

THE LONG WALK TO FREEDOM DVD

TEACHER'S GUIDE

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CONTENTS

Introduction	3
Planning Classroom Use	4
CHAPTER 1: The Way It Was	6
Quiz: The Way It Was	8
CHAPTER 2: Why We Got Involved	10
Worksheet: Myth or Reality	12
Quiz: Why We Got Involved	14
CHAPTER 3: Protest	16
Timeline: 1960 Lunch Counter Sit-Ins	17
Quiz: Protest	19
CHAPTER 4: Women in the Movement	21
Quiz: Women in the Movement	23
CHAPTER 5: Fear and Song	25
Quiz: Fear and Song	27
CHAPTER 6: Nonviolence	29
Quiz: Nonviolence	31
CHAPTER 7: Getting Out the Vote	33
What's Your Issue?	35
Quiz: Getting Out the Vote	36
CHAPTER 8: The Long Walk	38
Quiz: The Long Walk	40
Obtaining Permission to Photocopy	42
Answer Key	43
Assessment Guidelines (Rubrics)	43
Community Works of California	46

INTRODUCTION

The Long Walk to Freedom is a 30-minute documentary DVD and video about how 12 ordinary young people from different racial and economic backgrounds came to accomplish extraordinary deeds that changed the face of the nation. Together with tens of thousands of other Americans, they joined the civil rights movement to protest racial inequality, segregation, and discrimination in the 1960s. The program demonstrates that the struggle of civil rights, justice and equality is indeed a “long walk”—an ongoing challenge requiring the participation of successive generations. And it shows how young people can get involved in social change.

The DVD includes the 30-minute documentary and a wealth of additional material that enables the viewer to put the stories outlined in the documentary into the broader historical context of the civil rights movement. A HISTORY MENU provides access to 120 pages of text and photographs that describe 16 key moments in history, such as the 1960 sit-in protests, the 1963 march on Washington, the murder of Emmett Till, the passage of the 1964 Civil Rights Act, the 1965 march to Montgomery and more. A BIOGRAPHY MENU gives access to 12 video autobiographies of each of the people portrayed in the documentary.

Designed as an interactive educational tool, the disc utilizes the interactive capabilities of DVD technology to encourage multiple approaches to learning.

This Teacher’s Guide supports learning for high school students with questions for discussion, suggestions for related classroom activities and individual student assignments. Multiple choice and true/false quizzes give teachers a means of evaluating students’ comprehension and participation. A special component is included for students with English as their second language. This image-based ESL component helps build students’ vocabulary while contributing to their understanding of the civil rights movement.

The guide concludes with an annotated bibliography and resource section. Additional support for teachers and other users is available at www.long-walk.com.

PLANNING CLASSROOM USE

The Long Walk to Freedom documentary included in the DVD is divided into eight chapters, to facilitate its use as a teaching tool. The eight chapters in this guide correspond to the eight chapters in the DVD. Teachers have the option of playing the entire 30-minute program or selecting and playing individual chapters (ranging from two to five minutes) in order to focus classroom discussion and activities around specific content.

Each chapter focuses on a central idea, illustrated by one or more historical events or anecdotes. From the HISTORY MENU of the DVD, teachers or students can access text and images that relate to each of the eight chapters. For example, for *Chapter 2: Why We Got Involved*, teachers and/or students can click through related photographs and text describing the Birmingham church bombing, the Montgomery bus boycott, and the murder of Emmett Till.

The homework/critical thinking skills exercises can be used in the classroom or as homework, to focus students on key issues.

Answers to quizzes, guides for assessing student performance and information on how to obtain permission to photocopy books for classroom use can be found in the resource section at the end of the guide.

The chart on the next page shows the content for each chapter and the recommended classroom and homework hours to be devoted to each chapter. The time needed to teach each chapter will vary depending on the depth of discussion in the classroom and the activities selected from this guide.



CHAPTER	HISTORY MENU	CLASS TIME	HOME WORK
Chapter 1: The Way It Was	Sharecropping Ku Klux Klan Segregation	1–2 hours	½–1 hour
Chapter 2: Why We Got Involved	Birmingham Bus Boycott Murder of Emmett Till	1 hour	1 hour
Chapter 3: Protest	Sit-Ins Freedom Riders March on Washington Freedom Summer Civil Rights Act	2 hours	1–2 hours
Chapter 4: Women in the Movement	Women in the Movement	1 hour	½ hour
Chapter 5: Fear and Song	Story of a Song	1–2 hours	½ hour
Chapter 6: Nonviolence	Nonviolence	1 hour	1 hour
Chapter 7: Getting Out the Vote	Voting Rights Act	1 hour	½ hour
Chapter 8: The Long Walk	March to Montgomery	1 hour	1 hour

CHAPTER 1: THE WAY IT WAS

In this chapter the people in the film describe what it was like to live in a segregated society. Classroom discussion and activities are designed to increase students' knowledge and understanding of the history of racial segregation in the United States and also to encourage them to put themselves in the shoes of those living in a world shaped by prejudice.

DISCUSSION QUESTIONS

- How was sharecropping both similar and different from slavery?
- In the film, Wazir Peacock says of the sharecroppers he grew up with: "Poverty had been created in their minds. They had a poverty-poor slavery mentality themselves." What do you think he means by this, and how was this mentality perpetuated by sharecropping?
- How does segregation contribute to poverty-consciousness? How does an individual affected by poverty-consciousness break free?
- In the 1920s, the Ku Klux Klan, sometimes referred to as the KKK, had 4 million to 5 million members and controlled local politics in many areas. Why do you think this organization became so powerful and lasted so long in the United States?
- What effect do you think the activities of the Ku Klux Klan had on an individual's desire to break free of the restrictions imposed by a segregated society?
- The U.S. Constitution holds that "All men are created equal" and should be treated as equal by the law. For 70 years, Jim Crow laws enforced separation between whites and blacks. These laws were defended as constitutional by white lawmakers, who insisted that it was possible for the two races to be legally separated but equal. What was the flaw in this argument? What is the difference between racial segregation and racial separation?

CLASSROOM ACTIVITY

Divide the class into groups of three. Each group will write a short (five-paragraph) story that illustrates "poverty-consciousness." Ask the students to reflect on how their characters have to come to be in their particular situation and how they might join forces with others to escape from it.

Each group begins by creating an outline with headings for key points. Designate a note-taker to write down the key points during group discussion. Using the outline, divide the responsibility among the group for writing individual paragraphs.

HOMEWORK/CRITICAL THINKING

Students write an account of an imaginary visit to the past. Ask them to imagine that they have been transported to the 1940s by a time machine, and wake up one morning as the child of a sharecropper. The students still have their 21st century knowledge and experience, but their sharecropper parents only know of the poverty and discrimination of their world in the 1940s. The students must try to explain to their sharecropper parents how life could change for the better in the future. How do the parents respond? Do they accept the possibility of change and a willingness to participate in bringing it about? Why is this the case, or if not, why not?

ESL ACTIVITY

Provide students with photocopied images of segregation and poverty. Historical images, such as those of sharecroppers and segregated public facilities, and contemporary images, in any context, may be used. To help students acquire vocabulary while learning about the civil rights movement, have the students cut and paste the images on poster board and label them with relevant nouns and adjectives. Each label should have at least five synonyms.

Photographs for this exercise can be found online in the American Memory section of the Library of Congress Web site: <http://memory.loc.gov/>. Many textbook publishers will give permission to photocopy images from books, without fees or restrictions, for classroom use. Books and other sources with images relevant for this exercise are listed in the resource section of this guide.



QUIZ: THE WAY IT WAS

True or False?

Put a “T” in the corresponding blank if the statement is true and an “F” if the statement is false.

- ___ 1. Sharecropping was abolished with slavery after the Civil War.
- ___ 2. Sharecropping is often seen as another form of slavery.
- ___ 3. Sharecroppers were given free food and farming supplies by the landowners.
- ___ 4. Sharecroppers were often left with nothing after the harvest.
- ___ 5. The Ku Klux Klan is a terrorist organization.
- ___ 6. The Ku Klux Klan believed in democracy for everyone.
- ___ 7. The Ku Klux Klan was abolished in the 1930s.
- ___ 8. In the 1880s, the Plessy v. Ferguson Supreme Court decision ruled that segregation was legal.
- ___ 9. The goal of segregation was to prevent contact between blacks and whites as equals.
- ___ 10. Jim Crow laws were a step toward the desegregation of public schools.

TEACHER PREPARATION

Review: In *The Long Walk to Freedom* DVD, review the following sections.

- MAIN PROGRAM—CHAPTER I: THE WAY IT WAS
- HISTORY MENU—SHARECROPPING, THE KU KLUX KLAN AND SEGREGATION
- BIOGRAPHY MENU—ALLEN, BEAL, HUTCHINGS, PEACOCK, WILLIAMS.

Discussion: Be prepared to show how the events and issues discussed in this chapter relate to the larger historical picture described in your students' standard history textbook.

Materials: Obtain images for the ESL exercise, as indicated in the ESL section. Also required are poster board, glue sticks and markers.

Resources: For more background and study in greater depth, consult:

Dred Scott v. Sandford 60 U.S. 393 (1857), abstract of primary-source document that denied slaves citizenship. www.oyez.org/oyez/resource/case/101

The 14th Amendment (1868), abstract of primary-source document that changed the citizenship status of slaves. <http://memory.loc.gov/const/amend.html>

Brief history of blacks after the Civil War

<http://www.watson.org/~lisa/blackhistory/post-civilwar/reconstruction.html>

Brief history of Plessy v. Ferguson

<http://www.watson.org/~lisa/blackhistory/post-civilwar/plessy.html>

Plessy v. Ferguson 163 U.S. 537 (1896) abstract of primary-source document; the case that kept segregation alive in the United States. www.oyez.org/oyez/resource/case/307/

History of African American sharecroppers

www.pbs.org/wgbh/amex/flood/peopleevents/e_sharecroppers.html

In-depth history of the Ku Klux Klan with numerous links

www.spartacus.schoolnet.co.uk/USAkkk.htm

Segregation and the Jim Crow laws

www.jimcrowhistory.org/home.htm

Martin Luther King, Jr. on poverty

www.educationplanet.com/redirect?url=http://www.progress.org/dividend/cdking.html

CHAPTER 2: WHY WE GOT INVOLVED

In this chapter the activists in the film relate key turning-points in their lives. They recall personal experiences and historical events that led them to become involved in the civil rights movement. Students will study the events mentioned by the participants in their broader historical context.

DISCUSSION QUESTIONS

- In the film, Janet Clinger says: “I began to realize that all the freedoms that I took for granted were not guaranteed for everybody in this country. So it changed the direction of my life.” What freedoms is she talking about, and why do you think it changed her life?
- In the film, Carlos Muñoz says “I was in Korea fighting for democracy. It didn’t make sense to me.” Why does he say this? What seemed inconsistent about the United States’ fighting for democracy in Asia with the situation of African Americans and other minority groups at home?
- How did the police in Birmingham treat civil rights demonstrators?
- Why do you think it took more than 40 years to convict the men who bombed the 16th Street Baptist Church in Birmingham, Alabama?
- The Montgomery bus boycott introduced the civil rights movement to people across the country. Give some of the reasons why it was successful.
- While lynching and other forms of violence against blacks had been a common experience for African Americans, media coverage of the violence began to increase in the 1960s. How and why did the civil rights movement contribute to an increased awareness of violence against blacks?
- What was the affect of the participation of white students from Northern cities in the civil rights movement? Did it make a difference?

CLASSROOM ACTIVITY

Some of the activists in the video became involved in the civil rights movement because they learned from personal experience that certain myths or beliefs they held were false. Ask students to cite some examples from *Chapter 2: Why We Got Involved*.

Now hand out the “MYTHS OR REALITY” work sheet, which can be copied from the next page.

This is not a test but a tool for getting students to recognize and understand the nature of cultural stereotypes. Once the students have completed the sheet, review their responses in class. Why did people hold certain myths to be true? Are there any facts that seem particularly astonishing? Ask the class why some of these myths persist in our society. What can be done to change the situation?



WORKSHEET: MYTH OR REALITY

True or False?

Put a “T” in the corresponding blank if the statement is true and an “F” if the statement is false.

- ___ 1. Seventy percent of the world’s population is nonwhite.
- ___ 2. More African Americans earned four-year college degrees in 1997 than Asians or Latinos.
- ___ 3. The religion followed by the greatest number of people in the world is Christianity.
- ___ 4. Out of 29 head coaches in the NBA, fewer than 10 are black.
- ___ 5. An Asian American is 60 percent more likely to have a college degree than a white American and to make less money than the white American.
- ___ 6. 20 percent of the world’s population owns computers.
- ___ 7. The majority of people who receive public assistance in the United States are African American or other minorities.
- ___ 8. Whites were responsible for the most important technological innovations we use today.
- ___ 9. 11 percent of the white population of the United States live below the poverty level.
- ___ 10. Fifty percent of the world’s population suffers from hunger and malnutrition.
- ___ 11. Only 30 percent of the world’s population can read.
- ___ 12. One percent of New York City police officers are Latino.
- ___ 13. Africa is the largest nation in the world.
- ___ 14. There are more than 600 hate groups in the United States.
- ___ 15. Thirty-three percent of Native Americans live in poverty.
- ___ 16. Blacks and whites with equal qualifications have an equally good chance of being hired for a given position in this country.
- ___ 17. Most illegal drug users in the United States are white.
- ___ 18. More than half of blacks and Latinos live on an income below the poverty level.
- ___ 19. Homicide is the second leading cause of death among teenagers in the United States.
- ___ 20. Almost 10 percent of the elected officials in New York City are Asian.

In your opinion: If all young people ages 18 to 25 were registered and voted, would conditions in this country and around the world become better for everyone?

HOMEWORK/CRITICAL THINKING

Ask students to write a first-person story in which they imagine themselves in any situation (past, present or future) in which their civil rights are threatened by a violent and oppressive regime. The setting could be the period covered in *The Long Walk to Freedom* or it could be a “Matrix”-like future world of the student’s own invention.

Write a description of this world and the way limitations are placed on your rights and freedoms within this society. What are the dangers of resistance? Why, and under what circumstances, would you take risks to resist oppression? Could organizing with others make a difference? In what way is the situation in your story similar or different from the stories of *The Long Walk to Freedom*? Why do people choose to participate in social change even when it is risky to do so?

ESL ACTIVITY

On a map of the United States, have students pinpoint, date and label cities of note from this chapter on a map of the United States. Ask them to briefly summarize the events that took place at these times and places.



QUIZ: WHY WE GOT INVOLVED

Multiple Choice

Read the question and all the possible answers. Put a letter in each blank that corresponds with the phrase that best finishes each sentence.

____ 1. Emmett Till lived in

- a. Mississippi.
- b. Chicago.
- c. with relatives.
- d. in the 1970s.

____ 2. Emmett Till was killed because he

- a. whistled at a white woman.
- b. came from out of town.
- c. didn't like white people.
- d. didn't want to buy gum.

____ 3. Emmett Till was

- a. 14 years old.
- b. a black boy.
- c. visiting relatives.
- d. all of the above.

____ 4. Rosa Parks refused to give up

- a. her right to work.
- b. her seat on the bus.
- c. her right to stay on the bus.
- d. all of the above.

____ 5. Rosa Parks' action began

- a. the Montgomery bus boycott.
- b. the civil rights movement.
- c. segregation in the South.
- d. all of the above.

____ 6. In 1954, the U.S. Supreme Court

- a. scoffed at the case for desegregation.
- b. upheld the case for desegregation.
- c. was never brought into the matter.
- d. never made a decision.

____ 7. Birmingham, Alabama, was

- a. a civil rights battleground.
- b. nicknamed Bombingham.
- c. home of 16th Street Baptist Church.
- d. all of the above.

____ 8. Demonstrators in Birmingham were

- a. respected by the local government.
- b. set upon with dogs and fire hoses.
- c. friends of Eugene (Bull) Connor.
- d. armed and dangerous.

____ 9. The 16th Street Baptist Church was

- a. not involved in fight for civil rights.
- b. the target of a bombing by the KKK.
- c. a refuge for KKK members.
- d. struggling for recognition.

____ 10. In Birmingham, four little girls were

- a. protesting on Sept. 16, 1963.
- b. killed in the church bombing.
- c. in the church basement.
- d. both b and c.

TEACHER PREPARATION

Review: In *The Long Walk to Freedom* DVD, review the following sections.

- MAIN PROGRAM—CHAPTER 2: WHY WE GOT INVOLVED
- HISTORY MENU—BUS BOYCOTT, EMMETT TILL, BIRMINGHAM
- BIOGRAPHY MENU—ALLEN, CLINGER, FIKES, HERON, MUÑOZ.

Discussion: Be prepared to show how the events and issues discussed in this chapter relate to the larger historical picture described in your students' standard history textbook.

Materials: Obtain outline map <http://www.eduplace.com/ss/maps/index.html> of the United States for the ESL exercise, as indicated in the ESL component section.

Resources: For more background and study in greater depth, consult:

A brief history of the Montgomery bus boycott

<http://www.watson.org/~lisa/blackhistory/civilrights-55-65/montbus.html>

Brief history of the murder of Emmett Till

<http://www.watson.org/~lisa/blackhistory/early-civilrights/emmett.html>

The Murder of Emmett Till

<http://www.pbs.org/wgbh/amex/till/>

Brief history of 1963 demonstrations in Birmingham

<http://www.watson.org/~lisa/blackhistory/civilrights-55-65/birming.html>

The 16th Street Baptist Church bombing

<http://afroamhistory.about.com/cs/16thstbombing/>

Why We Can't Wait, by Dr. Martin Luther King, Jr. New America Library, 1964. Analysis and the history of the movement written after the Birmingham struggle.

The Montgomery Bus Boycott and the Women Who Started It, by Jo Ann Gibson Robinson. University of Tennessee Press, 1990. Memoir of the bus boycott by one of its leaders, who headed the Women's Political Council of Montgomery.

Stride Toward Freedom, Martin Luther King, Jr. Harper Brothers, 1958. Dr. King's account of the Montgomery bus boycott.

CHAPTER 3: PROTEST

In this chapter, the activists in the film recall their participation in a wide variety of protests, from demonstrating to integrate public places to school walkouts in East Los Angeles. The learning activities promote class interaction about the subject of nonviolent protest.

DISCUSSION QUESTIONS

- In the film, Philip Hutchings says: “I remember there was one girl there who said, ‘Let’s just get arrested.’” Do you think this was a good idea? Why did the protesters take the stand they did?
- Mrs. Ilene Quinn told her son, Anthony, not to let the policeman take his flag. Why do you think she did that? What did the flag symbolize at this time and place?
- Why do you think the sit-ins became an important tactic of the civil rights movement?
- Why were the activists willing to risk getting beaten up and thrown in jail?
- There have been many marches and rallies in Washington, D.C. since the August 1963 civil rights march. What do you think is the historical significance of this particular march?
- Why do you think there were no women speakers at the 1963 March on Washington?
- Looking back on Freedom Summer, what do you think were the effects of sending hundreds of volunteers (mostly young white students from the North) to work in Mississippi? Was the overall effect positive or negative? Why?

CLASSROOM ACTIVITY

Demonstrations were a part of protest tactics during the civil rights movement. In 1960, sit-ins at lunch counters were a forceful agent of change. Copy and hand out the timeline on the following page. Ask students to study this timeline of lunch-counter sit-ins and associated events. In a short essay, give an overview of the events from January through July 1960 and describe how and why, in your opinion, these protests generated enough momentum to end the segregation of lunch counters in North Carolina.



TIMELINE: 1960 LUNCH COUNTER SIT-INS

January 1960: Ezell Blair, Jr. is refused service at the Union Bus Terminal restaurant in Greensboro, North Carolina.

Feb. 1, 1960: Ezell Blair, Jr., David Richmond, Joseph McNeil and Franklin McCain enter the Elm Street Woolworth's at 4 p.m., to purchase school supplies and sundry items. They then approach the lunch counter and order coffee at 4:30 p.m. They are refused service. The four remain in their seats until closing at 5 p.m.

Feb. 2, 1960: Twenty-five men and four women enter Woolworth's and continue the sit-in.

Feb. 3, 1960: Students occupy 63 of the 65 seats available at the Woolworth's lunch counter.

Feb. 4, 1960: Three women from the Women's College join the demonstrations, as do students from other area colleges. Sit-ins begin at the nearby S.H. Kress store.

Feb. 5, 1960: More than 300 students take part in the protest.

Feb. 6, 1960: Hundreds of students, including the North Carolina Agriculture and Technical State University football team, descend on the downtown area.

Feb. 7, 1960: Black students in Winston-Salem and Durham, N.C., hold demonstrations at lunch counters.

Feb. 9, 1960: Demonstrations begin in Raleigh.

Feb. 19, 1960: The North Carolina Council of Churches endorses the sit-ins.

Feb. 1960: In the third week, sit-in protests and demonstrations spread to states throughout the South. In Northern cities Woolworth's and other chain stores are picketed in support of the southern protests.

Feb. 27, 1960: An advisory committee to the mayor of Greensboro, headed by Edward Zane, mails 5,000 surveys to citizens asking for opinions. The committee consists of representatives of the protesting students and the downtown Greensboro business community.

Mid-March, 1960: Zane's committee receives more than 2,000 responses to its survey. Seventy-three percent favor equal service for blacks and whites in downtown stores and businesses.

March 24, 1960: Edward Zane calls together managers from eight downtown stores to force the issue of desegregation.

April 15-17, 1960: The Student Nonviolent Coordinating Committee (SNCC) is formed in Raleigh by a group of Shaw University students.

April 21, 1960: Forty-five young blacks march into the S. H. Kress store and refuse to leave the lunch counter. They are the only blacks arrested during the entire demonstration.

July 25, 1960: The first African American eats a meal, sitting down, at Woolworth's in Greensboro. After one week, 300 African Americans have been served as customers.

July 26, 1960: Woolworth's is desegregated.

Adapted from <http://www.greensboro.com/sitins/timeline-state.htm>

HOMEWORK/CRITICAL THINKING SKILLS

In journal form, discuss an injustice in your life. Imagine that you decide to do something about it. Describe two possible courses of action you could take to improve the circumstance, and what the outcome of each strategy might be. Would you achieve change, and if not, why not?

ESL ACTIVITY

The ESL exercise promotes student understanding through the development of a chronology of key protests by placing them in time and geographic location. Using your textbook, create a timeline of significant events relating to this chapter and their geographic locations. The chronology can be illustrated with photos or drawings.



QUIZ: PROTEST

Multiple Choice

Read the question and all the possible answers. Put a letter in each blank that corresponds with the phrase that best finishes each sentence.

____ 1. When four black students were refused service at the lunch counter, they

- a. bought a hot dog in the back.
- b. began to argue with the waitress.
- c. sat at the counter until the store closed.
- d. pounded on the counter.

____ 2. Participants in the sit-ins were

- a. trained in nonviolent tactics.
- b. joined by other protesters.
- c. attacked by angry whites.
- d. all of the above.

____ 3. The Freedom Riders wanted to

- a. bully people into giving up their seats.
- b. ride the bus without paying.
- c. integrate the seating on the bus.
- d. show people they could ignore laws.

____ 4. A 1946 U.S. Supreme Court decision ruled against

- a. blacks riding on public transportation.
- b. segregation of interstate buses.
- c. interracial marriages.
- d. the activities of the Freedom Riders.

____ 5. The March on Washington was

- a. a civil rights protest.
- b. a violent demonstration.
- c. accomplished by blacks only.
- d. in support of a civil rights bill.

____ 6. At the march on Washington, Martin Luther King, Jr.

- a. criticized the government.
- b. gave his “I have a dream” speech.
- c. was assassinated.
- d. was discouraged by the turnout.

____ 7. What was not accomplished during Freedom Summer.

- a. Blacks were elected to public office.
- b. Many blacks were registered to vote.
- c. Freedom Schools were organized.
- d. Fannie Hamer’s speech was on TV.

____ 8. The Student Nonviolent Coordinating Committee (SNCC) and Congress for Racial Equality Committee (CORE)

- a. helped convince voters to register.
- b. registered blacks in the South to vote.
- c. created mock elections to show support for black candidates.
- d. all of the above.

____ 9. The Civil Rights Act outlawed

- a. sit-ins at lunch counters.
- b. discrimination against blacks in public places.
- c. equal opportunity for all races.
- d. public demonstrations.

____ 10. The 1964 Civil Rights Act

- a. cut off federal funding to white business owners.
- b. imposed uniform criteria for voting.
- c. barred blacks from federal elections.
- d. both a and c.

TEACHER PREPARATION

Review: In *The Long Walk to Freedom* DVD, review the following sections.

- MAIN PROGRAM—CHAPTER 3: PROTEST
- HISTORY MENU—SIT-INS, FREEDOM RIDERS, WASHINGTON MARCH, FREEDOM SUMMER, CIVIL RIGHTS ACT
- BIOGRAPHY MENU—CLINGER, HERRON, HUTCHINGS, KOCHIYAMA, MUÑOZ.

Discussion: Be prepared to show how the events and issues discussed in this chapter relate to the larger historical picture described in your students' standard history textbook.

Resources: For more background and study in greater depth, consult:

Greensboro sit-ins

<http://www.sitins.com/>

Brief history of 1960s sit-ins

<http://www.watson.org/~lisa/blackhistory/civilrights-55-65/sit-ins.html>

Brief history of the Freedom Riders

<http://www.watson.org/~lisa/blackhistory/civilrights-55-65/freeride.html>

Freedom Riders and related events

<http://www.spartacus.schoolnet.co.uk/USAfreesR.htm>

Brief history of Mississippi Freedom Summer

<http://www.watson.org/~lisa/blackhistory/civilrights-55-65/mississippi.html>

March on Washington

<http://www.npr.org/news/specials/march40th/>

Freedom's Children, by Ellen Levine. William Morrow & Company, 1993. First-person accounts of 30 young Freedom Movement activists from the 1950s and 1960s. Recommended for grades 6-12.

Nation in Turmoil, Civil Rights and the Vietnam War (1960-1973), by Gene Brown. 21st Century Books, 1995. Primary source material on the civil rights and antiwar movements. Recommended for ages 12 and older.

CHAPTER 4: WOMEN IN THE MOVEMENT

In this chapter issues of racial equality lead to issues of gender equality. Frances Beal describes the difficulty and importance of securing men’s support for women’s equality within the civil rights movement.

DISCUSSION QUESTIONS

- In the film, Frances Beal says: “Once you talk about freedom, you cannot put bars on it.” What does she mean by this?
- What prejudices and assumptions described by Beal were brought into the movement from society at large?
- Why do you think that the men Frances Beal spoke of thought the equality of women was “white women’s stuff. The most important thing is race — gender is a secondary type of issue”?
- What made Ella Baker stop working with Dr. King and his organization to start supporting the young activists in the Student Nonviolent Coordinating Committee?
- Do you think Rosa Parks was scared when she refused to give up her seat on the bus in Montgomery? Why do you think that what she did that day was so dramatic that she became known as “the mother of the civil rights movement”?
- What are some of the qualities that made Mrs. Hamer such an important leader in Mississippi and beyond? Would you have followed her?
- Diane Nash could inspire people and was a great tactician and negotiator. Why do you think those skills were important in the civil rights movement?

CLASSROOM ACTIVITY

After a general classroom discussion, split the class into groups of three or four students. Ask each group to imagine, improvise and present a short dramatic scene to the class. The scene should portray a situation in which a woman is denied an opportunity, recognition or a right that is accorded to men in the same situation. Make sure that each student plays a role in the scene. After each scene is presented, ask the players to discuss how they felt in the roles they were assigned.

HOMEWORK/CRITICAL THINKING SKILLS

A generalization is a statement that asserts a broad or general characteristic instead of a specific one. Frances Beal noticed a contradiction in the way the men participating in the civil rights movement treated each other and the way they treated the women in the movement. Beal pointed out a contradiction in logic based upon the generalization asserting equality for all. Discuss three ways that generalizations commonly used in the civil rights movement benefited the causes of other groups, such as Native Americans, Asian Americans and women.

ESL ACTIVITY

Use photographs of women, picture icons, text captions and a map of the United States to create a large collage representing the participation of women in the civil rights movement. Using the map as the central element of the collage, link the pictures of women activists to the cities or regions where they were most active. Add picture icons (for example a picture of a bus might represent the Montgomery bus boycott) to commemorate key events in which the women participated. Use pre-printed or hand-written captions to add relevant names, dates, and facts.

Materials: Xeroxed photographs, black pens or pencils, glue stick, scissors and textbook. Outline maps can be found at: www.eduplace.com/ss/maps/index.html



QUIZ: WOMEN IN THE MOVEMENT

True or False?

Put a “T” in the corresponding blank if the statement is true and an “F” if the statement is false.

- ___ 1. Ella J. Baker almost dropped out of college in 1927.
- ___ 2. As head of the NAACP, Ella J. Baker wanted to focus the organization’s attention on grass-roots action, rather than legal battles.
- ___ 3. Rosa Parks was arrested for saying “No” when the bus driver told her to move so that a white man could take her seat.
- ___ 4. Rosa Parks was a seamstress, and her mother was a school teacher.
- ___ 5. Fannie Lou Hamer learned in 1962 that African Americans had the right to vote.
- ___ 6. Fannie Lou Hamer was arrested and jailed when she tried to register to vote.
- ___ 7. Fannie Lou Hamer is often called the mother of the civil rights movement.
- ___ 8. Diane Nash was chosen to explain in court why African Americans didn’t vote.
- ___ 9. Nash was jailed for protesting with the Freedom Riders.
- ___ 10. Diane Nash wouldn’t participate in the sit-ins because she was a college graduate.

TEACHER PREPARATION

Review: In *The Long Walk to Freedom* DVD, review the following sections.

- MAIN PROGRAM: CHAPTER 4: WOMEN IN THE MOVEMENT
- HISTORY MENU: INTRODUCTION, ELLA BAKER, ROSA PARKS, FANNIE HAMER, DIANE NASH
- BIOGRAPHY MENU: BEAL

Discussion: Be prepared to show how the events and issues discussed in this chapter relate to the larger historical picture described in your students' standard history textbook.

Materials: Obtain images for the ESL exercise, as indicated in the ESL component section.

Resources: For more background and study in greater depth, consult:

Ella J. Baker biography and photo

<http://teacherlink.ed.usu.edu/tlresources/reference/champions/pdf/EllaJBaker.pdf>

Article on Rosa Parks, yesterday and today

<http://www.grandtimes.com/rosa.html>

Biography of Fannie Lou Hamer with reading list

<http://www.theglassceiling.com/biographies/bio14.htm>

Fannie Lou Hamer biography, with numerous links to other notable women

<http://www.fembio.org/women/fannie-lou-hamer.shtml>

Diane Nash, a narrative essay with source list

<http://www.africanpubs.com/Apps/bios/1145NashDiane.asp?pic=none>

A history of women's participation in the civil rights movement

Freedom's Daughters: The Unsung Heroines of the Civil Rights Movement 1830-1970, by Lynne Olson. Scribner, 2001.

Ella Baker and her central role in the movement

Ella Baker: Freedom Bound, Joanne Grant. John Wiley & Sons, 1998.

CHAPTER 5: FEAR AND SONG

In this chapter activists reveal how songs expressed solidarity and gave them and the movement strength. They recall the dangers they encountered and sing the songs that carried them through the tough times. The questions and classroom activities are designed to lead the students into a discovery of the power of song and how songs use phrases and imagery as symbols to represent a larger experience. In translating a song from their native language, ESL students are able to relate their culture to the larger cultural context.

DISCUSSION QUESTIONS

- The activists in the film say that the songs “pumped them up,” “kept their legs moving” and reduced their fear. Why do you think songs give people the courage to do something that they might not otherwise have the strength to do? Is there a song that has the same effect on you, in your own life?
- Is it a coincidence that the song “We Shall Overcome” had its origins in 19th-century spirituals and the songs of emancipation?
- Why do you think that “We Shall Overcome” has been adopted by so many movements for freedom around the world?
- Can you think of another song, past or present, that has played a broad political or social role?
- Consider the role of the church in the civil rights movement. How might the songs that originate in 19th-century spirituals have increased the base of support for the civil rights movement throughout the country?
- In the film, Cecil Williams recalls that the policemen who put him and other protesters in jail, “just stood there and shook their heads. They could not fathom how we would be so...engaging.” What is he talking about?
- Can you think of other examples of protest songs that helped the causes of minority groups in the United States?



CLASSROOM ACTIVITY

Divide students into small groups and assign each group one of the following songs (or others of your choice): *Imagine*—John Lennon; *Blowing in the Wind*—Bob Dylan; *We Shall Overcome*—Joan Baez; *If I Had a Hammer*—Peter, Paul and Mary; *Abraham, Martin and John*—Dion; *People Got to Be Free*—The Rascals.

Ask students to listen and write down the lyrics of their song together. Tell them to write responses to the following questions, individually or as a group.

- How does this song make you feel?
- What messages and/or emotions are expressed?
- What issues are presented in the song? Was the song a response to a particular event? If so, which one? What solutions, if any, does it suggest?
- Is the song effective as a social protest? Would the song still be effective or relevant today?

Ask each group to play its song for the entire class and explain their answers to the questions. After each group has done so, ask the class to discuss songs that they think reflect current issues of social justice. If there is time, ask students to write their own lyrics to a song, poem or rap that responds to a social issue that is important to them.

Materials: CD/tape players and selected tapes.

HOMEWORK/CRITICAL THINKING SKILLS

A symbol is something that is used to represent or stand for something else. In this chapter, you have heard several songs related to the civil rights movement. Choose one or more phrases or images from these songs and consider what they symbolized and what meaning these phrases had for the people who sang them. Write a brief essay explaining and demonstrating how songs use symbols.

ESL ACTIVITY

Extend the experience of song into the cultures of the students in your classroom. Ask them to practice expressive vocabulary by taking a poem or song from their native language and translating it into English. Depending on the level of ESL students, this can be done individually or in groups. The song should be about a social issue if possible.

QUIZ: FEAR AND SONG

Place the Events in Order

Write the numbers 1 through 7 to designate the sequence of events in the history of the song *We Shall Overcome*.

- _____ The song has been sung where people have sought freedom from oppressive regimes around the world.

- _____ Guy Carawan sang it at the founding convention of the Student Nonviolent Coordinating Committee.

- _____ African American women changed the title to “We Will Overcome Some Day.”

- _____ Charles Albert Tindley wrote the song.

- _____ Pete Seeger co-wrote new verses for the song.

- _____ Zilphia Horton sang the song at the Highlander Folk School, a center for labor activism in Tennessee.

- _____ The song traveled across the South and became the defining anthem of the movement.

TEACHER PREPARATION

Review: In *The Long Walk to Freedom* DVD, review the following sections.

- MAIN PROGRAM: CHAPTER 5: FEAR AND SONG
- HISTORY MENU: STORY OF A SONG AND THREE SONGS
- BIOGRAPHY MENU: FIKES, HUTCHINGS, FROMER, WALDEN, WILLIAMS

Discussion: Be prepared to show how the events and issues discussed in this chapter relate to the larger historical picture described in your students' standard history textbook.

Resources: For more background and study in greater depth, consult:

American Roots Music: links to many artists' sites and songs.

http://www.pbs.org/americanrootsmusic/pbs_arm_saa_freedomsingers.html

Article on the Freedom Singers

http://www.smithsonianmag.si.edu/smithsonian/issues99/feb99/mall_feb99.html

Making Sense of Evidence: site contains two links on song analysis

<http://historymatters.gmu.edu/browse/makesense/>

Everybody Says Freedom, Pete Seeger & Bob Reiser. Norton, 1989. History of the civil rights movement in songs, pictures and interviews.

Sing for Freedom, Guy and Candie Carawan, Sing Out Corporation 1990, compilation of the earlier *Sing Out* books.

CHAPTER 6: NONVIOLENCE

Activists in the film describe how they took part in nonviolent training to prepare for potentially violent confrontations during protests. Some saw nonviolence as a tactical solution, others embraced it as philosophy. This chapter demonstrates how and why nonviolence played an important role in the civil rights movement.

DISCUSSION QUESTIONS

- During the Montgomery bus boycott, Martin Luther King addressed a meeting saying: “Go into the situations that we confront with a great deal of dignity, sanity and reasonableness.” What did he mean by this? If people hadn’t acted with “dignity, sanity, and reasonableness,” what might have been the result?
- Philip Hutchings says: “Some of us actually believed in nonviolence as a philosophy, and some of us didn’t believe in nonviolence as a philosophy, but we saw it as a tactic.” What is the difference between nonviolence as a tactic and nonviolence as a philosophy? Could people who held these different approaches work together?
- Give some examples of nonviolent tactics that were used during the civil rights movement. How effective were they?
- Robert Allen says: “For all their bravado, for all their racial epithets... standing up to them with dignity and courage made them fearful.” Who is Robert Allen talking about, and why do you think “standing up to them” in this way made them fearful?
- Henry David Thoreau asserted that it is morally correct to peacefully resist unjust laws. Do you agree or disagree?
- Mahatma Gandhi wrote, “The hardest metal yields to sufficient heat. Even so must the hardest heart melt before the sufficiency of the heat of nonviolence, and there is no limit to the capacity of nonviolence to generate heat.” How do you think nonviolence generates “heat?” What does Gandhi mean by this?
- Bayard Rustin wrote, “If anyone... believes that the white problem, which is one of privilege, can be settled without some violence, he... fails to realize the ends to which men can be driven to hold on to what they consider their privileges. This is why Negroes and whites who participate in direct action must pledge themselves to nonviolence. For in this way alone, can the inevitable violence be reduced to a minimum.” What is Rustin saying about white reaction to loss of privilege?

(Teacher note: The use of the word Negro can be considered offensive by today’s students. Explain that during the early years of the civil rights movement, it was a common and acceptable term used to refer to African Americans.)

CLASSROOM ACTIVITY

This exercise gives the students insight into their own views on nonviolence as they relate to issues of importance. In encouraging dialogue, the lesson also helps students realize the nature of their social group.

In the four corners of a room, place four small sign that read: 1 = STRONGLY AGREE, 2 = AGREE, 3 = DISAGREE, 4 = STRONGLY DISAGREE. Tell the students that you are going to share with them a series of statements. They must respond to each statement by moving to the corner with the sign that most closely matches how they feel about the statement.

Statements

1. When I am angry, violence is the best option.
2. Demonstrations and marches can influence our government to change its policies.
3. The civil rights movement has not had an impact on my life.
4. African Americans have all of the same rights as white Americans.
5. Sometimes war is necessary to bring peace.
6. Hate groups also have a right to freedom of speech.
7. It is important for people to vote.
8. There is still racial discrimination in the United States today.
9. Affirmative action programs are unfair.
10. Asian Americans, Native Americans and Hispanic Americans in the United States have benefited from the struggle for civil rights.

Once participants choose a corner, pick students at random from each group to state why they have chosen a particular position. Students may walk to a different corner at any time. Continue the exercise until every student who wants the opportunity to voice his or her opinion has done so.

In a group discussion, you may want to ask the following questions: Was it difficult for you to take a stand? Did you ever change your mind during the exercise? Why?

HOMEWORK/CRITICAL THINKING SKILLS

An ideology is a belief system that guides a person's actions and motivates him or her to take one action over another. In journal form, describe the ideology or philosophy of nonviolence. Discuss the reasons a person might have to choose to live according to a philosophy of nonviolence.

ESL ACTIVITY

ESL students may participate in the class activity described above.

QUIZ: NONVIOLENCE

Name the Author

The following authors all wrote about nonviolence. Match the author with his quote in the blank space provided. Note that these quotes are contained in the “Nonviolence” item in the history section of the DVD.

Martin Luther King, Jr.

Bayard Rustin

Henry David Thoreau

Mahatma Gandhi

_____ “The hardest metal yields to sufficient heat. Even so must the hardest heart melt before sufficiency of the heart of nonviolence. And there is no limit to the capacity of nonviolence to generate heat.”

_____ “Under a government which imprisons unjustly, the true place for a just man is also a prison.”

_____ “If anyone believes the white problem, which is one of privilege, can be settled without some violence, he... fails to realize the ends to which men can be driven to hold on to what they consider their privileges... This is why Negroes and whites who participate in direct action must pledge themselves to nonviolence... For in this way alone can the inevitable violence be reduced to a minimum.”

_____ “There are two types of laws: just and unjust. One has not only a legal but a moral responsibility to obey just laws. Conversely, one has a moral responsibility to disobey unjust laws. I submit that an individual who breaks a law that conscience tells him is unjust, and who willingly accepts the penalty of imprisonment in order to arouse the conscience of the community over its injustice, is in reality expressing the highest respect for the law.”

TEACHER PREPARATION

Review: In *The Long Walk to Freedom* DVD, review the following sections.

- MAIN PROGRAM: CHAPTER 6: NONVIOLENCE
- HISTORY MENU: NONVIOLENCE
- BIOGRAPHY MENU: ALLEN, BEAL, HUTCHINGS.

Discussion: Be prepared to show how the events and issues discussed in this chapter relate to the larger historical picture described in your students' standard history textbook.

Resources: For more background and study in greater depth, consult:

Student Nonviolent Coordinating Committee Web site

<http://www.ibiblio.org/sncc>

Mahatma Gandhi Foundation India

<http://www.mahatma.org.in/>

Numerous nonviolence links including the Mahatma Gandhi Foundation

<http://www.nonviolence.org/links/>

Martin Luther King and the civil rights movement

<http://seattletimes.nwsources.com/mlk/>

Civil Disobedience by Henry David Thoreau, with Spanish translation

<http://eserver.org/thoreau/civil.html>

Henry David Thoreau, links to resources on the American author, poet and philosopher

<http://www.transcendentalists.com/1thorea.html>

The Autobiography of Martin Luther King Jr., by Martin Luther King Jr., Clayborne Carson (editor). Warner Books, 2000.

The Essential Gandhi: An Anthology of His Writings on His Life, Work, and Ideas, by Mahatma Gandhi, Louis Fischer (editor), A Vintage Spiritual Classics Edition, November 2002, second edition.

CHAPTER 7: GETTING OUT THE VOTE

In this chapter activists talk about the movement’s fight for a Voting Rights Act to protect blacks from being systematically denied the right to vote. The struggle to overcome the fear that was felt by many who were intimidated by violence and successfully kept from the polls is discussed. The ability to talk to people was at the core of the efforts of activists in the South, who needed to encourage and persuade people how important their vote was.

CLASSROOM DISCUSSION

- From the point of view of civil rights leaders and activists, why was it important to get African Americans to vote?
- When he signed the Voting Rights Act, President Lyndon Johnson made the following statement, “Wherever... states and counties are using regulations or laws or tests to deny the right to vote, then they will be struck down.” What kind of “regulations, laws and tests” is he talking about? Why did they need to be struck down?
- Why do you think that President Johnson, a man from the South, so actively supported the Civil Rights Act when he became president? Do you think he was sincere?
- Since voting is a right of citizens in the United States, why was it necessary to have a special law on voting rights in the 1960s?
- The right to vote is revoked for felons. Do you agree with this law?
- In the 1960s, many people risked their jobs and their lives in order to vote. Today, voter turnout at most elections is very low, often below 50 percent of eligible voters. Why do you think people have stopped going to the polls? Do you think this is a problem and if so, why?

CLASSROOM ACTIVITY

The “What’s your issue?” exercise encourages students to identify and articulate issues that they feel are important, and to consider how they may take action regarding things they consider important. Tell the class that during the 1960s, youth activists believed that equal rights for African Americans and their right to vote were the major issues of the time. Young people organized, educated, protested, marched and rallied in support of these issues.

What are the most important issues facing youth today?

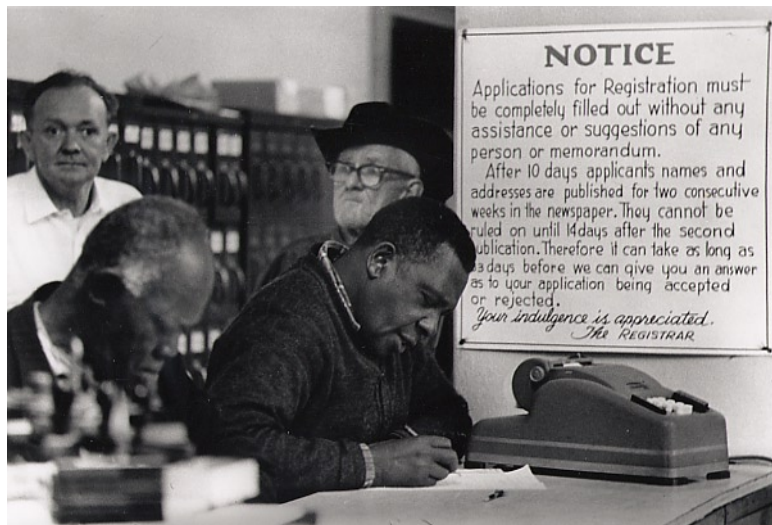
Photocopy and pass out the “What’s Your Issue?” handout on page 33. When the handout is completed, ask students to share and record the most popular answers on the board or butcher paper. Ask the class on which of these issues they believe they could really make a difference. How would they go about bringing about change in this case?

HOMework/CRITICAL THINKING SKILLS

When you vote, you are letting your voice be heard through the ballot box, but many people believe that their vote doesn't matter. In essence they are saying: "My voice doesn't matter." Predict what the world will be like in 20 years if more and more people felt this way and failed to vote. Would things be different in 20 years if more and more people voted in elections?

ESL ACTIVITY

Students can participate in the regular classroom activity as presented above.



WHAT'S YOUR ISSUE?

During the 1960s, youth activists believed equal rights for African Americans and their right to vote were the most critical issues of the time. Young people organized, protested and rallied in support of these issues as they participated in the civil rights movement.

What do you believe are the major issues facing young people today?

Divide into small groups of two to four. List the issues most important to your group, in order of priority, with #1 being your most important concern.

1.

2.

3.

4.

5.

QUIZ: GETTING OUT THE VOTE

True or False?

Put a “T” in the corresponding blank if the statement is true and an “F” if the statement is false.

- ___ 1. After the passage of the Civil Rights Act in 1964, blacks were allowed access to the polls in the South.
- ___ 2. Blacks were kept waiting for hours to discourage them from voting.
- ___ 3. Blacks were given tests, that they had to pass in order to vote.
- ___ 4. The Voting Rights Act of 1965 guaranteed African Americans the right to vote.
- ___ 5. The Voting Rights Act of 1965 gave the federal government the power to register voters where the states failed to do so.
- ___ 6. Latinos and other minorities had to fight for their own Voting Rights Act.
- ___ 7. Blacks had refused to vote since the slaves were freed after the Civil War.
- ___ 8. President Lyndon Johnson stated that, “the harsh fact is that in many places in this country, men and women are kept from voting simply because they are Negroes.”
- ___ 9. African Americans in the South were afraid to register to vote, because their houses might be burned.
- ___ 10. Part of participating in the civil rights movement meant learning to talk to people.

TEACHER PREPARATION

Review: In *The Long Walk to Freedom* DVD, review the following sections.

- MAIN PROGRAM: CHAPTER 7: GETTING OUT THE VOTE
- HISTORY MENU: VOTING RIGHTS ACT
- BIOGRAPHY MENU: CLINGER, HERRON, HUTCHINGS.

Discussion: Be prepared to show how the events and issues discussed in this chapter relate to the larger historical picture described in your students' standard history textbook.

Resources: For more background and study in greater depth, consult:

Milestone documents, including the Civil Rights Act and the Voting Rights Act
<http://www.ourdocuments.gov/>

Historical background on issues and events leading to the 1965 Voting Rights Act.
http://www.core-online.org/history/voting_rights.htm

U.S. Dept. of Justice introduction to voting rights laws
<http://www.usdoj.gov/crt/voting/intro/intro.htm>

Major features of the Civil Rights Act, a case study and links
<http://www.congresslink.org/civil/essay.html>

National Archives Web site with teacher information on the Civil Rights Act, document analysis worksheets and links to other sites
http://www.archives.gov/digital_classroom/lessons/civil_rights_act/civil_rights_act.html

CHAPTER 8: THE LONG WALK

In this chapter photographer Matt Herron describes a people’s march from Selma, Ala., to Montgomery, led by civil rights leaders. The march was in protest of the systematic denial of black voting rights. Herron’s description evokes the struggle, momentum and unity between blacks and whites on the march. The chapter’s activities require students to reflect on the qualities of leadership and how ordinary people like themselves and those portrayed in *The Long Walk to Freedom* can accomplish extraordinary things.

DISCUSSION QUESTIONS

- What was the specific goal or purpose of the 1965 march from Selma to Montgomery? Did it achieve this purpose?
- Two attempts were made by activists to march from Selma to Montgomery before the march portrayed in the film. What stopped the earlier attempts, and how did this affect participation in the third attempt?
- Matt Herron says of his experience during the march: “It was almost like these people were holding up mirrors as we went by. We could see ourselves in their eyes.” What do you think he meant by this?
- Do you think an event like the Montgomery march could happen today and achieve its goal? Why or why not?
- Give a few examples of demonstrations that have taken place in this country within your lifetime. What was their effect?
- What do you think Wazir Peacock means when he says, “You have to participate in your own destiny”?
- The march to Montgomery is seen as one of the important moments in the civil rights movement. What do you think are some of the less public activities that went on to make this victory possible?



CLASSROOM ACTIVITY

The goal of this “everyday heroes” exercise is to encourage students to think about how ordinary people like themselves, and those portrayed in *The Long Walk to Freedom* can accomplish extraordinary things. It also asks them to identify leadership qualities.

To begin, write on the board the following quote: “The civil rights movement was a crucial time in our nation’s history, when ordinary people did extraordinary things.”

Ask the group: What do you think this quote means? In what way did ordinary people do extraordinary things during the civil rights movement?

Now direct the students to view at least four (more is preferable) of the two-minute video biographies on the DVD. Ask the students to take notes on each biography, writing down their responses to the following questions:

1. In what way was he or she an “ordinary” person?
2. What did this person do during the movement that was extraordinary?
3. Was this person a leader? If so, what qualities contributed to his or her leadership?

Ask students to share their responses. Ask them: What do all of these people have in common? What are the important qualities of a leader?

Now ask the students to identify people in their own lives that they consider leaders and to list their leadership qualities. What do they have in common with the activists in *The Long Walk to Freedom*? Do we ourselves share potential leadership qualities with these people? Can one learn to become a leader?

ESL ACTIVITY

ESL students can participate successfully in the above classroom activity with the rest of the class.

HOMEWORK/CRITICAL THINKING SKILLS

Describe a present-day situation in which racial, ethnic or religious discrimination persists. What can ordinary people do to help end this discrimination? How is this task similar or different from the task of ending discrimination during the 1960s in the civil rights movement?

QUIZ: THE LONG WALK

Match Answers

Select a response from the list and write it in the blank space of the appropriate statement, below.

Matt Herron	white
Jamie Lee Jackson	Viola Luizzo
President Johnson.	Jim Clark
Martin Luther King, Jr.	Montgomery
25,000	James Reeb

1. In 1964, _____ and his Southern Christian Leadership Conference started organizing protests in Selma.
2. Sheriff _____ overreacted to the protests when he clubbed, shoved, whipped and prodded protesters.
3. _____ was shot to death when he was marching in Marion, a town near Selma, Ala.
4. Alabama authorities tried to block the march with a restraining order, but when _____, a white minister from Boston, was clubbed to death outside a white hangout, the judge ruled the ruled against blocking the march.
5. The march went from Selma, Ala. to _____, Alabama.
6. _____ federalized the Alabama National Guard to give protection to the marchers.
7. Photographs of the march were shot by one of the activists in the film, whose name is _____.
8. Hundreds and hundreds of black people were joined by _____ people.
9. By the fifth day, _____ people had joined the march.
10. _____, a marcher from Detroit, was shot by Klansmen after leaving Montgomery.

TEACHER PREPARATION

Review: In *The Long Walk to Freedom* DVD, review the following sections.

- MAIN PROGRAM: CHAPTER 8: THE LONG WALK
- HISTORY MENU: MARCH TO MONTGOMERY, MARCH 1965.
- BIOGRAPHY MENU: ALL BIOGRAPHIES.

Discussion: Be prepared to show how the events and issues discussed in this chapter relate to the larger historical picture described in your students' standard history textbook.

Resources: For more background and study in greater depth, consult:

March on Montgomery – includes timeline media and photo gallery

<http://www.lbjlib.utexas.edu/johnson/lbjforkids/civil.shtm>

Historic places of the civil rights movement

<http://www.cr.nps.gov/nr/travel/civilrights/>

Brief history of 1965 Selma to Montgomery march

<http://www.watson.org/~lisa/blackhistory/civilrights-55-65/selma.html>

(Note this item is mistitled as “Birmingham” on the Web Page.)

LBJ for Kids, From Selma to Montgomery

<http://www.lbjlib.utexas.edu/johnson/lbjforkids/selma-mont.shtm>

Alabama Moments in History. Includes application for registration (primary-source document) and bibliography.

<http://www.alabamamoments.state.al.us/sec59.html>

Black in Selma: The Uncommon Life of J.L. Chestnut, Jr., by Chestnut, J.L. Jr. and Julia Cass. New York: Farrar, Straus and Giroux, 1990. Chestnut, the a black lawyer who provided legal services to the marchers and to Dr. King.

The First Black College Student to Die in the Black Liberation Movement, by Foreman, James. New York: Grove Press, 1968. Sammy Young, Jr. was one of the 1,600 Tuskegee Institute students who joined marchers on their second attempt.

Walking With the Wind: A Memoir of the Movement, by Lewis, John and D’Orson, Michael. New York: Simon & Schuster, 1998. Lewis, now a U.S. Congressman (D-Ga.), was chairman of the Student Nonviolent Coordinating Committee (SNCC) in 1965.

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ANSWER KEY

CHAPTER 1: THE WAY IT WAS: 1-F, 2-T, 3-F, 4-T, 5-T, 6-F, 7-F, 8-T, 9-T, 10-F.

CHAPTER 2: MYTH OR REALITY: 1. True. 2. True. 3. True; 30 percent of the world's population is Christian. 4. True. 5. True. 6. False; 1 percent own computers. 7. False; most people on welfare are white. 8. False; paper, the use of blood plasma, the clock, the first practice of medicine and astronomy, among hundreds of other important inventions, were achieved by people of color throughout the world. 9. True. 10. True. 11. True. 12. False. 14 percent are Latino. 13. False. 14. True; there are 602. 15. True. 16. False; black and Latino males with qualifications equal to White males are turned down three times more often. 17. True. 18. False; 1 in 4 or 25 percent. 19. True. 20. False; there is only one individual Asian elected official in New York City.

CHAPTER 2: WHY WE GOT INVOLVED: 1-b, 2-a, 3-d, 4-b, 5-a, 6-b, 7-d, 8-b, 9-b, 10-d

CHAPTER 3: PROTEST: 1-c, 2-d, 3-c, 4-b, 5-d, 6-b, 7-a, 8-d, 9-b, 10-b

CHAPTER 4: WOMEN IN THE MOVEMENT: 1-F, 2-T, 3-T, 4-T, 5-T, 6-T, 7-F, 8-F, 9-T, 10-F

CHAPTER 5: FEAR AND SONG: 1-7, 2-5, 3-2, 4-1, 5-4, 6-3, 7-6

CHAPTER 6: NONVIOLENCE: 1. Mahatma Gandhi 2. Henry David Thoreau 3. Bayard Rustin 4. Martin Luther King, Jr.

CHAPTER 7: GETTING OUT THE VOTE: 1-F, 2-T, 3-T, 4-F, 5-T, 6-F, 7-F, 8-T, 9-T, 10-T

CHAPTER 8: THE LONG WALK: 1. Martin Luther King, Jr., 2. Jim Clark, 3. Jamie Lee Jackson, 4. James Reeb, 5. Montgomery, 6. President Johnson, 7. Matt Herron, 8. white, 9. 25,000, 10. Viola Liuzzo.

ASSESSMENT GUIDELINES (RUBRICS)

The assessment guidelines or rubrics on pages 42 and 43 can be copied and distributed to students before an assessment period and or, alternatively, before assignments are given to help guide performance by making teacher expectations clear. Each of the four levels of achievement are marked by a number. 1 is beginning, 2 is developing, 3 is proficient, 4 is exemplary. Use these descriptions not only to provide feedback on performance, but to demonstrate to students that learning is a process and a low score is not “terminal” but a step on the path to success.

WRITING RUBRIC

POINTS 4=Exemplary 3=Proficient 2=Developing 1=Beginning

Organization

4=Information is presented in a logical, interesting sequence. Reader can follow the flow of writing.

3=Information is presented in a logical sequence. Reader can follow the flow of writing.

2=Sequence is illogical. Reader may have difficulty following the argument.

1=Sequence of events is difficult to follow.

___ Points

Content

4=Student demonstrates range and depth of knowledge and goes beyond what is required.

3=Student is at ease with content, but fails to elaborate.

2=Student is uncomfortable with content, but is able to demonstrate knowledge of basic concepts.

1=Student does not have a grasp of the subject. Student does not / cannot answer questions about the subject.

___ Points

Grammar and Spelling

4=Presentation has no misspellings or grammatical errors.

3=Work has no more than two misspellings and/or grammatical errors,

2=Work has no more than three misspellings and/or grammatical errors,

1=Work has four or more spelling errors or grammatical errors.

___ Points

Presentation

4=Work is presented neatly.

3=Work has one or two areas that are sloppy or illegible.

2=Work has three or four areas that are sloppy and or illegible.

1=Writing is illegible.

___ Points

References

4=Work correctly includes and documents the required number of references.

3=Reference section is completed correctly.

2=Work does not have the required number of references.

1=Work has no references.

___ Points

Total

___ Points

CLASS PARTICIPATION RUBRIC

POINTS 4=Exemplary 3=Proficient 2=Developing 1=Beginning

Class Participation

4=Student participates positively, offering relevant ideas and asking relevant questions more than once per class period.

3=Student participates positively by offering relevant ideas and asking relevant questions once per class period.

2=Student rarely contributes to class by offering relevant ideas and asking relevant questions.

1=Student never contributes to class by offering relevant ideas and asking relevant questions.

___ Points

Listening

4=Student listens when others speak, both in groups and in class. Student incorporates or builds on the ideas of others.

3=Student listens when others speak, both in groups and in class.

2=Student does not listen when others speak, either in groups or in class.

1=Student does not listen when others speak, either in groups or in class. Student often interrupts when others talk.

___ Points

Behavior

4=Student is always cooperative in class.

3=Student is almost always cooperative in class.

2=Student occasionally displays disruptive behavior in class.

1=Student frequently displays disruptive behavior in class.

___ Points

Preparedness

4=Student is almost always prepared for class, with assignments and required materials.

3=Student is usually prepared for class, with assignments and required materials.

2=Student is rarely prepared for class, with assignments and required materials.

1=Student is almost never prepared for class, with assignments and required materials.

___ Points

Total

___ Points

COMMUNITY WORKS OF CALIFORNIA

The Long Walk Project

The Long Walk to Freedom DVD was originally conceived as a component of THE LONG WALK TO FREEDOM: CIVIL RIGHTS ACTIVISTS THEN AND NOW, a museum history exhibit. This ongoing traveling museum exhibit brings together archive photographs, contemporary portraits, a graphic timeline (developed with the Schomburg *Center for Research in Black Culture*) and the poignant commentary of Bay Area high school students who interviewed civil rights veterans.

Both the DVD and the museum exhibition were produced by Community Works of California (Community Works) and are the fruit of Community Works projects in Bay Area schools. These projects focus on historical periods in which significant societal changes were achieved through the engagement of ordinary citizens. These “local heroes”—individuals who were affected by or helped to make such changes—are brought into the classroom to bring history alive, giving it a personal dimension.

Community Works artists then work with students to help them to expand their critical thinking skills and develop the artistic tools needed to transform these stories into an art form. In this way the arts are integrated into standard history and social studies curricula to support models of leadership and civic participation.

Each of Community Works projects culminates with a public exhibition that reaches far beyond the initial classroom program.

Community Works uses the arts to forge links between diverse cultures and communities, to improve educational attainment and to extend the benefits of the arts to under-served and other individuals. Community Works has been a leader in innovative arts and education programs for adult and young adult offenders and ex-offenders in collaboration with the San Francisco Sheriff’s Department for over 20 years. In 1994 Community Works incorporated as a non-profit foundation and began offering programs for at-risk youth in after-school and juvenile justice programs.

For more information about Community Works “Making a Difference” projects including *Rosie the Riveter* and *The Japanese American Internment Project*, or to bring the *Long Walk to Freedom* exhibit to your community, call (510) 486 2340 or visit us at www.community-works-ca.org.