Mr. Ciambarella

**Unit 7: Civil Rights Movement**

**1963 March to 1964 Freedom Summer**

**15 Point Class Participation/Discussion Activity**

**Directions:** This will be a 15 point "Class Participation/Discussion Grade". Part of your grade is your participation & discussion with partners/small groups and part is participation & discussion in our large class group.

You do NOT have to write anything down here. Your grade is 100% participation and discussion. You are NOT required to write anything down. However, of course, you can take your own notes if you want.

1. Discuss with your partner- what are your overall thoughts and reactions to the video we watched on The 1963 Children's March?
2. Open my website "Week 1 MLK and Diane Nash". ONLY read the first two pages from MLK speech "The Most Durable Power". Discuss with your partner…a) What is MLK saying here? b)Why do you think so many people were so inspired by MLK's message and even willing to give their life for it?
3. Open my website "Week 1 MLK and Diane Nash" ONLY read the last page. Only read page 131. Discuss with your partner- what are the main ideas Diane Nash is saying in this interview? How do her ideas relate to what you saw and learned about the 1963 Children's March?
4. Beatles singer John Lennon once said, "The two most powerful forces for change are nonviolence plus a sense of humor because these are weapons the enemy has no answer for." What do you think John Lennon meant by this? How did you see this in the 1963 Children's March? Do you agree or disagree with John Lennon's idea? Why?
5. After the 1963 Children's March…President John F Kennedy goes on national TV and says his #1 priority will be a Civil Rights Act which will make all segregation and discrimination in the USA illegal. President Kennedy will be killed and assassinated a few months later. Some people say that JFK makes too many powerful enemies in his quest to change the USA and this is why he is killed. What are your thoughts about this?
6. In order to get US Congress to pass the Civil Rights Act, the famous MARCH on WASHINGTON is organized. NOW skim over our textbook page 920. After you yourself skim over page 920 then answer these questions with your partner:
7. What was the March on Washington?
8. What was the main idea of Martin Luther King's famous "I Have a Dream Speech"?
9. What was the 1964 Civil Rights Act and why is it so important to your Unit 7 Essay Outline and to the USA?
10. Go to [www.youtube.com](http://www.youtube.com)

Get out your headphones/earbuds. Listen with your earbuds or headphones. If you don't have earbuds then you can mute the volume and just click the CC to read the subtitles.

Search "MLK I have a dream highlights"

Select the first video that is 5:18 long

Listen to this 5:18 excerpt from MLK's I Have a Dream Speech by yourself.

(If you want you can click on CC to see the subtitles as you listen).

After you and your partner each listen to the 5:18 speech excerpt discuss with your partner…

a)What are some main ideas in the speech?

b)How does what MLK is saying relate specifically to what you are learning about in Unit 7 and the civil rights movement?

c)How does this speech relate to the major themes of this class?

1. Now open my website and read "Week 2 Malcolm X on March". This is an excerpt from *The Autobiography of Malcolm X.* Read pages 284-287 by yourself. After you read then discuss these questions with your partner:
2. What does Malcolm X call the March on Washington and why?
3. What are the main ideas on these pages? What does Malcolm X say was wrong about the March on Washington?
4. What would Martin Luther King argue in response to what Malcolm X is saying here?
5. What are your own thoughts and opinions about this?
6. Let's summarize part of your Unit 7 Essay Outline. With your partner discuss…
7. What was the first obstacle? Legal Obstacles?
8. How did the Civil Rights Movement resist these legal obstacles?
9. In your opinion..was the Civil Rights Movement successful in overcoming the Legal Obstacles?
10. Let's go on to Obstacle #2- Political Obstacles. Discuss with your partner…..
11. What do you think are the main ideas here? What are the political obstacles for African-Americans and other minorities in the USA in the 1950s-1960s?
12. Let's get some specific details about these POLITICAL OBSTACLES. Open our textbook and read page 493.
13. After you read page 493 by yourself then discuss with your partner..what are the specific details and examples of political obstacles for African-Americans and minorities?
14. On my website go to "Week 2 Alabama Literacy Test"

This is an actual "literacy test" used in the state of Alabama in 1965. This "test"' was given to any African-American who tried to vote. If you got any question wrong then you were not allowed to vote.

Try to answer some questions with your partner. How many questions can you answer?

Why didn't white people have to take this "literacy test" to vote?

1. Go to [www.youtube.com](http://www.youtube.com)

Search "Selma movie clip application vote"

Watch the 1:18 movie scene from the movie "Selma" where an African-American tries to vote in Alabama in 1964.

After you watch the clip, discuss with you partner your thoughts about this scene and how it relates to today's class discussion.

1. Now, discuss with your partner….what do you think will be some strategies used by the Civil Rights Movement in 1964 to "resist" and "overcome" these political obstacles?
2. Now let's read an overview of how the Civil Rights Movement will actually overcome these political obstacles. Now by yourself read pages 921-922 in our textbook "Fighting for Voting Rights". After you read, answer these questions with your partner:
3. What was Freedom Summer?
4. What race/color were the majority of students who volunteered their time (and life) for Freedom Summer?
5. Look at the picture on page 921. How could you use this picture (and answer to the question above) as evidence for or against Malcolm X's ideas about Integration vs Separation?
6. Who was Fannie Lou Hamer and what did she do?
7. What was the Selma Campaign?
8. What is the GREAT SUCCESS you need to put in your Essay Outline that overcomes all these political obstacles in 1965?
9. Now let's look at one more famous example of White + African-American students risking their lives together to draw attention to the Civil Rights Movement at this time: The Freedom Riders. Read pages 916-917 by yourself and then discuss with your partner:
10. Who were The Freedom Riders and what did they do?
11. What happened to James Peck and other Freedom Riders when they tried to ride buses together through the South?
12. How could you use this example in your Project #3 Trial of Malcolm X?
13. Finally take out your homework due today. Discuss with your partner your answers to the 3 questions due today:
14. Do you want to be on the Prosecution or Defense Team and WHY?
15. Which of the 3 topics do you want to do and WHY?
16. What are your 3 pieces of evidence you could use as support?
17. FINALLY- at this point do you agree more with Martin Luther King or Malcolm X's ideas and WHY?