Title: We shall overcome (Civil Rights) – (Black Power Movement)
From Slavery to Freedom Guided reading pg.510-582
Standards Addressed
Learning in Place Phase 4
African American Studies
chapters 20-21

Civil rights
Learning activities
- Guided reading From slavery to Freedom
- Analyze and Interpreting, the Journey of Reconciliation reflexing, analyze primary source documents. Create an acrostic poem – Reconciliation; use reading for direct colorations.
- Watch each clip – analyze and reflex main points from each clip – write short summary
- Freedom riders – American experience freedom riders young witness PBS
- Freedom riders – American experience freedom riders the movement PBS
- Freedom riders – American experience freedom riders the strategy PBS
- Freedom riders – American experience freedom riders the students PBS
- Sit ins – reflex on Greensboro sit in... u-tube history channel

- Identify civil rights leaders and groups; James Farmer, John Lewis, CORE, Jim Peck, SCLC, non-violence, Julian Bond, Fannie Lou Hamer, Ella Baker Black Panthers, Stokely Carmichael, Huey Newton
- Interpret key themes;
- Determine the causes, consequences and possible resolutions related to civil rights movement. Students gather, evaluate, and use information locate, organize, analyze, evaluate, and synthesize.
- Students understand Cause and Effects.

Activities: Learning Targets: Use the text book and ancillary information provided. Complete DBQ’s

Black Power Movement

Guided reading from slavery to Freedom
- Analyze document’s
- Complete DBQ

Title: Civil Rights Black Power Movement
Bloom’s Levels: create evaluate analyze understand remember
Suggested Length of Time: May 15-May 29
Journey of Reconciliation, 1947

By Michael Hill
Research Branch, NC Office of Archives and History, 2008
https://www.ncdcr.gov/about/history/division-historical-resources/nc-highway-historical-marker-program

The Journey of Reconciliation has also been referred to as the “First Freedom Ride.”

In 1947 the Congress of Racial Equality & local citizens, black & white, protested bus segregation. Setting out from Washington, D.C., “freedom riders” tested compliance with a U.S. Supreme Court ruling barring segregation on Interstate buses. On April 13, riders arrived at local bus station then 20 yards west. A mob attacked one rider. Four others were arrested and sentenced to 30 days on chain gangs.

In the aftermath of World War II, a rising tide of challenges to segregation in the South led to racial tensions. In 1946, the U.S. Supreme Court held that state laws requiring segregation on interstate buses and trains were unconstitutional. However, bus companies across the South simply ignored the order. In the spring of 1947, members of the Congress for Racial Equality (CORE) decided to test the enforcement of court’s decision by sending teams of bus riders through the Upper South to challenge segregation through non-violent means based on the teachings of Mahatma Gandhi. This was the origin of the “Journey of Reconciliation,” a precursor to the Freedom Rides of 1960-1961.

On April 9, 1947, eight African American and eight white members of CORE, headed by the organization’s leaders, Bayard Rustin and George Houser, set out from Washington, D.C., on Greyhound and Trailways buses staying that evening in Richmond before moving on to Petersburg the following day. On April 11, the Greyhound bus left Petersburg for Raleigh while the Trailways headed to Durham. While passing through Oxford, the Greyhound bus driver sent for the police when Rustin refused to move from his seat in the front of the bus. The police refused to make an arrest, and the bus instead was delayed for forty-five minutes while neither the driver nor Rustin would budge.

The following day both buses arrived in Chapel Hill. That night they met with the Intercollegiate Council for Religion in Life. The council included students from UNC, Duke University, and North Carolina College for Negroes. The next morning several of the riders, black and white, attended services led by the Revend Charles M. Jones at the Presbyterian Church of Chapel Hill and met with a delegation of the Fellowship of Southern Churchmen.

As the buses departed Chapel Hill for Greensboro on April 13, four of the riders were arrested, two blacks for refusing to move to the rear of the Trailways bus, and two whites for interfering. The commotion aboard the buses drew a large crowd of spectators, including several white taxi drivers. The men were taken to the police station across the street, with a fifty dollar bond placed on each man. As white rider James Peck got off the bus to pay their bonds, a taxi driver struck him in the head.

Shortly thereafter, the men arrested were reunited in Greensboro with the remaining “freedom riders.” Racial tensions only heightened in the aftermath of the riders’ exodus. On April 14, Martin Watkins, a white, disabled war veteran and UNC student, was beaten by several taxi drivers for speaking with an African American woman at a bus stop. Watkins pressed charges, but the judge also brought charges against Watkins arguing that he started the fight. Debates raged for nearly a week in both the Daily Tar Heel and Chapel Hill Weekly over the incident and race relations. The “Journey of Reconciliation” continued on, eventually passing back through western North Carolina, Tennessee, Kentucky, and then returning to Virginia and Washington, D.C.

In May 1947 those members who had been arrested went on trial and were sentenced. The riders unsuccessfully appealed their sentences. On March 21, 1949, Rustin and two white protesters surrendered at the courthouse in Hillsborough and were sent to segregated chain gangs. Rustin published journal entries about the experience. His writings, as well as the actions of the “Journey” riders in April 1947, in time inspired Rosa Parks’ nonviolent protest in 1955 and the Freedom Rides of 1960-1961.

References:
George Houser and Bayard Rustin, We Challenged Jim Crow (1967), James Bevel, Freedom Ride (1969)
ASSESSMENT- AAS

All students will complete (Document-Based Questions)

DOCUMENT-BASED QUESTIONS

Answer the question below based on the accompanying documents (1-7). The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

Historical Context:

Throughout American history there has been a struggle among certain groups to gain equal access and opportunity to the American Dream. African-Americans have struggled for legal, political, and social equality since early colonial times. After the Civil War, blacks were granted freedom, but were continually denied equal access and opportunity through legalized segregation. In *Plessy v. Ferguson* (1896) the Supreme Court legalized the separation of blacks and whites in a variety of ways in train cars, later interpreted to public places including schools. This ruling limited opportunities for African-Americans in education as did Jim Crow laws in employment and representation. In 1954 the Supreme Court decision of *Brown v. Board of Education* overturned legalized segregation in public schools. With the 1954 decision the Civil Rights Movement gained the legal foundation it needed to protest segregation in all areas of life in the United States.

Task: Using information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to answer:

To what extent did the principles of democracy expand or contract during the Civil Rights Movement?
Part A

Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1

" Earl Warren: quote on equality in education

"Today, education is perhaps the most important function of state and local governments. . . . In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity . . . is a right which must be made available to all on equal terms."

(Brown v. Board of Education, 1954)

1 Why is it important that state and local governments provide public schools?

________________________________________________________________________

Score [ ]

2 Why would Earl Warren think it was difficult for a child to succeed if he/she cannot get an education?

________________________________________________________________________

Score [ ]
1. Why weren't these four college students served at the lunch counter?

Score

2. What is the advantage of protesting nonviolently rather than by using force?

Score
### School Integration in the American South, 1960

<table>
<thead>
<tr>
<th>State</th>
<th>Total Black Enrollment</th>
<th>Integrated with &quot;Whites&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>267,259</td>
<td>0</td>
</tr>
<tr>
<td>Arkansas</td>
<td>104,205</td>
<td>98</td>
</tr>
<tr>
<td>Delaware</td>
<td>14,063</td>
<td>6,196</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>89,451</td>
<td>73,290</td>
</tr>
<tr>
<td>Florida</td>
<td>201,091</td>
<td>512</td>
</tr>
<tr>
<td>Georgia</td>
<td>306,158</td>
<td>0</td>
</tr>
<tr>
<td>Kentucky</td>
<td>42,778</td>
<td>12,000</td>
</tr>
<tr>
<td>Louisiana</td>
<td>261,491</td>
<td>0</td>
</tr>
<tr>
<td>Maryland</td>
<td>130,076</td>
<td>28,072</td>
</tr>
<tr>
<td>Mississippi</td>
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<tr>
<td>Missouri</td>
<td>82,000</td>
<td>35,000</td>
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<tr>
<td>North Carolina</td>
<td>302,060</td>
<td>34</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>39,405</td>
<td>10,246</td>
</tr>
<tr>
<td>South Carolina</td>
<td>255,616</td>
<td>0</td>
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<tr>
<td>Tennessee</td>
<td>146,700</td>
<td>169</td>
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<tr>
<td>Texas</td>
<td>279,374</td>
<td>3,300</td>
</tr>
<tr>
<td>Virginia</td>
<td>203,229</td>
<td>103</td>
</tr>
<tr>
<td>West Virginia</td>
<td>24,010</td>
<td>12,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3,020,727</strong></td>
<td><strong>181,020</strong></td>
</tr>
</tbody>
</table>


1. **Which States seemed to be more successful in integrating black and white students?**

2. **Why would some states be unwilling to integrate their schools?**
Through it all, the most intolerable thing has been the campaign to ostracizing me. It does not harm me directly. If anyone doesn’t want to associate with me, I’m sure that the feeling is at least mutual. I don’t think anyone should be forced to enter association with anyone else unless they so desire. However, the ostracizers not only don’t associate with me, but assume the right to see that no one else associates with me.

If a white student sits down and drinks a cup of coffee with me, or walks with me across the campus, he is subjected to unhampered intimidation and harassment. I have been denied my privileges all along, but these whites have not been. Now they have lost a simple freedom. This sets back the Negro, because anytime you move backward, the person already down suffers more. This campaign, which apparently has been permitted to go on, really results in a reduction of everybody’s rights.

James Meredith, First Negro admitted to University of Mississippi, 1963.

_I Can’t Fight Alone, James Meredith_

1. Why would it be difficult to be the first African-American in an all white university?

   __________________________________________________________
   __________________________ Score ___________

2. How can white people be affected by the racism directed toward African Americans?

   __________________________________________________________
   __________________________ Score ___________
Firefighters turn their hoses full force on civil rights demonstrators in Birmingham, Alabama on July 15, 1963 during protests that became a focal point of the desegregation movement.

*The Defenders Online* (NAACP publication)

1. What is one role that firefighters played during the Civil Rights movement?

2. How would people watching this action on television feel about non-violent protestors being treated this way?
Document 6

(1) All citizens of the United States who are otherwise qualified by law to vote at any election by the people in any State, Territory, district, county, city, parish, township, school district, municipality, or other territorial subdivision, shall be entitled and allowed to vote at all such elections, without distinction of race, color, or previous condition of servitude; any constitution, law, custom, usage, or regulation of any State or Territory, or by or under its authority, to the contrary notwithstanding.

Voting Rights Act (1965)

1 Why would someone want to deny African Americans the right to vote?

2 What would African Americans do once they could vote?

Document 7

"Stokely Carmichael: quote on Black Power

"Black power . . . is a call for black people in this country to unite, to recognize their heritage, to build a sense of community."

(Black Power, 1967)

1 What is the meaning of the term Black Power?
2 Why might some African-American people not be aware of their heritage?

Part B

Essay

Directions: Write a well-organized essay that includes an introduction, three or more paragraphs, and a conclusion that answers the TASK question below. Use evidence from at least 5 documents in the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information, as well as your notes from previous lessons.

Task: Using information from the documents and your knowledge of United States history, write an essay that answers the following question. Your answers to the questions in Part A will help you write the essay in which you will be asked to answer:

To what extent did the principles of democracy expand or contract during the Civil Rights Movement?

Guidelines:

In your essay, be sure to:

- Address all aspects of the Task by accurately analyzing and interpreting at least 5 documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the Task or Historical Context and conclude with a summarization of the theme

WORKS CITED


