the project or return home.*
- **Critical Thinking** *Define the issues related to the disappearance of the civil rights workers, consider alternatives, and make a decision based on the evaluation of the alternatives.*
- **Critical Thinking** *Organize ideas from class discussion and observation and apply those ideas to discussing how to respond to a critical incident.*
- **Civic Competence** *Identify examples of freedoms, rights, and responsibilities of citizens.*
- **Civic Competence** *Participate in civic discussion.*
- **Civic Competence** *Explain how actions citizens take can reflect their values and beliefs.*
- **Reading** *Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
- **Writing** *Write narratives to develop real or imagined experiences.*

# CREATING A CONTEXT FOR THE CRITICAL INCIDENT

## AUTHOR NOTE

### Background knowledge

Depending on students' background knowledge, explain how presidential party conventions selected their candidates for president and vice president. Unlike today, the national party conventions discussed party platforms and often determined the candidates that would run for president and vice president. In 1964, Lyndon B. Johnson was the presidential candidate having taken office after the death of President John F. Kennedy. There were no serious challenges to his nomination. He announced at the convention that Hubert Humphrey would be his vice presidential candidate.

### Set the stage

In this episode, students respond to the disappearance of the three civil rights workers. To contextualize the disappearance for this Storypath, ask students to get in role and then read aloud the narrative that follows.

### Narrate the story

Read the following information or adapt to your specific situation.

*We have arrived in Jackson, Mississippi and we are eager to begin our work. We will be living with Black families and working in the community. Life is very different from life at home. We are meeting new people and making friends. It is obvious that these families are taking a big risk by allowing us to live with them. Outsiders coming in—especially White people—this has never happened before. People are shocked that White people are living in Black people's homes. You can feel the tension in the air. Many people don't want to see change. They don't want these outsiders coming in and stirring up trouble.*

*This summer it is important to get people registered to vote. In August there is a national presidential convention and we want the Black voices heard at the convention. Since Blacks cannot join the Democratic Party in Mississippi, we are going to form the Mississippi Freedom Democratic Party. In other words, Blacks will have their own party, but they need a lot of people registered to vote in order to support this new party. The Mississippi Freedom Democratic Party will be open to all people whether Black or White. We need to get as many Black people registered to vote as possible. We have our work cut out for us!*

### Call a meeting

Explain that a meeting has been called to discuss the work that needs to be done. Brief the student who was chosen leader of the group on how to run the meeting. Begin the meeting by having students in role discuss what ideas they have about teaching people how to complete the voter registration form.

Remind students how meetings are conducted:

- one person at a time talks;
- wait to be called on;
- listen to each other; and
- be courteous.

## MEETINGS

**ELL** Explain why meetings are important to organize and problem solve within a Freedom Summer context. Identify academic language important to this discussion.

- party
- register
- convention
- "cut out"

## RESPONDING TO THE NEWS EVENT

TEACHING  
MASTER

T9

TEACHING  
MASTER

T10

### CUSTOMIZE

#### ELL Cultural Context

Explain how missing person posters are used to inform communities about such events.



CONTENT  
SLIDE SET

5

### Introduce the news bulletin

Interrupt students' meeting with a sense of urgency. Read the news bulletin—or have the announcement read over the school intercom. Dramatize this event. Teaching Master 9, “News Bulletin: Disappearance of Civil Rights Workers” provides the text.

Display Teaching Master 10, “FBI Poster: Missing.” Use these questions to begin the discussion.

- ❓ What did the news bulletin tell us?
- ❓ What information is on the Missing Persons' Poster?
- ❓ Why do you think this happened?

Prompt the group leader to explain how the disappearance of the civil rights workers will impact the other volunteers. Frame the discussion so that students understand that the volunteers' lives may be in danger and they need to consider if they should stay or return home. Let the meeting unfold so that you serve as narrator by adding important information, posing questions, summarizing, or providing more information using Slide Set 5. As much as possible let the students control the meeting. Discuss what they might do to ensure their own safety if they decide to stay.

If students decide to leave and return home, then your *Storypath* ends at this point. You will want to subtly guide the discussion so that students decide to stay and continue their work if you want students to consider the other events of the *Storypath*.

Remind students of the nonviolent response they learned about in Oxford, Ohio. Explain that Martin Luther King, Jr. thought this was an appropriate way to respond—people would be more sympathetic to the Civil Rights Movement if they saw people being beaten and not fighting back.

## CONCLUDING EPISODE 5

### Reflect on the experience

Once again, give students time to reflect on the critical incident.

Instruct students to describe the disappearance of the civil rights workers and their character's response to the event using one of the three options:

- Journal or diary of the events
- Postcards describing the events sent to an imaginary person back home
- Photo album with captions: Locate photos of the disappearance of the civil rights workers, the civil rights meeting, or whatever is appropriate to the event.

Use these questions to guide the discussion and as writing prompts.

- ❓ How did you respond to the news of the disappearance of the civil rights workers?
- ❓ How does this affect you? How are you feeling?
- ❓ How are people's attitudes and values shaped by these events?

### CUSTOMIZE

#### Video of News Conference

The disappearance of the civil rights workers resulted in national news coverage putting a spotlight on the violence.

*Eyes on the Prize: America's Civil Rights Years.* (1986) “Episode 5: Mississippi: Is This American? (1962–1964),” records the news conference and can be used to further dramatize this event.

Other video clips of these events can be readily located on the Internet.

### AUTHOR NOTE

#### Students' response to the event

When students in a pilot classroom were faced with the question to stay or leave, they took a vote and all decided to stay. They said they realized the risks, but it was too important to give up and go home. They also decided that they should stay in groups and not go anywhere alone.

### CUSTOMIZE

#### A call from home

An impromptu telephone call from a character's family member (you or someone else) expressing concern about the civil rights workers' safety personalizes the critical incident.



### **ASSESS: Reflection**

- Develops ideas with relevant facts, concrete details, and specific examples from the episode.
- Uses appropriate transitions to create cohesion and clarity about the disappearance of the civil rights workers.
- Includes feelings about the event and the decision to stay or leave.
- Uses precise language relevant to the events describing how the events shaped attitudes and values towards the Civil Rights Movement.
- Uses a style that is appropriate to task, purpose, and audience.
- For photo album, captions effectively explain the photos.



# BUILDING CONTEXT

## THE FREEDOM SCHOOL

### INTRODUCING THE FREEDOM SCHOOL

page 39

Students begin their work at the Freedom School.

**Materials** Content Slide Set 6  
Portfolio 14, *Security Bulletin*, pp. 20–21  
Portfolio 15, *Reports of Violence*, p. 22  
Portfolio 16, *Mississippi Map*, p. 23

**Grouping** Whole class

**Schedule** Approximately 20 minutes

### WORKING AT THE FREEDOM SCHOOL

page 40

Students prepare lessons, displays, and speeches and present them at a community meeting where they are confronted by protesters.

**Materials** Portfolio 13, *Sworn Written Application for Registration*, pp. 18–19  
Portfolio 17, *Create Posters*, p. 24  
Portfolio 18, *Write Speeches*, p. 25  
Portfolio 19, *Create Displays*, pp. 26–27  
Portfolio 20, *Role Play*, p. 28

Poster board and art supplies for posters and displays

Optional: Music, *Sing for Freedom: The Story of the Civil Rights Movement Through Its Songs*.

Optional: Clothing for the event representative of the early 1960s

**Grouping** Students work in groups to prepare projects and then meet as a whole class to make presentations; individuals for reflective response

**Schedule** Approximately 2–3 hours spread over a few days

### CONCLUDING EPISODE 6

page 42

Students reflect on and write about the events at the Freedom School.

**Materials** For each student depending on reflection response selected:  
Students' personal diary or journal, postcards, and/or photo albums  
Optional: Camera for postcards and/or photo albums

**Grouping** Whole class for discussion, individuals for reflective response

**Schedule** Approximately 30 minutes

\*TH = Teacher's Handbook

## EPISODE OBJECTIVES



- **Social Skills** *Plan and make decisions to prepare for a presentation.*
- **Critical Thinking** *Define the issues related to the protesters, the civil rights workers, and the Black citizens, consider alternatives, and make a decision based on the evaluation of the alternatives.*
- **Critical Thinking** *Organize ideas from class discussion and observation and apply those ideas to discussing how to respond to a critical incident.*
- **Civic Competence** *Identify examples of freedoms, rights, and responsibilities of citizens.*
- **Civic Competence** *Explain how voting affords rights and responsibilities to citizens.*
- **Civic Competence** *Participate in civic discussion.*
- **Civic Competence** *Explain how actions citizens take can reflect their values and beliefs.*
- **Reading** *Analyze ideas in a text.*
- **Reading** *Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.*
- **Reading** *Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.*
- **Writing** *Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.*
- **Writing** *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*
- **Writing** *Write narratives to develop real or imagined experiences or events.*
- **Speaking/Listening** *Present and emphasize salient points in a focused, coherent manner with pertinent information; use appropriate eye contact, adequate volume, and clear pronunciation.*

## INTRODUCING THE FREEDOM SCHOOL

### Narrate the story

Read the following narrative or adapt to meet the specific storyline of your classroom.

We made the difficult decision to stay in Mississippi even though we know that our lives may be in danger. We must now begin the work that we came to do. We are setting up a "Freedom School." This school will teach Blacks of all ages to read and write and prepare them to register to vote. We also have to convince people to come to our school as they too can be in danger.

We know that in order to vote, Blacks have to complete a voter registration form and on the form they have to answer questions about the Constitution of Mississippi. One of the items asks what it means to be a citizen. We will have to help people decide the best way to answer that question.

Our first task is to get people to come to the Freedom School and then convince them to register to vote. We have lots of work to do. We have a report of a number of violent incidents in Mississippi this past week. Our first task is to plot the location of these events. Is there a pattern to these events?

CONTENT  
SLIDE SET

6

### AUTHOR NOTE

#### Background information

"Memorandum to Freedom School Teachers." This primary document provides an overview of the curriculum. This is available in Background Information.

## CUSTOMIZE

### Dramatize

Select a student's postcard, and as the local sheriff, explain that you have found this postcard and believe the student's character is a troublemaker—disturbing the peace of the community.

## Reports of violence

Have students read Portfolio 15 page 22, “Reports of Violence” and plot the locations on the Mississippi map on Portfolio 16 page 23. Students should note that reports of violence were in all areas of Mississippi. In role have the group leader call a meeting of the civil rights workers to have the civil rights workers review Portfolio 14 pages 20 and 21, “Security Bulletin.” Have the group leader guide a discussion on which aspects of the security bulletin are most important given the reports of violence from this past week.

PORTFOLIO

15, 16

14



## WORD BANK

### Word choice

Discuss how colorful language can enhance meaning and convey important understandings.

## CUSTOMIZE

### Reinforcing social skills

It may be time to revisit cooperative group skills. Target skills that need attention such as “does fair share of the work.”

## WORKING AT THE FREEDOM SCHOOL

### Get organized

Describe the tasks that need to be done. You can also have the leader organize the work:

- Create posters to encourage people to register to vote.
- Write a speech to convince Blacks to vote. When civil rights workers go door to door, they need to know what they will say to the people about why they should vote. Blacks have been told if they try to register to vote, they will lose their jobs, be beaten, or possibly killed. Think carefully about what to say to convince them to register to vote.
- Many Blacks have never had the opportunity to go to school, so they are unable to read and write. Because of these circumstances, they have lots to learn about their history. Displays that tell about Black history need to be created.

Ask students to think about what kind of task their character might do:

- Write speeches to convince people to register to vote
- Make posters to encourage people to register to vote
- Make displays about Black history—events or important Black people.

Have students sign up for the task they would like to work on. As much as possible, let students make their own choices. It is fine if the distribution of work is unequal as long as there is at least one student for every task. The Portfolio Guide sheets (17, 18, 19) are provided to assist students in making posters, speeches, and displays. Provide a timeline so that you can maintain the pace of the *Storypath*. There is a sense of urgency as the summer provides little time to get everything accomplished.

### Narrate for the story

Read the following information or adapt to your specific situation.

*Work has begun at the Freedom School; many Blacks in the community have come to the school to work with us and study for the voters' registration test. We are getting to know the people in the community and realize they are taking huge risks to come to our school. We are learning how hard life is here and what it means to be segregated and discriminated against because of the color of one's skin. We have witnessed the threats people*

## CUSTOMIZE



Encourage ELLs to make posters using simple phrases and drawings to convey the importance of voting.

PORTFOLIO

17, 18,

19



have received when they have gone to the courthouse to register to vote. Is this America? Is this what our nation stands for? We know we must work for justice and every citizen has the right to vote. There are many jobs to do at the Freedom School. Some of us are writing speeches to convince people to register to vote, others are helping with the voter registration test, and some are creating banners and posters encouraging people to vote. These are the actions we can take as citizens to make a difference.

### Review the voter registration form

Refer students to Portfolio 13 pages 18 and 19, “Sworn Written Application for Registration,” and discuss items 18, 19, and 20. Explain how these items were used arbitrarily to keep people from registering to vote, and that the county registrar could decide if answers were correct or incorrect. In this way the county registrar decides who had passed or failed the test.

As an optional activity, students can answer item 20: “Write in the space below a statement setting forth your understanding of the duties and obligations of citizenship under a constitutional form of government.” Students can research the answer to this question and prepare a written statement.

Key ideas in the American constitutional government:

- Essential ideas of the American constitutional government are expressed in the Declaration of Independence and the Constitution.
- The people are the ultimate source of power.
- The Constitution is a higher law that authorizes a government of limited powers.
- The Constitution limits the powers of government in order to protect the rights of individuals—trial by jury; freedom of religion, speech, press, and assembly; equal protection of the law; due process of law; right to counsel.

### Meeting at the Freedom School

Explain that a meeting has been set up for people to come to the Freedom School to listen to the presentations that the civil rights workers have been preparing. Suggest that the leader of the group in-role call a meeting to discuss how they want to organize their presentations. As much as possible let students organize the meeting and make decisions about what to do. Only interject ideas if the meeting does not move the planning process forward.

Instruct students to role-play their interactions with community members to convince them to vote. Working with partners as civil rights workers to role-play the conversation they would have to convince community members to vote. Students as partners could play the role of community members and then switch roles. Alternatively, you can invite adults to play the role of community members using a fishbowl approach.

#### PORTFOLIO

13



#### CUSTOMIZE

##### ELL Vocabulary

- constitutional government
- Declaration of Independence
- source of power
- limited powers
- trial by jury
- assembly
- equal protection
- right to counsel
- due process

#### CONNECT

##### Music

Students could learn freedom songs to accompany the presentations. “We Shall Overcome” is a good choice.



## Confrontation

Use Portfolio 20 page 28, “Role Play” to prepare students for the conversation. As a community member, challenge the civil rights workers with statements like:

- I may lose my job if I register to vote.
- I may be killed.
- You will leave, but I will have to stay in this community and live in danger.
- You don’t understand what it is like to live here in a racist society.

## Debrief the role-play

Read the following narrative to students and then discuss adapting the questions that follow.

*As we drive to the Freedom School to do our presentations we see a lot of people gathered around the school. They are carrying signs and shouting at us. The police are here, but they are standing off to the side just watching. The people are getting angrier by the minute. As soon as they see us coming, they turn away from the school and surged toward us. They are yelling and shouting. They are saying terrible things and threatening us. They are telling us to go home. “Go back where you came from!” It is truly frightening and I wonder how we are going to make our way through the angry crowd and into the school. Freedom Schools and Black churches have been burned and fire-bombed in the past. What will happen to us? Today’s crowd looks angry and unpredictable.*

Pause and then ask students to imagine walking through this crowd. Allow time for silent reflection and then discuss their responses to the situation.

- ❓ Why do you think the protesters are here?
- ❓ How does it feel to have people shouting at you?
- ❓ Will the protesters change your thinking on the issues?
- ❓ Did you want to leave and not enter the Freedom School? Why or why not?
- ❓ Do the protesters have the right to do this?

## Make presentations

Have students make the presentations as planned, guiding only as necessary. You may find that you want to take on the role of a member of the Black community and challenge students’ presentations. Interject information about historical events so students understand the seriousness of the situation. As narrator, ask questions to help students think more deeply about the issues.

## CUSTOMIZE

### Dressing the part

On the day of the presentations, students could dress for the occasion. Refer to the clothing committee’s presentation in Episode 2. For example, girls might wear dresses, hats, and white gloves. Boys might wear white shirts, pants—not jeans—and a narrow tie.

## CUSTOMIZE

### Word Bank

Add words to the word bank as students reflect on the episode’s events.

## CUSTOMIZE

### Invite families

Provide families with a context for the presentations.



## CONCLUDING EPISODE 6

### Reflect on the experience

Use these questions to guide the reflection and the first three questions as writing prompts.

- ❓ Why is it important to speak out about the rights of citizens to vote?
- ❓ How does this affect you? How are you feeling?
- ❓ What was frightening or concerning about these events?
- ❓ Are these same issues happening today? (*Connect to current events.*)

Have students respond to the first three prompts using one of these options:

- Journal or diary of the events
- Postcards describing the events sent to an imaginary person back home
- Photo album with captions. Locate photos of mobs protesting the civil rights workers, a civil rights meeting, or whatever is appropriate to the events.

### ASSESS: Reflection

- Develops ideas with relevant facts, concrete details, and specific example from the episode explicitly explaining why it is important to speak out about citizens' right to vote.
- Uses appropriate transitions to create cohesion and clarity about the events of the episode.
- Includes feelings about the events.
- Uses precise language relevant to the events.
- Uses a style that is appropriate to task, purpose, and audience.
- For photo album, captions effectively explain the photos.



#### ASSESSMENT

### CUSTOMIZE

#### Voices from a mass meeting

Towards the conclusion of the meeting, play *Sing for Freedom: The Story of the Civil Rights Movement Through Its Songs*, number 15, "Mass Meeting and Prayer" (3:53) for students. This is a recording of words spoken at a church in Mississippi where citizens are asked to register to vote at the courthouse. Available from Smithsonian Folkways.

# CONCLUDING EVENT

## THE FAREWELL

### CONCLUDING FREEDOM SUMMER

page 45

Students learn about the fate of the civil rights workers who disappeared and the events of the Democratic National Convention.

|                  |                                                                                                                                                                                                                                                                                                                                                                    |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Materials</b> | Content Slide Set 7<br>YouTube Video: “Democratic Convention, 1964:”<br><a href="http://www.youtube.com/watch?v=mFJo2pgg_9I">http://www.youtube.com/watch?v=mFJo2pgg_9I</a><br>YouTube Video: “Fannie Lou Hamer’s Speech to the Democratic National Congress:” <a href="http://www.youtube.com/watch?v=G-RoVzAqhYk">http://www.youtube.com/watch?v=G-RoVzAqhYk</a> |
| <b>Grouping</b>  | Whole class                                                                                                                                                                                                                                                                                                                                                        |
| <b>Schedule</b>  | Approximately 10 minutes                                                                                                                                                                                                                                                                                                                                           |

### PLANNING AND HAVING THE FAREWELL EVENT

page 47

Students plan and participate in the farewell event.

|                  |                                                                              |
|------------------|------------------------------------------------------------------------------|
| <b>Materials</b> | Art supplies for decorations<br>Optional: Food, music, artwork for the event |
| <b>Grouping</b>  | Whole class, groups, and individuals to make preparations for the event      |
| <b>Schedule</b>  | Approximately 1–2 hours                                                      |

### CONCLUDING EPISODE 7

page 48

Students write about the event and speculate about the future.

|                  |                                                                                                                                                                                          |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Materials</b> | For each student depending on reflection response selected:<br>Students’ personal diary or journal, postcards, and/or photo albums<br>Optional: Camera for postcards and/or photo albums |
| <b>Grouping</b>  | Whole class to discuss the events; individuals for reflective response                                                                                                                   |
| <b>Schedule</b>  | Approximately 1 hour                                                                                                                                                                     |

#### EPISODE OBJECTIVES



- **Culture/Social Interaction** *Cite ways in which language, stories, music and artistic creations express culture and events.*
- **Culture/Social Interaction** *Identify the activities that people engage in to celebrate and commemorate events of their time and place.*
- **Social Skills** *Organize, plan, and make final decisions for the farewell.*
- **Social Skills** *Work together to successfully participate in the farewell event.*
- **Reading** *Analyze the interactions between individuals, events, and ideas in a multimedia text.*
- **Writing** *Write narratives to develop real or imagined experiences.*

## CONCLUDING FREEDOM SUMMER

### Conclude the Storypath

In this episode, students will conclude their *Storypath* by discussing the end of the summer and planning a farewell.

Read the following narrative or adapt to the specifics of your *Storypath*.

August 4th, the bodies of Chaney, Goodman, and Schwerner were found in an earthen dam on a farm not far from Philadelphia, Mississippi. The three men had been shot and Chaney had been badly beaten. We are very sad. The national press has arrived to cover the story. There is tension in the air. The families of the dead men want them buried together, but the state won't allow it. Chaney must be buried in a segregated cemetery. Injustices follow one to the grave.

We have been working all summer and our efforts to register voters have paid off. It is nearing the end of August and 80,000 Blacks have joined the Mississippi Freedom Democratic Party. This has not been without costs however. The deaths of the three civil rights workers and over 1,000 people arrested during the summer have been a high price to pay. There has been fear in the pits of our stomachs as we knew there could be violence and people could be killed.

The leaders of the Mississippi Freedom Democratic Party are preparing to attend the Democratic National Convention in Atlantic City. While they are preparing to attend the convention and hoping to have a voice in nominating the presidential candidate, we are beginning to plan our departure. Our work is done for the summer, and we must return to our jobs and schools back home.

We have made many new friends and learned about a different way of life. Both Blacks and Whites in Mississippi stood up for justice. Of course not all Whites supported our work—some wanted us dead. However, there were many Mississippi Whites that believed that Blacks should have the right to vote and be treated equally. They, like many of the Blacks, were afraid to speak up. They didn't want to lose their jobs, friends, or be ostracized because of their beliefs.

Many Blacks risked everything and made a stand for justice. We've changed over the summer. We faced hatred, racist people, and a different way of life. We challenged ourselves to stand up for what we believe. As we think about leaving, we have mixed emotions...

CONTENT  
SLIDE SET

7

### CONNECT



### Vocabulary

- convention
- ostracized

## CUSTOMIZE

### Word Bank

Have students suggest words that describe their feelings and add these words to the word bank.

## Writing

Stop the narrative and have students finish the narrative for themselves writing in the role of their character and reflecting on how they feel about the summer and their plans to return home. Then have students share with a partner, in small groups, or as a whole class.

### News Flash

Have students read about news events of the “Democratic National Convention” or view the following YouTube clip: [http://www.youtube.com/watch?v=mFJo2pgg\\_9I](http://www.youtube.com/watch?v=mFJo2pgg_9I). Highlight and discuss the key ideas about the issues of the nation at that time. Then with a sense of drama, tell students that they are going to be able to listen to Fannie Lou Hamer’s testimony at the Democratic Convention: “Fannie Lou Hamer: Speech to the DNC 1964,” ([http://www.youtube.com/watch?v=mFJo2pgg\\_9I](http://www.youtube.com/watch?v=mFJo2pgg_9I)). Have students focus on these questions as they listen to her testimony.

- ❓ What happened to Ms. Hamer when she tried to register to vote?
- ❓ What happened after Ms. Hamer attended the Voter Registration Workshop?
- ❓ What happened when Ms. Hamer was placed in the prison cell in the county jail?
- ❓ Why do you think Ms. Hamer was so courageous?

### Narrate the story

*Word has come that the Credentials Committee, the committee that approves the delegates for each state to participate in the convention, has refused to seat the Mississippi Freedom Democratic Party (MFDP). It appears that the Mississippi Democratic Party will represent the state of Mississippi. Hubert Humphrey, the likely Vice Presidential candidate, is trying to work out a compromise. The compromise proposed is to allow the Mississippi Freedom Democratic Party to have two delegates and a promise to integrate the 1968 convention. No one is happy about the compromise. The Mississippi Freedom Democratic Party has rejected this compromise—it hardly seems a compromise at all! One good outcome is that the national news is shining a light on the injustice and bigotry of Mississippi’s all-white party.*

Discuss the narrative to help students understand that while unsuccessful, history would demonstrate that the challenge was not over. Over the next three years, the MFDP continued to advocate for disenfranchised Black Mississippians. The MFDP led a challenge to unseat Mississippi’s members of Congress on the grounds that they had been elected unconstitutionally. In remarks that were later read in the U.S. House of Representatives, Martin Luther King, Jr. stated, “I pledge myself and the Southern Christian Leadership Conference to the fullest support of the challenges of the Mississippi Freedom Democratic Party and call upon all Americans to join with me in this commitment” (“Mississippi

## CUSTOMIZE

**ELL** Students can sketch their feelings about these events or you can provide them starter sentences.

## CONNECT

### **ELL** Vocabulary

- Credentials Committee
- compromise
- delegate
- bigotry

Challenge,” Congressional Record, 10941). At the 1968 Democratic National Convention, a group of former MFDP delegates succeeded in being seated as the sole Mississippi delegation.

## PLANNING AND HAVING THE FAREWELL EVENT

### CUSTOMIZE

#### Other Concluding Activities

If students feel strongly about concluding the *Storypath* in another way, encourage them to do so. As long as the conclusion is consistent with their story, let students move forward with their plans.

### Introduce the farewell

Suggest that students need to plan a farewell event to conclude their *Storypath*. Students may have other ideas so let them take a lead in bringing closure to the *Storypath*.

If appropriate, begin a discussion of the farewell event with questions like these:

- ❓ What kind of event should we have?
- ❓ What kinds of activities will remind us of our summer experiences?
- ❓ Who should we invite to the event? (*Parents and other family members, other students that might want to learn about Freedom Summer, and/or a guest speaker who could share more information about their personal experiences in the Civil Rights Movement.*)

### Brainstorm activities

Have students brainstorm a list of activities for the farewell event. Have a range of activities so that everyone has a role in the preparation. You can offer ideas, but let students make the plans as much as possible.

Possible activities:

- Provide snacks. Select items that people might have eaten in the 1960s, Southern dishes or “soul food” might be appropriate to the occasion—keep it simple, however.
- Write farewell speeches or poetry that commemorates Freedom Summer. Pairs or groups can be formed to write speeches and poems.
- Design invitations to the farewell event.
- Make commemorative gifts: thank you notes to the people of the community for hosting and working with you throughout the summer, clay sculptures, drawings, paintings, or plaques to commemorate Freedom Summer. Students can work individually to make these items.
- Songs could be written to a familiar tune that commemorates Freedom Summer. Other options include selecting “freedom songs” or 1960s music for playing. Two or three students can work in this group.
- Guest speaker: Students can write questions for the guest speaker and communicate with the speaker to coordinate the presentation—with teacher’s assistance. The group leader(s) could be responsible for this task.

### AUTHOR NOTE

#### Student Ownership

Letting students plan and prepare the farewell is important to maintain their ownership for the concluding event.



## The farewell event

Conduct the farewell event as planned. Discuss appropriate behavior for such an event and have students follow through with their plans.

# CONCLUDING EPISODE 7

## Reflect on the farewell event

Have students reflect on the events. Use questions like the ones that follow to discuss the events and the *Storypath* before students begin individual reflections:

- ❓ Why are farewell events important?
- ❓ What did we learn about Freedom Summer?
- ❓ What civic actions did the characters take to change Mississippi?
- ❓ What did we learn about our country's struggle for freedom and justice?
- ❓ What do you think will happen after the civil rights workers leave Mississippi? (Students can refer to other resources to find out the next events in the Civil Rights Movement.)

Have students respond in character reflecting on their experiences as they conclude Freedom Summer:

- Journal or diary of the events
- Postcard describing the events sent to an imaginary person back home
- Photo album with captions. Locate photos of the Democratic National Convention or whatever is appropriate to the final episode.

Ask students to reflect on the events of Freedom Summer and imagine they are now returning to their homes. Use these prompts for their last reflection:

- ❓ How am I feeling as I leave Jackson, Mississippi and return to my former life?
- ❓ What did I learn from Freedom Summer?

## ASSESS: Reflection

- Develops ideas with relevant facts, concrete details, and specific examples from the *Storypath*.
- Uses appropriate transitions to create cohesion and clarity about the summer experiences.
- Includes feelings about the summer events.
- Uses precise language to describe what was learned from Freedom Summer.
- Uses a style that is appropriate to task, purpose, and audience.
- For photo album, captions effectively explain the photos.



ASSESSMENT

### **Extend Students' Experiences**

View Episode 5, “Eyes on the Prize: Mississippi: Is this America? (1962–64)” (60 minutes). This series recounts the events of the Civil Rights Movement and Episode 5 focuses on the time period of this particular *Storypath* with news footage of events and interviews with the people who participated in Freedom Summer. Students can compare and contrast their experiences with this video focusing on the issues, way of life, and the real-life challenges of the people they learned about through the *Storypath*.

# **CIVIL RIGHTS MEETING TONIGHT!**

Come to hear  
about summer  
opportunities in  
the South

*You can make  
a difference!*

The summer of 1964  
can change the nation.

## **VOLUNTEER NOW**

## A CALL TO ACTION: CIVIL RIGHTS FOR ALL

Ladies and gentlemen, thank you for coming to this very important meeting. I am here this evening to share with you some important information that may change the direction of this nation.

The United States Constitution sets forth a promise of a just society. Unfortunately the promise of a just society has continued to elude the Black people of the United States.

The Civil War was fought to free the slaves and to provide equality for Blacks. The *15th Amendment of the United States Constitution* which was ratified in 1870 states:

*The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous conditions of servitude.*

### CUSTOMIZE

#### ELL Vocabulary

- civil rights
- ratify
- servitude
- register
- creed

Today in Mississippi, Blacks are denied the right to vote. How can we, as a nation, make decisions about people based solely on the color of their skin? How can the color of your skin determine whether you can vote? People in 1964 are divided by their skin color—this is not fair; it is wrong!

People are divided by skin color—Black and White—when they attend school.

People are divided by skin color—Black and White—when they go to the movies; Blacks in the balcony, Whites on the main floor.

People are divided by skin color—Black and White—when they use a drinking fountain; one for Blacks and one for Whites.

People are divided by skin color—Black and White—when they ride a bus; Blacks in the back of the bus, Whites in the front; Blacks standing, Whites sitting.

People are divided by skin color—Black and White—when they are waited on in a store; Blacks wait while Whites are served first.

We live in a nation that declared that all men are created equal. Where is the justice and equality guaranteed by our Constitution?

The time has come for Blacks to stand up for their rights and share in the American Dream equally with all citizens. Many have worked for these rights. Martin Luther King, Jr., Rosa Parks, Jackie Robinson, Medgar Evers, and many more. You may ask: Why am I here tonight? Why am I giving this speech? All of us must work together for justice and equality. I am here this evening to ask for your help.

This summer we want to register Mississippi Blacks to vote so that they can exercise their rights as citizens. We need volunteers to come to Mississippi to help. All of us working together from every race and creed can make a difference and ensure that justice and equality are guaranteed for all.

Will you volunteer? I don't want to fool you. This will not be easy. Many folks do not want to see change in the South. They do not want to see Blacks voting. There may be violence. There is risk. However, we cannot allow these threats to deny people their constitutional rights. If Americans from many walks of life come together to stand up for the rights for all people, our nation will be a better place. I hope you will join me. Do you want a more just society? I hope your answer is yes.

Thank you ladies and gentlemen.



From <http://www.crmvet.org/docs/fs64-1.pdf>

## DEVELOPMENT OF THE MISSISSIPPI PROJECT

Although the Student Nonviolent Coordinating Committee has active projects in thirteen Southern states, it has achieved its most dynamic success in the state of Mississippi. A state where individual political life is non-existent, where the economic condition of a vast majority of the population is appalling, the home of white supremacy, Mississippi has become the main target of SNCC's staff and resources.

In August, 1961, SNCC went into Mississippi under the leadership of Project Director Robert Moses. Overcoming violence and hardship, SNCC workers have been able to expand their activity into all five of Mississippi's congressional districts. By fall, 1963, SNCC had joined with CORE, SCLC, the NAACP and many voting and civic groups in forming a statewide organization, the Council of Federated Organizations (COFO), and through COFO conducted a Freedom Vote campaign in which 80,000 disenfranchised Negroes cast ballots for Aaron Henry for Governor.

Preparation for real democracy calls for additional programs in the state. Literacy projects have been instituted, and food and clothing drives. But much more comprehensive programs are needed to combat the terrible cultural and economic deprivation of Negro communities in Mississippi.

This summer, SNCC, in cooperation with COFO, is launching a massive Peace Corps-type operation in Mississippi. Students, teachers, technicians, nurses, artists and legal advisors will be recruited to come to Mississippi to staff a wide range of programs that include voter registration, freedom schools, community centers and special projects.



All photographs were taken during Freedom Day at Hattiesburg, Mississippi, on January 22, 1964. A above photo by Norris McNamara, other photos by Danny Lyon.





From <http://www.crmvet.org/docs/fs64-1.pdf>



## VOTER REGISTRATION

The struggle for freedom in Mississippi can only be won by a combination of action within the state and a heightened awareness throughout the country of the need for massive federal intervention to ensure the voting rights of Negroes. This summer's program will work toward both objectives.

Voter registration workers will operate in every rural county and important urban area in the state. These workers will be involved in a summer-long drive to mobilize the Negro community of Mississippi and assist in developing local leadership and organization.

Forty thousand dollars must be raised for a Freedom Registration campaign. The registration campaign which was launched in February will be implemented by summer workers. Freedom Registrars will be established in every precinct, with registration

books closely resembling the official books of the state. The Freedom Registration books will serve as a basis for challenging the official books and the validity of "official" federal elections this fall.

Finally, voter registration workers will assist in the summer campaigns of Freedom Candidates who will be running for congressional office.

## FREEDOM SCHOOLS

An integral part of SNCC's voter registration work is the development of leadership for politically emerging communities. Freedom Schools will begin to supply the political education which the existing system does not provide for Negroes in Mississippi.

The summer project will establish ten daytime Freedom Schools and three resident schools. The daytime schools will be attend-



## RESEARCH PROJECT

The program of voter registration and political organization will attempt to change the fundamental structure of political and economic activity in Mississippi. In order to accurately picture this structure, extensive research must be done into Mississippi's suppressive political and economic life. Skilled personnel are needed to carry out this program both from within and outside the state.

## WHITE COMMUNITY PROJECT

The effort to organize and educate Mississippi whites in the direction of democracy and decency can no longer be delayed. About thirty students, Southern whites who have recently joined the civil rights movement, will begin pilot projects in white communities. An attempt will be made to organize poor white areas to make steps toward eliminating bigotry, poverty and ignorance.

## LAW STUDENT PROJECT

A large number of law students will come to Mississippi to launch a massive legal offensive against the official tyranny of the state. The time has come to challenge every Mississippi law which deprives Negroes of their rights, and to bring suit against every state and local official who commits crimes in the name of his office.

## Trained Personnel Are Needed

For applications write:

### MISSISSIPPI SUMMER PROJECT

1017 Lynch Street — Room 10

Jackson, Mississippi

(applications must be received by mid-April)

ed by 10th, 11th, and 12th grade pupils; the schools will operate five days a week in the students' home towns. Instruction will be highly individualized—each school will have about fifteen teachers and fifty students. The program will include remedial work in reading, math and basic grammar, as well as seminars in political science, the humanities, journalism and creative writing. Wherever possible, studies will be related to problems in the students' own society.

The three resident schools will be attended by more advance students from throughout the state. The program will be essentially the same as that of the day schools, with emphasis on political studies.

The students who attend the schools will provide Mississippi with a nucleus of leadership committed to critical thought and social action.

## COMMUNITY CENTERS

In addition to the Freedom Schools, Community Centers will provide services normally denied the Negro community in Mississippi. Staffed by experienced social workers, nurses, librarians and teachers in the arts and crafts, the centers will provide educational and cultural programs for the community. Instruction will be given in pre-natal and infant care, and general hygiene; programs will provide adult literacy and vocational training. The thirty thousand books now in SNCC's Greenwood office library will be distributed to these centers, and others will be obtained. The centers will serve as places of political education and organization, and will provide a structure to channel a wide range of programs into the Negro community in the future.

## PROGRESS IN MISSISSIPPI DEPENDS ON YOU

The Mississippi Summer Project needs money now to establish and support the activities described in this pamphlet. We are asking the people of America—individuals as well as institutions—to contribute now to assist SNCC in its commitment to the struggle for justice in the state of Mississippi.

A contribution in any amount will be of help. For example:

\$5 will supply school materials for one day-student for the entire summer.

\$25 will pay the utility bills for one Freedom School for the summer.

\$50 will buy office materials for one voter registration field office.

\$100 will buy materials for a home nursing and baby care class for one Community Center.

\$125 will buy one tape recorder for a Freedom School.

\$400 will provide scholarship money for one Southern Negro college student, enabling him to return to school after working in Mississippi for the summer.

\$2000 will rent and remodel a building for one Community Center.

\$3000 will buy one used bus for transporting vote workers and registrants.

Send your contribution to:

### MISSISSIPPI SUMMER PROJECT

Student Nonviolent Coordinating Committee

8½ Raymond Street, N. W.

Atlanta 14, Georgia



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

**CHARACTER BIOGRAPHY**Character's name: \_\_\_\_\_  
(first name) (last name)

Age: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Place of Birth: \_\_\_\_\_  
\_\_\_\_\_

Personality characteristics: \_\_\_\_\_

Current job if not a college student: \_\_\_\_\_

Hobbies: \_\_\_\_\_  
\_\_\_\_\_Favorite leisure activities: \_\_\_\_\_  
\_\_\_\_\_Values: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_Life event related to civil rights: \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

**Assessment:** The biography includes information that is logical to the story. Values listed are consistent with the goals of civil rights. Information included is appropriate for the 1960s. The life event reflects values related to civil rights.

**POST CARD EXAMPLAR****Writing Prompts:**

- What am I thinking as I prepare to leave for Mississippi?
- What concerns do my family and friends have about this trip?

**Assess:**

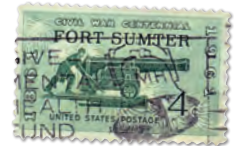
- ☐ Develops ideas with relevant facts, concrete details, and specific examples from the storyline.
- ☐ Uses appropriate transitions to create cohesion and clarity about the departure and Freedom Summer.
- ☐ Includes feelings about the events.
- ☐ Uses precise language relevant to the events.
- ☐ Uses a style that is appropriate to task, purpose, and audience.

**Postcard**

Dear Mom,

We are on our way to Oxford, Ohio. I'm making new friends, and it is clear we all have high hopes for the summer. There is a great deal of camaraderie among the group. We've been singing Beatle songs with a few of us totally off key! There is a lot of discussion about our work in Mississippi—I'm excited and scared. I know you are worried about what I might experience having never been far from home, but don't worry about me, I'm among friends and we will look out for each other.

Love, William



Mom

10820 Someplace St.

Springfield, MS 39762

**COMMITTEES**

**Travel Route:** Decide on the route, number of days, and places to stop for meals and overnight.

**Food:** Coordinate with the Travel Committee to determine meals and places to eat. Work within a budget.

**Clothing:** Recommend suitable clothing for the trip.

**Entertainment:** Decide on the leisure activities appropriate to the time and on the music the group will enjoy on the trip.

**News Events<sup>\*</sup>:** Select significant news events prior to 1964, in the nation and world that everyone should know.

<sup>\*</sup>To make groups smaller, this group could be divided into two—national and international news.

## PRICE LIST

| Food                  |                      |                     |                 |
|-----------------------|----------------------|---------------------|-----------------|
| apples                | 10¢ a pound          | bacon               | 49¢ a pound     |
| baked beans           | 12¢ a can            | bread               | 28¢ a loaf      |
| ketchup               | 39¢ a bottle         | coffee              | 38¢ a pound     |
| crackers              | 25¢ 16 ounce pkg     | ham                 | 46¢ a pound     |
| margarine             | 15¢ a pound          | milk                | 26¢ a quart     |
| peanut butter         | 51¢ 18 ounce jar     | peas                | 15¢ a can       |
| pumpkin pie           | 25¢                  | potato chips        | 43¢ 1 pound box |
| potatoes              | 99¢ 10 pounds        | salad dressing      | 43¢ a jar       |
| chicken noodle soup   | 16¢ a can            | cheese              | 78¢ a pound     |
| chicken               | 41¢ a pound          | 1 dozen eggs        | 50¢             |
| pork chops            | \$1.44 a pound       | bananas             | 10¢ a pound     |
| sugar                 | 2¢ a pound           | tea bags (48 count) | 67¢             |
| butter                | 75¢ a pound          | soda pop            | 5¢ a can        |
| hot dogs              | 49¢ a pound          | Cheerios            | 25¢ a box       |
| Fast Food             |                      |                     |                 |
| hamburger             | 15¢                  | soda pop            | 10¢             |
| french fries          | 10¢                  | milk shake          | 15¢             |
| Walgreen's breakfast  | 33¢ (hotcakes/bacon) | Walgreen's lunch    | 49¢ (pot pie)   |
| Clothing              |                      |                     |                 |
| dress                 | \$5.00-\$15.00       | women's slacks      | \$10.00         |
| men's shirt           | \$3.00               | men's slacks        | \$5.00-\$10.00  |
| sweater               | \$5.00-\$7.00        | shoes               | \$8.00-\$20.00  |
| Other Items           |                      |                     |                 |
| camera                | \$149.50             | stereo              | \$124.95        |
| Polaroid camera       | \$99.95              | record              | \$1.77          |
| 19" television        | \$170.95             | typewriter          | \$49.95         |
| movie tickets         | 75¢                  | 10 speed bicycle    | \$55.95         |
| pen                   | \$1.98               | school bag          | \$3.00          |
| haircut (barber shop) | \$2.50               | makeup kit          | \$6.50          |
| magazine              | 25¢                  | paperback book      | 10¢-25¢         |



## REFUSING SERVICE

**Time:** June 1964

**Place:** On the road to Jackson, Mississippi, local restaurant

**Your role:** Restaurant owner

**Characters** (students): Civil rights workers traveling to Mississippi to register Blacks to vote.

Students are on their way to Jackson, Mississippi to work in a Freedom School where they will register Black citizens so they can vote and be represented in the Mississippi Freedom Democratic Party—Blacks have been banned from joining the Democratic Party in Mississippi.

The students have been on a long bus ride from Oxford, Ohio where they received training on the work they will do. They are nearing their destination and have decided to stop for lunch and eat at a roadside restaurant.

Meet the students at the door of the restaurant and tell them that you will not serve them because they are outsiders. Threaten them and tell them they should turn around and go home because the “good people of Mississippi don’t want them in their state.” Tell them that outsiders are unwelcome and shouldn’t be interfering in something that is none of their business.

Add any other details or “insults” appropriate to this particular situation. Improvise based on the students’ responses.

Allow time after the role-play to debrief the critical incident so that students understand that you were playing a role and that you do not uphold the values and beliefs that were stated during the role-play.

## **NEWS BULLETIN: DISAPPEARANCE OF CIVIL RIGHTS WORKERS**

Three civil rights workers have disappeared: Andrew Goodman, Michael Schwerner, and James Chaney. Andrew Goodman and Michael Schwerner are volunteers who have recently arrived in Mississippi to help with voter registration. James Chaney, a native Mississippian, has been involved in the Civil Rights Movement for some time.

On Sunday, June 21, the three men had gone to investigate the burning of Mt. Zion Methodist Church near Lawndale. The church was going to be used as a Freedom School and had been fire-bombed by the Ku Klux Klan. About 3:00 PM the three civil rights workers' car was stopped for speeding by Deputy Sheriff Cecil Price near the town of Philadelphia, Mississippi. The three men were taken to jail but released later that night. They have not been seen since.

If you know the whereabouts of these men, please call your local police department.

## FBI POSTER: MISSING

**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**

|                  |                   |                                          |                                                                                                  |
|------------------|-------------------|------------------------------------------|--------------------------------------------------------------------------------------------------|
| RACE:            | White             | Negro                                    | White                                                                                            |
| SEX:             | Male              | Male                                     | Male                                                                                             |
| DOB:             | November 23, 1943 | May 30, 1943                             | November 6, 1939                                                                                 |
| POB:             | New York City     | Meridian, Mississippi                    | New York City                                                                                    |
| AGE:             | 20 years          | 21 years                                 | 24 years                                                                                         |
| HEIGHT:          | 5'10"             | 5'7"                                     | 5'9" to 5'10"                                                                                    |
| WEIGHT:          | 150 pounds        | 135 to 140 pounds                        | 170 to 180 pounds                                                                                |
| HAIR:            | Dark brown; wavy  | Black                                    | Brown                                                                                            |
| EYES:            | Brown             | Brown                                    | Light blue                                                                                       |
| TEETH:           |                   | Good: none missing                       |                                                                                                  |
| SCARS AND MARKS: |                   | 1 inch cut scar 2 inches above left ear. | Pock mark center of forehead, slight scar on bridge of nose, appendectomy scar, broken leg scar. |

**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.**



# UNIT QUESTIONS FOR REVIEW

## DISCUSSING FREEDOM SUMMER

Lead a discussion that reinforces the concepts and generalizations taught throughout the unit. The following questions encourage a discussion of major concepts. Include questions about any problem-solving situations you've added to the unit.

- ❓ Why were people willing to risk their lives and volunteer to register voters in Mississippi?
- ❓ Why was there a need to register African Americans so they could vote?
- ❓ Do you think that all white people in Mississippi were against voter registration? Why or why not?
- ❓ What personal challenges did people face during Freedom Summer?
- ❓ What events were most disturbing to you during Freedom Summer?
- ❓ Do you think the Mississippi Freedom Democratic Party was treated unfairly at the 1964 Democratic National Convention? Why or why not?
- ❓ Why is it important to understand events of our past for living in today's world?
- ❓ What changes have happened in our nation since 1964 related to civil rights?
- ❓ Are there events in today's news in which people are working for civil rights?

## REFLECTING ON FREEDOM SUMMER

Students need time to reflect on their experiences and their progress through this unit. Have them respond to questions like these.

- ❓ What have I learned about life in the summer of 1964?
- ❓ What is the most surprising thing I've learned?
- ❓ What was the best work I did in the unit? Why was it my best work?
- ❓ What work could I have done better? How could I have done it better?
- ❓ What did I like most about working with others? How will these skills help me in the future?



# SYNTHESIS ACTIVITIES

The following synthesis activities offer your students the opportunity to demonstrate what they have learned in this unit. These activities are also a powerful assessment tool for you because they're multimodal. They allow for variances in students' strengths and weaknesses as learners. These activities also allow you to assess students on a variety of subjects and on a number of different levels.

## 1. AN ARTISTIC PRESENTATION

### Activity

Write a poem, song, graphic novel, or create a drawing that illustrates at least 4 main events from the *Storypath*.

### Criteria for Assessment

Learning objectives are demonstrated if the assignment

- includes at least 4 main events from the *Storypath*.
- includes one idea relating the human needs and concerns related to Freedom Summer.
- includes one concept: freedom, equality, or justice in the presentation.
- evokes an emotional response to the events of Freedom Summer.
- demonstrates care in creating the presentation—shows evidence of preplanning/editing.

## 2. CURRENT EVENT ANALYSIS

### Activity

Locate a current event that identifies similar issues to that of the Civil Rights Movement. List two or more facts from the current event and compare those facts to the events of the Civil Rights Movement. List two or more facts that are different from the Civil Rights Movement. Identify civic actions of people in the current event. Based on what you learned in the *Storypath*, speculate on what you think will happen in the future related to this event.

### Criteria for Assessment

Learning objectives are demonstrated if the response

- clearly explains 2 similarities and 2 differences related to current event and the events of the *Storypath*.
- appropriately links current event to *Storypath* events.
- can identify a civic action taken by people in the current event.
- can logically speculate on what might happen next in the current event.
- logically sequences responses, shows evidence of editing.
- demonstrates correct grammar and mechanics of English.

# BACKGROUND INFORMATION

## CIVIL RIGHTS

To protect rights fundamental to the preservation of a free society, the Constitution guarantees certain basic civil rights such as the right to political liberty. The right includes the rights of assembly, petition, voting, and running for public office. Civil rights also include the right to personal liberty which includes the rights of freedom of expression, association, worship, and security from unreasonable searches and seizures. Charles F. Bahmueller, Ed. (1991). *Civitas: A Framework for Civic Education*. Center for Civic Education, Calabasas, CA, p. 612.

## FREEDOM SCHOOLS

MEMORANDUM TO FREEDOM SCHOOL TEACHERS  
COFO

1017 Lynch St  
Jackson, Miss.  
May 5

To: MISSISSIPPI FREEDOM SCHOOL TEACHERS

FROM: Miss. Summer Project Staff

RE: SUBJECT: Overview of the Freedom Schools

The purpose of the Freedom schools is to provide an educational experience for students which will make it possible for them to challenge the myths of our society, to perceive more clearly its realities, and to find alternatives, and ultimately, new directions for action.

Just what forms this educational experience will take will vary from school to school and from teacher to teacher. We will not be able to provide all the facilities, materials, and personnel we would like. This is a fact of our whole operation, and we are used to it. But we hope the curriculum will be flexible enough to overcome them.

The Freedom Schools will consist of from 5 to 15 teachers and 25 to 50 students. It does not now appear that we will be able to secure buildings for residential schools, so you will be working in day churches, store fronts, homes, etc.

The kinds of activities you will be developing will fall into three general areas: 1) academic work, 2) recreation and cultural activities, 3) leadership development. It is our hope that these three will be integrated into one learning experience, rather than being the kind of fragmented learning and living that characterizes much of contemporary education. How this integration can occur will be suggested by the materials we will be sending you and by the orientation period.

Since the students' academic experiences should relate directly to their real life in Mississippi, and since learning that involves real-life experiences is, we think, most meaningful, we hope that the students will be involved in the political life of the communities. As the day's schedule



below indicates, the students will work in various kinds of political activity in the evenings. The way students can participate in local voter registration should be worked out by the teachers and local COFO voter registration staff at a meeting before the opening of school. The teachers will be free to participate in these activities with the students, although you may need the time to prepare lessons, etc., and thus will want the local staff to supervise the students' canvassing, etc. It may also be the case that on some evenings the teachers or students will plan a special event and thus the students will not do political work that night. Or it may happen that the need for canvassing for a special event will cause local staff to ask for part of the students' day for this purpose. It is important that voter registration staff and teachers stay in close touch with each other so these things can be worked out. An average day's schedule might look like this: Early morning (7–9 AM): Concentrated individual work on areas of the students' particular interest or need. Morning (9 AM –12 or 1 PM): Academic curriculum. Afternoon (2–4 or 5 PM): Non-academic curriculum (recreation, cultural activities, and some tutoring.) You will have to bear in mind that it is too hot in the afternoon for much concentrated work. Evening (7–9 PM or so): Work with voter registration activities, or special events (like a visiting folk singer) on evenings when no political work is needed.

The development of a weekly schedule and a daily lesson plan will be left to the teachers and students of the school. All teachers will be at their school's site at least a week before the schools open July 7. This week should be used primarily for planning by the teaching group, as well as recruiting students and making community contacts. We will try to balance the schools' personnel so that various skills will be represented by different members of the teaching team.

The fact that you will do the actual development of a plan for each day means that you will have to be creative, resourceful, and flexible. To aid you in your task, we will be supplying you with the following material, either in the mail or at orientation:

1. Curriculum Guide for Freedom Schools, by Noel Day. This document will be your basic teaching material. It contains six units of study centered around values and social change. Each unit contains suggested content materials and teaching methods. It will be possible for you to center some of the writing and reading teaching around the subject matter of the units, and discussion will help students grow in public speaking ability.
2. Case studies are being prepared by various people. Some of these will relate directly to the curriculum suggested by the Curriculum Guide; some can be used as supplementary material. The Case Study Outline will explain how to use these studies of various problems related to civil rights and political change.

3. Papers on the teaching of science, math, and remedial reading and writing (also short papers on teaching arts and crafts, dramatics, etc.) Science will not relate directly to the subject matter of the curriculum guide, but it is important that students receive both a feeling for what real science is (which they do not receive in school) and tutorial help in specific scientific areas of study if they show interest. Any teacher who knows this area should come prepared to do some special work with a few students and to handle a class session or two on a general "Wonders of Science" theme. The paper you will receive will give you further ideas.

Math is an area of real difficulty for many students. Try to secure 11th and 12th (and earlier) math texts for use in tutoring. It will be difficult to develop class sessions around this subject, since students' abilities will vary greatly. The paper on teaching this subject will help you see an approach for a classroom situation.

Remedial reading and writing work will be needed by nearly all students. Reading aloud is suggested in the Curriculum Guide as are some theme topics. Students should be encouraged and guided in doing outside reading. Writing should be discussed with students individually with tutorial help directed toward writing improvement.

4. A paper on Leadership Development by Charlie Cobb will contain suggestions of the kinds of skills students should develop and how these can be integrated into daily activities.

5. A paper suggesting recreational and cultural activities for students will be available.

IT IS ABSOLUTELY ESSENTIAL THAT YOU STUDY THESE MATERIALS CAREFULLY AND BRING THEM SOUTH WITH YOU. THEY WILL BE YOUR GUIDE FOR THE SUMMER. YOUR TIME HERE IS LIMITED AND YOU MUST PREPARE AHEAD OF TIME AS MUCH AS POSSIBLE. We will NOT be able to replace curriculum materials if you fail to bring them with you.

We are glad you will be with the Mississippi movement and hope that you share our excitement about the possibilities that the summer holds for real growth for you and Mississippi's young people.

[Editors' Note: 'Curriculum Guide for Freedom Schools' became the 'Citizenship Curriculum, Units I to VI']

# OBJECTIVES OVERVIEW

| Program Performance Standards                                                                               | Unit Objectives                                                                                                                            | Episode 1 | Episode 2 | Episode 3 | Episode 4 | Episode 5 | Episode 6 | Episode 7 | Synthesis 1 | Synthesis 2 | Synthesis 3 |
|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------|-------------|-------------|
| <b>Culture/Social Interaction</b>                                                                           |                                                                                                                                            |           |           |           |           |           |           |           |             |             |             |
| Identify ways different groups, societies, and cultures address similar human needs and concerns.           | Identify ways the groups meet their needs in the context of the 1960s.                                                                     |           | ●         |           |           |           |           |           |             |             |             |
|                                                                                                             | Identify ways different groups respond to similar human needs and concerns.                                                                |           |           | ●         | ●         |           |           |           |             |             |             |
| Cite ways in which language, stories, music, and artistic creations express culture and influence behavior. | Cite ways in which language, stories, music and artistic creations express culture and events.                                             |           |           |           |           |           |           | ●         |             |             |             |
|                                                                                                             | Identify the activities that people engage in to celebrate and commemorate events of their time and place.                                 |           |           |           |           |           |           | ●         |             |             |             |
| Demonstrate an understanding of how people interact with their physical environment and social conditions.  | Demonstrate an understanding of how people interact with their physical environment and social conditions when planning a trip.            |           | ●         |           |           |           |           |           |             |             |             |
|                                                                                                             | Identify ways in which different groups of people interact with their environment and social conditions.                                   |           |           | ●         | ●         |           |           |           |             |             |             |
| <b>History</b>                                                                                              |                                                                                                                                            |           |           |           |           |           |           |           |             |             |             |
| Identify examples of change and cause-and-effect relationships.                                             | Identify how voter registration requirements fostered people's actions for justice and equality.                                           |           |           | ●         |           |           |           |           |             |             |             |
|                                                                                                             | Identify how the attitudes of people are shaped by the events of the time.                                                                 |           |           | ●         | ●         | ●         |           |           |             |             |             |
| Cite examples of how people in different times and places view the world.                                   | Identify how being refused service in a restaurant—and similar actions—led to people's actions regarding demands for justice and equality. |           |           |           | ●         |           |           |           |             |             |             |
|                                                                                                             | Identify how the disappearance of the civil rights workers influenced people's actions regarding demands for justice and equality.         |           |           |           |           | ●         |           |           |             |             |             |
|                                                                                                             | Create examples of how people lived and worked in the 1960s.                                                                               | ●         |           |           |           |           |           |           |             |             |             |
| <b>Social Skills</b>                                                                                        |                                                                                                                                            |           |           |           |           |           |           |           |             |             |             |
| Organize, plan, make decisions, and take action in group settings.                                          | Organize, plan, and make decisions while creating characters.                                                                              | ●         |           |           |           |           |           |           |             |             |             |
|                                                                                                             | Participate in organizing, planning, and making decisions to plan for a trip.                                                              |           | ●         |           |           |           |           |           |             |             |             |
|                                                                                                             | Plan and make decisions about being refused service in a restaurant.                                                                       |           |           |           | ●         |           |           |           |             |             |             |
|                                                                                                             | Plan and make decisions about whether to stay on with the project or return home.                                                          |           |           |           |           | ●         |           |           |             |             |             |
|                                                                                                             | Plan and make decisions to prepare for a presentation.                                                                                     |           |           |           |           |           | ●         |           |             |             |             |
|                                                                                                             | Organize, plan, and make final decisions for the farewell.                                                                                 |           |           |           |           |           |           | ●         |             |             |             |

| Program Performance Standards                                                                                                                            | Unit Objectives                                                                                                                                                                        | Episode 1 | Episode 2 | Episode 3 | Episode 4 | Episode 5 | Episode 6 | Episode 7 | Synthesis 1 | Synthesis 2 | Synthesis 3 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------|-------------|-------------|
| <b>Social Skills</b>                                                                                                                                     |                                                                                                                                                                                        |           |           |           |           |           |           |           |             |             |             |
| Persuade, compromise, debate, and negotiate in the resolution of conflicts and problems.                                                                 | Determine an appropriate course of action to respond to the refusal of service.                                                                                                        |           |           |           | ●         |           |           |           |             |             |             |
| Work with others to decide on an appropriate course of action.                                                                                           | Work within a committee structure to plan the trip.                                                                                                                                    |           | ●         |           |           |           |           |           |             |             |             |
|                                                                                                                                                          | Work together to successfully participate in the farewell event.                                                                                                                       |           |           |           |           |           |           | ●         |             |             |             |
| <b>Critical Thinking</b>                                                                                                                                 |                                                                                                                                                                                        |           |           |           |           |           |           |           |             |             |             |
| Use criteria to make judgments through such processes as appraising ideas, considering points of view, and evaluating statements or positions on issues. | Use information about climate, geography, and purpose to plan a trip.                                                                                                                  |           | ●         |           |           |           |           |           |             |             |             |
| Organize ideas in new ways.                                                                                                                              | Organize ideas from research and class discussion in new ways to create unique characters.                                                                                             | ●         |           |           |           |           |           |           |             |             |             |
|                                                                                                                                                          | Organize information in new ways.                                                                                                                                                      |           | ●         |           |           |           |           |           |             |             |             |
|                                                                                                                                                          | Organize ideas from class discussion and observation and apply those ideas to discussing how to respond to a critical incident.                                                        |           |           |           |           | ●         | ●         |           |             |             |             |
|                                                                                                                                                          | Organize ideas from readings, class discussion, and observation and apply those ideas to discussing the roles of civil rights workers.                                                 |           |           | ●         |           |           |           |           |             |             |             |
|                                                                                                                                                          | Organize ideas from class discussion and observation and apply those ideas to discussing the refusal of service and how to respond.                                                    |           |           |           | ●         |           |           |           |             |             |             |
| Define issues or problems and consider alternatives. Then make a decision based on evaluation of alternatives.                                           | Define the issues related to civil rights workers of the 1960s, consider the risks involved, and reflect on the courage and commitment of the workers.                                 |           |           | ●         |           |           |           |           |             |             |             |
|                                                                                                                                                          | Define the issues related to being refused service, consider alternatives, and make a decision based on the evaluation of the alternatives.                                            |           |           |           | ●         |           |           |           |             |             |             |
|                                                                                                                                                          | Define the issues related to the disappearance of the civil rights workers, consider alternatives, and make a decision based on the evaluation of the alternatives.                    |           |           |           |           | ●         |           |           |             |             |             |
|                                                                                                                                                          | Define the issues related to the protesters, the civil rights workers, and the Black citizens, consider alternatives, and make a decision based on the evaluation of the alternatives. |           |           |           |           |           | ●         |           |             |             |             |

# OBJECTIVES OVERVIEW

| Program Performance Standards                                                                                                                                                                                          | Unit Objectives                                                                                                                                                             | Episode 1 | Episode 2 | Episode 3 | Episode 4 | Episode 5 | Episode 6 | Episode 7 | Synthesis 1 | Synthesis 2 | Synthesis 3 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------|-------------|-------------|
| <b>Civic Competence</b>                                                                                                                                                                                                |                                                                                                                                                                             |           |           |           |           |           |           |           |             |             |             |
| Identify key ideals of the United States' republican form of government.                                                                                                                                               |                                                                                                                                                                             |           |           |           |           |           |           |           |             |             |             |
| Identify examples of freedoms, rights, and responsibilities of citizens.                                                                                                                                               | Identify examples of freedoms, rights, and responsibilities of citizens.                                                                                                    |           |           | •         | •         | •         | •         |           |             |             |             |
| Identify and practice selected forms of civic discussion and participation.                                                                                                                                            | Identify and practice civic discussion and participation to choose a leader for their trip.                                                                                 |           | •         |           |           |           |           |           |             |             |             |
| Explain actions citizens can take to influence public policy decisions; recognize and evaluate the variety of formal and informal actions that influence and shape public policy.                                      | Participate in civic discussion.                                                                                                                                            |           |           | •         | •         | •         | •         |           |             |             |             |
|                                                                                                                                                                                                                        | Explain how actions citizens take can reflect their values and beliefs.                                                                                                     |           |           | •         | •         | •         | •         |           |             |             |             |
|                                                                                                                                                                                                                        | Explain how voting affords rights and responsibilities to citizens.                                                                                                         |           |           |           |           |           | •         |           |             |             |             |
| <b>Communication Processes/Speaking and Listening</b>                                                                                                                                                                  |                                                                                                                                                                             |           |           |           |           |           |           |           |             |             |             |
| Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume and clear pronunciation. | Present characters to the class; listen actively and take notes during oral presentations.                                                                                  | •         |           |           |           |           |           |           |             |             |             |
|                                                                                                                                                                                                                        | Present salient points in a focused, coherent manner with pertinent descriptions, facts, and details; use appropriate eye contact, adequate volume and clear pronunciation. |           | •         |           |           |           | •         |           |             |             |             |
| Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.                                                                                        | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.                                             |           | •         |           |           |           |           |           |             |             |             |
| <b>Reading Processes</b>                                                                                                                                                                                               |                                                                                                                                                                             |           |           |           |           |           |           |           |             |             |             |
| Key ideas and details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                         | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                     |           |           | •         |           |           |           |           |             |             |             |
|                                                                                                                                                                                                                        | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                       |           |           |           |           | •         |           |           |             |             |             |
| Key ideas and details: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).                      | Analyze ideas in a text.                                                                                                                                                    |           |           |           |           |           | •         |           |             |             |             |
|                                                                                                                                                                                                                        | Analyze the interactions between individuals, events, and ideas in a multimedia text.                                                                                       |           |           |           |           |           |           | •         |             |             |             |

| Program Performance Standards                                                                                                                                                                                                                        | Unit Objectives                                                                                                                                                                        | Episode 1 | Episode 2 | Episode 3 | Episode 4 | Episode 5 | Episode 6 | Episode 7 | Synthesis 1 | Synthesis 2 | Synthesis 3 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------|-------------|-------------|
| <b>Reading Processes</b>                                                                                                                                                                                                                             |                                                                                                                                                                                        |           |           |           |           |           |           |           |             |             |             |
| <b>Craft and structure:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.                        | Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.                                               |           |           | ●         |           |           | ●         |           |             |             |             |
| <b>Integration of knowledge and ideas:</b> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | Compare and contrast texts in audio, video, or written format, analyzing the portrayal of information.                                                                                 | ●         |           |           |           |           |           |           |             |             |             |
|                                                                                                                                                                                                                                                      | Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.                                                   |           |           |           |           |           | ●         |           |             |             |             |
| <b>Writing Processes</b>                                                                                                                                                                                                                             |                                                                                                                                                                                        |           |           |           |           |           |           |           |             |             |             |
| <b>Write informative/explanatory texts</b> to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                     | Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                          |           |           |           |           |           | ●         |           |             |             |             |
| <b>Write narratives</b> to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured sequences.                                                                                    | Write narratives to develop real or imagined experiences.                                                                                                                              | ●         |           | ●         | ●         | ●         | ●         | ●         |             |             |             |
| <b>Produce clear and coherent writing</b> in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                                          | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |           |           |           |           |           | ●         |           |             |             |             |
| <b>Uses technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others</b> including linking and citing sources.                                                 | Use technology, including the internet, to produce and publish writing and to cite sources as well as to interact and collaborate with others including linking to and citing sources. |           | ●         |           |           |           |           |           |             |             |             |
| <b>Conduct short research projects</b> to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.                                                                 | Conduct short research projects to answer a question, drawing on several sources.                                                                                                      | ●         |           |           |           |           |           |           |             |             |             |



# HOW TO CONDUCT READING MINI-LESSONS

The Reading Tips chart on the CD provides a quick reminder for students to use as they work with the slides. These Reading Tips cover strategies that are especially effective for reading and understanding nonfiction text:

- Identifying main ideas and supporting details
- Comparing and contrasting
- Making connections
- Making inferences
- Scanning for specific information
- Understanding visuals

You can use the Reading Tips as the basis for mini-lessons.

The unit assumes that these strategies have been taught and practiced in other classroom contexts and that the purpose of the Storypath mini-lesson is to provide a quick review. You will decide which reading strategies are most applicable for each reading task within the unit. In addition, the discussion questions in the Content Slide Sets suggest applicable strategies that the students will need to use on their own.

## READING MINI-LESSON FRAMEWORK

**1. Describe the strategy, explaining when and why readers use it.** Your students may need some help in understanding the reading strategy and knowing when it might be useful. Use the Reading Tips chart for information on explaining the strategy and helping students understand when and why readers use it.

**2. Model the steps as you “think aloud” with a sample text.** Demonstrate how you would use each strategy, using text from or similar to text in the Storypath unit. First, read some of the text aloud and then talk about what happens in your head as you use the strategy. This modeling makes the hidden reading processes become more visible and concrete for developing readers. Language that will help you includes the following:

- “I think about what I already know...”
- “When I look for the main idea, I ...”
- “Here is a clue that will help me ...”
- “That makes me think ...”

**3. Guide students to apply these steps as they read during the unit.** Support students as they apply the various reading strategies in the Storypath unit and begin to use the strategies independently. For example, after you model your own thinking, ask students to try out the strategy with your guidance before asking them to apply it on their own. This will help you determine which students understand the strategy and which students need more help.

**4. Assess students’ progress.** Students’ independent use of the various reading strategies will give you valuable opportunities to assess their growing proficiency with the strategy, as well as their understanding of social studies content.

# ADDITIONAL RESOURCES

## REFERENCES

Belfrage, S. *Freedom Summer*. New York: The Viking Press, Inc., 1965.

Provides a personal account of a young white civil rights volunteer in the summer of 1964.

Cagin, S. & Dray, P. *We Are Not Afraid: The Story of Goodman, Schwerner, and Chaney and the Civil Rights Campaign for Mississippi*. New York: Macmillan Publishing Company, 1988.

Recreates the environment and circumstances of the Mississippi Summer Project.

Carson, C., Garrow, D.J., Gill, G., Harding, V., Clark Hine, D., (Eds.) *The Eyes on the Prize Civil Rights Reader*. New York: Penguin Books, 1991.

Durham, M. *Powerful Days: The Civil Rights Photography of Charles Moore*. Tuscaloosa, AL.: University of Alabama Press, 1991.

Charles Moore's photo history of the Civil Rights Movement with accompanying text.

Engelbert, P. *American Civil Rights: Primary Sources*. Detroit: UXL.

Presents fifteen documents, including speeches, autobiographical text, and proclamations related to the Civil Rights Movement and arranged in the categories of economic rights, desegregation, and human rights.

Heath, W. *The Children Bob Moses Led*. Minneapolis: Milkweed Editions, 1995.

Historical fiction that describes the volunteer civil rights experience in Mississippi in the summer of 1964.

Seeger, P. & Reiser, B. *Everybody Says Freedom: A History of the Civil Rights Movement in Songs and Pictures*. New York: W.W. Norton, 1989.

Martinez, E. (Ed.) *Letters from Mississippi*. Brookline, MA: Zephyr Press, 2002.

Personal letters written by volunteers of the Mississippi Summer Projects.

Moses, R. *Radical Equations: Civil Rights from Mississippi to the Algebra Project*. Boston, MA: Beacon Press, 2001.

Bob Moses, a leader in the Civil Rights Movement, links the role of algebra as a gateway to higher education for underserved students. He also describes his work throughout the 1960s in civil rights.

Silver, J.W. *Mississippi: The Closed Society*. New York: Harcourt, Brace & World. Inc., 1966.

Firsthand account of life in Mississippi during segregation with a number of primary documents. Helpful background information to prepare for this unit.

Tusa, B.M. *Faces of Freedom Summer*. Tuscaloosa, AL.: The University of Alabama Press, 2001.

Provides a photo essay and text of the Mississippi Freedom Project focusing on Hattiesburg, Mississippi.

Williams, J. *Eyes on the Prize*. New York: Penguin Press, 1988.

Chapter 7 provides an excellent resource for preparing for this unit.

Young, A. *An Easy Burden: The Civil Rights Movement and the Transformation of America*. New York: HarperCollins Publishers, 1996.

A memoir of Andrew Young's experiences in the Civil Rights Movement.

## STUDENT REFERENCES

Anderson, J.J. *The Civil Rights Movement*. North Mankato, MN: ABDO Publishing Co., 2012

Provides an overview of key events in the Civil Rights Movement. A good resource for creating a timeline.

Aretha, D. *Freedom Summer*. Greensboro, NC: Morgan Reynolds, 2008.

Provides an excellent nonfiction accompaniment to the *Freedom Summer* Storypath.

Aretha, D. *Selma and the Voting Rights Act*. Greensboro, NC: Morgan Reynolds, 2008.

Peaceful marches were organized to protest injustice. These marches were met with violence that was broadcasted nationally, shining a light on racism and hatred.

Boerst, W.J. *Marching in Birmingham*. Greensboro, NC: Morgan Reynolds, 2008.

Bombings in Birmingham were intended to frighten African Americans from seeking their civil rights. Marches began, Martin Luther King, Jr. was jailed, and young people took to the streets to march against racism.

# ADDITIONAL RESOURCES

## STUDENT REFERENCES CONT.

Burch, J.J. *Marian Wright Edelman*. Brookfield, CT: The Millbrook Press, 1994.

Recounts the story of Wright Edelman's life and her work in civil rights and as a children's advocate. An excellent book to read at the conclusion of the Storypath as many of the experiences of this Storypath were directly related to Wright Edelman's life.

Curtis, C.P. *The Watsons Go to Birmingham—1963*. New York: Delacorte, 1995.

The ordinary interaction and everyday routines of the Watsons, an African-American family living in Flint, Michigan, are drastically changed after they go to visit Grandma in Alabama in the summer of 1963.

Davis, O. *Just Like Martin*. New York: Puffin Books, 1992.

The main character is a young teenage boy living in the South during the Civil Rights Movement. He becomes active in the Civil Rights Movement in his small town at the time of the March on Washington.

Haskins, J. *Freedom Rides: Journey for Justice*. New York: Hyperion Books for Children, 1995.

Recounts the freedom rides to integrate buses that began in 1954 and continued into the 1960s. Haskins vividly writes about the events and the people who risked their lives to move integration forward.

Hunter-Gault, C. *To the Mountaintop: My Journey through the Civil Rights Movement*. New York: Roaring Brook Press, 2012.

A personal account of the Civil Rights Movement starting in 1959 and leading up to the inauguration of President Barack Obama.

Hynson, C. *Timelines: The Civil Rights Movement*. London: Franklin Watts, 2010.

A concise timeline beginning in 1866, the first civil rights act and ending with the election of Barack Obama.

Kallen, S.A. *Women of the Civil Rights Movement*. Farmington Hills, MI: Thomson Gale, 2005.

Tells the story of women in the Civil Rights Movement. Readers gain a sense of a place of women in society in their day and how they made a difference in the Civil Rights Movement.

Mayer, R.H. *When the Children Marched*. Berkeley Heights, NJ: Enslow Publishers, Inc., 2008.

Discusses the Birmingham Civil Rights Movement, the leaders of the movement, and the role of the children who helped fight for equal rights and to end segregation in Birmingham.

Marsico, K. *The Montgomery Bus Boycott*. Tarrytown, NY: Marshall Cavendish Corp. 2012.

Provides comprehensive information and differing perspectives on the Montgomery bus boycott in 1965.

Parks, R. *Rosa Parks: My Story*. New York: Dial Books, 1992.

Provides insights into Parks's life and times and the courageous stand she took to integrate buses in Birmingham, Alabama.

Summer, L.S. *Rosa Parks: Journey to Freedom*. Chanhassen, MN: The Child's World, 2000.

Examines the life and accomplishments of Rosa Parks, as well as her impact on the Civil Rights Movement.

Treanor, N. (Ed.) *Desegregation*. Farmington Hills, MI: Greenhaven Press, 2003.

Primary documents related to key civil rights events.

Ushcan, M.V. *The Civil Rights Movement*. Detroit, MI: Lucent Books, 2010.

An overview of key events in the Civil Rights Movement.

Rochelle, B. *Witnesses to Freedom; Young People Who Fought for Civil Rights*. New York: Lodestar Books, 1993.

Describes the experiences of young Blacks who were involved in the Civil Rights Movement, including *Brown v. Board of Education*, the Montgomery Bus Boycott, and the Sit-in Movement.

Watch for well-known author Deborah Wiles' Freedom Summer book. The story takes place in 1964 during Freedom Summer and includes non-fiction elements in the form of scrapbooks, song lyrics, and biographies.

# ADDITIONAL RESOURCES

## MULTIMEDIA

### Music

*Sing for Freedom: The Story of the Civil Rights Movement Through Its Songs.* Smithsonian Folkways Recordings, Washington, DC: Smithsonian Institution.

Documents the music and words of the Civil Rights Movement. “Mass Meeting and Prayer” is a recording of words spoken at a church in Mississippi where citizens are asked to register to vote at the courthouse.

### Videos

*Eyes on the Prize: America’s Civil Rights Years.* “Episode 5: Mississippi: Is This American? (1962–1964),” Boston, MA: Blackside, Inc. 1986. 60 min.

This episode recounts many of the events of this Storypath with television news footage, interviews, and photographs.

*A History of the Civil Rights Movement.* Schlessinger Video Productions. 1994. 30 min.

A documentary that highlights the Civil Rights Movement from *Plessy v. Ferguson* to Jesse Jackson’s bid for the presidency.

*A Time for Justice.* America’s Civil Rights Movement. Montgomery, AL: Teaching Tolerance. 1992. 38 min. Provides historic footage and voices of people of the Civil Rights Movement.

“Sick and Tired of Being Sick and Tired.” YouTube.com. 9 July 2007. <http://www.youtube.com/watch?v=xKXoXwYpzmU>.

A History Day Project that provides an overview of Civil Rights Activist, Fannie Lou Hamer. Photos and video clips included with narration.

### Websites

Birmingham Civil Rights Institute:  
[http://www.bcri.org/plan\\_visit/index.html](http://www.bcri.org/plan_visit/index.html)

Martin Luther King, Jr. National Historic Site:  
<http://www.nps.gov/malu/>

Civil Rights Oral History Bibliography (Mississippi):  
<http://www.usm.edu/crdp/html/bibliography.shtml>

National Association for the Advancement of Colored People: <http://www.naacp.org/>

The Troy State University of Montgomery Rosa Parks Library and Museum:  
<http://montgomery.troy.edu/rosaparks/museum/>

National Civil Right Museum:  
<http://www.civilrightsmuseum.org>

Ordinary People Living Extraordinary Lives: The Civil Rights Movement in Mississippi:  
<http://www.usm.edu/crdp/html/cd/intro.htm>

### Highly Recommended:

Civil Rights Movement Veterans Website:  
<http://www.crmvet.org/index.htm>

Faces of the Civil Rights Volunteers:  
<http://www.crmvet.org/images/imgvols.htm>

Veterans Roll Call  
(Primary documents of civil rights workers):  
<http://www.crmvet.org/vet/vethome.htm>



STORYPATH®



*The Civil Rights Movement*  
**Freedom Summer**

[www.teachstorypath.com](http://www.teachstorypath.com)





## What was life like in the 1960s?

The 1960s was a time of great change. It was an age of youth, as the children of the post-World War II baby boomers were entering adulthood and wanted to move away from the conservative lifestyles and lack of social change America experienced throughout the 1950s.

### In 1960, ...

- The average salary was \$4,743.00
- A teacher's salary was \$5,174.00
- A gallon of gas was 31¢
- A McDonald's hamburger was 15¢
- Popcorn at the movies was 20¢
- A brand new Chevrolet was \$2,529.00

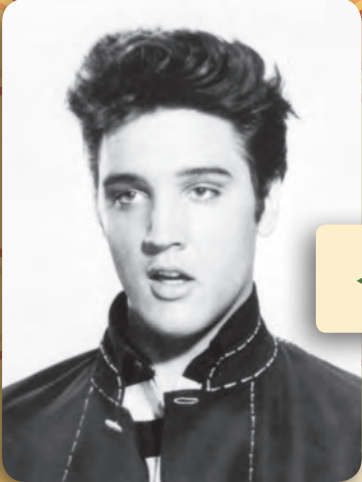


# Let's start with music in the 1960s...



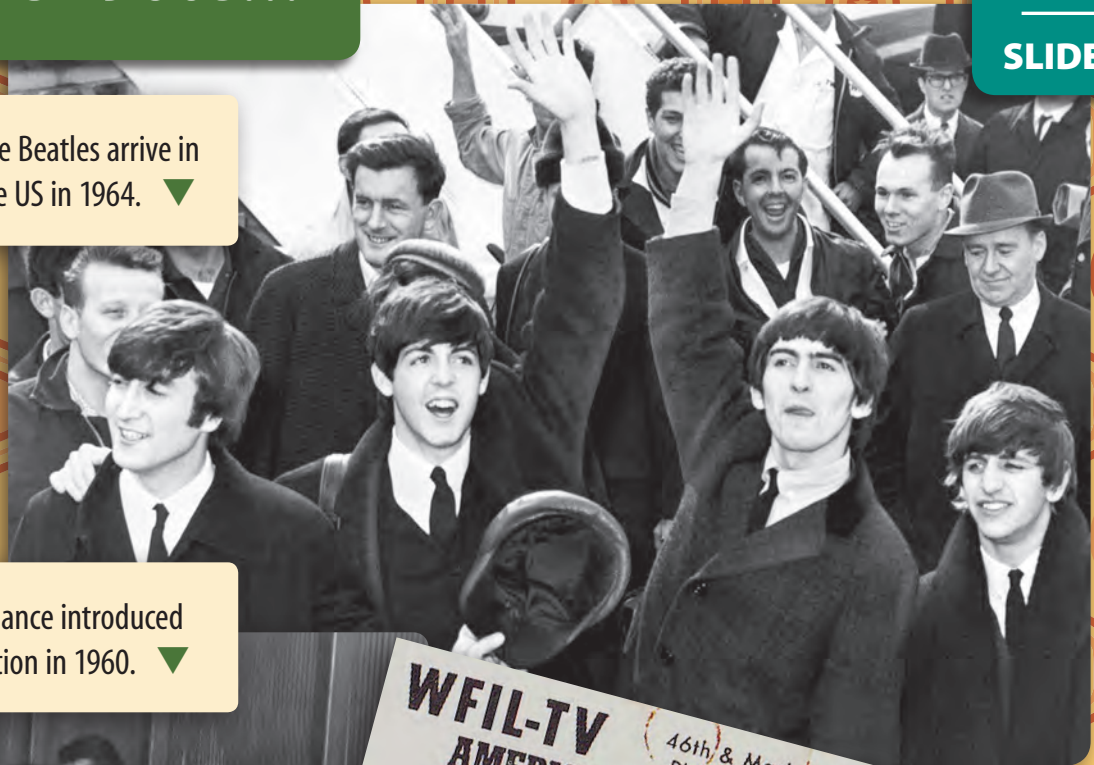
SET 1

SLIDE 2

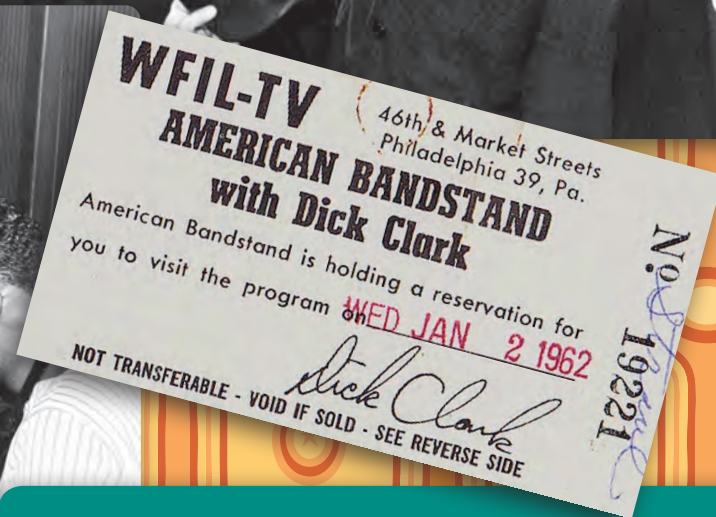
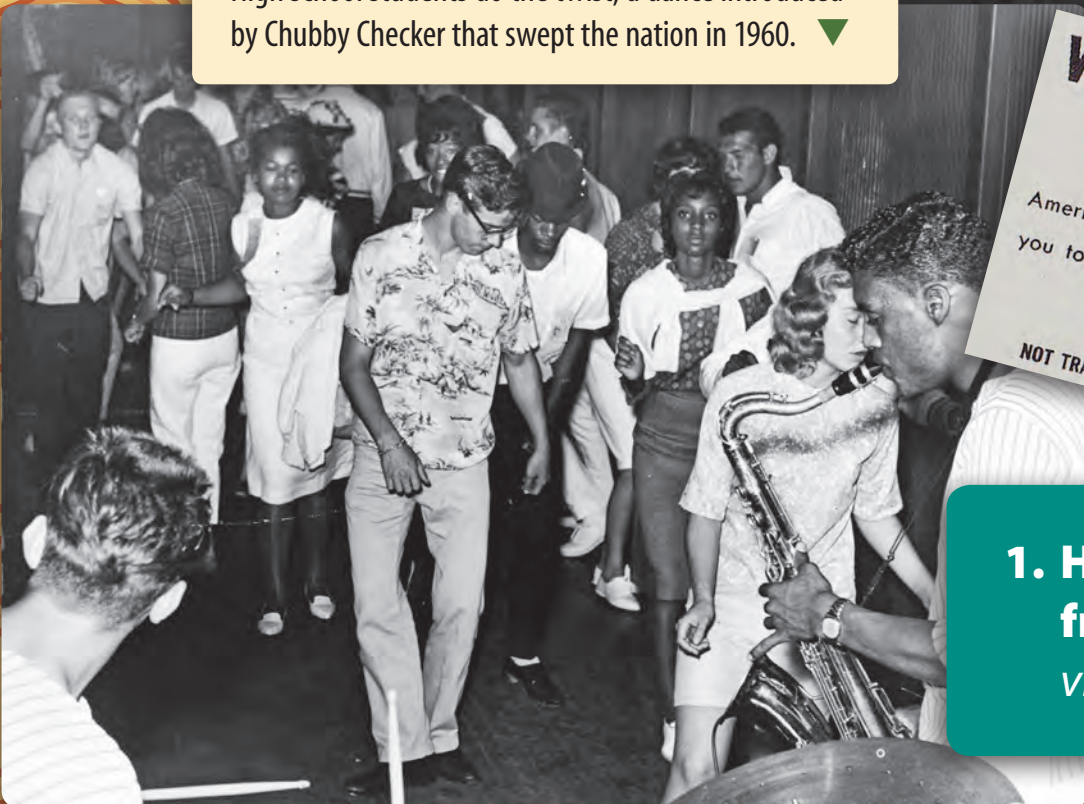


◀ Elvis Presley

The Beatles arrive in the US in 1964. ▼



High school students do the twist, a dance introduced by Chubby Checker that swept the nation in 1960. ▼



**1. How was music similar or different from today's music?** (understanding visuals, comparing and contrasting)



# TV shows in the 1960s



SET 1

SLIDE 3

*Leave It to Beaver* ▶

*Bonanza* ▼



**2. What inferences can you make about these television shows?** (*understanding visuals, making inferences*)



# Vehicles



SET 1

SLIDE 4



Top left photo by Hugh Lee. Used under the Creative Commons Attribution 2.0 Generic license.

Top right photo by Matthew Brown (Morven). Used under the GNU Free Documentation License and the Creative Commons Attribution-Share Alike 3.0 Unported license.

Middle photo courtesy of Florida Keys—Public Libraries. Used under the Creative Commons Attribution 2.0 Generic license.



# Fast food restaurant



SET 1

SLIDE 5





# Everyday things



SET 1

SLIDE 6



◀ Men and women socializing in the 1960s.



▲ Teenage girls receive a dance lesson.



**3. How has life changed from then until now?** *(connecting, comparing and contrasting)*





## Dateline

*continued*

**1960**

The 50 star flag  
was adopted



**1961**

Alan B Shepard, Jr.,  
became the first  
American rocketed  
into space.



**1961**

The Bay  
of Pigs  
Invasion  
occurred.







## Dateline

1963

Prayer in schools  
was declared  
unconstitutional.



1963

President John F. Kennedy was assassinated.



1963

Congress passed  
a bill providing  
for "equal pay  
for equal work,  
regardless of sex."

**4. Which events do you think had a major impact on the nation at that time? Why?**  
*(main ideas/supporting details, making inferences)*

# Civil Rights Events



SET 1

SLIDE 9

What important civil rights events happened before the Summer of 1964?

## Dateline

*continued*

**1896**

Supreme Court in *Plessy v. Ferguson* rules segregation is constitutional.

**1914**

The Universal Negro Improvement Association is founded by Marcus Garvey.

**1942**

The Congress of Racial Equality (CORE) is founded by James Farmer and others in Chicago.

**1909**

The National Association for the Advancement of Colored People (NAACP) is founded.

**1939**

Marion Anderson sings at a concert at Washington D.C.'s Lincoln Memorial on Easter Sunday.

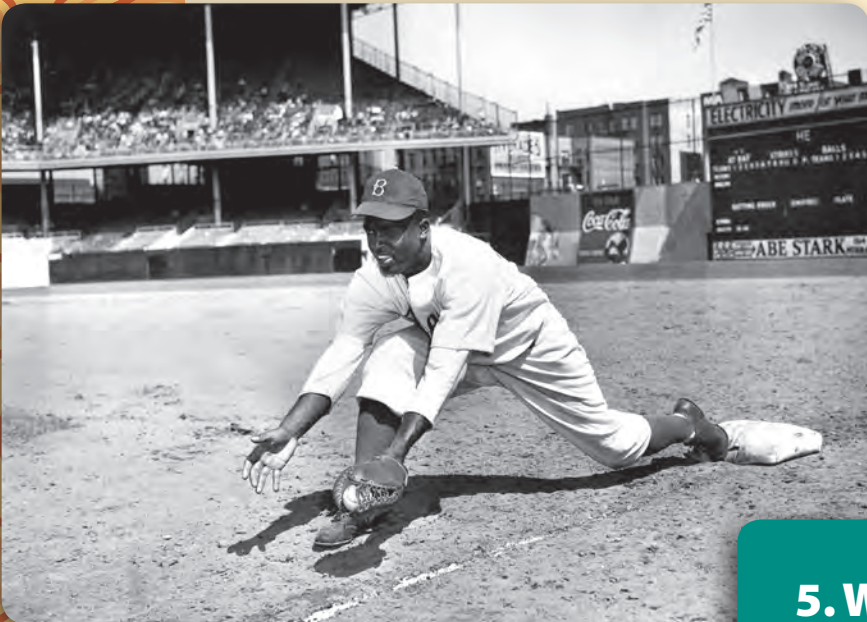


## Dateline

*continued*

1947

Jackie Robinson becomes the first African American baseball player for the major leagues.



1948

President Truman orders armed forces desegregated.

1947

Freedom Riders test the Supreme Court ban on segregation in interstate travel on Trailways and Greyhound buses.

**5. Why do you think these events were important to the Civil Rights Movement?** *(making inferences)*





## Dateline

*continued***1954**

The Supreme Court rules in *Brown v. Topeka Board of Education* that racial segregation in public schools is unconstitutional.

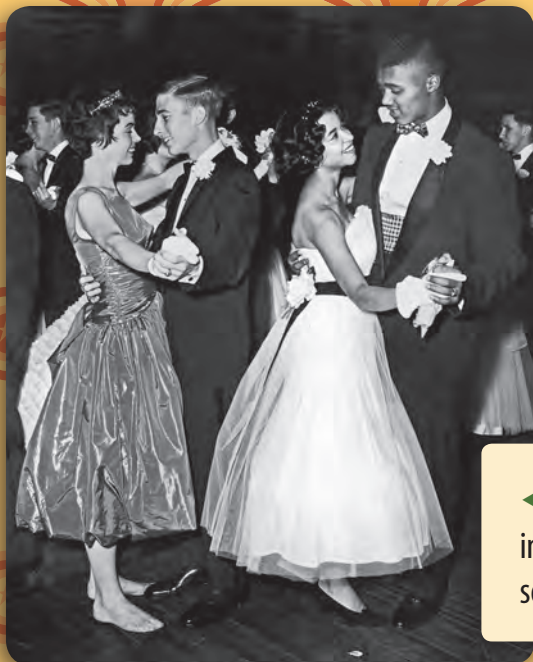
**1957**

Martin Luther King helps to found the Southern Christian Leadership Conference (SCLC).

**1955**

Rosa Parks is arrested for refusing to give up her seat on a city bus in Montgomery, Alabama.

◀ White and Black students dance at a senior prom at an integrated high school in New Jersey, 1959. The question of segregated schools becomes a national concern.





## Dateline

*continued***1957**

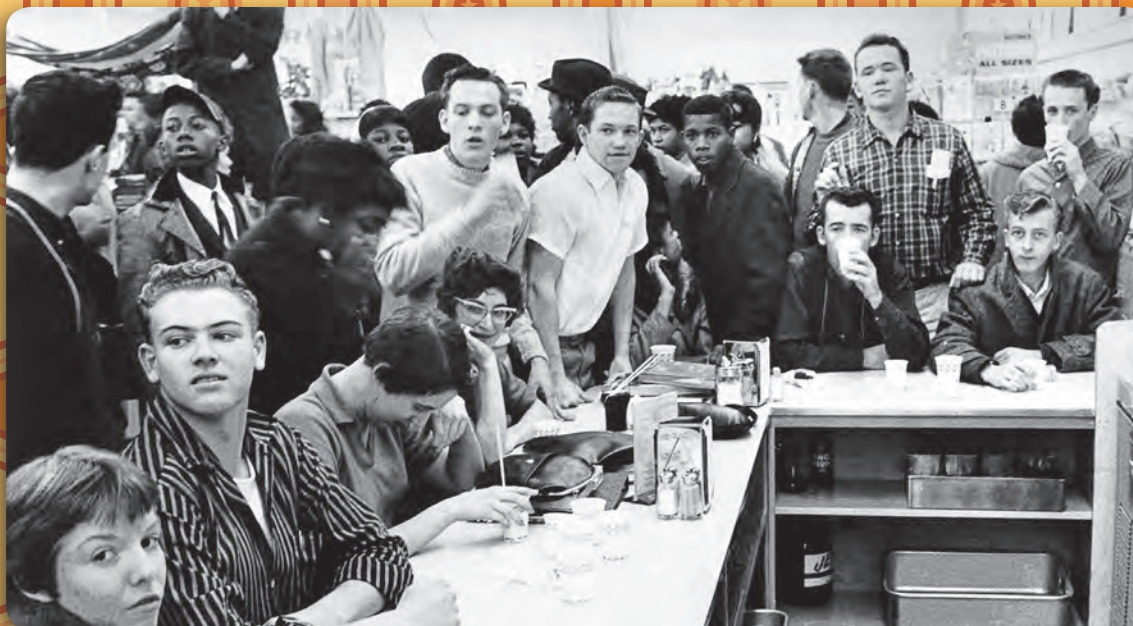
Central High School in Little Rock, Arkansas is integrated.

**1960**

Students from North Carolina Agricultural and Technical College stage a sit-in at a Woolworth lunch counter in Greensboro, North Carolina.

**1960**

The Student Nonviolent Coordinating Committee (SNCC) is organized.







SET 1

SLIDE 13

◀ James Meredith,  
October 1, 1962

## Dateline

1962

James Meredith becomes the first Black to enter the University of Mississippi.

1963

Children participate in nonviolent demonstrations in Birmingham, Alabama, and are arrested.

1961

Thirteen people—White and Black—board Trailways and Greyhound buses and travel through the South. Outside of Birmingham, Alabama, an angry mob sets fire to one of the buses and the riders are beaten by the mob as they flee the bus.

1963

Martin Luther King and other civil rights activists work to integrate downtown Birmingham, Alabama's lunchrooms and restaurants and stage nonviolent demonstrations in the city. King and others are arrested.





## Dateline

1963

Medgar Evers, who worked to desegregate stores, businesses, and public facilities in Jackson, Mississippi, is murdered.

1963

Martin Luther King and others organize a march on Washington to draw attention to civil rights and jobs for Black Americans.



**6. Reviewing the timeline, why do you think these events were pivotal?** *(scanning, making inferences)*

**7. What civic actions did people take to ensure their rights as citizens?** *(main ideas, supporting details, connecting)*



SET 1

SLIDE 15

James Meredith was the first African American to attend the all-white University of Mississippi. To ensure his safety, federal marshals protected him. When Meredith first tried to register for classes, Governor Ross Barnett blocked the door to the building and would not let him register. Finally he was allowed to register, and on October 1, 1962, he began to attend classes. ▼



**8. Why was James Meredith's admission to college newsworthy?**  
*(main ideas/supporting details, making inferences)*





## Who went to Mississippi in 1964?

In 1964, over 1000 volunteers traveled to Mississippi to participate in Freedom Summer. The volunteers came from thirty-seven states, England, Australia, and New Zealand. Most of the volunteers were affluent; they could take the time away from jobs and school to volunteer for the summer. They were idealistic and wanted to make the world a better place.



# Keepsakes



SET 1

SLIDE 17

Postcards



Journal  
1960-1965

Diaries

Photo albums



# How did the civil rights volunteers get to Oxford, Ohio?



SET 2

SLIDE 1

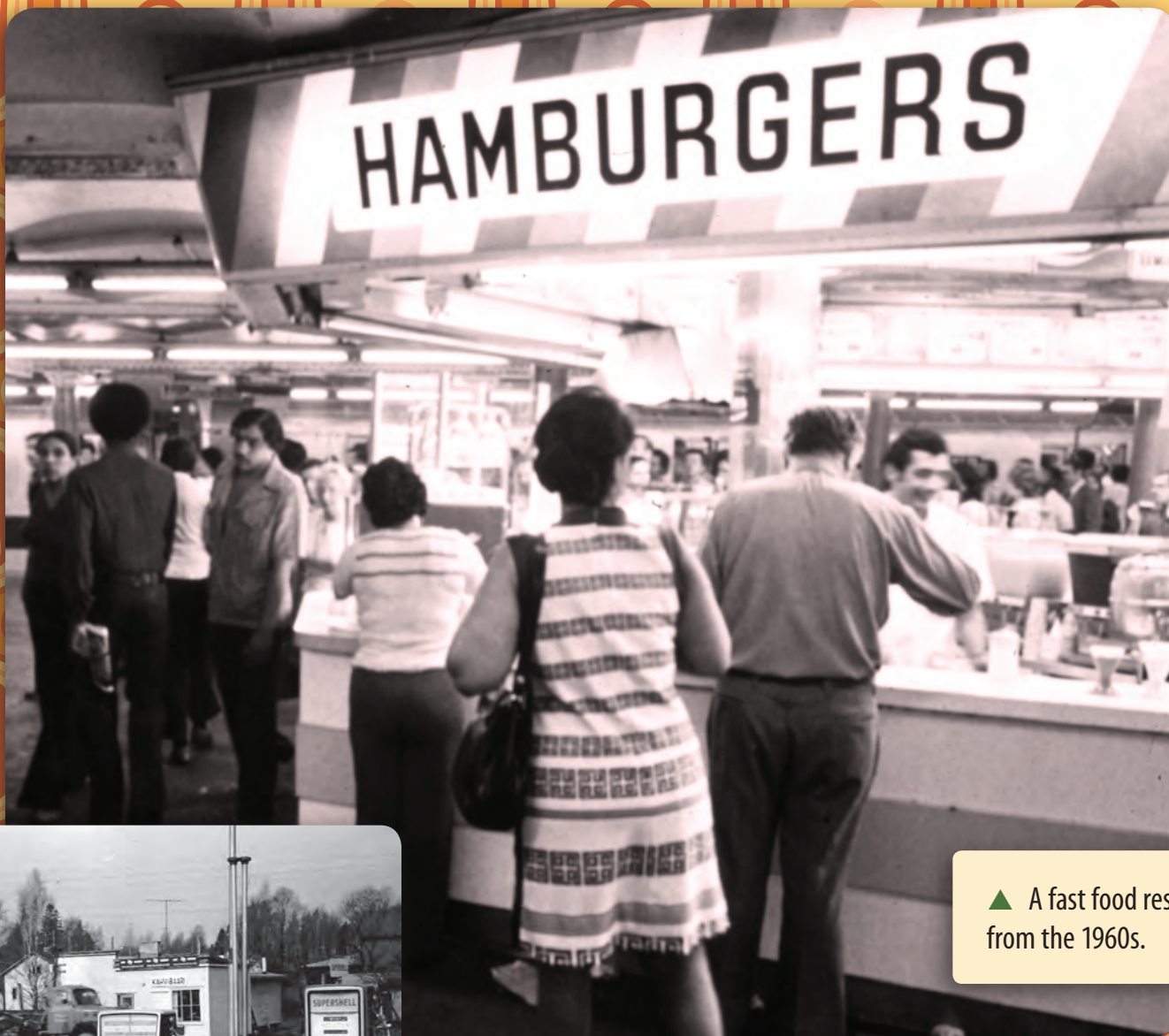






SET 2

SLIDE 2



▲ A fast food restaurant from the 1960s.



A gas station from the 1960s. ►





SET 2

SLIDE 3



A bus from the 1960s similar to the kind volunteers rode on. ►



# The Council of Federated Organizations

In the fall of 1963, many civil rights organizations joined together to conduct the Freedom Vote Campaign. They called their coalition the Council of Federated Organizations (COFO). Some of the organizations had a long history of working on civil rights issues while others were newer. Nonetheless, they were all committed to change and committed to voter registration, freedom schools, and special projects.

## Civil Rights Organization

**Congress of Racial Equity (CORE):** Founded in 1942, CORE was an interracial group of students in Chicago funded by voluntary contributions. The organization initiated "sit-ins" against segregated public accommodations in Chicago and then expanded to other regions of the United States with sit-ins and freedom rides.

## Civil Rights Organization

**Student Nonviolent Coordinating Committee (SNCC):** The SNCC was established in 1960 following a conference of the Student Nonviolent Coordinating Committee. The SNCC was pivotal in organizing and recruiting volunteers for sit-ins and freedom rides in the early 1960s. It also played a major role in the 1963 March on Washington, and later made its central mission voter registration in southern states.





### Civil Rights Organization

#### **National Association for the Advancement of Colored People (NAACP):**

Established in 1909, the NAACP's central mission is "to ensure the political, educational, social, and economic equality of rights of all persons and to eliminate racial hatred and racial discrimination." It is still in existence today, with an enrollment of over 425,000 members.

### Civil Rights Organization

#### **Southern Christian Leadership Conference (SCLC):**

An organization originally formed by African American clergy to coordinate and support nonviolent direct action as a method of desegregating bus systems across the South. The organization then expanded to resist all forms of segregation.



◀ The leaders of the NAACP in 1956: Henry L. Moon, Roy Wilkins, Herbert Hill, Thurgood Marshall.



SET 3

SLIDE 3

## Why did volunteers go to Oxford, Ohio for training?

The organizers of Freedom Summer knew that many volunteers would be unfamiliar with life in Mississippi and the challenges of Freedom Summer. Thus in mid June 1964, the Student Nonviolent Coordinating Committee (SNCC) organized two week-long training sessions at Western College for Women. Of the 900 volunteers attending the training sessions, 135 were African American.



▲ Freedom Summer volunteers are warned of the dangers they may face in Mississippi.





SET 3

SLIDE 4

Bob Moses, the director of the Summer Project, prepared the volunteers for their work. He lectured on life in Mississippi and explained that in Amite County in southern Mississippi, five Blacks had been murdered since December. No one was charged with their murders. The Klan wanted to keep Blacks in their place and violence was common. He told the volunteers,

“When you come South, you bring with you the concern of the country—because the people of the country don’t identify with Negroes....Now, he said, because of the Summer Project, because whites were involved, a crack team of FBI men was going down to Mississippi to investigate. We have been asking for them for three years. Now the federal government is concerned; there will be more protection for us, and hopefully for the Negroes who live there.”

### **Ku Klux Klan**

The Ku Klux Klan (KKK or The Klan) has a long history of violence with Blacks being its primary target. The Klan began during Reconstruction at the end of the Civil War to intimidate Southern Blacks. Violent attacks were commonplace including lynchings and tar-and-feathering. During the 1960s, The Klan opposed the Civil Rights Movement using intimidation, beatings, bombings and murder.





SET 3

SLIDE 5



▲ Freedom Summer volunteers on their way to Mississippi in a show of solidarity, sing “We Shall Overcome.”





SET 3

SLIDE 6

Volunteers receive training in Oxford, Ohio. ▼





# What plans did the civil rights volunteers have to make to travel to Mississippi?



SET 4

SLIDE 1



- 1. How many miles (kilometers) was it from Oxford, Ohio to Jackson, Mississippi (estimate the miles/kilometers)?** *(understanding visuals, making inferences)*
- 2. How much time do you think it would take to travel that distance?** *(understanding visuals, making inferences)*

# How did segregation affect everyday life?



SET 4

SLIDE 2

Imagine you are walking down a street in Jackson, Mississippi in 1964. There are signs that indicate which drinking fountain you can drink from based on the color of your skin. You know that if a group of white people is walking down the street, and you are Black, you will need to step aside. You know that if a White and Black couple were to marry, the marriage would be unlawful.

A Coke machine labeled "white customers only." ▼



The Rex Theatre "For Colored People" in Leland, Mississippi. ►







SET 4

SLIDE 3

Even suggestions in favor of social equality or intermarriage between Whites and Blacks could result in a fine up to \$500 or imprisonment for up to six months. If you visit a hospital, the hospital has to provide for separate entrances: one for Whites and one for Blacks. And you must know and follow these rules.



▲ A restaurant in Lancaster, Ohio, that proudly proclaims “We cater to white trade only.”



▲ The Strand Theater in Vickburg, Mississippi shortly after Congress passed the Civil Rights Act in July 1964. The sign here still indicates a “Colored Entrance.”





SET 4

SLIDE 4

◀ This street car terminal in Oklahoma City doesn't have segregated restrooms, however it does have segregated drinking facilities. The water cooler is marked "Colored."



A cafe in Durham, North Carolina, that has separate entrances marked "White" and "Colored." ▼



**3. How would it feel to live with these segregation rules?** *(understanding visuals, making inferences)*

**4. If you didn't follow the rules, what do you think might happen?** *(making inferences)*



## What effect did violence have on the civil rights workers in the Summer of 1964?

The Freedom Democratic Party of Mississippi was founded in April 1964, to challenge the white-only Mississippi Democratic Party. Until the efforts of the Civil Rights volunteers during Freedom Summer, the Black voice in Mississippi was not heard; voters were intimidated or harassed into silence. The goal of the Mississippi Freedom Democratic Party was to gain enough votes to represent the state of Mississippi at the 1964 Democratic National Convention.

The Mississippi Democratic Party would not allow Blacks to attend meetings or participate in party activities. This new Freedom Democratic Party was open to both Blacks and Whites and was determined to have a voice in the political process in Mississippi.



# 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**



RACE: White  
SEX: Male  
DOB: November 23, 1943  
POB: New York City  
AGE: 20 years  
HEIGHT: 5'10"  
WEIGHT: 150 pounds  
HAIR: Dark brown; wavy  
EYES: Brown  
TEETH: Good  
SCARS AND MARKS: none missing

**JAMES EARL CHANEY**



RACE: Negro  
SEX: Male  
DOB: May 30, 1943  
POB: Meridian, Mississippi  
AGE: 21 years  
HEIGHT: 5'7"  
WEIGHT: 135 to 140 pounds  
HAIR: Black  
EYES: Brown  
TEETH: Good  
SCARS AND MARKS: none missing  
1 inch cut scar 2 inches above left ear.

**MICHAEL HENRY SCHWERNER**



RACE: White  
SEX: Male  
DOB: November 6, 1939  
POB: New York City  
AGE: 24 years  
HEIGHT: 5'9" to 5'10"  
WEIGHT: 170 to 180 pounds  
HAIR: Brown  
EYES: Light blue  
TEETH: Good  
SCARS AND MARKS: Pock mark center of forehead, slight scar on bridge of nose, appendectomy scar, broken leg scar.

**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.**



SET 5

SLIDE 2

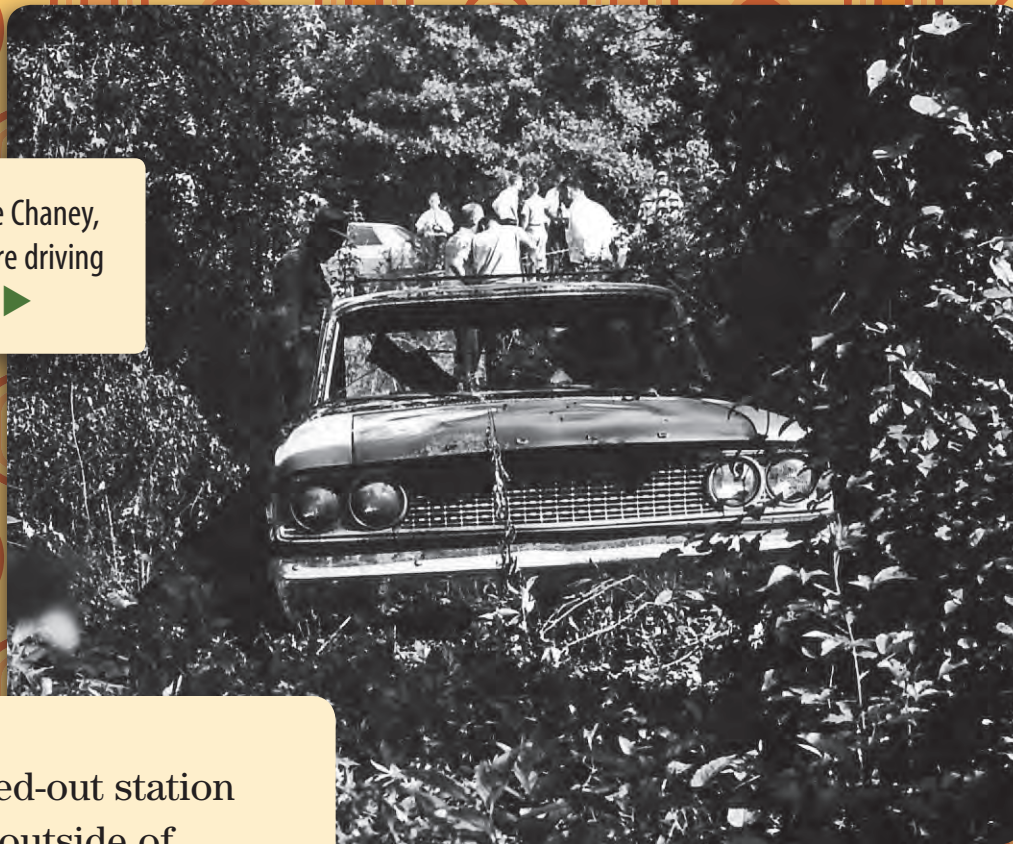
The parishioners of Mt. Zion Methodist Church in Neshoba County, Mississippi were urged to register to vote. Michael Schwerner and James Chaney had visited the congregation on Memorial Day in 1964 inviting them to set up a community center. The community center would provide political education and other services. On June 17th, the KKK burned the church to the ground.

On June 21st, Schwerner, Chaney, and Goodman drove to the site of the burned church to inspect the damage and reassure local Blacks. While driving back to Meridian, Mississippi, they were stopped for "speeding" by Deputy Sheriff Cecil Price. Instead of giving them a speeding ticket, he escorted them to the local jail. About

10:30 p.m., the civil rights workers were released from jail posting a \$20 cash bond. They were told to leave town immediately. They thought they were out of danger. Schwerner, Chaney, and Goodman never arrived home.



Searchers discover the vehicle Chaney, Schwerner and Goodman were driving the night they disappeared. ►



On June 23rd, their burned-out station wagon is found 15 miles outside of Philadelphia, Mississippi on the edge of Bogue Chitto Swamp, so begins the hunt for the bodies of the civil rights workers. President Johnson learning of their disappearance sends in national guardsmen and sailors from the nearby Naval Air Station Meridian to search the county for the three workers.

- 1. What do you think happened to the civil rights workers?** *(making inferences)*
- 2. Why do you think President Johnson ordered national guardsmen and sailors to search for the three civil rights workers?** *(making inferences)*



# How did Freedom Summer end?



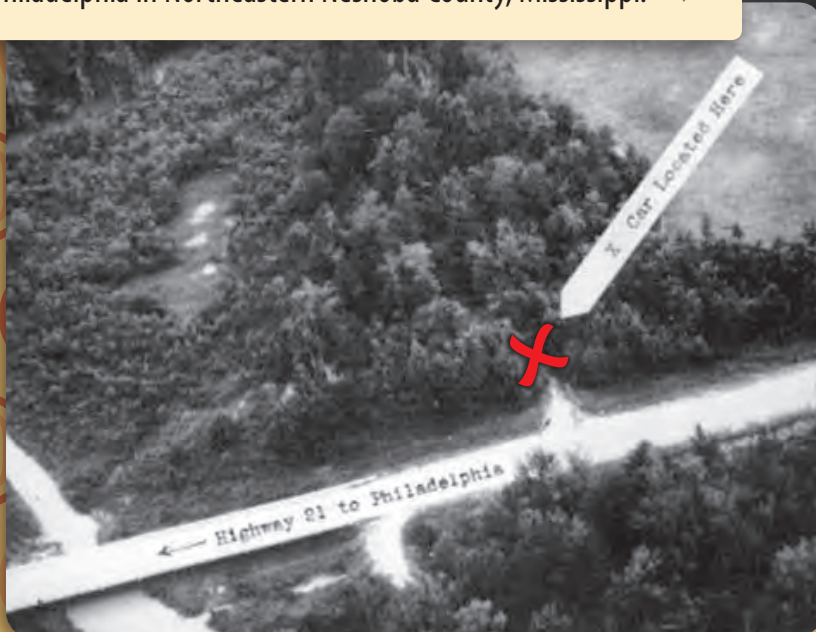
SET 5

SLIDE 4

The vehicle Michael Schwerner drove before his disappearance. His body, along with fellow Civil Rights workers James Chaney and Andrew Goodman, were found in July 1964. ►



Where the vehicle was found, just off of Highway 21 to Philadelphia in Northeastern Neshoba County, Mississippi. ▼



3. Why do you think this drew national headlines? *(making inferences, connecting)*
4. Why did this case become a high profile matter for the FBI? *(making inferences)*





SET 5

SLIDE 5

Navy personnel and law enforcement officials from Mississippi plan where to search for the missing men. ►

“My husband, Michael Schwerner, did not die in vain. If he and Andrew Goodman had been Negroes, the world would have taken little notice of their deaths. After all, the slaying of a Negro in Mississippi is not news. It is only because my husband and Andrew Goodman were white that the national alarm has been sounded.”

—Rita Schwerner



Rita Schwerner

**5. Why do you think Rita Schwerner said the nation was concerned because two of the civil rights workers were white?** *(making inferences, connecting)*



SET 5

SLIDE 6

ON THE SCREEN

## FBI Director J. Edgar Hoover speaks about the missing civil rights workers

In July, FBI Director J. Edgar Hoover traveled to Jackson, Mississippi for the opening of the FBI office in that city. With the disappearance of the three civil rights workers, President Lyndon Johnson directed Mr. Hoover to have a stronger FBI presence in Mississippi. The President wanted to signal his support for the civil rights workers.



- 6. How did Mr. Hoover respond to the question regarding FBI protection of civil rights workers?** *(main idea, supporting details)*
- 7. As a civil rights worker, how do you feel about his response?** *(making inferences)*



## Why were Freedom Schools important in the Civil Rights Movement?

Volunteers of Freedom Summer understood that their challenge wasn't only to recruit Mississipians to vote; Mississipians also needed a proper education—something they were not receiving because of poverty and White influence over curriculum—in order to be informed on current events. For this reason, organizers established a number of Freedom Schools to teach students how “to challenge the myths of our society, to perceive more clearly its realities, and to find alternatives, and ultimately, new directions for action.”\*

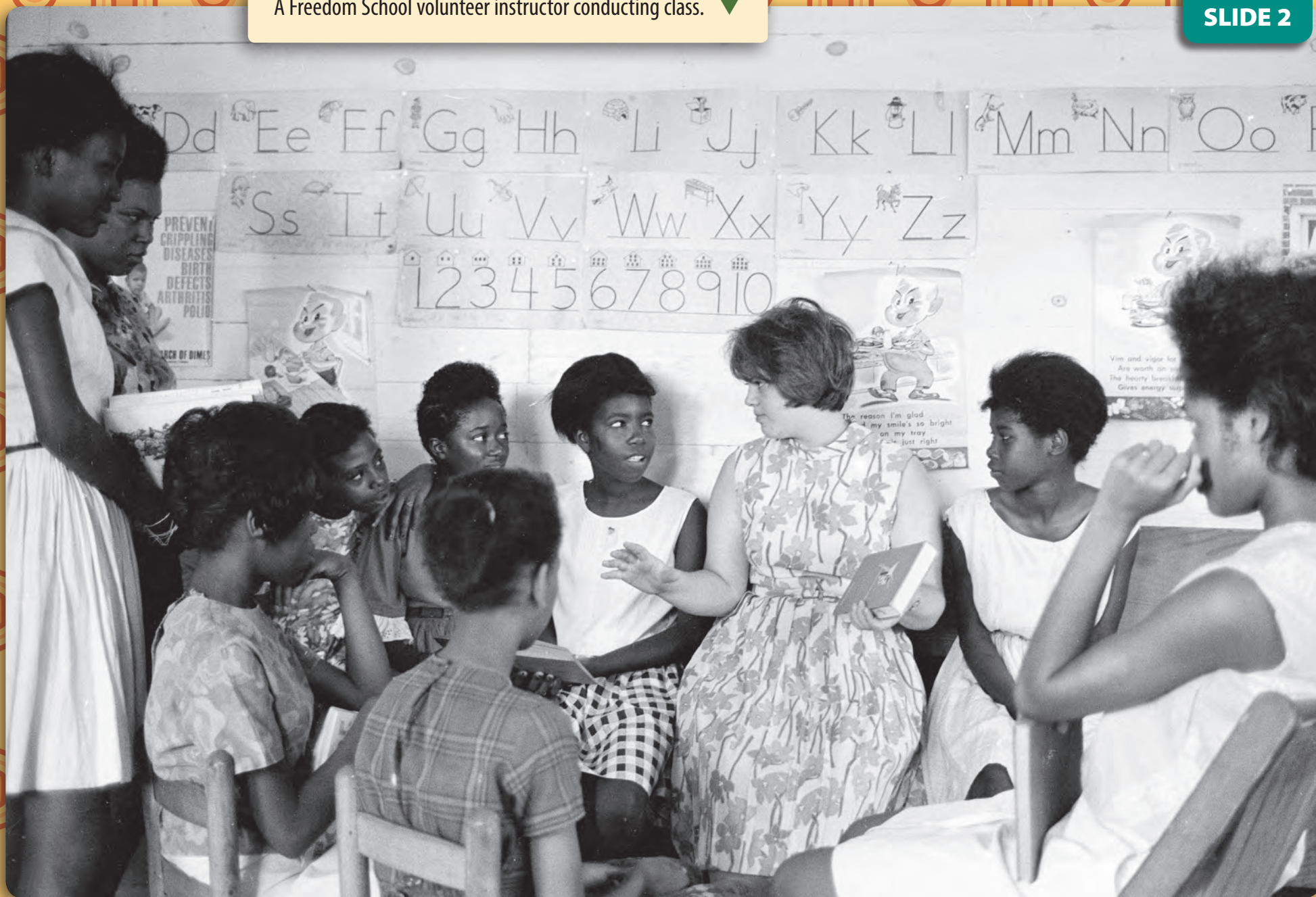




SET 6

SLIDE 2

A Freedom School volunteer instructor conducting class. ▼







SET 6

SLIDE 3

A volunteer informs a Mississippian of the voting process. ▼



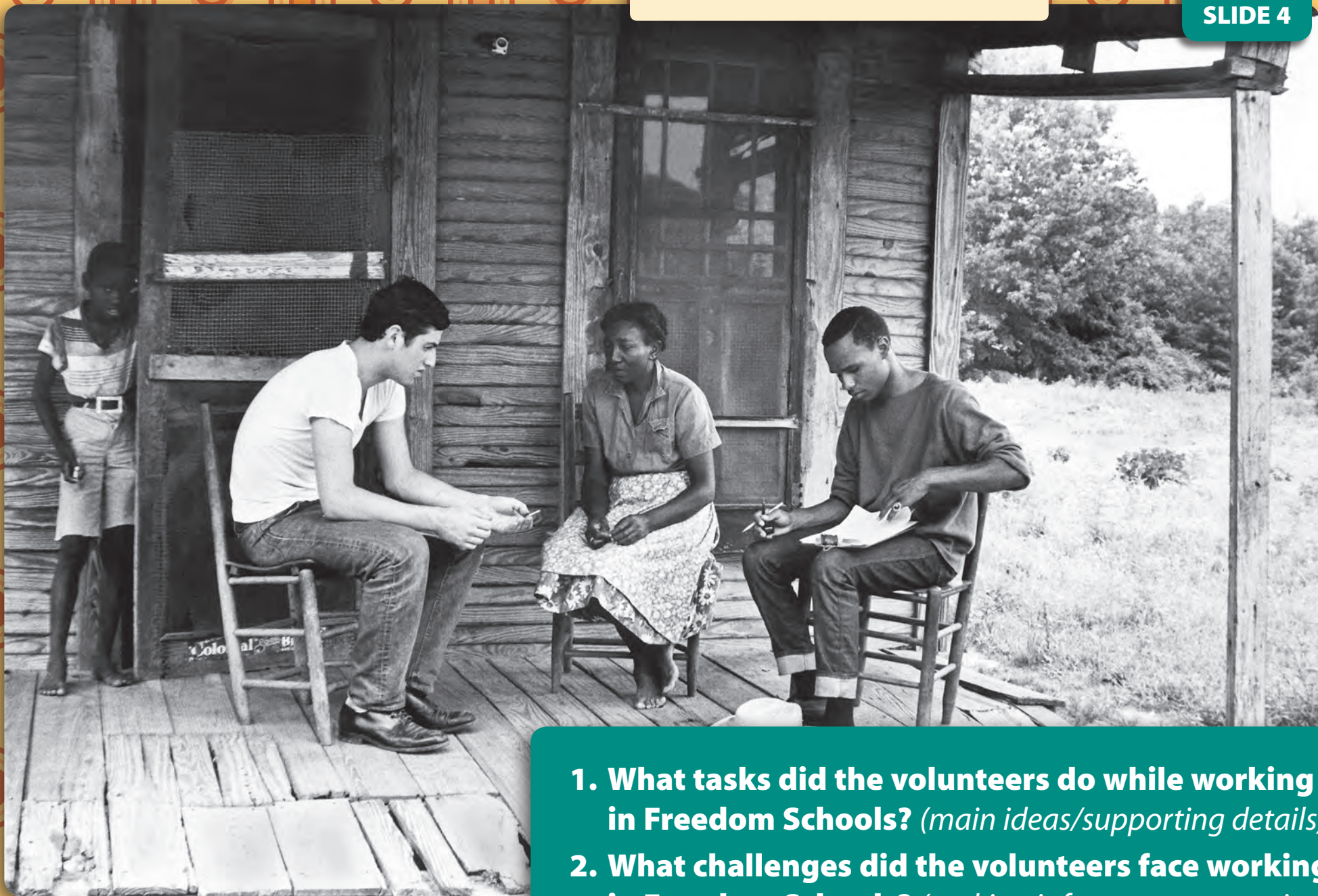




SET 6

SLIDE 4

Two students registering a woman to vote. ▼



1. What tasks did the volunteers do while working in Freedom Schools? *(main ideas/supporting details)*
2. What challenges did the volunteers face working in Freedom Schools? *(making inferences, connecting)*





SET 6

SLIDE 5



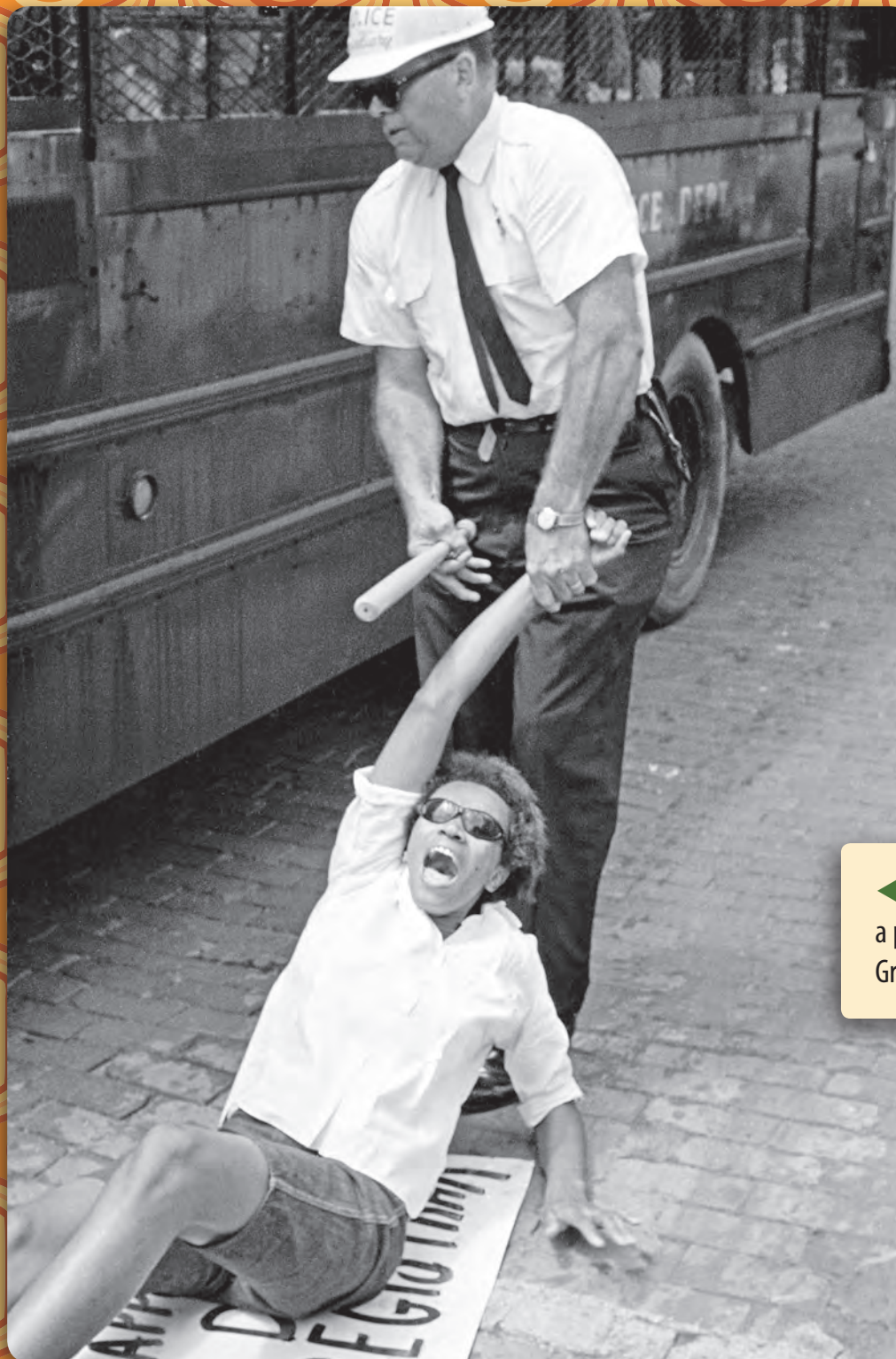
▲ Demonstrators at a lunch counter sit-in in Jackson, Mississippi are harassed.





SET 6

SLIDE 6

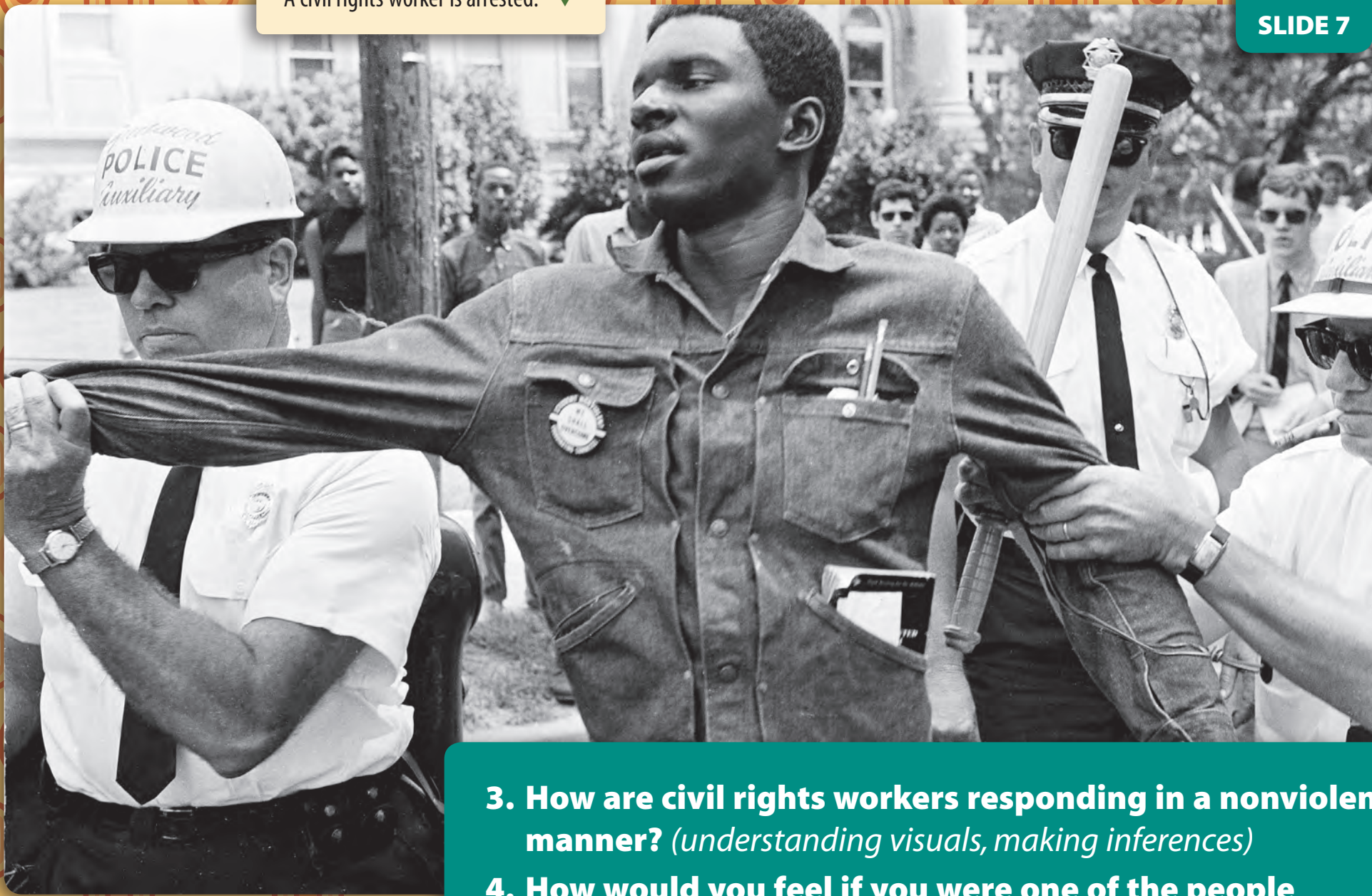


◀ Police violently arrest a pregnant woman in Greenwood, Mississippi.





A civil rights worker is arrested. ▼



3. **How are civil rights workers responding in a nonviolent manner?** *(understanding visuals, making inferences)*
4. **How would you feel if you were one of the people pictured?** *(connecting)*





SET 7

SLIDE 1

August 4, 1964

## News Flash

★ ★ ★

### Slain Civil Rights Workers Found

The remains of three civil rights workers whose disappearance on June 21 garnered national attention are found buried in an earthen dam near Philadelphia, Mississippi. Michael Schwerner and Andrew Goodman, both white New Yorkers, had traveled to heavily segregated Mississippi in 1964 to help organize civil rights efforts on behalf of the Congress of Racial Equality (CORE). The third man, James Chaney, was a local African American man who had joined CORE in 1963. The disappearance of the three young men led to a massive FBI investigation that was code-named MIBURN, for “Mississippi Burning.” ...

The next day, the FBI began an investigation into the disappearance of the civil rights workers. On June 23, the case drew national headlines, and federal agents found the workers’ burned station wagon. Under pressure from Attorney General Robert F. Kennedy, the FBI escalated the investigation, which eventually involved more than 200 FBI agents and scores of federal troops who combed the woods and swamps looking for the bodies.

**1. How do you think the civil rights workers responded to the discovery of the slain civil rights workers?** *(making inferences)*

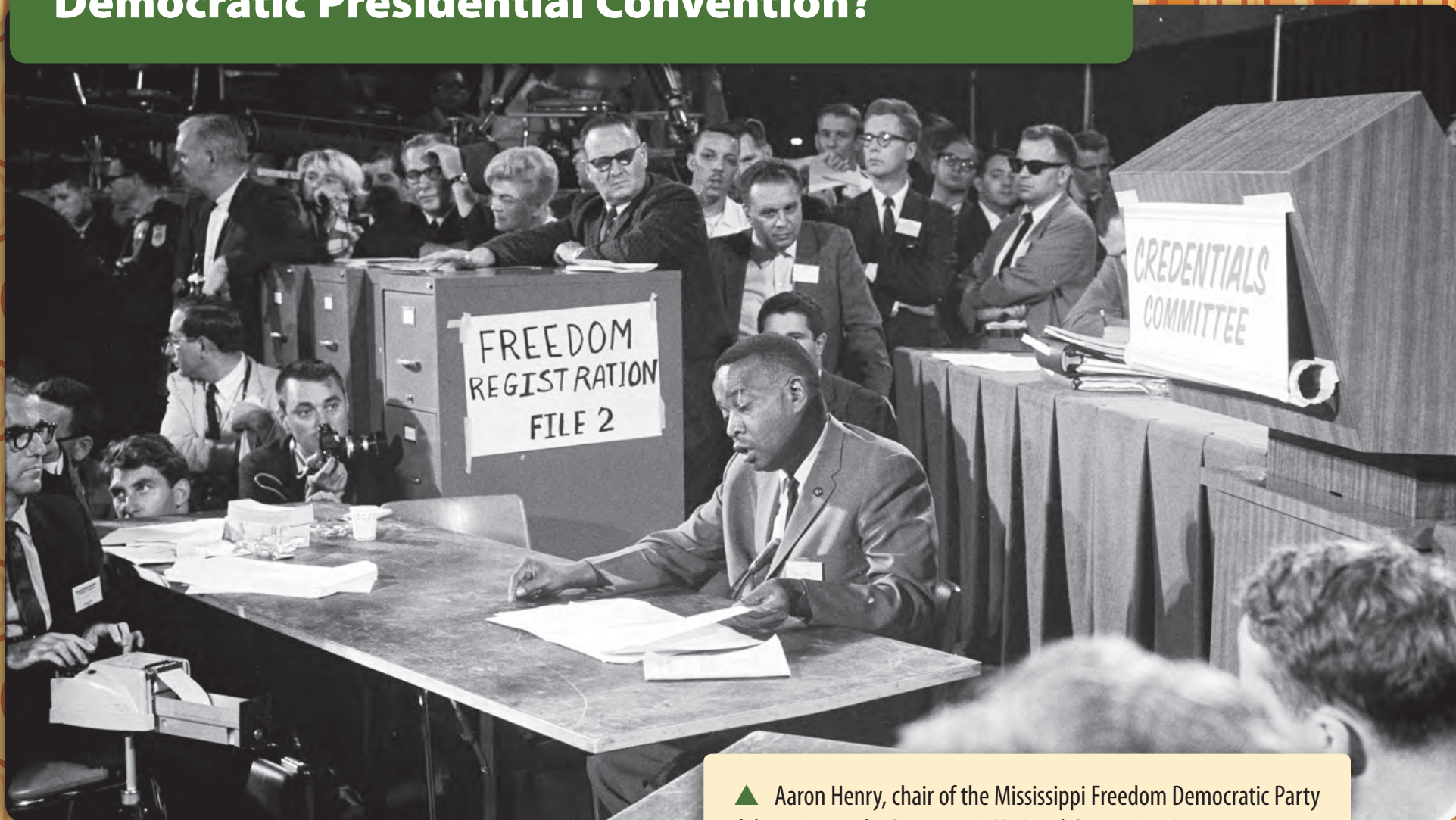




SET 7

SLIDE 2

## What happened when the Mississippi Freedom Democratic Party went to the national Democratic Presidential Convention?



▲ Aaron Henry, chair of the Mississippi Freedom Democratic Party delegation, at the Democratic National Convention in 1964.



SET 7

SLIDE 3

ON THE AIR

▲ Click here to hear  
her testimony.



◀ Fannie Lou Hamer at  
the Democratic National  
Convention, Atlantic City,  
New Jersey, August 1964.

**2. Do you think the Mississippi Freedom  
Democratic delegates were successful  
Why or why not? *(making inferences)***





SET 7

SLIDE 4

ON THE SCREEN

## Chaney, Goodman, and Schwerner





# The Civil Rights Movement

## Freedom Summer

### Reading Tips

| Reading Strategy                    | When do I use the strategy?                                                                                      | How do I use it?                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Main idea/<br>supporting<br>details | Use it to find the big idea, and then identify the facts and details that support it.                            | <ol style="list-style-type: none"><li>1. Think about what you want to know and what you <i>already</i> know.</li><li>2. Read the text and think: <i>What is the "big idea" here?</i></li><li>3. Look for information that is important to the big idea. Some facts are interesting but not important.</li><li>4. The details you find may cause you to change your big idea.</li></ol>                       |
| Comparing and<br>contrasting        | Use it to find information that tells you how two or more ideas are alike and different.                         | <ol style="list-style-type: none"><li>1. Think about what you want to know.</li><li>2. Choose two events or ideas to compare and contrast.</li><li>3. List important information about one event or idea.</li><li>4. For each item on the list, look for information about how the other idea is the same or different.</li><li>5. Look for clue words such as "similarly," "also," and "however."</li></ol> |
| Making<br>inferences                | Use it to understand information not stated directly in the text, or to "read between the lines."                | <ol style="list-style-type: none"><li>1. Think about what you want to know and what you <i>already</i> know.</li><li>2. Look for clues in the text that give you new information.</li><li>3. Compare this new information with what you already know to figure out what the author is saying.</li></ol>                                                                                                      |
| Connecting                          | Use it to understand new information by connecting it with what you already know.                                | <ol style="list-style-type: none"><li>1. Think about what new information you want to remember.</li><li>2. Think about what you already know.</li><li>3. Look for connections between the new information and what you already know from experience or reading.</li><li>4. These connections will help you remember the new information.</li></ol>                                                           |
| Scanning                            | Use it to quickly find the specific information you need.                                                        | <ol style="list-style-type: none"><li>1. Think about what information you need to find.</li><li>2. Move your eyes over the page looking for subheadings, italicized or bold print words, and key ideas.</li><li>3. When you find what you're looking for, slow down and read carefully.</li></ol>                                                                                                            |
| Understanding<br>visuals            | Use it to find information presented in visual form, such as maps, graphs, photographs, diagrams, and timelines. | <ol style="list-style-type: none"><li>1. Think about what you want to know and what you <i>already</i> know.</li><li>2. Look for information that explains the visual. For example, look at labels, captions, arrows, or map keys.</li><li>3. Search for the specific information you want.</li><li>4. Put the information into words to help you understand the visual.</li></ol>                           |