The Civil Rights Movement: Freedom Summer

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ACKNOWLEDGMENTS

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Class Test Sites

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The Civil Rights Movement: Freedom Summer

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Episode 1 The Civil Rights Workers
Episode 2 Preparing for the Trip
Episode 3 Service Refused
Episode 4 Stay or Leave
Episode 5 The Freedom School
Episode 6 The Farewell
Assessment Synthesis Activities

The Storypath Approach
To learn more about the Storypath approach, go to
http://fac-staff.seattleu.edu/mmcguire/storypath.html
Also available from Everyday Learning Corporation is Storypath Foundations: An Innovative Approach to Teaching Social Studies. Call 1-888-SRA-4543 to order a copy.
DEVELOPING THE STORY

The Civil Rights Movement: Freedom Summer unit evolves over six episodes as students learn about the Civil Rights Movement of the 1960s particularly the Mississippi Summer Project. Students create civil rights workers who travel to Jackson, Mississippi in the summer of 1964 to register Black voters for the upcoming presidential election. Through this process they examine issues of justice and equality and learn about the courage of the civil rights workers and Black families who risked their jobs, property, and sometimes their lives to register to vote. The unit naturally integrates social studies, literacy, and art as students create civil rights workers, plan for their trip, encounter prejudice and discrimination, and consider the Constitutional rights guaranteed to all citizens—including the right to vote. The story follows the basic structure shown below, but can develop naturally as students contribute their own ideas and decisions. Students immerse themselves in Freedom Summer by creating the characters, imagining the trip to Jackson, Mississippi in the summer of 1964, and then tackling problems of injustice and discrimination. The Storypath is concluded with a farewell event as the civil rights workers return home at the end of the summer. It is the goal of this Storypath to provide students with a realistic view of the challenges of living in this time and place and a deep and personal understanding of the Civil Rights Movement.

Episodes

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<th>Episode 1: Creating the Characters</th>
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<td>THE CIVIL RIGHTS WORKERS</td>
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<td>Students learn about the Civil Rights Movement and then create civil rights workers.</td>
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<th>Episode 2: Creating the Setting</th>
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<tr>
<td>PREPARING FOR THE TRIP</td>
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<tr>
<td>Students prepare for the trip to Oxford, Ohio (for training) and Jackson, Mississippi and learn about life in the 1960s.</td>
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<th>Episode 3: Critical Incident</th>
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<td>SERVICE REFUSED</td>
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<td>Students participate in training for the Mississippi Summer Project and then respond to the civil rights workers being refused service at a restaurant.</td>
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<th>Episode 4: Critical Incident</th>
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<td>STAY OR LEAVE</td>
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<tr>
<td>Students learn of the deaths of civil rights workers and must decide if they will stay and continue to register voters or return home.</td>
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BUILDING UNDERSTANDING

ASSESSMENT

*The Civil Rights Movement: Freedom Summer Storypath* offers a variety of options to genuinely assess students’ learning. These methods include informal, ongoing methods, such as observing student discussions and behavior; rich opportunities for portfolio assessment, and synthesizing activities at the end of the unit to assess students’ learning of unit objectives. Cooperative learning activities are integrated into the unit to develop students’ social skills.

During each episode, students will be developing complex thinking and problem-solving abilities within the context of understanding the events of the summer of 1964 and the Civil Rights Movement. The best way to assess this learning is through ongoing observation and evaluation of student activities. Look for suggestions for assessment criteria throughout each episode.

At the end of the unit, three synthesis activities are provided so that students can apply what they’ve learned about these events of the past. You can let students choose one of the three projects, or assign one to the entire class. Each synthesizing activity includes criteria for assessment and a list of unit objectives that apply to each activity. The three topics are:

- “An Artistic Presentation”
- “Current Event Analysis”
- “My Portfolio”

By having students demonstrate their learning through creating a song, poem, and visual presentation of the events of the Civil Rights Movement, you can assess student learning through their artistic and higher order thinking skills without relying heavily on students’ reading and writing skills. An analysis of a current event allows you to assess students’ ability to apply the events of the *Storypath* to a current civil rights issue within your own community or beyond. The third activity, “My Portfolio,” shows students’ progress over time.

PLANNING THE UNIT

MAKE KEY DECISIONS

Prepare for the topic. The purpose of this unit is to build understanding of the Civil Rights Movement and to deepen students’ understanding of justice and equality and the freedoms, rights, and responsibilities guaranteed in the U.S. Constitution. Developing empathy for others is essential to a civil society. The attitudes and values that are explored in this unit can be
sensitive and in conflict with family and community views. A safe and supportive environment that fosters an exploration of these issues in meaningful ways is important for this unit. Suggestions are provided in the first episode for establishing or revisiting classroom climate, respect for alternative viewpoints, and active listening to each other’s ideas. The unit takes three to four weeks.

In Episode 1, students interview an older family member or friend about life in the early 1960s. You may want to have students do this before the unit begins to provide adequate time for students to conduct the interviews.

Integrate the learning. Storypath provides many opportunities to integrate reading, writing, speaking, and listening processes. Students read fiction and nonfiction and write for a variety of purposes: journal writing, persuasive writing, and poetry writing. Speaking and listening opportunities abound. The unit easily adapts to meet specific literacy goals you may have for your classroom. Additionally, art processes are integrated into the unit as students create life in the 1960s and characters.

Plan space for the Storypath. You will need ample wall space for displaying the bus mural, charts, characters, and other artifacts that establish a visual context for this Storypath.

Arrange for role-plays. In Episode 1 you may want to invite another adult to give the speech that introduces the unit. Again in Episode 3, arrange for an adult to play the role of restaurant owner—you could also play this role. The Teaching Master, Refusing Service, describes how this role should be presented. In Episode 5, as an optional activity, you can invite adults to play the role of protesters and then change roles to play community members. The teacher can play these roles as well.

Discuss the use of language. In this Storypath Black and Negro is used throughout the text because those were the terms of the time period. Be sure to explain why these terms are used in this Storypath before beginning the unit.

CUSTOMIZE THE UNIT
A dapt the Unit. There will likely be many times in this unit when you will want to modify the curriculum to suit your own needs and follow the logical progression of the story. Alternate activities or special arrangements are suggested at various points during the unit to assist you in adapting it to meet your unique needs.

Frequently, students will provide an unanticipated twist to the Storypath, or important learning opportunities will arise. The Storypath allows for the accommodation of those circumstances.

There are times when students will role-play the characters in the story to understand a particular viewpoint. At other times students will reflect on the events of this unit out-of-role so that situations can be examined and understood from the student’s own perspective. These are opportune times to help students connect their own experiences and deepen their understanding of these historical events.

Address your goals. You may decide to adapt the setting or the events of the time of this unit. For example, other critical incidents could easily be substituted or added depending on your
specific curriculum goals. Or, you can set the Storypath in your community if it has special significance for these historical events.

Integrate literature. There are many excellent books that tell stories of young peoples’ experiences of living in the South during segregation and particularly during the Civil Rights Movement. Plan your reading program--literature circles work well--so that students are reading these books while they are participating in the Storypath. Another option is to select one of the books for read aloud before or during the Storypath. Suggested references follow at the end of this section.

Connect to other Storypaths. There are a number of published American history Storypaths that can accompany this unit. The Early Northwest Coast People examines culture and historical events faced by native people as they encountered traders, settlers, and other significant events of the time. The Struggle for Independence explores the founding of the nation and the roles of Patriots and Loyalists. A Nation Divided, available on the WEB (http://classes.seattleu.edu/masters_in_teaching/teed521/ssNation.html), examines the events which surrounded the Civil War time period. To order the units, visit SRA at http://www.sra4kids.com/everydaylearning/storypath/index.html or call 1-888-SRA-4543.

INVOLVE OTHERS
Involve Families. Family members may have special knowledge about this time and/or place. Family stories, letters, or photographs can add a personal dimension to this unit of study. Invite them to share what they know. Timing is everything. Sharing the personal stories is most effective when the Storypath is well underway or when those documents are pertinent to a particular event.

Involve the Community. There may be people in your community who can serve as guest speakers or there may be special exhibits about the Civil Rights Movement. In January when Martin Luther King’s birthday is observed, there may be special events that students can attend. Plan for these events to coincide with the Storypath so students can meaningfully participate in them. Guest speakers and field trips should occur at the end of the unit when students can knowledgeably compare and contrast their own experience to the new information they are receiving. This makes for a more powerful and memorable learning experience.

Create a Learning Community. An open and supportive atmosphere is essential for students to engage in the discourse that is basic to the learning process of the Storypath approach. Students should understand the value of reflective discussions and the importance of collaborative work to deepen their understanding of complex ideas. Consequently, students should be expected to listen and respond thoughtfully and respectfully to one another’s ideas.

ADDITIONAL RESOURCES
REFERENCES


Engelbert, P. *American Civil Rights: Primary Sources.* Detroit: UXL. Presents fifteen documents, including speeches, autobiographical text, and proclamations, related to the Civil Rights Movement and arranged in the categories of economic rights, desegregation, and human rights.


**REFERENCES FOR STUDENTS**

Burch, J.J. (1994). *Marian Wright Edelman.* Brookfield, CT: The Millbrook Press. Recounts the story of Wright Edelman’s life and her work in civil rights and as a children’s advocate. An excellent book to read at the conclusion of the Storypath as many of the experiences of this Storypath were directly related to Wright Edelman’s life.

Coleman, E. *White Socks Only.* Morton Grove, IL: A. Whitman, 1996. Grandma tells the story about her first trip alone into town during the days when segregation still existed in Mississippi.


The main character is a young teenage boy living in the South during the Civil Rights Movement. He becomes active in the Civil Rights Movement in his small town at the time of the March on Washington.

Recounts the freedom rides to integrate buses that began in 1854 and continued into the 1960s. Haskins vividly writes about the events and the people who risked their lives to move integration forward.


Through beautiful illustrations, Nickens tells about everyday life in the South from a child’s point of view.

Provides insights into Parks’ life and times and the courageous stand she took to integrate buses in Birmingham, Alabama.

Provides an overview of the Civil Rights Movement. Written in textbook style but very interesting reading.


Provides lots of interesting information about the war.

Examines the life and accomplishments of Rosa Parks, as well as her impact on the Civil Rights Movement.

**CDs**

Documents the music and words of the Civil Rights Movement. “Mass Meeting and Prayer” is a recording of words spoken at a church in Mississippi where citizens are asked to register to vote at the courthouse.

**Videos**

This episode recounts many of the events of this *Storypath* with television news footage, interviews, and photographs.
A documentary that highlights the Civil Rights Movement from *Plessy vs. Ferguson* to Jesse Jackson’s bid for the presidency.

Provides historic footage and voices of people of the Civil Rights Movement.

**WEB SITES**
Birmingham Civil Rights Institute: [http://bcri.bham.al.us/index.htm](http://bcri.bham.al.us/index.htm)

Martin Luther King, Jr. National Historic Site: [http://www.nps.gov/malu/](http://www.nps.gov/malu/)
Civil Rights Oral History Bibliography (Mississippi) [http://www-dept.usm.edu/~mcrohb/](http://www-dept.usm.edu/~mcrohb/)


The Troy State University of Montgomery Rosa Parks: Library and Museum: [http://www.tsum.edu/museum/](http://www.tsum.edu/museum/)

National Civil Right Museum: [http://www.civilrightsmuseum.org](http://www.civilrightsmuseum.org)

Timeline of the American Civil Rights Movement: [http://www.wmich.edu/politics/mlk/](http://www.wmich.edu/politics/mlk/)

**ART MATERIALS TO HAVE ON HAND**
- butcher paper—various colors
- poster board
- construction and tissue paper—various colors
- glue/paste/tape/scissors
- markers/colored pencils/crayons/yarn
- assorted craft materials
- wallpaper and/or fabric scraps
  - Optional: wool fiber for hair
  - Optional: old clothes to dress life-size characters
  - Optional: video/tape recorder/CD player
  - Optional: video/tape recorder/CD player
  - Optional: vintage toy telephone from the early 1960s, dial telephone, or telephone receiver
  - Optional: old magazines or photo albums from the early 1960s

**OVERVIEW OF PERFORMANCE STANDARDS**

**Culture and Social Interaction:** The study of culture and cultural diversity including the human interactions among groups and institutions.
- Identify ways different societies and cultures address similar human needs and concerns.
- Demonstrate an understanding of how people interact with their physical environment and social conditions.
- Cite ways in which language, stories, music and artistic creations express culture and influence behavior.

**History:** The study of ways people view themselves in and over time.
- Identify examples of change and cause-and-effect relationships.
- Cite examples of how people in different times and places view the world.

**Geography:** The study of people, places, and environments.
- Examine the interactions of people with their environment and changes that occur over time.
Civic Competence: The study of the ideals, principles, and practices of citizenship that lead to a commitment to action.
  • Identify key ideals of the United States’ republican form of government.
  • Identify examples of freedoms, rights, and responsibilities of citizens.
  • Identify and practice selected forms of civic discussion and participation.
  • Explain actions citizens can take to influence public policy decisions; recognize and evaluate the variety of formal and informal actions that influence and shape public policy.

Social Skills: The ability to work effectively in a group.
  • Organize, plan, make decisions, and take action in group settings.
  • Persuade, compromise, debate, and negotiate in the resolution of conflicts and problems.
  • Work with others to decide on an appropriate course of action.

Critical Thinking Skills: The ability to analyze, synthesize, and evaluate.
  • Use criteria to make judgments through such processes as appraising ideas, considering points of view, and evaluating statements or positions on issues.
  • Organize ideas in new ways.
  • Define issues or problems and consider alternatives. Then make a decision based on evaluation of alternatives.

Communication Processes/Speaking and Listening
  • Use listening and observation skills to gain understanding.
  • Communicate ideas clearly and effectively.
  • Use communication strategies and skills to work effectively with others.
  • Analyze and evaluate the effectiveness of formal and informal communication.

Reading Processes
  • Understand and use different skills and strategies to read.
  • Understand the meaning of what is read.
  • Read different materials for a variety of purposes.

Writing Processes
  • Write in a variety of forms for different audiences and purposes.
  • Understand and use the steps of the writing process.
  • Analyze and evaluate the effectiveness of written work.
## CREATING THE CHARACTERS: Civil Rights Workers

### INTRODUCING THE STORY AND CHARACTERS

**Students are introduced to the Storypath and then listen to a speech inviting them to volunteer to register Negroes to vote in Mississippi.**

**Materials**
- Read aloud book about life in the South, see suggestions in text
  - Teaching Master 1-1, *Flyer: Civil Rights Meeting*, p. 18
  - Teaching Master 1-2, *A Call to Action: Civil Rights for All*, p. 19
  - Activity Guide 1A, *Interview*, p. 21

**Grouping**
- Whole class

**Schedule**
- Approximately 45 minutes

## CREATING THE CHARACTERS FOR THE STORY

**Students create civil rights workers and their biographies.**

**Materials**
- Activity Guide 1B or 1C, *Making a Character*, p. 23 or 24
- Activity Guide 1D, *Character Biography*, p. 25

For the characters:
- various colors of construction and tissue paper
- yarn/wall paper and/or fabric scraps /cotton balls
- colored markers/crayons/colored chalk/glue or paste/tape/scissors
- wool fiber for hair
- large sheet of butcher paper or poster board
- for head and torso figures, clothes hangers/old clothes shirts, blouses or sweatshirts to dress life-size characters

**Grouping**
- Students work individually to create characters

**Schedule**
- 2 hours

## CONCLUDING EPISODE 1

**Students introduce their characters to the class.**

**Materials**
- Materials to make a journal for each character
  - Optional: Teaching Master 1-3, *Civil Rights Events*, p. 19
  - Optional: Teaching Master 1-4, *Timeline: James Meredith*, p. 20
  - Optional: Camera, film or computer camera, computer, printer

**Grouping**
- Whole class for introductions and discussion

**Schedule**
- Approximately 1 1/2 hours spread over several days, plus time for timeline and sharing

### EPISODE OBJECTIVES

- History: Create examples of how people lived and worked in the 1960s.
- Social Skills: Organize, plan, and make decisions while creating characters.
- Critical Thinking: Organize ideas from class discussion in new ways to create unique characters.
INTRODUCING THE STORY AND CHARACTERS

Launching the unit

Tell students that they will be creating a story about the Civil Rights Movement that takes place in the summer of 1964. Discuss the elements of a story with students: characters (the people in the story), setting (when and where the story takes place), and plot (critical incidents). Explain that in 1964, the term African American was not used. African Americans were called Negroes or Blacks; when we are in-role in our story, we will use the terms of that time period.

To provide students with a sense of this time, select a reading from the suggestions that follow--or a similar book--and read it aloud asking students questions to help them gain a sense of the time:


With a sense of drama explain that the story begins with students being invited to a meeting. Distribute or post the Teaching Master 1-1, *Flyer: Civil Rights Meeting*, that invites students to a meeting.

Explain that students are now participating in the story and introduce the speaker. Explain that this is 1964 and Mr./Ms. (you select a suitable name) has come to give a speech about what has been happening in the southern United States regarding civil rights. With a sense of drama, you or the role player read Teaching Master 1-2, *A Call to Action: Civil Rights for All*, and then allow for some silent reflection at the conclusion of the speech.

Activating prior knowledge

Begin a discussion by asking questions such as the ones that follow. The purpose of the questions is to have students recall important information from the speech and to identify their previous knowledge of this time period. Record their responses so that this can serve as a reference as the Storypath proceeds.

- What has happened in the South related to civil rights?
- Why do you think there is so much tension around Negroes wanting to be treated equally?
- Why is registering to vote important?
- How do you think the Negroes feel about the events described by the speechmaker?

CUSTOMIZE

Setting the stage

If possible, have students move to another room for the meeting and arrange for someone other than yourself--someone who students don’t know--to give the speech. This will change the dynamics of the classroom and set the stage for the speech that is to follow.
The Civil Rights Movement: Freedom Summer Revised July, 2002

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by the speechmaker?

• How do you think Whites feel about the Civil Rights Movement in the South?
• Do you think all Whites feel the same way about what is happening?
• What else do you know about this time period?
• What was life like in the 1960s?
• Do you think you would accept the invitation to go to Mississippi to register voters?

Discussing classroom climate
Discuss with students how they can talk about sensitive issues and respect each other's ideas. Encourage students to construct their own guidelines, but guide the discussion so that students consider the following ground rules:

• Each person has the opportunity to speak.
• Listeners do not interrupt the speaker.
• Listeners listen carefully to what is said.
• Anything personal that is shared is kept confidential in the classroom.

Introducing characters
Explain that the students’ story is going to be about the people that volunteered to travel to the South to register voters in the summer of 1964. Explain that each student will create his or her own character for the story—a civil rights worker.

Use such questions as follow to get the discussion underway: (Make a list of students’ ideas so that they can be used as a reference as students develop their characters.)

• What kind of people might want to participate in this activity?
• What would the person value?
• What would the person’s family value?
• What kind of person could arrange to take a summer away to do this?
• Would there be any risks to participate? Risks at home? Risks in Mississippi?
• What kind of events in the person’s life might have happened to make him or her want to participate?

After students have discussed the above questions explain to students that in our democracy citizens can take action to change the way things are. These civic actions are the rights we have as citizens: the right to free speech, the right to move from one place to another, and the right to disagree with each other.

To provide a context for their discussion of life in the 1960s, ask students to interview a member of their family or neighbor to...
CREATING THE CHARACTERS
Deciding on the characters
Brainstorm ideas for developing the characters and make a list that can be saved as a reference for students writing their biographies. Students will make the visual representation first and then write the character biographies.

Here are questions to get the brainstorming underway:

- What is your character’s name? (Brainstorm a list of possibilities for first and last names.)
- How old is your character? (Remind students of their earlier discussion regarding the range of ages of people that might participate in this project.)
- What date was your character born? (Remind students it’s June, 1964.)
- What does “place of birth” mean? (The place where you were born)
- What are places where people might be born? (Record students’ ideas, including cities, states, and other countries.)
- What are some words that describe people’s personalities? (Have students suggest both positive and negative characteristics to make their characters more realistic--these personality traits can later be used to help students think through how their character will respond to the critical incidents.)
- What does your character currently do? (People came from a range of professions including college students, teachers, professors, ministers, technicians, artists, and legal advisors.)
- What hobbies does your character have? (This is a good opportunity to discuss what kinds of activities people engaged in in the 1960s--computers were not well known, VCR’s, cellular phones, and video games did not exist.)
- What values does your character have? (Again refer students to their earlier discussion and add to the list if appropriate.)
- What life event might have led your character to participate in civil rights activities? (If students have begun to work on the civil rights timeline, suggest that their characters might have been involved in one of the earlier events--have students note the dates on the timeline to determine whether their character was old enough to have participated. Also, refer students to their previous discussion and then add more ideas.).
Developing the characters

Once students have decided on the character’s role, they will need to decide how their characters look and what they might wear in the 1960s. Provide a range of resources including picture books to help them think about these issues.

When students have decided the general traits of their characters, have them use Activity Guide 1B or 1C to make their figures—or provide instructions for making another type of figure.

Check the WEB site for examples of students’ characters and clothing styles of the 1960s: http://www.vintagevixen.com

Displaying the civil rights workers

Display each civil rights worker with space to add other information such as biography, suitcase, writing activities, and souvenirs that students will create.

When the biographies are finished, display them next to the figures of the characters.

Writing biographies for the characters

Once students have created their characters, distribute Activity Guide 1D, Character Biography. Using their list of ideas from the brainstorming and their visual representation of the character, have them write the biography. Then have students place their biographies next to their characters.

✓ Assessing biographies

To assess the work, observe whether students have:

• included information that is logical to the premise of the story.
• listed values consistent with the goals of civil rights.
• related information consistent to the time period.
• clearly described an event that supports values related to civil rights.

CONCLUDING EPISODE 1

Meeting the characters as a class

Explain to students that a series of meetings have been planned so that the civil rights workers can meet each other before they leave for their trip. Encourage students to use their biographies to help them prepare their introductions. Have students take on the identity of their characters as they practice presenting their introductions to a partner. Discuss such ideas as how their characters stand, speak, and move to develop their dramatic presentations. Give students the simple guidelines below for preparing their introductions. You can also use the guidelines as
CONNECT

Drama
With partners, have students practice emotional responses to their personality characteristics. Have one or two students model for others how a happy or serious personality might be and have students identify how the students project those characteristics in a role-play. (Develop an awareness of emotions)

AUTHOR NOTE
Connecting the characters to each other
In the classroom where I piloted this unit, students created characters who were sisters, and one group decided to have an adopted sister who was accompanying them to Mississippi. The adopted sister’s birth parents had been killed by racial violence. Two characters were in a rock band together. Encouraging these relationships and elaboration of the characters among the students builds meaning for the Storypath.

preparing their introductions. You can also use the guidelines as an assessment checklist.

- Write out important information, such as job and life event(s) related to civil rights.
- Keep your introduction short.
- Speak clearly and confidently.
- Practice your introduction with a partner. Make improvements as necessary.

After students have introduced their characters to their partner—and incorporated any improvements they’ve thought of—have a few students each day introduce their characters to the whole class. This is a good time to remind students of the classroom climate guidelines established earlier.

After each introduction, allow time for students’ questions about characters. Ask questions yourself to stimulate students’ thinking. For example, “Does (name of character) work well with others? Do you know any of the other people who have decided to participate in this project? How did you know each other?” These kind of questions help students elaborate on their characters—and connect them to other characters that have been created.

Discussing students’ experiences
Give students time to reflect on their work. Students can begin a journal for their civil rights worker that can be used throughout the Storypath to record their responses to the various events:

- What am I thinking as I prepare to leave for Mississippi?
- What concerns does my family have about this trip?

As students proceed through the journaling process, you can use the assessment rubric below to enhance reflection skills.

√ Assessing the journaling process. You could create a continuum for students to help them assess their reflection skills throughout the Storypath.

**Strong reflection skills**
- Provides reasons for statements; explains thoughts.
- Distinguishes fact from opinion.
- Relates thoughts to other ideas; makes connections.
- Compares and contrasts, infers, assesses.

**Acceptable reflection skills**
- Provides reasons for statements; supports main ideas with reasons.
- Explains some thoughts.
- Can identify point of view.

**Developing reflection skills**
- Summarizes activity, no reasons provided for statements.

CONNECT

Language Arts
Practicing and giving the introductions provides a natural context for students to develop their speaking and listening skills. Students need to listen carefully to introductions so that they can ask meaningful questions about the characters. (Speaking/listening)

CUSTOMIZE

Managing the Introductions
Spread the introductions over a number of days. This will allow enough time for all students to introduce their characters to the whole class. In addition to letting students get to know the individual characters as the story unfolds, this time frame will maintain students’ interest. While students are doing introductions, move on to Episode 2.
Photographing the events (optional)
Students can photograph the events of the Storypath and artifacts generated for the Storypath with a 35mm camera or a digital camera to make a photograph album. They could begin by taking photos of the civil rights workers who will journey to Mississippi integrating real photos of that time period into the album. Later they can pretend they are boarding the bus to leave, waving goodbye and so forth. Assigning two or three students to take pictures throughout the unit works well or students can trade off for each episode. Captions can be added to the photographs.

✓ Assessing Students’ photo album Students should be able to:
• organize the photos into a logical sequence.
• demonstrate understanding of the historical events of the time.
• capture the emotional responses to the events.
• create captions that relate to the photos.

Optional Timeline Activity
To provide background information for this Storypath, have students create a pictorial and written timeline of events leading to Freedom Summer. Teaching Master 1-3, Civil Rights Events provides a list of suggested events, but you may have others you wish to add to the timeline. Students should use a variety of resources to locate information about the events.

If students have access to the Internet, they could download photos of these events to include in the timeline or draw or copy pictures that represent the event. Newspaper photos or photos of the person highlighted would work well for this assignment. If possible, have students create the timeline parallel to Episodes 1 and 2. Have students make brief reports on the events over several days so that everyone becomes acquainted with the information. Discuss with students why these events are important in a democratic society--people working to ensure that they have the rights guaranteed by the Constitution. The timeline activity provides a context for the critical events that are introduced later in the unit. Teaching Master 1-4, Timeline: James Meredith, provides a model for creating the timeline events.
Civil Rights Meeting Tonight!
Come to hear about summer opportunities in the South
You can make a difference! The summer of 1964 can change the nation.
VOLUNTEER NOW!
A CALL TO ACTION: CIVIL RIGHTS FOR ALL

Ladies and gentlemen, thank you for coming to this very important meeting. I am here this evening to share with you some important information that may change the direction of this nation.

The United States Constitution sets forth a promise of a just society. Unfortunately the promise of a just society has continued to allude the Negro people of the United States.

The Civil War was fought, in part, to free the slaves and to provide equality for Negroes. The 15th Amendment of the United States Constitution which was ratified in 1870 states:

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous conditions of servitude.

Today in Mississippi, Negroes are denied the right to vote. How can we, as a nation, make decisions about people based solely on the color of their skin? How can the color of your skin determine whether you can vote? People in 1964 are divided by their skin color--this is not fair; it is wrong!

People are divided by skin color--black and white--when they attend school.
People are divided by skin color--black and white--when they go to the movies, Blacks in the balcony, Whites on the main floor.
People are divided by skin color--black and white--when they use a drinking fountain, one for Blacks and one for Whites.
People are divided by skin color--black and white--when they ride a bus, Blacks in the back of the bus, Whites in the front, Blacks standing, Whites sitting.
People are divided by skin color--black and white--when they are waited on in a store, Blacks wait while Whites are served first.

We live in a nation that declared that all men are created equal. Where is the justice and equality guaranteed by our Constitution?

The time has come for Negroes to stand up for their rights and share in the American Dream equally with all citizens. Many have worked for these rights. Martin Luther King, Rosa Parks, Jackie Robinson, Medgar Evers, and many more. You may ask, why am I here tonight? Why am I giving this speech? All of us must work together for justice and equality. I am here this evening to ask for your help.

This summer we want to register Mississippi Negroes to vote so that they can exercise their rights as citizens. We need volunteers to come to Mississippi to help. All of us working together from every race and creed can make a difference and ensure that justice and equality are guaranteed for all.

Will you volunteer? I don’t want to fool you. This will not be easy. Many folks do not want to see change in the South. They do not want to see Negroes voting. There may be violence. There is risk. However, we cannot allow these threats to deny people their Constitutional rights. If Americans from many walks of life come together to stand up for the rights for all people, our nation will be a better place. I hope you will join me. Do you want a more just society? I hope your answer is yes.

Thank you ladies and gentlemen.
CIVIL RIGHTS EVENTS

1896  Supreme Court in *Plessy v. Ferguson* rules segregation is constitutional.
1909  The National Association for the Advancement of Colored People (NAACP) is founded.
1914  The Universal Negro Improvement Association is founded by Marcus Garvey.
1939  Marion Anderson sings at a concert at Lincoln Memorial on Easter Sunday.
1942  The Congress of Racial Equality (CORE) is founded by James Farmer and others in Chicago.
1947  Jackie Robinson becomes the first African American baseball player for the major leagues.
1947  Freedom Riders test the Supreme Court ban on segregation in interstate travel on Trailways and Greyhound buses.
1948  President Truman orders armed forces desegregated.
1954  The Supreme Court rules in *Brown v. Topeka Board of Education* that racial segregation in public schools is unconstitutional.
1955  Rosa Parks is arrested for refusing to give up her seat on a city bus in Montgomery, Alabama.
1957  Martin Luther King helps to found the Southern Christian Leadership Conference (SCLC).
1957  Central High School in Little Rock, Arkansas is integrated.
1960  Students from North Carolina Agricultural and Technical College stage a sit-in at a Woolworth lunch counter in Greensboro, North Carolina.
1960  The Student Nonviolent Coordinating Committee (SNCC) is organized.
1961  Thirteen people—White and Black—board Trailways and Greyhound buses and travel through the south. Outside of Birmingham, Alabama, an angry mob sets fire to one of the buses and the riders are beaten by the mob as they flee the bus.
1962  James Meredith becomes the first Black to enter the University of Mississippi.
1963  Martin Luther King and other civil rights workers work to integrate downtown Birmingham, Alabama’s lunchrooms and restaurants and stage nonviolent demonstrations in the city. King and others are arrested.
1963  Children participate in nonviolent demonstrations in Birmingham, Alabama, and are arrested.
1963  Medgar Evers, who worked to desegregate stores, businesses, and public facilities in Jackson, Mississippi, is murdered.
1963  Martin Luther King and others organize a march on Washington to draw attention to civil rights and jobs for Black Americans.
**TIMELINE JAMES MEREDITH**

| (place photo or drawing here) | James Meredith was the first African American to attend the all-white University of Mississippi. To ensure his safety, federal marshals protected him. When Meredith first tried to register for classes, Governor Ross Barnett blocked the door to the building and would not let him register. Finally he was allowed to register, and on October 1, 1962 he began to attend classes. |

James Meredith  
October 1, 1962
Episode 1
Activity Guide 1A

Interview

Step 1  Find someone to interview that can tell you about life in the early 1960s. This person can be a member of your family, family friend, or neighbor who can remember life in the early 1960s.

Step 2  Introduce yourself and explain the purpose of the interview. Explain that you are beginning a study of the early 1960s and you need to know about life at that time. Ask the person if he or she has photographs, a high school yearbook, or other items to show you from that time period.

Step 3  Ask the questions below. Add more questions if you want. On a separate sheet of paper write the answers to the questions.

• What did you like to do for fun in the 1960s?
• What were some of your favorite places to go?
• What kind of food did you like to eat?
• What kind of clothes did you wear?
• What kind of music did you listen to?
• What were some of your favorite television shows?
1. What do you have today that you didn't have in the early 1960s?
1. What were the issues in the news?
• Can you tell any special stories about your life at that time?

Step 4  Thank the person you interviewed.
MAKING A CHARACTER
(Making Full-size figure)

Use the steps below to create a character. Then decide what your character will look like, including hair, facial expression, and clothing.

**Step 1  Make the body.**
Draw a rectangle about 2 1/2 inches wide by 4 inches long.
Cut out the rectangle.

**Step 2  Make the head.**
Draw a circle about 2 inches in diameter.
Cut out the circle.

**Step 3  Make the arms and legs.**
For the arms, draw two rectangles about 4 inches long by 3/4 inch wide.
Draw two more rectangles approximately 1 inch longer for the legs.
Cut out the rectangles.

**Step 4  Tip:** Do not glue the body onto paper because it will be hard to dress.

*Put the body together.*
Position the head, arms, and legs on the body.
Glue the body together.

**Step 5  Make clothing.**
Place the body on fabric or paper.
Trace around the bodyshape to make clothing.

**Step 6  Mount your character on construction paper.**
Glue your character on construction paper and glue clothing on the figure.
Add details such as hair, feet, hands, facial features, jewelry, or any other items you want for your character.
Episode 1
Activity Guide 1C

MAKING A CHARACTER
Making Head and Torso Figures

Use the steps below to create a character. Then decide what your character will look like, including hair, facial expression, and clothing.

Step 1  Make the face.
On a sheet of flesh colored construction paper, draw an oval about 9 inches long and 6 inches wide.
Cut out the oval.

Step 2  Make the eyes.
Fold white paper in half so you can cut out two eyes at once.
Trim the eyes to make them the size and shape you want.
Color the pupil—the black spot—on each eye.
Measure halfway down on the face and place the eyes there.
Note: Don't glue the eyes in place until you've made the nose and mouth.

Step 3  Make the nose.
Fold a scrap of paper in half and then cut out half a nose.
When you unfold the paper, you'll have a whole nose.
Place the nose, slightly folded, on the face. Experiment with nose shapes and sizes.

Step 4  Make the mouth.
Draw a mouth and cut it out.
Slightly fold the mouth the long way.
Measure midway between the eyes and chin and place the mouth there.

Step 5  Glue the face together and add other features.
Once you have decided where the eyes, nose, and mouth should be on the face, glue them in place.
Then add other features, such as eyelashes, eyebrows, and shading for cheeks.

Step 6  Add hair and ears.
Decide on the hair you want for your character. Add ears by cutting out shapes and gluing them to the sides of the face.

Step 7  Make a Torso
Add a neck and upper body to your character.
Use construction paper, wall paper scraps, or cardboard to make a shirt, suit, or blouse.
You might instead attach the head to a hanger using heavy tape and hang a real shirt or blouse on your character.
CHARACTER BIOGRAPHY

Character’s name: _________________________________________________________

(first name) (last name)

Age: _____________ Date of Birth: ______________________________

Place of Birth: _______________________________________________________

______________________________________________________________________

Personality characteristics: ____________________________________________

Current job: ___________________________________________________________

Hobbies: __________________________________________________________________

______________________________________________________________________

Favorite leisure activities: ______________________________________________

______________________________________________________________________

Values: _______________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

Life event related to civil rights: __________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________
MAKING PREPARATIONS

Students make plans for a trip to Oxford, Ohio for training to work in the Mississippi Summer Project in Jackson, Mississippi and then organize themselves into committees to plan for the trip.

**Materials** None
**Grouping** Whole class, followed by committees with 5-6 students per group
**Schedule** Approximately 30-40 minutes

CREATING THE SETTING AND ARTIFACTS

Students prepare for the trip by locating information and making visual representations of items they will need.

**Materials**
- bulletin board or wall space for displaying artifacts
- various colors of construction and tissue paper, poster board or chart paper for lists, large sheet of butcher paper for the bus
- colored markers/crayons/glue/tape/scissors/blue tack
- Road map to plan trip from students’ state to Oxford, Ohio and then to Jackson, Mississippi
- Optional: Clothing catalogs and magazines from the 1960s, old photo albums, and other resources that provide information about life in the early 1960s

**Grouping** Planning committees
**Schedule** 2-3 hours, can be done over several days

CHOOSING A LEADER

Students decide on a leader or leaders for their trip.

**Materials** None
**Grouping** Whole class
**Schedule** Approximately 30 minutes

CONCLUDING EPISODE 2

Students share their plans for the trip and reflect on their plans by writing in their journals.

**Materials** Artifacts and charts created for the trip
**Grouping** Committees to present information to whole class
**Schedule** Approximately 1 1/2 hours, including time for writing

**EPISODE OBJECTIVES**

Culture and Social Interaction Demonstrate an understanding of how people interact with their physical environment and social conditions when planning a trip. Identify ways the groups meet their needs in the context of the 1960s.

Geography Consider geographic characteristics to plan a trip.

Social Skills Participate in organizing, planning, and making decisions to plan for a trip. Work within a committee structure to plan the trip.

Critical Thinking Use information about climate, geography, and purpose to plan a trip. Organize information in new ways.

Civic Competence Identify and practice civic discussion and participation to choose a leader for their trip.
MAKING PREPARATIONS

Making Plans

In this episode students will plan for their trip and make visuals of various aspects for the trip as well as life in the early 1960s. The visuals help students imagine, in more concrete terms, life at that time.

Explain that now that the characters have been created for their story, they must now plan their trip to Oxford, Ohio where they will prepare for working in the Mississippi Summer Project. They will be gone approximately three months. Tell students that they will travel by bus to Ohio and then by car to Mississippi. Use questions such as the ones that follow to begin a discussion of the trip.

- What kind of bus do you think we should take to get to Oxford, Ohio?
- How long do you think it would take us to get to our destination?
- What route will we follow to get there?
- What will we need to pack for our trip? What will the weather be like?
- What shall we take along to pass the long hours on the road?
- What kind of food might people eat?
- What did people do for leisure?

Getting Organized

If students can manage to organize themselves, then give them that responsibility. If you think they need guidance, here are suggested planning committees to help students get the tasks underway--activity guides are provided to assist the various committees.

- The bus committee makes a mural of the bus. They decide on the kind of bus, make it authentic to the time period, and make a large drawing of it -- approximately 4’ by 6’, but it may need to be smaller if there is limited display space.

- The travel route committee uses a road map to decide on the best route from their home to Oxford, Ohio and from there to Jackson, Mississippi. They need to decide how far to travel each day and where to stop and spend the night. They figure out the cost of gas for the bus--10 miles to the gallon and 30¢ for a gallon of gas. They trace the route and stops on the map and display it.

AUTHOR NOTE

Learning Process

This episode is important in that it develops an understanding for time and place. As students research the information necessary for their trip, they begin to gain an understanding of life in the early 1960s.

Expect the Unexpected

Students may encounter problems as they work through this process. Fold these problems into the storyline for students to solve letting the students guide the story.
The food committee coordinates with the travel route committee to determine meals and snacks along the way—remind students that they will need to do some research to make sure that their plans are consistent with the times. For example, Haagen-Dazs ice cream stores were non-existent in the United States in the early 1960s, but Dairy Queens were in business at that time. They will make a poster of food, where to eat, and budget for meals and snacks. Students are on a limited budget so they need to figure out how to travel frugally. You can provide students with a budget based on how many days it would take to travel to Oxford, Ohio. Teaching Master 2-1 provides a price list of food from the 1960s. Provide students with a budget. Two dollars a day per person is a reasonable amount for that time period. Suggest to students that they interview older people in their family to find out the kind of meals people ate in the 1960s.

• The clothing committee makes a poster of recommended clothing for the trip. They consider clothes for men and women, acceptable clothing for the time period, length of stay, climate, and working conditions. (Old magazines and photo albums can provide some tips on clothing styles of the early 1960s.)

• The entertainment committee decides on the kind of activities students will engage in while on the long bus ride including the music that the characters will listen to. They should make a poster of suggested activities.

CREATING THE SETTING AND ARTIFACTS

Completing the activities

Arrange students into groups, approximately 5 or 6 students per group. The groups complete the tasks of their committees. Some groups are likely to finish before others. In those cases have students make name tags for the characters by writing the name, age, and occupation. This will help students remember all the characters during the role-plays.

Another option is for students to make a banner that they could put on the side of the bus. Later in the unit when students are refused service at a restaurant, you can discuss whether or not it is a good idea to have the banner.
CHOOSING A LEADER

Discussing leadership
Ask students if they need a leader and why would a leader be important for their trip. Assuming that the students decide that a leader, co-leaders, or some other leadership system is necessary, focus students’ attention on qualities of leadership. Use questions like the following to start a discussion about leadership. Make a list of students’ ideas.

- What qualities and skills are important in a leader?
- How might a leader(s) be chosen from the group of characters?

After the discussion, have students devise a way to choose a leader. Again, it is best if they work through the problem and its solution with you only intervening if the process becomes non-productive. Before students begin, remind them to consider characters with the appropriate qualities.

Once a leader(s) is chosen, turn over the decisions of the Storypath to the leader as much as possible. Be prepared for challenges and conflicts as the story unfolds, and use these situations as “teachable moments.”

Facilitating role plays
At various times during the Storypath, you will want to do role-plays with the students so that they continue to connect with the civil rights workers they have created. Watch for opportunities that would allow a few students to move into the role of their characters to react or respond to a situation. An event that is directly from their own story is important to connect students to the Storypath.

A few students at a time can participate while others watch. Keep the role-plays short—about three to five minutes. You can set the scene for the role-play, ask a question to start the role-play, or pose a problem. For example, you might ask a student if his or her character attended the march on Washington last summer. Ask the student in role to tell what

AUTHOR NOTE
Managing the selection of a leader
“Students tend to select the most popular member of their class to be the leader. Having students list qualifications for leadership and then compare their characters’ characteristics to the list, helps students focus on characters, not students. Gender, age, and ethnic issues may also surface in this discussion.”

CONNECT
Drama
These role-plays deepen students’ understanding of the characters and story and boost motivation and commitment, too. (improvisation)
it was like and how he or she happened to be there. Then prompt students as necessary to move the role-play along. Or ask two students to have a conversation about how they are feeling about preparing for the trip. They can role-play this conversation for the class.

The first few times students are involved in the role-play select students who you believe would be good models for others who participate later. The role-plays provide opportunities for assessment of student understanding of the concepts, storyline, and their ability to use new information in logical and meaningful ways.

CONCLUDING EPISODE 2
Sharing plans for the trip
Once the plans are completed, have the leader of the group organize a meeting to share the plans. Each committee can make a presentation with each committee member having a part and presenting in the role of his or her character. You might give students these simple guidelines to prepare their presentations:
1. Make a list of three important facts you want to share about your topic.
2. Keep your presentation short and to the point.
3. Speak clearly and confidently.
4. Practice your presentation in your committee. Make improvements before giving the presentation again to the class.

You can use this checklist to assess students’ presentations.

After each presentation, give students a chance to ask questions. The presenters may need to conduct further research in order to answer some questions at a later time. This will encourage students to learn from a “need to know.”

✓ Assessing students’ oral communication
Use the criteria listed in “Connect” to assess students’ oral communication.

Journaling
Once again, give students time to reflect on their work. Students can continue to write in their journals as civil rights workers planning their trip. The following questions can assist students in thinking about their trip in the role of their character.

- What are your feelings about the trip?

CONNECT
Oral Communication
Sharing information about a specific topic develops students’ oral communication skills. Focus on key facts when telling about the topic. (focusing) Use the visual to illustrate key points. (using visuals) Use new vocabulary in context. (vocabulary development)

AUTHOR NOTE
Writing
“It’s important at this point that students undertake language activities that help them gain ownership of the storyline and develop a rich vocabulary for talking about this time period. My experience is that student writing related to this episode is very rich, and I think this is because students have been intimately involved in creating the context for the story.”
• What do you think the trip to Oxford, Ohio will be like?
• How does life in the early 1960s affect the plans for the trip?
• How does planning for a trip to the South in the summer of 1964 affect you? Consider both the climate and place.
• What challenges will you face?

✓ Assesing the journals
You can use the criteria outlined in Episode 1, page 18 to assess students’ learning. Students should share their journal writing in groups, with a partner, or with the whole class.
<table>
<thead>
<tr>
<th>Food</th>
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</thead>
<tbody>
<tr>
<td>apples</td>
<td>10¢ a pound</td>
<td>bacon</td>
</tr>
<tr>
<td>baked beans</td>
<td>12¢ a can</td>
<td>bread</td>
</tr>
<tr>
<td>catsup</td>
<td>39¢ a bottle</td>
<td>coffee</td>
</tr>
<tr>
<td>crackers</td>
<td>25¢ 16 oz package</td>
<td>ham</td>
</tr>
<tr>
<td>margarine</td>
<td>15¢ a pound</td>
<td>milk</td>
</tr>
<tr>
<td>peanut butter</td>
<td>51¢ 18 oz jar</td>
<td>peas</td>
</tr>
<tr>
<td>pumpkin pie cooked</td>
<td>25¢</td>
<td>potato chips</td>
</tr>
<tr>
<td>potatoes</td>
<td>99¢ 10 pounds</td>
<td>salad dressing</td>
</tr>
<tr>
<td>chicken noodle soup</td>
<td>16¢ a can</td>
<td>cheese</td>
</tr>
<tr>
<td>chicken</td>
<td>41¢ a pound</td>
<td>1 dozen eggs</td>
</tr>
<tr>
<td>pork chops</td>
<td>$1.44 a pound</td>
<td>rice</td>
</tr>
<tr>
<td>sugar</td>
<td>2¢ a pound</td>
<td>tea bags 48</td>
</tr>
<tr>
<td>butter</td>
<td>75¢ a pound</td>
<td>soda pop</td>
</tr>
<tr>
<td>Fast Food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hamburger</td>
<td>15¢</td>
<td>soda pop</td>
</tr>
<tr>
<td>French fries</td>
<td>10¢</td>
<td>milk shake</td>
</tr>
<tr>
<td>Walgreen's breakfast</td>
<td>33¢ hotcakes/ bacon</td>
<td>Walgreen's lunch</td>
</tr>
<tr>
<td>Clothing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dress</td>
<td>$5 - $15</td>
<td>women's slacks</td>
</tr>
<tr>
<td>men's shirt</td>
<td>$3.00</td>
<td>men's slacks</td>
</tr>
<tr>
<td>sweater</td>
<td>$5.00 - $7.00</td>
<td>shoes</td>
</tr>
<tr>
<td>Other Items</td>
<td></td>
<td></td>
</tr>
<tr>
<td>camera</td>
<td>$149.50</td>
<td>stereo</td>
</tr>
<tr>
<td>Polaroid camera</td>
<td>$99.95</td>
<td>record</td>
</tr>
<tr>
<td>19” television</td>
<td>$179.95</td>
<td>typewriter</td>
</tr>
<tr>
<td>movie tickets</td>
<td>75¢</td>
<td>10 speed bicycle</td>
</tr>
<tr>
<td>pen</td>
<td>$1.98</td>
<td>school bag</td>
</tr>
<tr>
<td>haircut (barber shop)</td>
<td>$2.50</td>
<td>makeup kit</td>
</tr>
<tr>
<td>magazine</td>
<td>25¢</td>
<td>paper back book</td>
</tr>
</tbody>
</table>
THE BUS COMMITTEE

Work with your committee to create the bus that the civil rights workers will travel in to Oxford, Ohio.

- Everyone should offer ideas.
- List as many ideas as you can.

**Step 1:** Brainstorm the kind of bus you will have and the features that are needed. Be as specific as possible. Remember this is a bus in the 1960s. Make a list of ideas.

- Everyone should look for ideas for the bus.

**Step 3:** Research. Where will you find the information you need to make your bus?

- Make sure everyone has a job.
- Ask questions to help each other.
- If you finish early, help someone else.

**Step 5:** Assemble art materials and assign tasks.

<table>
<thead>
<tr>
<th>Committee Member</th>
<th>Job Assignment</th>
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**Step 6:** Prepare presentation to the class.
- Make a list of three important facts to share about your bus.
- Practice your presentation. Everyone should have a part.

**Step 7:** Assess your work.
- Was I flexible in working in the group, did I do my task and help others when needed?
- Was I positive and respectful of my committee members?
- Did I listen carefully to others?
- Did I work to resolve disagreements in the group?
- Did I do my fair share of the work?
THE TRAVEL ROUTE COMMITTEE

Work with your committee to create the travel route to Oxford, Ohio and from Oxford to Jackson, Mississippi.

- Everyone should offer ideas.
- List lots of options before deciding the travel route.

**Step 1:** Get a road map and plan your travel route from where you are to Oxford, Ohio and then Jackson, Mississippi. Remember you are traveling by bus to Oxford, and then by car to Jackson. Think about how far you will travel each day, where you will stop for meals, restrooms and rest stops, and where you will stay overnight. You need to arrive by June 14.

**Step 2:** Make a draft of your ideas. Check with the food committee to coordinate plans.

- Everyone should have a task.

**Step 3:** Make a draft of each day of travel. Include a daily schedule: departure times, meal times, bathroom breaks and rest stops. Calculate the number of miles between points. Figure gas mileage. 10 miles per gallon; 30¢ a gallon.

- Use your best penmanship or make a chart on the computer, but make it large enough so it can be read from a distance.
- Ask questions to help each other.
- If you finish early, help someone else.

**Step 4:** Once you finalized your plans, make a chart for display. Everyone should have something to do. Divide up the work.

<table>
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<th>Committee Member</th>
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**Step 5:** Prepare presentation to the class.

- Make a list of three important facts to share about your travel route.
- Practice your presentation. Everyone should have a part.

- Keep presentation short and to the point.
- Speak clearly and confidently.

**Step 6:** Assess your work.

- Everyone should write a response to the questions.
- After writing a response discuss as a group.

- Was I flexible in working in the group, did I do my task and help others when needed?
- Was I positive and respectful of my committee members?
- Did I listen carefully to others?
- Did I work to resolve disagreements in the group?
- Did I do my fair share of the work?
THE FOOD COMMITTEE

Work with your committee to plan meals and snacks to Oxford, Ohio. Remember you have a budget to follow.

**Step 1:** Coordinate with the travel committee to figure out how many days it will take to travel to Oxford, Ohio. You need to arrive by June 14.

- Everyone should offer ideas.
- List lots of ideas before making final plans.

**Step 2:** Brainstorm ideas for meals. How many people will be on the trip? What kind of food do people like to eat? What are some ways we can save money on food? Look at the Price List to help you calculate costs.

- Everyone should have a task.

**Step 3:** Make a draft of meals for each day of travel. Remember meals should be nutritious and well balanced. Calculate the cost of food for the trip. Can you afford to eat at a restaurant? Food should average $2 per day per person.

- Everyone should have something to do. Divide up the work.
- Use your best penmanship or make a chart on the computer, but make it large enough so it can be read from a distance.
- Ask questions to help each other.
- If you finish early, help someone else.

**Step 4:** Once you finalized your food plans, make a chart for display.

<table>
<thead>
<tr>
<th>Committee Member</th>
<th>Job Assignment</th>
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</tbody>
</table>

**Step 5:** Prepare presentation to the class.

- Make a list of three important facts to share about your food plans.
- Practice your presentation. Everyone should have a part.

**Step 6:** Assess your work.

- Was I flexible in working in the group, did I do my task and help others when needed?
- Was I positive and respectful of my committee members?
- Did I listen carefully to others?
- Did I work to resolve disagreements in the group?
- Did I do my fair share of the work?
THE CLOTHING COMMITTEE

Work with your committee to plan the clothes you will need on your trip to Oxford, Ohio and in Jackson, Mississippi. You will be in Jackson about two months. Once you get to Jackson, you will be able to use a washing machine.

Step 1: Coordinate with the travel committee to figure out how many days it will take to travel to Oxford, Ohio--there won't be time to wash clothes while traveling. You need to be in Ohio by June 14.

• Everyone should offer ideas.
• List lots of ideas before making final plans.

Step 2: Brainstorm ideas for clothes. What will the weather be like in Jackson, Mississippi? What kind of clothes will be needed? Do you need dress up clothes? How do we want to present ourselves? Remember, clothes say a lot about the person. What were the clothing styles of 1964? What did people typically wear?

• Everyone should do research.

Step 3: Research. Look at old photo albums, clothing catalogs, or magazines of the 1960s. What were people wearing? Add ideas to your list.

• Everyone should have a job to do.

Step 4: Draft two lists of clothing to take--one for men, one for women.

• Everyone should have something to do. Divide up the work.

Step 5: Once you finalized your lists, make a chart for display.

<table>
<thead>
<tr>
<th>Committee Member</th>
<th>Job Assignment</th>
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Step 6: Prepare presentation to the class.

• Make a list of three important facts to share about your clothing lists.
• Practice your presentation. Everyone should have a part.

• Everyone should write a response to the questions.
• After writing a response discuss as a group.

Step 7: Assess your work.

• Was I flexible in working in the group, did I do my task and help others when needed?
• Was I positive and respectful of my committee members?
• Did I listen carefully to others?
• Did I work to resolve disagreements in the group?
• Did I do my fair share of the work?
THE ENTERTAINMENT COMMITTEE

Work with your committee to plan activities on the bus trip to Oxford, Ohio.

**Step 1:** Coordinate with the travel committee to figure out how many days it will take to travel to Oxford, Ohio. You need to arrive by June 14.

- Everyone should offer ideas.
- List lots of ideas before making final plans.

**Step 2:** Brainstorm ideas for entertainment--while on the bus and in the evenings. What fun activities did people do in the 1960s? What music was popular in 1964? What songs might people have sung together on the trip?

- Everyone should do research.

**Step 3:** Research. Look at magazines or other resources to find out what people did in the early 1960s for entertainment. Locate music from the early 1960s. Ask your grandparents or older friends for ideas. Add ideas to your list.

- Everyone should offer ideas.

**Step 4:** Draft a list of activities.

- Everyone should have something to do. Divide up the work.

**Step 5:** Once you finalized your list, make a chart for display. If possible, gather examples and place on a table in front of your chart.

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<tr>
<th>Committee Member</th>
<th>Job Assignment</th>
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</table>

**Step 6:** Prepare presentation to the class.

- Make a list of three important facts to share about your entertainment activities. You might want to play music of that time.
- Practice your presentation. Everyone should have a part.

- Keep presentation short and to the point.
- Speak clearly and confidently.

**Step 7:** Assess your work.

- Was I flexible in working in the group, did I do my task and help others when needed?
- Was I positive and respectful of my committee members?
- Did I listen carefully to others?
- Did I work to resolve disagreements in the group?
- Did I do my fair share of the work?
CRITICAL EVENT: Service Refused

NARRATING THE TRIP
Students imagine themselves leaving on their trip to participate in Freedom Summer.
Materials: Students’ journals
Grouping: Whole class, individuals for journal writing
Schedule: Approximately 20 minutes

CREATING A CONTEXT FOR THE CRITICAL INCIDENT
Students participate in training sessions for working in the Freedom Schools.
Grouping: Whole group
Schedule: Approximately 1 hour

ROLE PLAYING THE CRITICAL INCIDENT
Students are refused service at a restaurant.
Materials: Teaching Master 3-1, Refusing Service, p. 43
Grouping: Whole group
Schedule: Approximately 40 minutes

CONCLUDING EPISODE 3
Students reflect on and write about the restaurant event.
Materials: Optional: Toy dial telephone or telephone receiver
Grouping: Students’ journals
Schedule: Whole class for discussion, individuals for journal writing
Approximately 30 minutes

EPISODE 3

CULTURE AND SOCIAL INTERACTION Identify ways different groups respond to similar human needs and concerns. Identify ways in which different groups of people interact with their environment and social conditions.

HISTORY Identify how being refused service in a restaurant--and similar actions--led to people’s actions regarding demands for justice and equality. Identify how the attitudes of people are shaped by the events of the time.

CIVIC COMPETENCE Identify examples of freedoms, rights, and responsibilities of citizens. Participate in civic discussion. Explain how actions citizens take can reflect their values and beliefs.

SOCIAL SKILLS Plan and make decisions about being refused service in a restaurant. Determine an appropriate course of action to respond to the refusal of service.

CRITICAL THINKING Define the issues related to being refused service, consider alternatives, and make a decision based on the evaluation of the alternatives. Organize ideas from class discussion and observation in new ways and apply those ideas to discussing the refusal of service and how to respond.
NARRATING THE TRIP

Setting the stage
In this episode students will participate in a training session in Oxford, Ohio where they will learn about the jobs in the Freedom Schools and about safety and security when they get to Jackson, Mississippi. Later in the episode, they travel to Jackson and are refused service at a restaurant because they are seen as outsiders coming into Mississippi to make trouble. Many people in Mississippi did not want to see change in the traditions and way of life of the people--both Blacks and Whites. The purpose of this critical incident is to present students with the strong sentiments of the period, and help them understand the types of choices people in these times had to make.

Tell students to imagine that they are their character and on their way to the Mississippi Summer Project. First stop is Oxford, Ohio where they will receive training for their work in Mississippi. Then read the following narrative to students, modify this narrative, or write your own narrative to set the mood for the trip.

We leave bright and early this June morning--the dew is on the grass as the sun has yet to rise above the horizon. We have all said good-bye to our families and friends and with great anticipation we set out on our journey. We know there are many challenges ahead this summer--we are going to make a difference. We are standing up for justice and equality. In the pits of our stomachs there are butterflies, as we know that we are taking a risk--standing up for what you believe often means taking a risk. Will the Negro people of Mississippi welcome us? Will they be glad that we have come to help? How will others feel about our arrival? Are we in danger by going to work in Mississippi? The butterflies now are doing somersaults in the pits of our stomachs as we come face-to-face with the realities of our summer.

The bus is moving out. Our families and friends wave good-bye and each of us ponders our own thoughts. The mood on the bus is one of quiet and solemn reflection.

CREATING A CONTEXT FOR THE CRITICAL INCIDENT

Narrating the story continues
Read the following narration--modify if necessary to meet

the specific situation of your storyline.

Our trip has gone well. We’ve been playing cards in the evening and Monopoly has been popular with the group. We are getting to know each other better because of all the time we have been on the bus. Our trip has been uneventful and by tomorrow we should reach Oxford, Ohio. We are travel weary but know that this is just the beginning.

We arrive in Oxford and begin our training on the evening of June 14. We are greeted by 29 year-old Bob Moses who is the director of the Mississippi Summer Project. He has worked a number of years in the South on civil rights and is very inspiring. He explains that people coming from outside of Mississippi to register Negro voters will shine a spotlight on the injustices. He tells us: "Don't come to Mississippi this summer to save the Mississippi Negro. Only come if you understand, really understand, that his freedom and yours are one…. Maybe we’re not going to get very many people registered this summer. Maybe, even, we’re not going to get very many people into freedom schools. Maybe all we’re going to do is live through this summer. In Mississippi, that will be so much!"

The tension grows as we think about the risks we are taking to make a difference. To release the tension we play volleyball and soccer. In the evening we strum guitars and sing freedom songs.

ROLE PLAYING THE TRAINING SESSION

Explain to students that they will now participate in a training session. Explain that they are in a meeting and will be learning about security while they are in Jackson, Mississippi. Distribute Activity guide 3A, Security Bulletin. Have students discuss the Security Bulletin in small groups and then discuss as a large group in role. Help students to understand why these security measures were important. Also, remind them that cell phones and internet were not available at this time so keeping in touch was more difficult.

Other optional activities for the training sessions:

- Have students practice defending themselves in nonviolent ways. Civil rights workers were instructed to carry a jacket at all times to protect their heads in case they were beaten. They practiced lying on the ground in a fetal position and covered their heads with their arms.
- Role-play defending the characters' position on civil rights and the Summer Freedom Project.
Optional: Students can reflect on this experience now or wait until the end of the episode.

**ROLE PLAYING THE CRITICAL INCIDENT**

**Narrating the story**

Read the following narration—modify if necessary to meet the specific situation of your storyline.

*We are leaving Oxford, Ohio after a week of training and heading to Jackson. We will travel in cars leaving our bus in Oxford. The bus draws too much attention and we don’t want to draw attention to ourselves. That would be risky.*

*There is an air of nervousness as we near our destination. Again, we wonder how we will be received? It is nearing the end of the day, and we have decided we will soon stop for dinner. Up ahead we see a restaurant, and it looks like a good place to stop. We are hungry—those peanut butter and tuna fish sandwiches we had for lunch didn’t keep us full for very long.*

*We are tired at the end of the day. The nervousness of this Summer Project has made us all a little stressed. Well never mind, a good dinner and a chance to get a good night’s sleep will prepare us for the last leg of our journey.*

**Role playing the event**

Have students pretend they are parking their cars and entering the restaurant. If possible have them leave the classroom and return as though the classroom is the restaurant or have them walk to the lunchroom or another place in school with the understanding that they are entering the restaurant.

At the door have an adult—or you—announce to the students that they will not be served. See **Teaching Master 3-1** for suggestions for the role-play. Let the events unfold and then narrate or pose questions to move the critical incident along. When the time is right stop the role-play and have students reflect on what is happening. You may want to re-enter the role-play after students have had time to consider the options. Then they can role-play the critical incident to its conclusion.

**AUTHOR NOTE**

Expect the Unexpected

Students eagerly participated in the telephone call role-plays; however, we did have to remind them that there were no push button telephones only dial telephones. One student’s character had been a cook in the White House so he decided to call the President to let him know what was happening.
CONCLUDING EPISODE 3

Reflecting on the critical incident

Initiate a discussion on the restaurant event using such questions as the ones that follow:

• How did you feel when you were refused service?
• What are some words that describe those feelings? (Make a list so students can refer to these words when they do their journal writing.)
• Why do you think the owner did not want you in his/her restaurant?
• What options did you have?
• Do you think these situations really happened in the past?
• Why do you think people believed that they had the right to refuse service? What events in the past might have led them to that view?
• What did the person who refused you service value? How do you think that person came to hold those values?
• What issues are at stake related to the rights, responsibilities, and freedoms we have as citizens of the United States?

Have a few students call home to tell their families what is happening in Mississippi. Students will role-play this well and this will provide information to you on how well students understand the Storypath. Thus, you can clarify information, pose new questions, or summarize the events.

Journaling

Once again, give students time to reflect on their work individually. Students write in their journals as civil rights workers experiencing the events of the training and the restaurant. The following questions can assist students in thinking about their trip in the role of their character.

• What are your feelings about what is happening?
• How does it feel to be refused service?
• How does this affect you?

✓ Again, you can use the criteria outlined in Episode 1, pages 16 and 17 to assess students’ journaling skills. Students should share their journal writing in groups, with a partner, or with the whole class.
REFUSING SERVICE

Time: June 1964
Place: On the road to Jackson, Mississippi, local restaurant
Your role: Restaurant owner
Characters (students): Civil rights workers traveling to Mississippi to register Blacks to vote.

Students are on their way to Jackson, Mississippi to work in a Freedom School to register Black citizens so they can vote and be represented in the Mississippi Freedom Democratic Party--Blacks have been banned from joining the Democratic Party in Mississippi.

The students have just completed a weeks training for the Summer Freedom Project and have just left Oxford, Ohio to travel to Jackson, Mississippi. They are nearing their destination and have decided to stop for supper and eat in a restaurant.

Meet the students at the door of the restaurant and tell them that you will not serve them because they are outsiders. Threaten them and tell them they should turn around and go home because the "good people of Mississippi don't want them in their state." Tell them that outsiders are unwelcome and shouldn't be interfering in something that is none of their business.

Add any other details or "insults" appropriate to this particular situation. Continue the role-play as an improvisation depending on the students' response.

Allow time after the role-play to debrief the critical incident so students understand that you were playing a role and do not hold the values and feelings that were stated during the role-play.
1. Communications personnel will act as security officers.

2. Travel
   a. When persons leave their project, they must call their project person to person for themselves on arrival at destination point. Should they be missing, project personnel will notify the Jackson office. WATS line operators will call each project every day at dinner time or thereabouts, and should be notified of changes in personnel, transfers, etc. (If trips are planned in advance, this information can go to Jackson by mail. Phone should be used only where there is no time. Cars should be taken at all times to avoid, if possible, full names of persons travelling.) Checklists should be used in local projects for personnel to check in and out.

   b. Doors of cars should be locked at all times. At night, windows should be rolled up as much as possible. Gas tanks must have locks and be kept locked. Hoods should also be locked.

   c. No one should go anywhere alone, but certainly not in an automobile, and certainly not at night.

   d. Travel at night should be avoided unless absolutely necessary.

   e. Remove all unnecessary objects from your car which could be construed as weapons. (Hammers, files, iron rules, etc.) Absolutely no liquor bottles, beer cans, etc. should be inside your car. Do not travel with names and addresses of local contacts.

   f. Know all roads in and out of town. Study the county map.

   g. Know locations of sanctuaries and safe houses in the county.

   h. When getting out of a car at night, make sure the car’s inside light is out.

   i. Be conscious of cars which circle offices or Freedom Houses. Take license numbers of all suspicious cars. Note make, model and year. Cars without license plates should immediately be reported to the project office.

Living at Home or in Freedom Houses

   a. If it can be avoided, try not to sleep near open windows. Try to sleep at the back of the house, i.e., the part farthest from a road or street.

   b. Do not stand in doorways at night with the light at your back.

   c. At night, people should not sit in their rooms without drawn shades.

   d. Do not congregate in front of the house at night.

   e. Make sure doors to Freedom Houses have locks, and are locked.
f. Keep records of suspicious events, i.e., the same car circling around the house or office several times during the day or week. Take license numbers, makes, years and models of cars. Keep records of the times these cars appear.

g. If an "incident" occurs, or is about to occur, call the project, and then notify local FBI and police.

h. Depending on project needs and circumstances, it may be advisable for new personnel to make deliberate attempts to introduce themselves immediately to local police and tell them their reason for being in the area.

i. A phone should be installed in each Freedom House, if there isn’t one already. If a private phone is used, please put a lock on it. Otherwise, install a pay phone.

Personal Actions

a. Carry identification at all times. Men should carry draft cards.

b. All drivers should have in their possession drivers licenses, registration papers, and bills of sale. The information should also be on record with the project director. If you are carrying supplies, it might be well to have a letter authorizing the supplies from a particular individual to avoid charges of carrying stolen goods.

c. Mississippi is a dry state and though liquor is ostensibly outlawed, it is available everywhere. You must not drink in offices, or Freedom Houses. This is especially important for persons under 21.

d. Try to avoid bizarre or provocative clothing, and beards. Be neat.

e. Make sure that prescribed medicines are clearly marked, with your name, the doctor’s name, etc.

Information to Police

Under no circumstances should you give the address of the local person with whom you are living, his or her name, or the names of any local persons who are associated with you. When police ask where you live, give your local project or Freedom House address, or if necessary, your out of state address.

Policy

1. People who do not adhere to disciplinary requirements will be asked to leave the project.

2. Security precautions are a matter of group responsibility. Each individual should take an interest in every other person’s safety, well being, and discipline.

3. At all times you should be aware of the danger to local residents. White volunteers must be especially careful.
CRITICAL EVENT: Stay or Leave

CREATING A CONTEXT FOR THE CRITICAL INCIDENT

Students meet to learn about the tasks at the freedom school.

**Materials**  None
**Grouping**  Whole class
**Schedule**  Approximately 20 minutes

RESPONDING TO THE NEWS EVENT

The meeting is interrupted with news about the disappearance of three civil rights workers. Students consider the disappearance and decide whether they should stay or leave.

**Materials**  Teaching Master 4-1, *News Bulletin: Disappearance of Civil Rights Worker*, p. 49  
Teaching Master 4-2, *Missing Person*’ Poster, pp. 50-51
**Grouping**  Whole class
**Schedule**  Approximately 40 minutes

CONCLUDING EPISODE 4

Students reflect on and write about the news event.

**Materials**  Optional: Toy dial telephone or telephone receiver  
Students’ journals
**Grouping**  Whole class for discussion, individuals for journal writing
**Schedule**  Approximately 30 minutes

**EPISODE OBJECTIVES**

**History**  Identify how the disappearance of the civil rights workers influenced people’s actions regarding demands for justice and equality. Identify how the attitudes of people were shaped by the events of the time.

**Social Skills**  Plan and make decisions about whether to stay on with the project or return home.

**Critical Thinking**  Define the issues related to the disappearance of the civil rights workers, consider alternatives, and make a decision based on the evaluation of the alternatives. Organize ideas from class discussion and observation in new ways and apply those ideas to discussing how to respond to a situation.

**Civic Competence**  Identify examples of freedoms, rights, and responsibilities of citizens. Participate in civic discussion. Explain how actions citizens take can reflect their values and beliefs.
CREATING A CONTEXT FOR THE CRITICAL INCIDENT

Narrating the story
Read the following information or adapt to your specific situation.

We have arrived in Jackson, Mississippi and we are eager to begin our work. We will be living with Black families and working in the community. Life is very different from life at home. We are meeting new people and making friends. It is obvious that these families are taking a big risk by allowing us to live with them. Outsiders coming in--especially White people--this has never happened before. People are shocked that White people are living in Black people’s homes. You can feel the tension in the air. Many people don’t want to see change. They don’t want these outsiders coming in and stirring up trouble.

This summer it is important to get people registered to vote. In August there is a national presidential convention and we want the Black voices heard at the convention. Since Negroes cannot join the Democratic Party in Mississippi, we are going to form the Mississippi Freedom Democratic Party. In other words, Negroes will have their own party, but they need lots of people registered to vote so that they can support this new party. The Mississippi Freedom Democratic Party will be open to all people whether Black or White. We need to get as many Black people registered to vote as possible. We have our work cut out for us!

Calling a meeting
Explain that a meeting has been called to explain the work that needs to be done. You or another adult can play that role, or you can brief the student who was chosen leader of the group to do this.

Discuss with students how meetings are conducted:
• one person at a time talks.
• wait to be called on.
• listen to each other.
• be courteous.

RESPONDING TO THE NEWS EVENT

Introducing the news bulletin
Interrupt students’ meeting with a sense of urgency. Read the news bulletin--or have the announcement read over the
school intercom. Dramatize this event. Teaching Master 4-1, News Bulletin: Disappearance of Civil Rights Workers provides the text.

Display the Missing Persons’ Poster, Teaching Master 4-2. Use questions like the ones below to help students think about the news event.

- What did the news bulletin tell us?
- What information is on the Missing Persons’ Poster?
- Why do you think this happened?

Suggest that the group leader hold a meeting to discuss this event and how this will impact the other volunteers. Students should be in-role for this meeting. Brief the leader by explaining members of the group should decide whether they should stay or return home--their lives may be in danger. Let the meeting unfold and you serve as narrator to the meeting by adding important information, posing questions, or summarizing. As much as possible let the students run the meeting. Discuss what they might do to ensure their own safety if they decide to stay.

If students decide to leave and return home, then your Storypath ends at this point. You will want to subtly guide the discussion so that students decide to stay and continue their work if you want students to consider the other events of the Storypath.

Have students review the Activity Guide 3A, Security Bulletin, Episode 3. Ask groups of students to discuss specifically what they need to do in role to keep themselves safe, then discuss in a meeting format with the whole class.

CONCLUDING EPISODE 4

Journaling

Once again, give students time to reflect on their work individually. Students write in their journals responding to the disappearance of the civil rights workers and the decision to stay. The following questions can assist students in thinking about this event in the role of their character.

- How did you respond to the news of the disappearance of the civil rights workers?
- How does this affect you? How are you feeling?
- How are people’s attitudes and values shaped by these events?

✓ Again, you can use the criteria outlined in Episode 1, to assess students’ journaling skills. Students should share their journal writing in groups, with a partner, or the whole class.
NEWS BULLETIN:
DISAPPEARANCE OF CIVIL RIGHTS WORKERS

Three civil rights workers have disappeared: Andrew Goodman, Michael Schwerner, and James Chaney. Andrew Goodman and Michael Schwerner are volunteers who have recently arrived in Mississippi to help with voter registration. James Chaney, a native Mississippian, has been involved in the Civil Rights Movement for some time.

On Sunday, June 21, the three men had gone to investigate the burning of a Black church near Lawndale. About 3:00 PM their car was stopped for speeding by Deputy Sheriff Cecil Price near the town of Philadelphia, Mississippi. The three men were taken to jail but released later that night. They have not been seen since. If you know the whereabouts of these men, please call your local police department.
MISSING

THE FBI IS SEEKING INFORMATION CONCERNING THE WHEREABOUTS OF THESE THREE INDIVIDUALS.
INVESTIGATION IS BEING CONDUCTED TO LOCATE GOOD."WHO ARE DESCRIBED AS FOLLOWS:

ANDREW COOKEMAN

JAMES EARL CHABILITY

RACE: White
SEX: Male
DOB: November 23, 1943
POB: New York City
AGE: 20 years
HEIGHT: 5'10"
WEIGHT: 150 pounds
HAIR: Dark brown
EYES: Navy
TEETH: Brown
SCARS AND MARKS: None

RACE: Negro
SEX: Male
DOB: May 30, 1943
POB: Meridian, Mississippi
AGE: 21 years
HEIGHT: 5'7"
WEIGHT: 135 to 140 pounds
HAIR: Black
EYES: Brown
TEETH: Good
SCARS AND MARKS: 1 inch cut scar 2 inches above left ear

SHOULD YOU HAVE OR IN THE FUTURE RECEIVE ANY INFORMATION CONCERNING THE WHEREABOUTS OF THESE INDIVIDUALS, PLEASE NOTIFY ME OR THE NEAREST OFFICE WITHIN THE TELEPHONE NUMBER LISTED BELOW.
MISSING

THE FBI IS SEEKING INFORMATION CONCERNING THE DISAPPEARANCE AT PHILADELPHIA, MISSISSIPPI, OF THESE THREE INDIVIDUALS ON JUNE 21, 1964. EXTENSIVE OPERATION IS BEING CONDUCTED TO LOCATE GOODMAN, CHANEY, AND SCHWERNER, AS DESCRIBED AS FOLLOWS:

BY GOODMAN

James Earl Chaney

Michael Henry Schwerner

White
Male
November 23, 1943
New York City
70 years
5'10"
135 to 140 pounds
Brown

White
Male
November 6, 1939
New York City
24 years
5'9" to 5'10"
170 to 180 pounds
Brown

Black

Brown

Good: none missing

1 inch cut scar, 2 inches above left ear

Pock mark center of forehead, slight scar on bridge of nose; appendectomy scar; broken leg scar

DO YOU HAVE OR IN THE FUTURE RECEIVE ANY INFORMATION CONCERNING THE WHEREABOUTS OF THESE INDIVIDUALS; YOU ARE REQUESTED TO NOTIFY ME OR THE NEAREST OFFICE OF THE FBI. ONE NUMBER IS LISTED BELOW.
### BUILDING CONTEXT: The Freedom School

#### INTRODUCING THE FREEDOM SCHOOL

Students meet to learn about the tasks at the freedom school.

**Materials**  None  
**Grouping**  Whole class  
**Schedule**  Approximately 20 minutes

#### WORKING AT THE FREEDOM SCHOOL

Students prepare lessons, displays, and speeches and present them at a community meeting.

**Materials**  Activity Guide 5A, *Creating Posters*, p. 58  
(Activity) Activity Guide 5B, *Preparing Speeches*, p. 59  
(Optional) Activity Guide 5C, *Creating Displays*, p. 60  
(Optional) Teaching Master 5-1, *Voter Registration*, pp. 61-62  
Poster board and art supplies for posters and displays  
(Optional) Music, percussion instruments, CD, record or tape player  
(Optional) CD *Sing for Freedom: The Story of the Civil Rights Movement Through Its Songs*, Number 15, “Mass Meeting and Prayer”  
Optional: Clothing for the event representative of the early 1960s

**Grouping**  Students create groups to work on the various projects and then meet as a whole class to make presentations  
**Schedule**  Approximately 2-3 hours

#### CONCLUDING EPISODE 5

Students reflect on and write about the events at the Freedom School.

**Materials**  (Optional) Index cards for postcards  
**Grouping**  Whole class for discussion, individuals for writing  
**Schedule**  Approximately 30 minutes

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**EPISODE OBJECTIVES**

- **Civic Competence** Identify examples of freedoms, rights, and responsibilities of citizens. Explain how voting affords rights and responsibilities to citizens. Participate in civic discussion. Explain how actions citizens take can reflect their values and beliefs.
- **Social Skills** Plan and make decisions to prepare for a presentation.
- **Critical Thinking** Define the issues related to the protesters, the civil rights workers, and the Black citizens, consider alternatives, and make a decision based on the evaluation of the alternatives. Organize ideas from class discussion and observation in new ways and apply those ideas to discussing how to respond to a situation.
INTRODUCING THE FREEDOM SCHOOL

Narrating the story

Read the following narrative or adapt to meet the specific storyline of your classroom.

We made the difficult decision to stay here even though we know that our lives may be in danger. We must now begin the work that we came to do. We are setting up a “freedom school.” This school will teach Blacks of all ages to read and write and prepare them to register to vote. We also have to convince people to come to our school so that we can teach them and get them prepared to register to vote.

We know that in order to vote, Blacks have to complete a voter registration form and on the form they have to answer questions about the Constitution of Mississippi. One of the items asks about what it means to be a citizen. We will have to help people decide the best way to answer that question.

Our first task is to get people to come to the Freedom School and then convince them to register to vote. We have lots of work to do.

Getting organized

Lay out the tasks that need to be done. You can also provide a copy of the items below to the student who plays the role of the leader:

- Create posters to encourage people to register to vote.
- Create a speech to convince Negroes to vote. When civil rights workers go door to door they need to know what they will say to the people about why they should vote. Negroes have been told if they try to register to vote, they will lose their jobs, be beaten, or possibly killed. Think carefully about what to say to convince them to register to vote.
- Many Negroes have never had the opportunity to go to school so they are unable to read and write. Because many Negroes cannot read or write, they have lots to learn about their history. Displays that tell about Black history need to be created.

Ask students to think about what kind of task their character might do:
CUSTOMIZE

Reinforcing social skills
It may be time to revisit cooperative group skills and the classroom climate chart. At the end of the unit a checklist provides suggestions for social skills. You may want to target skills that need attention such as “does fair share of the work.”

- Write speeches to convince people to register to vote
- Make posters to encourage people to register to vote
- Make displays about Black history--events or important Black people.

Have students sign up for the task they would like to work on--as much as possible, let students make their own choices. If the distribution of work is unequal that’s not a problem as long as there is at least one group for every task.

Activity guides (5A, 5B, and 5C) are provided to assist students in making posters, speeches, and displays. As much as possible let students organize their work. Provide a timeline so that you can maintain the pace of the Storypath. There is a sense of urgency as the summer provides little time to get everything accomplished.

Brainstorm words, phrases, or themes that can be incorporated into their posters, speeches or displays. Teach lessons as necessary to help students research, write, and prepare presentations.

WORKING AT THE FREEDOM SCHOOL

Narrating for the story
Read the following information or adapt to your specific situation.

Work has begun at the Freedom School; many Negroes in the community have come to the school to work with us and study for the voters’ registration test. We are getting to know the people in the community and new friendships are being formed. We are learning how hard life is here and what it means to be segregated and discriminated against because of the color of one’s skin. We are told of threats people have received when they have gone to the courthouse to register to vote. Is this America? Is this what our nation stands for? We know we must work for justice and every citizen has the right to vote. There are many jobs to do at the Freedom School. Some of us are writing speeches to convince people to register to vote, others are helping with the voter registration test, and some are creating banners and posters encouraging people to vote. These are the actions we can take as citizens to make a difference. We know we will be asked to give speeches and display our posters so we are doing our best work. This is important work.

CONNECT

Literature
Read Freedom Summer by Susan Belfrage to provide a context for the Freedom School.
Discussing the voter registration test (optional)
Distribute the Voter Registration Teaching Master (or make a transparency so that students can see the questions) and discuss the items on the test. Explain how items 18, 19, and 20 were used to keep people from registering to vote, and that the county registrar could decide if answers were correct or incorrect. In this way the county register could decide who had passed or failed the test.

An optional activity is to have students prepare an answer to item 20. “Write in the space below a statement setting forth your understanding of the duties and obligations of citizenship under a constitutional form of government.” Students could research the answer to this question and prepare a written statement. The National Standards for Civics and Government can provide assistance:

Using a written constitution to set forth the values and principles of government and to establish and limit its powers is among this nation’s most distinctive accomplishments. The American system of government relies on its citizens’ commitment to these constitutional values and principles set forth in the Constitution, as well as in the Declaration of Independence and other writings....

But an equally important purpose of the Constitution is to separate and limit the powers of government so that the basic liberties of the people are not infringed. The Bill of Rights was added to the Constitution to clarify and strengthen limitations on the powers of the national government, and it has become central to the American idea of constitutional government.

✓ Assessing the response  Students should be able to
• Explain essential ideas of the American constitutional government as expressed in the Declaration of Independence and the Constitution.
• The people are the ultimate source of power.
• The Constitution is a higher law that authorizes a government of limited powers.
• The Constitution limits the powers of government in order to protect the rights of individuals—trial by jury; freedom of religion, speech, press, and assembly; equal protection of the law; due process of law; right to counsel.

Meeting at the Freedom School
Explain that a meeting has been set up for people to come to...
the Freedom School to listen to the presentations that the students have been preparing. Suggest that the leader of the group in-role call a meeting to discuss how they want to organize their presentations. As much as possible let students organize the meeting and make decisions about what to do only interject ideas if the meeting does not move the planning process forward.

Arriving at the Freedom School (Optional)
Read the following narrative to students and then discuss adapting the questions that follow.

As we drive to the Freedom School to do our presentations we see a lot of people gathered around the school. They are carrying signs and shouting at us. The police are here, but they are standing off to the side just watching. The people are getting angrier by the minute. As soon as they see us coming, they turn away from the school and surged toward us. They are yelling and shouting. They are saying terrible things and threatening us. They are telling us to go home. “Go back where you came from!” It is truly frightening and I wonder how we are going to make our way through the angry crowd and into the school. Freedom schools and Black churches have been burned and fire bombed in the past. What will happen to us? Today’s crowd looks threatening enough to do something like that.

Pause and then ask students to imagine themselves walking through this crowd. Allow time for silent reflection and then discuss their responses to the situation.

• Why do you think the protesters are here?
• How do you think it feels to have people shouting at you?
• Will the protesters change your thinking on the issues?
• Did you want to leave and not enter the Freedom School? Why or why not?
• Do the protesters have the right to do this?

Doing the presentations
Have students do the presentations as planned; guiding only as necessary. You may find that you want to take on the role of a member of the Black community and challenge students’ presentations. Tell students that it is easy for them to tell you to register to vote, because they will leave and return home at the end of the summer, but you will have to stay and live here. Interject other ideas so students understand the seriousness of the situation. As narrator ask questions to help students think more deeply about the issues.
CONCLUDING EPISODE 5

Writing home
Have students write a letter or postcard telling their families about the events and how they feel about these events.

✓ Assessing the friendly letter/postcard Students should be able to
  • write the letter from their character’s point of view.
  • include accurate information about the Freedom School.
  • describe how their character felt about the Freedom School and the protestors.
  • effectively use “voice” and “word choice” to describe the events.

2. use a friendly letter format.

Optional: Students can share their letters or postcards with a partner, in small groups, or as a whole class.
CREATING POSTERS

Task: Make a poster to encourage people to register to vote.

Step 1 Brainstorm topics for the poster.
On a separate sheet of paper make a list of your ideas for the poster. Everyone should offer at least one idea. What words can you use to persuade people to vote?

Step 2 Plan the poster.
Make a sketch of how you will organize the poster. Below are some tips for making posters.

- Create a title—a few key words or phase—that attracts people’s attention.
- Would visuals help attract attention? Use drawings, photos, charts, or graphs.
- Keep the poster simple and uncluttered.

Step 3 Assess Your Sketch.
Does it attract attention?
Is the information clear and accurate?
Is the poster well organized?
Have you used color to make the poster attractive and eye-catching?
Are words spelled correctly?
Have you used punctuation correctly?

Step 4 Make the Poster.
Follow your sketch and make your poster. You may decide to change some of the ideas from the sketch as you make your poster. Pencil in where you are going to place information and visuals before doing the final work.
PREPARING SPEECHES

Task: Prepare a speech to persuade people to register to vote.

Step 1 Before outlining or writing your speech, think about the problem:

- Research the problem, locating facts that show the problem is real.
- Determine what you can say that would persuade people to stand up for their rights.
- Make a list of words that would be persuasive. Hint: Freedom, justice.

Step 2 Prepare your argument, outlining or making notes of your main points. Your speech should address these points:

- Start your speech by asking a question, using a forceful quotation, or stating an attention getting fact. (For example: In 1959, there were only one Black dentist, 5 Black lawyers, and 60 Black doctors in the state of Mississippi!*)
- Be sure to back up your statements of opinions with facts.
- Be sure to state the solution to the problem: Register now to vote!

Step 3 Select someone from the group to practice your speech. Speaking clearly and distinctly. Have the group use this checklist to give feedback.

During the speech, the speaker:
- spoke clearly and loudly.
- looked at the audience.
- clearly stated the problem.
- backed up statements of opinion with facts.
- gave a solution to the problem.

Step 4 Refine your speech and practice one more time.

Episode 5
Activity Guide 5C  CREATING DISPLAYS

Step 1  Brainstorm topics for the display.
On a separate sheet of paper make a list of your ideas for the display. Everyone should offer at least one idea. When you select an event, it must be something that happened before the summer of 1964.

Step 2  Research topics.
Decide on four topics for your display. If other groups are working on displays, check with them to make sure you are not doing the same topics. List the four topics below.

___________________________________  __________________________________
___________________________________  __________________________________

Find information about your topic. Take notes. Decide if you are going to photocopy pictures or make illustrations for your topic. Pictures or illustrations can add interest to your display.

Step 3  Plan the display.
Make a sketch of how you will organize the display. Below are some tips for making displays.
- Create a title--a few key words or phrase--that attracts people's attention.
- Would visuals help attract attention? Use drawings, photos, charts, or graphs.
- Keep the display simple and uncluttered.

Step 4  Assess Your Sketch.
Does it attract attention?
Is the information clear and accurate?
Is the display well organized?
Have you used color to make the display attractive and eye-catching?
Are words spelled correctly?
Have you used punctuation correctly?

Step 5  Make the Display.
Follow your sketch and make your display. You may decide to change some of the ideas from the sketch as you make your display. Pencil in where you are going to place information and visuals before doing the final work.
Reproduced below is a facsimile of the form currently in use for registration:

SWORN WRITTEN APPLICATION FOR REGISTRATION

(By reason of the provisions of Section 244 of the Constitution of Mississippi and House Bill No. 95, approved March 24, 1955, the applicant for registration, if not physically disabled, is required to fill in this form in his own handwriting in the presence of the registrar and without assistance or suggestion of any other person or memorandum.)

1. Write the date of this application: __________________________

2. What is your full name? ________________________________

3. State your age and date of birth: _________________________

4. What is your occupation? ________________________________

5. Where is your business carried on? _______________________

6. By whom are you employed? ______________________________

7. Are you a citizen of the United States and an inhabitant of Mississippi? ________________________________

8. For how long have you resided in Mississippi? __________

9. Where is your place of residence in the district? ____________

10. Specify the date when such residence began: ________________

11. State your prior place of residence, if any: ________________

12. Check which oath you desire to take: (1) General _______ (2) Minister’s _______ (3) Minister’s wife _______ (4) If under 21 years at present, but 21 years by date of general election _______

13. If there is more than one person of your same name in the precinct, by what name do you wish to be called? _______________

14. Have you ever been convicted of any of the following crimes: bribery, theft, arson, obtaining money or goods under false pretenses, perjury, forgery, embezzlement, or bigamy? ______________

15. If your answer to Question 14 is "Yes", name the crime or crimes of which you have been convicted, and the date and place of such conviction or convictions: ________________________________

16. Are you a minister of the gospel in charge of an organized church, or the wife of such a minister? ________________________________

17. If your answer to Question 16 is "Yes", state the length of your residence in the election district: ________________________________
18. Write and copy in the space below, Section_____ of the Constitution of Mississippi:
   (Instruction to Registrar: You will designate the section of the Constitution and point out same to applicant.)

19. Write in the space below a reasonable interpretation (the meaning) of the section of the Constitution of Mississippi which you have just copied:

20. Write in the space below a statement setting forth your understanding of the duties and obligations of citizenship under a constitutional form of government:

21. Sign and attach hereto the oath or affirmation named in Question 12.

The applicant will sign his name here.

STATE OF MISSISSIPPI
COUNTY OF __________

Sworn to and subscribed before me by the within named __________ on this the __________ day of __________.

19.____

COUNTY REGISTRAR
CONCLUDING EVENT: The Farewell

INTRODUCING THE CONCLUDING EVENT
Students prepare to say good bye to Freedom School and their new friends.

Materials: None

Grouping: Whole class

Schedule: Approximately 10 minutes

PLANNING AND HAVING THE FAREWELL EVENT
Students plan and participate in the farewell event.

Materials: Art supplies for decorations
(Optional) Food, music, artwork for the event

Grouping: Whole class, groups, and individuals to make preparations for the event

Schedule: Approximately 1-2 hours

CONCLUDING EPISODE 6
Students write about the event and speculate about the future.

Materials: None

Grouping: Whole class to discuss the events; individually to write

Schedule: Approximately 1 hour

Culture/Social Interaction: Cite ways in which language, stories, music and artistic creations express culture and events. Identify the activities that people engage in to celebrate and commemorate events of their time and place.

Social Skills: Organize, plan and make final decisions for the farewell. Work together to successfully participate in the farewell event.
INTRODUCING THE CONCLUDING EVENT

Concluding the Storypath
In this episode, students will conclude their Storypath by discussing the end of the summer and the task of registering people to vote.

Read the following narrative or adapt to the specifics of your Storypath.

August 4th, the bodies of Chaney, Goodman, and Schwerner were found in an earthen dam on a farm not far from Philadelphia, Mississippi. The three men had been shot and Chaney had been badly beaten. We are very sad. The national press has arrived to cover the story. There is tension in the air. The families of the dead men want them buried together, but the state won’t allow it. Chaney must be buried in a segregated cemetery. Injustices follow one to the grave.

We have been working hard all summer and our effort to register voters has paid off. It is nearing the end of August and 80,000 Blacks have joined the Mississippi Freedom Democratic Party. This has not been without cost however. The deaths of the three civil rights workers and over 1000 people arrested during the summer have been a high price to pay. There has been fear in the pits of our stomachs as we knew there could be violence and people could be killed.

The leaders of the Mississippi Freedom Democratic Party are preparing to attend the Democratic National Convention in Atlantic City. While they are preparing to attend the convention and hoping to have a voice in nominating the presidential candidate, we are beginning to plan our departure. Our work is done for the summer, and we must return to our jobs and schools back home.

We have made many new friends and learned about a different way of life. Both Blacks and Whites in Mississippi stood up for justice. Of course not all Whites supported our work--some wanted us dead. However, there were many Mississippi Whites that believed that Blacks should have the right to vote and be treated equally. They, like many of the Blacks, were afraid to speak up. They didn’t want to lose their jobs, friends, or be ostracized because of their beliefs. Some risked everything and made a stand for justice. We’ve
changed over the summer. We faced hatred, unfamiliar people and a different way of life. We challenged ourselves to stand up for what we believe. As we think about leaving, we have mixed emotions...

Journaling
Stop the narrative and have students finish the narrative for themselves as though writing in the role of their character and reflecting on how they feel about the summer and their plans to return home. Then have students share with a partner, in small groups, or as a whole class.

Introducing the farewell
Suggest that students need to plan a farewell event to conclude their Storypath. Students may have other ideas so let them take a lead in bringing closure to the Storypath.

If appropriate, begin a discussion of the farewell event with questions like these:

- What kind of event should we have?
- What kinds of activities should we have to help us remember our summer and the experiences we have had?
- Who should we invite to the event? (Parents and other family members, other students that might want to learn about Freedom Summer, and/or a guest speaker who could share more information about their personal experiences in the Civil Rights Movement.)

PLANNING AND HAVING THE FAREWELL EVENT

Brainstorming activities
Have students brainstorm a list of activities for the farewell event. Have a range of activities so that everyone has a role in the preparation. You can offer ideas, but let make the plans as much as possible.

Possible activities
- Food --Select items that people might have eaten in the 1960s, Southern dishes or “soul food” might be appropriate to the occasion--keep it simple, however.
- Write farewell speeches or poetry that commemorates Freedom Summer. Pairs or triads can be formed to write speeches and poems.
- Decorations-- make banners/signs to put up announcing the farewell event; make decorations. Pairs can work together to make decorations.
• Commemorative gifts: make thank yous to the people of the community for hosting and working with you throughout the summer, make clay sculptures, drawings, paintings, or plaques to commemorate Freedom Summer. Students can work individually to make these items.
• Songs could be written to a familiar tune that commemorates Freedom Summer. Other options include selecting ‘freedom songs’ or 1960s music for playing. Two or three students can work in this group.
• Guest speaker: Students can write questions for the guest speaker and communicate with the speaker to coordinate the presentation—with teacher’s assistance. The group leader(s) could be responsible for this task.

CONCLUDING EPISODE 6
Reflecting on the farewell event
Have students reflect on the event. Use questions like the ones that follow to discuss the event and the Storypath before students begin the writing process:
• Why are farewell events important?
• What did you like best about our event?
• What did we learn about Freedom Summer?
• What civic actions did the characters take to make changes in Mississippi?
• What did we learn about our country’s struggle for freedom and justice?
• What do you think will happen after the civil rights workers leave Mississippi? (Students can refer to other resources to find out the next events in the Civil Rights Movement.)

Journaling
Students write in their journals recalling and reacting to the farewell event. The preceding questions should assist students in thinking about their experience.

Bringing closure
Discuss the events that have taken place since the summer of 1964. Students could add to the time line other events that have occurred since 1964. Use such questions as follow to help students understand the events from 1964 to today:
• What changes have happened since 1964 in Mississippi?
• Why were people willing to risk so much to make a difference?
• Do you think that all white people in Mississippi were against voter registration? Why or why not?
• What changes have happened in our nation since 1964 related to civil rights?
• Are there events going on in the news today where
people are working towards their civil rights?

Extending Students’ Experiences
It is highly recommended that students view Episode 5, “Eyes on the Prize: Mississippi: Is this America? (1962-64).” (60 minutes) This excellent series recounts the events of the Civil Rights Movement and Episode 5 focuses on the time period of this particular Storypath with news footage of events and interviews with the people who participated in Freedom Summer. Students can compare and contrast their experiences with this video focusing on the issues, way of life, and the real-life challenges of the people they learned about through the Storypath.
SYNTHESIS ACTIVITIES

The following synthesis activities offer your students the opportunity to demonstrate what they have learned in this unit. These activities are also a powerful assessment tool for you because they’re multimodal. They allow for variances in students’ strengths and weaknesses as learners. These activities also allow you to assess students on a variety of subjects and on a number of different levels.

1. AN ARTISTIC PRESENTATION

Activity
Write a poem, song, or create a drawing that illustrates at least 4 main events from the Storypath.

Criteria for Assessment
Learning objectives are demonstrated if the assignment
- includes at least 4 main events from the Storypath.
- includes one idea relating the human needs and concerns related to Freedom Summer.
- includes one concept: freedom, equality, or justice in the presentation.
- evokes an emotional response to the events of Freedom Summer.
- demonstrates care in creating the presentation--shows evidence of preplanning/editing.

Artistic Presentation

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Approaching Expectations</th>
<th>Expectations Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes more than 5 main events from the Storypath</td>
<td>Includes at least 4 main events from the Storypath</td>
<td>Includes 2 or 3 main events from the Storypath</td>
<td>Includes only one main event from the Storypath</td>
</tr>
<tr>
<td>Includes ideas related to the human needs, concerns, and social conditions related to Freedom Summer</td>
<td>Includes one idea relating the human needs and concerns related to Freedom Summer</td>
<td>Includes only one idea related to human needs and concerns related to Freedom Summer</td>
<td>Confusion shown related to human needs and concerns related to Freedom Summer</td>
</tr>
<tr>
<td>Includes two or more concepts: freedom, equality, and justice in the presentation</td>
<td>Includes one concept: freedom, equality, or justice in the presentation</td>
<td>Provides specific examples related to freedom, equality, or justice but does not use those words in presentation</td>
<td>Does not express ideas related to freedom, equality, or justice in presentation</td>
</tr>
<tr>
<td>Evokes an emotional response to the events of Freedom Summer; shows insight</td>
<td>Evokes an emotional response to the events of Freedom Summer</td>
<td>Minimally addresses the emotional aspect to the events of Freedom Summer</td>
<td>Does not evoke an emotional response to the events of Freedom Summer</td>
</tr>
</tbody>
</table>
2. CURRENT EVENT ANALYSIS

Activity
Locate a current event that identifies similar issues to that of the Civil Rights Movement. List two or more facts from the current event and compare those facts to the events of the Civil Rights Movement. List two or more facts that are different from the Civil Rights Movement. Identify the civic action were taken by the people in the current event. (You may need to clarify this term for students.) Based on what you learned in the Storypath, speculate on what you think will happen in the future to the event that you are analyzing.

Criteria for Assessment
Learning objectives are demonstrated if the response
• clearly explains 2 similarities and 2 differences related to current event and the events of the Storypath.
• appropriately links current event to Storypath events.
• can identify a civic action taken by people in the current event.
• can logically speculate on what might happen next in the current event.
• logically sequences responses, shows evidence of editing.
• demonstrates correct grammar and mechanics of English.
3. “My Portfolio”

Activity
Assemble at least four items from your experience in the Storypath which represent ideas or skills that they learned. You may include writing activities, your speeches, posters, “photographs,” and anything else you think demonstrates your learning. For each item, you should describe
  • why you selected the item.
  • what you learned from completing the item.
  • what the item tells about the events of Freedom Summer relating to concepts of freedom, justice, equality and rights of citizens.

Criteria for Assessment
Learning objectives are demonstrated if the portfolio
  • provides an explanation stating why each item was selected and its importance for learning.
  • explains what was learned from the items chosen and can accurately explain at least two events from Freedom Summer.
  • demonstrates an understanding of the events of Freedom Summer and how they relate to the concepts of freedom, justice, equality, and rights of citizens.
- includes reflections that are thoughtful, well organized, and clearly communicated.
- demonstrates correct grammar and mechanics of English.

**Portfolio**

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Approaching Expectations</th>
<th>Expectations Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes five or more items from the <em>Storypath</em></td>
<td>Includes four items from the <em>Storypath</em></td>
<td>Includes three items from the <em>Storypath</em></td>
<td>Includes one or two items from the <em>Storypath</em></td>
</tr>
<tr>
<td>Explains what was learned from the items chosen and can accurately explain at least three or more events from Freedom Summer</td>
<td>Explains what was learned from the items chosen and can accurately explain at least two events from Freedom Summer</td>
<td>Explains what was learned from the items chosen, however, is not clear on how the items reflect the events from Freedom Summer</td>
<td>Cannot clearly explain what was learned from the items chosen</td>
</tr>
<tr>
<td>Can relate the events of Freedom Summer to concepts of freedom, justice, equality and rights of citizens using information from the <em>Storypath</em> and other sources</td>
<td>Can relate the events of Freedom Summer to concepts of freedom, justice, equality and rights of citizens</td>
<td>Can relate the events of Freedom Summer to at least two of the concepts of freedom, justice, equality and rights of citizens</td>
<td>Is unclear of the events of Freedom Summer as they related to the concepts of freedom, justice, equality and rights of citizens</td>
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<tr>
<td>Portfolio well organized, information clearly communicated, and creatively presented</td>
<td>Portfolio well organized and information clearly communicated</td>
<td>Portfolio had four items included but they were not well organized</td>
<td>Portfolio was not well organized and had missing items</td>
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<tr>
<td>Uses correct grammar, spelling, and mechanics of English; only minor errors</td>
<td>Uses correct grammar, spelling, and mechanics of English; two to three errors</td>
<td>Has a few errors in grammar, spelling, or mechanics of English</td>
<td>Has many errors in grammar, spelling, or mechanics of English</td>
</tr>
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LETTER TO PARENTS/GUARDIANS

Dear Parents or Guardians

Your child will soon be starting an integrative unit of study about the Civil Rights Movement of the 1960s. Specifically we will focus on the summer of 1964 and the Mississippi Freedom Project. Students will create characters who are civil rights workers who volunteer to travel to Mississippi to participate in the registration of Black voters.

The teaching approach I will be using is called Storypath, which was originally developed in Scotland. This approach is built on the key principle that learning, to be meaningful, has to be memorable, and that we can use students’ enthusiasm for story-making to teach important content and skills. Active learning, cooperation, critical thinking, and reflection are essential components of the process. As the Storypath develops, students will gain a sense of ownership for their learning as they tackle the problems presented.

As events unfold, ask your child to share with you what is happening in the Storypath. You may find that your child will want to learn more about life in the 1960s and the Civil Rights Movement. We will be studying the people who participated in these events and how life was lived in a segregated society. These issues are sensitive issues and require a classroom climate that respects varying viewpoints and ideas. I want students to be able to examine these issues honestly and respectfully.

You are welcome to visit our classroom during our Storypath time. You will be pleased to see students confronting important issues that relate to Freedom Summer, issues of justice, equality, and freedom as well as the responsibilities of citizenship in a democratic society.

Sincerely,
# Social Skills Assessment Checklist

<table>
<thead>
<tr>
<th>NAME</th>
<th>Responds to situations with composure and flexibility</th>
<th>Uses a positive, respectful tone and body language</th>
<th>Is a supportive and respectful listener</th>
<th>Considers the viewpoints of others</th>
<th>Expresses feelings appropriately</th>
<th>Works to resolve conflicts within a group</th>
<th>Does fair share of the work</th>
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