

**Emily McAdam  
TAH Lesson Plan  
May 1, 2008**

**Title:** The Movement Beyond Martin

**Possible Subject Area(s):** U.S. History

**Overview:** Students will become aware of the historical context, issues, participants, and success of the Civil Rights Movement of the 1950s and 60s.

**Essential Understanding:** People are the source of power in a democracy; they use their power to achieve the American ideals.

**Essential Question:**

- Would the Civil Rights Movement of the 1950s and 60s have happened if Martin Luther King, Jr. had never been born?

**CT Standards:**

*Content Standard 1: Historical Thinking:* Students will develop historical thinking skills, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretation.

*Content Standard 6: Rights and Responsibilities of Citizens:* Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.

**Objectives:**

- The student will identify reasons why the Civil Rights Movement of the 1950s and 60s was necessary.
- The student will describe the contributions of civil rights leaders other than Martin Luther King and Rosa Parks.
- The student will determine how the Civil Rights Movement made so much progress.

## Materials Needed:

- Selected primary documents:
  - Alabama Literacy Test
  - Jim Crow Laws from Various States
  - Frederick Douglass on the Failures of Reconstruction
  - *Lynch Law in Georgia*
  - On the Verge of a Dangerous Racial Conflagration
  - Rules for Riding Desegregated Busses
  - Letter From a Freedom Rider's Father
  - Patience is a Dirty and Nasty Word
  - October 1966 Black Panther Party Platform and Program
  - Remember the *Real* Fight
- Handouts and worksheets:
  - Day One Document Analysis Worksheet
  - Civil Rights Myth Busters Quiz
  - Answer Key—Civil Rights Myth Busters Quiz
  - Lesser Known (But Very Influential!) Civil Rights Activists
  - Day Three Document Analysis Worksheet
  - Day Four Conclusions
  - The Movement Beyond Martin Assessment
- Textbook

## Suggested Activities/Procedures:

### Day 1

- Remind students of the Thirteenth, Fourteenth, and Fifteenth Amendments. Tell them that they will use primary documents to determine the problems that black Americans still faced by the 1950s.
- Divide students into groups and have each group examine one document (Alabama Literacy Test, Jim Crow Laws, Frederick Douglass, Ida B. Wells) by completing the document analysis worksheet.
- As a class, compile a list of reasons why the movement for civil rights was not finished once the Reconstruction Amendments were passed. The problems lingered for 100 years!
- Homework—Take the Civil Rights Movement Myth Busters Quiz, then read the textbook chapter on the Civil Rights Movement to try to find the correct answers.

### Day 2

- Give answers to the Civil Rights Movement Myth Busters Quiz.
- Ask students why most Americans believe in the “myths.” Ask if the textbook helped them correct any of their answers on the quiz.

- Compile a list of civil rights activists from the textbook and from students' prior knowledge. Present the list of lesser known, but very influential, leaders. Define any that the students know. Assign each student two or three to research.
- Students research activists in the computer lab and compile brief bios, as time allows.
- Homework: Finish research of activists; e-mail to teacher.

### **Day 3**

- Distribute bios of activists and briefly review.
- Divide students into groups and have each examine one document. Have them complete the document analysis worksheet.
- Monitor students closely, as each student needs to be an expert on his document. Guide students in identifying appropriate questions to research in order to better understand their documents.
- Homework: Find answers to questions generated from document analysis.

### **Day 4**

- Provide each student with copies of all of the documents.
- Facilitate a jigsaw activity by forming new groups composed of experts on each document. Students should share their conclusions with their groups.
- Each group should compose a list or timeline of events, a summary of who has the power within the movement, and a conclusion about whether the goals of the movement were met.

### **Suggested Assessment/Evaluation**

- The Movement Without Martin Assessment/Alternate History Project
- Students convey what would have happened if Martin Luther King had never been born, with their responses rooted in real historical events and issues.
- See directions and rubric.

### **Possible Extensions/Resources**

- If the evidence suggests that the Civil Rights Movement would have happened if King had never been born, why do we have *his* birthday as a national holiday?
- Re-write the textbook chapter on civil rights.
- Analyze the lesser-known teachings of Martin Luther King.

## Day One Document Analysis Worksheet

Names: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** As a group, examine the document and complete the questions below. You will be responsible for providing your conclusions to the class.

1) Identify the document (title, date, creator, etc.) and describe it.

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2) What was the purpose of this document?

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3) Does this document show that the Constitution was being followed?

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4) How does this document show why the Civil Rights Movement was necessary? Be sure to explain evidence/examples from the document.

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## Alabama Literacy Test, 1965

- 1) Which of the following is a right guaranteed by the Bill of Rights?  
a) Public Education      b) Employment      c) Trial by Jury      d) Voting
- 2) The federal census of population is taken every five years.  
a) True      b) False
- 3) If a person is indicted for a crime, two rights which he has are: \_\_\_\_\_ and \_\_\_\_\_
- 4) A U.S. Senator elected at the general election in November takes office the following year on what date? \_\_\_\_\_
- 5) A President elected at the general election in November takes office the following year on what date?  
\_\_\_\_\_
- 6) Which definition applies to the word "amendment?"  
a) Proposed change, as in a Constitution      b) Make of peace between nationals at war  
c) A part of the government
- 7) A person appointed to the U.S. Supreme Court is appointed for a term of \_\_\_\_\_.
- 8) When the Constitution was approved by the original colonies, \_\_\_ states had to ratify it in order for it to be in effect.
- 9) Does enumeration affect the income tax levied on citizens in various states? \_\_\_\_\_
- 10) A person opposed to swearing in an oath may say, instead: I solemnly \_\_\_\_\_...
- 11) To serve as President of the United States, a person must have attained \_\_\_ years of age.  
a) 25      b) 35      c) 40      d) 45
- 12) What words are required by law to be on all coins and paper currency of the U.S.? \_\_\_\_\_
- 13) The Supreme Court is the chief lawmaking body of the state.  
a) True      b) False
- 14) If a law passed by a state is contrary to provisions of the U.S. Constitution, which law prevails?  
\_\_\_\_\_
- 15) If a vacancy occurs in the U.S. Senate, the state must hold an election, but meanwhile the place may be filled by a temporary appointment made by \_\_\_\_\_.
- 16) A U.S. Senator is elected for a term of \_\_\_ years.
- 17) Appropriation of money for the armed services can be only for a period limited to \_\_\_ years.
- 18) The chief executive and the administrative office make up the \_\_\_\_\_ branch of government.
- 19) Who passes laws dealing with piracy? \_\_\_\_\_
- 20) The number of representatives which a state is entitled to have in the House of Representatives is based on \_\_\_\_\_.
- 21) The Constitution protects an individual against punishments which are \_\_\_\_\_ and \_\_\_\_\_.
- 22) If a jury has heard and rendered a verdict in a case, and the judgment on the verdict has become final, the defendant cannot again be brought to trial for the same cause.  
a) True      b) False
- 23) Name two levels of government which can levy taxes: \_\_\_\_\_ and \_\_\_\_\_



- 47) How many votes must a person receive in order to become President if the election is decided by the U.S. House of Representatives? \_\_\_\_
- 48) Circle the offenses which, if you are convicted of it, disqualify you from voting.  
a) Murder                      c) Petty Larceny  
b) Manufacturing whiskey   d) Issuing worthless checks
- 49) The Congress decides in what manner states elect presidential electors.  
a) True                              b) False
- 50) Two purposes of the U.S. Constitution are \_\_\_\_\_ and \_\_\_\_\_.
- 51) Congress is composed of \_\_\_\_\_.
- 52) All legislative powers granted in the U.S. Constitution may legally be used only by \_\_\_\_\_.
- 53) The population census is required to be made every \_\_\_\_ years.
- 54) Impeachments of U.S. officials are tried by \_\_\_\_\_.
- 55) If an effort to impeach the President of the U.S. is made, who presides at the trial? \_\_\_\_\_
- 56) On the impeachment of the chief justice of the Supreme Court of the U.S., who tries the case?  
\_\_\_\_\_
- 57) Money is coined by order of  
a) U.S. Congress                      b) The President's Cabinet                      c) State Legislatures
- 58) Persons elected to cast a state's vote for U.S. President and Vice President are called presidential \_\_\_\_\_.
- 59) Name one power which is exclusively legislative and is mentioned in one of the parts of the U.S. Constitution above. \_\_\_\_\_
- 60) If a person flees from justice into another state, who has authority to ask for his return? \_\_\_\_\_
- 61) Whose duty is it to keep Congress informed of the state of the union? \_\_\_\_\_
- 62) If the two houses of Congress cannot agree on adjournment, who sets the time? \_\_\_\_\_
- 63) When presidential electors meet to cast ballots for President, must all electors in a state vote for the same person for President or can they vote for different persons if they so choose? \_\_\_\_\_
- 64) After the presidential electors have voted, to whom do they send the count of their votes?  
\_\_\_\_\_
- 65) The power to declare war is vested in \_\_\_\_\_.
- 66) Any power and rights not given to the U.S. or prohibited to the states by the U.S. Constitution are specified as belonging to whom? \_\_\_\_\_

## "Jim Crow" Laws from Various States

**Barbers** No colored barber shall serve as a barber [to] white women or girls. *Georgia*

**Burial** The officer in charge shall not bury, or allow to be buried, any colored persons upon ground set apart or used for the burial of white persons. *Georgia*

**Buses** All passenger stations in this state operated by any motor transportation company shall have separate waiting rooms or space and separate ticket windows for the white and colored races. *Alabama*

**Child Custody** It shall be unlawful for any parent, relative, or other white person in this State, having the control or custody of any white child, by right of guardianship, natural or acquired, or otherwise, to dispose of, give or surrender such white child permanently into the custody, control, maintenance, or support, of a negro. *South Carolina*

**Circus Tickets** All circuses, shows, and tent exhibitions, to which the attendance of...more than one race is invited or expected to attend shall provide for the convenience of its patrons not less than two ticket offices with individual ticket sellers, and not less than two entrances to the said performance, with individual ticket takers and receivers, and in the case of outside or tent performances, the said ticket offices shall not be less than twenty-five (25) feet apart. *Louisiana*

**Cohabitation** Any negro man and white woman, or any white man and negro woman, who are not married to each other, who shall habitually live in and occupy in the nighttime the same room shall each be punished by imprisonment not exceeding twelve (12) months, or by fine not exceeding five hundred (\$500.00) dollars. *Florida*

**Education** Separate free schools shall be established for the education of children of African descent; and it shall be unlawful for any colored child to attend any white school, or any white child to attend a colored school. *Missouri*

**Education** Separate rooms [shall] be provided for the teaching of pupils of African descent, and [when] said rooms are so provided, such pupils may not be admitted to the school rooms occupied and used by pupils of Caucasian or other descent. *New Mexico*

**Fishing, Boating, and Bathing** The [Conservation] Commission shall have the right to make segregation of the white and colored races as to the exercise of rights of fishing, boating and bathing. *Oklahoma*

**Hospital Entrances** There shall be maintained by the governing authorities of every hospital maintained by the state for treatment of white and colored patients separate entrances for white and colored patients and visitors, and such entrances shall be used by the race only for which they are prepared. *Mississippi*

**Housing** Any person...who shall rent any part of any such building to a negro person or a negro family when such building is already in whole or in part in occupancy by a white person or white family, or vice versa when the building is in occupancy by a negro person or negro family, shall be guilty of a misdemeanor and on conviction thereof shall be punished by a fine of not less than twenty-five (\$25.00) nor more than one hundred (\$100.00) dollars or be imprisoned not less than 10, or more than 60 days, or both such fine and imprisonment in the discretion of the court. *Louisiana*

**Intermarriage** The marriage of a white person with a negro or mulatto or person who shall have one-eighth or more of negro blood, shall be unlawful and void. *Mississippi*

**Libraries** The state librarian is directed to fit up and maintain a separate place for the use of the colored people who may come to the library for the purpose of reading books or periodicals. *North Carolina*

**Lunch Counters** No persons, firms, or corporations, who or which furnish meals to passengers at station restaurants or station eating houses, in times limited by common carriers of said passengers, shall furnish said meals to white and colored passengers in the same room, or at the same table, or at the same counter. *South Carolina*

**Militia** The white and colored militia shall be separately enrolled, and shall never be compelled to serve in the same organization. No organization of colored troops shall be permitted where white troops are available, and while white permitted to be organized, colored troops shall be under the command of white officers. *North Carolina*

**Nurses** No person or corporation shall require any white female nurse to nurse in wards or rooms in hospitals, either public or private, in which negro men are placed. *Alabama*

**Parks** It shall be unlawful for colored people to frequent any park owned or maintained by the city for the benefit, use and enjoyment of white persons...and unlawful for any white person to frequent any park owned or maintained by the city for the use and benefit of colored persons. *Georgia*

**Prisons** The warden shall see that the white convicts shall have separate apartments for both eating and sleeping from the negro convicts. *Mississippi*

**Promotion of Equality** Any person...who shall be guilty of printing, publishing or circulating printed, typewritten or written matter urging or presenting for public acceptance or general information, arguments or suggestions in favor of social equality or of intermarriage between whites and negroes, shall be guilty of a misdemeanor and subject to fine or not exceeding five hundred dollars or imprisonment not exceeding six months or both. *Mississippi*

**Railroads** The conductors or managers on all such railroads shall have power, and are hereby required, to assign to each white or colored passenger his or her respective car, coach or compartment. If the passenger fails to disclose his race, the conductor and managers, acting in good faith, shall be the sole judges of his race. *Virginia*

**Restaurants** It shall be unlawful to conduct a restaurant or other place for the serving of food in the city, at which white and colored people are served in the same room, unless such white and colored persons are effectually separated by a solid partition extending from the floor upward to a distance of seven feet or higher, and unless a separate entrance from the street is provided for each compartment. *Alabama*

**Teaching** Any instructor who shall teach in any school, college or institution where members of the white and colored race are received and enrolled as pupils for instruction shall be deemed guilty of a misdemeanor, and shall be fined in any sum not less than ten dollars nor more than fifty dollars for each offense. *Oklahoma*

**Textbooks** Books shall not be interchangeable between the white and colored schools, but shall continue to be used by the race first using them. *North Carolina*

**Theaters** Every person...operating...any public hall, theatre, opera house, motion picture show or any place of public entertainment or public assemblage which is attended by both white and colored persons, shall separate the white race and the colored race and shall set apart and designate...certain seats therein to be occupied by white persons and a portion thereof, or certain seats therein, to be occupied by colored persons. *Virginia*

**Toilet Facilities, Male** Every employer of white or negro males shall provide for such white or negro males reasonably accessible and separate toilet facilities. *Alabama*

**Transportation** The...Utilities Commission...is empowered and directed to require the establishment of separate waiting rooms at all stations for the white and colored races. *North Carolina*

**Frederick Douglass on the Failures of Reconstruction**  
**Published in the *Life and Times of Frederick Douglass*, 1892**

How stands the case with the recently emancipated millions of colored people in our own country? What is their condition to- day? What is their relation to the people who formerly held them as slaves? These are important questions, and they are such as trouble the minds of thoughtful men of all colors, at home and abroad. By law, by the constitution of the United States, slavery has no existence in our country. The legal form has been abolished. By the law and the constitution, the Negro is a man and a citizen, and has all the rights and liberties guaranteed to any other variety of the human family, residing in the United States.... This is our condition on paper and parchment. If only from the national statute book we were left to learn the true condition of the colored race, the result would be altogether creditable to the American people....

But to- day, in most of the Southern States, the fourteenth and fifteenth amendments are virtually nullified....

Do you ask me how, after all that has been done, this state of things has been made possible? I will tell you. Our reconstruction measures were radically defective. They left the former slave completely in the power of the old master, the loyal citizen in the hands of the disloyal rebel against the government. Wise, grand, and comprehensive in scope and desire as were the reconstruction measures, high and honorable as were the intentions of the statesmen by whom they were framed and adopted, time and experience, which try all things, have demonstrated that they did not successfully meet the case.

In the hurry and confusion of the hour, and the eager desire to have the Union restored, there was more care for the sublime superstructure of the republic than for the solid foundation upon which it could alone be upheld....The old master class was not deprived of the power of life and death, which was the soul of the relation of master and slave. They could not, of course, sell their former slaves, but they retained the power to starve them to death, and wherever this power is held there is the power of slavery. He who can say to his fellow- man, "You shall serve me or starve," is a master and his subject is a slave....Though no longer a slave, he is in a thralldom grievous and intolerable, compelled to work for whatever his employer is pleased to pay him, swindled out of his hard earnings by money orders redeemed in stores, compelled to pay the price of an acre of ground for its use during a single year, to pay four times more than a fair price for a pound of bacon and to be kept upon the narrowest margin between life and starvation....

When the serfs of Russia were emancipated, they were given three acres of ground upon which they could live and make a living. But no so when our slaves were emancipated. They were sent away empty- handed, without money, without friends and without a foot of land upon which to stand....

Greatness does not come on flowery beds of ease to any people. We must fight to win the prize. No people to whom liberty is given, can hold it as firmly and wear it as grandly as those who wrench liberty from the iron hand of the tyrant. The hardships and dangers involved in the struggle give strength and toughness to the character, and enable it to stand firm in storm as well as in sunshine.

***Lynch Law In Georgia, 1899***  
**Ida B. Wells**

CONSIDER THE FACTS.

During six weeks of the months of March and April just past, twelve colored men were lynched in Georgia, the reign of outlawry culminating in the torture and hanging of the colored preacher, Elijah Strickland, and the burning alive of Samuel Wilkes, alias Hose, Sunday, April 23, 1899.

The real purpose of these savage demonstrations is to teach the Negro that in the South he has no rights that the law will enforce. Samuel Hose was burned to teach the Negroes that no matter what a white man does to them, they must not resist. Hose, a servant, had killed Cranford, his employer. An example must be made. Ordinary punishment was deemed inadequate. This Negro must be burned alive. To make the burning a certainty the charge of outrage was invented, and added to the charge of murder. The daily press offered reward for the capture of Hose and then openly incited the people to burn him as soon as caught. The mob carried out the plan in every savage detail.

Of the twelve men lynched during that reign of unspeakable barbarism, only one was even charged with an assault upon a woman. Yet Southern apologists justify their savagery on the ground that Negroes are lynched only because of their crimes against women.

The Southern press champions burning men alive, and says, "Consider the facts." The colored people of Chicago employed a detective to go to Georgia, and his report in this pamphlet gives the facts. We give here the details of the lynching as they were reported in the Southern papers, then follows the report of the true facts as to the cause of the lynchings, as learned by the investigation. We submit all to the sober judgment of the Nation, confident that, in this cause, as well as others, "Truth is mighty and will prevail."

## Civil Rights Movement Myth Busters Quiz

[www.civilrightsteaching.org](http://www.civilrightsteaching.org)

- Which of the following is TRUE of Rosa Parks, the woman who helped spark the Montgomery Bus Boycott in 1955 after being arrested for defying the city's bus segregation laws?
  - She refused to give up her seat to a white man because she was tired.
  - Her refusal to give up her seat on December 1, 1955 was her first act of resistance against segregated buses.
  - As Secretary of the local NAACP chapter and leader of its Youth Group, she had an important history of activism before her action that began the bus boycott.
  - At the time of this incident, she was an elderly seamstress who had never been politically active.
- During the 1960s a free breakfast program for children in Oakland, CA was sponsored by:
  - The National Association for the Advancement of Colored People (NAACP)
  - The Black Panther Party for Self-Defense
  - The Big Brother/Big Sister Organization
  - The National Urban League
- After Rosa Parks was arrested, the Montgomery Bus Boycott was first set in motion when:
  - The Women's Political Council, under the leadership of Jo Ann Robinson, distributed 35,000 leaflet urging 42,000 black residents of Montgomery to boycott public transportation.
  - Martin Luther King Jr. gave a speech to Montgomery's largest black congregation, urging that the buses be boycotted until the bus company agreed to integrate them.
  - Civil rights lawyers from the Justice Department came to Montgomery and convinced prominent African American ministers to initiate the boycott.
  - Leaders of Montgomery's black business community urged their employees not to ride the buses.
- Which of the following states had the largest number of Ku Klux Klan membership during the 1920s?
  - Mississippi
  - Georgia
  - Oregon
  - South Carolina
- During the Reconstruction Era (1865-1877), which of following events did NOT occur in the South?
  - Blacks elected many representatives to state legislatures throughout the South.
  - Fourteen black representatives and two black senators served in the U.S. Congress.
  - The integrated Southern state legislatures mandated the establishment of compulsory universal public education for the first time in the South.
  - The federal government provided each male, freed from slavery, with forty acres and a mule.
- Toward the end of his life, Malcolm X believed all of the following EXCEPT:
  - The oppression of African Americans should be considered a human rights rather than a civil rights issue and on that basis taken to the United Nations as a problem to be resolved.
  - African Americans were entitled to the right of self-defense if attacked by whites.
  - Blacks could best obtain freedom by celebrating their own culture and attaining control of their own communities rather than integrating into white society.
  - All whites were so completely racist that it was a waste of time to talk to them.

7. Which of the following was the overarching goal of the Civil Rights Movement?
- A. Integration
  - B. Full access to all bus seats
  - C. Equality, empowerment, and democracy
  - D. 40 acres and a mule
8. The crucial element enabling progress in winning civil rights was:
- A. Grassroots activism and organizing
  - B. The federal government
  - C. The March on Washington
  - D. National civil rights leaders such as Martin Luther King Jr. or Roy Wilkins of the NAACP
9. African Americans were not the only group fighting for equality in the 1960s and 1970s. Which of the following groups were also fighting for equal rights and/or self-determination?
- A. Chicano/Mexican Americans
  - B. Native Americans
  - C. Asian Americans
  - D. Gays/lesbians
  - E. All of the above
10. In 2002, over 50,000 people rallied in the "Mobilization for Public Education" in response to New York City's proposed cut of \$1 billion from the city's public school budget. This demonstration was planned and coordinated by:
- A. The Southern Christian Leadership Conference
  - B. The Student Nonviolent Coordinating Committee
  - C. The Green Party
  - D. The Hip-Hop Summit Action Network and the United Federation of Teachers
  - E. All of the above
11. According to the 2000 federal census, the most segregated city in the United States is:
- A. Detroit, MI
  - B. Birmingham, AL
  - C. Houston, TX
  - D. Macon, GA
12. During most of the 20th century, Blacks were prevented from voting by:
- A. Intimidation, economic retaliation, and violence
  - B. "Poll taxes" that many poor people could not afford
  - C. Legal devices like the "grandfather clause"
  - D. Literacy tests
  - E. All of the above

## Answer Key—Civil Rights Movement Myth Busters Quiz

[www.civilrightsteaching.org](http://www.civilrightsteaching.org)

1: C. At the time of the boycott, the 43-year-old Ms. Parks already had several run-ins with bus drivers because she opposed the law requiring Blacks to enter the bus from the back, yet pay in the front. In fact, the driver on December 1, 1955 who called the police had previously thrown her off the bus for refusing to enter through the back door. In addition to her NAACP activities, Ms. Parks was involved in trying to desegregate Montgomery's schools and had attended an interracial meeting at Tennessee's Highlander Folk Center, a key adult education facility heavily involved in the Civil Rights Movement.

2: B. During the 1960s, the Black Panther Party's provocative rhetoric of armed self-defense often led to demonized representations of them as a violent group. The BPP actually presented a progressive party platform, which quotes the Declaration of Independence and advocates free health care for the poor, full employment, decent housing, and an end to police brutality. Projects like the Free Breakfast Program reflected the Panthers' commitment to community service and organizing.

3: A. The crucial roles of women, grassroots organizers, and rank-and-file citizens in the Civil Rights Movement are often minimized or left out of U.S. history books. Under the leadership of Jo Ann Robinson, a college English professor, the Montgomery Women's Political Council began organizing against segregated buses in 1949. This laid the groundwork which enabled them to mobilize black citizens quickly after Rosa Parks was arrested. NAACP leader and labor organizer E.D. Nixon bailed Ms. Parks out of jail and convened a meeting of ministers the first night of the boycott to provide leadership. At that meeting, the ministers formed the Montgomery Improvement Association and elected the 27-year-old Martin Luther King Jr. as its leader. During the 381-day boycott, thousands of blacks walked to work. The movement depended on the many people who organized fundraising activities, car pools, and coordinated taxi service. King's oratory and leadership helped sustain the movement, but its victory was built on the daily contributions of many unsung activists.

4: C. Racism in regions beyond the South has often been overlooked. During the 1920s, the KKK flourished in many Northern states and enjoyed a surprisingly respectable status. Confederate veterans first established the Klan in Pulaski, Tennessee at the end of the Civil War. The Klan opposed Reconstruction initiatives that extended voting rights to Blacks, as well as other measures that protected black economic and political rights. The second, more widespread Klan was established during World War I, in the context of the glorification of the KKK in D.W. Griffith's silent film, "The Birth of a Nation," and such actions as Woodrow Wilson's re-segregation of D.C. federal employees. The new Klan grew to 6 million members at its peak in the 1920s, spreading to several regions of the United States and even reaching Canada. It gained political respectability within mainstream political institutions, with many Klan members serving in state legislatures.

5: D. Historical accounts have often downplayed the accomplishments of Reconstruction and the considerable extent of black civic engagement during that era. In 1870, John Roy Lynch joined the first group of black representatives elected to Mississippi's state legislature. He was 22 years old. By 25, Lynch was the first African American from Mississippi to sit in the House of Representatives. Merely ten years prior, Lynch had been enslaved. Now armed with the right to vote, black men elected hundreds of black legislators to state offices (as well as the 16 who served in the U.S. Congress), despite the harassment and violence against blacks that preceded elections. The new black politicians passed ambitious civil rights and public education laws. Lynch spent the last years of his life trying to correct the negative view of Reconstruction that had become accepted by most Americans by the early 1900s. In 1913, he wrote *The Facts of Reconstruction*, an autobiographical defense of the period. John Roy Lynch died in Chicago in 1939 at the age of 92. It wasn't until 1987, more than a hundred years after Lynch's last term in Washington, that Mississippi elected another black representative to the U.S. Congress.

6: D. In March 1964 Malcolm terminated his relationship with the Nation of Islam. Malcolm decided to found his own religious organization, the Muslim Mosque, Inc. He also established the secular Organization for African American Unity. It was Malcolm's pilgrimage to Mecca, Saudi Arabia that proved life-altering. For the first time, Malcolm shared his beliefs with Muslims of diverse cultural and racial identities, and he found the response to be overwhelmingly positive. He returned to the United States with a new outlook. Still advocating African-American cultural affirmation and self-determination, he expressed respect for individual whites that engaged in honest dialogue with him and urged whites to organize against racism in their own communities.

7: C. Different leaders and activists often held differing views about both tactics and ultimate visions of a just society, and the evolution of the freedom struggle meant that people's perspectives changed over time. But leaders as diverse as Martin Luther King Jr. and Malcolm X realized that it would take fundamental economic, social, and political changes to create an America in which all people were truly free.

8: A. Inspiring leaders, large mass demonstrations, and eventually federal civil rights legislation and enforcement all contributed to changes toward greater equality, but grassroots organizers laid the essential foundation of the movement. Largely unacknowledged in history books, they performed the unglamorous, painstaking, and often dangerous work of building trust, commitment, and collective action. Their example and leadership prompted local people to take the courageous steps to attend a rally, try to integrate a segregated facility, or walk down to the courthouse to attempt to register to vote. In cities and towns across America, it was these activities that brought about the Civil Rights revolution.

9: E. Too often history is taught as segmented, isolated incidents in time. Traditionally, the Civil Rights Movement is viewed solely as a struggle for black Americans, by black Americans. Actually, the Civil Rights Movement was a struggle for democracy which inspired oppressed people nationally and internationally. There are many powerful examples of domestic and international solidarity throughout the 20th century.

10: D. In contrast to popular perception, many young people continue to provide leadership in struggles for social justice in the post-Civil Rights Movement era. At the first National Hip-Hop Summit in New York City in June 2001, participants founded the Hip-Hop Summit Action Network (HSAN). The organization has held summits in several cities, including an August 2003 summit in Philadelphia that registered 11,000 new voters. HSAN unites hip-hop artists, entertainment industry leaders, education advocates, civil rights leaders, and youth leaders to combat poverty and injustice. Among their goals are increased voter registration among young people; the end of class, race, and gender discrimination; universal health care; the elimination of poverty; a clean environment; and the restoration of voting rights for felons who have served their time. Their website is [www.hsan.org](http://www.hsan.org).

11: A. Segregation has always been a national phenomenon rather than a purely Southern one, even when most African Americans lived in the South. Blacks started to move north at an accelerated rate during World War I in what came to be known as the Great Migration. Most settled in Northern ghettos, swelling these segregated enclaves in many cities. In 2000, the ten most segregated cities were Detroit, Gary, Milwaukee, Chicago, Cleveland, Buffalo, Newark, New York City, Cincinnati, and St. Louis.

12: E. After the Civil War, many African Americans took grave risks to exercise the right to vote, encountering relentless and multifaceted white resistance. While there were important pockets of black voting strength in the South (primarily in urban areas), it was not until the mid-1960s that the Civil Rights Movement was able to decisively turn the tide against black disenfranchisement. One of the best ways to learn about the grassroots work of the Civil Rights Movement is to read the accounts of voter registration campaigns. Here one can learn about the incredible obstacles faced and the strength and determination of the people who literally risked their lives to exercise their legal right to vote.

## **Lesser Known (But Very Significant!) Civil Rights Activists**

Bayard Rustin

Mary McLeod Bethune

Malcolm X

Ella Baker

Thurgood Marshall

Stokely Carmichael

Jo Anne Robinson

Daisy Bates

Ruby Bridges

Septima Clark

Robert Moses

John F. Kennedy

Huey Newton

James Lawson

Fannie Lou Hamer

Diane Nash

Andrew Goodman

Eldridge Cleaver

Medgar Evers

James Chaney

John Lewis

## Day Three Document Analysis Worksheet

Names: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions: As a group, examine the document and complete the questions below. You will be responsible for providing your conclusions to the class.**

1) Identify the document and state its purpose.

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2) According to the document, who has power within the movement?

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3) What are the movement's goals, as conveyed by the document?

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4) What is the central event that this document references?

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5) What do you need to know to better understand this document?

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## On the Verge of a Dangerous Racial Conflagration

*E. Frederic Morrow, the first African American White House staff member, wrote the following file memo after the acquittal of Emmet Till's killers. Morrow was uneasy in his position as the only African American on the chief executive's staff, when Eisenhower was clearly reluctant to address racial inequality or establish a forward-looking civil rights policy.*

The White House  
Washington

November 22, 1955

### MEMORANDUM FOR THE RECORD

... I am especially alert to racial conditions and situations that will eventually affect the welfare of the country, and which will particularly bring headaches and possible severe criticism to the Administration. It is for these reasons that I presume to present my considered judgment on a dangerous situation that is now afflicting the country.

The killing of the young Negro, Emmett Till, in Mississippi this fall, has received official attention from this Administration through the Office of the Attorney General.... this particular situation is so fraught with emotion because of the circumstances under which the crime was committed, and the fact that the victim was a youngster, that normal methods of dealing with the usual case of crime are not completely acceptable to all of the interested parties.

Because of many years of investigating lynchings, mob violence, and various forms of terrorism in the country, I am able to spot signs that indicate that we are on the verge of a dangerous racial conflagration in the Southern section of the country....The warning signs in the South are all too clear: the harassed Negro is sullen, bitter, and talking strongly of retaliation whenever future situations dictate.

Mass meetings are being held by the scores across the country, and being attended by thousands of people who want to hear the story from the mother of the boy or other witnesses. The Till case is a subject of unceasing publicity in the press, and the subject of numerous Sunday sermons in the pulpits of the land....It is a well-known fact that the Negroes in Mississippi have formed an underground, and are determined to protest themselves by methods that, if used, can only lead to further terror and bloodshed.

On the other hand, a frightening power has been built in Mississippi by the anti-desegregation White Citizens Councils, and their principal method is one of economic terrorism. These Councils are fanning out throughout the South, and they have created a climate of fear and terrorism.

As a member of the White House staff, I am sitting in the middle of this, and I have been accused of being cowardly for not bringing this situation to the attention of the Administration.... wherever I go, people have expressed disappointment that no word has come from the White House deploring this situation. I always point out, of course, that our Attorney General has followed this situation with interest and skill, and that he will act when and if Federal laws are violated. But this does not still the protestations....

E. Frederic Morrow  
Administrative Officer  
Special Projects Group

## Rules for Riding Desegregated Busses

*Following their months-long bus boycott, the black citizens of Montgomery, Alabama got word that the Supreme Court had decided in their favor, and that the buses would have to desegregate. The boycotters' organization, the Montgomery Improvement Association, circulated the following flyer to advise people on how to behave in order to maintain the movement's non-violent character and enjoy a dignified victory.*

### Integrated Bus Suggestions

December 19, 1956

Segregation on buses has now been declared unconstitutional. Within a few days...you will be reboarding integrated buses. This places upon us all a tremendous responsibility of maintaining... a calm and loving dignity befitting good citizens and members of our Race. If there is violence in word or deed it must not be our people who commit it.

For your help and convenience the following suggestions are made. Will you read, study and memorize them so that our non-violent determination may not be endangered. First, some general suggestions:

1. Not all white people are opposed to integrated buses. Accept goodwill on the part of many.
2. The whole bus is now for the use of all people. Take a vacant seat.
3. Pray for guidance and commit yourself to complete non-violence in word and action as you enter the bus.
4. Demonstrate the calm dignity of our Montgomery people in your actions.
5. In all things observe ordinary rules of courtesy and good behavior.
6. Remember that this is not a victory for Negroes alone, but for all Montgomery and the South. Do not boast! Do not brag!
7. Be quiet but friendly; proud, but not arrogant; joyous, but not boisterous.
8. Be loving enough to absorb evil and understanding enough to turn an enemy into a friend.

Now for some specific suggestions:

1. The bus driver is in charge of the bus and has been instructed to obey the law. Assume that he will cooperate in helping you occupy any vacant seat.
2. Do not deliberately sit by a white person, unless there is no other seat.
3. In sitting down by a person, white or colored, say "May I" or "Pardon me" as you sit. This is a common courtesy.
4. If cursed, do not curse back. If pushed, do not push back. If struck, do not strike back, but evidence love and goodwill at all times.
5. In case of an incident, talk as little as possible, and always in a quiet tone. Do not get up from your seat! Report all serious incidents to the bus driver.
6. For the first few days try to get on the bus with a friend in whose non-violence you have confidence. You can uphold one another by glance or prayer.
7. If another person is being molested, do not arise to go to his defense, but pray for the oppressor and use moral and spiritual forces to carry on the struggle for justice.
8. According to your own ability and personality, do not be afraid to experiment with new and creative techniques for achieving reconciliation and social change.
9. If you feel you cannot take it, walk for another week or two. We have confidence in our people.

GOD BLESS YOU ALL.

THE MONTGOMERY IMPROVEMENT ASSOCIATION

The Rev. M. L. King, Jr., President

The Rev. W. J. Powell, Secretary

Source: Inez Jessie Baskin Papers, Alabama Department of Archives and History, Montgomery, Alabama,  
<http://www.alabamamoments.state.al.us/sec55ps.html>.

## Letter From a Freedom Rider's Father

*Berkeley student John Dolan joined the Congress of Racial Equality (CORE) in 1960 and, when the call went out for more Freedom Riders in late spring of the following year, he decided to head to the South. Dolan was arrested and jailed in Mississippi and Louisiana, and was beaten by the New Orleans police. He saved this letter from his father, in which the father expresses disappointment at his son's decision.*

John,

It is now 1:30 a.m., but I have been unable to sleep so will kill the time by writing you.

Upon my return home this evening I found your note, together with your drums and other items. I will put your things in the front room and take good care of them for you in the hope that someday your sanity will return.

Your group has received excellent publicity in all bay area newspapers, so any attempt to keep this episode quiet is utterly impossible. The men in the band were all studiously polite to me today, but I learned that nearly all of them had read the account in one paper or another.

It seems incredible that a man with a brilliant mind and all the opportunities that you have had should choose to pursue such a ridiculous course. One of the men in the band who is a student at Cal told Bob Hanson that you had the reputation of being "a crazy mixed-up kid." I wonder if psychiatric help would be of any value, and I write this in all seriousness. I wish you would give the matter serious thought.

If I had any religious convictions I could pray, but without faith of any kind in the supernatural I can only hope, and at present it doesn't seem that hope is of any great value.

In the years ahead your actions will prove a severe handicap in many fields, particularly in any government positions and also in teaching if you decide to make that your career.

In the past three years I have tried every system that I could think of. Arguments, threats, cajolery, humor and bribery with no effect whatsoever. Presumably as a parent I have been a miserable failure.

When you first advised me of your decision, I characteristically blew my top, and was quite bitter. This feeling is now modified into one of deep disappointment and an aching void.

I should type this, but I just do not have the ambition. Hope you will be able to decipher the major portion of it.

Sorry I can't wish you "Bon Voyage," but with all my failings, no one has ever called me a hypocrite.

Your Father

Source: John Dolan, August 2006. Also online at:  
<http://www.freedomridersfoundation.com/photos.articles.and.artifacts.html>

## Patience is a Dirty and Nasty Word

*At age 23, John Lewis, chairman of SNCC, was a veteran of many civil rights battles. On August 28, 1963, at the March on Washington, he gave one of the major speeches. Though not as well known as Reverend Martin Luther King's "I have a dream" speech, delivered the same day, Lewis' fiery words cut deep. The text here is the version Lewis delivered.*

We march today for jobs and freedom, but we have nothing to be proud of, for hundreds and thousands of our brothers are not here. They have no money for their transportation, for they are receiving starvation wages, or no wages at all. In good conscience, we cannot support wholeheartedly the administration's civil rights bill. There's not one thing in the bill that will protect our people from police brutality. This bill will not protect young children and old women from police dogs and fire hoses, for engaging in peaceful demonstrations: ... This bill will not protect the hundreds of people who have been arrested on trumped-up charges. What about the three young men in Americus, Georgia, who face the death penalty for engaging in peaceful protest? The voting section of this bill will not help thousands of black citizens who want to vote....People have been forced to leave their homes because they dared to exercise their right to register to vote. What is there in this bill to ensure the equality of a maid who earns \$5 a week in the home of a family whose income is \$100,000 a year?

For the first time in one hundred years this nation is being awakened to the fact that segregation is evil and that it must be destroyed in all forms. Your presence today proves that you have been aroused to the point of action. We are now involved in a serious revolution. This nation is still a place of political leaders who build their careers on immoral compromises and ally themselves with open forms of political, economic and social exploitation....

The revolution is at hand, and we must free ourselves of the chains of political and economic slavery. The nonviolent revolution is saying, "We will not wait for the courts to act, for we have been waiting for hundreds of years. We will not wait for the President, the Justice Department, nor Congress, but we will take matters into our own hands and create a source of power, outside of any national structure, that could and would assure us a victory."

To those who have said, "Be patient and wait," we must say that "patience" is a dirty and nasty word. We cannot be patient, we do not want to be free gradually. We want our freedom, and we want it now. We cannot depend on any political party, for both the Democrats and the Republicans have betrayed the basic principles of the Declaration of Independence.

We all recognize the fact that if any radical social, political and economic changes are to take place in our society, the people, the masses, must bring them about. In the struggle, we must seek more than civil rights; we must work for the community of love, peace and true brotherhood. Our minds, souls and hearts cannot rest until freedom and justice exist for all people....

The black masses are on the march for jobs and freedom....We will not stop. If we do not get meaningful legislation out of this Congress, the time will come when we will not confine our marching to Washington. We will march through the South, through the streets of Jackson, through the streets of Danville, through the streets of Cambridge, through the streets of Birmingham. But we will march with the spirit of love and with the spirit of dignity that we have shown here today.

By the force of our demands, our determination and our numbers, we shall splinter the desegregated South into a thousand pieces and put them back together in the image of God and democracy.

We must say, "Wake up, America. Wake up! For we cannot stop, and we will not be patient."

Source: Lewis, John, with Michael D'Orso. *Walking With the Wind: A Memoir of the Movement*. New York: Simon & Schuster, 1998.

## October 1966 Black Panther Party Platform and Program What We Want; What We Believe

*The Black Panther Party issued this statement in October 1966, listing its political aims.*

1. We want freedom. We want power to determine the destiny of our Black Community.  
*We believe that black people will not be free until we are able to determine our destiny.*
2. We want full employment for our people.  
*We believe that the federal government is responsible and obligated to give every man employment or a guaranteed income...*
3. We want an end to the robbery by the white man of our Black Community.  
*We believe that this racist government has robbed us and now we are demanding the overdue debt of forty acres and two mules... as restitution for slave labor and mass murder of black people. We will accept the payment as currency...distributed to our many communities...*
4. We want decent housing, fit for shelter of human beings.  
*We believe that if the white landlords will not give decent housing to our black community, then the housing and the land should be made into cooperatives so that our community, with government aid, can build and make decent housing for its people.*
5. We want education for our people that exposes the true nature of this decadent American society. We want education that teaches us our true history and role in the present-day society.  
*We believe in an educational system that will give to our people a knowledge of self...*
6. We want all black men to be exempt from military service.  
*We believe that Black people should not be forced to fight in the military service to defend a racist government that does not protect us...*
7. We want an immediate end to police brutality and murder of black people.  
*We believe we can end police brutality in our black community by organizing black self-defense groups that are dedicated to defending our black community from racist police oppression and brutality. The Second Amendment to the Constitution gives a right to bear arms...*
8. We want freedom for all black men held in federal, state, county and city prisons and jails.  
*We believe that all black people should be released from the many jails and prisons because they have not received a fair and impartial trial.*
9. We want all black people when brought to trial to be tried in court by a jury of their peer group or people from their black communities, as defined by the Constitution of the United States.  
*We believe that the courts should follow the United States Constitution so that black people will receive fair trials. The 14th Amendment gives a man a right to be tried by his peer group...*
10. We want land, bread, housing, education, clothing, justice and peace. And as our major political objective, a United Nations-supervised plebiscite to be held throughout the black colony in which only black colonial subjects will be allowed to participate for the purpose of determining the will of black people as to their national destiny.  
*We hold these truths to be self evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness....But, when a long train of abuses and usurpations, pursuing invariable the same object, evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security.*

Source: "Black Panther Party Ten Point Program." The Sixties Project.  
[http://lists.village.virginia.edu/sixties/HTML\\_docs/Resources/Primary/Manifestos/Panther\\_platform.html](http://lists.village.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/Panther_platform.html).

## Remember the *Real* Fight, 1975

*This letter accompanied a booklet for black students and their parents, teaching them how to deal with conflicts during the Boston busing crisis.*

Fall, 1975

Dear Students:

How well you use the law to help yourselves depends upon how well you know the rules and regulations. This booklet tries to explain to the brothers and sisters trying to get a decent education in Boston what their rights are and how to handle themselves if trouble breaks out in your school.

Last year, a whole lot of Black students got mixed up with the police and the courts because they just did not know what to do and what NOT to do. Many more Black students than White ones were suspended from schools for "misbehavior," "insolence," "disruptive school behavior" and so on.

If Black brothers and sisters are to receive justice in school suspensions and in the Courts, they must know...

...what their rights are  
...how to exercise them  
...what the law is

This year, you will also be seeing many more police around the city. There will be more F.B.I. agents, more state and local uniformed police, and more investigators from the State Attorney General's office whose job is to move fast against anybody who breaks the law. So, you see, if you should be arrested or seen committing an unlawful act, you could be charged with a federal crime by the F.B.I. or with a state crime, or both. You will need to know HOW to report an incident.

You will need to try NOT to get involved in each and every incident that occurs.

**BE SMART. REMEMBER OUR REAL FIGHT IS FOR THE RIGHT TO GO TO SCHOOL ANYWHERE IN THIS CITY AND TO GET THE BEST EDUCATION THERE IS. FIGHTING WHITES AND EACH OTHER IS NOT WHERE IT'S AT.**

Sincerely,  
Reggie Cagle, Director  
Educational Counseling  
Freedom House, Inc.

Source: Freedom House Institute on Schools and Education, *What's Going On? : A Guide Booklet Prepared Especially for Students and Their Parents to Help Them with School Problems and the Law* (1975). From "The Freedom House: A Legacy Preserved," the online edition of a Northeastern University Libraries exhibition. Boston: Northeastern University Libraries, 2003. [http://www.lib.neu.edu/archives/freedom\\_house](http://www.lib.neu.edu/archives/freedom_house)



## The Movement Beyond Martin Assessment Alternate History Project

### Goals

You will develop an alternate history project in order to demonstrate your understanding of the Civil Rights Movement. Alternate history considers what might have taken place if an historic event happened differently. Your alternate history will answer the unit's essential question: Would the Civil Rights Movement of the 1950s and 60s have happened if Martin Luther King had never been born? By answering this question appropriately, you will show the significance of people and events in history.

### Components

There are two parts to this project. The first is a display of your alternate scenario through an imaginative artifact such as a story, timeline, collage, drawing, flow chart, newspaper article, speech, or another creative format. This artifact should convey any changes about the movement as a result of Martin Luther King's absence and ultimately comment on his influence. The second is a rationale, or a written explanation of why you constructed your scenario in such a way. You must cite primary and secondary sources to support your reasons. Your alternate history should be probable and rooted in real history, except for King never being born.

### Rubric

|                    | Excellent<br>20 points   | Fair<br>10 points   | Unacceptable<br>0 points  |
|--------------------|--|---|---|
| Cause and effect   | The events have a clear cause and effect relationship. Each event logically leads to the next event.   | Most events have a cause and effect relationship. The connection between events seems unclear.                                | The events have little connection and seem random.  |
| Probability        | The alternative scenario is probable and realistic.  | The alternative scenario is possible but not probable.  | The alternative scenario is very unlikely or unrealistic.                                   |
| Historical context | The project takes real historical conditions, people, and events, and their significance, into account.  | The project includes real history, but with little explanation, accuracy, or analysis.  | The project is not set within the historical context.                                       |
| Evidence           | The project cites information from at least four primary sources, with secondary sources used as needed.   | The project cites information from one to three primary sources and secondary sources.  | The project does not cite any primary sources, and may cite only minimal secondary sources. |
| Components         | Both components—the artifact and rationale—are included. They are presented neatly and convey an insightful, clear, analytical response to the essential question. | Both components are included, but may lack neatness, insight, clarity, or analysis in the response to the essential question. | The components are missing or inadequate.   |