



Teaching Guide

SEGMENT 9, WEBISODE 14

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



Segment Overview



Let's Discuss



History Sleuth

As the civil rights movement grew, other voices challenged King's philosophy and leadership. More militant groups disagreed with King's commitment to nonviolent protest. African American leader A. Philip Randolph believed a civil rights rally in the nation's capital would unify the movement and send an important message to Congress, which was considering Kennedy's civil rights bill. Marchers wanted passage of the civil rights bill; integration of schools; an end to job discrimination; and a job training program. Over two hundred and fifty thousand Americans jammed the mall for the August 1963 March on Washington. In the unforgettable climax of the rally, Dr. Martin Luther King, Jr., addressed the crowd, delivering his passionate "I Have A Dream" speech.

Teacher Directions

1. Ask the students.
 - Who organized the March on Washington?
 - What were the goals of the march?
 - Paraphrase Martin Luther King, Jr.'s dream in your own words.
2. Make sure students understand the following points in discussing the questions.

A. Philip Randolph was one of the main organizers of the March on Washington. The organizers hoped the march would help unify the civil rights movement behind common goals: passage of the civil rights bill; integration of schools; an end to job discrimination; and a job training program. Dr. King's speech outlined his dream of an America characterized by color-blind justice and racial harmony.

Teacher Directions

1. Students listen to a recording of Dr. Martin Luther King's "I Have a Dream" speech or read a copy of it. The speech is available in many anthologies and recordings, and can be found on the web @ <http://www.ukans.edu/carrie/docs/texts/mlkdream.html>.
2. Discuss with students King's skill with words. Point out that King, an ordained minister, was not only well-versed in the Bible but also in philosophy and the great documents of American history, such as the Bill of Rights, the Constitution, and the Declaration of Independence. He also borrowed from the tradition of powerful oratory in the African American Church. This knowledge enabled him to craft one of the most memorable speeches in American history.

3. Ask students to consider what it might have been like to stand with two hundred thousand other marchers and hear Dr. King deliver this speech. Explain that some people did record their impressions of the march.
4. Students write a poem about the march.

Teacher Directions

1. Share the following information with students.

The Civil Rights Act of 1964 outlaws discrimination on the basis of a person's color, race, national origin, religion, or sex in hiring, promoting, and firing. It is one of the nation's strongest civil rights laws.

This act protects a person's freedom to seek employment, vote, and use hotels, parks, restaurants, and other public places. The act also established the Equal Employment Opportunity Commission (EEOC), which handles complaints by individuals who believe they have been discriminated against. The EEOC will take the complaint to court. The U.S. Department of Justice handles other complaints of discrimination. Before the law was passed, people had to take such complaints to court themselves, but few could afford to do so.

Furthermore, the Civil Rights Act forbids discrimination by any program that receives money from the federal government. The government may cut off financing for a program that does not end discriminatory policies or practices. The act authorizes the Office of Education (now the Department of Education) to direct school desegregation programs in areas specified by the government. The government can sue any school system that refuses to desegregate, or any system whose desegregation program it considers inadequate.

2. Students discuss the following questions.

- Do you think the Civil Rights Act of 1964 fulfilled the desires of the marchers?
- In what ways did the Civil Rights Act of 1964 fulfill Dr. King's dream?
- In what ways is Dr. King's dream unfulfilled?

Teacher Directions

Students respond to the following writing prompt.

- What would Dr. King say if he visited your school today? Would he see his dream becoming a reality? What would he say if he visited your city or town?



What do you
Think?



Moving Toward
Freedom



Connections

Teacher Directions

Use the following activities with your students.

History/Media Center — Students research some of the civil rights organizations active during the 1960s. How were they alike in philosophy and goals? How were they different?

Local History — Students interview a local resident to learn about the civil rights movement in their area.

Music — Students listen to “We Shall Overcome” and other protest songs of the civil rights movement.

Language Arts — Students read Dudley Randall’s poem “Ballad of Birmingham” about the bombing of a black church in which four small girls were killed.

Language Arts/Library — Students read about the Nobel Prize Dr. King received for his work in the civil rights movement.

Math — Students investigate the process the National Park Service uses to estimate the size of a crowd. Aerial photographs are taken of the crowd and divided into quadrants. Park technicians count the number of people per quadrant (such as per square inch) and then multiply that number times the number of quadrants. Working with teammates, students use photographs to practice this technique.

Art — Students draw a poster or create a mural of events, people, and places of the civil rights movement.

Technology/Library — Students listen to King’s “I Have a Dream” speech on the web.

Language Arts/Library — Students read the first-person accounts of those involved in the Birmingham and Washington marches. One source is *Voices of Freedom: An Oral History of the Civil Rights Movement from the 1950s Through the 1980s* edited by Henry Hampton and Steve Fayer.