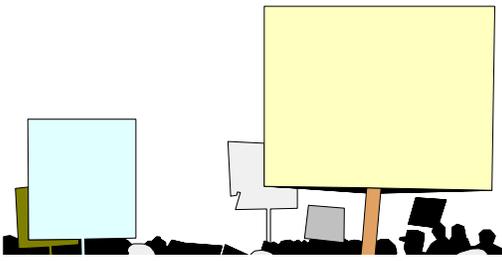


## Teaching Guide

### SEGMENT 4, WEBISODE 14

Please note: Each segment in this Webisode has its own Teaching Guide



#### Segment Overview



#### Let's Discuss

During the Montgomery bus boycott, Dr. Martin Luther King, Jr., articulated the philosophy of nonviolent resistance that galvanized the civil rights movement. The courage and perseverance of the protestors and the eloquence of Dr. King gained national attention, bringing the civil rights movement into America's living rooms. Thirteen months after Rosa Parks' arrest, the Supreme Court ruled that segregation on public transportation is unconstitutional. The successful boycott in Montgomery would be a template for future civil rights protests throughout the South.

#### Teacher Directions

1. Students, in small teams, discuss the following questions.
  - Describe Dr. King's philosophy of nonviolent resistance.
  - Why did Dr. King believe nonviolent resistance would best ensure the civil rights of African Americans?
  - How did some citizens of Montgomery respond to the bus boycott?
  - What effect did television have on the boycott?
2. Make sure students understand the following points in discussing the questions.

Dr. King believed that civil disobedience—disobeying the law in order to bring about positive change—would be more effective than violent resistance. King's religious convictions undergirded his belief in the power of love and justice to ultimately triumph. He believed in America's commitment to democracy and the right to peaceful protest. He understood that violence creates more violence. Some citizens of Montgomery responded to the peaceful protests with violence; they bombed the homes of civil rights leaders or sprayed their homes with gunfire. When television cameras broadcast the dignified, peaceful responses of protesters to unjust treatment, Americans across the nation realized the justice of their cause.



### History Sleuth

#### Teacher Directions

1. Students use *All The People* by Joy Hakim, Montgomery Bus Boycott websites, and other sources, to locate first person quotations, photographs and narrative histories about the boycott.
2. Students use their research to create a large class mural of a bus filled with people of all kinds—black, white, men, women, children, young, old, rich, poor.
3. Students add their own comments to the mural, using voice bubbles coming from the people on the bus.
4. The class discusses the mural with others (parents, other students) that they invite to a “Celebrate Equality Day” at school.



### What do you Think?

#### Teacher Directions

After discussing the following prompt, students write their personal reactions.

Martin Luther King said, “There are those who would try to make of this a hate campaign. This is not a war between the white and the Negro but a conflict between justice and injustice.” What do you think he meant? In your own words, define what the Montgomery boycott, and in fact the civil rights movement, was about.



### Moving Toward Freedom

#### Teacher Directions

1. Share the following information with students.

Other minority groups in addition to African Americans protested racial segregation through legal means. In 1930, in the case of *Independent School District (Texas) v Salvatierra*, a United States court found that Mexican Americans had been unfairly segregated in schools. The court stated that the only legitimate use of segregation should be for special education.

In 1945, Mexican American parents in California won a suit against four school districts, arguing that segregation deprived Mexican American students of due process and equal protection under the law.

From the 1950s through the early 1960s, segregation was abolished in Texas, Arizona, and other areas, largely through the efforts of the League of United Latin American Citizens (LULAC) and the Alianza Hispano Americana (Alliance of Hispanic Americans).

2. Discuss the following questions with students.

- What did Mexican Americans hope to achieve in these court cases?
- How did these cases move America toward freedom?

### Teacher Directions

Use the following activities with your students.

**Music** — Students listen to one of the following songs, which were popular during the 1950s: “Rock Around the Clock,” “Sixteen Tons,” “Doggie in the Window,” “Davy Crockett,” or “Tom Dooley.” Or students listen to one of Elvis Presley’s hits such as “Hound Dog” or “Love Me Tender.”

**Language Arts** — Students read *The Gold Cadillac* by Mildred Taylor. A Partner Discussion Guide is available through the Johns Hopkins University Talent Development Middle School Program.

**Science** — Dr. Jonas Salk developed a vaccine for polio in 1954. Students research polio: how it was contracted and treated, its symptoms, and the long-term effects of this dreaded disease. What famous president had polio? Why was Salk a hero?

**Local History** — Students use old newspaper articles or books, or interview older residents to learn about the civil rights movement in their area.

**Technology** — Students listen to an old radio show, such as *The Shadow*, or watch an old television program such as *Lassie*, *I Love Lucy*, or *The Ed Sullivan Show*.

**Math** — In 1950, the minimum wage was 75 cents per hour and a stamp cost three cents. Students compute: how many stamps could a worker earn in one hour in 1950? Compare this to the number of stamps a minimum wage earner could buy today.



Connections