

M-DCPS' Celebrates Black History Month

2010 Elementary and Secondary Lesson Plans & Activities

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Black History Month

Activities, Resources, and Contests

M-DCPS' BLACK HISTORY MONTH

ACTIVITIES AND RESOURCES

The purpose of Black History Month is to call attention to the many cultural, social, spiritual, and economic contributions of African Americans to the United States. However, in Miami-Dade County Public Schools, African American history is not just a subject studied and discussed in February. It is a topic of substance that is woven into all subjects throughout the school year. National Black History Month provides schools with an additional opportunity to emphasize and celebrate African American history in all of Miami-Dade County's public schools.

The 2010 Black History Month theme is "The History of Black Economic Empowerment." In this packet, the Division of Social Sciences and Life Skills has provided background information and several lessons to support this year's theme.

To further support teachers and administrators in their efforts to provide educationally meaningful experiences for all students, the Division of Social Sciences and Life Skills is also sponsoring or co-sponsoring a number of special activities during Black History Month.

Please share the following information and resources with the teachers at your school site.

Special Black History Month Activities

The 21st Annual African American Read-In Chain, Monday, February 8, 2010- In an effort to make literacy an integral part of Black History Month, the Division of Social Sciences and Life Skills, is encouraging all schools to participate in the 21st Annual African American Read-In Chain. A Read-In can be as simple as bringing together friends to share a book, or as elaborate as arranging public readings and media presentations that feature professional African American writers. To be counted as participants, simply:

- Select books authored by African Americans;
- Conduct your Read-In(s) on Monday, February 8, 2010; and
- Go to <http://socialsciences.dadeschools.net/>
- Scroll down to Social Sciences Scoop.
- Click on African American Read-in Chain host report card.
- Complete the form and click submit.

The 16th Annual Black History Culture & Brain Bowl, Saturday, January 16, 2010-

The Division of Social Sciences and Life Skills, in partnership with Florida International University, is sponsoring the 2010 Regional Black History & Culture Brain Bowl Competition. The purpose of this competition is to complement year-long community based Black history programs of the Center of Excellence.

Speakers Bureau - Speakers are available, upon request, to provide students with information regarding local African American history and career information.

The Black History Month Essay Contest - To support the District's reading and writing initiatives, Division of Social Sciences and Life Skills, in cooperation with the United Teachers of Dade is sponsoring a Black History Month Essay Contest. This contest is open to elementary, middle, and senior high school students who will compete in separate categories. Attached please find the writing prompt and rules of the contest.

The Griot, the African American History Newsletter - A special edition of the newsletter will be available online for all schools in February 2010.

Governor Charlie Christ's Black History Essay, Art, and Podcast Contests – see attachments.

For further information on any of these special activities, please contact Dr. Sherrilyn Scott, Supervisor, Division of Social Sciences and Life Skills, at 305-995-1971, or by email at sherrilynscott@dadeschools.net.

2010 Black History Elementary Essay Contest Prompt and Guidelines

PROMPT:

On April 1, 2010 your family is being encouraged to complete the 2010 Census.

In the past, many living in the Miami area have been unwilling to complete the census form. Families are often not aware of the economic advantages that a complete and accurate census count brings to the community.

Think about the many struggles African Americans have overcome and the progress made due to economic gain.

Now, write a speech for a town hall meeting to convince your neighborhood to use the census as a means to help your community.

GUIDELINES:

- Essays must be typed, with a maximum length of 500 words (2 pages), double spaced on white paper, and stapled on the upper left hand corner. **The writing prompt must be typed on the cover sheet.**
- The **cover sheet** must include the student's:
 - name,
 - grade level and,
 - school.
- First, second, and third place winners are asked to attend the District's annual Black History program. The program is scheduled for **Thursday, February 18, 2010 at 12:00 noon**. Prizes will be awarded during this time in the SBAB Auditorium. (Winners must provide a Social Security number in order to collect their prize.)
- The SBAB auditorium address is 1450 NE Second Avenue, Miami, FL 33132.
- All entries must be received on or before **Friday, February 5, 2010** at 4:00 p.m. Faxed entries will not be accepted.

PRIZES:

First, second, and third place prizes as follows:

1st place - \$300 U.S. Savings Bond

2nd place - \$200 U.S. Savings Bond

3rd place - \$100 U.S. Savings Bond

***Please note that Elementary school students up to grade 5 are eligible to participate. (Sixth grade students who are still housed in an elementary school and sixth grade students in K-8 center must enter the middle school competition.)**

2010 Black History Secondary Essay Contest Prompt and Guidelines

PROMPT:

On April 1, 2010 your family is being encouraged to complete the 2010 Census.

In the past, many living in the Miami area have been reluctant to complete the census form. Families are often not aware of the economic advantages that a complete and accurate census count brings to the community.

Think about the many struggles African Americans have overcome and the progress made due to economic empowerment.

Now, write a speech for a town hall meeting to convince your neighborhood to use the census as a means to empower and promote economic growth and development in your community.

GUIDELINES:

- Essays must be typed, with a maximum length of 500 words (2 pages), double spaced on white paper, and stapled on the upper left hand corner. **The writing prompt must be typed on the cover sheet.**
- The **cover sheet** must include the student's:
 - name,
 - grade level and,
 - school.
- First, second, and third place winners are asked to attend the District's annual Black History program. The program is scheduled for **Thursday, February 18, 2010 at 12:00 noon**. Prizes will be awarded during this time in the SBAB Auditorium. (Winners must provide a Social Security number in order to collect their prize.)
- The SBAB auditorium address is 1450 NE Second Avenue, Miami, FL 33132.
- All entries must be received on or before **Friday, February 5, 2010** at 4:00 p.m. Faxed entries will not be accepted.
- **PRIZES:** Separate first, second, and third place prizes will be awarded in the middle and senior high school categories as follows:

1st place - \$400 U.S. Savings Bond
2nd place - \$250 U.S. Savings Bond
3rd place - \$100 U.S. Savings Bond

Florida Black History Month

"African-American Art—A Look at Our Past; A Glimpse into Our Future"

Governor Charlie Crist's Black History Month Essay Contest OFFICIAL RULES AND GUIDELINES

Grades 4 & 5

Governor Charlie Crist's Black History Month Essay Contest is open to all grade 4-5 students in the state of Florida. One winner will be selected for a Prepaid College Scholarship. Winners will be notified by **February 20, 2010.**

- Entries must be mailed to Executive Office of the Governor: Black History Month Committee, 400 S. Monroe Street, Suite LL10, Tallahassee, Florida 32399 **and postmarked by Friday, January 22, 2010.**
- **Essays should address the following topic:** "In Ernie Barnes' painting, "Beach Runner," the subject of the painting is running untiringly down a beach and seems to have a goal in mind. In the same way, African-Americans have tirelessly strived for equality and freedom throughout the years. While using Mr. Barnes' painting as your inspiration, think of a present day African-American role model in your community or in Florida. This person could be a teacher, an athlete, an elected official, or a mentor. Write to describe how this person has contributed to your community or to you personally."
- Each student may enter only one essay.
- Essays should be no longer than 500 words in length, and should be typed or hand written in print only. No cursive writing will be accepted.
- A completed parental/ legal guardian waiver form must accompany each essay. The waiver can be obtained by logging onto the Governor's Black History Month Web site at www.floridablackhistory.com.
- Essays submitted must include contestant's name, home address, telephone number, school the student attends, grade level and title of the essay.
- The winner will receive a four-year full tuition scholarship to any Florida state college or university of their choice, provided by Florida Prepaid College Foundation. The winner must be legal Florida residents to meet all scholarship requirements.
- The winner will be awarded their scholarship at the Governor's Black History Month celebration to be held in Tallahassee in February 2010. Reasonable travel and lodging expenses will be paid for the winners and two immediate family members.



Contact the Governor's Office at (850) 410-0501 with any further questions.

For more information, visit www.FloridaBlackHistory.com.

Florida Black History Month 2010

“African-American Art—A Look at Our Past; A Glimpse into Our Future”

PARENTAL / LEGAL GUARDIAN WAIVER

Grades 4 & 5

Student Name:

Grade Level:

Name of School:

Home Mailing Address:

Home Telephone Number:

Work Telephone Number:

Cell Phone Number:

E-mail Address:

Release Statement:

As parent/legal guardian, I acknowledge that my child has written the attached essay, and has followed all the guidelines and regulations stated above. Should he or she win the essay contest, I agree to allow the essay to be distributed publicly. I also understand that if it is discovered my child plagiarized or that the thoughts expressed are not his or her own, the essay will be subject to disqualification.

Signature, parent/legal guardian name and contact phone number:

Signature

Name (print)

Telephone Number

Florida Black History Month 2010

"African-American Art—A Look at Our Past; A Glimpse into Our Future"

Governor Charlie Crist's Black History Month Essay Contest OFFICIAL RULES AND GUIDELINES

Middle School / Grades 6-8 & High School / Grades 9-12

Governor Charlie Crist's Black History Month Essay Contest is open to all grade 6-12 students in the state of Florida. One winner from each level will be selected for a Prepaid College Scholarship. Winners will be notified by **February 20, 2010**.

- Entries must be mailed to Executive Office of the Governor: Black History Month Committee, 400 S. Monroe Street, Suite LL10, Tallahassee, Florida 32399 and **postmarked by Friday, January 22, 2010**.
- Essays should address the following topic: **(Based on Ernie Barnes' painting, "Beach Runner")** A former professional football player, Ernie Barnes is best known for his unique figurative style of painting and is widely recognized as one of the foremost African-American artists. In his painting "Beach Runner," Mr. Barnes' subject appears to be running with freedom, strength, and endurance towards an unseen purpose. Like the runner, you have also been given choices and opportunities, and as a student your education is one way to achieve your goals. Think of your own personal aspirations. In your essay describe your goals and how those goals will contribute to a brighter future for yourself and for your community.
- Each student may enter only one essay.
- Essays should be no longer than 500 words in length, and should be typed or hand written in print only. No cursive writing will be accepted.
- A completed parental waiver form must accompany each essay. The parental waiver can be obtained by logging onto the Governor's Black History Month Web site at www.floridablackhistory.com.
- Essays submitted must include contestant's name, home address, telephone number, school the student attends, grade level and title of the essay.
- The winner will receive a four-year, full tuition scholarship to any Florida state college or university of their choice, provided by the Florida Prepaid College Foundation. The winner must be legal residents to meet all scholarship requirements.
- The winner will be awarded their scholarship at the Governor's Black History Month celebration to be held in Tallahassee in February 2010. Reasonable travel and lodging expenses will be paid for the winners and two immediate family members.



Contact the Governor's Office at (850) 410-0501 with any further questions.

For more information, visit www.FloridaBlackHistory.com.

Florida Black History Month 2010

"African-American Art—A Look at Our Past; A Glimpse into Our Future"

PARENTAL / LEGAL GUARDIAN WAIVER

Middle School / Grades 6-8 & High School / Grades 9-12

Student Name:

Grade Level:

Name of School:

Home Mailing Address:

Home Telephone Number:

Work Telephone Number:

Cell Phone Number:

E-mail Address:

Release Statement:

As parent or legal guardian, I acknowledge that my child has written the attached essay, and has followed all of the guidelines and regulations stated above. Should he or she win the essay contest, I agree to allow the essay to be distributed publicly. I also understand that if it is discovered my child plagiarized or that the thoughts expressed are not his or her own, the essay will be subject to disqualification.

Signature, parent/ legal guardian name and contact phone number:

Signature

Name (print)

Telephone Number

Florida Black History Month 2010

"African-American Art—A Look at Our Past; A Glimpse into Our Future"

Governor Charlie Crist's Black History Month Art Contest OFFICIAL RULES AND GUIDELINES

Grades K-1 and 2-3

Governor Charlie Crist's Black History Month Art Contest is open to all K-3 students in the state of Florida. Two winners will be selected and will be notified by **February 20, 2010**.

- **Eligibility** Contestant must be a Florida elementary school student (grades K-3) during the 2009-2010 school year, and be a legal resident of Florida at the time of his/her application.
- **Entry Dates** Student artwork and entry form must be postmarked by **Friday, January 22, 2010. (Contestants are responsible for all shipping costs.)**
- **Entry Form** Student must provide all required information requested on the entry form (entry form must be legible). The student and a Parent/ Legal Guardian are required to read and understand these rules in order to complete the entry form in its entirety. The entry form includes a release and certification that must be signed by a Parent or Guardian.
- **Theme** Claude Clark Sr. was an African-American artist who was born in Rockingham, Georgia in 1915. He started drawing as a child and as an adult went on to teach art at Talladega College in Talladega, Alabama. Many of Mr. Clark's paintings illustrate buildings that had special meaning for him, including his painting, "Guest House." Think of a building that is special to you: your grandmother's house, your school, a neighborhood recreation center, or your own home. Draw, paint, sketch, or make a collage that represents your special building. The picture should also include one sentence at the bottom describing your special building. For example, if someone drew a picture of their tree house they might write, "My tree house in my backyard is the best because I have so much fun there." The sentence can be handwritten or typed.



For more information, visit www.FloridaBlackHistory.com.

- **Artwork** Student must submit original, 2-dimensional artwork.
 - Student artwork must be original, created only by the student. Artwork may not be drawn from any existing artwork (photograph, advertisement, etc.) not created by the student.
 - Student artwork must measure 8 ½” by 11” and be created using any 2 dimensional medium including:
 1. drawing (pencil, crayon, graphite, etc.)
 2. painting (pastel, watercolor, spray paint, oils, etc.)
- **Each student is allowed only one submission to this contest.**
- **Labeling Requirements** Each entry must have the following information attached: student name, school, and student city. A copy of the completed entry form must also be attached to the back of the artwork.
- **Transfer of Rights** Each applicant and his/her parent or legal guardian must agree to give all rights to the submitted artwork, including copyright, to the Executive Office of the Governor. This transfer of rights will allow the Executive Office, at a minimum, to reproduce, distribute, and display your artwork. The winner’s submission will be duplicated in various mediums and used to promote Black History Month throughout the state. The foregoing means that when you submit your artwork to participate in this contest, your artwork will become the property of the Executive Office of the Governor and will not be returned.
- **Public Disclosure** Florida has a broad public records law. Most written communications, including artwork, to or from state officials are subject to public disclosure upon request.
- **Awards** Each winner will receive a gift card for classroom supplies, which will be awarded at the Governor’s Black History Month celebration to be held in Tallahassee in February 2010. Reasonable travel and lodging expenses will be paid for the winners and two immediate family members.

Contact the Governor’s Office at (850) 410-0501 with any further questions.

Florida Black History Month 2010
African-American Art: A Look at Our Past; A Glimpse into Our Future

ART CONTEST ENTRY FORM
Grades K-1 and 2-3

Student Name: _____ County: _____

Title of Entry: _____

Mailing Address: _____

Home Phone No: _____ Cell Phone No.: _____

Age: _____ Grade: _____

Parent Email Address (if available): _____

School Name: _____ School Phone No: _____

Release Statement:

As parent/ legal guardian, I acknowledge that my child created the submitted artwork, and has followed all the guidelines and regulation stated above. Should he or she win the art contest, I agree to allow the submitted art to be distributed publicly. I also understand that if my child's artwork is discovered not to be original, the artwork will be subject to disqualification.

Signature, parent/guardian name and contact phone number:

Signature

Name (Print)

Telephone Number

Florida Black History Month 2010

"African-American Art—A Look at Our Past; A Glimpse into Our Future"

PARENTAL / LEGAL GUARDIAN WAIVER Grades K-1 and 2-3

Student Name:

Grade Level:

Name of School:

Home Mailing Address:

Home Telephone Number:

Cell Phone Number:

Email Address:

I, _____, (Print Name of Parent/ Legal Guardian), hereby certify the following:

1. I am the parent/ legal guardian of _____ (print name of student, hereafter referred to as "my child").
2. My child is currently a Florida elementary student (grades K-3) and is currently a legal resident of Florida.
3. I give permission for my child to enter his/her artwork in the Black History Month Art Contest.
4. I understand that all rights to the submitted artwork, including copyright, will be owned by the Executive Office of the Governor and not by me or my child. This transfer of rights will allow the Office, at a minimum, to reproduce, distribute, and display the artwork as appropriate.
5. I give the Executive Office of the Governor permission to use my child's name, photograph, voice, video image, biographical information, and his/her artwork for promotional purposes in print, radio, television and Internet promotion, without compensation or prior notice.
6. I agree to release and hold harmless the Executive Office of the Governor and its employees, officers, affiliates, agents, and advertising and promotional agencies from any and all damages, injuries, claims, causes of actions, or losses of any kind resulting from my child's participation in this contest, including infringement of intellectual property rights. The Executive Office of the Governor and its employees, officers, affiliates, agents, and advertising and promotional agencies assume no responsibility or liability for any damages, injuries, claims, causes of actions, or losses of any kind arising in whole or in part from this contest.
7. I have read the official rules of this contest, and I further certify my child has followed these rules and is eligible to participate in this contest.

Parent/ Legal Guardian Signature

Date

For more information, visit www.FloridaBlackHistory.com.

Florida Black History Month 2010

"African-American Art: A Look at Our Past; A Glimpse into Our Future"

Governor Charlie Crist's Black History Month Podcast Contest OFFICIAL RULES AND GUIDELINES

Grades 4-5, 6-8, 9-12

Governor Charlie Crist's Black History Month Podcast Contest is open to all 4th through 12th grade students in Florida. Three winning podcasts will be selected: one elementary (4-5) entry, one middle (6-8) entry, and one high school (9-12) entry. Winners will be notified by February 20, 2010.

- Entries must be uploaded to <http://etc.usf.edu/BHM> by **January 22, 2010**.
- Podcasts should be inspired by Ernie Barnes' painting, "Beach Runner." Some suggested themes and interpretations include:
 - *Setting Goals A:* The runner in the painting appears to have a set goal and purpose in mind. What do you think the runner is running towards? Where do you think the runner is going? Is it an actual place or an ideal? Animate the runner's journey and show the final destination.
 - *Setting Goals B:* Being successful in school involves setting goals and striving to meet them. Create a Public Service Announcement (PSA) sharing tips about how to be successful in school.
 - *Determination:* The runner in the painting seems determined to keep running. Describe through audio or video an example of a time you were determined to meet a goal.
 - *History:* The footprints on the beach may represent those who have already "run the race," such as civil rights leaders, African-American heroes and present day role models. Describe through audio or video the significant contributions of others that make the runner's goals attainable.
 - *Freedom:* The runner appears to have the freedom and ability to make independent life choices. Describe through audio or video what events in black history empowered the runner to experience this freedom.
- Each student may enter only one podcast. Students are encouraged to work in groups of up to three students.
- A completed entry form/parental waiver form must accompany each podcast for each member of the group. The entry form/parental waiver can be obtained on the Governor's Black History Month Web site at <http://www.floridablackhistory.com/> under the "Podcast Contest" section.



For more information, visit www.FloridaBlackHistory.com.

- Podcasts submitted must follow the following guidelines:
 - Time: Podcast should be no longer than three minutes.
 - File Size: Less than 50 MB.
 - Group Size: No more than three students per group.
 - Format:
 - Audio only MUST BE .mp3 File format.
 - Video and audio MUST BE .mp4 using H.264 codec.
 - Resolution for video should be no greater than 360 x 240.
 - File Names should only contain alphanumeric characters; no spaces or symbols.
 - Copyright: Students should respect the intellectual property of others. See: http://www.cyberbee.com/cb_copyright.swf
- The teacher of the winning student groups will win a software for use in the classroom. These packages will be awarded at the Governor's Hispanic Heritage Month celebration to be held in Tallahassee in February 2010. Reasonable travel and lodging expenses will be paid for one teacher per winning group.
- Winners must be Florida residents and be able to provide a Social Security Number.

Contact the Governor's Office at (850) 410-0501 with any further questions.

Florida Black History Month 2010

"African-American Art—A Look at Our Past; A Glimpse into Our Future"

PODCAST CONTEST ENTRY/PARENTAL OR GUARDIAN WAIVER FORM Grades 4-5, 6-8, 9-12

Student Name:

Grade Level:

Teacher's Name:

Other Members in Group (optional, up to two additional members)*:

Podcast Title:

Length (minutes:seconds):

Name of School:

Home Mailing Address:

Home Telephone Number:

Cell Phone/ Work Number:

E-mail Address and parent/guardian email address, if available:

Release Statement:

As parent or guardian, I acknowledge that my child has created the submitted podcast. Should he or she win the podcast contest, I agree to allow the podcast to be distributed publicly. I also understand that if it is discovered my child plagiarized or that the thoughts expressed are not his or her own, the podcast will be subject to disqualification.

Signature, parent/guardian name and contact phone number:

Parent/Guardian Signature

Parent/Guardian Name (Print)

Parent/Guardian Telephone Number

**If participating in a group, please upload all group members' entry forms and waivers with the podcast to <http://etc.usf.edu/BHM>.*

For more information, visit www.FloridaBlackHistory.com.

**Background Information on the 2010
National Theme for Black History Month**

The 2010 Black History Theme

The History of Black Economic Empowerment

The need for economic development has been a central element of black life. After centuries of unrequited toil as slaves, African Americans gained their freedom and found themselves in the struggle to make a living. The chains were gone, but racism was everywhere. Black codes often prevented blacks from owning land in towns and cities, and in the countryside they were often denied the opportunity to purchase land. Organized labor shut their doors to their brethren, and even the white philanthropist who funded black schools denied them employment opportunities once educated. In the South, whites sought to insure that blacks would only be sharecroppers and day laborers, and in the North whites sought to keep them as unskilled labor.

Pushing against the odds, African Americans became landowners, skilled workers, small businessmen and women, professionals, and ministers. In the Jim Crow economy, they started insurance companies, vocational schools, teachers colleges, cosmetic firms, banks, newspapers, and hospitals. To fight exclusion from the economy, they started their own unions and professional associations. In an age in which individuals proved unable to counter industrialization alone, they preached racial or collective uplift rather than individual self-reliance. The late-nineteenth and early twentieth centuries witnessed an unprecedented degree of racial solidarity and organization.

In 1910, a group of dedicated reformers, black and white, gathered to create an organization to address the needs of African Americans as they migrated to the cities of the United States. The organization that they created a century ago became what we all know as the National Urban League. For a century, they have struggled to open the doors of opportunity for successive generations, engaging the challenges of each age. ASALH celebrates the centennial of the National Urban League by exploring racial uplift and black economic development in the twentieth century.

Elementary Black History Lesson Plans

President Obama

Lesson Plan



Grade Level(s): Elementary

CBC Connection: I.2 **Literature:** Nonfiction

II.2.3 Historical Awareness:

Objective: Students will participate in read-aloud and inquiry-based research activities. Students will complete an activity requiring them to discover who, what, when and where using a current event article.

Materials:

- Student handout (provided)
- Answer key (provided)
- Current event article (provided)

Duration: 1

Lesson

1. Discuss with the students the 2009 election.
2. Distribute the student's page, and ask students to use their knowledge of current events, the picture and the quotation as clues to answer the questions on the page.
3. Review the answers as a class.

Student Worksheet



Doug Mills/The New York Times

QUESTIONS:

WHOM do you know who travelled to Washington, D.C. to witness the inauguration on Tuesday?

WHAT did President Obama say in his inaugural address?

WHERE were you on Tuesday when Barack Obama took the oath of office?

WHEN did he officially become president?

WHY do you think President Obama spoke in his inaugural speech of the need for Americans to “pick ourselves up, dust ourselves off, and begin again the work of remaking America”?

HOW do you feel about President Obama and his new administration?

ANSWER KEY to [Student Worksheet](#)

WHOM do you know who travelled to Washington, D.C. to witness the inauguration on Tuesday?

Answers will vary. You might share the following from the article:

At the peak of the celebration, at least a million people — it was impossible to count — packed the National Mall from the West Front of the Capitol to beyond the Washington Monument, buttoning up against the freezing chill but projecting a palpable sense of hope. It was the largest inaugural crowd in decades, perhaps the largest ever; the throng and the anticipation began building even before the sun rose.

WHAT did President Obama say in his inaugural address?

Barack Hussein Obama became the 44th president of the United States on Tuesday before a massive crowd reveling in a moment of historical significance, and called on Americans to confront together an economic crisis that he said was caused by “our collective failure to make hard choices.”

In his inaugural address, Mr. Obama acknowledged the change his presidency represented, describing himself in his inaugural address as a “man whose father less than sixty years ago might not have been served at a local restaurant.” But although the crowd and the podium around him were full of elated African Americans, Mr. Obama, the first black to become president, did not dwell on that in his speech.

He spoke for about 20 minutes, after taking the oath of office on the same Bible used by Abraham Lincoln at his first inaugural in 1861, emphasizing his determination to unite Americans in confronting both the economic challenges facing him and the continuing fight against terrorism.

The problems, he warned, “are serious and they are many. They will not be met easily or in a short span of time. But know this, America — they will be met.”

In his inaugural address, Mr. Obama promised to take “bold and swift” action to restore the economy by creating jobs through public works projects, improving education, promoting alternative energy and relying on new technology.

“Starting today, we must pick ourselves up, dust ourselves off, and begin again the work of remaking America,” Mr. Obama said.

Turning to foreign affairs, the new president made note the wars in Iraq and Afghanistan and the “far-reaching network of violence and hatred” that seek to harm the country. He

used strong language in pledging to confront terrorism, nuclear proliferation and other threats from abroad, saying to the nation's enemies, "you cannot outlast us, and we will defeat you."

But he also signaled a clean break from some of the Bush administration's policies on national security. "As for our common defense, we reject as false the choice between our safety and our ideals," he said, adding that the United States is "ready to lead once more."

WHERE were you on Tuesday when Barack Obama took the oath of office?

Answers will vary.

WHEN did he officially become president?

With his wife, Michelle, holding the Bible, Mr. Obama, the 47-year-old son of a white mother from Kansas and a black father from Africa, was sworn in by Chief Justice John G. Roberts Jr. a few minutes after noon, a little later than planned, and spoke immediately afterward.

Because the ceremony ran slightly long, Mr. Obama did not recite the oath of office until just after noon, the moment when he officially became president. And there was an awkward moment during the swearing-in when Justice Roberts and Mr. Obama, who is famed for his elocution, mixed up their words slightly.

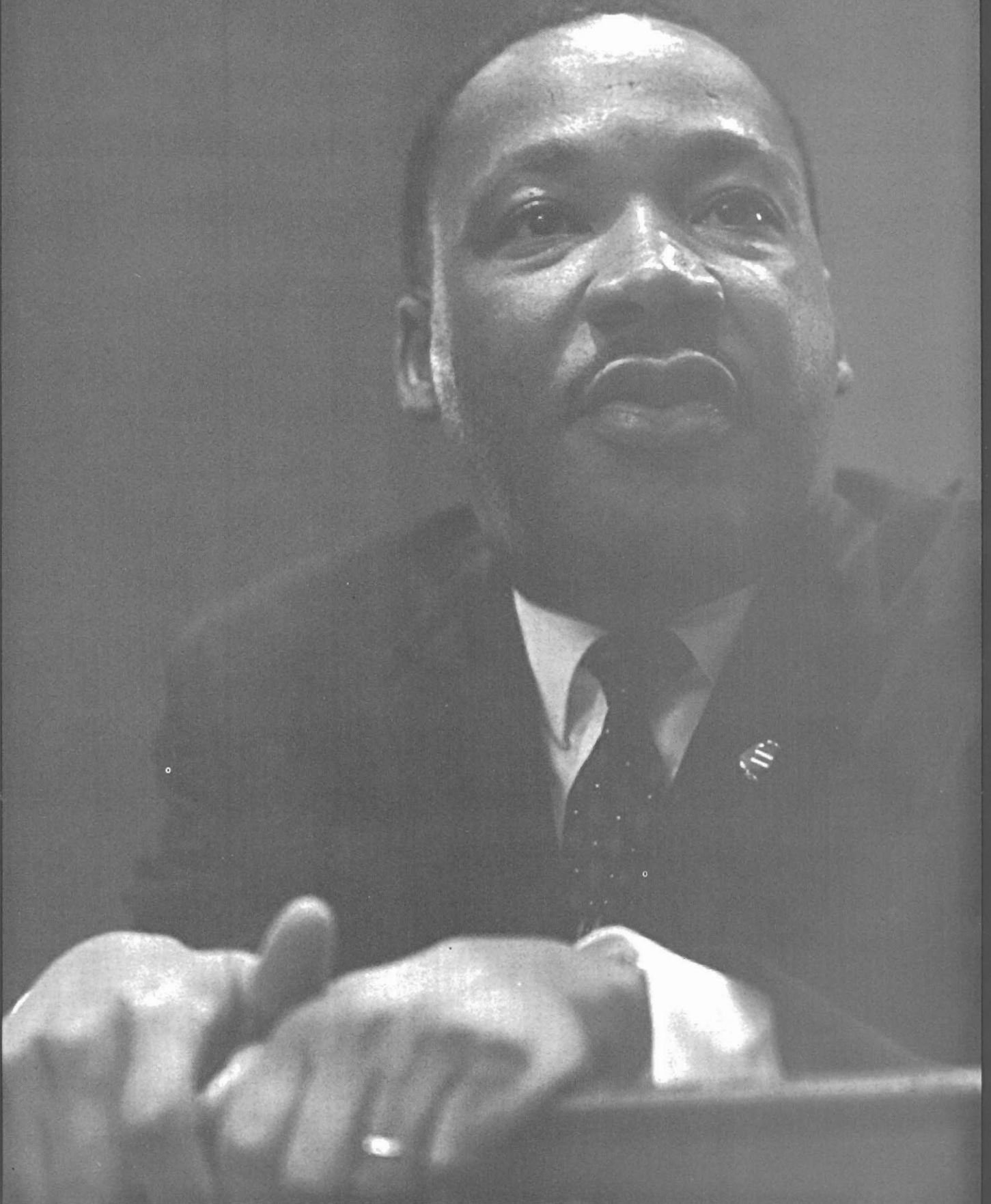
WHY do you think President Obama spoke in his inaugural speech of the need for Americans to "pick ourselves up, dust ourselves off, and begin again the work of remaking America"?

Answers will vary.

HOW do you feel about President Obama and his new administration?

Answers will vary.

Martin Luther King, Jr.



Martin Luther King, Jr.

More than any other figure, Martin Luther King, Jr. stands out as the driving force behind the long struggle for black civil rights. Born January 15, 1929, in Atlanta, Georgia, King was the son of a Baptist minister who believed in justice and spoke out against racial intolerance. Early on, King followed in his father's footsteps. At the age of 14, he won first prize in a statewide competition for a speech he had written entitled "The Negro and the Constitution."

King attended Morehouse College in Atlanta from 1944 to 1948, then entered the Crozer Theological Seminary. From there he went on to Boston University where he met and married Coretta Scott. He became a minister in his father's church.

King's nonviolent approach to protest shaped the civil rights movement. With his passionate beliefs and his amazing gift for public speaking, he was able to rally many to his cause, from ordinary people to high-level politicians. He organized the Southern Christian Leadership Conference, a church-based civil rights organization, and he was on the scene—and often arrested—at most of the important civil rights demonstrations. He led the 1955 Montgomery Bus Boycott, the 1961 Albany campaign for desegregation, the 1963 desegregation protests in Birmingham, and the 1963 March on Washington where some 250,000 people gathered on the Mall to hear his now-famous "I Have a Dream" speech. In 1964, King was awarded the Nobel Peace Prize.

On April 4, 1968, at the age of 39, he was assassinated by James Earl Ray while in Memphis supporting a sanitation workers strike.

Front Photo: Martin Luther King, Jr.; Library of Congress.



SHARING IDEAS

Knowledge

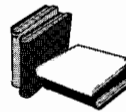
- Discuss the facts you know about the day King was assassinated. Recreate the sequence of events and the roles played by others.

Analysis

- Examine the qualities in King's character that contributed to his genius as a leader.

Evaluation

- King was arrested often. Discuss his approach to social change. Do you agree with his methods?



FINDING FACTS

Language Arts

- King's "I Have a Dream" speech was only one of many. Find transcripts of his other speeches and identify when and where they were delivered.

Family History

- Find out more about King's childhood.
- Research Coretta Scott's life, and the lives of King's children.

Geography

- Identify on a map the locations of key protests in the civil rights movement.



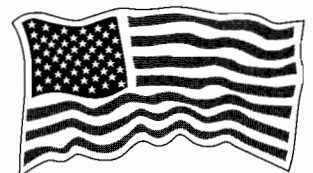
RE-CREATING HISTORY

Create an "I Have a Dream" Bulletin Board

In his famous "I Have a Dream" speech, Martin Luther King, Jr. described his vision of a better society. King was specifically concerned with society's unequal treatment of black people. In his vision, a better society wouldn't judge people based on the color of their skin but rather on the "content of their character." In small groups, reread King's speech and discuss his dream.

The world has changed a great deal since King delivered his speech, but it certainly isn't perfect. How would you like to see society change? What dreams do you have for future generations?

- Illustrate and write about your own dream for America and the world. Post it on a bulletin board and invite others in your school to share your dreams.



Listening In

- Excerpted from King's "I Have a Dream" speech ...

"I have a dream that one day...little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers ... when all God's children will be able to join hands and sing...Thank God almighty we are free at last!"

Thurgood Marshall



Thurgood Marshall

Thurgood Marshall was a brilliant lawyer who advanced civil rights by successfully challenging prejudice in the nation's courts. Born in Maryland in 1908, Marshall was named after his great-grandfather who had been a slave. Marshall's mother was a teacher in a segregated school. His father was a waiter who had an avid interest in the law. Marshall himself attended the only black high school in Baltimore.

After high school, Marshall attended Lincoln University, then applied to the University of Maryland law school, but was rejected due to his race. Instead, he entered Howard University. In 1933, after graduating at the top of his class, he established a law practice in east Baltimore where his clients were often poor blacks. But Marshall was more interested in using the law to change society than make money.

In 1938, he became Director Counsel of the NAACP's Legal Defense and Education Fund where he argued many important civil rights cases. The crowning event of his career as a lawyer came in 1954, when he won a landmark U.S. Supreme Court case, *Brown v. the Board of Education of Topeka, Kansas*, in which the Court finally pronounced school segregation unconstitutional. In arguing the case, Marshall not only illustrated how the schools attended by black children were hopelessly inferior to those of whites, but also emphasized how segregation in and of itself—whether or not equal facilities were provided—was harmful to black children's self concept.

In 1961, President Kennedy appointed Marshall a judge on the U.S. Court of Appeals. In 1965, he was appointed Solicitor General by President Johnson, and in 1967, he became the first black to serve as a justice on the U.S. Supreme Court.

Front Photo: Thurgood Marshall; Library of Congress.

Did You Know?

• In *Plessy v. Ferguson* (1896), the Supreme Court ruled racial segregation was constitutional if "separate-but-equal" facilities were provided for blacks. Laws were enacted forcing blacks to use separate restrooms, drinking fountains, lunch counters, waiting rooms, train cars, bus sections, and schools. And the "equal" in "separate-but-equal" was usually nonexistent.



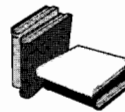
SHARING IDEAS

Analysis

- While a student at Howard University, Marshall said that he wanted to use the law to be a "social engineer." Analyze his statement. What do you think he meant? Was he successful?
- Why do you suppose the Supreme Court supported "separate-but-equal" in 1896 and completely changed its mind in 1954? Discuss how interpretations of the Constitution change over time.

Evaluation

- In your opinion, do you think Supreme Court judges are objective?
- Do you agree that a unanimous decision among the Supreme Court justices is important?



FINDING FACTS

The Law

- Write a short paragraph that explains the meaning and origin of the term "Jim Crow laws."
- Identify the place and date the first Jim Crow law was passed.

Supreme Court

- Name the judges who rendered the decision in *Brown v. Board of Education*.
- List three facts about the man who argued the Board of Education's side, John W. Davis.
- Write a short paragraph to describe:
 - The purpose of the U.S. Supreme Court
 - How justices are appointed.



RE-CREATING HISTORY

Re-enact Supreme Court Arguments

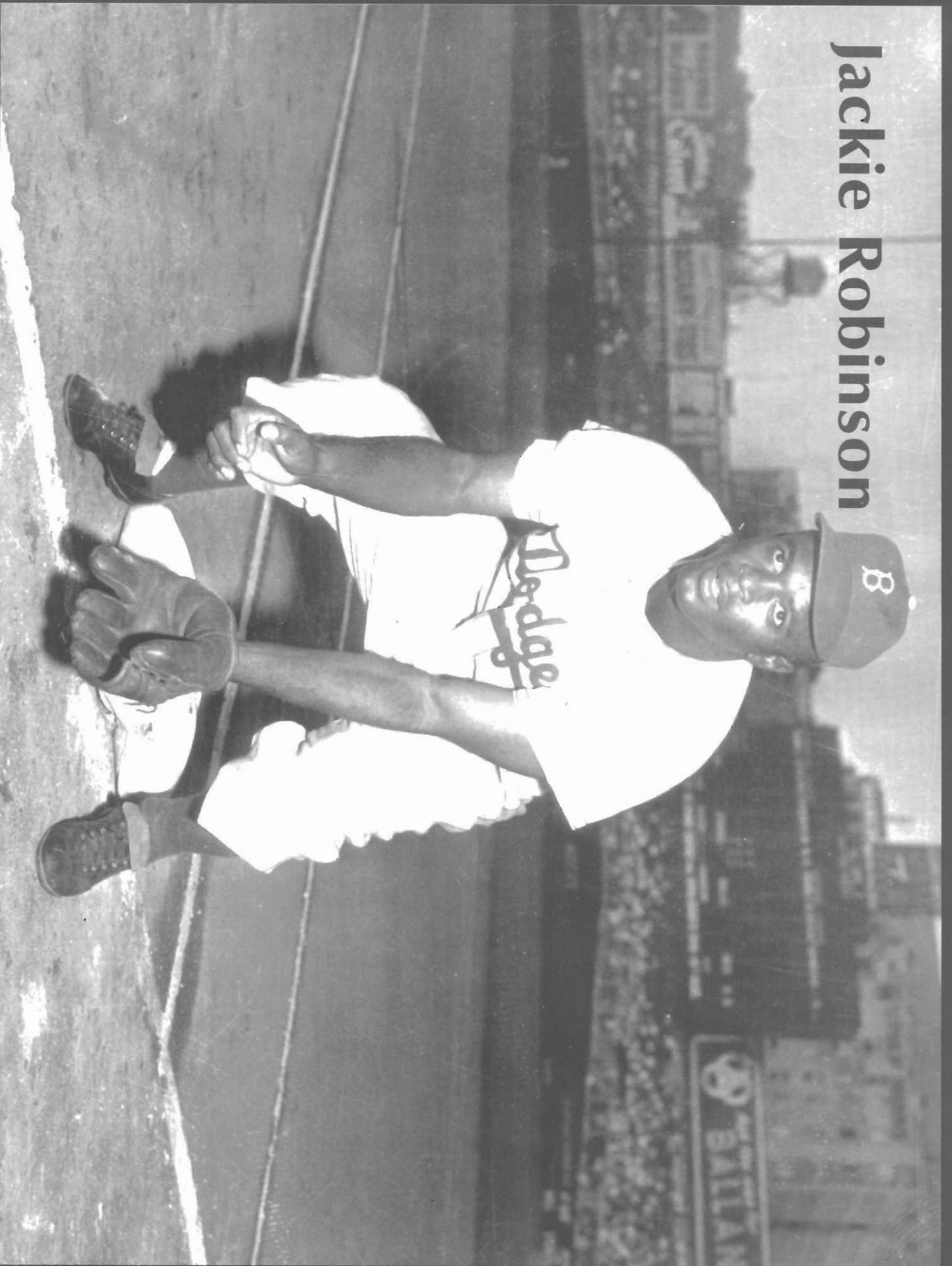
On May 17, 1954, after the U.S. Supreme Court had heard the arguments for and against school integration, Chief Justice Earl Warren read the Court's unanimous decision. "... We conclude that in the field of public education the doctrine of 'separate but equal' has no place ..."



- With a partner, research the facts in the case of *Brown vs. the Board of Education*. Reconstruct the arguments Marshall and Davis used to condemn or defend "separate-but-equal" public education.
- In front of your classmates, re-enact their arguments. Discuss the strengths and weaknesses of each and why you think Marshall's won.

Read Chief Justice Warren's complete opinion by visiting this Web site: www.nationalcenter.inter.net/brown.html

Jackie Robinson



Jackie Robinson

Black athletes have overcome racial intolerance in virtually every sport, and their victories have helped advance the cause of all black people. Jim Crow policies that once forced ordinary black citizens to sit in segregated bleacher sections of sports stadiums also kept the majority of black athletes off playing fields. They were discriminated against for a number of reasons, primarily because they challenged the physical, intellectual, and economic “supremacy” of white athletes.

One of the most dramatic racial breakthroughs in sports occurred in 1945, when Branch Rickey of the Brooklyn Dodgers baseball team signed Jack Roosevelt Robinson to play with the Dodgers. Prior to this, talented black ballplayers—including Robinson—had played only in the far less glamorous Negro National League (NNL) and Negro American League (NAL), where they endured long road trips and low pay to compete against other black players. Rickey was careful in his selection of the first baseball player to integrate the game. He chose Robinson not only for his talent on the field but for his mental toughness as well.

Robinson spent two seasons on the Dodgers’ minor league affiliate, the Montreal Royals. Then, in 1947, he made his Major League debut with the Dodgers. Although he endured racist slurs and actions both on and off the field, he honored a two-year agreement not to respond to any of the taunts. He proved himself to be an outstanding hitter who possessed speed and defensive brilliance and was a master in the art of stealing bases. In his distinguished career, Robinson helped the Dodgers win six pennants and a World Series Championship. In 1962, he was inducted into the Baseball Hall of Fame.

Front Photo: Jackie Robinson; National Baseball Library, Cooperstown, N.Y.



SHARING IDEAS

Application

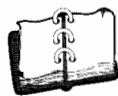
- Name other black athletes—both past and present—who are role models. How has the image of blacks and whites competing together helped to break down color barriers in other settings?

Comprehension

- Why do you suppose Branch Rickey chose a player with “mental toughness”?

Analysis

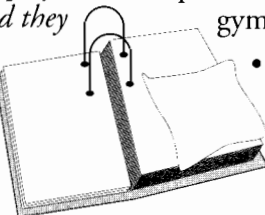
- Note the number of black athletes in professional sports today. Discuss the changes that have occurred. Identify other professions in which black people are still trying to break down the color barrier.



RE-CREATING HISTORY

Create a Time Line

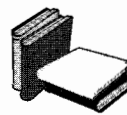
When the first national organization of baseball clubs, the National Association of Baseball Players, was formed in 1858, it did not exclude blacks. When did black players come to be banned from participation? When did they form their own leagues? What were some of the milestones achieved by players on these leagues? The story of black participation in baseball begins long before Jackie Robinson, and a similar history can be traced in many other sports.



- In a small group, use library and/or internet resources to research how black athletes came to participate in a particular sport such as boxing, basketball, golf, gymnastics, football, track and field, etc.
- Create a time line documenting the important trials and triumphs of black athletes in the sport. Has their struggle for equal participation been fully achieved?

Did You Know?

- **As a student at UCLA**, Robinson was the first athlete to letter in baseball, basketball, football, and track.
- **During WWII**, boxer Joe Louis used his influence to help Robinson overcome the army’s racial discrimination and gain admittance to Officer Candidate School.
- **After retiring from baseball**, Robinson participated in many civil rights activities.



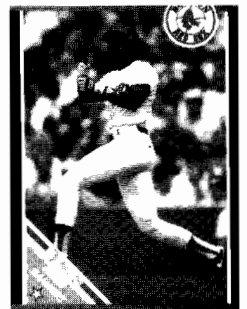
FINDING FACTS

Math

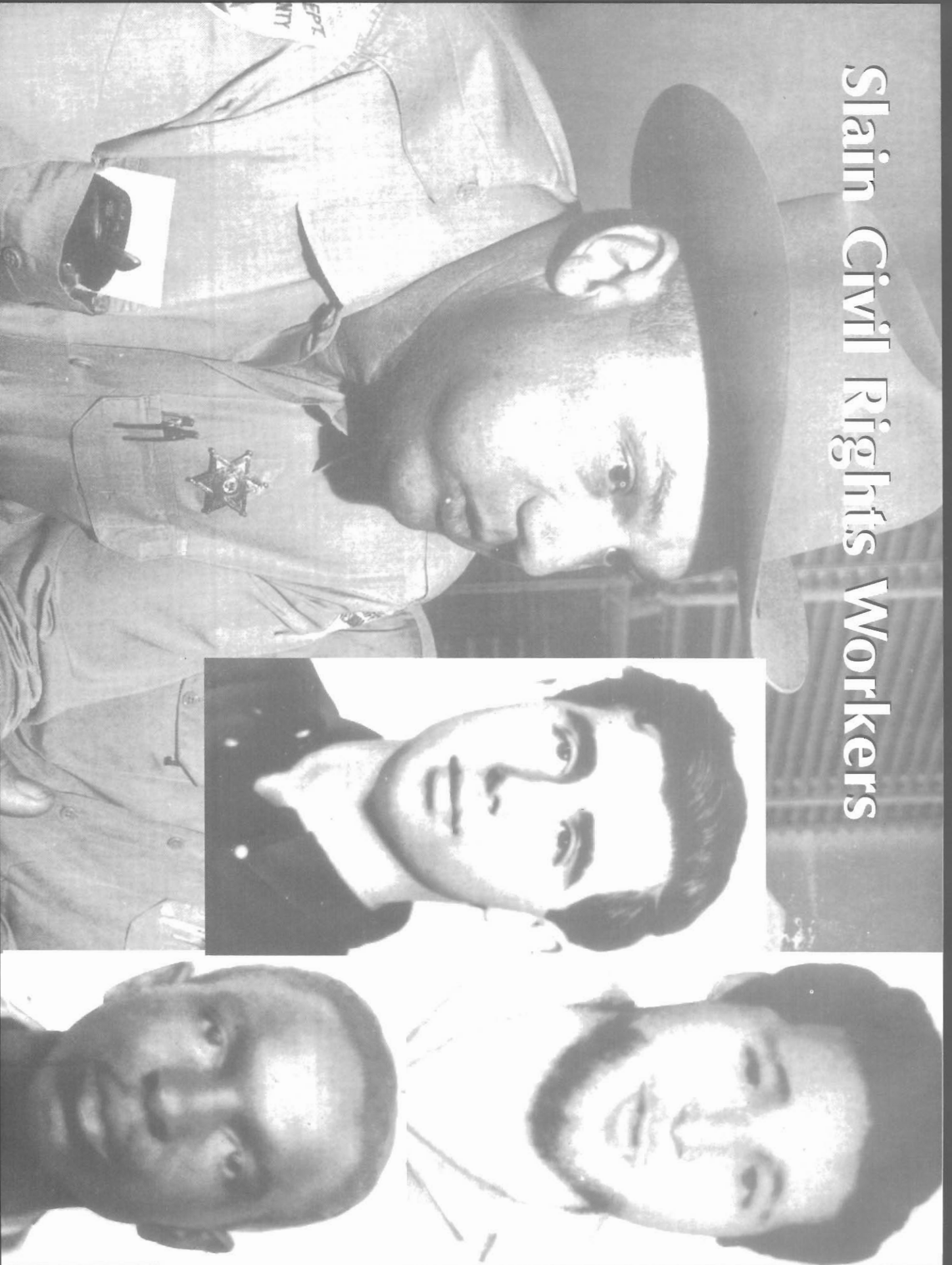
- Create a chart showing Robinson’s batting average, stolen bases, RBIs, hits, and home runs during his first five years with the Dodgers. Calculate his average for each stat in those years, and identify his most successful year.

Biography

- Find five facts about each of these players from the Negro leagues: Josh Gibson, Satchel Paige, and Cool Papa Bell.
- Write a paragraph describing Jackie Robinson’s childhood.



Slain Civil Rights Workers



Slain Civil Rights Workers

James Earl Chaney, a black 21-year-old from Meridian, Mississippi, was a longtime CORE activist. Michael Schwerner, 24, and Andrew Goodman, 21, were whites from New York City who had come to Mississippi to help with voter registration drives during the Mississippi Freedom Summer of 1964. On June 21, the three men drove to Neshoba County to investigate the burning of a black church and the beating of three local blacks in a small farming community. They were never seen alive again.

An investigation into their disappearance determined that the three men had been arrested for “speeding” in Philadelphia, Mississippi, by Deputy Sheriff Cecil Price. They were incarcerated, fined, and released later that night. But after their release, Price and local Ku Klux Klan (KKK) members intercepted their vehicle, transferred them to Price’s police car, and drove them to a remote area. They were shot and their bodies buried in a dam under construction. The men were reported missing immediately, but FBI agents in Mississippi did not act for two days. Schwerner’s wife, Rita, and parents of all three men appealed to the Federal government. The White House sent 200 naval personnel to assist in a search. With the offer of rewards for information, the bodies were eventually found.

The national media gave great attention to the story, and even in her grief Rita Schwerner noted that many black people had died anonymously in the Mississippi civil rights cause, and only when whites were the victims had there been a national outcry. Price and several others were arrested in connection with the murders, but no convictions resulted. However, on October 20, 1967, Price and six other Klan members were found guilty of Federal civil rights violations and sentenced to ten years in prison.

Front Photo: Accused killer, Cecil Price and the slain men, top to bottom, Michael Schwerner, Andrew Goodman, and James Earl Chaney; Underwood Photo Archives, S.F.

Did You Know?

- On November 5, 1989, a civil rights memorial was dedicated in Montgomery, Alabama. Designed by Maya Lin, the architect of the Vietnam Veteran’s Memorial in Washington, D.C., this monument honored many of the people killed during nonviolent civil rights activism. The names of Chaney, Goodman, and Schwerner are there.



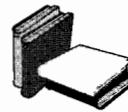
SHARING IDEAS

Application

- Rita Schwerner claimed that authorities only acted on the murders of Chaney, Schwerner, and Goodman because two were white. In fact, during the search, the bodies of several missing blacks were found. Examine this theory. Do black people today receive equal protection from law enforcement authorities? Find examples to support your conclusions.

Synthesis

- Think of racially-motivated acts of violence that have occurred recently. What solutions can you suggest to combat the racial hatred that motivated the acts?
- Assess how those events affect you personally, even if you’re not directly involved.



FINDING FACTS

History

- Create an outline that records the history of the Ku Klux Klan.

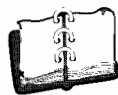
Geography

- Use a Mississippi state map to trace the sequence of events from the time the three civil rights workers left to investigate the church burning to when they were found.



Film

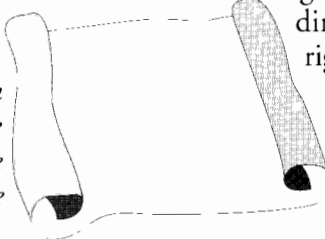
- The movie *Mississippi Burning* is based on the disappearance of the three civil rights workers. Locate and list other movies that portray civil rights events.



RE-CREATING HISTORY

Create a Hall of Fame Exhibit

Although Chaney, Schwerner, and Goodman are now a small footnote in the long struggle for civil rights, at the time, their deaths had tremendous impact on the course of events, bringing to light the deep-seated racism and corruption in Mississippi. There are many other “ordinary” people whose lives—and deaths—contributed to the struggle in similar ways.



- Track down many of these “unsung heroes” of the civil rights movement—ordinary people who did extraordinary things or who became martyrs to the civil rights cause.
 - Research and write short paragraphs describing how each person played a role.
 - Post your descriptions (along with photographs, if possible) in a *Civil Rights Hall of Fame* exhibit for others in your school to view.



Rosa Parks

Rosa Parks

On Thursday, December 1, 1955, Rosa Parks and four other blacks were told to give up their seats in the fifth row of a Montgomery, Alabama city bus so that a white passenger could sit there. "Y'all better make it light on yourself and let me have those seats," the white driver, James Blake, told them. Parks courageously refused, was arrested, and with the support of the NAACP and black civic leaders, became a test case for bus segregation and the spark that ignited a 13-month-long bus boycott by Montgomery's black citizens.

At the time, Rosa Parks was a 43-year-old tailor's assistant in a department store. For many years she had been active in the fight for civil rights, serving as secretary of the Montgomery chapter of the NAACP. Ironically, she had also had a previous encounter with the same bus driver. He had thrown her off his bus after she had paid her fare up front but refused to exit and re-enter through the rear entrance, as blacks were routinely expected to do on city buses throughout the segregated South.

Today many people assume that the Montgomery bus boycott was a spontaneous reaction to Parks' act of defiance. In fact, black civil rights activists, tired of the flagrant discrimination, had already put plans in place for a boycott. The Women's Political Counsel, an organization of professional black women, was instrumental in these plans. But without Rosa Parks' action, nothing would have happened. The bus boycott took sustained courage and commitment from the entire black community of Montgomery. Led by 26-year-old Martin Luther King, Jr., blacks came together as never before, and won a major victory against segregation. On November 13, 1956, after prolonged court battles, the U.S. Supreme Court affirmed a low court decision outlawing segregation on buses.

Photo Credits: Alabama Dept. of Archives & History, Montgomery, Alabama.



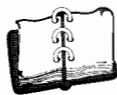
SHARING IDEAS

Analysis

- Rosa Parks was a symbol for the injustice all black people faced on Montgomery buses. Why is it important to have a symbol at the center of a political action?
- Discuss how the daily lives of black citizens in Montgomery must have changed during the boycott.

Evaluation

- If you had the opportunity to change society through an act of defiance like Rosa Parks', would you have the courage?



RE-CREATING HISTORY

Create a Handbill

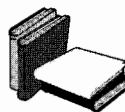
On the night of Rosa Parks' arrest, Jo Ann Robinson typed a handbill to Montgomery's black citizens and photocopied 35,000 copies. In it, she asked them to begin a boycott of Montgomery buses the following Monday. The handbill began, "This is for Monday, Dec. 5, 1955... Another Negro woman has been arrested and thrown into jail because she refused to get up out of her seat on the bus and give it to a white person..." It went on to urge black citizens to stay off the buses. Had Robinson not written and distributed the flyers with help from her students, the boycott might not have gotten off to a successful start.

Photo History Activities™—Civil Rights Movement

Did You Know?

Before the boycott:

- Montgomery blacks and whites paid the same ten-cent fare, but blacks were forced to enter buses at the rear.
- 75% of riders were black, but they had to vacate their seats if white riders boarded and there were no free seats.
- There were no black drivers on Montgomery's buses.



FINDING FACTS

History

- List the three demands blacks had in boycotting the Montgomery buses.
- Research and write a paragraph describing how the boycott organizers arranged alternative transportation for the city's black citizens.

Biography

- Research and list five facts about Rosa Parks' life before the bus boycott.

Math

- Approximately 40,000 blacks rode Montgomery's buses on a daily basis. How much revenue was lost by the city over the course of the strike?



• Imagine that you were Robinson, charged with mobilizing the black citizens of Montgomery. Your words must communicate the facts of Rosa Parks' case, and the importance of each and every citizen's participation in the boycott.

- Write your own handbill, make copies, and distribute them to members of your class.

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Fannie Lou Hamer

Fannie Lou Hamer

Odds were against Fannie Lou Hamer ever making anything of herself. The youngest of 20 children, she was born in 1917 to poor sharecropper* parents in rural Mississippi. She was working in the cotton fields by age six. Sharecroppers' children went to school only four months of the year, and Hamer received the equivalent of a third grade education. At a meeting in 1962 organized by the Student Nonviolent Coordinating Committee (SNCC), Hamer took her first step into political activism* by joining 17 other blacks attempting to register to vote. Predictably, they failed the sham* literacy test devised by racist officials to prevent blacks from voting. As a result of her participation, Hamer lost her job.

In the summer of 1964, Hamer helped register some 80,000 blacks into a new legally-formed Democratic party, the Mississippi Freedom Democratic Party (MFDP). Its goal was to challenge the regular Mississippi Democratic party, which excluded blacks. Hamer was among the new party's delegates* to the 1964 Democratic National Convention. The MFDP challenged the legitimacy* of the all-white Mississippi delegation, demanding to be seated at the convention. In nationally-televised testimony before the Democratic Party's Credentials Committee, Hamer spoke eloquently about her difficult childhood and her beating at the hands of white police officers the year before while returning from a voter registration workshop. "If the Freedom Democratic Party is not seated now," she said, "I question America. Is this America? The land of the free and home of the brave? Where we have to sleep with our telephones off the hook, because our lives be threatened daily?"

Although the MFDP lost the battle to have all its delegates seated at the convention, it had opened the door for black representation in the Mississippi Democratic party.

Front Photo: Fannie Lou Hamer; Library of Congress.

Vocabulary Focus

- **sharecropper** — tenant farmer given a house and credit to buy tools and seed in return for half his crop
- **activism** — the use of direct forceful action in support or protest of one side of a controversial issue
- **delegate** — a representative to a convention or conference
- **legitimacy** — lawfulness
- **sham** — fake



SHARING IDEAS

Comprehension

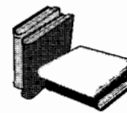
- Put Hamer's question to the Credentials Committee into your own words. What point was she making?

Synthesis

- Hamer's lack of formal education didn't keep her from having a huge impact on civil rights. What qualities helped her? Think of other "grassroots" leaders who came from obscure backgrounds to influence social or political revolutions.

Analysis

- Discuss the importance of any group having a voice in organized politics.



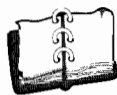
FINDING FACTS

Biography

- List three of Fannie Lou Hamer's contributions to civil rights after the 1964 Democratic National Convention.

Music

- Freedom songs were an important part of the civil rights movement. Sung at mass meetings, in church services, and during demonstrations, they lifted the spirits and strengthened the courage of participants. Find and listen to well-known freedom songs.

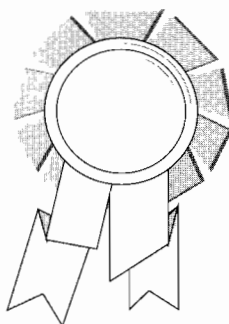


RE-CREATING HISTORY

Design a Medal

Like Fannie Lou Hamer and Rosa Parks, many women played key roles in the civil rights movement. Create a medal of honor to recognize the contributions of a black woman to the civil rights movement.

- Decide on the type of contributions your award will honor. Write an official explanation of the award and outline



examples of acts that qualify someone to receive it.

- Design and name your medal. Perhaps it is named after someone in history who made a contribution in a specific area.
- Research women who participated in the civil rights movement, and select one to receive your award. Write and deliver a speech bestowing the award, and explaining how the individual earned it.



James Meredith

James Meredith

James Meredith made history when he became the first black person to enroll in the University of Mississippi. Meredith, born in 1933, had faced the inequalities of a segregated society for his entire life. After a successful enlistment in the Air Force, where he rose to the rank of staff sergeant, he decided to pursue his long-standing aspiration to attend “Ole Miss.” But the University of Mississippi symbolized the antebellum traditions of the South. It had never admitted blacks, and many Mississippians, including its governor Ross Barnett, were determined to prevent its integration.

Meredith’s application was rejected for a number of lame reasons. With the help of the NAACP, he took his case to court where he lost the first round. But on September 3, 1962, a Federal court declared Meredith eligible to enroll.

On September 20th, Meredith arrived at the university escorted by Federal marshalls. He walked through angry mobs into the registration building where he was met by the governor who threatened that violence would erupt. Meredith retreated, and made two more unsuccessful enrollment attempts. Finally, on September 30, with protesters crowded in front of the registration building throwing bricks and rocks and shouting, “Two-four-six-eight, we ain’t gonna integrate!” Meredith was sneaked into a dormitory room on campus. He remained there as a full-scale riot broke out. Governor Barnett only fanned the flames of racism when he declared on radio, “We will never surrender!” State troopers and the Mississippi National Guard finally restored order, but not before two people were killed and hundreds of others injured. The next morning, at 7:55, Meredith walked across the now-empty campus and registered as a student.

Front Photo: James Meredith accompanied by Federal marshalls; Library of Congress.

Listening In

“Even among law-abiding men few laws are universally loved, but they are uniformly respected and not resisted. Americans are free, in short, to disagree with the law but not to disobey it.”

—President John F. Kennedy on the Mississippi campus during a televised address to the nation.



SHARING IDEAS

Application

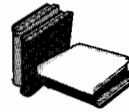
- Identify the qualities that Meredith must have had to battle the system. How did his personal act affect others?

Analysis

- What assumptions can you make about Governor Ross Barnett based on his radio address? How was Kennedy’s televised statement a direct response to his words?

Evaluation

- In your opinion, did Governor Barnett act responsibly? Do you think that the outbreak of violence was avoidable?



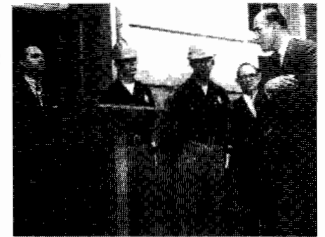
FINDING FACTS

Biography

- Find out more about Meredith. Did he graduate from Ole Miss? What did he do in his adult life?
- A young NAACP attorney, Constance Baker Motley, helped Meredith fight his battle in the courts. Find five facts about her life.

History

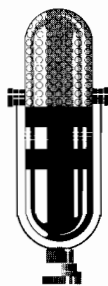
- Make a list that answers the questions *who, what, when* about the attempt to integrate another state university, the University of Alabama.



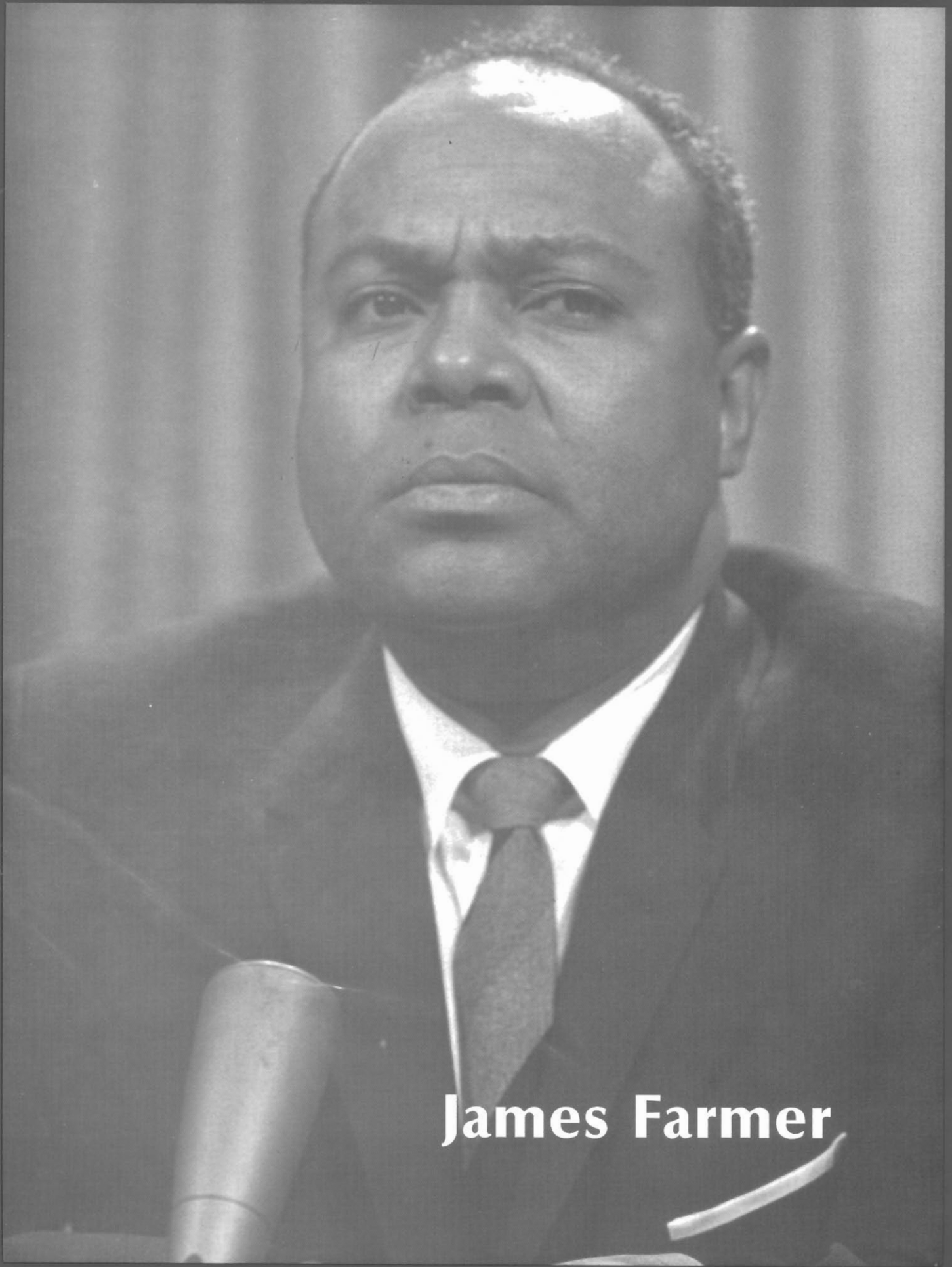
RE-CREATING HISTORY

Deliver a Radio Address

Several forums were used to convey the events and emotions that unfolded during Meredith’s attempt to integrate the University of Mississippi. Governor Ross Barnett shared his inflammatory views in an emotional radio declaration. When negotiations with Barnett broke down, President John Kennedy turned to national television late one evening to address the American people and plead for order.



- What might Meredith have conveyed in a radio or television address had he been given the opportunity? Why was he interested in pursuing his education at the University of Mississippi? What were his goals? How did he feel about being the center of the turmoil? Did he make the right choice?
- Research the events that took place during his successful attempt to integrate the university. Then, write a speech written from Meredith’s point of view and deliver it to the “American people.”



James Farmer

James Farmer

James Farmer founded one of the influential grassroots* organizations of the civil rights movement, the Congress of Racial Equality (CORE) to fight segregation using nonviolent protest methods. Farmer was born in Marshall, Texas, in 1920. His father, a methodist minister, was the first black person in Texas to earn the degree Doctor of Philosophy.

In his autobiography, *Lay Bare the Heart*, Farmer recalls many times when he felt the sting of racial prejudice and the inequality of segregation as he was growing up. At the age of fourteen, having been an excellent student, he enrolled in Wiley College, in Marshall, Texas, with the ambition to “wage war on racism.” In 1938, Farmer entered Howard University to attend divinity school.

While studying for the clergy, Farmer learned a great deal about the nonviolent protest methods used by Mohandas K. Gandhi, India’s leader, in his fight to end the British Empire’s rule of India. Gandhi encouraged passive resistance* through non-payment of taxes, boycotts*, and mass protests and marches. Farmer, like Martin Luther King, Jr., believed that blacks should emulate* Gandhi as they pursued their fight for equality. Farmer thus became active in the Fellowship of Reconciliation (FOR), an organization committed to nonviolent social activism.

In 1942, Farmer left FOR and founded CORE. After two years, he left CORE to work as a labor union organizer and later as program director for the NAACP, but he returned to CORE in 1961 as its national director and spearheaded* one of the pivotal* protest actions of the civil rights era, the Freedom Rides.

Front Photo: James Farmer; Library of Congress.

Vocabulary Focus

- **grassroots** — organization formed at the local level
- **boycott** — to protest by refusing in an organized way to deal with a person, business, or organization
- **passive resistance** — nonviolent protest
- **emulate** — to imitate, attempt to equal
- **spearhead** — to take the lead
- **pivotal** — important



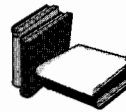
SHARING IDEAS

Comprehension

- Summarize the approach Farmer took in fighting to end segregation and discrimination.

Synthesis

- Discuss the pros and cons of violent and nonviolent activism.
- Why do you suppose religious leaders were so important to the movement?
- Farmer was subjected to racism as a young person. What events in your life have helped form your sense of right and wrong and what is worth fighting for?



FINDING FACTS

World History

- Investigate Gandhi’s nonviolent protest against the British Empire. Give specific examples of actions he took that might have served as models for the black civil rights protests.

Biography

- Find out more about James Farmer’s life as a young boy and after he retired from CORE.

Black History

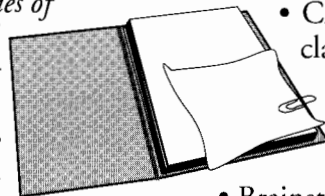
- Research other important civil rights organizers: Daisy Bates, Marion Barry, John Lewis, Stokely Carmichael, Julian Bond, and others.
- Find out when, and by whom, the NAACP was formed.



RE-CREATING HISTORY

Create a Grassroots Organization

James Farmer created CORE to combat racism using nonviolent strategies. His most well-known act of protest was the series of Freedom Rides, where interracial groups rode the interstate buses throughout the deep South to challenge local authorities to enforce the Supreme Court’s decision that segregation on the buses was unconstitutional.



- An effective grassroots organization needs a name, an identity, a clear objective, and a strategy to achieve that objective.
- Choose an issue you believe is worth fighting for. With classmates, create an organization to fight on behalf of this issue. What is your group called? Does your name clearly imply your focus? Write a mission statement that explains your goal for existing.
- Brainstorm and execute one effective *peaceful* action to draw significant attention to your cause.

A Time to Reap for Foot Soldiers of Civil Rights

By KEVIN SACK

ALBANY, Ga. — Rutha Mae Harris backed her silver Town Car out of the driveway early Tuesday morning, pointed it toward her polling place on Mercer Avenue and started to sing.

"I'm going to vote like the spirit say vote," Miss Harris chanted softly.

I'm going to vote like the spirit say vote,

I'm going to vote like the spirit say vote,

And if the spirit say vote I'm going to vote,

Oh Lord, I'm going to vote when the spirit say vote.

As a 21-year-old student (on right in photo), she had bellowed that same freedom song at mass meetings at Mount Zion Baptist Church back in 1961, the year Barack Obama was born in Hawaii, a universe away. She sang it again while marching on Albany's City Hall, where she and other black students demanded the right to vote, and in the cramped and filthy cells of the city jail, which the Rev. Dr. Martin Luther King Jr. described as the worst he ever inhabited.

For those like Miss Harris who withstood jailings and beatings and threats to their livelihoods, all because they wanted to vote, the short drive to the polls on Tuesday culminated a lifelong journey from a time that is at once unrecognizable and eerily familiar here in southwest Georgia. As they exited the voting booths, some in wheelchairs, others with canes, these foot soldiers of the civil rights movement could not suppress either their jubilation or their astonishment at having voted for an African-American for president of the United States.

"They didn't give us our mule and our acre, but things are better," Miss Harris, 67, said with a gratified smile. "It's time to reap some of the harvest."

When Miss Harris arrived at the city gymnasium where she votes, her 80-year-old friend Mamie L. Nelson greeted her with a hug. "We marched, we sang and now it's happening," Ms. Nelson said. "It's really a feeling I cannot describe."

Many, like the Rev. Horace C. Boyd, who was then and is now pastor of Shiloh Baptist Church, viewed the moment through the prism of biblical prophecy. If Dr. King was the

movement's Moses, doomed to die without crossing the Jordan, it would fall to Mr. Obama to be its Joshua, they said.

"King made the statement that he viewed the Promised Land, won't get there, but somebody will get there, and that day has dawned," said Mr. Boyd, 81, who pushed his wife in a wheelchair to the polls late Tuesday morning. "I'm glad that it has."

It was a day most never imagined that they would live to see. From their vantage point amid the cotton fields and pecan groves of Dougherty County, where the movement for voting rights faced some of its most determined resistance, the country simply did not seem ready.

Yes, the world had changed in 47 years. At City Hall, the offices once occupied by the segregationist mayor, Asa D. Kelley Jr., and the police chief, Laurie Pritchett, are now filled by Mayor Willie Adams and Chief James Younger, both of whom are black. But much in this black-majority city of 75,000 also seems the same: neighborhoods remain starkly delineated by race, blacks are still five times more likely than whites to live in poverty and the public schools have so resegregated that 9 of every 10 students are black.

Miss Harris, a retired special education teacher who was jailed three times in 1961 and 1962, was so convinced that Mr. Obama could not win white support that she backed Senator Hillary Rodham Clinton in the primaries. "I just didn't feel it was time for a black man, to be honest," she said. "But the Lord has revealed to me that it is time for a change."

Late Tuesday night, when the networks declared Mr. Obama the winner, Miss Harris could not hold back the tears, the emotions of a lifetime released in a flood. She shared a lengthy embrace with friends gathered at the Obama headquarters, and then led the exultant crowd in song.

"Glory, glory, hallelujah," she sang. After a prayer, she joined the crowd in chanting, "Yes, we did!"

Among the things Miss Harris appreciates about Mr. Obama is that even though he was in diapers while she was in jail, he seems to respect what came before. "He's of a different time and place, but he knows whose shoulders he's standing on," she said.

When the movement came to Albany in 1961, fewer than 100 of Dougherty County's 20,000 black residents were registered to vote, said the Rev. Charles M. Sherrod, one of the first field workers sent here by the Student Nonviolent Coordinating Committee. Literacy tests made a mockery of due process — Mr. Boyd remembers being asked by a registrar how many bubbles were in a bar of soap — and bosses made it clear to black workers that registration might be incompatible with continued employment.

Lucius Holloway Sr., 76, said he lost his job as a post office custodian after he began registering voters in neighboring Terrell County. He said he was shunned by other blacks who hated him for the trouble he incited.

Now Mr. Holloway is a member of the county commission, and when he voted for Mr. Obama last week he said his pride was overwhelming. "Thank you, Jesus, I lived to see the fruit of my labor," he said.

The Albany movement spread with frenzied abandon after the arrival of Mr. Sherrod and other voting-rights organizers, and Dr. King devoted nearly a year to the effort. The protests became known for the exuberant songs that Miss Harris and others adapted from Negro spirituals. (She would go on to become one of the Freedom Singers, a group that traveled the country as heralds for the civil rights movement.) In the jails, the music helped wile away time and soothe the soul, just as they had in the fields a century before.

But the movement met its match in Albany's recalcitrant white leaders, who filled the jails with demonstrators while avoiding the kind of violence that drew media outrage and federal intervention in other civil rights battlegrounds. The energy gradually drained from the protests, and Dr. King moved on to Birmingham, counting Albany as a tactical failure.

Mr. Sherrod, 71, who settled in Albany and continues to lead a civil rights group here, argues that the movement succeeded; it simply took time. He said he felt the weight of that history when he voted last Thursday morning, after receiving radiation treatment for his prostate cancer. He thought of the hundreds of mass meetings, of the songs of hope and the sermons of deliverance. "This is what we prayed for, this is what we worked for," he said. "We have a legitimate chance to be a democracy."

Over and again, the civil rights veterans drew direct lines between their work and the colorblindness of Mr. Obama's candidacy. But they emphasized that they did not vote for him simply because of his race.

"I think he would make just as good a president as any one of those whites ever made, that's what I think about it," said 103-year-old Daisy Newsome, who knocked on doors to register voters "until my hand was sore," and was jailed in 1961 during a march that started at Mount Zion Baptist. "It ain't because he's black, because I've voted for the whites." She added, "I know he can't be no worse than what there's done been."

Mount Zion has now been preserved as a landmark, attached to a new \$4 million civil rights museum that was financed through a voter-approved sales tax increase. Across the street, Shiloh Baptist, founded in 1888, still holds services in the sanctuary where Dr. King preached at mass meetings.

Among those leading Sunday's worship was the associate pastor, Henry L. Mathis, 53, a former city commissioner whose grandmother was a movement stalwart. He could not let the moment pass without looking back.

"We are standing on Jordan's stony banks, and we're casting a wishful eye to Canaan's fair and happy land," Mr. Mathis preached. "We sang through the years that we shall overcome, but our Father, our God, we pray now that you show that we have overcome."

A Time to Reap for Foot Soldiers of Civil Rights

Questions

- a. To what does the phrase "our mule and our acre" refer?
- b. What is a foot soldier? What does the use of this word in the headline suggest about the civil rights movement?
- c. In Albany, Georgia, what has changed in 47 years? What has stayed the same?
- d. Why did many of the civil rights foot soldiers never think this day would come?
- e. Why did Miss Harris support Hillary Clinton in the primary?
- f. What does Mr. Sherrod mean when he says "We have a legitimate chance to be a democracy"?
- g. Following Obama's election, does a need for civil rights groups, like the one led by Mr. Sherrod, remain or are we now living in a "post-racial" world?
- h. What does the election of an African-American to the office of president mean to these people?

Martin Luther King Jr. Quiz

Directions: Complete the attached quiz with the following information.

| | |
|------|--|
| 1929 | Born on January 15, in Atlanta, Georgia |
| 1948 | Graduates from Morehouse College |
| 1953 | Marries Coretta Scott |
| 1955 | Earns a doctoral degree |
| 1956 | Dr. King's house is bombed |
| 1958 | Dr. King publishes his first book, <i>Stride Toward Freedom</i> |
| 1963 | Dr. King gives his "I Have a Dream" speech at the Lincoln Memorial in Washington, D.C. |
| 1964 | Dr. King is awarded the Nobel Peace Prize |
| 1968 | Dr. King is assassinated in Memphis, Tennessee |
| 1986 | Martin Luther King Jr. Day is declared a national holiday in the U.S. |



| <p style="text-align: center;">Directions: Answer the yes or no questions about Martin Luther King, Jr. Color in the correct circle.</p> | YES | NO |
|--|-----------------------|-----------------------|
| 1. Martin Luther King, Jr., was born in 1929. | <input type="radio"/> | <input type="radio"/> |
| 2. King was born in Mississippi. | <input type="radio"/> | <input type="radio"/> |
| 3. King was married in 1942. | <input type="radio"/> | <input type="radio"/> |
| 4. Dr. King published his first book in 1958. | <input type="radio"/> | <input type="radio"/> |
| 5. Dr. King gave his "I Have a Dream" speech in Washington, D.C. | <input type="radio"/> | <input type="radio"/> |
| 6. Dr. King won the Nobel Prize in 1965. | <input type="radio"/> | <input type="radio"/> |
| 7. Martin Luther King Jr. Day was declared a national holiday in 1966. | <input type="radio"/> | <input type="radio"/> |



Directions: Circle the correct answer



8. Where did Martin Luther King, Jr. deliver his "I Have a Dream" speech?

- a. At Ebenezer Baptist Church
- b. In front of the Atlanta City Hall
- c. At the Lincoln Memorial
- d. At the Nobel Prize ceremony

9. What year was the Martin Luther King, Jr. national holiday first observed?

- a. 1969
- b. 1973
- c. 1980
- d. 1986

Martin Luther King Jr. Chart Activity

Directions: complete the attached chart using Martin Luther Kings Jr.'s childhood information

Martin Luther King Jr.'s Childhood

[Martin Luther King, Jr.](#), was born on January 15, 1929, in Atlanta, Georgia. Both his father and grandfather were ministers. His mother was a schoolteacher who taught him how to read before he went to school. Martin had a brother, Alfred, and a sister, Christine.

Young Martin was an excellent student in school; he skipped grades in both elementary school and high school. He enjoyed reading books, singing, riding a bicycle, and playing football and baseball. Martin entered Morehouse College in Atlanta, Georgia, when he was only 15 years old.

Martin experienced racism early in life. He decided to do to something to make the world a better and fairer

Martin Luther King Jr. Fill-in

Name _____

Date _____

Directions:

Fill in the blanks using the word bank.



Word Bank:

Atlanta father read boycott college Nobel civil rights
assassinated January Ministers student Alabama Tennessee
born African-Americans

Martin Luther King, Jr., was a great man who worked for racial equality and _____ in the USA. He was _____ on January 15, 1929, in _____, Georgia. Both his _____ and grandfather were _____. His mother was a schoolteacher who taught him how to _____ before he went to school. Young Martin was an excellent _____ in school.

After graduating from _____ and getting married, Dr. King became a minister and moved to _____.

During the 1950's, Dr. King became active in the movement for civil rights. He participated in the Montgomery, Alabama, bus _____ and many other peaceful demonstrations that protested the unfair treatment of _____.

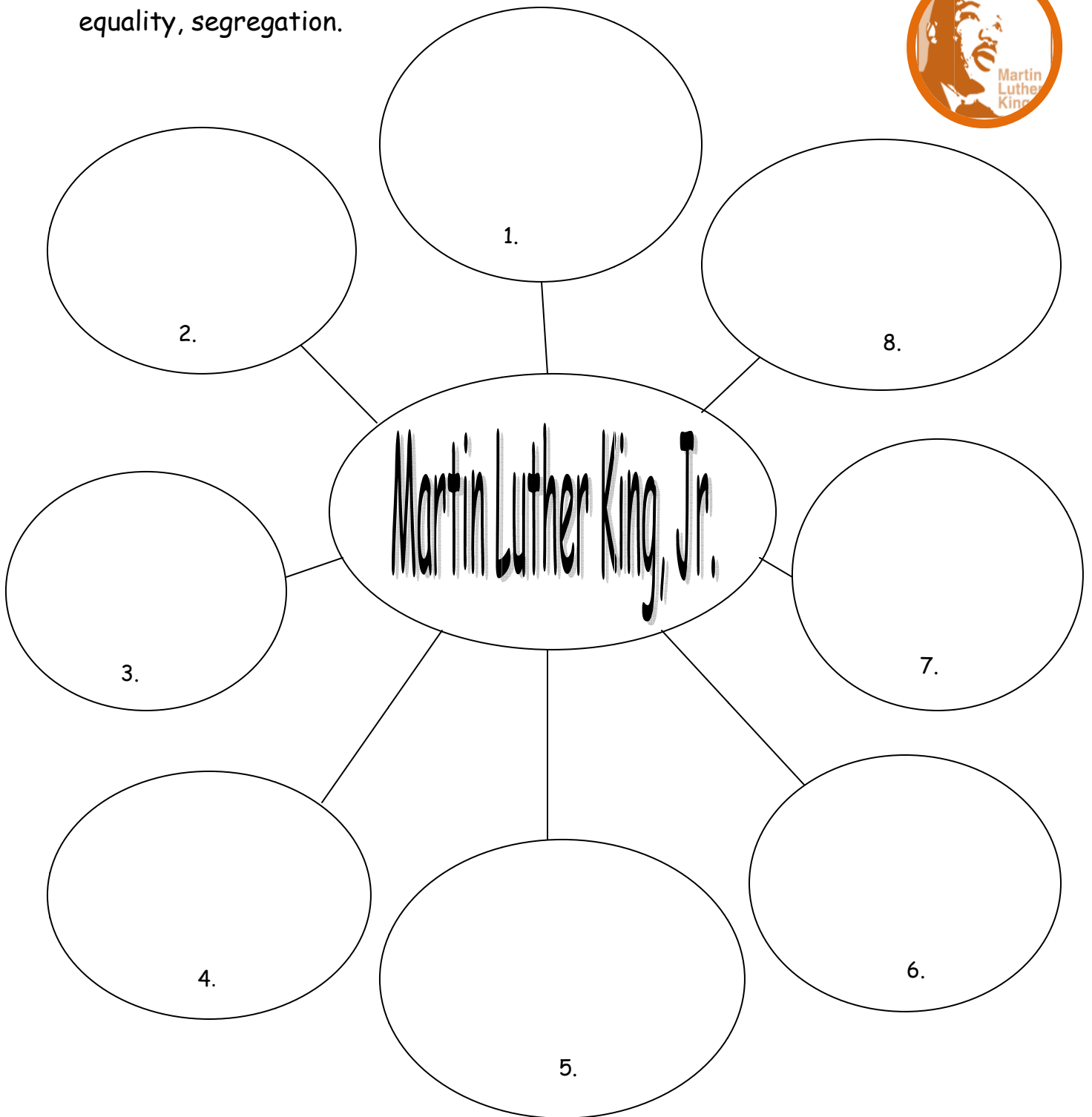
He won the _____ Peace Prize in 1964.

Dr. King was _____ on April 4, 1968, in Memphis, _____.

Commemorating the life of a tremendously important leader, we celebrate Martin Luther King Day each year in _____, the month of his birth.

Describe Martin Luther King, Jr.

Find and write eight words/phrases related to the life of Martin Luther King, Jr. Then use each of the words in a sentence. Sample words/phrases: leader, father, boycott, minister, civil rights, dream, equality, segregation.



Three-Way Match: Famous Black Americans Lesson Plan

Grades: Elementary and Secondary

Learn about the accomplishments of famous African American men and women using a unique three-way matching activity. (Grades 4-12)

Objectives

Students will utilize an online resource (Encyclopedia Britannica's Black History Month Biographies) to learn about famous African Americans.

Materials

- [Famous African American Women](#) and/or [Famous African American Men](#) handouts
- computers

Lesson Plan

In this activity students will match famous African American men and women to their accomplishments and to the year in which those accomplishments occurred. Students will use the online resources of Encyclopedia Britannica's [Black History Biographies](#) (select **Biographies** from the menu) to complete the activity.

- Teachers will advise students that, this activity is slightly different from the typical two-column matching activity with which students are familiar. Students will complete a three-way matching activity handout.
- Students will be directed to draw a line in from the person's name in the left column to that person's accomplishment (in the middle column);
- Students will then draw a line from the accomplishment in the middle column to the year in which that accomplishment occurred in the far-right (third) column.

*Note: One page focuses on famous African American women and the other highlights the accomplishments of African American men. You might have the boys research the men and the girls research the women, or vice versa; or you might give students a choice or have them do both activities.

[Famous African American Women](#)
[Famous African American Men](#)



Famous African American Women

Name _____

Use the *Encyclopedia Britannica's Guide to Black History* at <http://www.britannica.com/blackhistory> to help you identify each woman listed below. Then do the 3-way match. First draw a line from the woman's name to her accomplishment. Then draw a line from her accomplishment to the year in which it occurred.

- | | | |
|-----------------------|--|------|
| 1. Gwendolyn Brooks | a. First African American woman to serve in a president's cabinet, in... | 1833 |
| 2. Johnnetta Cole | b. Her first of many blues recordings, "Downhearted Blues," was made in... | 1896 |
| 3. Bessie Coleman | c. First African-American poet to win a Pulitzer Prize, in... | 1922 |
| 4. Prudence Crandall | d. Known as the "Queen of Gospel," she performed at President John F. Kennedy's inauguration in... | 1923 |
| 5. Lorraine Hansberry | e. First president of a new organization, the National Association of Colored Women, in... | 1949 |
| 6. Roberta Harris | f. Famous as the author of <i>The Color Purple</i> , which was published in... | 1959 |
| 7. Mahalia Jackson | g. Became the first woman president of Spelman College, in... | 1961 |
| 8. Bessie Smith | h. She opened a school to educate "young ladies of color" in... | 1977 |
| 9. Mary Terrell | i. First African-American stunt pilot to stage a public flight, in... | 1982 |
| 10. Alice Walker | j. Her play, <i>Raisin in the Sun</i> , was the first drama by an African American woman to be staged on Broadway, in... | 1987 |



Famous African American Men

Name _____

Use the *Encyclopedia Britannica's Guide to Black History* at <http://www.britannica.com/blackhistory> to help you identify each man listed below. Then do the 3-way match. First draw a line from the man's name to his accomplishment. Then draw a line from his accomplishment to the year in which it occurred.

- | | | |
|--------------------------|--|------|
| 1. Ralph Abernathy | a. A brilliant mathematician and inventor, he predicted a solar eclipse in | 1789 |
| 2. Benjamin Banneker | b. First African American citizen elected to the U.S. Senate, in... | 1870 |
| 3. Guion S. Bluford, Jr. | c. Known as the "father of black baseball," he founded the Negro National League in... | 1920 |
| 4. Rube Foster | d. First African American to serve as mayor of a large city, Cleveland, in... | 1921 |
| 5. Rafer Johnson | e. Riots resulted when he became the first African American student at the University of Mississippi in... | 1925 |
| 6. James Meredith | f. First black athlete to carry the American flag in the opening ceremonies of the Olympic Games, in... | 1955 |
| 7. Fritz Pollard | g. Played Joe and sang "Ol' Man River" in the play <i>Show Boat</i> in... | 1960 |
| 8. Hiram Revels | h. First African-American astronaut to be launched into space, in... | 1962 |
| 9. Paul Robeson | i. Son of a farmer, he helped Martin Luther King organize Montgomery's bus boycott in... | 1967 |
| 10. Carl Stokes | j. First African American head coach in the National Football League (NFL), in... | 1983 |

Black History Month Secondary Lesson Plans/ Activities

CITIES IN MIAMI RESEARCH OUTLINE

(Lesson Plan)

South Florida cultures – Research project

Objectives:

- Investigate historically Black cities in Miami.

Lesson Plan:

Have students research the following questions:

Write a definition of City:

Name of City to research and time frame of the:

When was this city founded?

Where did the residents come from?

How did they come?

Describe the main reason why people left their previous city or country?

Give an example of where they settled, geographically in Miami?

Why did they settle there?

Draw a typical building from this city.

Describe any problems the people may have had settling. _____

Can you propose a possible solution to their settling problems?

What question would you ask if you could talk to one of the people from this city?

How do you think they would answer that question?

(Source: Historical Museum of Southern Florida)

Segregation in Transportation

(Lesson Plan)

Objectives:

- to encourage development of writing skills
- understand and synthesize the connection between the African Diaspora and South Florida history through the lens of transportation

Instructions:

After the Civil War and Congressional Reconstruction, many states adopted Jim Crow or segregation ordinances. These laws made it illegal for Euro-Americans and African-Americans to go to the same schools, use the same bathrooms, ride in the same railroad cars, etc.

- Have students research segregation in transportation in Florida and how civil rights leaders were finally able to end such practices.
- Students should focus on bus boycotts in the state and the decision by the Supreme Court, which made segregation in transportation unconstitutional.
- Based on these notes, students should choose to write an essay, a poem, or a short story about the topic.

(Source: Historical Museum of Southern Florida)

WEST AFRICAN DANCE UNIT

(Lesson Plan)

Objectives:

- to familiarize students with West African dance.

Musical Orchestra:

- Balafon- (the African version of a xylophone) over 500 years old. The balafon is known as the melody of the rhythm. This instrument is made from a tree call (hari) which is a very strong wood; the wood is carefully cut into different size keys. The wood is then placed in a fire daily for approximately two months until the wood is dry enough. The bala is constructed with string, bamboo, and calabash (gourds) the calabash is placed carefully under the wood (keys) for the different tones and sounds, the smaller the calabash the higher the tone. The bala is played with two sticks; the tip of the sticks is covered with rubber which is made from the sap of a tree to enhance the sound.
- Djun-Djun- set of 3 drums played with two sticks and is considered to be the heart beat of the rhythm, the base is called Djun Djun Ba, the middle drum is called Sungban, and the smallest and high tone drum is called a Kinkini. The drums are carved hollow in a cylinder shape from different type trees in Africa. Both sides are covered with cow skin and are held together by a roping pattern.
- Djembe- usually the lead drum and is played by hand. It is carved hollow from several type trees in Africa. The top of the drum is covered with goat skin and is held together with an iron rim and a roping pattern; it has an hour glass shape with a narrow stem.
- Shakere- made from different sizes of gourds (calabash). The gourd is in the pumpkin family and is grown on a vine. The gourd is dried and the seeds are taken out, the neck of the gourd is usually cut to bring out the sound and create a bass sound on the bottom of the gourd. The gourd is accessorized with colorful beads to create the shakere sound. The beads are held together with string and strung around the base of the gourd. It is usually played with both hands in a rocking motion from side to side.

Dances/rhythms:

- Djole: Traditionally done with a mask for ceremonies. A mask represents an element of respect, the unknown, and overseer.
- Kakilambe: A mask representing the God of harvest traditionally done during harvest.
- Yankadi/Makkru-Traditionally Yankadi was done as a courtship dance and was usually done during full moon. Makkru is usually done after Yankadi a social dance.

These dances and many others along with their rhythms are now done as ballets for audiences all over the world.

- Ballets: A theatrical art form using dancing, music, and scenery to convey a story, theme, or atmosphere

- Ritual: The established form for a ceremony; a system of rites, a ceremonial act or action, an act or series of acts regularly repeated in a set precise manner.

African Background:

Africa: Africa is the second-largest of the seven continents on Earth (Asia is the largest continent). Africa is bounded by the Atlantic Ocean on the west, the Indian Ocean on the east, the Mediterranean Sea on the north, and the Red Sea on the northeast.

Africa covers 11,700,000 square miles.

Countries: There are about 53 countries in Africa (some countries are disputed). The biggest country in Africa is Sudan, which covers 967,500 square miles. The countries with the largest populations in Africa are Nigeria (107,000,000 people), Egypt (64,800,000 people), and Ethiopia (58,700,000 people).

--courtesy of Delou <http://www.delouafrica.com/>

****Activity 1: Intro to African dance, pt. 1***

Objectives:

- Facilitate discussion exploring students' prior knowledge about African dance.
- Describe African dance and instruments as provided by Delou, a West African dance troupe in Miami, Fl.

Discussion questions for students:

-What comes to mind when you hear the words African Dance?

-Can someone name a country has African dance?

-History of African Dance (using vocabulary above).

-Introduction to the music, dance and theory/movement of African Dance.

Somatics: grounded a lot in African dance as opposed to Classic dance; which "reaches for the stars."

****Activity 2: Transformation Nation***

Objectives:

- Collect information regarding one's heritage.

- Analyze how one's family has adapted to being in S. Florida/United States, recognizing and explaining the circumstances for changes.

Ask students to speak with a parent or guardian about adaptations their family has made upon arriving to the United States. For example, many family members might be learning English or no longer grow their own vegetables or drive everywhere as opposed to bicycling. Prompt students to interview their relatives or guardian, posing questions about their family's migration to S. Florida. This interview should be accompanied by an object, photo, or other tangible example. Allow students to present their findings and object to the class.

Sample interview questions for students:

-When did your/our family come to the United States?

-Where there any changes you had to make?

-What is different about the United States from your native country?

Activity 3: Create

Objectives:

- Compare and contrast two different dance styles.
- Describe, in written and oral form, movement preferences
- Create African combination

Individual assignments:

1. Write your personal log.

Whole class assignment:

1. Create and African combination detailing your story from the pre-visit assignment.
2. What kind of dance is this used for? i.e. wedding, funeral, etc.
3. What do the different movements represent? Fast/slow, and movements

Extended Lesson:

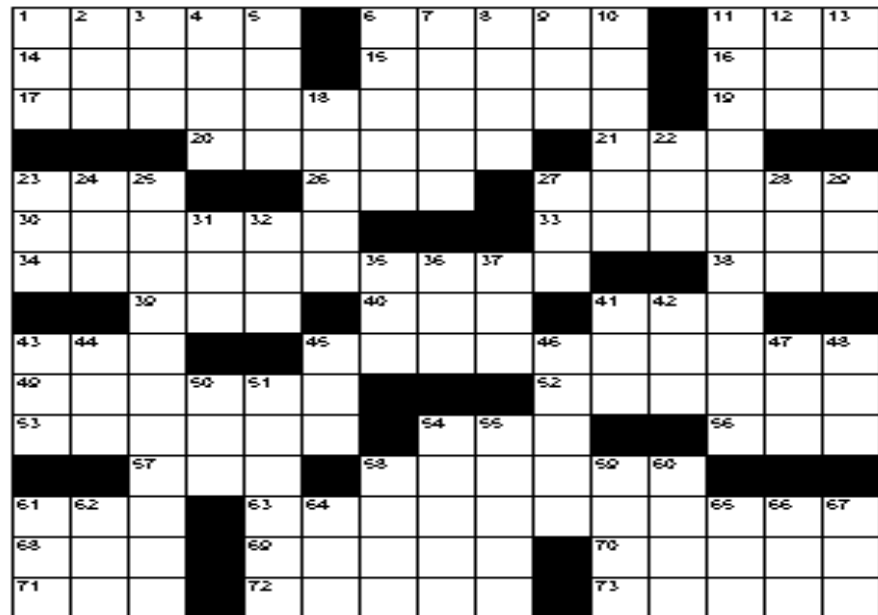
Extra Credit: Create a mask and costumes for the dance.

(Source: Historical Museum of Southern Florida)

Civil Rights and Freedoms Puzzle

ACROSS

1. Separation of church and ____ (topic of the First Amendment)
6. What a wound might do
11. Avenues: Abbr.
14. Gave a hoot
15. Pound division
16. Before, to poets
17. Bringing together of formerly separated races
19. Refuse to agree to
20. Got close to
21. French holy woman: Abbr.
23. One who oversees the employees: Abbr.
26. N.F.L. six-pointers
27. Drinking vessel in a Chinese restaurant
30. Having only a single section, as a short play: Hyph.
33. Illinois city next to Champaign
34. This was started in Montgomery when Rosa Parks was arrested for refusing to give up her seat: 2 wds.
38. National Association ____ the Advancement of Colored People (N.A.A.C.P.)
39. Psychic power
40. Leann Rimes' "How ____ Live?": 2 wds.
41. Alternative to Delta or US Airways
43. Hockey Hall-of-Famer Bobby
45. State ordinance discriminating against blacks: 3 wds.
49. Greet with a hand motion: 2 wds.
52. "The Mighty Ducks" star Estevez
53. National Urban ____ (group working against racial segregation and discrimination)
54. Steam bath site
56. ____-mo replay
57. Heavy weight
58. ____ off (repelled)
61. Moo goo ____ pan (Chinese dish)
63. Martin Luther King Jr.'s famous phrase: 4 wds.
68. "A long time ____ in a galaxy ..."
69. Clowns wear big red ones
70. Hospital worker in white
71. Japanese coin
72. First, reverse and neutral
73. One more time



© 2000, The New York Times

3. Paintings, sculptures, etc.
4. "Dawson's Creek" watcher, usually
5. A razor has a sharp one
6. Brown v. ____ of Education (1954 case in which segregation in public schools was ruled unconstitutional)
7. Stringed instruments played by minstrels
8. Barenaked Ladies song from "Gordon"
9. ____-friendly (not harmful to the environment)
10. More tightly packed together
11. ____ Convention (1848 women's rights conference organized by Elizabeth Cady Stanton and Lucretia Mott): 2 wds.
12. Prefix meaning "three"
13. The 19th Amendment guaranteed that voting rights were not restricted based on this
18. Dilapidated
22. Soda can opener
23. Disorderly crowd
24. African antelope also known as a wildebeest
25. Tract of land set apart for the use of an Indian tribe
27. Egyptian boy-king
28. Game with "Reverse" cards
29. Good score for a golfer
31. Tummy muscles
32. Speeding ticket issuer
35. 401, in Roman numerals
36. ____-pah-pah (tuba's sound)
37. ____-tac-toe
41. "Saving Private Ryan" star Hanks
42. Global conflict of 1914-18: Abbr.
43. Bird that hoots at night
44. "Mask of Death" actress ____ Dawn Chong
45. Quarterback Montana
46. ____ book (be literate): 2 wds.
47. Feel sick
48. Try to win the affection of
50. Self-importance
51. Correcting a piano
54. One who makes regular bank deposits
55. Freedom of the ____ (topic of the First Amendment)
58. "That ____ close one!": 2 wds.
59. "The Simpsons" schoolteacher Krabappel
60. Caffeine or nicotine, for example
61. ____ rights movement (organized effort to stop discrimination based on sexual orientation)
62. What tree rings indicate
64. Weed-whacking tool
65. Proposed 27th amendment that would prohibit sexual discrimination: Abbr.
66. "Just ____ thought!": 2 wds.
67. "... all ____ are created equal"

DOWN

1. The ____-Fi Channel
2. Beige

CIVIL RIGHTS AND FREEDOMS

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WHO'S WHO'S WHO'S and WHAT'S WHAT'S WHAT'S
Who and What See What You Know
See what you know about the life and impact of Martin Luther King Jr. Good luck!

1. On January 15, 1929, Michael Luther King, Jr., later renamed Martin (and called "M.L." by his family), was born in the Sweet Auburn district of Atlanta, Georgia, to schoolteacher Alberta King and Baptist minister Michael Luther King. When he was 18, King was licensed to preach and began assisting his father at which Atlanta church?

- Abernathy Baptist Church
- Ebenezer Baptist Church
- Morehouse Baptist Church
- Dexter Avenue Baptist Church
- Sixteenth Avenue Baptist Church



2. Rosa Parks, known as "the mother of the civil rights movement," walked into history on December 1, 1955, when she refused to give up her seat for a white man on a Montgomery, Alabama bus and was subsequently arrested. Five days later, Martin Luther King Jr. was elected president of the Montgomery Improvement Association and assisted Parks and others in organizing the _____.

- Southern Christian Leadership Conference
- Civil Rights Movement
- Montgomery bus boycott
- Freedom Riders
- National Association for the Advancement of Colored People



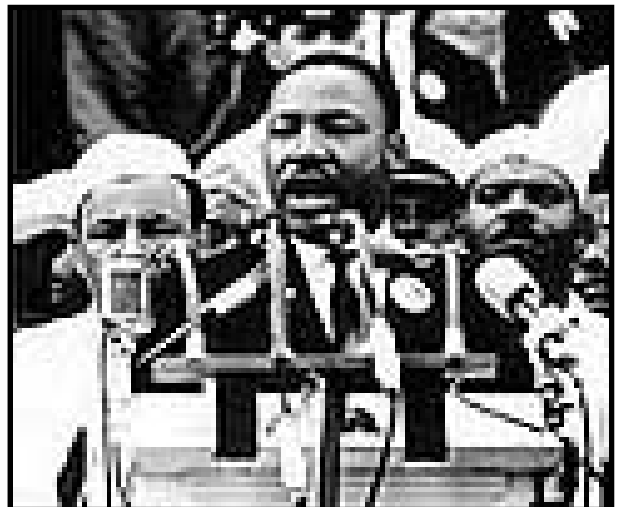
3. In August 1957, 115 black leaders, including Martin Luther King Jr., met in Montgomery and formed the Southern Christian Leadership Conference (SCLC). A few weeks later, Arkansas Governor Orval E. Faubus sent state police to a high school in _____, where racial integration had been scheduled to start on September 3, 1957. By early that morning about 100 members of the state militia had surrounded the school armed with billy clubs, rifles and bayonets, and some carried gas masks.

- Jonesboro
- Pine Bluff
- Montgomery
- Hope
- Little Rock



4. Martin Luther King Jr. powerful speeches and writings, which served to unify both blacks and whites fighting to end segregation in the South, resonate just as loudly today. Which of writings below was NOT a speech delivered by King?

- "Give Us the Ballot"
- "Letter From Birmingham Jail"
- "I Have a Dream"
- "Nobel Prize Acceptance Speech"
- "I've Been to the Mountaintop"



5. In December 1964, Martin Luther King Jr. accepted the Nobel Prize in _____ . In his acceptance speech, he acknowledged that he was accepting this most prestigious award "at a moment when twenty-two million Negroes of the United States of America (were) engaged in a creative battle to end the long night of racial injustice (and) in behalf of a civil rights movement which (was) moving with determination and a majestic scorn for risk and danger to establish a reign of freedom and a rule of justice."

- Peace
- Medicine
- Physics
- Economics
- Literature



6. In late March 1968, Martin Luther King Jr. led a march of approximately 6,000 protesters in support of striking Memphis sanitation workers. Less than one week later, King delivered his last speech, "I've Been to the Mountaintop," at the Mason Temple in Memphis. The next day, King was assassinated. On April 23, 1998, _____, who was serving a 99-year sentence for the assassination of the Rev. Dr. Martin Luther King Jr., died in a Nashville hospital.

- John Campbell
- George Wallace
- David Berkowitz
- James Earl Ray
- Lee Harvey Oswald



7. The Martin Luther King Jr., Center for Nonviolent Social Change (The King Center) was established in 1968 by Mrs. Coretta Scott King as a living memorial dedicated to preserving the legacy of her husband and to promoting the elimination of poverty, racism and war through research, education and training in Kingian nonviolence. In 1995, which King family member became chair, president and chief executive officer of the King Center?

- Dexter Scott King
- Yolanda Denise King
- Martin Luther King, III
- Bernice Albertine King
- Coretta Scott King



8. Four days after King was assassinated, Rep. John Conyers of Michigan submitted the first legislation proposing King's birthday as holiday. Not until 1970 did a state (California) pass legislation making King's birthday a school holiday. On Nov. 2, 1983, legislation for the day to be a national holiday was signed by President Ronald Reagan. In what year was King's birthday first observed as a legal holiday nationwide?

- 1984
- 1985
- 1986
- 1987
- 1988



WHO'S and WHAT'S
WhoWhat See What You Know

(Source New York Times)

Answers

1. The correct answer is Ebenezer Baptist Church.

King graduated from Morehouse College in 1948 and from Crozer Theological Seminary in 1951. In 1955 he earned a doctoral degree in systematic theology from Boston University. While in Boston, King met Coretta Scott, whom he married in 1953. In 1954 King accepted his first pastorate at the Dexter Avenue Baptist Church in Montgomery, Alabama.

2. The correct answer is Montgomery bus boycott.

In an interview, Rosa Parks once reflected, "For a little more than a year, we stayed off those busses. We did not return to using public transportation until the Supreme Court said there shouldn't be racial segregation." The U.S. Supreme Court declared Alabama's segregation laws unconstitutional in December 1956.

3. The correct answer is Little Rock.

The Governor, a foe of integration, said troops were necessary to prevent violence and bloodshed at Little Rock High School. The Board of Education made the following statement: "Although the Federal Court has ordered integration to proceed, Governor Faubus has said schools should continue as they have in the past and has stationed troops at Central High School to maintain order... In view of the situation, we ask that no Negro students attempt to attend Central or any other white high school until this dilemma is legally resolved."

4. The correct answer is 'Letter From Birmingham Jail'.

In the "I Have a Dream" speech, delivered at the March on Washington for Jobs and Freedom (August 28, 1963), King stated the now-famous words, "I have a dream that one day this nation will rise up and live out the true meaning of its creed - we hold these truths to be self-evident that all men are created equal... I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."

5. The correct answer is Peace.

King's acceptance speech concluded, "I think Alfred Nobel would know what I mean when I say that I accept this award in the spirit of a curator of some precious heirloom which he holds in trust for its true owners -- all those to whom beauty is truth and truth beauty -- and in whose eyes the beauty of genuine brotherhood and peace is more precious than diamonds or silver or gold." Other Nobel Peace Prize winners include Nelson Mandela and Fredrik Willem DeKlerk (1993), Desmond Tutu (1984), Mother Teresa (1979), and Theodore Roosevelt (1906).

6. The correct answer is James Earl Ray.

To the end of his life, James Earl Ray tantalized America with suggestions that his confession to the 1968 murder, which he had swiftly recanted, amounted to a lie. Mr. Ray plead guilty to the King assassination in March 1969, avoiding the possibility of the death sentence that could have resulted from conviction at trial. Then, for the next three decades, he maintained that far from taking the life of the nation's leading civil rights figure, in a shooting in Memphis that set off racial disturbances in at least 100 cities, he had been "set up," used as an errand boy and decoy by shadowy conspirators who included a mystery man he knew only as Raoul.

7. The correct answer is Dexter Scott King.

The King Center is a part of Martin Luther King Jr. National Historic Site. Also included are The APEX Museum (African American Panoramic Experience), Martin Luther King Jr.'s birth home, Ebenezer Baptist Church, Fire Station No. 6 Museum and the National Park Service Visitor Center. Dexter Scott King is the third of the four King children.

8. The correct answer is 1986.

The first official legal holiday celebrating Dr. Martin Luther King Jr.'s birth and extraordinary life was on January 20, 1986. Today, tributes to Dr. King exist across the country in the form of street names, schools, and museums. Perhaps the most meaningful tribute to Dr. King, however, is one that we can share in our daily lives-- the practice of nonviolence that Reverend Dr. Martin Luther King Jr. preached and practiced throughout his 39 years.

A Time to Reap for Foot Soldiers of Civil Rights

ALBANY, Ga. — Rutha Mae Harris backed her silver Town Car out of the driveway early Tuesday morning, pointed it toward her polling place on Mercer Avenue and started to sing.

“I’m going to vote like the spirit say vote,” Miss Harris chanted softly.

I’m going to vote like the spirit say vote,

I’m going to vote like the spirit say vote,

And if the spirit say vote I’m going to vote,

Oh Lord, I’m going to vote when the spirit say vote.



Wells-Barnett

As a 21-year-old student (on right in photo), she had bellowed that same freedom song at mass meetings at Mount Zion Baptist Church back in 1961, the year Barack Obama was born in Hawaii, a universe away. She sang it again while marching on Albany’s City Hall, where she and other black students demanded the right to vote, and in the cramped and filthy cells of the city jail, which the Rev. Dr. Martin Luther King Jr. described as the worst he ever inhabited.

For those like Miss Harris who withstood jailings and beatings and threats to their livelihoods, all because they wanted to vote, the short drive to the polls on Tuesday culminated a lifelong journey from a time that is at once unrecognizable and eerily familiar here in southwest Georgia. As they exited the voting booths, some in wheelchairs, others with canes, these foot soldiers of the civil rights movement could not suppress either their jubilation or their astonishment at having voted for an African-American for president of the United States.

“They didn’t give us our mule and our acre, but things are better,” Miss Harris, 67, said with a gratified smile. “It’s time to reap some of the harvest.”

When Miss Harris arrived at the city gymnasium where she votes, her 80-year-old friend Mamie L. Nelson greeted her with a hug. “We marched, we sang and now it’s happening,” Ms. Nelson said. “It’s really a feeling I cannot describe.”

Many, like the Rev. Horace C. Boyd, who was then and is now pastor of Shiloh Baptist Church, viewed the moment through the prism of biblical prophecy. If Dr. King was the movement’s Moses, doomed to die without crossing the Jordan, it would fall to Mr. Obama to be its Joshua, they said.

“King made the statement that he viewed the Promised Land, won’t get there, but somebody will get there, and that day has dawned,” said Mr. Boyd, 81, who pushed his wife in a wheelchair to the polls late Tuesday morning. “I’m glad that it has.”

It was a day most never imagined that they would live to see. From their vantage point amid the cotton fields and pecan groves of Dougherty County, where the movement for voting rights faced some of its most determined resistance, the country simply did not seem ready.

Yes, the world had changed in 47 years. At City Hall, the offices once occupied by the segregationist mayor, Asa D. Kelley Jr., and the police chief, Laurie Pritchett, are now filled by Mayor Willie Adams and Chief James Younger, both of whom are black. But much in this black-majority city of 75,000 also seems the same: neighborhoods remain starkly delineated by race, blacks are still five times more likely than whites to live in poverty and the public schools have so resegregated that 9 of every 10 students are black.

Miss Harris, a retired special education teacher who was jailed three times in 1961 and 1962, was so convinced that Mr. Obama could not win white support that she backed Senator Hillary Rodham Clinton in the primaries. "I just didn't feel it was time for a black man, to be honest," she said. "But the Lord has revealed to me that it is time for a change."

Late Tuesday night, when the networks declared Mr. Obama the winner, Miss Harris could not hold back the tears, the emotions of a lifetime released in a flood. She shared a lengthy embrace with friends gathered at the Obama headquarters, and then led the exultant crowd in song.

"Glory, glory, hallelujah," she sang. After a prayer, she joined the crowd in chanting, "Yes, we did!"

Among the things Miss Harris appreciates about Mr. Obama is that even though he was in diapers while she was in jail, he seems to respect what came before. "He's of a different time and place, but he knows whose shoulders he's standing on," she said.

When the movement came to Albany in 1961, fewer than 100 of Dougherty County's 20,000 black residents were registered to vote, said the Rev. Charles M. Sherrod, one of the first field workers sent here by the Student Nonviolent Coordinating Committee. Literacy tests made a mockery of due process — Mr. Boyd remembers being asked by a registrar how many bubbles were in a bar of soap — and bosses made it clear to black workers that registration might be incompatible with continued employment.

Lucius Holloway Sr., 76, said he lost his job as a post office custodian after he began registering voters in neighboring Terrell County. He said he was shunned by other blacks who hated him for the trouble he incited.

Now Mr. Holloway is a member of the county commission, and when he voted for Mr. Obama last week he said his pride was overwhelming. "Thank you, Jesus, I lived to see the fruit of my labor," he said.

The Albany movement spread with frenzied abandon after the arrival of Mr. Sherrod and other voting-rights organizers, and Dr. King devoted nearly a year to the effort. The protests became known for the exuberant songs that Miss Harris and others adapted from Negro spirituals. (She would go on to become one of the Freedom Singers, a group that traveled the country as heralds for the civil rights movement.) In the jails, the music helped wile away time and soothe the soul, just as they had in the fields a century before.

But the movement met its match in Albany's recalcitrant white leaders, who filled the jails with demonstrators while avoiding the kind of violence that drew media outrage and federal intervention in other civil rights battlegrounds. The energy gradually drained from the protests, and Dr. King moved on to Birmingham, counting Albany as a tactical failure.

Mr. Sherrod, 71, who settled in Albany and continues to lead a civil rights group here, argues that the movement succeeded; it simply took time. He said he felt the weight of that history when he voted last Thursday morning, after receiving radiation treatment for his prostate cancer. He thought of the hundreds of mass meetings, of the songs of hope and the sermons of deliverance. "This is what we prayed for, this is what we worked for," he said. "We have a legitimate chance to be a democracy."

Over and again, the civil rights veterans drew direct lines between their work and the colorblindness of Mr. Obama's candidacy. But they emphasized that they did not vote for him simply because of his race.

"I think he would make just as good a president as any one of those whites ever made, that's what I think about it," said 103-year-old Daisy Newsome, who knocked on doors to register voters "until my hand was sore," and was jailed in 1961 during a march that started at Mount Zion Baptist. "It ain't because he's black, because I've voted for the whites." She added, "I know he can't be no worse than what there's done been."

Mount Zion has now been preserved as a landmark, attached to a new \$4 million civil rights museum that was financed through a voter-approved sales tax increase. Across the street, Shiloh Baptist, founded in 1888, still holds services in the sanctuary where Dr. King preached at mass meetings.

Among those leading Sunday's worship was the associate pastor, Henry L. Mathis, 53, a former city commissioner whose grandmother was a movement stalwart. He could not let the moment pass without looking back.

"We are standing on Jordan's stony banks, and we're casting a wishful eye to Canaan's fair and happy land," Mr. Mathis preached. "We sang through the years that we shall overcome, but our Father, our God, we pray now that you show that we have overcome."

ARTICLE QUESTIONS: As a class, read and discuss the article "A Time to Reap for Foot Soldiers of Civil Rights" focusing on the following questions:

- a. To what does the phrase "our mule and our acre" refer?
- b. What is a foot soldier? What does the use of this word in the headline suggest about the civil rights movement?
- c. In Albany, Georgia, what has changed in 47 years? What has stayed the same?
- d. Why did many of the civil rights foot soldiers never think this day would come?
- e. Why did Miss Harris support Hillary Clinton in the primary?
- f. What does Mr. Sherrod mean when he says "We have a legitimate chance to be a democracy"?
- g. Following Obama's election, does a need for civil rights groups, like the one led by Mr. Sherrod, remain or are we now living in a "post-racial" world?
- h. What does the election of an African-American to the office of president mean to these people?

(Source: New York Times)

On the Air:

Examining the Roles of African-American Entertainers Throughout Television History



Objective: In this lesson, students will explore the issue of race in television since the 1950's, focusing specifically on African-American entertainers. After researching important issues, events, and television personalities of specific decades, students create "TV Guide" issues commemorating the "African-American experience" in television in those time periods

Materials:

- student journals
- pens/pencils
- paper
- copies of the article "An Evolving Vision In Black and White" (one per student, provided)
- research materials with information about African-Americans on television (computers with Internet access, media studies references, television references, etc.)
- **Duration:** 1 day

Lesson:

WARM-UP: Have students respond to the following prompt (written on the board prior to class):

"List your five favorite television shows, skipping a few lines between each.

- a. What races are represented in the show, and to what extent (e.g. main characters, recurring characters, etc.)?

- b. What role do you think the characters' races play on each of these shows?"
- After a few minutes, conduct a class discussion on the results of student journals, using the following questions as a guide: What racial patterns do students see among these shows? What do they think would account for these patterns? Do you think that the prevalence of African-Americans and other races in television is the same? Why or why not?
 - As a class, read and discuss the article: "An Evolving Vision In Black and White," focusing on the following questions:
 - a. What was "remarkable" about the three men on the cover of last week's "Newsweek" magazine?
 - b. What gesture of Eddie Cantor's caused a wave of hate mail?
 - c. According to the article, how have racial barriers changed throughout television history?
 - d. What is the status of African-American dramas on television today?
 - e. According to Donald Bogle, what aspect of African-American television personalities has remained consistent throughout television history?
 - f. What opinions about "Amos n' Andy" are cited in the article?
 - g. What is the author of the article's overall opinion of the TV Land special? How do you know?
 - h. What are the main topics addressed in "The Heroes of Black Comedy"?
 - i. What "breakthroughs" in the roles of African-Americans on television are cited in the article?
 - Divide students into six groups, and assign each group a decade in television history from the 1950's to today (alternately, create five groups and include the years 2000-2002 in the group focusing on the 1990's).
 - Each group is charged with creating a special commemorative "decade" issue of a television guide, focusing on the African-American presence in television in that decade. Using all available resources, students respond to the following questions (written on the board for easier student reference):
 - In general, what was the African-American presence in television like during this decade? How were African-Americans represented in comedy, drama and other television genres?

- How would you describe the social and political positions of African-Americans in the United States in this decade? How was this mirrored in their presence on television?
- What "breakthroughs" occurred in this decade with regards to African-Americans on television, and who led them? What was public opinion regarding these breakthroughs?
- What were the most popular shows with mostly or all African-American casts or cast members? How were the characters portrayed? What were some of the common themes of these shows?

An Evolving Vision in Black and White

By JULIE SALAMON



Chris Rock, a subject of Comedy Central's "Heroes of Black Comedy."



"The Autobiography of Miss Jane Pittman."



"The Jefferson's."

The three corporate moguls staring out from the cover of Newsweek last week were sternly conventional: dark suits, light shirts, conservative ties, close-cropped hair. Clearly Masters of the Universe, these newly appointed chief executives of Merrill Lynch, AOL Time Warner and American Express are remarkable-looking in only one way: they're all African-American.

Surely this is a sign that the world is hugely different than it was 50 years ago, when Eddie Cantor put his arm around Sammy Davis Jr. on a television variety show, an interracial gesture that instigated a wave of hate mail directed at Colgate toothpaste, the show's sponsor. Or than it was when the producer of "The Nat `King' Cole Show" was dressed down by an NBC executive who told him, "Nat is a Negro and most of these musicians are white and it looks like the white guys are working for a Negro."

Ancient history — or not? At the same time that the African-American titans appeared in stone-faced power poses on Newsweek, USA Today carried a report that not a single black or Hispanic can be found among the nation's governors or in the United States Senate.

Television reflects this dichotomy, and not just during Black History Month in February, with its onslaught of race-related programming. Yes, things have changed since Dick Gregory, on "The Steve Allen Show," taunted the audience: "Don't clap for me. Just take me to lunch when it's not Brotherhood Week." Racial barriers can seem eliminated from

the tube. Oprah Winfrey is an industry all by herself. African-American judges, doctors and teachers have become commonplace on prime-time shows, which once limited blacks to playing maids and clowns. Black sitcoms have found a substantial power base on Fox, WB and UPN. HBO has been instrumental in promoting new voices — like Chris Rock — in African- American comedy.

Yet all-black dramatic series like "Soul Food" (on Showtime) are rare; there is not a single black drama on network television.

"I don't believe there's a black drama you can put on American television today that will succeed the way we need shows to succeed," says Steven Bochco, producer of "City of Angels," the short-lived 2000 hospital drama with an all-black cast. "I think there's too much resistance in the culture." Too bad the litmus test for network executives had to be a clunky show like "City of Angels."

With its distortion of reality, television may be a fun-house mirror, but it has also proved to be a reliable reflection of certain cultural verities. The medium has played a crucial part in shaping public perception of African-Americans, even as black performers have influenced the direction of television.

When Nichelle Nichols, playing Lieutenant Uhura on the original "Star Trek," wanted to leave the show because she was stressed out, the Rev. Dr. Martin Luther King Jr. urged her to stay. He recognized the symbolic importance, in the 1960's, of having a strong black woman appear on a television drama. Throughout the early days of television, recalls Maya Angelou, the poet and a star of "Roots," "you saw somebody black on television, you just ran to see who it was."

This troubled, dynamic relationship between a populist medium and an aggrieved minority population is the subject of "Inside TV Land: African-Americans in Television," a three-part series beginning tonight on the TV Land cable channel. Focusing more on sociology than aesthetics, the series emphasizes not just the importance of powerful artistic works like "Roots" and "The Autobiography of Miss Jane Pittman," but also the significance of raucous sitcoms like "Sanford and Son" and "The Jeffersons" — particularly to black audiences.

The series echoes the themes of "Primetime Blues," Donald Bogle's discerning book on the same subject. (Mr. Bogle was a consultant to the TV Land special.) Mr. Bogle wrote: "Black viewers might reject the nonsense of the scripts for some episodes of 'Sanford and Son' or 'The Jeffersons' or 'Martin.' Or the evasions of an otherwise moving series like 'I'll Fly Away.' But they never really rejected a Redd Foxx or a Sherman Hemsley or Martin Lawrence or Regina Taylor's Lily. What remained consistent throughout television history was that a group of dynamic or complicated or intriguing personalities managed to send personal messages to the viewers."

Old bugaboos are given a revisionist spin in "Inside TV Land." "Amos 'n' Andy," the radio vaudeville act that became a television hit in the early 1950's, was also widely

reviled by civil rights groups, whose members called the characters offensive stereotypes. But with greater diversity on television has come more tolerance for shtick and less concern that a particular characterization might reflect badly on an entire race. So while Julian Bond, the civil rights leader, expresses continued disdain for "Amos 'n' Andy," Quincy Jones, the musician, acknowledges, "They had some funny material." Debbie Allen, the dancer and actress, goes even further: "I would no sooner try to take 'Amos 'n' Andy' off the air than I would take Aunt Jemima off a pancake box."

"Inside TV Land" deals breezily with its provocative topic. Produced more dutifully than imaginatively, it is an encyclopedic enterprise with overtones of a tribute program, full of earnest self-congratulations. Though limited to variety, drama and comedy programs — there's no sports, news or Oprah — this breathless series seems to be scurrying as it covers 60 years of television.

A serious discussion of television's influence on black politics is impossible without examining news coverage of the civil rights movement. But even this limited approach is fascinating, touching on illuminating incidents and illustrated by vibrant clips that reflect television's absurdity, poignancy, importance and triviality. Some might find it worthwhile simply to ogle the young Harry Belafonte, stunning in a gleaming white shirt open to his waist.

On Monday, Comedy Central takes a narrower, but sharper, attitude in its more pointed five-part documentary series, "The Heroes of Black Comedy," which celebrates contemporary African-American humor and its effect on show business. By profiling artists like Mr. Rock, Whoopi Goldberg and Richard Pryor, and by examining the link between hip-hop music and comedy, this series grapples with the social currents that allow for a black American Express chief executive in a country with no black governors. It celebrates performers who have transformed the harshest realities of their lives into comedy that sometimes just mimics vulgar realities, but often provides brilliant social commentary, skewering blacks as well as whites.

In one routine, Mr. Pryor, born in 1940, recalls meeting his first white man, who came to the family's home in Peoria, Ill., looking for Mr. Pryor's mother, a prostitute. As a young comedian, Mr. Pryor turned the shock of this encounter into material, asking what would happen if blacks went through white neighborhoods doing the same thing?

The incident and Mr. Pryor's recollection of it provided a profoundly personal sociology lesson. "When the notion of race is laid down in that kind of way, I don't think you ever get over that," says Paul Schrader, the film director and writer.

These close-up portraits offer resonant personal stories, but the long lens of the "Inside TV Land" special provides valuable insights into the evolving ways race has been treated in popular culture. It shows an excerpt from the 1970's series "Sanford and Son," about a widowed junk dealer and his son. Mr. Foxx, as Fred Sanford, studies the evening television schedule and observes: "Flip ain't on, Cosby ain't on, Sammy Davis ain't on. I guess after 8:30 it's white night."

It had been white night throughout the early years of television, with black performers appearing mainly as accent notes on variety shows or as comic characters in series. Occasionally, in the 1950's, a serious black actor like Ossie Davis or Sidney Poitier was featured in such theatrical showcases as "The Philco Television Playhouse," carrying a double burden, dramatic and symbolic.

"Sidney had such a weight to carry to be the first black actor to achieve what he did in this town," says Diahann Carroll, with special empathy. Ms. Carroll starred in "Julia," a 1968 sitcom about a single black mother who was a nurse. The show dealt with racial prejudice, but in a jaunty, sitcom way that drew fire for having a heroine who was too assimilated into the white world.

Inevitably, a populist medium like television invites backlashes with every breakthrough — even the breakthroughs that seem almost impossibly mundane in retrospect, as when Cicely Tyson unnerved people by wearing her hair in an Afro on "East Side/West Side," a 1963 drama starring George C. Scott as a New York social worker. (Ms. Tyson played his secretary.)

A few years later Bill Cosby radicalized television simply by being cool and debonair on "I Spy," an equal partner with co-star Robert Culp. In the 1980's, in "The Cosby Show," Mr. Cosby was a more racially explicit hero as Cliff Huxtable, a physician and a family man married to a lawyer. The Huxtables were familiar to everyone who watched, but especially recognizable to African-Americans, who connected to the show's subtle yet thorough reflection of upper-middle-class black life.

"Inside TV Land" addresses the cynicism of network programming after the civil rights movement made it fashionable to more fully integrate television. When the political humor on "The Smothers Brothers Comedy Hour" became too pointed, CBS canceled it, despite strong ratings, and replaced it with "The Leslie Uggams Show," a lightweight variety program. "What better way to shut everybody's mouth than to bring a little chocolate bunny on to have her own show," recalls Ms. Uggams ruefully. "We were just there to take the heat off the fire."

When television began, official racial segregation was sanctioned in many states, and having a black actress play a maid on TV was considered, among African-Americans, both an insult and a coup. Now, blacks run some of the heftiest corporations in the United States.

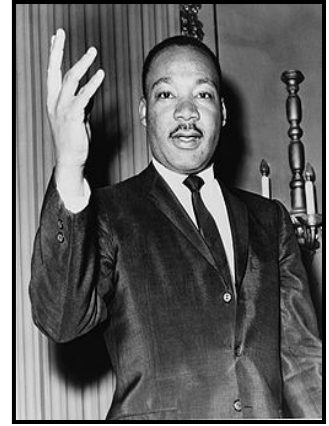
But on television, with the emergence of new networks and proliferation of cable, there is a tendency to design shows for very specific audiences, which creates a new kind of segregation. There are entire programming schedules directed at teenagers, others aimed specifically at African-American audiences. Meanwhile, black characters are routinely included on mainstream shows like "E. R." and "The West Wing." The fire may be cooler, but race still matters.

(Source: New York Times)

Martin Luther King, Jr.

LESSON PLAN

“I HAVE A DREAM”



Grade Level(s): Secondary

CBC Connection: I.2 **Literature:** Nonfiction

III.2.B Civic Responsibility: Cite examples throughout United States history of actions taken by people to bring changes in their community, state, and nation and discuss the effectiveness of these actions.

Objective: Students will improve their critical thinking skills by participating in written and oral presentations utilizing Dr. Martin Luther King's "I Have a Dream" speech.

Materials:

- Written or Tape recording of Dr. Martin Luther King's "I Have a Dream" speech.
- Paper
- Handout of background information
- Worksheets (provided)

Duration: 2 days

Lesson:

Activity 1:

Teacher will distribute background information on the civil rights movement (see attachment).

- Students will read aloud and discuss Dr. King's leadership role.
- Discuss with students, section I worksheet questions as a whole group activity.

Activity 2:

- Place students in cooperative learning groups and assign each group a different set of questions and worksheets to complete.
- **Optional, Extra Credit:** Recording the Dream

Background Information

Civil Rights

Background

Before the civil rights movement of the 1950's and 1960's, racial discrimination was deeply imbedded in American society. The reality of life for the great majority of African Americans meant that they lived with gross inequities in housing, employment, education, medical services, and public accommodations. Often they were denied the right to vote and faced great injustices within the legal system.

Segregation was a way of life. Most urban blacks, particularly in the South, lived in isolated tenements because white landlords refused them rent. Blacks had little access to "good" jobs, finding work mainly in positions of service to white employers. Black children attended separate, inferior schools. The result of being denied both employment and educational opportunities was that the great majority of African American families lived in poverty, with nearly 75% earning less than \$3,000 a year in 1950. In addition, Southern blacks were denied admittance to such public facilities as hospitals, restaurants, theaters, motels, and parks. Blacks were even denied the use of public restrooms and drinking fountains marked with "For Whites Only" signs. When separate public accommodations for blacks were provided, they were usually inferior in quality and poorly maintained. At establishments in which practicality dictated that blacks and whites share the same facilities, blacks were relegated by law to the back of buses and trains and to the balconies of movies houses and courtrooms.

Worse, many African Americans were even denied the right to participate in America's political process. They were kept from voting by state laws, poll taxes, reading tests, and even beatings by local police. Unlawful acts of violence against blacks, such as those perpetrated by the Ku Klux Klan, were ignored by the much of Southern society, and African Americans could expect little help from the judicial system. In fact, instances of police intimidation and brutality were all too common.

Change came slowly. Embittered Southern whites carried distrust learned during the years of Reconstruction following the Civil War. However, in the late 1940's following World War II (when America had fought for freedom and democracy abroad and therefore felt compelled to make good on these promises at home), the federal government began to pass laws against racial discrimination. The United States military was integrated for the first time, and new laws and court rulings prohibited segregation in schools, government buildings, and public transportation. However, many of these laws met with bitter opposition in the South or were simply ignored. When members of the African American community tried to break through old barriers, they were often threatened or beaten and, in some cases, killed. Likewise, black homes and churches were sometimes burned or bombed.

It was within this atmosphere that Martin Luther King, Jr., rose as a prominent leader in the civil rights movement. The son of a Baptist minister who was himself ordained, he was inspired by both Christian ideals and India's Mohandas K. Gandhi's philosophies of nonviolent resistance to peaceable confront injustice. King first came into the national spotlight when he organized the Montgomery, Alabama, bus boycott----during which time he was jailed, his home burned, and his life threatened. The result, however, was the mandate from the Supreme Court outlawing segregation on public transportation, and King emerged as a respected leader and the voice of nonviolent protest. He led marches, sit-ins, demonstrations, and black voter-registration drives throughout the South until his assassination in 1968 in Memphis, Tennessee.

In 1964 King was awarded the Nobel Peace Prize for his work in the civil rights movement. Both Americans and the international community recognized King's contributions in overcoming civil rights abuses without allowing the struggle to erupt into a blood bath. It was King's leadership that held the movement together with a dedication to nonviolent change. Many believe that King's skillful guidance and powerful oratory skills kept the South out of a second civil war, this time between the races. King led the civil rights movement to meet each act of violence, attack, murder, or slander with a forgiving heart, a working hand, and a hopeful dream for the future.

Worksheets

Note: Answer sections I, II, III and IV on a separate sheet of paper:

I. Vocabulary Development

- a. Find three words in the background information on the previous page about which you are unsure and look up their meanings. Write the definitions.
- b. Read Dr. King's I Have A Dream speech. Find seven words about which you are unsure and look up their meanings. Write the definitions.

II. Rhetorical Structure: Figures of Speech

Certain rhetorical devices called figures of speech (similes, metaphors, allusions, alliteration, etc.) are used in both poetry and prose to make ideas more memorable and forceful. For centuries speakers and writers have known that such well said devices affect listeners and readers in powerful ways.

1. Define: alliteration, allusion, metaphor, and simile.
2. "Five score years ago," the opening phrase of King's speech, is an allusion to what or whom? Why was this appropriate for King to begin his speech?
3. King's speech contains other allusions in addition to the one with which he opens his speech. Find an allusion to the Declaration of Independence and the Bible.
4. Find an example of alliteration in King's speech.
5. Find an example of a metaphor.
6. Find an example of a simile.
7. In the second paragraph, King says that "the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination."

- What type of figure of speech is this?
 - These words bring up strong images of slavery. Why would this be an effective method of moving his audience?
 - What inference was King making about the progress of African Americans to enter the mainstream of American life in the one hundred years which followed the end of slavery?
8. Another figure of speech is called an anaphora or the repetition of a word or phrase at the beginning of a sentence, verse, or paragraph. Besides the famous "I have a dream" phrase, find two other examples of anaphora's.
9. List at least two possible effects upon King's audience of repeating the phrase, "I have a dream."
10. Nearly every line of King's speech is filled with powerful images, or "mental pictures," many created by using figures of speech. Images help audiences to feel what speakers/writers want them to feel, help them remember what they have read or heard, and help them understand difficult material. Write a well-developed paragraph telling which of King's images you find most powerful and appealing and explain why this image had meaning for you.

III. Understanding the Dream

1. Write a paragraph summarizing King's dream in your own words.
2. What are some of the specific acts of injustice against African Americans which King cites in his speech?
3. Besides the Declaration of Independence and the Bible, King cites "the American dream" as a source for his own dream. What is the American dream? Discuss this concept with friends and family members and then write a composite definition for this commonly used term.
4. Near the end of his speech, King names many different states. Why do you think he did this?
5. "I Have a Dream" was a persuasive speech meant to convey to King's audience the need for change and encourage them to work for federal legislation to help

end racial discrimination. If you had been in the vast crowd that day, do you think you would have been moved by King's speech? Why or why not?

IV. Relating to the Dream

1. What is your definition of racism?

2. The civil rights movement was met with much opposition, from Southern governors and other elected officials to cross-burning members of the Ku Klux Klan. Unfortunately, Civil Rights opponents sometimes turned to violence against black leaders and members of the black community.
 - Explain why you think extreme right-wing organizations such as the Ku Klux Klan would choose violence as a means to fight against the Civil Rights movement, even though their actions enraged the rest of the country and gained sympathy for the cause of Southern blacks?

 - Why do you think the black community withstood such violent attacks without responding with their own violent retaliations? Explain your response.

3. Today "skinheads" share the same radical right-wing philosophies and views supporting white supremacy and segregation of the races that had been held by Hitler during World War II and the Ku Klux Klan during the civil rights movement.
 - What are your views on racist radical right-wing groups, do you think these groups are dangerous? Explain your response.

4. King was assassinated for his work in civil rights. A quotation from the Bible on the memorial at his gravesite reads, "Behold the dreamer. Let us slay him, and we will see what will become of his dream."
 - What do you think has become of King's dream?
 - Write two paragraphs: one telling in what ways the dream has been fulfilled and one telling what yet remains to be accomplished.

V. *Recording the Dream: Optional, Extra Credit*

Tape record King's "I Have a Dream" speech, following these requirements:

1. Introduction: Present a brief introduction to the speech which should last no longer than one minute.
 - a. You may use any of the material in this assignment as a reference for your opening remarks, but your introduction must be in your own words.
 - b. Provide your audience with enough background information so that they can understand the context in which this speech was given. Strive to answer the five "W's"--who, what, when, where, and why.

2. Oral Presentation
 - a. Your expression should communicate the full meaning of King's message through appropriate voice inflection, tone, clarity, and rate of speech. Your interpretation should convey the full power of the speech's underlying imagery.
 - b. Phrasing of the speech should show that you understand the meaning King intended, including the relationship of one sentence to another and the importance of punctuation by observing appropriate pauses.

Source: http://www.eduref.org/Virtual/Lessons/Language_Arts/Literature/LIT0004.html

Martin Luther King Jr.

LESSON PLAN



Living Legacies:

Commemorating People Who Have Positively Impacted Society

Grade Level(s): Secondary

CBC Connection: I.2 Literature: Nonfiction

III.2.B Civic Responsibility: Cite examples throughout United States history of actions taken by people to bring changes in their community, state, and nation and discuss the effectiveness of these actions.

Living Legacies

Commemorating People Who Have Positively Impacted Society

Author(s)

[Michelle Sale, The New York Times Learning Network](#)

[Javid Khan, The Bank Street College of Education in New York City](#)

Grades: 6-8, 9-12

Subjects: American History, Fine Arts, Global History, Language Arts, Social Studies

[Interdisciplinary Connections](#)

Objective:

- Students will reflect on how their actions and beliefs will impact future generations.
- Explore an art exhibit illustrating the legacy of Dr. Martin Luther King, Jr. by reading and discussing, "Inspired by Freedom and the King Legacy."

- Research the beliefs and actions of a particular famous person, as well as visuals that represent this person and their impact on society and create a "Living Legacies" art exhibit.
- Write reflective pieces examining how their assigned famous person has affected history.

Materials:

- student journals
- pens/pencils
- paper
- classroom blackboard
- copies of "Inspired by Freedom and the King Legacy" (one per student, provided)
- computers with Internet access
- display boards or large poster board (optional)
- scissors (optional)
- glue (optional)
- markers (optional)

Lesson:

- **Activities / Procedures:**

- In their journals, students should respond to the following questions (written on the board prior to class):
 1. "What impact do you think you will have on society?"
 2. For what would you like to be remembered?
 3. What will be your legacy?"
- After a few minutes, allow students time to share their responses. What famous people do you believe have had the greatest positive impact on today's society?
- As a class, read and discuss the article "Inspired by Freedom and the King Legacy (attachment) ," using the following questions:
 - a. What do Sherman Watkins and Sam Adoquei have in common?
 - b. What did Tim Rollins discover about immigrant children?
 - c. What goals do Tim Rollins and Gary M. Chassman have in common?

- d. Where is the exhibit premiering?
- e. What artists will be featured in the exhibit?

3. Explain that students will be working in pairs to create a proposal for an art exhibit examining how a particular famous person from the twentieth century shaped our society today. Assign each pair a famous person from the list created during the Do Now activity.

Students should research who this person is, why he or she is famous and how his or her actions or beliefs affected modern society. Students should pay close attention to information that people may not ordinarily know about this person. To guide their research, students should answer the following questions:

- What is the full name of the person you are researching?
When was this person born? When did they die?
Where did this person grow up?
What beliefs or actions made this person stand out?
What events or organizations are associated with this person?
How did this person impact society?
What groups of people or individuals were most affected by the actions of your assigned person?
How did your person die?
If applicable, did the death of your assigned person happen as a result of their work?
How is this person remembered today? Consider holidays, monuments, cultural references, etc.
What symbols or pieces of art best represent the values and ideals of this person?

- Once research is completed, students will create a "**Living Legacies**" exhibit using the materials they have gathered. If specific visual examples cannot be located, students may create examples they would want to see in an art exhibit about their assigned person. Exhibits could be made on boards to display as a "museum walk" in a future class.

Inspired by Freedom and the King Legacy

By *ELIZABETH OLSON*



WASHINGTON, June 18 — Sherman Watkins was overseas in the Air Force during much of the civil rights movement, but when he returned, he felt compelled to paint the era and its leader, the Rev. Dr. Martin Luther King Jr., even though it meant years of hardship.

Sam Adoquei, an immigrant from Ghana, spent six years painting a triptych of Dr. King to thank Americans for "everything I know, for all my ideas and for what America gave me."

The New York-based artist Tim Rollins, on assignment in Munich four years ago, found that the Russian immigrant children he was teaching knew more about the American civil rights leader than the students he taught at home. He came back determined that his students at Kids of Survival in the South Bronx and Chelsea would learn about the importance of Dr. King.

That was just about the time that Gary M. Chassman, executive director of Verve Editions, an independent fine-arts publishing company, got a similar idea about Dr. King. "I remember thinking we no longer had any heroes in American life; they had all been reduced to meaningless icons for commercial use," he said while surveying the 115 works of painting, sculpture, drawing, collage, photography and mixed media that he helped assemble "to rekindle the flame" of Dr. King and his movement.

These works form the exhibition "In the Spirit of Martin: The Living Legacy of Martin Luther King Jr.," at the International Gallery in the S. Dillon Ripley Center of the Smithsonian Institution here until July 27. It took almost four years of intensive research to put together, said Helen M. Shannon, a curator of the show and also director of the New Jersey State Museum.

The show's artists range from the famous, like Andy Warhol and Norman Rockwell, to the not especially well known. But some works are immediately recognizable; including one by Charles Moore, whose photographs of civil rights protesters buckling under fire hoses wielded by police officers appeared in magazines and newspapers at the time. Rockwell's depiction in Look magazine of a pig-tailed black schoolgirl flanked by marshals is also for many a familiar image.

Less known is a sketch Rockwell made in 1965 for a painting, "Murder in Mississippi," also published in Look, which shows how he imagined the bewilderment, agony and fear of civil rights workers as they were slain.

Is there anything more to be said or seen about the man and the era? Mr. Watkins and many other artists who painted Dr. King in recent years said the answer was yes. In an interview Mr. Watkins said that when he returned to his home in Hampton, Va., after his military service abroad, "it dawned on me that I had to paint the entire movement." He added: "I didn't want to, but I felt I had to do it. So I worked several jobs and went without food.

"It was hard on everyone in the family," Mr. Watkins said of his compulsion to record the life and death of Dr. King. In 1985 he painted "A Price for Freedom," which captures with photographic precision Dr. King's funeral procession. It is part of a 40-piece series he has painted over the last two decades.

Mr. Adoquei took a very different approach with his allegorical painting called "Legacy and Burial of Martin Luther King Jr.," after the man whose words and attitude inspired him when he arrived in the United States in 1981.

Mr. Adoquei, now based in New York, said he tried to convey the universality of Dr. King's fight in his 1998 work. He painted him surrounded by people of many nationalities. Pigeons, representing freedom, are tied up with string, waiting to be released after Dr. King's death, and "are a symbol of freedom yet to come," he explained.

Another artist, Malcah Zeldis, depicted Dr. King in a garden, hedged with rose bushes, along with Lincoln, Gandhi, and many others, including herself. Although she lives in New York now, she said that growing up in Detroit exposed her to prejudice against Jews that made her interested in "showing how people can spiritually transcend their difficulties."

Dr. King's "deep spirituality, his poetic sensibility and his courage" moved her to paint him in her 1999 "Peaceable Kingdom."

(Source: New York Times)

Additional Activities to Celebrate Black History Month

Additional K-12 ACTIVITIES TO CELEBRATE

Black History Month

- **Create a poster** illustrating how a day becomes an official national holiday. To examine the difficulty of this process, consider the controversy over the creation of Dr. Martin Luther King, Jr.'s holiday.
- **Write an article** for your school's newspaper about people who are leaders for social justice today. If there are no clear leaders, why don't you think there are? What qualities make up a leader? How is the social justice movement impacted by what is happening today?
- **Examine and gather photographs** from newspapers and news magazines to create a journal illustrating the struggle and importance of the American civil rights movement.
- **Research famous quotations** said by Dr. Martin Luther King, Jr. and incorporate them into a book. Include when and where each quotation was said. For each entry that you feel strongly about, write a brief explanation of why this quotation is important to you.
- Learn about how racial, ethnic, or religious conflicts are played out in education systems of another country, such as Serbia (Serbs and Croatians), Israel and the Occupied Territories (Jews and Arabs), or Northern Ireland (Catholic and Protestant). Write a short essay on the historical background of this conflict and solutions that have been attempted. Then offer your own possible solution, taking into account the sensitivity of the issues involved.
- **Compare the racial make-up of five different types of Universities' applicant pools** (private, public, religious, etc.) to the racial make-up of their incoming classes. By how many percentage points do these numbers differ? Hypothesize factors that might account for this discrepancy, such as racial discrimination (if the percentage of applicants of a particular race is far above the admitted students of this race), a quota system, or scholarships for races with higher than normal representation. Also keep in mind the breakdown of individual races (do not simply consider "minorities" as one group), in-state/out-of-state quotas, and other related factors. Then research the University's admissions policies to discover whether or not your hypotheses were accurate. Write up your findings in a lab report.
- Media Studies- Watch two films (one drama and one comedy) in which a person

masquerades as a different race, gender, etc. and observe how these issues are treated in popular culture. Some dramas might include "Gentleman's Agreement" "Shakespeare in Love," and "Black Like Me"; comedies might include "Soul Man," "Tootsie," or "The Hot Chick." Consider the similarities and differences regarding how each type of movie deals with the psychological issues related to "passing." Which do you think dealt with these issues more accurately? Which was more compelling for you and why? Why do you think this is a popular subject for films?

- Teaching with The Times- As you read in the article, "the Bush administration was not legally involved and did not have to take a position" in the current University of Michigan affirmative action discussion. Why do you think President Bush chose to make a statement, as well as file a brief, on this matter at this time? Write an editorial in the style of The New York Times analyzing the administration's decision.
- Read Martin Luther King, Jr.'s "I Have a Dream" speech. Write a journal reflecting on King's vision and whether or not it seems to have been fulfilled. If so, how was this achieved? If not, what is still keeping this dream from being a reality?
- **Citizenship/role playing.** This activity has been used in classrooms everywhere -- but it's one worth repeating from time to time! The activity helps students understand the concept of "discrimination." For this activity, divide the class into two or more groups. Some teachers divide students by eye or hair color; some invite students to select and wear badges of different colors (purple, green, and other colors that are not related to skin color); and others isolate students whose first names begin with the letter "b," (or whichever letter is the most common first letter of students' names in the class). For a class period or for an entire school day, one group of students (for example, the kids who have blond hair, those wearing orange badges, or the ones whose names start with "b") are favored above all others. Those students receive special treats or special privileges, and they are complimented often. Students who aren't in the "favored" group, on the other hand, are ignored, left out of discussions, and otherwise discriminated against. At the end of the period, students discuss their feelings. How did it feel to be treated unfairly, to be discriminated against? Invite students to talk about times when they felt they were judged or treated unfairly. How does this "experiment" relate to the life of Martin Luther King, Jr.? (Source: Kidsphere listserv)
- **Read aloud.** Read aloud one of many Martin Luther King, Jr. biographies to motivate interest in creating a timeline of his life. Your school and local libraries

are sure to have several to choose from. Select a handful of the most important events from the book to start your timeline. Let students fill in other events as they use other books and online resources to learn more. Teachers at the lower grades might focus on books that emphasize a "getting along" theme -- books such as *The Land of Many Colors* by the Klamath County YMCA (Scholastic, 1993), *Together* by George Ella Lyon (Orchard Paperbacks), and *The Berenstain Bears and the New Neighbor* (about the bears' fears when a panda family moves in next door).

- **Geography.** On a U.S. map highlight places of importance in the life of Martin Luther King. Place a pushpin at each location and extend a strand of yarn from the pin to a card at the edge of the map. On the card explain the importance of that place.
- **History/role playing.** Make a list of events that are included on your Martin Luther King timeline (e.g., Rosa Parks' bus ride, integrating Little Rock's schools, a lunch counter protest, the "I Have a Dream..." speech). Let students work in groups to write short plays in which each group acts out one of the events.
- **Writing.** Martin Luther King's "[I Have a Dream...](http://www.pbs.org/greatspeeches/timeline/1960)" speech is one of the most famous and often quoted speeches of all time. Read the speech aloud. Invite students to listen to the speech. Write on a chart some of the "dreams" that Martin Luther King expressed in it. Ask students to think about the things they dream for themselves, their families, their country, and the world, and to express those dreams in their own "I Have a Dream..." essays. (See <http://www.pbs.org/greatspeeches/timeline/1960>).
- **Multiculturalism.** A simple class or school project can demonstrate the beauty of diversity! Martin Luther King's dream was to see people of all countries, races, and religions living together in harmony. Gather seeds of different kinds and invite each student to plant a variety of seeds in an egg carton. The seeds of different shapes, sizes, and colors will sprout side by side. Once the plants are large enough, transplant them into a large pot in the classroom or in a small garden outside. Each class in the school might do the project on its own, culminating in the creation of a beautiful and colorful (and diverse!) schoolwide garden. (Source: Richard Ellenburg, Orlando, Florida -- Learning magazine,

January 1994.)

- **More geography.** On March 21, 1965, Martin Luther King, Jr. led a march from Selma to Montgomery (Alabama) to focus attention on black voter registration in Selma. More than 3,000 people began the march; by the time the marchers arrived at the state capitol in Montgomery, their ranks had swelled to 25,000! Five months later, President Lyndon Johnson would sign into law the Voting Rights Bill. The march started at Browns Chapel in Selma, crossed the Edmund Petras Bridge, and headed down route 80 to Montgomery. On a map invite students to find the route the march traveled and to figure out approximately how many miles many of the marchers walked.

- **Music.** Discuss with students the meaning of the words to the song *We Shall Overcome* in light of Martin Luther King, Jr.'s life and the civil rights movement. If possible, play a recording of the song. In addition, you might be able to track down a copy of "We Shall Overcome," a PBS documentary that chronicles the history of this famous civil rights hymn. (See http://www.pbs.org/wgbh/amex/eyesonthepize/profiles/17_king.html)

- **Classifying/creating a chart.** (Upper elementary/middle/high school.) In what ways did the civil rights movement change the lives of African Americans? Use this [activity from ERIC](#) to view six important events in the movement. Invite students to complete a chart that describes the problem that led to each event and what improvements were brought about as a result of the event. (See <http://www.eduref.org/Virtual/Lessons/>)

- **Poetry.** Invite students to write poems about Martin Luther King, Jr. Read *Standing Tall*, a poem about Dr. King by Jamieson McKenzie, from the online magazine *From Now On*. (See <http://www.fno.org/poetry/standing.html>).

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA), as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963, as amended - prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

School Board Rules 6Gx13- 4A-1.01, 6Gx13- 4A-1.32, and 6Gx13- 5D-1.10 - prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.
Revised 5/9/03