



Teaching Guide

SEGMENT 5, WEBISODE 15

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



Segment Overview



Let's Discuss

Although President Johnson's Civil Rights Act had outlawed discrimination, many African Americans in the South still faced injustice at the polling place. Intimidation, poll taxes, literacy tests, and grandfather clauses obliterated the rights guaranteed in the Fifteenth Amendment. Civil rights leaders in Selma, Alabama, had been trying to register black voters with modest success; only two percent of the town's eligible black voters were registered.

Local African American leaders asked Martin Luther King, Jr., who had recently received the Nobel Peace Prize, to come to Selma. Under King's leadership, a series of organized marches to register African American voters began. Marchers were refused entrance, and police broke up peaceful demonstrations with violence. After teachers and schoolchildren marched and were arrested, King announced, "There are more Negroes in jail with me than there are on the voting rolls." Television proved an ally of the civil rights movement; as Americans saw events in Selma, they responded with outrage. A few months later, Congress passed President Johnson's Voting Rights Act of 1965, outlawing all voter tests and taxes as prerequisites to voting.

Teacher Directions

1. Display the transparency: *Eligible Black Voters, Selma, 1964*. Working with teammates, students discuss the following questions, written on chart paper or the bulletin board.
 - What percentage of African Americans in Selma were registered to vote in 1964?
 - Why do you think so few people had registered?
 - How might this impact the daily lives of Selma's black citizens?
 - Why is it important to vote?
 - How might civil rights leaders bring about change?
2. Explain that only two percent of Selma's African American citizens were registered to vote in 1964. Poll taxes, literacy requirements, intimidation, fear of reprisals, and other forms of discrimination kept black citizens from exercising the right to vote guaranteed in the Fifteenth Amendment. Because they had no legal representation, African Americans—especially in the south—had no way to work through the system to change unjust laws. They could not elect a local, state, or national leader to represent their interests. For example, they could not vote for a state delegate who would promise to increase funding for their schools, pave the streets in

Let's Discuss, Cont.

their neighborhood, or ensure that laws were more fairly enforced. Civil rights leaders used nonviolent civil disobedience to bring about change.

3. Ask students the following questions.
 - What is civil disobedience?
 - What do the words “civil rights” mean?
 - What is non-violent resistance?
 - What happened at the Edmund Pettus Bridge?
4. Explain to students that a voting rights bill was needed to protect the civil rights of African Americans in the south, who faced many obstacles when they attempted to vote. African Americans in Selma organized marches and used civil disobedience to demand their civil rights. At the Edmund Pettus Bridge, state troopers stopped a group of peaceful marchers and attacked with bullwhips, clubs, and tear gas.
5. If students need background information on Martin Luther King, Jr., use the Student Sheet: *Martin Luther King Timeline*. Use the following questions as a guideline.
 - What was King’s profession?
 - For what causes did he fight?
 - How did King die?
 - How do we celebrate his memory today?

Teacher Directions

Activity One

1. To help students gain a clearer understanding of civil disobedience, non-violent protest, and the philosophy of Dr. Martin Luther King, Jr., distribute (or make and display as a transparency) the *Freedom Words from Martin Luther King, Jr.* Student Sheet.
2. Working in small learning teams, students interpret and discuss the quotes. Each member of the student learning team chooses two quotes to paraphrase in their own words.
3. Students share interpretations with classmates.
4. To extend this activity, students create posters displaying the quotes and student interpretations.

Activity Two

1. If available, display photos of Martin Luther King, Jr. and Malcolm X on an overhead projector or bulletin board.
2. Distribute the Student Sheets: *Voices of Martin and Malcolm*. Explain to students that the Student Sheets contain excerpts from speeches and



History Sleuth

History Sleuth, Cont.

letters of Martin Luther King, Jr., and Malcolm X. Students read the Student Sheets: *Voices of Martin and Malcolm* to learn what these two leaders said about civil rights in America and about each other.

3. Distribute the Student Sheet: *Key Words from Martin and Malcolm*. Students briefly record important words and phrases from the Student Sheets on this graphic organizer.
4. Each team member chooses one of the two men to role play, and partners take turns presenting a one-minute role play to teammates.
5. Conclude this activity with a class discussion which highlights the similarities and differences between the philosophies of the two men.

Teacher Directions

1. Discuss with students the following hypothetical situations.
 - What if your school began serving mushy green peas every day for lunch? How would you create a non-violent protest against mushy peas?
 - What is a “sit-in”? What if your community was going to cut down twenty trees and eliminate a popular public park to build a parking garage? How might you organize a peaceful protest?
 - What if you tried to get on a bus and you were told that you had to sit at the back of the bus because you were wearing blue jeans? What might you ask your friends to do to help you create a non-violent protest against this rule?
2. Students write a journal entry sharing which non-violent method of protest they believe would be most effective in addressing one of these hypothetical situations or a real unjust situation.

Teacher Directions

1. Explain to students that they will learn more about the civil rights movement by choosing a civil rights leader to research. Students will each choose a topic of particular interest, research that topic, and write a report.

To avoid overwhelming students with too many topics from which to choose, provide a list of major and minor figures of the civil rights movement. In addition to major figures of the civil rights era, some possibilities include:

- Fannie Lou Hamer
- Viola Liuzzo
- Ella Baker



What do you
Think?



Moving Toward
Freedom

- James Peacock
 - Annie Devine
 - Sam Block
 - McCree Harris
 - Kwame Ture
 - James Reeb
 - Medgar Evers
 - Benjamin Brown
 - Minnie Sullivan
2. Students use *All the People* (Book 10 of Joy Hakim's *A History of US* series), the Internet, or other materials to research their topic.
 3. Distribute the Student Sheet: *Explore!* to guide students in their choice of research topics. Topics often start out in the form of a question, someone you would like to learn more about, or something that makes you curious to know more.
 4. As students read about the civil rights era, they jot down questions, topics, and names of people that pique their curiosity on their *Explore!* sheets.
 5. After reading and noting possible topics, each student reviews his/her list, circles the item that seems the most interesting, and raises his/her hand for the teacher to approve the topic.
 6. Students who have received approval for their topics may continue to write questions on the *Explore!* sheet (what they would like to learn about the topic). Each of the four questions on the *Explore!* sheet will become the topic sentence of a paragraph in the main body of their paper.
 7. Distribute the Student Sheet: *What I Want To Know*. Students use these sheets to answer questions about their topics and organize their information. Tell the students that as they work on their questions, more questions may arise and they should write these down on their *Explore!* sheet. Eventually some question or aspect of their topics will emerge as the most interesting or suitable for further research. This will help them to narrow their search and draft a topic sentence if they have not already done so. Explain that a topic sentence is a statement that answers their most interesting question and is supported by information in the body of the paper.
 8. Distribute Student Sheet: *Research!* Tell students that this sheet will guide them in their research. At the top of the sheet, each student fills in his/her topic sentence. From the topic sentence, students extract key words to further guide their research.
 9. Instruct the students in how to record resource information:
 - titles, authors, and page numbers of books, magazines and other written material;
 - addresses of web sites; titles of videos or other visual resources such as photographs, cartoons, or illustrations;

- notes from sources written in the student's own words;
- direct quotations – information copied word-for-word from a source.

10. Each student records resources, notes, and quotes on his or her *Research!* sheet.

Teacher Directions

Use the following activities with your students.

Science/Media Center — The 1960s were busy times. In addition to the war in Vietnam and major civil rights issues, the United States made great strides in science and technology. Students research and create a timeline of major scientific and technological events of the 1960s.

Music — Students find the lyrics to the song “Abraham, Martin and John.” If possible, students listen to a recording of the song. Students write their own political protest song.

Art — Students create a collage, watercolor, or paper mache or clay sculpture in honor of Martin Luther King, Jr.

Health — During the 1960s and 1970s, many people used drugs such as LSD and marijuana. Students research the effects of these drugs and other drugs and report their findings to the class.

Sports/Library — In the 1950s, tennis player Althea Gibson became the first African American to play in the U.S. Open and at Wimbledon. Students read about Gibson's life.

Math — South Carolina's Clarendon County spent \$43 per year on each of its black students in 1952, and \$179 on each white student. How much less did it spend on each group of 100 black students?

Music — In 1955, Marian Anderson became the first African American to sing a leading role with the Metropolitan Opera in New York. Students listen to a recording of Ms. Anderson.

Art — Students view Norman Rockwell's 1964 painting *The Problem We All Live With*, which depicts six-year-old Ruby Bridges being escorted to school by federal marshals.

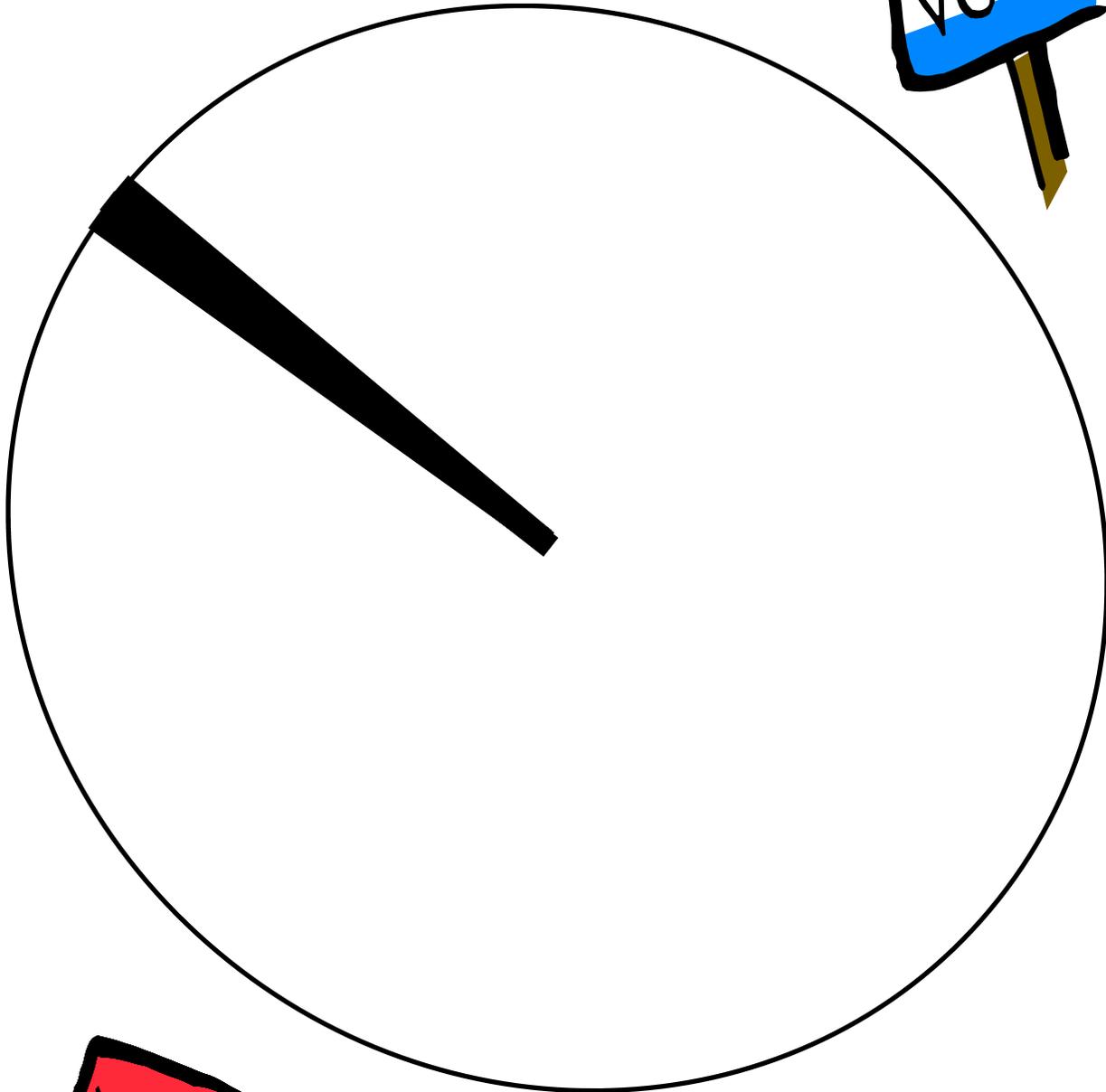
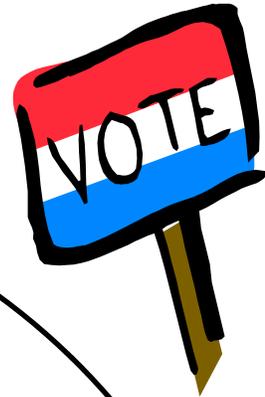
Local History — Students interview someone who remembers the pivotal events of the civil rights movement and write a summary of that person's experiences. How did the interviewee feel during this time? How did the movement affect his or her daily life? Was he or she involved in the movement in any way?

Technology/Library — Students use the Internet to research the life of Carter G. Woodson, the founder of Black History Month.



Connections

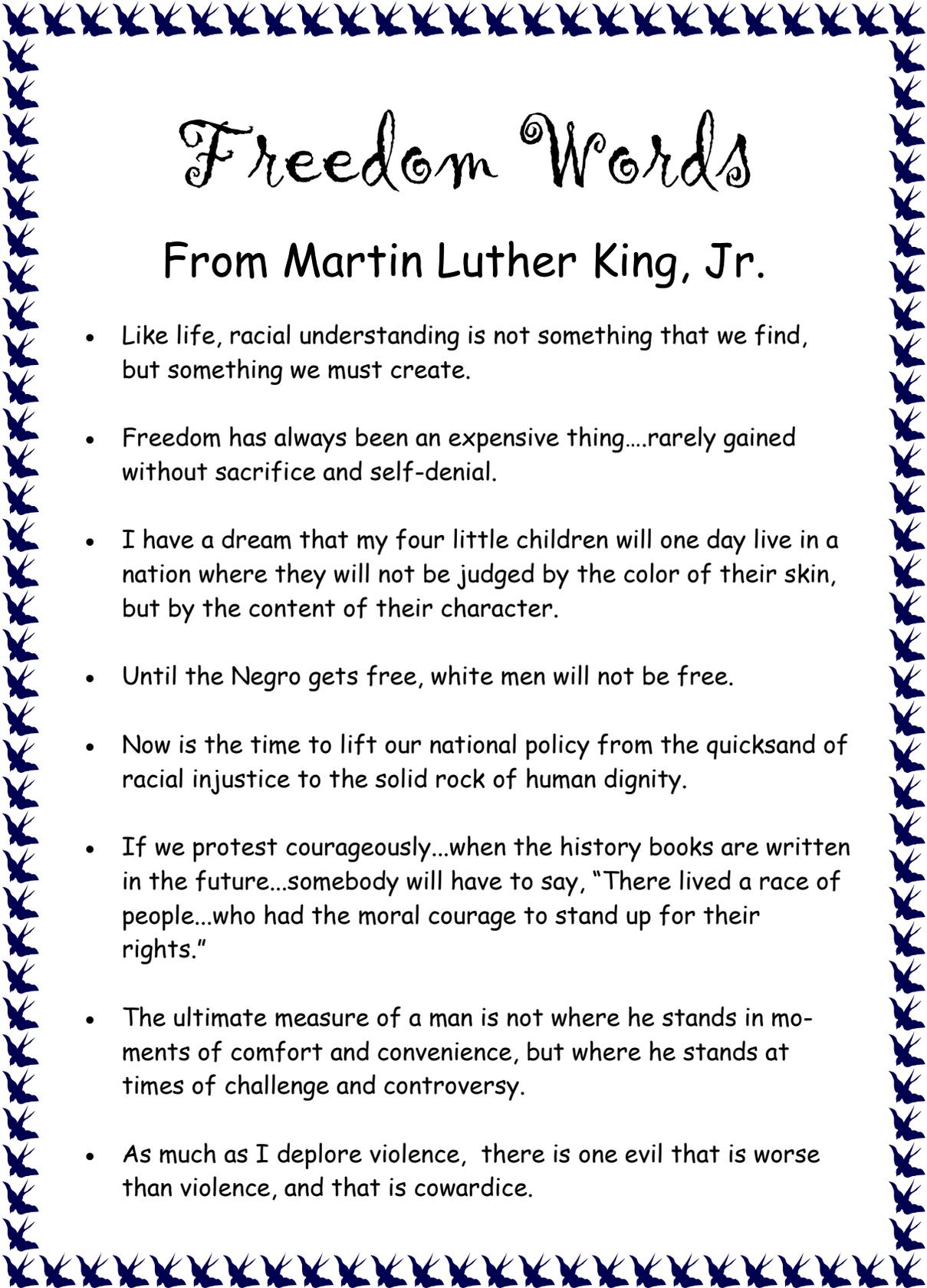
Eligible Black Voters Selma, 1964



-  Eligible black voters who were registered to vote (2%, 333 out of 1500)
-  Eligible black voters who were not registered to vote (98%, 1167 out of 1500)

Martin Luther King, Jr., Timeline

- 1929: Martin Luther King is born in Atlanta, Georgia
- 1954: Rev. King begins preaching in Montgomery, Alabama
- 1956: King's house in Alabama is bombed
- 1957: King and other black ministers form the Southern Christian Leadership Conference.
- 1960: King returns to Atlanta to the Ebenezer Baptist Church
- 1962: King meets with President John F. Kennedy
- 1963: King leads protests in Birmingham, Alabama. He is arrested and writes "Letter from a Birmingham Jail." In August, 250,000 civil-rights supporters march on Washington, D.C. where King delivers his "I Have a Dream" speech
- 1964: King meets with Pope Paul VI and wins the Nobel Peace Prize.
- 1965: King meets with President Lyndon B. Johnson. In March of this year, King and 3,200 people march from Selma to Montgomery, Alabama to urge voting rights.
- 1968: King is assassinated in Memphis, Tennessee by James Earl Ray.
- 1986: Martin Luther King Day is proclaimed as a national holiday.



Freedom Words

From Martin Luther King, Jr.

- Like life, racial understanding is not something that we find, but something we must create.
- Freedom has always been an expensive thing....rarely gained without sacrifice and self-denial.
- I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character.
- Until the Negro gets free, white men will not be free.
- Now is the time to lift our national policy from the quicksand of racial injustice to the solid rock of human dignity.
- If we protest courageously...when the history books are written in the future...somebody will have to say, "There lived a race of people...who had the moral courage to stand up for their rights."
- The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.
- As much as I deplore violence, there is one evil that is worse than violence, and that is cowardice.

Voices of Martin and Malcolm

"...I stand in the middle of two opposing forces in the Negro community. One is a force of complacency made up of Negroes who, as a result of long years of oppression, have been so completely drained of self-respect and a sense of 'somebodiness' that they have adjusted to segregation...The other force is one of bitterness and hatred and comes perilously close to advocating violence. It is expressed in the various black nationalist groups that are springing up over the nation, the largest and best known being Elijah Muhammad's Muslim movement...It is made up of people who have lost faith in America, who have absolutely repudiated Christianity, and who have concluded that the white man is an incurable 'devil.'...I have tried to stand between these two forces saying that we need not follow the 'do-nothingism' of the complacent or the hatred and despair of the black nationalist...There is the more excellent way of love and nonviolent protest."

Martin Luther King, *Letter From Birmingham Jail*

"In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force."

Martin Luther King, *March on Washington Address*

"The common goal of 22 million Afro-Americans is respect as human beings, the God-given right to be a human being. Our common goal is to obtain the human rights that America has been denying us."

Malcolm X, August 1964

"The Negro revolution is controlled by foxy white liberals, by the Government itself. But the Black Revolution is controlled only by God."

Malcolm X, Speech in December 1963

"I believe in the brotherhood of man, all men, but I don't believe in brotherhood with anybody who doesn't want brotherhood with me. I believe in treating people right, but I'm not going to waste my time trying to treat somebody right who doesn't know how to return the treatment."

Malcolm X, Speech in December 1964

"It is criminal to teach a man not to defend himself when he is a constant victim of brutal attacks."

Malcolm X

“There is nothing in our book, the Koran, that teaches us to suffer peacefully. Our religion teaches us to be intelligent. Be peaceful, be courteous, obey the law, respect everyone; but if someone puts his hand on you, send him to the cemetery. That’s a good religion.”

Malcolm X, "Message to the Grass Roots," Nov. 1963

“It is wrong to use immoral means to attain moral ends...It is just as wrong, or perhaps even more so, to use moral means to preserve immoral ends.”

Martin Luther King, Jr. *Letter from a Birmingham Jail*

“The aftermath of nonviolence is the creation of the beloved community, while the aftermath of violence is tragic bitterness.”

Martin Luther King, Jr. *Stride Toward Freedom*

“I’ve seen too much hate to want to hate, myself, and I’ve seen hate on the faces of too many sheriffs, too many White Citizens Councilors, and too many Klansmen of the South to want to hate, myself; and every time I see it, I say to myself, hate is too great a burden to bear.

Somehow we must be able to stand up before our most bitter opponents and say: ‘We shall match your capacity to inflict suffering by our capacity to endure suffering. We will meet your physical force with soul force. Do to us what you will and we will still love you.’

...noncooperation with evil is as much a moral obligation as is cooperation with good, and so throw us in jail and we will still love you....”

Martin Luther King, Jr. Christmas Eve sermon, 1967

“In the past, yes, I have made sweeping indictments of all white people. I never will be guilty of that again—as I know now that some white people are truly sincere, that some truly are capable of being brotherly toward a black man. The true Islam has shown me that a blanket indictment of all white people is as wrong as when whites make blanket indictments against blacks.”

Malcolm X, 1964

“If white America doesn’t think the Afro-American... is capable of adopting the guerrilla tactics now being used by oppressed people elsewhere on this earth, she is making a drastic mistake. She is underestimating the force that can do her the most harm.... A real honest effort to remove the just grievances of the 22 million Afro-Americans must be made immediately or in a short time it will be too late.”

Malcolm X

Key Words from King and Malcolm X

Martin Luther King, Jr.

Malcolm X

EXPLORE!

My notes, questions, and possible topic.
(I have circled the topic I want to explore.)

My topic is approved and initialed by the teacher: _____

Questions about my topic:
Consider Who, What, When, Where, Why and How Questions.

1. _____

2. _____

3. _____

4. _____

What I Want to Know

Topic: _____

Topic Sentence: _____

Answers to question 1:

Answers to question 2:

Answers to question 3:

Answers to question 4:

Research!

Topic Sentence

Key Words

Resource Title

Author

Page Numbers

Notes

Quotes

Page Numbers
