

Name:

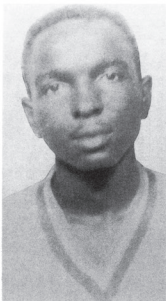
*The Civil Rights Movement***Freedom  
Summer****MISSING** CALL FBI

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:  
SEX:  
DOB:  
POB:  
AGE:  
HEIGHT:  
WEIGHT:  
HAIR:  
EYES:  
TEETH:

White  
Male  
November 23, 1943  
New York City  
20 years  
5'10"  
150 pounds  
Dark brown; wavy  
Brown

**JAMES EARL CHANEY**

Negro  
Male  
May 30, 1943  
Meridian, Mississippi  
21 years  
5'7"  
135 to 140 pounds  
Black  
Brown

Good: none missing  
1 inch cut scar; 2 inches above left ear.

**MICHAEL HENRY SCHWERNER**

White  
Male  
November 6, 1939  
New York City  
24 years  
5'9" to 5'10"  
170 to 180 pounds  
Brown  
Light blue

Pack 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.

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# PORTFOLIO

## Freedom Summer

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## READ FOR INFORMATION

### *Mississippi Summer Project Brochure*

1. Why was Mississippi chosen for the "Freedom Summer" Project?

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2. There were many civil rights organizations that joined together to work on the Freedom Vote campaign. Student Nonviolent Coordinating Committee (SNCC), Congress on Racial Equality (CORE), Southern Christian Leadership Conference (SCLS), National Association for the Advancement of Colored People (NAACP). What do you think were the advantages of this collaboration?

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3. What was the purpose of the following:

Voter Registration:

Freedom Schools:

Community Centers:

Research Project:

White Community Project:

Law Student Project:

4. Why did the Mississippi Project need money?

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## INTERVIEW

**Step 1 Find someone to interview that can tell you about life in the early 1960s.**

This person can be a member of your family, a family friend, or a neighbor who can remember life in the early 1960s.

**Step 2 Introduce yourself and explain the purpose of the interview.**

Explain that you are beginning a study of the early 1960s, and you need to know about life at that time. Ask the person if he or she has photographs, a high school yearbook, or other items to show you from that time period.

**Step 3 Ask the questions that follow. Add more questions if you want.**

**1.** What did you like to do for fun in the 1960s?

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**2.** What were some of your favorite places to go?

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**3.** What kind of food did you like to eat?

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**4.** What kind of clothes did you wear?

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**5.** What kind of music did you listen to?

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## INTERVIEW CONTINUED

**6.** What were some of your favorite television shows?

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**7. What do you have today that you didn't have in the early 1960s?**

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### 8. What were the issues in the news?

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**9.** Can you tell any special stories about your life at that time?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## MAKE A CHARACTER

### Option 1: Face and Torso

Follow the steps below to make your character. Decide what your character will look like, including hair, facial expression, and clothes.

#### 1. Make the face.

- ☐ On a sheet of flesh-colored construction paper, draw an oval about 9 inches long and 6 inches wide.
- ☐ Cut out the oval.

#### 2. Make the eyes.

- ☐ Fold white paper in half so you can cut out two eyes at once.
- ☐ Trim the eyes to make them the size and shape you want.
- ☐ Color the pupil—the black spot—on each eye.
- ☐ Measure halfway down on the face and place the eyes there.  
Note: Don't glue the eyes in place until you've made the nose and mouth.

#### 3. Make the nose.

- ☐ Fold a scrap of paper in half and then cut out half a nose shape. When you unfold the paper, you'll have a whole nose. Experiment with shapes and sizes.
- ☐ Place the nose, slightly folded, on the face. Don't glue it yet!

#### 4. Make the mouth.

- ☐ Draw a mouth and cut it out.
- ☐ Slightly fold the mouth the long way.
- ☐ Measure midway between the eyes and chin and place the mouth there.

#### 5. Glue the face together and add other features.

- ☐ Once you have decided where the eyes, nose, and mouth should be on the face, glue them in place.
- ☐ Then add other features, such as eyelashes, eyebrows, and shading for cheeks.

#### 6. Add hair and ears.

- ☐ Decide on the hair using yarn, cotton balls, or curled construction paper.
- ☐ Add ears by cutting out shapes and gluing them to the sides of the face.

#### 7. Make the torso.

- ☐ Add a neck and upper body to your character.
- ☐ Use construction paper or wallpaper scraps to make a shirt, suit, or blouse OR attach the head to a hanger with strong tape and hang a shirt or blouse on it.

### Option 2: "Age" a Photograph

- ☐ Take your photo.
- ☐ Make yourself look older to play your role as a civil rights worker. Use markers to add color and other features that will make you look older.
- ☐ Draw clothing appropriate for the 1960s.

**Assessment:** Directions are followed for making a realistic character. The size is proportional, clothing is appropriate for the job role and the 1960s, and details are included. The character is fully completed.



## CHARACTER INTRODUCTIONS

Prepare an introduction for your character, using the guidelines below. You are going to introduce yourself as a civil rights worker. With a partner decide how you want to introduce yourselves using the following guidelines.

- Get into role. Remember you live in the 1960s. You are meeting the other civil rights workers for the first time so you want to make a good impression. What will be interesting information to share?
- Underline important information in your biography. Be sure to include why you have decided to become a civil rights worker.
- Decide what else to tell about yourself.
- Keep your introduction short and to the point.

### Prompts for introduction

You can begin by saying: *I would like to introduce myself*

Name: \_\_\_\_\_

Your role prior to deciding to participate in the civil rights movement:

\_\_\_\_\_

Your reason(s) for becoming a civil rights worker:

\_\_\_\_\_

\_\_\_\_\_

Another important fact: \_\_\_\_\_

Practice your introduction with a partner. Use the checklist below to give feedback to your partner.

Checklist for an effective introduction:

- ☐ Am I in character?
- ☐ Am I including important information and interesting details?
- ☐ Was the information believable and realistic to the time and place?
- ☐ Did I speak clearly and confidently?
- ☐ Did I make eye contact with my partner?

Make improvements as necessary.





## ACTIVE LISTENING GUIDE

### Introducing Civil Rights Workers

Classmate's Name	Character's Name	Occupation / College	Would your character want this character for a friend?  Yes / Maybe / Not Likely



DATE \_\_\_\_\_

Classmate's Name	Character's Name	Occupation / College	Would your character want this character for a friend?  Yes / Maybe / Not Likely



## HOW DO WE WORK TOGETHER AS A COMMITTEE?

As you prepare for your trip, your committee needs to work together effectively. That means everyone has to “pitch in” and do a fair share of the work. Work with your committee to create a plan for working together.

- 1. Organize:** Arrange yourselves so everyone can see and hear each other.
- 2. Decide on a committee chair:** A committee chair leads the committee. Here are the responsibilities of the committee chair:
  - Lead the committee by making sure everyone has a voice.
  - Discuss and decide on the tasks. Make a list.
  - Ask each committee member to select a task to complete.
  - Discuss how to work together effectively. Here are some ways to do this:
    - ☐ Respectfully listen to each other.
    - ☐ Contribute actively to the group.
    - ☐ Suggest solutions to problems.
    - ☐ Help others as needed.
    - ☐ Do your fair share of the work.

### 3. How did we do?

One thing our committee did well together:

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One thing our committee needs to work on:

---



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### 4. How did I do?

One thing I did well:

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---

One thing I could do better:

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## THE TRAVEL ROUTE COMMITTEE

Work with your committee to create the travel route to Oxford, Ohio.

**Step 1:** Using a road map, plan your travel route from where you live to Oxford, Ohio. Remember you are traveling by bus, so it will take longer than by car. Think about how far you will travel each day, where you will stop for meals, rest and bathroom breaks, and where you will stay overnight.

**Step 2:** Make a draft of your plans. Check with the food committee to coordinate plans.

**Step 3:** Make a draft of each day of travel.

- ☐ Include a daily schedule: departure times, meal times, bathroom breaks, and rest stops. Figure 50 miles per hour.
- ☐ Calculate the number of miles between points.
- ☐ Calculate gas mileage: 10 miles per gallon; 30¢ a gallon.

**Step 4:** Once you finalized your plans, display your travel route. Prepare your presentation. Everyone should have something to do.

Committee Member

Job Assignment

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**Step 5:** Present your plans to the class.

Practice so that your presentation

- ☐ includes no pauses, “uhhhs,” rambling, or searching for something to say;
- ☐ is confidently delivered, and words are correctly pronounced;
- ☐ emphasizes key points in a focused, coherent manner with relevant descriptions—you know what you want to say;
- ☐ communicates interest and enthusiasm for the topic through facial expressions and posture;
- ☐ is loud enough for everyone to hear; and
- ☐ connects with audience members—be sure to make eye contact.

**Step 6:** Assess your committee work. Complete questions 3 and 4 in Portfolio 6.



## THE FOOD COMMITTEE

Work with your committee to plan meals and snacks to Oxford, Ohio. Remember you have a budget to follow.

**Step 1:** Coordinate with the travel committee to figure out how many days it will take to travel to Oxford, Ohio.

**Step 2:** Brainstorm ideas for meals. Answer these questions:

- ☐ How many people will be on the trip?
- ☐ What kind of food do people like to eat?
- ☐ What are some ways we can save money on food?
- ☐ Look at the Price List (Teaching Master 7) to help you calculate costs.

**Step 3:** Make a menu of meals for each day of travel. Remember meals should be nutritious and well-balanced.

- ☐ Calculate the cost of food for the trip. Can you afford to eat at a restaurant?
- ☐ Food should average \$2 per day per person.

**Step 4:** Once you finalized your food plans, prepare your presentation.

Committee Member

Job Assignment

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Step 5:** Present your plans to the class.

Practice so that your presentation:

- ☐ includes no pauses, “uhhhs,” rambling, or searching for something to say;
- ☐ is confidently delivered, and words are correctly pronounced;
- ☐ emphasizes key points in a focused, coherent manner with relevant descriptions—you know what you want to say;
- ☐ communicates interest and enthusiasm for the topic through facial expressions and posture;
- ☐ is loud enough for everyone to hear; and
- ☐ connects with audience members—be sure to make eye contact.

**Step 6:** Assess your committee work. Complete questions 3 and 4 in Portfolio 6.





## THE CLOTHING COMMITTEE

Work with your committee to plan the clothes you will need on your trip to Oxford, Ohio and Jackson, Mississippi. You will be in Jackson about three months. Once you get to your destinations, you will be able to use a washing machine.

**Step 1:** Coordinate with the travel committee to figure out how many days it will take to travel to Oxford, Ohio. There won't be time to wash clothes while traveling.

**Step 2:** Brainstorm ideas for clothes. Answer these questions:

- ☐ What will the weather be like?
- ☐ What kind of clothes will be needed?
- ☐ Will there be times to dress up? How often?
- ☐ How do we want to present ourselves? Remember, clothes say a lot about a person.
- ☐ What were the clothing styles of 1964?
- ☐ What did people typically wear?

**Step 3:** Research. Look at old photo albums, Internet sites, clothing catalogs, or magazines of the 1960s. What were people wearing? Add ideas to your list. Locate pictures to share.

**Step 4:** Make two lists of clothing to take—one for men, one for women.

**Step 5:** Once you have finalized your lists, prepare your presentation.

Committee Member

Job Assignment

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Step 6:** Prepare presentation to the class.

- Make a list of important information to share about your clothing.
- Practice so that your presentation:
  - ☐ includes no pauses, "uhhs," rambling, or searching for something to say;
  - ☐ is confidently delivered, and words are correctly pronounced;
  - ☐ emphasizes key points in a focused, coherent manner with relevant descriptions—you know what you want to say;
  - ☐ communicates interest and enthusiasm for the topic through facial expressions and posture;
  - ☐ is loud enough for everyone to hear; and
  - ☐ connects with audience members—be sure to make eye contact.

**Step 7:** Assess your committee work. Complete questions 3 and 4 in Portfolio 6.



## THE ENTERTAINMENT COMMITTEE

Work with your committee to plan activities on the bus trip to Oxford, Ohio.

**Step 1:** Coordinate with the travel committee to figure out how many days it will take to travel to Oxford, Ohio.

**Step 2:** Brainstorm ideas for entertainment while on the bus and in the evenings. Answer these questions:

- ☐ What fun activities did people do in the 1960s?
- ☐ What music was popular in 1964?
- ☐ What songs might people have sung together on the trip?

**Step 3:** Research. Search on the Internet, old photo albums, and old magazines to find out what people did in the early 1960s for entertainment. Locate music from the early 1960s. Ask your grandparents or older friends for ideas. Add ideas to your list.

**Step 4:** Draft a list of activities.

**Step 5:** Once you finalized your list, prepare your presentation. If possible, gather examples for display.

Committee Member	Job Assignment
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Step 6:** Prepare presentation to the class.

- Make a list of important information to share about entertainment activities. You might want to play music of the era.
- Practice so that your presentation:
  - ☐ includes no pauses, "uhhs," rambling, or searching for something to say;
  - ☐ is confidently delivered, and words are correctly pronounced;
  - ☐ emphasizes key points in a focused, coherent manner with relevant descriptions—you know what you want to say;
  - ☐ communicates interest and enthusiasm for the topic through facial expressions and posture;
  - ☐ is loud enough for everyone to hear; and
  - ☐ connects with audience members—be sure to make eye contact.

**Step 7:** Assess your committee work. Complete questions 3 and 4 in Portfolio 6.



## THE NEWS COMMITTEE

Work with your committee to find out what is happening in the news.

**Step 1:** Everyone researches news events before 1964. Make a list of events.

**Step 2:** Share the events with the committee. Categorize news events that are national and international.

**Step 3:** Assign one or two events to each committee member to research.

Committee Member	Job Assignment
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Step 4:** Research.

- ☐ Write a title for the event. (It could be a news headline.)
- ☐ Describe the event. What happened?
- ☐ Include a visual of the event if possible.

**Step 5:** Once you finalized your events, prepare your presentation. Organize the events in chronological order.

**Step 6:** Prepare presentation to the class.

- Make a list of important facts to share about your news event.
- Practice so that your presentation:
  - ☐ includes no pauses, “uhhs,” rambling, or searching for something to say;
  - ☐ is confidently delivered, and words are correctly pronounced;
  - ☐ emphasizes key points in a focused, coherent manner with relevant descriptions—you know what you want to say;
  - ☐ communicates interest and enthusiasm for the topic through facial expressions and posture;
  - ☐ is loud enough for everyone to hear; and
  - ☐ connects with audience members—be sure to make eye contact.

**Step 7:** Assess your committee work. Complete questions 3 and 4 in Portfolio 6.



## TAKE NOTES

In each circle record information that would be of interest to your character. For example, your character may like to eat at certain kinds of restaurants or listen to a favorite rock and roll band. Have fun imagining your character's likes and dislikes!

**Travel**

**Food**

**Clothing**

**Entertainment**

**News**



SUBJECT FILE

VOTER registration

Reproduced below is a facsimile  
of the form currently in use for  
registration:

4/18/55  
GNB:gnb

### SWORN WRITTEN APPLICATION FOR REGISTRATION

(By reason of the provisions of Section 244 of the Constitution of Mississippi and House Bill No. 95, approved March 24, 1955, the applicant for registration, if not physically disabled, is required to fill in this form in his own handwriting in the presence of the registrar and without assistance or suggestion of any other person or memorandum.)

1. Write the date of this application: \_\_\_\_\_
2. What is your full name? \_\_\_\_\_
3. State your age and date of birth: \_\_\_\_\_
4. What is your occupation? \_\_\_\_\_
5. Where is your business carried on? \_\_\_\_\_
6. By whom are you employed? \_\_\_\_\_
7. Are you a citizen of the United States and an inhabitant of Mississippi? \_\_\_\_\_
8. For how long have you resided in Mississippi? \_\_\_\_\_
9. Where is your place of residence in the district? \_\_\_\_\_
10. Specify the date when such residence began: \_\_\_\_\_
11. State your prior place of residence, if any: \_\_\_\_\_
12. Check which oath you desire to take: (1) General \_\_\_\_\_ (2) Minister's \_\_\_\_\_ (3) Minister's Wife \_\_\_\_\_ (4) If under 21 years at present, but 21 years by date of general election \_\_\_\_\_
13. If there is more than one person of your same name in the precinct, by what name do you wish to be called? \_\_\_\_\_
14. Have you ever been convicted of any of the following crimes: bribery, theft, arson, obtaining money or goods under false pretenses, perjury, forgery, embezzlement, or bigamy? \_\_\_\_\_
15. If your answer to Question 14 is "Yes", name the crime or crimes of which you have been convicted, and the date and place of such conviction or convictions: \_\_\_\_\_
16. Are you a minister of the gospel in charge of an organized church, or the wife of such a minister? \_\_\_\_\_
17. If your answer to Question 16 is "Yes", state the length of your residence in the election district: \_\_\_\_\_





18. Write and copy in the space below, Section \_\_\_\_\_ of the Constitution of Mississippi:  
(Instruction to Registrar: You will designate the section of the Constitution and point out same to applicant.)
19. Write in the space below a reasonable interpretation (the meaning) of the section of the Constitution of Mississippi which you have just copied:
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.
21. Sign and attach hereto the oath or affirmation named in Question 12.

\_\_\_\_\_  
The applicant will sign his name here.

STATE OF MISSISSIPPI

COUNTY OF \_\_\_\_\_

Sworn to and subscribed before me by the within named \_\_\_\_\_

\_\_\_\_\_ on this the \_\_\_\_\_ day of \_\_\_\_\_

19\_\_\_\_.

\_\_\_\_\_  
COUNTY REGISTRAR



## SECURITY BULLETIN

1. Communications personnel will act as security officers.

### 2. Travel

a. When persons leave their project, they must call their project person to person for themselves on arrival at destination point. Should they be missing, project personnel will notify the Jackson office. WATS line operators will call each project every day at dinnertime or thereabouts, and should be notified of changes in personnel, transfers, etc. (If trips are planned in advance, this information can go to Jackson by mail. Phone should ~~be~~ used only where there is no time. Care should be taken at all times to avoid, if possible, full names of persons travelling.) Checklists should be used in local projects for personnel to check in and out.

b. Doors of cars should be locked at all times. At night, windows should be rolled up as much as possible. Gas tanks must have locks and be kept locked. Hoods should also be locked.

c. No one should go anywhere alone, but certainly not in an automobile, and certainly not at night.

d. Travel at night should be avoided unless absolutely necessary.

e. Remove all unnecessary objects from your car which could be construed as weapons. (Hammers, files, iron rules, etc.) Absolutely no liquor bottles, beer cans, etc. should be inside your car. Do not travel with names and addresses of local contacts.

f. Know all roads in and out of town. Study the county map.

g. Know locations of sanctuaries and safe homes in the county.

h. When getting out of a car at night, make sure the car's inside light is out.

i. Be conscious of cars which circle offices or Freedom House. Take license numbers of all suspicious cars. Note make, model and year. Cars without license plates should immediately be reported to the project office.

### Living at Home or in Freedom Houses

a. If it can be avoided, try not to sleep near open windows. Try to sleep at the back of the house, i.e., the part farthest from a road or street.

b. Do not stand in doorways at night with the light at your back.

c. At night, people should not sit in their rooms without drawn shades.

d. Do not congregate in front of the house at night.

e. Make sure doors to Freedom Houses have locks, and are locked.



f. Keep records of suspicious events, i.e., the house or office several times during the day or week. Take license numbers, makes, years and models of cars. Keep records of the times these cars appear.

g. If an "incident" occurs, or is about to occur, call the project, and then notify local FBI and police.

h. Depending on project needs and circumstances, it may be advisable for new personnel to make deliberate attempts to introduce themselves immediately to local police and tell them their reason for being in the area.

i. A phone should be installed in each Freedom House, if there isn't one already. If a private phone is used, please put a lock on it. Otherwise, install a pay phone.

#### Personal Actions

a. Carry identification at all times. Men should carry draft cards.

b. All drivers should have in their possession drivers licenses, registration papers, and bills of sale. The information should also be on record with the project director. If you are carrying supplies, it might be well to have a letter authorizing the supplies from a particular individual to avoid charges of carrying stolen goods.

c. Mississippi is a dry state and though liquor is ostensibly outlawed, it is available everywhere. You must not drink in offices, or Freedom Houses. This is especially important for persons under 21.

d. Try to avoid bizarre or provocative clothing, and beards. Be neat.

e. Make sure that prescribed medicines are clearly marked, with your name, the doctor's name, etc.

#### Information to Police

Under no circumstances should you give the address of the local person with whom you are living, his or her name, or the names of any local persons who are associated with you. When police ask where you live, give your local project or Freedom House address, or if necessary, your out of state address.

#### Policy

1. People who do not adhere to disciplinary requirements will be asked to leave the projects.

2. Security precautions are a matter of group responsibility. Each individual should take an interest in every other person's safety, well being, and discipline.

3. At all times you should be aware of the danger to local residents. White volunteers must be especially careful.



## REPORTS OF VIOLENCE

Across the state of Mississippi there is widespread violence against local Blacks and Freedom Summer participants. During the week of July 6–12, 1964, the following reports were made. On the map that follows locate the places where the violence occurred.

1. **July 6, Moss Point.** While Lawrence Guyot is addressing a voter registration rally, racists shoot into the crowd seriously wounding a woman. Three Blacks are arrested when they chase the attackers.
2. **July 6, Jackson.** McCraven Hill Missionary Baptist Church is damaged by firebomb.
3. **July 6, Raleigh.** Two churches are destroyed by fire.
4. **July 8, McComb.** Freedom House is bombed, wounding SNCC organizer Curtis Hayes and summer volunteer Dennis Sweeney.
5. **July 9, Vicksburg.** Young Freedom School students are stoned while walking to class.
6. **July 10, Hattiesburg.** Klansmen attack Rabbi Arthur Lelyveld with steel pipes. He and two other summer volunteers are hospitalized with injuries.
7. **July 11, Canton.** Firebomb is thrown at Freedom House.
8. **July 11, Vicksburg.** Black café that served white volunteers is bombed.
9. **July 11, Browning.** Missionary Baptist Church is destroyed by fire.
10. **July 12, Jackson.** White man attacks Black woman at Greyhound depot. After being treated for injuries, she is arrested for “disturbing the peace.” Her attacker is not charged.
11. **July 12, Natchez.** Jerusalem Baptist and Bethel Methodist Churches are burned to the ground.
12. **July 6, Itta Bena.** Police seize a civil rights worker who then disappears, triggering a search by SNCC and Federal agents.
13. **July 7, Greenwood.** Six local students and three volunteers are arrested for peacefully picketing.
14. **July 8, Hattiesburg.** Reverend Robert Beech of the National Council of Churches is arrested on felony charges because his checking account is briefly overdrawn.
15. **July 8, Columbus.** Three volunteers are arrested for “trespassing” after stopping at a gas station to buy cold soft drinks.
16. **July 9, Clarksdale.** Cops spray cleaning chemicals on two Black girls inside the courthouse. A volunteer is arrested for taking a photo of the incident.
17. **July 9, Gulfport.** Four volunteers are arrested on anti-picketing charges as they escort Blacks to a courthouse for attempting to register to vote.
18. **July 10, Greenwood.** A cop overhears an SNCC staff member tell another activist: “We’ve got to get some damn organization in our office.” The SNCC organizer is arrested and jailed for “public profanity.”

<sup>1</sup> Source: Mississippi Freedom Summer Events: <http://www.crmvet.org/tim/tim64b.htm#1964freeschool>





## MISSISSIPPI MAP







## CREATE POSTERS

**Task: Make a poster to encourage people to register to vote.**

### Step 1: Brainstorm topics for the poster.

On a separate sheet of paper make a list of your ideas for the poster. Everyone should offer at least one idea. What words can you use to persuade people to vote?

### Step 2: Plan the poster.

Make a sketch of how you will organize the poster. Below are some tips for making posters.

- Create a title—a few key words or a short phrase—that attracts people's attention.
- Use visuals to attract attention—drawings, photos, charts, or graphs.
- Keep the poster simple and uncluttered.

### Step 3: Make the poster.

### Step 4: Assess your poster.

- ☐ Does it attract attention?
- ☐ Is the information clear, relevant, and accurate?
- ☐ Is the poster well organized?
- ☐ Have you used color to make the poster attractive and eye-catching?
- ☐ Are words spelled correctly?
- ☐ Have you used punctuation correctly?

### Step 5: Decide what you will say about your poster. Make an outline.

What do I need to do to have an effective presentation? Practice with a partner! One way to practice is to audio record your presentation and then listen with your partner using the checklist below.

- ☐ Presentation demonstrates that you have rehearsed what you will say. (There are no pauses, "uhhhs," rambling, or searching for something to say.)
- ☐ You speak clearly and confidently, and words are correctly pronounced.
- ☐ Facial expressions and posture communicate interest and enthusiasm for the topic.
- ☐ Volume is loud enough so everyone can hear.
- ☐ Eye contact is made with audience.



## WRITE SPEECHES

**Task:** Write a speech to persuade people to register to vote.

**Step 1:** Before outlining or writing your speech, think about the problem:

- Research the problem, locating facts that show the problem is real.
- Determine what you can say that would persuade people to stand up for their rights.
- Make a list of words that would be persuasive. Hint: Freedom, justice.

**Step 2:** Prepare your argument, outlining or making notes of your main points. Your speech should include the following:

- Start your speech by asking a question, using a forceful quotation, or stating an attention-grabbing fact. (For example: In 1959, there was only one Black dentist, 5 Black lawyers, and 60 Black doctors in the state of Mississippi! )
- Be sure to back up your statements of opinion with facts.
- Be sure to state the solution to the problem: Register now to vote!

**Step 3:** Select someone from the group to practice your speech. Speak clearly and distinctly using this checklist below. One way to practice is to audio record your presentation and then listen with your group.

- ☐ Speech demonstrates that you have rehearsed what you will say. (There are no pauses, “uhhs,” rambling, or searching for something to say.)
- ☐ You speak clearly and confidently, and words are correctly pronounced.
- ☐ Facial expressions and posture communicate interest and enthusiasm for the topic.
- ☐ Volume is loud enough so everyone can hear.
- ☐ Eye contact is made with audience.

**Step 4:** Refine your speech and practice one more time.



## CREATE DISPLAYS

**Task: Create a display about Black history.**

### Step 1: Brainstorm topics for the display.

On a separate sheet of paper make a list of your ideas for the display. Everyone should offer at least one idea. When you select a historical event, it must be something that happened before the summer of 1964.

### Step 2: Research topics.

Decide on four topics for your display. If other groups are working on displays, check with them to make sure you are not doing the same topics. List the four topics below.

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Find information about your topic. Take notes. Decide if you are going to use photos or make illustrations for your topic. Photos or illustrations can add interest to your display.

### Step 3: Plan the display.

Make a sketch of how you will organize the display. Below are some tips for making displays.

- Create a title—a few key words or short phrase—that attracts people's attention.
- Use visuals to attract attention—drawings, photos, charts, or graphs.
- Keep the display simple and uncluttered.

### Step 4: Make the Display.

### Step 5: Assess Your Display.

- ☐ Does it attract attention?
- ☐ Is the information clear, relevant, and accurate?
- ☐ Is the display well organized?
- ☐ Have you used color to make the display attractive and eye-catching?
- ☐ Are words spelled correctly?
- ☐ Have you used punctuation correctly?



## CREATE DISPLAYS

### Step 6: Decide what you will say about your display. Make an outline.

What do I need to do to have an effective presentation? Practice with your group. One way to practice is to audio record your presentation and then listen with your group using the checklist below.

- ☐ Presentation demonstrates that you have rehearsed what you will say. (There are no pauses, “uhhs,” rambling, or searching for something to say.)
- ☐ You speak clearly and confidently, and words are correctly pronounced.
- ☐ Facial expressions and posture communicate interest and enthusiasm for the topic.
- ☐ Volume is loud enough so everyone can hear.
- ☐ Eye contact is made with audience.



## ROLE PLAY

Prepare your role play to convince community members to register to vote. What will you say to community members to persuade them to vote?

Here are some ways to do this:

**1. Start with rapport:** Connect with them by introducing yourself and learning about them. Be sure to show and tell them how you share and support their rights and their goals.

a. Introduce yourself:

I am (name) \_\_\_\_\_, my (occupation) \_\_\_\_\_, from (place) \_\_\_\_\_. I'm here to (purpose) \_\_\_\_\_ (help you get your rights, have a better life, and so forth), by registering to vote.

b. Then, ask about them: their names, children, pets, what they like to do for fun.

**2. Ask questions:** Find out their interest and ability to register to vote. What do you think about voting? Do you need help with the applications?

a. How will you respond if they are 1) very ready; 2) not sure; 3) very negative?

b. If they are negative, how will you convince them?

**3. Be ready:** Prepare to answer their questions and concerns. What do they need to know and do to register? How will you encourage them that it is worth it to vote? (If you vote, then...)

**4. Be real:** Show you realize there are risks. How will you address their fears? (If we all do it together, the KKK can't go after all of us...)

**5. Be patient:** Accept "no" for an answer for now; ask them to think about it.

**6. Bring to a close:** Before you leave, confirm what they need to do, when and how. Thank them for their time and interest, even if they didn't agree to register to vote.



WORD BANK

Keep track of the words you learn or words that interest you. Words in your word bank may come from class discussion, research, or any other source during the unit. Next to each word, write a definition of the new word or words that describe the new word. You might even draw a sketch of the word to help you remember its meaning.


## GLOSSARY

**abridge** *verb* to shorten something

**bigamy** *noun* the crime of being married to two people at the same time

**bigotry** *noun* intolerance of any creed, belief, or opinion that differs from one's own

**boycott** *noun* the act of refusing to buy or use something as a way of protesting; *verb* to participate in such an act

**citizen** *noun* someone who is a member of a country, either by birth or by choice

**civic action** *noun* a form of citizenship practice involving asserting rights, taking care of common goods or empowering citizens

**civil rights** *noun* the rights belonging to an individual by virtue of citizenship, especially the fundamental freedoms and privileges guaranteed by the 13th and 14th Amendments to the U.S. Constitution and by subsequent acts of Congress, including civil liberties, due process, equal protection of the laws, and freedom from discrimination

**commemorate** *verb* the action of honoring something or someone

**committee** *noun* a group of people who work together for a specific purpose, typically consisting of members of a larger group

**compromise** *noun* an agreement where each person or group gives up part of what was wanted

**congressional district** *noun* one of a fixed number of districts into which a state is divided, each district electing one member to the national House of Representatives

**consensus** *noun* general agreement, where everyone agrees; group solidarity of belief or sentiment

**constitution** *noun* a set of laws or a plan under which a government or social group is organized

**contemplate** *verb* to thoughtfully consider something

**convention** *noun* A formal meeting of a group of people for a certain purpose

**creed** *noun* a statement of faith or belief

**Declaration of Independence** *noun* document declaring United States free from Britain

**delegate** *noun* a person who acts for others; a representative

**democracy** *noun* a government in which the people rule themselves by electing others to represent them and make laws for them

**desegregate** *verb* stop separation by racial groups

**destination** *noun* the place where someone is going or being sent

**discriminate** *verb* to treat a group unfairly because of prejudice

**disenfranchise** *verb* to deprive of a right especially voting

**draft card** *noun* notice 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** *noun* a state where no alcohol can be sold or the sale of alcohol is tightly restricted

**embezzlement** *verb* to misuse money or property for which you were responsible

**endemic** *adjective* confined to a particular location

## GLOSSARY

**equality** *noun* being equal

**false pretenses** *noun* a deliberate misrepresentation of facts to obtain something

**forgery** *noun* copy illegally; for example signing another person's name to something

**free speech** *noun* the right to express beliefs and ideas without without government interference

**Freedom Houses** *noun* community centers that summer volunteers were responsible for managing

**Freedom School** *noun* a school focused on education for civic action

**"inhabitant of Mississippi"** *noun* a person living in the state of Mississippi

**justice** *noun* fairness

**nomination** *noun* formally proposing a candidate for office

**oath of affirmation** *noun* words of promise to a legal statement

**obligations of citizenship** *noun* agreeing to and acting on the rights and responsibilities of the Constitution

**ostracize** *verb* to exclude from society, friendship, or community

**party platform** *noun* a statement of beliefs of a political party

**perjury** *noun* to tell a lie under oath

**pilot project** *noun* an activity planned to see if it works

**political party** *noun* a group organized for political activity; the Democratic Party

**precinct** *noun* a district that is organized for voting; one lives in a voting precinct

**ratify** *verb* formally approve something

**reasonable interpretation** *adjective noun* fairly good explanation of something

**register** *verb* to enroll officially such as to register to vote

**rehearsal** *noun* to practice as in a performance or presentation

**residence in district** *noun* the place, in which a person lives organized for a specific purpose such as voting

**security bulletin** *noun* a statement to announce ways to keep safe

**segregate** *verb* to require, often with force, the separation of certain groups from the general society

**servitude** *noun* state of slavery

**sworn** *adjective* bound by an oath; usually to tell the truth

**tyranny** *noun* cruel or unjust use of power

**volunteer** *noun* a person who freely offers to take part in something or complete a task; *verb* freely offer to do something

**white supremacy** *noun* the belief, that the white race is superior to all other races, especially the black race, and that whites should have control over others

