SPLC LEARNING FOR JUSTICE

learningforjustice.org

A Framework for Teaching the Black Freedom Struggle

Teaching the Civil Rights Movement

Illustration by **Israel G. Vargas**

Contents

Introduction 3

I. Teaching the Civil Rights Movement: The Framework **6**

The Failed Promise of Reconstruction: 1877–1917
Summary Objective 1 8

Fighting at Home and Abroad: 1917–1945
Summary Objectives 2 and 3 10

Important Gains and Work Unfinished: 1945–1980
Summary Objectives 4–11 13

Ongoing Influence and the Movement Continues: 1980–Present
Summary Objectives 12–14 22

II. Guiding Principles **26**

Practice 1: Connect to the present 27

Practice 2: Know how to talk about race and racism 27

Practice 3: Educate to realize power 28

Practice 4: Reveal the unseen 30

Practice 5: Resist telling a simple story 31

III. Resources for Teaching the Civil Rights Movement **32**
Recommended resources for teaching Summary Objectives and Essential Knowledge

IV. Advocating for Teaching Honest History **64**
Information about the *Advocating for Teaching Honest History* guide

Acknowledgments 65

Selma to Montgomery
March, 1965

"When historians pick up their pens to write the story of the 21st century, let them say that it was your generation who laid down the heavy burdens of hate at last and that peace finally triumphed over violence, aggression and war. So I say to you, walk with the wind, brothers and sisters, and let the spirit of peace and the power of everlasting love be your guide."

John Lewis

Introduction

If young people are to make the vision of a just and peaceful world a reality, we must give them the tools to build a strong, multiracial, inclusive democracy—and those tools include an honest and comprehensive history of the United States.

From the first acts of Black resistance to enslavement in the lands that are now the United States to the present-day movement for justice and civil rights, the long tradition of the Black freedom struggle spans the history of our nation. No history of the United States is complete without the story of the Black movement for freedom and equality. In the early periods of U.S. history, the Black freedom struggle centered around resistance to slavery and the abolitionist cause. Learning for Justice's *Teaching Hard History: American Slavery* project provides a framework for teaching the history of slavery in the U.S. in age-appropriate ways.

Teaching the Civil Rights Movement begins in 1877 with Reconstruction and continues the narrative of the movement for equality and civil rights to the present. This framework centers Black Americans' struggle, while pointing out the ways in which white supremacy was institutionalized—across multiple levels of society—to deny political, social and economic equality to Black people.

Black Americans have continuously struggled for equal participation in our nation. Expanding the prevailing narrative contextualizes the Civil Rights Movement of the 1950s and 1960s as a particular era within the longer time frame of the Black movement for equality and civil rights. This focus avoids limiting the history of the movement for equality and civil rights to two mid-20th-century decades and extends the study of the movement into the present.

By engaging young people in a more inclusive history and activist pedagogy, students can make connections between past and present, recognizing the relevance of history to today's justice and civil rights movements. For example, the 2020 anti-racism protests, the largest in our nation's history, challenged us to confront deeply entrenched structural racism as we grappled with injustice and inequality amid the devasting COVID-19 pandemic. The January 6 U.S. Capitol riot and its aftermath illustrate the ongoing threat that white supremacy poses to democracy. And the current wave of state legislative efforts to censor inclusive education and accurate history demonstrates the urgent need to understand and learn from our nation's past. Political, social and economic equality have yet to be achieved, and increasing pushback against the movement toward a more inclusive society challenges us all to become more conscious about the essential knowledge and skills to participate in democracy.

The study of the Black movement for equality and civil rights—and especially the Civil Rights

Patrick Semansky/AP Images

The March on Washington for Jobs and Freedom, 1963

Movement of the 1950s and 1960s—creates opportunities for students to learn about activism and civics, giving them the models and strategies for action and change that encourage them to explore social justice issues and to find ways to answer the question: "How can I make a difference?"

Framework Organization

Teaching the Civil Rights Movement supports educators in grades 9-12 in facilitating a solid understanding of the struggle for equality. The framework is designed to map onto, and expand upon, existing U.S. history and interdisciplinary curricula. Educators can decide what content to integrate into their lessons; the framework design allows choice. And while the recommended resources are by no means an exhaustive list, the intention is to provide options for teaching the Essential Knowledge.

1. The first section is the Teaching the Civil Rights Movement Framework, which organizes Essential Knowledge into four chronological periods and within 14 Summary Objectives. This structure provides a blueprint for integrating the Black movement for equality and civil rights into interdisciplinary courses from Reconstruction to the present. Each time period is designated with a section title and dates so teachers may skip to a particular period or consult the framework continuously as they move through their courses.

2. The second section, Guiding Principles, provides five essential practices to support educators in being reflective and intentional in their teaching.

3. The third section, Resources for Teaching the Civil Rights Movement, addresses the question: "How can I teach this?" Many of these resources—plus other primary and secondary source documents—are available for download or are linked in the Learning for Justice student text library. The library is searchable by topic, author or grade level, and each text includes an introduction and reading questions for students.

   The online version of *Teaching the Civil Rights Movement* contains links to all resources in this section.

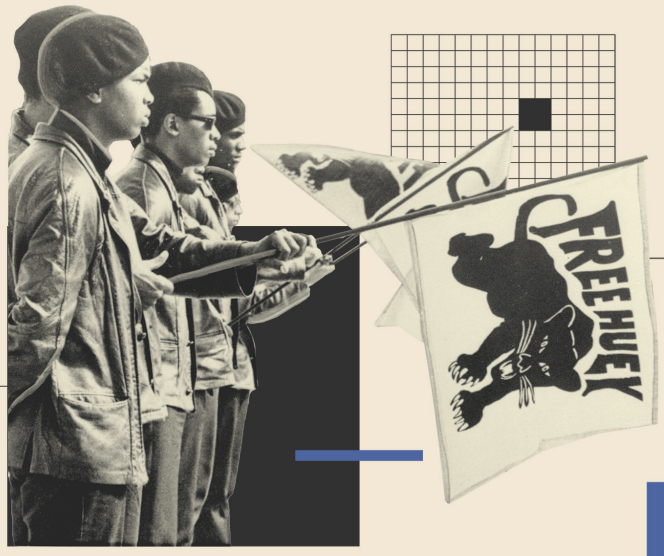
   Regarding language, please note that this framework recommends various primary source documents that use words and phrases recognized as biased or no longer appropriate or derogatory. The historical use—and historical harm—of these words cannot be denied. For this reason, we have chosen not to censor the words from these primary source texts. To avoid further harm, however, we strongly encourage educators to preview these materials before sharing them with students, to prepare students to encounter these words in writing, and to avoid having the words read or spoken aloud in class. We also encourage educators to discuss with students the reasons for choosing not to have such words spoken aloud and the harm these words have caused and continue to cause. Some of the multimedia sources also contain imagery of hate, such as nooses and Confederate flags, about which educators should engage carefully and honestly with students.

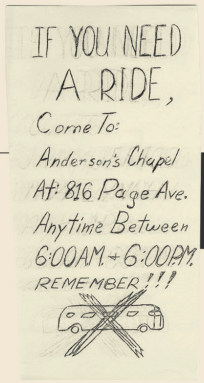
4. The last section, Advocating for Teaching Honest History, includes a description and link to Learning for Justice's guide of the same title.

Teaching history has a core goal of helping students understand the forces that shape our world and make connections between the past and the present. In today's contentious political environment—with numerous states censoring teaching accurate history and critical learning about race and racism along with gender and identity—fighting for young people's rights to research-based practices and inclusive education is essential.

We hope that *Teaching the Civil Rights Movement* will support and engage educators, students, families and communities in teaching and learning about the Black movement for equality and civil rights—which includes the influential Civil Rights Movement of the 1950s and 1960s—and in exploring their roles in our country's ongoing narrative to build a multiracial democracy.

The March on Washington for Jobs and Freedom, 1963

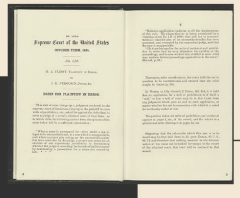

FREEHUEY


IF YOU NEED
A RIDE,
Come To:
Anderson's Chapel
At: 816 Page Ave.
Anytime Between
6:00AM. + 6:00PM.
REMEMBER!!!

The Framew


IF NEGRO MEN
CAN CARRY GUNS FOR
UNCLE SAM
SURELY
THEY CAN DRIVE MILK
WAGONS FOR
BOWMAN DAIRY

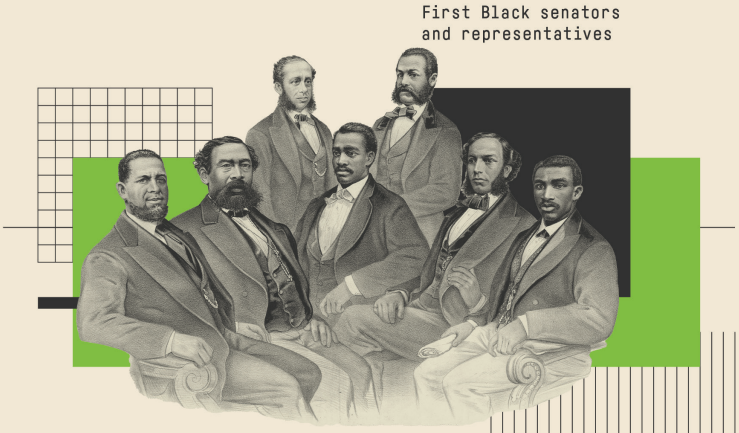

PEOPLE.
NOT
PRISONS.



work

Mary McLeod Bethune

Plessy v. Ferguson



First Black senators and representatives

Ida B. Wells

Robert Smalls

Mary Church Terrell

The Failed Promise of Reconstruction

1877-1917

Summary Objective 1

Students will analyze the ways that a nationwide system of racial control and second-class citizenship was developed after Reconstruction to deny political, social and economic equality to Black people.

Essential Knowledge

1.A. After the Civil War, the federal government helped to institutionalize white supremacy by failing to support the protections offered by the 13th, 14th and 15th amendments. The U.S. Supreme Court ensured de jure segregation—segregation codified by law—could continue, overturning the Civil Rights Act of 1875 and ruling in favor of "separate but equal" segregation in *Plessy v. Ferguson*.

1.B. As a response to African Americans gaining political power during Reconstruction, Southern states systematically disenfranchised Black voters by rewriting state constitutions to include a wide range of new legal measures, such as poll taxes and literacy tests, designed to restrict access to the ballot.

1.C. White Southerners passed laws to maintain white social control. Black Codes, or sets of laws passed by former Confederates who regained power starting in 1865, codified certain rights (such as marriage and land ownership) but also guaranteed harsher punishments for people of color accused of the same crimes as white people.

1.D. As the federal government withdrew from Reconstruction promises and ex-Confederates regained power, white Southerners increasingly used violence and fraud to obtain economic power. Unfair labor contracts between landowners and farmers profited white landowners and left Black sharecroppers and tenant farmers in endless cycles of debt and poverty.

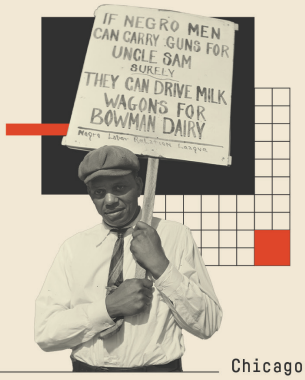
1.E. White supremacists used violence to consolidate power. Private citizens and racial terror groups, such as the Ku Klux Klan, used lynching as a way to control Black people's labor and regulate behavior. Without repercussions, the Klan and other groups regularly inflicted violence on those who sought education, political power or economic success for Black people.

1.F. Black philosophers, intellectuals and activists across the nation engaged in public discussion and debate about the best ways to contend with a white supremacist system and create a better future for Black Americans.

1.G. Many of the systems put into place during and after Reconstruction to control Black people and limit Black political and economic power continue into the present day.

Tulsa Race Massacre

South Chicago



Chicago

The Great Migration

Tuskegee Airmen

Fighting at Home and Abroad
1917-1945

Summary Objective 2

Students will analyze the systems that limited Black political, social and economic power across the United States in the early 20th century and the ways that Black people and communities pushed back against those systems.

Essential Knowledge

2.A. The migration of Black people from the South to cities in the North is often called the Great Migration. This population shift increased Black voting strength at the national level and created networks and connections that were crucial to the Black freedom struggle.

2.B. Racial discrimination was a national issue. Jim Crow laws were put in place to control Black people, enforcing de jure segregation—the legal segregation of public and private facilities. While Jim Crow laws were more prevalent in the South, segregation was still common in the North as African Americans were actively denied access to decent housing and jobs.

2.C. Across the nation, white supremacists used violence and racial terror to enforce segregation and destroy the economic and political power of Black communities.

2.D. In the 1930s, projects and policies designed to expand the U.S. economy during the Great Depression excluded Black Americans and simultaneously helped to build white wealth.

2.E. The white supremacist policies and violence of the early 20th century—and Black people's resistance to this oppression—continue to affect the economic, social and political power of Black communities, even as activists today look for ways to address these historical wrongs.

Summary Objective 3

Students will analyze how the Civil Rights Movement of the 1950s and 1960s was both part of the long history of the Black freedom struggle and a particular movement that arose in response to specific circumstances during the World War II period in the 1940s.

Essential Knowledge

3.A. During World War II, over 1 million African Americans enlisted in the military, leading to pressure for legal equality for enlisted service members and veterans.

3.B. World War II also brought millions of Black workers into factories, where they pushed back against workplace discrimination and pressed for fair employment practices, especially from the federal government.

3.C. Outside of the South, racially discriminatory housing policies and practices governing everything from home loans to apartment rentals perpetuated residential and economic segregation. Housing desegregation became a major issue across the United States.

3.D. The racist mortgage policies put into place by the federal government following World War II played a significant role in creating the wealth gap that exists between white and Black Americans today.

March on Washington for Jobs and Freedom

Medgar Evers

Selma to Montgomery March

Children's March, Birmingham

Brown v. Board of Education

James Farmer, founder of CORE

Important Gains and Work Unfinished

1945-1980

Summary Objective 4

Students will evaluate the ways that a combination of legal, legislative and activist strategies in the late 1940s and 1950s for achieving political and social equality advanced the Civil Rights Movement of the 1950s and 1960s.

Essential Knowledge

4.A. The movement for racial equality drew on a wide variety of tactics, including legal challenges to segregation, community organizing and direct action for securing civil rights. Southern Black communities were at the center of the more explicitly political challenge of the movement.

4.B. Using direct action, local groups organized boycotts and protests. One of the most famous of these was the Montgomery Bus Boycott. This yearlong protest, beginning in December 1955 and organized by a broad coalition, ultimately played a role in a Supreme Court decision mandating the desegregation of city buses.

4.C. The legal strategy of the National Association for the Advancement of Colored People (NAACP) culminated in a series of Supreme Court rulings that expanded rights for African Americans across the country, including rulings desegregating buses and successful challenges to laws that segregated schools and restricted voting.

4.D. The most famous legal victory of this era was the 1954 Supreme Court case *Brown v. Board of Education of Topeka*, in which the Supreme Court ordered the desegregation of public schools, striking down the "separate but equal" doctrine established by *Plessy v. Ferguson*.

4.E. School segregation remains a significant problem today, and the legal strategy developed by the NAACP in the 1940s and 1950s is still being used to fight for well-funded, integrated schools in District Courts across the United States.

Summary Objective 5

Students will analyze the hostile opposition to the Civil Rights Movement of the 1950s and 1960s and the tactics that white supremacists across the country used—from cultural campaigns to legal strategies to terrorist attacks—to try to slow or prevent its work.

Essential Knowledge

5.A. Faced with a changing country and demands for Black equality, white supremacists across the United States continued to use racial terror against Black people and other people of color. This violence included the murders of Black people, such as 14-year-old Emmett Till in 1955.

5.B. Across the nation, violence against activists—including police violence—remained commonplace and brutal. It included lynchings, bombings, assassinations and incarceration, extending well beyond the South to urban centers like Oakland, California; Chicago; and New York City.

5.C. Opposition to the movement came in many forms, including local opposition to school integration, pushes for the disenfranchisement of Black voters, the increased popularity of racist philosophies and the formation of "white citizens' councils"—local groups designed to maintain white power.

5.D. Much of today's public debate around Confederate monuments and place names can be traced directly back to the popularity of Lost Cause mythology in the period immediately following early civil rights gains for Black people.

5.E. There was substantial organized opposition to racial equality from white elected officials at federal, state and local levels. Many candidates ran successfully on segregationist and overtly racist platforms.

5.F. At the onset of the Cold War in the 1950s, members of the U.S. House of Representatives led anti-communist purges that had a wide and chilling effect on Black organizing. Noted intellectuals and activists were stigmatized and persecuted for perceived communist sympathies.

Summary Objective 6

Students will analyze how as the Civil Rights Movement of the 1950s and 1960s grew, local and national organizations and grassroots groups employed a variety of methods, aims, philosophies and strategies to achieve their goals, including an expanded emphasis on direct action.

Essential Knowledge

6.A. The 1960s showed the power of nonviolent direct action as a tool for change, beginning in Greensboro, North Carolina, with a series of student-led sit-ins of segregated businesses. The Student Nonviolent Coordinating Committee (SNCC) quickly became the main engine of student activism in the movement.

6.B. The Freedom Rides, a form of direct action sponsored by the Congress of Racial Equality (CORE), challenged the segregation of interstate buses and terminals. Freedom Riders were Black and white volunteers who rode buses through the South together. They were attacked, beaten and jailed, but many chose to remain in the South after their release to help start local movements.

6.C. Marches and protests drew attention to the movement, and violence against protesters spurred change on a national level. In 1963, the Southern Christian Leadership Conference (SCLC) led a campaign to protest segregation and racism in Birmingham, Alabama, culminating in a march by thousands of African Americans—including children—who were viciously attacked by the police. The resulting images shocked and outraged viewers around the world, prompting the Kennedy administration to finally intervene and help negotiate for desegregation.

6.D. The 1963 March on Washington, during which Martin Luther King Jr. gave his famous "I Have a Dream" speech, drew a crowd of more than 250,000 people from across the United States. However, the march was dismissed by some people and organizations in the movement as ineffective. They argued that while the event helped build white public support for the Civil Rights Act of 1964, it did little to influence congressional votes or to support events on the ground in the freedom struggle.

6.E. Across the South, organizing focused heavily on the right to vote. In Mississippi, activist groups coordinated to organize the 1964 Freedom Summer push to register eligible African Americans to vote.

6.F. In Alabama, activists organized a voting rights campaign in Selma, leading to the famous 1965 Selma to Montgomery march.

6.G. Nonviolence was not the only organizing philosophy of the Civil Rights Movement of the 1950s and 1960s. It was common for activists to believe in armed self-defense. Armed escorts routinely protected protesters engaged in nonviolent direct action.

6.H. Today, this era of well-publicized marches and national attention on civil rights activism—and the period of legislative achievements that followed—is sometimes presented as the extent of the Black movement for equality and civil rights. But highlighting only this period of the narrative neglects the long, continuous work that led to the more rapid changes of the mid-1960s and the work that came after.

Summary Objective 7

Students will analyze some key legislative achievements of the Civil Rights Movement of the 1950s and 1960s and recognize that, even after the courts and Congress enacted new civil rights and voting protections during this period, racial discrimination continued and African Americans across the country still lacked access to quality education, well-paid jobs, health care and decent housing.

Essential Knowledge

7.A. The civil rights activism of this period led to several key pieces of federal legislation. These included the Civil Rights Act of 1964, which banned discrimination in public accommodations; the Voting Rights Act of 1965, which extended protections to voters in the South; and the Fair Housing Act of 1968, which made housing discrimination illegal.

7.B. The Supreme Court's 1954 ruling in *Brown v. Board of Education* provided a key victory of the movement in outlawing de jure school segregation. But it did not result in widespread, immediate school integration. Many white families withdrew their children from integrating schools, and persistent housing segregation meant many neighborhood schools remained segregated.

7.C. While the Civil Rights Act of 1964 made employment discrimination illegal, large labor unions in the North continued racially discriminatory practices well into the 1970s. This long refusal to integrate weakened organized labor and reduced the economic opportunities of American workers.

7.D. While the Voting Rights Act of 1965 made poll taxes, literacy tests and other undue burdens illegal, many districts quickly found other ways to suppress the vote of African American citizens—even before several protections afforded by the Voting Rights Act were overturned by the Supreme Court in the 2013 *Shelby County v. Holder* decision.

7.E. After key elements of the Voting Rights Act were overturned by the Supreme Court in the 2013 case *Shelby County v. Holder*, states across the country began passing laws that restricted access to the ballot. Activists today continue to actively fight voter restrictions that disproportionately affect voters of color.

7.F. While the 1968 Fair Housing Act made housing legally accessible to African Americans, economic barriers and hostility to integration persisted. Federally mandated housing policies created intentionally segregated communities, and many neighborhoods were organized so that their schools were entirely white.

7.G. Persistent and profound economic and social inequality continued across the country. The summers of the late 1960s saw a series of urban uprisings in places like Los Angeles' Watts neighborhood and Detroit.

Summary Objective 8

Students will analyze how, following major legislative victories, the movement shifted its emphasis to address continuing injustices more directly.

Essential Knowledge

8.A. Before his 1968 assassination, Martin Luther King Jr. became more focused on the underlying causes of racial oppression. His speeches and writings focused increasingly on economic inequality, the need for structural reforms, and challenges to the American war in Vietnam.

8.B. The movement did not end with King's assassination. African Americans continued to organize for the same civil and human rights they had been fighting for throughout U.S. history. As the Black Power movement grew, efforts turned toward the development of the Black Arts Movement, the election of Black officials and the building of Black institutions like Black labor unions.

8.C. Major civil rights organizations had national reach. Some of the NAACP's oldest and most active chapters were in cities outside the South. CORE shifted its emphasis from organizing in the South to prioritizing work on housing, jobs and police violence in cities across the country.

8.D. This work toward equality and justice is ongoing, and today many movements fighting economic injustice and police violence trace their roots directly to this era.

Summary Objective 9

Students will trace the growth of Black nationalism and Black Power movements and analyze why they attracted young activists frustrated with the slow pace of progress and the mainstream emphasis on integration.

Essential Knowledge

9.A. With deep roots in the "race first" philosophy of Marcus Garvey, Black nationalism called for Black solidarity and political self-determination. The Nation of Islam (NOI), which recruited Malcolm X, was an early proponent of Black nationalism, and though Malcolm X later split from the NOI, the call for Black self-determination continued to resonate with many people engaged in the struggle for Black freedom.

9.B. In 1966, SNCC activist Stokely Carmichael's call for "Black Power" drew on rural Black organizing traditions and Black nationalist ideas to push the movement toward the acquisition of economic and political power.

9.C. The Black Panther Party, founded in Oakland, California, in 1966, was envisioned as a revolutionary organization that would facilitate the self-determination of Black communities while protecting them from police violence.

9.D. The federal government allied both with and against the Black freedom struggle. The FBI targeted individual activists and civil rights organizations, including SNCC, SCLC and the Black Panther Party. The FBI's Counterintelligence Program (COINTELPRO) worked with local and state police agencies to disrupt and sabotage activist groups.

9.E. The Black Panther Party's strategies of community support and self-sufficiency continue to inspire organizers and activists. In 2020, mutual-aid and bail-out organizations developed across the U.S. for community members to support one another through protests and the COVID-19 pandemic.

Summary Objective 10

Students will identify some of the intersectional liberation movements that developed within and alongside the Black freedom struggle and analyze the ways other movements for political equality and self-determination were influenced by the strategies of the Civil Rights Movement of the 1950s and 1960s.

Essential Knowledge

10.A. The Black freedom struggle and the fight for LGBTQ+ rights intersected in many ways. Several prominent members of the movement were also important voices in the movement for LGBTQ+ civil rights.

10.B. As the Civil Rights Movement continued to work toward improving the daily conditions of life for Black people across the country, some activists created separate feminist movements to address the specific concerns of Black women, including the sexism they faced within and beyond the Civil Rights Movement and the racism they faced from white feminists.

10.C. The successes and strategies of the Civil Rights Movement of the 1950s and 1960s influenced other justice and civil rights movements in the United States, including but not limited to efforts to secure fair treatment for farmworkers; the American Indian Movement (AIM); and movements for disability, gender and LGBTQ+ equality.

10.D. The Civil Rights Movement of the 1950s and 1960s as part of the Black freedom struggle continues to overlap with and inspire other movements. Intersectional protests are a strategic tactic for collective liberation.

Summary Objective 11

Students will map the international connections and global ramifications of the Civil Rights Movement of the 1950s and 1960s and analyze the ways the movement influenced—and was influenced by—other international movements.

Essential Knowledge

11.A. The Cold War played an important part in presidential decisions to pursue civil rights legislation. Images of violence against protestors in places like Birmingham, Alabama, hurt the image of the United States as it held itself up as a model for democracy abroad.

11.B. Many activists in the Civil Rights Movement were influenced by Mahatma Gandhi's principles of nonviolent direct action and by the anti-colonial and liberation movements happening in India, Africa and other parts of the world.

11.C. In response to disproportionate Black representation among draftees and growing anti-colonial solidarity, some members and organizations within the movement spoke out against the United States involvement in the Vietnam War.

11.D. The Civil Rights Movement of the 1950s and 1960s in the U.S. was and continues to be a major inspiration for freedom struggles around the world.

11.E. International connections were once again made visible in 2020 with protests in support of Black lives, both in the U.S. and around the globe.

Black Lives Matter

Contemporary activism

Selma march with President Barack Obama and U.S. Rep. John Lewis

Ongoing Influence and the Movement Continues

1980-Present

Summary Objective 12

Students will analyze the influence of the Civil Rights Movement of the 1950s and 1960s on cultural traditions, identifying new artistic and spiritual expressions reflected and produced by the movement.

Essential Knowledge

12.A. From its beginnings, the Civil Rights Movement of the 1950s and 1960s was deeply influenced by poets, novelists and playwrights dating back to the Harlem Renaissance and earlier.

12.B. Jazz, blues and the culture that surrounded them created communities where innovative African American thought could thrive. African American spirituals and folk and gospel songs were equally important to the growth and development of the movement. Singing "freedom songs" was a part of many organizing campaigns and mass demonstrations.

12.C. Directly inspired by Black Power and the call for self-determination, the Black Arts Movement brought together artists who wished to create politically engaged work based on the Black experience. The Black Arts Movement is widely credited with inspiring similar movements among artists of other ethnic identities.

12.D. Striving to highlight the history and the progress yet to be made, artists continue to center the movement in their work today.

Summary Objective 13

Students will analyze how the Civil Rights Movement continues to shape policy, law and culture through the late 20th and early 21st centuries—and recognize the movement's unfinished business.

Essential Knowledge

13.A. Along with judicial successes like the 1954 Supreme Court ruling in *Brown v. Board of Education*, the hard-won legislative victories of the 1960s democratized many American institutions. The strategies and achievements of the Civil Rights Movement of the 1950s and 1960s expanded the electorate, reduced organized racial terror by vigilante groups, created new social and cultural organizations and institutions to combat white supremacy, and addressed other forms of discrimination.

13.B. However, despite these achievements, racism and white supremacy persist in the United States. Housing segregation continues, and schools are more segregated now than they've been since the 1970s. Structural racism continues to manifest in systems and institutions in many ways.

13.C. Profound economic inequalities continue to exist, stemming in part from racist hiring and promotion practices. These result in wage disparities and tremendous wealth inequality between white people and Black, Indigenous and other people of color. White households also inherit more wealth, due in part to homeownership made possible by racist laws and policies.

13.D. Political inequality also endures. In the 2013 case *Shelby County v. Holder*, the Supreme Court overturned some of the most important protections of the Voting Rights Act of 1965. Today, Black, Indigenous and other people of color are disproportionately affected by gerrymandering, purges of voter rolls, stringent voter identification requirements and the disenfranchisement of people with felony convictions.

13.E. Mass incarceration continues to devastate communities of color, whose members are imprisoned and processed through the criminal justice system at rates far exceeding those of white people, with lasting consequences for political and economic participation. Police violence, racial profiling and intimidation are routine for many Black Americans, who struggle to find redress in the legal system.

Summary Objective 14

Students will analyze how the Black freedom struggle is ongoing and intersects with other civil rights movements and will identify opportunities for activism in the present day.

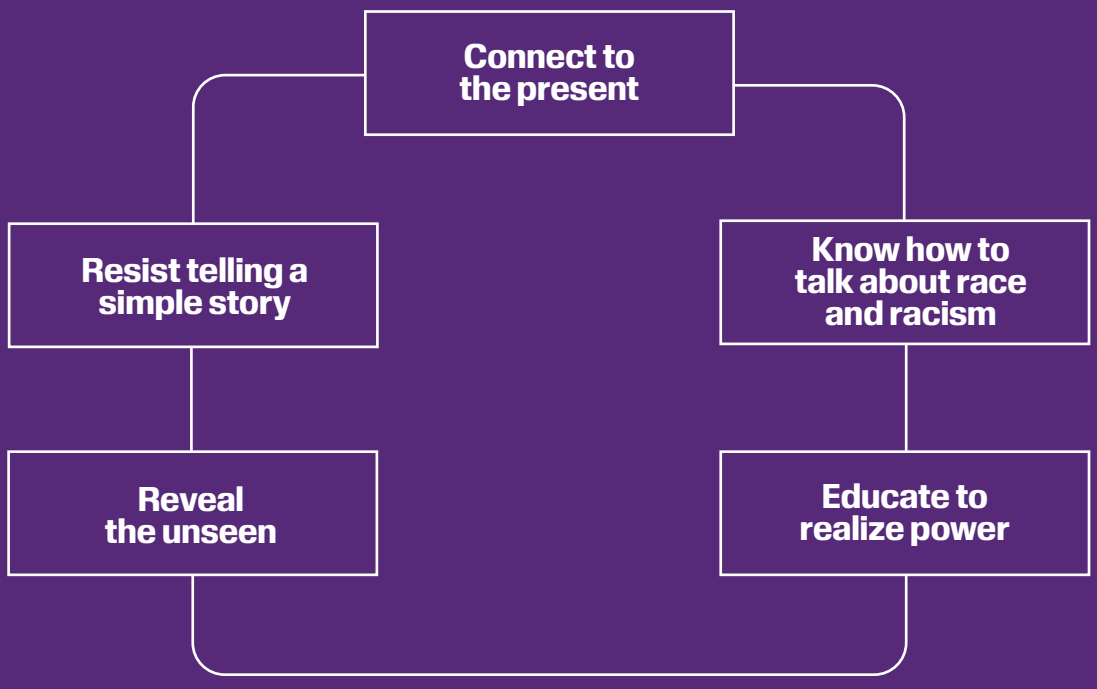
Essential Knowledge

14.A. The United States' power structure, deeply rooted in white supremacy, is sustained through active attempts to deny and obscure an honest reckoning with history. Black Americans, especially young people, are at the forefront of confronting this culture of historical denial and are actively demanding honest engagement with the past to create justice in the present and future.

14.B. While the specific language, tactics and groups involved might change over time, pushback against racial justice is an intentional and coordinated reality of white supremacy

Guiding Principles

Being reflective and intentional about how we teach about the Black movement for equality and civil rights is essential for engaging young people in this history and its connections to their lives. The following strategies provide guidance for practices that can be integrated into planning and instruction. These practices are adapted from the Learning for Justice publications *The March Continues* and *Beyond the Bus*.



Practice 1: Connect to the present

- Build bridges between current events and the long history of the Black movement for equality and civil rights.
- Encourage students to make connections between the history—especially the Civil Rights Movement of the 1950s and 1960s—and justice and civil rights movements today.
- Address goals of the Black movement for equality and civil rights that remain unmet.
- Make the history and today's justice and civil rights movements relevant to students' lives by drawing on local issues and community struggles.
- Use project-based learning and performance tasks to assess student learning and its application in their own lives.

Making connections and recognizing that we are not simply learning about the past, but rather how society today is shaped by that past, is key to establishing relevance for students. When historical learning is connected to current events, students can explore ways to apply their knowledge to analyze conditions today and imagine the changes needed to achieve a more equitable society. They become better equipped to take action in the present.

Examining current news stories and recognizing recurring themes can help students connect past and present. Mapping the ways in which white supremacy and racism persist in contemporary society helps students evaluate achievements and pinpoint areas that demand additional change. As teachers review contemporary sources, they should incorporate media literacy skills to analyze content and recognize bias and disinformation.

And making connections between the Black movement for equality and civil rights and other justice and civil rights movements today can set the stage for complex discussions. Students will better understand current events if they can draw from the rich historical context, and cultivating this nuanced understanding of past and present is even more essential when teaching students from diverse backgrounds.

Practice 2: Know how to talk about race and racism

- Recognize how our identities and experiences can affect our feelings about topics of race and racism. Take time to consider your own identities and relationships to this history.
- Dispel ideas about a biological basis for race and help students understand race as a social construction.
- Help students understand the social and legal constructions surrounding race and how race has been used as a means of control throughout history.
- Be conscious and curious about the ways race is important in your students' lives.
- Allow opportunities for students to discuss, in a supportive environment, their experiences with race and racism.
- Avoid race-neutral language and acknowledge contemporary racial disparities.

Black Lives Matter protest march, 2016

Wolfram Kastl/AP Images

Discussing race can be an opportunity for thoughtful conversations. In teaching the Black movement for equality and civil rights, educators must be prepared to talk about race and racism—not as remnants of the past but as real forces in the world today. Learning for Justice's *Let's Talk!* publication is an essential resource for educators working to build their own competency facilitating classroom conversations about critical topics like identity, discrimination and inequality.

Race is a social construct rather than a biological fact. But race matters in how it shapes our experiences and has real impacts, from small interpersonal interactions to large institutional arrangements. Educators should examine the ways that race influences their classrooms and schools every day.

When teachers say they are "colorblind" or they "don't see race," they are usually trying to say they do not discriminate and that they treat all their students equally. Of course, being fair and treating each student with respect are essential. However, race and ethnicity often play important roles in children's identities and our own. We do students a disservice if we encourage them to think that racism is a remnant of a distant historical era. And "colorblind" practices erase the lived experiences of students of color, who know all too well the continued effects of race and racism, and provide white students the opportunity to not consider their own racial identities.

Setting clear guidelines for discussion is an essential step. Involve students in this process by asking them what kinds of guidelines they would need to feel safe expressing their ideas. Remember that conversations about race include everyone. Often, teachers discuss race without making white privilege visible and subject to investigation. This can make the history difficult to understand and diminish the actions of white allies who "crossed lines" in solidarity.

Teaching about the Black movement for equality and civil rights provides a relevant and historically appropriate opportunity to talk openly with students about the ways race and racism shaped and continue to influence American society.

Practice 3: Educate to realize power

- Challenge students to question the assumptions and historical narratives they have been taught by developing their critical thinking and questioning skills.
- Prepare students to be change agents and participants in history by emphasizing the importance of young people in the Civil Rights Movement of the 1950s and 1960s.
- Introduce students to role models in their schools and communities who can serve as strong examples of change-makers.
- Provide experiential learning opportunities that allow students to apply what they learn.
- Teach the tactics and strategies of the Civil Rights Movement of the 1950s and 1960s, and encourage students to think creatively about how they can address injustice today.

The Civil Rights Movement of the 1950s and 1960s is a story of people who believed they could bring about change. Realizing one's own capacity for action is an essential disposition for effective citizenship. Help young people to see themselves as participants in history and as agents for change in their schools and communities, building on a central theme of realizing personal and collective power.

Providing young people with activist pedagogy that can improve their sense of self-efficacy is a crucial aspect of teaching them about the struggles and triumphs of ongoing justice and civil rights movements.

Begin by teaching students to think critically about history and to question conventional narratives as they seek the stories lying beneath. Critical thinking includes examining the common ways in which historical fact is created and presented.

The Civil Rights Movement of the 1950s and 1960s offers hundreds of role models and case studies for students to see how participants critiqued and resisted existing arrangements of power. Studying the movement raises enduring questions immediately relevant to young

The March on Washington for Jobs and Freedom, 1963

people's lives. Teaching to realize power can help students grapple with these questions in productive ways. Racism and other kinds of discrimination persist in society. Students who learn about the tactics and strategies used in the past to resist and overturn systems of oppression can learn how they, too, might address injustices closer to home.

Adopting a culturally responsive approach to teaching is essential. To prevent inadvertently inflicting harm on young people, particularly Black, Indigenous and other students of color, we must be conscious of "curriculum violence." Stephanie P. Jones, Ph.D., founder of the Mapping Racial Trauma in Schools database, advises how to do that in the Learning for Justice article "Ending Curriculum Violence."

The Civil Rights Movement of the 1950s and 1960s includes examples of culturally responsive teaching in action. For example, the Mississippi Freedom Schools, established during Freedom Summer of 1964, created curricula based on students' needs and experiences as African Americans living in the Jim Crow South. As expressed in the 1964 memo by Freedom Schools founder Charles E. Cobb Jr., "[t]he purpose of the Freedom schools is to provide an educational experience for students which will make it possible for them to challenge the myths of our society, to perceive more clearly its realities, and to find alternatives, and ultimately, new directions for action." Making this possibility concrete meant beginning with shaping the curriculum according to students' needs and interests.

Educators should emphasize the important role young people played in shaping the Civil Rights Movement of the 1950s and 1960s. Explore the work of young people who registered voters during the Mississippi Freedom Summer, tested segregation laws with the Freedom Riders, and influenced movement tactics and strategy through participation in such groups as the Student Nonviolent Coordinating Committee (SNCC). The Black movement for equality and civil rights offers an ideal setting to plan for experiential learning. Like young people in the Freedom Schools, students today can learn to interrogate their own schooling experiences as they learn about others who interrogated other social realities.

Practice 4: Reveal the unseen

- Teach the wider Black freedom struggle that took place across the country (not just in the South) and in daily life (not only in the political sphere).
- Shift the focus from familiar heroes and villains to lesser-known individuals.
- Offer broader viewpoints of history by drawing upon original sources and personal narratives and testimonies.
- Be conscious of (and encourage students' awareness of) bias, language and context in source documents.
- Promote a model of learning as discovery in which students are producers of knowledge and meaning rather than passive receptacles.

Expanding the focus to the unseen or underrepresented engages young people in the process of discovering knowledge. Because the Civil Rights Movement of the 1950s and 1960s is often condensed into two names (Rosa Parks and Martin Luther King Jr.) and four words ("I have a dream"), students can uncover much that is usually unseen. When teachers broaden the perspective to include the unseen, they open doors for students to enter and explore. Students see that the movement—much like knowledge—is a "living thing." When students are producers rather than simply passive recipients of knowledge, they are more likely to show interest and retain information.

The unseen movement brings women leaders, activists of other ethnic and cultural heritages, and LGBTQ+ leaders out of textbook sidebars and places them at the center of discussion. It focuses the lens of inquiry on such places as Sunflower County, Mississippi; Albany, Georgia; and Wilson, North Carolina, to see how the freedom struggle was understood differently in diverse places. The wider movement reveals what is often obscured by textbooks' focus on court victories and federal legislation—and that the Black movement for equality and civil rights includes the entire nation, as students learn that prejudice and struggle were not and are not limited to the South.

The idea of a broader movement for equality and civil rights expands the study beyond a traditional limited time frame and focus. Educators opening this door will find rich roots of the movement stretching back into Reconstruction—A. Philip Randolph and organized labor, Paul Robeson and music, and the Tuskegee airmen are all behind this door. Students learn about coordinated opposition to the Civil Rights Act of 1964, including dramatic increases in extrajudicial violence. They examine the reasons for urban protests in places like Detroit and the Watts neighborhood of Los Angeles, consider the recommendations of the Kerner Commission, and evaluate the trajectory of the Black Panther Party.

Including the stories of individuals from outside the familiar list of movement heroes and villains can help students follow the movement's complicated path while illuminating broader issues. Testimonies can personalize history and help students understand the thoughts, experiences and motivations of people in the past.

Original historical resources include multiple perspectives often left out of textbooks' summarized accounts. When students encounter artifacts from the past, they engage actively in interpreting history. Students can listen to participants through oral history projects, increasingly located online, including many that are ongoing and constantly growing. They can find the history of the Civil Rights Movement in their own communities, even in places where a connection to the movement might not be obvious.

Finally, explore hidden dimensions of the well known by giving students a rich sense of context. Elaborate on and deepen the meanings of famous people and events and make connections among various intersecting issues.

Practice 5: Resist telling a simple story

- Avoid presenting sanitized accounts of history that obscure the realities of racial violence and systems of racial control.
- Address the work that remains to be done, current inequalities and challenges to racial justice.
- Shift students' thinking away from individuals and toward systems and institutions.
- Dispel the "Malcolm X vs. MLK" dichotomy that casts the Civil Rights Movement of the 1950s and 1960s as divided over nonviolent resistance.
- Present the Black movement for equality and civil rights in the United States from a global perspective that reveals its international implications.

In telling the honest and complicated history, we refuse to sanitize the past. Students learn—in age-appropriate and culturally responsive ways—about the realities of racism, systems of racial control and racial violence that prompted the Black movement for equality and civil rights and persisted beyond the 1960s. Showing students that racism wore both institutional and individual faces will help them understand the importance of the movement's achievements and recognize the work that remains.

Often, students learn that school segregation ended after *Brown v. Board of Education*, that the Montgomery Bus Boycott stopped segregated busing and that passage of the Voting Rights Act of 1965 eliminated all obstacles to voting. They learn that racial violence went away after the Birmingham, Alabama, church bombing. Yet those same students may notice that they attend segregated schools and live in segregated neighborhoods and that poverty and race seem to go together. When educators reach beyond the limited narrative, they acknowledge students' experiences and the ongoing struggle.

Freedom Riders, 1961

AP Images

As students analyze the realities of institutional racism, they begin to understand why racism persists. Revealing that the past and present are littered with violence and persistent systems of oppression helps students understand the exceptional heroism of regular people in the movement. When history diminishes the severity of past obstacles, it also diminishes the work of activists who overcame those obstacles.

Telling a complicated history can mean connecting to a global context. When the classroom's lens is broadened to reveal a global view, educators and students have the opportunity to discover the unseen international implications of civil rights restrictions and expansions in the United States.

When students examine complex causality, they build critical thinking skills that can be applied in other disciplines and to other eras in history.

Resources for Teaching the Civil Rights Movement

The Summary Objectives and Essential Knowledge in the framework outline the concepts, analytical skills and historical information students should know. The Guiding Principles are practices for how to plan and teach the honest history and activist pedagogy of the Black movement for equality and civil rights.

This section provides resources that can help educators plan lessons. To provide options, there are often multiple resources listed for each Essential Knowledge. Many of these resources—and other primary and secondary source documents—are available for download in the Learning for Justice text library. The online version of this guide, available on **learningforjustice.org**, includes links to the resources listed in this section.

The Failed Promise of Reconstruction 1877-1917

Resources for Teaching Summary Objective 1

For teaching about the failures of Reconstruction, educators can review the following resources:

- LFJ's ***Teaching Hard History: A Framework for Teaching American Slavery***, particularly Summary Objectives 19, 20 and 21.
- LFJ's ***Teaching Hard History* podcast, Season 4: *The Jim Crow Era*** offers recommendations and reflections for teaching this critical era, with Episode 4 specifically addressing Reconstruction.
- The **Zinn Education Project's Teach Reconstruction Campaign** contains lessons that help students analyze the accomplishments and failures of this time and see the connections between different social movements.
- **[1.A.]** To analyze how the federal government failed to protect the rights afforded by the Reconstruction Amendments, students can examine the text of the **14th Amendment** and contrast it with the **1896 Judgment of the Supreme Court of the United States in *Plessy v. Ferguson***. Both primary texts are available in the LFJ text library, where they are paired with text-based questions to aid student reading.
- **[1.B.]** To explore how Southern state legislatures responded to the expansion of voting that enfranchised Black men, students can read **the Mississippi Constitution of 1890**. Article 12, particularly, illustrates how Southern state legislatures rewrote constitutions to place obstacles in the way of newly enfranchised African Americans.
- **[1.C.]** Key examples of Black Codes legislation include laws that exploited or regulated the labor of Black people. Vagrancy laws (particularly in Mississippi and South Carolina) allowed magistrates to arrest any Black man who appeared unemployed and hire him out to a white planter. Apprenticeship laws meant that if courts ruled that parents were unable to adequately care for children under 18, those children could be apprenticed out as labor, with preference given to former enslavers. Licensure laws required African Americans to get special licenses to do anything other than farm. These documents are widely available online. **"Excerpt from Mississippi Black Codes (1865)"** and the lesson **"The History of Slave Patrols, Black Codes, and Vagrancy Laws"** are available from Facing History & Ourselves.
- **[1.C.]** During the Jim Crow era, Southern states used peonage and convict labor to

force African Americans to work without pay for years or even decades. Watch the PBS documentary ***Slavery by Another Name*** to learn more.

- **[1.C.]** Letters archived by **The Freedmen and Southern Society Project** capture contemporary protests of unfair laws. In the January 25, 1866, letter **"Mississippi Freedman to the Mississippi Freedmen's Bureau Assistant Commissioner,"** M. Howard, a freedman in Mississippi, protests labor contracts and Black Codes.

- **[1.D.]** To learn more about the impact and endurance of the exploitative labor systems established during Reconstruction, analyze the work of photographer Marion Post Wolcott. Her 1939 photograph titled **"Negro Farmer Who Has Brought His Cotton Samples to Town Discusses Price With Cotton Buyer"** captures the power dynamic between white buyers and African American sharecroppers. This and other **Wolcott photographs** are available in the online catalog of the Library of Congress.

- **[1.D.]** To better understand sharecropping and tenant farming, examine a sharecropper contract. These documents are widely available online, or K-12 educators can create a school account for free access to **"Sharecropper Contract, 1867"** through the Gilder Lehrman Institute of American History.

- **[1.E.]** To teach about the rise of racial terror during Reconstruction and its continued impact today, educators can use the LFJ film ***An Outrage*** along with the activities in the film kit.

- **[1.E.]** Explore current projects to map lynching, including the Equal Justice Initiative's online map **Racial Terror Lynchings**.

- **[1.E.]** The short film ***The Origins of Lynching Culture in the United States***, available from Facing History & Ourselves, can provide further important context for this era.

- **[1.E.]** The Ku Klux Klan is the most notorious white supremacy group in the United States. To see how the Klan's views were disseminated through mainstream means in the 1920s, students can review issues of ***The Fiery Cross***, a propaganda outlet published by the Klan masquerading under the guise of a legitimate newspaper, available online through the libraries of Indiana University.

- **[1.E.]** Throughout this period, Black journalists worked to document lynchings. To better understand the scope and impact of racial terror, as well as how these Black writers and activists risked their lives to document it, students can read **"I Investigate Lynchings,"** a 1929 essay by activist Walter White from his time as an undercover journalist in Georgia, available through the LFJ text library.

- **[1.E.]** Students should also explore the career of journalist Ida B. Wells-Barnett. The Digital Public Library of America's collection **Ida B. Wells and Anti-Lynching Activism** offers a useful starting point.

- **[1.E.]** For more on the history of racial terror and recommendations for teaching this era, educators can listen to the LFJ *Teaching Hard History* podcast, specifically Season 4, Episode 6, **"Lynching: White Supremacy, Terrorism and Black Resilience,"** and Season 3, Episode 4, **"Jim Crow, Lynching and White Supremacy."**

- **[1.F.]** To understand the ways Black activists engaged in the freedom struggle throughout the United States, explore the works of Booker T. Washington and W.E.B. Du Bois. Students should analyze the former's 1895 **"Atlanta Compromise,"** comparing the ways Washington engaged with white politicians with Du Bois' 1905 **"Niagara Movement Declaration of Principles,"** which signaled a new era of civil rights activism led by Black intellectuals.

- **[1.F.]** Analyze the ways Black women theorized and organized to address both white supremacy and patriarchy. LFJ's lesson on **"Mary Church Terrell"** introduces students to the first president of the National Association of Colored Women and asks them to analyze part of one of her addresses.

- **[1.F.]** Scholar Anna Julia Cooper is another important figure with whom students should be acquainted. Her 1893 speech **"Women's Cause Is One and Universal"** is available through BlackPast.

- **[1.G.]** To better understand the philosophy that would later inspire Black Power and Black nationalist movements in the 1960s and 1970s, students can watch the short video **"Marcus Garvey and the Universal Negro Improvement Association,"** available through NBC News Learn or the LFJ text library.

- **[1.G.]** To connect contemporary injustices in the criminal justice system to both slavery and the Reconstruction era, educators can use the lesson **"Examining the Legacy of Slavery in Mass Incarceration,"** from the Pulitzer Center's The 1619 Project Curriculum.

- **[1.G.]** LFJ's *Teaching Hard History* podcast, Season 4, Episode 15, **"Criminalizing Blackness: Prisons, Police and Jim Crow,"** also explores this topic.

- **[1.G.]** The systems established under Reconstruction continued to disenfranchise Black voters for generations. Reviewing a sample of an **Alabama literacy test** shows how, as late as 1965, local registrars could choose harder questions for people they didn't want to pass the test and could even choose to interpret correct answers as incorrect.

- **[1.G.]** To connect the strategies used to limit Black people's political power after the Civil War with voter suppression today, students can read a passage from Carol Anderson's *One Person, No Vote*. The LFJ resource **"Teach This: Voter Suppression and Literacy Tests"** includes an excerpt of the text adapted for young adult readers, along with discussion questions.

- **[1.G.]** For more recent examples of voter suppression, the LFJ resource **"Teach This: Texas Students Fight for Their Right To Vote"** outlines ways students at one HBCU have struggled for over 40 years to maintain their access to the ballot.

Mary Church Terrell (1863–1954)

Fighting at Home and Abroad
1917-1945

Resources for Teaching Summary Objective 2

- **[2.A.]** To examine the cultural impact of the Great Migration—and to learn more about what life was like for African Americans at this time—students can look to contemporary art and literature. The painter Jacob Lawrence, for example, produced a series about the Great Migration. Students can learn more about each piece, including historical background, through the Museum of Modern Art's online interactive exhibition ***One-Way Ticket***.

- **[2.A.]** To recognize ways the Great Migration established and strengthened networks among Black people across the United States, students can review primary sources. The Library of Congress online exhibit *The African-American Mosaic* spotlights these connections in the collection **"Chicago: Destination for the Great Migration,"** with letters written to Black churches and other organizations listed in the *Chicago Defender* as support systems for Black people in the North.

- **[2.A.]** A 1918 **"Letter From Mrs. J.H. Adams, Macon, Georgia, to the Bethlehem Baptist Association in Chicago, Illinois"**—available from the LFJ text library or the Library of Congress—in which she asks for help finding employment in the North, indicates some of the actions that African Americans took in search of improved living conditions.

- **[2.A.]** For another glimpse of life during the Great Depression and beyond through a Black artist's perspective—and for an example of how artists of the time were conceptualizing and representing a national Black American identity beyond the South—students can read the 1937 poem **"For My People"** by Margaret Walker, available from the LFJ text library.

- **[2.B.]** The LFJ text **"Jim Crow Is Watching"** provides a brief introduction to Jim Crow laws, along with examples of those laws and text-based questions.

- **[2.B.]** To better understand Jim Crow and to offer context that connects this era to the modern civil rights movement, educators can use the LFJ lesson **"Jim Crow as a Form of Racialized Social Control,"** developed around an excerpt from Michelle Alexander's *The New Jim Crow*.

- **[2.B.]** To learn about the struggles African Americans faced in the South, examine primary sources in contemporary newspapers. **"A Lie Nailed"** (available in the LFJ text library) is an 1893 editorial in *The Appeal*, a prominent Black

newspaper from Minnesota, that details the treatment of Black people on trains in the South.

- **[2.C.]** To introduce the history of the Red Summer of 1919, educators can share the PBS *American Experience* article **"Red Summer: When Racist Mobs Ruled."**

- **[2.C.]** To better understand both this history of violence and how it has still largely been left unaddressed, explore the changing historical representations and misrepresentations of the Tulsa Race Massacre of 1921. **"The Massacre of Black Wall Street,"** an illustrated history from HBO published by *The Atlantic*, offers a good introduction to this topic.

- **[2.C.]** The *New York Times* interactive feature **"What the Tulsa Race Massacre Destroyed"** can help students recognize the prosperity Black Oklahomans had built in Greenwood and comprehend the scope of the violence.

- **[2.C.]** The **Zinn Education Project** provides additional history, teaching activities and book recommendations about Tulsa in **"Burned Out of Homes and History: Unearthing the Silenced Voices of the Tulsa Massacre."**

- **[2.D.]** To learn about redlining and the impact of the New Deal on Black Americans, use the LFJ lessons based on *The Color of Law*, a 2017 book detailing the history of redlining. **"*The Color of Law*: Creating Racially Segregated Communities"** and **"*The Color of Law*: Winners and Losers in the Job Market"** explore this history.

- **[2.D.]** The University of Minnesota Libraries site **Mapping Prejudice** has extensive resources for teaching about housing discrimination. Their resource **"What Is a Covenant?"** shows how segregation was enforced by private companies and racist homeowners' associations through housing covenants.

- **[2.D.]** The federal government also used redlining to guide the approval and denial of home loans for African Americans administered by the Federal Housing Administration (FHA). To better understand how lenders and insurance providers worked to ensure segregated communities, review the preface and sections 226-235 of the **1936 FHA *Underwriting Manual***.

- **[2.E.]** For an overview of how policies from the early 1900s continue to reinforce economic inequality today, read Trymaine Lee's article **"A Vast Wealth Gap, Driven by Segregation, Redlining, Evictions and Exclusion, Separates Black and White America,"** which is available as part of the 1619 Project of *The New York Times*.

- **[2.E.]** For an example of how one family's inheritance was destroyed by racial violence and government policy, how that loss continues to affect the family today, and how they've fought for reparations, read and discuss the 2021 NBC News article **"How One Beach City's Racial Reckoning Is Putting California's Racist History Front and Center."** And read an updated 2023 account of the situation in **"A Once-Thriving Black-Owned Beach Is Returned to Its Rightful Owners"** from the Natural Resources Defense Council.

- **[2.E.]** To better understand how the population shifts of the Great Migration helped provide a foundation for the Civil Rights Movement of the 1950s and 1960s, and continue to influence present-day movements, students can read excerpts or the entirety of Isabel Wilkerson's article **"The Long-Lasting Legacy of the Great Migration."**

- **[2.E.]** For further understanding of how the massacre in Tulsa continues to affect people and communities in the present, students can read two articles: **"One of the Last Survivors of the 1921 Tulsa Race Massacre—107 Years Old—Wants Justice,"** from *The Washington Post*, and **"The Tulsa Race Massacre was 100 Years Ago. Its Oldest Living Survivor, Viola Fletcher, Told Her Story to Congress,"** from *Essence*. These articles share the story of Viola Fletcher, who was 7 years old at the time of the massacre and was still fighting for reparations in 2021 when she testified about her experience before a U.S. congressional committee.

Resources for Teaching Summary Objective 3

Tuskegee Airmen, 1945

- **[3.A.]** To learn about African American soldiers during World War II, review archival photographs available through the National Archives, particularly their webpage **"Pictures of African Americans During World War II."**

- **[3.A.]** As the editorials **"Should I Sacrifice To Live Half-American?"** and **"The Negro Veteran Comes Home"** show, Black veterans questioned whether their sacrifices for democracy would be acknowledged and repaid by their fellow Americans.

- **[3.A.]** To further explore these ideas, students can contrast the editorials with President Franklin D. Roosevelt's 1941 **"Four Freedoms"** speech, which explained his ideals of what American freedom really meant.

- **[3.A.]** African American soldiers also faced bureaucratic opposition within government institutions. To learn how Black soldiers and veterans were deprived of their benefits from the GI Bill, read the 1945 article from the *Pittsburgh Courier* "**Veteran Benefits Denied Holders.**"

- **[3.A.]** Systemic racism was also rampant within the military. For example, some Black soldiers routinely dealt with outdated

equipment, such as the airplanes flown by the Tuskegee Airmen. For a first-person account, students can watch a 2002 **interview with Tuskegee Airman Lee Archer**, available through the Library of Congress.

- **[3.A.]** To better understand the impact of experiences like Archer's, read the text of **Executive Order 9981**, in which Truman established the President's Committee of Equality of Treatment and Opportunity in the Armed Forces.

- **[3.B.]** To see how World War II provided African American women an increased range of professional opportunities, paving the way for later civil rights advocacy, review the 1945 article in *Opportunity* **"Negro Women in the WAC."**

- **[3.B.]** Students should also learn how Black labor organizers like A. Philip Randolph exerted influence on federal policymaking, leading to President Roosevelt's 1941 **Executive Order 8802** banning discrimination in the defense industry.

- **[3.B.]** For further primary sources that help contextualize the World War II era and Randolph's work for racial justice in labor relations, visit the **World War II and Post-War** section of the Library of Congress exhibit *The Civil Rights Act of 1964: A Long Struggle for Freedom*.

- **[3.B.]** The National World War II Museum's exhibit ***Fighting for the Right To Fight*** includes a wealth of primary resources to better understand the tactics Randolph used and details some contemporary arguments about the relationship between the Black freedom struggle and World War II.

- **[3.C.]** To better understand discrimination and protest beyond the South, educators can listen to LFJ's *Teaching Hard History* podcast episode **"The Jim Crow North,"** which looks at the work of the movement in cities like Milwaukee, Omaha, Cleveland and New York.

- **[3.C.]** LFJ's lessons on Richard Rothstein's *The Color of Law* can help in teaching about housing discrimination and its impacts. **"*The Color of Law*: Developing the White Middle Class"** includes excerpts detailing some of the ways anti-integrationists across the country worked to preserve housing segregation.

- **[3.C.]** For more recommendations for teaching about housing segregation, educators can review the resources that accompanied **"Segregated by Design,"** LFJ's interview with Richard Rothstein. **"Toolkit for 'Segregation by Design'"** suggests ways to use primary sources to trace the long history of housing segregation in the U.S.

- **[3.D.]** To discuss how these policies affect people today, students can watch the 2021 CBS News report **"Confronting the History of Housing Discrimination."** In it, a white reporter tracks the ways his own family benefitted from racist policies, accruing wealth in the form of home equity.

- **[3.D.]** Students can also look at the ways these racist policies continue to affect home values by delving into some of the data in the 2018 Brookings Institution report ***The Devaluation of Assets in Black Neighborhoods***, which found that, when all other factors were equal, homes in neighborhoods where the majority of homeowners were Black were regularly valued below those in neighborhoods where homeowners were mostly white.

1945-1980
Important Gains and Work Unfinished

Resources for Teaching Summary Objective 4

- **[4.A.]** To consider emerging differences about tactics and strategies within the movement, students should learn about the National Association for the Advancement of Colored People (NAACP) and its work challenging racial segregation in the courts. The Library of Congress offers a helpful overview of the organization's work during and directly after WWII in the online exhibit ***NAACP: A Century in the Fight for Freedom***.

- **[4.A.]** For an example of the NAACP's legal strategy, read a **letter from NAACP Secretary Walter White to NAACP members, dated May 20, 1946**. In the letter, White solicited funds to support Irene Morgan, who was suing the state of Virginia for violating her civil rights on an interstate bus.

- **[4.A.]** Students can compare the NAACP's emphasis, under Walter White's leadership, on legal challenges to segregation with the work of the Congress of Racial Equality (CORE), which promoted direct action under the early leadership of James Farmer and Bayard Rustin. To learn more about CORE, review the online resources available through the SNCC Digital Gateway page **Congress of Racial Equality (CORE)**, which includes a student-friendly overview and links to several primary source documents.

- **[4.A.]** The **SNCC Digital Gateway** archive offers a short biography and several primary source resources to help students grasp how activist Ella Baker's work pushed the NAACP to focus on overall membership and the growth of Southern branches, paving the way for more direct action in the South.

- **[4.A.]** For a sense of how activist leaders faced opposition, read the essay **"Medgar Evers,"** available in the LFJ text library. For more on Medgar Evers, the Zinn Education Project's short article **"May 20, 1963: Medgar Evers Speech on WLBT"** provides an excerpt of Evers' speech weeks before he was murdered.

- **[4.B.]** To better understand a story that's often oversimplified, students can research the roles that a broad coalition of activists and organizations played in the Montgomery Bus Boycott. Educators can begin by listening to the *Teaching Hard History* podcast episode **"The Real Rosa Parks and the Montgomery Bus Boycott."**

- **[4.B.]** For more support teaching about Parks, educators can explore the Zinn Education

Mississippi Freedom School, 1964

AP Images

Project lesson **"The Rebellious Lives of Mrs. Rosa Parks."** They can also watch the documentary ***The Rebellious Life of Mrs. Rosa Parks***, available on Peacock.

- **[4.B.]** While the boycott thrust Martin Luther King Jr. onto a national stage, it was also the work of a coalition of activists. Black women played key roles in organizing some of the most famous protests of the Civil Rights Movement of the 1950s and 1960s, including the Montgomery Bus Boycott. To better understand this history, students can review a 1954 **"Letter Written From Jo Ann Robinson to Mayor W.A. Gayle,"** in which the Montgomery Women's Political Council president threatened the mayor with a bus boycott if African American riders did not receive fair treatment. And they can read the NPR story **"Before Rosa Parks, There Was Claudette Colvin"** to learn more about the 15-year-old girl who refused to vacate her seat nine months before the boycott.

- **[4.B.]** For a better sense of the reality of the Montgomery Bus Boycott, students should consider the sacrifice and the organization required for a community to forgo public transportation for over a year. **Civil Rights Movement Photographs** from the Civil Rights Movement Archive include a number of images of the planning and execution of the Montgomery Bus Boycott.

- **[4.C.]** To understand legal challenges to discrimination, examine the difference between legally mandated discrimination and discrimination that existed in practice but was not necessarily ordered by law—the difference between de jure and de facto discrimination. To better recognize de facto segregation, students can review the July 1957 *New York Times* article **"Negro Sues City on School Zoning,"** which details how Black women took legal action to confront de facto segregation in New York City's public schools.

- **[4.C.]** To learn about Aurelia Browder and the other plaintiffs in *Browder v. Gayle*, the court case that affirmed the desegregation of buses, read the LFJ article **"*Browder v. Gayle*."**

- **[4.C.]** To examine the planning that led up to *Brown v. Board of Education*, review the National Archives resource **Timeline of Events Leading to the *Brown v. Board of Education* Decision of 1954**. Students can also review the Brown Foundation's page **Combined *Brown* Cases, 1951-54**, which summarizes the five court cases the NAACP filed around the country as part of their legal strategy against segregation that were all combined by the court in *Brown*.

- **[4.D.]** To better contextualize the importance of the Supreme Court's ruling in *Brown v. Board of Education*, students can examine primary sources such as **"Separate Is Not Equal,"** which includes photographs of segregated classrooms for students to compare. The National Archives' ***Brown v. Board of Education*** page includes primary sources, teaching activities and background information to contextualize the ruling.

- **[4.D.]** When teaching the complicated history of school integration, educators should be sure to address the resistance and resilience of Black educators facing racist systems of resource allocation and discuss the ways that integration negatively affected many Black teachers. **"Miss Buchanan's Period of Adjustment,"** an episode of the *Revisionist History* podcast, is a good starting place for learning more.

- **[4.D.]** Newly integrated schools did not provide welcoming spaces to African American students. To learn from those who lived through integration—and those who integrated schools— read a passage from the bell hooks memoir ***Bone Black***, available in the LFJ text library.

- **[4.D.]** Students can also review some of the oral histories collected by the Lowcountry Digital History Initiative in ***Somebody Had To Do It: First Children in School Desegregation***. *Time* magazine's 2017 article **"'I Had a Right To Be at Central': Remembering Little Rock's Integration Battle"** includes a video and reflections from Carlotta Walls, who at 14 was one of the first students to integrate Central High School in Little Rock, Arkansas.

- **[4.D.]** Students should know that Latine/x families also had to fight for desegregation in schools. They can review the District Court ruling in the 1946 case ***Mendez v. Westminster***, available in the LFJ text library, or read about the case in the LFJ article **"Why *Mendez* Still Matters."** For more ideas on teaching *Mendez*, educators should refer to the accompanying **"Toolkit."** Finally, students can listen to a recording—or read the transcript—of **"StoryCorps: Fighting To Stay in School,"** a conversation about the case between Sylvia Mendez and her sister Sandra Mendez Duran.

- **[4.E.]** For an overview of segregation across the U.S. today—as well as an explanation of how later Supreme Court rulings made further support for integration less likely—students can read the *New York Times* opinion piece **"Linda Brown and the Unfinished Work of School Integration,"** published shortly after Brown died in 2018.

- **[4.E.]** For more on contemporary segregation, read and discuss the graphs in the Conversation article **"What School Segregation Looks Like in the US Today, in 4 Charts."**

- **[4.E.]** To learn more about the ongoing legal work of the NAACP, particularly around education, visit the **Legal Defense Fund's Education webpage** and explore "case spotlights."

Resources for Teaching Summary Objective 5

- **[5.A.]** Learning about some of the most famous martyrs of the movement is important. In addition to Emmett Till, students should learn about four girls murdered in the 1963 bombing of the 16th Street Baptist Church in Birmingham, Alabama. They can read the LFJ text **"Addie Mae Collins, Denise McNair, Carole Robertson, & Cynthia Wesley,"** and educators can review the lesson plan from **Kids in Birmingham 1963** for first-person stories from Birmingham residents who were the same ages as the victims at the time of the bombing.

- **[5.A.]** To better understand the scope of racial terror—and the lack of accountability for its perpetrators—visit the website of the SPLC's Civil Rights Memorial Center. The pages **Civil Rights Martyrs** and **The Forgotten** provide the names, stories and photographs of some of those murdered by white supremacists during this period.

- **[5.A.]** The 2010 *New York Times* article **"Race Against Time,"** available through LFJ's text library, can help students understand both the scale of the violence and the degree to which it went unpunished.

- **[5.B.]** The 1963 SNCC report **"Violence Stalks Voter-Registration Workers in Mississippi"** details the various types of reprisal and violence that members of SNCC experienced while registering Black voters in the South, including constant harassment from police, not just from private citizens.

- **[5.B.]** The 1964 article **"Incident in Hattiesburg,"** written by Howard Zinn and published in *The Nation*, further describes some of the violence faced by SNCC volunteers in Mississippi.

- **[5.B.]** Students can also read the LFJ text **"A Personal Mission: Sammy Younge Jr."** to learn about how the 1963 murder of a young activist led to the election of the South's first Black sheriff since Reconstruction.

- **[5.B.]** Students should learn about the violence that led up to the critical 1965 Selma to Montgomery march—and the violence that followed, including the murders of **Jimmie Lee Jackson**, **James Reeb** and **Viola Liuzzo**. The LFJ text library includes essays on Jackson, Reeb and Liuzzo from the 1989 collection *Free at Last: A History of the Civil Rights Movement and Those Who Died in the Struggle*.

- **[5.C.]** To learn about White Citizens' Councils, explore the University of Mississippi's digital archives, particularly the ***Citizens' Council Collection***.

- **[5.C.]** The 1958 pamphlet **"Association of Citizens' Councils of Mississippi, 4th Annual Report"** (available in the LFJ text library) offers a clear example of the activity of these reactionary groups of white Americans committed to reversing federally mandated integration policies.

- **[5.C.]** Students should learn about the Lost Cause of the Confederacy mythology and how it became more popular during desegregation. They should understand how the myth was perpetuated by groups like the United Daughters of the Confederacy, which pushed for Confederate-friendly instructional materials in schools and for building monuments that are still debated today. **"How Southern Socialites Rewrote Civil War History,"** a video from Vox, offers a succinct introduction.

- **[5.C.]** The PBS series *Eyes on the Prize* offers an accessible introduction to key ideas, figures and moments in civil rights history. To better understand the depth and breadth of white opposition to school integration, students can watch part of the episode **"The Keys to the Kingdom,"** which covers the period from 1974 to 1980 and highlights violent opposition to school integration in Boston, as well as other key events.

- **[5.D.]** To trace the connection between civil

Four girls killed in the 16th Street Baptist Church bombing in Birmingham, Alabama (1963): Addie Mae Collins, Carole Robertson, Denise McNair and Cynthia Wesley.

rights gains and the increased popularity of Confederate monuments and place names—and to better recognize the way this iconography spread beyond the Deep South—explore the SPLC report ***Whose Heritage?*** which catalogs the locations and dates of origin of more than 1,500 public symbols of the Confederacy across the U.S.

- **[5.D.]** To learn about how high school students and recent alumni are working to change school names that are legacies of Confederate ideology, students can read the LFJ article **"'We Won't Wear the Name.'"**

- **[5.E.]** To understand the scale and many forms of opposition to integration, students can read some or all of the **"Massive Resistance"** section of the Equal Justice Initiative's *Segregation in America* report. The Legal Defense Fund's article **"The Southern Manifesto and 'Massive Resistance' to *Brown*"** offers a briefer introduction.

- **[5.E.]** Students can examine documents about the integration of Little Rock schools to better understand the tension between the federal government and the state government on desegregation. For example, they should know that President Eisenhower issued **Executive Order 10730** to assist the Little Rock Nine in attending school. They can compare this order to the September 1958 **"Orval Faubus speech,"** in which the Arkansas governor explained his preference to shut down high schools rather than integrate. Studying these documents can help students understand the power white elected officials at the state level held when opposing civil rights.

- **[5.E.]** To understand the limits of *Brown v. Board of Education*, review some of the many ways Black people had to keep working to dismantle segregation at local, state and national levels. Students can read the 1958 *Washington Observer* story **"Segregation's Citadel Unbreached in 4 Years"** to get a sense of the ways Southern communities resisted desegregation.

- **[5.F.]** For examples of how charges of communism were used to threaten civil rights leaders or turn public sentiment against them, review Anne Braden's short publication ***House Un-American Activities Committee: Bulwark of Segregation***. Reading sections or reviewing images in this primary text will help students recognize how the "Red Scare" was used to attack organizations like CORE and the NAACP and individual leaders like Martin Luther King Jr.

- **[5.F.]** During the Cold War, the House Un-American Activities Committee (HUAC) exercised its power to stigmatize Black civil rights advocates for perceived communist sympathies. To further examine how anti-communist purges intersected with the Civil Rights Movement of the 1950s and 1960s, review the June 12, 1956, **testimony of Paul Robeson before the House Committee on Un-American Activities**.

- **[5.F.]** Students can also analyze the 1953 article **"McCarthy: Enemy of the Negro People"** (available in the LFJ text library), particularly focusing on the testimony of Eslanda Goode Robeson, and consider how Sen. Joseph McCarthy exposed his position on the movement. They can look for examples of the coded language of sexism, which presented further obstacles for Black women involved in the movement.

Resources for Teaching Summary Objective 6

- **[6.A.]** To learn about the history of SNCC, its role within the movement, and strategies for teaching about the organization, educators can listen to—or read the transcript of—the *Teaching Hard History* podcast episode **"Community Organizing, Youth Leadership and SNCC."**

- **[6.A.]** The Zinn Education Project's **"Teaching SNCC: The Organization at the Heart of the Civil Rights Revolution"** provides further useful recommendations.

- **[6.A.]** To learn about SNCC's activities and organizers, explore the **SNCC Digital Gateway**, which offers student-friendly introductions to some of the people in the movement, as well as interviews and other resources.

- **[6.A.]** Students should also learn about the life of U.S. Rep. John Lewis. The *March* trilogy—graphic novels written by Lewis with Andrew Aydin and illustrated by Nate Powell—focuses on his experiences in the movement. A clip of LFJ's **"Interview With John Lewis"** introduces the series with Lewis walking readers through his experience at a lunch counter sit-in. Students can also read LFJ's excerpt from Lewis' autobiography ***Walking With the Wind*** to learn how he and other activists prepared for the sit-ins.

- **[6.A.]** SNCC's goal was to expand voting access not just in urban areas but in rural areas, too. Students can review the LFJ text **"Report on Voter Registration—Projected Program"** from the Wisconsin Historical Society's ***Freedom Summer Digital Collection*** to better understand the challenges of organizing in rural areas and the necessity of expanding registration campaigns beyond urban centers.

- **[6.B.]** To learn about the ways Freedom Riders planned and prepared for their trips, read Bernard Lafayette Jr.'s article **"The First Time John Lewis and I Integrated the Buses."**

- **[6.B.]** For an introduction to the goals and experiences of the Freedom Riders, educators might share the *American Experience* documentary **"Freedom Riders"** and accompanying articles available through PBS.

- **[6.C.]** Students can also see for themselves the violence against marchers in the Civil Rights Movement Archive's collection of photographs **"The Children's Crusade: Birmingham—1963,"** which includes famous photographs alongside lesser-known images.

- **[6.C.]** For evidence of how the violence in Birmingham caught the attention of the nation, students can read the LFJ text **"Notes on Situation in Birmingham, Alabama, 5/12/1963,"** which includes images and a transcript of President John F. Kennedy's handwritten notes.

- **[6.D.]** To teach about the March on Washington, review the *Rethinking Schools*

Freedom Riders, 1961

AP Images

article **"Teaching a People's History of the March on Washington,"** which identifies some common misconceptions often reinforced by textbooks' depictions of the march and recommends alternative approaches.

- **[6.D.]** The LFJ article **"Gary Younge: Heroes Are Human"** can help provide a more complete history about the March on Washington that goes beyond the packaged narrative that the event was problem-free and widely embraced. Students and educators can use **"The Speech"** interactive pages available on the *Guardian*'s website to learn more regarding the lead-up to and aftermath of the march.

- **[6.D.]** The National Museum of African American History and Culture's collection ***The Historical Legacy of the March on Washington for Jobs and Freedom*** includes primary source documents to explore as well as analytical articles and short videos of some of the speeches from the march.

- **[6.D.]** To understand the range of issues that brought people to the March on Washington, review photographs to see the signs the marchers carried. The LFJ text **"Dr. Martin Luther King Marches on Washington"** offers a great example.

- **[6.D.]** For more on the range of issues, watch **"John Lewis' Historic Speech at the March on Washington"** (available from NowThis News on YouTube). At the march, John Lewis presented a censored version of his original speech. For deeper understanding, students can read the original version of Lewis' speech, **"Patience Is a Dirty and Nasty Word"** (available in the LFJ text library) and compare it to the speech he gave.

- **[6.E.]** Many methods were used to disenfranchise voters, including literacy tests. Reviewing a sample **Alabama literacy test** will show how local registrars could choose harder questions for people they didn't want to pass the test and could even choose to interpret correct answers as incorrect. The test is available in the LFJ text library and the online **Civil Rights Movement Archive**, which holds many primary sources from the movement, most donated by movement veterans.

- **[6.E.]** For an example of the barriers Black Mississippians faced when registering to vote, students can watch archival footage of the **U.S. Commission on Civil Rights in Jackson, Mississippi**. In this Library of Congress clip, activist Unita Blackwell—later the first Black woman to become a mayor in Mississippi—reads aloud the impossible literacy test she was expected to pass. In the same footage, a white Mississippi registrar testifies he has not registered *any* Black voters during his tenure and then fails to correctly interpret the passage Blackwell read.

- **[6.E.]** Students should learn about Ella Baker, Robert "Bob" Moses and other SNCC leaders who repeatedly endured jail and violence as they worked through the Council of Federated Organizations (COFO), the major point of coordination for organizing in Mississippi. To learn more about the work of SNCC and COFO in Mississippi, read SNCC's **"Survey: Current Fieldwork, Spring, 1963"** and COFO's **"Freedom School Data."** These primary source documents, available in the LFJ text library, show that civil rights organizing took many forms, including educating children and adults.

- **[6.E.]** COFO was instrumental in forming the Mississippi Freedom Democratic Party (MFDP) and organizing the Freedom Summer. The Zinn Education Project's **"Sharecroppers Challenge U.S. Apartheid: The Mississippi Freedom Democratic Party"** offers a useful introduction.

- **[6.E.]** To learn more about the MFDP and civil rights leader Fannie Lou Hamer, review Hamer's **"Testimony Before the Credentials Committee"** of the 1964 Democratic National Convention about the barriers she faced while registering to vote, which created such a sensation that President Lyndon B. Johnson called an impromptu press conference to draw attention away from it.

- **[6.E.]** To better understand the MFDP's challenge at the convention and their stated goals for moving forward, review **"Freedom Primer No. 1: The Convention Challenge and the Freedom Vote."**

The Children's Crusade, 1963

AP Images

- **[6.F.]** To teach about the Selma to Montgomery march, educators can use Teaching for Change's free **Teach About Selma** resources.

- **[6.F.]** To better understand the relationships and the crucial decisions that led to the Selma to Montgomery march, students can also try self-paced exploration on the website **Selma Online**, a guided narrative featuring the voices of young activists who were at the march.

- **[6.G.]** To learn more about self-defense within the movement, educators can listen to the *Teaching Hard History* podcast episode **"Nonviolence and Self-Defense."**

- **[6.G.]** Though many civil rights organizations held nonviolence as an ideal, other key figures, such as Robert F. Williams, argued for a more militant approach. To better understand the reasoning activists used to argue that nonviolent strategies could not be the only method for fighting oppression, read an excerpt from Williams' 1962 book ***Negroes With Guns***.

- **[6.H.]** The *Teaching Hard History* podcast episodes **"Reframing the Movement"** and **"Beyond the 'Master Narrative'"** explore the impact of a limited civil rights narrative that only focuses on this mid-century era and recommend ways educators can teach a more accurate, fuller history of the movement.

Resources for Teaching Summary Objective 7

Fannie Lou Hamer (1917–1977)

- **[7.A.]** For an introduction to the Civil Rights Act of 1964, students can watch a short video from the Library of Congress, **"NAACP Lawyer Constance Baker Motley Interviewed by Renee Poussaint in 2002."** In it, Motley discusses her experience at the March on Washington and the impact of the Civil Rights Act of 1964.

- **[7.A.]** To learn more about the processes the Civil Rights Act of 1964 created for investigating civil rights violations, students can read a document from the Library of Congress' Voices of Civil Rights Project, a **"Letter From Randa Jo Downs"** in which she describes her father's work investigating hospitals for Title VI violations after the passage of the act.

- **[7.A.]** Even after passage of the Civil Rights Act of 1964, many organizers continued pushing for economic equality for African Americans. Students can read the 1966 report **"Greenville Air Base: What Happened, and Why,"** about a Mississippi "live-in," which describes the dire economic conditions facing many Black Mississippians and their continued attempts to change those conditions.

- **[7.A.]** For an explanation of the context and content of the Voting Rights Act of 1965—and to recognize how movement veterans like John Lewis saw the act as a direct result of grassroots activism—students can pair parts of an interview with Lewis with an excerpt from the YA version of *One Person, No Vote* by Carol Anderson and Tonya Bolden. LFJ's **"Teach This: The Voting Rights Act"** links to both and recommends questions for student reflection and discussion.

- **[7.A.]** To help students understand the role of women activists in pushing for fair housing, recognize the national need that prompted the 1968 Fair Housing Act and break down the contents of the act itself, educators can use the lesson **"Vel Phillips and the Struggle for Fair Housing,"** developed by the Wisconsin Historical Society.

- **[7.B.]** In 1974, the Supreme Court majority struck down a federal decision to help desegregate schools in Michigan. Students can read Justice William O. Douglas' **dissenting opinion in *Milliken v. Bradley*** to better understand the role of the government in creating and maintaining segregated school districts long after *Brown*.

- **[7.B.]** For teaching about education inequality beyond the South, review the *Rethinking Schools* article **"The Largest Civil Rights Protest You've Never Heard Of,"** which introduces the 1964 New York City school boycott—in which nearly half of the city's K-12 students stayed home to protest the absence of quality, integrated schools for all.

The article also recommends strategies for teaching the boycott and links to lesson plans.

- **[7.C.]** The 1959 *Commentary* article **"Labor Unions and the Negro: The Record of Discrimination"** by NAACP Labor Director Herbert Hill can help students trace the history of racism within unions.

- **[7.D.]** In 2006, the 1965 Voting Rights Act was amended to acknowledge the progress made toward ensuring the right to vote for all citizens while also addressing continued obstacles for voters. Students can read the text of the **Fannie Lou Hamer, Rosa Parks, and Coretta Scott King Voting Rights Act Reauthorization and Amendments Act of 2006** to get a better sense of the limits of the Voting Rights Act.

- **[7.D.]** For an example of the ways Black voters were disenfranchised even after the passage of the Voting Rights Act of 1965, read the Zinn Education Project's resource **"Lowndes County and the Voting Rights Act."**

- **[7.E.]** To see how politicians framed this fight against voter restrictions—and how some drew clear connections to the Black freedom struggle—students can read the ABC News article **"'The New Jim Crow': Republicans and Democrats at Odds Over Voting Rights."**

- **[7.E.]** For recommendations of ways to teach 21st-century voter suppression, educators can see the LFJ collection **Lessons: Voter Suppression**.

- **[7.F.]** Retro Report's mini-documentary **"Fair Housing"** offers an introduction to the 1968 Fair Housing Act and stresses some of the ways that, without adequate enforcement, the legislation has fallen short of its intended goals.

- **[7.F.]** To understand one of the ways housing discrimination operated after the Fair Housing Act, read the 1972 *Philadelphia Tribune* article **"Homeowners Picket FHA Officials Over Broken-Down Homes, Unkept Promises."** The article explains how the Federal Housing Administration failed to fund repairs promised to Black homeowners.

- **[7.F.]** To learn more about how housing segregation continued after the Fair Housing Act, students can watch ***Brick by Brick: A Civil Rights Story,*** a 2007 documentary film produced and directed by Bill Kavanagh. The story follows three Yonkers, New York, families from the 1970s to the 1990s as they navigate a protracted and bitter confrontation in the city over housing and school desegregation. The film's website also includes resources.

- **[7.G.]** To better understand this era, read the 2017 *New York Times* story **"Five Days of Unrest That Shaped, and Haunted, Newark."** It offers an introduction to the 1967 uprising in Newark and includes short reflections from a number of people who lived there at the time, as well as excerpts from the newspaper's reporting more than 50 years ago.

- **[7.G.]** In the direct aftermath of urban uprisings, many community organizations formed to address issues affecting their areas. For a sense of where these organizations focused and how they encouraged community members to join, review a post-1967 **Northwest Community Organization pamphlet** from Detroit, available through the archives of Wayne State University.

Resources for Teaching Summary Objective 8

I Am A Man: Memphis, Tennessee, sanitation workers' strike, 1968

AP Images

- **[8.A.]** Students should consider Martin Luther King Jr. beyond his widely quoted works. Although he is most well known for the March on Washington and his **"I Have a Dream"** speech (available from NPR), much of his activism focused on putting that dream into action. After the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965, King shifted his focus to a call for economic equality in Northern cities like Chicago, as well as locations in the South. Educators teaching this more complex history can find ideas and resources in the LFJ *Teaching Hard History* podcast episode **"Teaching the Movement's Most Iconic Figure"** and in the Zinn Education Project's **"Hidden in Plain Sight: Martin Luther King Jr.'s Radical Vision."**

- **[8.A.]** Students can also review the text of **"The Chicago Plan"** for a primary source illustrating this era of King's activism.

- **[8.A.]** Students should learn about the Memphis, Tennessee, sanitation workers' strike and the assassination of Martin Luther King Jr. The documentary ***At the River I Stand***, available through the Zinn Education Project, offers students an accessible and engaging introduction to the strike and its aftermath.

- **[8.A.]** To better understand King's last campaign, students can discuss several resources from the LFJ text library. They might begin by reviewing the photograph of striking workers holding **"I Am a Man"** signs and then explore the firsthand account from **"StoryCorps: Memphis Sanitation Workers' Strike."** Finally, they can listen to—or read the transcript of—**"StoryCorps: Dr. King's Final Speech,"** a recorded conversation about the address King delivered the night before he was assassinated. And they can read that famous speech, **"I've Been to the Mountaintop."**

- **[8.B.]** To understand how artists connected the growing Black Arts Movement with the

political, social and economic concerns of the Civil Rights Movement, students can read an excerpt of the essay **"The Black Arts Movement"** by Larry Neal.

- **[8.B.]** The 1972 *New York Times* article **"Black Unionists Form Coalition: Organization Will Work for McGovern but Will Not Disband After Election"** describes Black laborers' frustration with the mainstream labor movement and the 1972 formation of the Coalition of Black Trade Unionists (CBTU).

- **[8.B.]** To learn more about the CBTU, explore the organization's website, especially the page **A Sleeping Giant Awakens**.

- **[8.B.]** For examples of efforts to elect Black officials, students can learn about the 1972 National Black Political Convention, where Shirley Chisholm announced her candidacy for U.S. president. The Digital Public Library of America's resource **"The National Black Political Convention and Shirley Chisholm"** includes primary sources reporting on the convention. To better understand the goals of the convention, read the **"Gary Declaration,"** available through BlackPast.

- **[8.C.]** For an example of the work of the movement beyond the South, review some of the resources from the University of Wisconsin-Milwaukee's **March on Milwaukee Civil Rights History Project**, which includes primary sources concerning NAACP protests against school segregation and housing discrimination.

- **[8.C.]** To learn more about CORE's national work, students can research the organization's presence in Seattle. The University of Washington's Seattle Civil Rights and Labor History Project has a website detailing ***CORE and the Central Area Civil Rights Campaigns*** that includes oral histories, primary documents and other resources for exploring the work of the movement in the Pacific Northwest. Students can also learn about CORE's work in New York.

- **[8.C.]** The Brooklyn Public Library's resource ***Brooklyn Connections: Civil Rights in Brooklyn*** provides primary sources and questions to support student learning about this history.

- **[8.D.]** For an example of how the 1950s and 1960s era of the movement continues to inspire activism, review the 21st-century **Poor People's Campaign**. Exploring the campaign's website, students can learn about its goals, the connection to its 1968 precursor and the strategies activists are using to fight economic inequality.

- **[8.D.]** For insight on how the movement inspires activists protesting police brutality today—and how movement veterans see their work connecting to current activism in support of Black lives—students can read the 2020 *USA Today* article **"They Overcame Police Dogs and Beatings: Civil Rights Activists From 1960s Cheer On Black Lives Matter Protesters Leading New Fight."**

Shirley Chisholm (1924–2005)

Resources for Teaching Summary Objective 9

- **[9.A.]** To understand the long history of these ideas and for context, students can watch the NBC News Learn video **"Marcus Garvey and the Universal Negro Improvement Association"** and read Garvey's own statement calling for Black unity and African independence, **"The Negro's Place in World Reorganization,"** available through the LFJ text library.

- **[9.A.]** To learn more about Malcolm X, his connections to Black nationalism and the Nation of Islam, and how to teach a nuanced history that extends beyond the false dichotomy of "Malcolm vs. Martin," educators can listen to the *Teaching Hard History* podcast episode **"Malcolm X Beyond the Mythology."**

- **[9.B.]** To understand the calls for Black self-determination, read and analyze the 1966 position paper **"The Basis of Black Power,"** written by SNCC members in Atlanta but never formally adopted by SNCC, available through the Civil Rights Movement Archive. Students can also read **comments by Stokely Carmichael to SNCC in 1966**, in which he lays out the key ideas behind the calls for Black Power, available through the University of Southern Mississippi digital collections.

- **[9.C.]** For an introduction to the history of the Black Panther Party and ideas for sharing this history with students, educators can listen to the *Teaching Hard History* podcast episode **"The Black Panther Party and the Transition to Black Power."**

- **[9.C.]** Another helpful resource for educators is the Zinn Education Project's **"'What We Want, What We Believe': Teaching with the Black Panthers' 10-Point Program."**

- **[9.C.]** For more on the work of the Black Panther Party in communities, students can read the LFJ text **"Introduction to the Black Panther Party Survival Programs"** and examine the 1972 **flyer for the Black Community Survival Conference**.

San Francisco Chronicle/AP Images

Black Panther Party, 1968

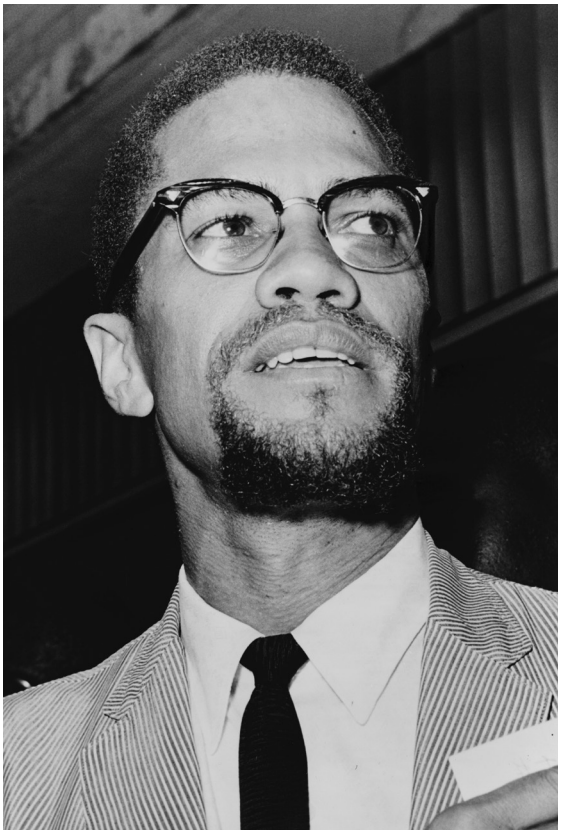
- **[9.C.]** For an example of how self-determination might look in practice, students can read the Fred Hampton speech **"Power Anywhere Where There's People!"** delivered the year he was assassinated by police at the age of 21.

- **[9.D.]** Students should deepen their understanding of the many ways that the federal government persecuted movement activists by exploring COINTELPRO. They can read the 1967 **FBI memo announcing COINTELPRO counterintelligence program against civil rights groups** to see how the program was an attempt to discredit and undermine civil rights organizations. The teaching activity **"COINTELPRO: Teaching the FBI's War on the Black Freedom Movement,"** from the Zinn Education Project, offers support for educators bringing this history to students.

- **[9.D.]** Students can review passages from ***The Black Panther Intercommunal News Service***, the Black Panther Party's newspaper available through the Freedom Archives, to see how leaders of the Black Panther Party were targeted and the way leaders used their persecution as a catalyst for revolutionary change.

- **[9.E.]** For an overview of community aid programs in which organizers recognize the influence of the Black Panther Party in pioneering this work, students can watch the 2020 *Democracy Now!* story **"Solidarity Not Charity: Mutual Aid & How To Organize in the Age of Coronavirus."**

- **[9.E.]** To trace the direct influence of the Black Panther Party on contemporary activist movements, students can read the *Time* magazine article **"How the Black Panther Party Inspired a New Generation of Activists"** or the WBEZ Chicago article **"Police Killed Fred Hampton 51 Years Ago. A BLM Chicago Co-Founder Says 'Every Single Aspect of the Black Panther Party Program' Applies Today."**



Malcolm X (1925–1965)

Resources for Teaching Summary Objective 10

Bayard Rustin (1912–1987)

- **[10.A.]** Educators should teach students about the life and work of Bayard Rustin, a critical contributor to the movement and an openly gay man. The *Throughline* podcast episode **"Remembering Bayard Rustin: The Man Behind the March on Washington"** is a great place for educators to learn more. Students can read the Henry Louis Gates Jr. article **"Who Designed the March on Washington?"** (available from PBS).

- **[10.A.]** Students can learn about James Baldwin, one of the country's most influential writers of the movement, by listening to (or reading the transcript of) **"American Lives: James Baldwin, 'Lifting the Veil,'"** NPR's interview with Randall Kenan, editor of a collection of Baldwin's essays, speeches and articles. The LFJ lesson **"James Baldwin: Art, Sexuality and Civil Rights"** is also a good starting point.

- **[10.A.]** Students should learn about other activists who worked within multiple movements, starting with the Them article **"Kiyoshi Kuromiya, the AIDS Activist Who Marched With Dr. Martin Luther King, Jr."** and resources from the **Pauli Murray Center for History and Social Justice**.

- **[10.A.]** LFJ's *Queer America* podcast offers recommendations for teaching LGBTQ+ U.S. history. For an overview and for teaching ideas about intersectional civil rights movements, educators can listen to the episodes **"Re-Examining the 1960s, Part One"** and **"Re-Examining the 1960s, Part Two."**

- **[10.B.]** The Third World Women's Alliance (TWWA) was one of the first Black feminist groups of the civil rights era, founded in 1968. Students can browse the archive of ***Triple Jeopardy***, their bimonthly newspaper, to find examples of the issues that concerned TWWA members.

- **[10.B.]** To learn about Angela Davis and the role she played in the movement, students can read the short biography from the Zinn Education Project **"Jan. 26, 1944: Angela Davis Born,"** which includes interviews with Davis and a link to the transcript of her speech "Freedom Is a Constant Struggle: Closures and Continuities."

- **[10.B.]** Students should understand both the activism and the philosophy behind the Black feminist movement. They can learn about the Combahee River Collective (named after Harriet Tubman's daring raid) and read the organization's 1977 **"Combahee River Collective Statement."**

- **[10.C.]** The New York Public Library's Schomburg Center for Research in Black Culture created the online exhibit ***Black Power! The Movement, The Legacy***, which students can explore to learn more about some of the key figures of the Black Power movement and how the movement intersected with others, including the Young Lords and Brown Berets.

- **[10.C.]** For examples of how the work of the Black freedom struggle intersected with the work of the United Farm Workers, read Cesar Chavez's **"Commonwealth Club Address."** Reviewing the pamphlet ***"Right To Work" Laws - A Trap for America's Minorities***, co-written by Chavez and Bayard Rustin, students can see how the two movements aligned themselves to work together for change.

- **[10.C.]** To understand how those fighting for civil rights for Indigenous people employed strategies used by those in the Black freedom struggle, students can learn about the occupation of Alcatraz and the formation of the **American Indian Movement (AIM)**. Educators and students can find more resources through the Zinn Education Project's **"Native American Activism: 1960s to Present."** Additional primary sources focusing on AIM are available through the Digital Public Library of America's page **The American Indian Movement, 1968-1978**.

- **[10.C.]** Students should also recognize the ways the disability rights movement intersected with the Civil Rights Movement. To do so, they can read about Brad Lomax, whose obituary was featured in 2020 in the *New York Times* article **"Overlooked No More: Brad Lomax, a Bridge Between Civil Rights Movements."**

- **[10.C.]** To see how organizations like the Black Panthers supported disabled activists, students can review the May 7, 1977, edition of ***The Black Panther Intercommunal News Service*** and read how the Black Panthers spread the word about disability rights and materially supported the San Francisco 504 sit-in.

- **[10.C.]** For a good example of how the women's liberation movement took its cues from the Black freedom struggle—as well as an example of how women's liberation movement leaders centered white women in their priorities—students can read Gloria Steinem's 1969 *New York* magazine article **"After Black Power, Women's Liberation."**

- **[10.C.]** For an overview of the ways that the early fight for LGBTQ+ rights drew on the strategies of the Black freedom struggle, read the NBC News article **"Different Fight, 'Same Goal': How the Black Freedom Movement Inspired Early Gay Activists."**

- **[10.C.]** Among those inspired by the Black Panthers were Puerto Rican nationalists in New York City who founded the Young Lords, a radical organization that called for self-determination of Puerto Ricans on the island and in the United States. In the Museum of the City of New York lesson **"Power to All Oppressed People: The Young Lords in New York, 1969-1976,"** students can read the Young Lords' "13 Point Program and Platform" to see how the group modeled its work after the Black Panthers and their 10-Point Program.

- **[10.D.]** To understand the connections of the Black Lives Matter movement to those in detention facilities, students can read the article **"Immigrants Stage a Hunger Strike for Black Lives Inside ICE Detention Facility."**

- **[10.D.]** Mildred Loving's piece **"Loving for All"** will help students see the connections to multiple movements that one activist makes regarding a pivotal court case.

- **[10.D.] "A Herstory of the #BlackLivesMatter Movement"** by Alicia Garza, one of the founders of Black Lives Matter, provides students a background on the foundation and reason for the movement and how and why solidarity must center Black queer women's liberation if liberation is to be achieved.

Resources for Teaching Summary Objective 11

- **[11.A.]** For evidence of the government's concern with international perception of the U.S. as a racist nation after violence in Birmingham, Alabama, read the U.S. State Department memo **"Soviet Media Coverage of Current US Racial Crisis,"** from June 14, 1963, from the John F. Kennedy Library and Museum and available in the Slate article **"How the Soviets Used Our Civil Rights Conflicts Against Us."**

- **[11.A.]** Students can read excerpts from *The Crusader*, a newsletter that highlighted injustices and taught Black history, often expressing solidarity with liberation struggles beyond the U.S. ***The Crusader Monthly Newsletter*, Vol. 4, No. 1**, from 1962, includes an article celebrating Cuba after the revolution and comparing life for people of color there to life in the U.S.

- **[11.A.]** For a famous example of how activism played out on an international stage, students can analyze the photograph of Tommie Smith and John Carlos raising a **Black Power salute at the 1968 Olympics**. Watch the short CBS News video **"Tommie Smith Reflects on Iconic Olympic Moment 51 Years Later"** for further explanation of the moment and an account of the backlash Smith and Carlos faced for their protest.

- **[11.B.]** Students should learn about how the movement's leaders influenced and were influenced by liberation movements in Africa and other parts of the world. For example, Martin Luther King Jr. traveled to Africa to celebrate the independence of Ghana in 1957 and Nigeria in 1960. Malcolm X was inspired by his trips to the continent in the late 1950s and early 1960s, as were activists John Lewis and Fannie Lou Hamer, who traveled to Africa in 1964. And Stokely Carmichael moved to Guinea in 1969. For examples of how these connections were developed and

Tommie Smith (center) and John Carlos (right) raising a Black Power salute at the 1968 Summer Olympics

AP Images

sustained, students can delve deeper into the international work of SNCC, exploring the SNCC Digital Gateway articles describing the organization's ties to **"African Liberation Movements,"** learning about the **"SNCC Protests at South African Consulate in New York"** and reading some of the reports from the **"SNCC Delegation Travels to Africa."**

- **[11.C.]** Students can read the 1966 **"Statement by the Student Nonviolent Coordinating Committee on the War in Vietnam"** to better understand the organization's arguments against the war (available in the LFJ text library).

- **[11.C.]** For a firsthand report of SNCC protests against the draft and the war—and the racist backlash they provoked—students can read the Atlanta SNCC's **"Report on Draft Program"** (available in the LFJ text library).

- **[11.C.]** Several primary sources can help present the arguments against the draft. In 1967, SNCC organizer Cleveland Sellers refused to be drafted to fight in Vietnam and was convicted of draft evasion. Students can read Sellers' statement **"Black Men and the Draft"** to better understand arguments about the racist composition of draft boards and the targeting of movement activists. The 1965 flyer **"The War in Vietnam"** is another good example. Written and distributed after activists in McComb, Mississippi, learned a classmate and fellow protester had been killed in Vietnam, the flyer lists five reasons why Black people should not fight in the war. Both documents are available from the LFJ text library and the Wisconsin Historical Society.

- **[11.D.]** For one example of how the movement supported anti-apartheid efforts in South Africa, students can read Martin Luther King Jr.'s 1965 **"Appeal for Action Against Apartheid."** For an overview of some of the overlaps and intersections between the fight against apartheid in South Africa and the Black freedom struggle in the United States, read the Facing South article **"From Selma to Soweto: Nelson Mandela and the Southern Freedom Struggle."**

- **[11.D.]** For another example of the international influence of the Black freedom struggle, students can learn about the circulation of one comic book about Martin Luther King Jr. and how it was shared among protesters during the 2011 Arab Spring. To do so, they can listen to or read the WBUR story **"Martin Luther King's Ideas Reverberate in Egypt"** and the WAMU story **"MLK Comic Book Helped Inspire Arab Spring."**

- **[11.E.]** To understand the scope of the 2020 protests, students can listen to or read the NPR story **"In 2020, Protests Spread Across the Globe With a Similar Message: Black Lives Matter."** They can also listen to or read the WBUR story **"Mapping Black Lives Matter Protests Around the World"** and explore the linked map project.

- **[11.E.]** For a sense of how the influence of the Black freedom struggle continues worldwide, students can read the article **"What Black Lives Matter Revealed About Racism Abroad"** (available from Crooked Media) to see how the movement is inspiring Black U.K. citizens today.

Ongoing Influence and the Movement Continues
1980-Present

Resources for Teaching Summary Objective 12

- **[12.A.]** Educators can use the Phillips Collection lesson **"The Legacy of the Harlem Renaissance"** to teach about how Langston Hughes' famous essay **"The Negro Artist and the Racial Mountain"** prefigured some key ideas of the Black Arts Movement.

- **[12.A.]** James Baldwin was one of the most influential writers of the movement. For an introduction to Baldwin's work that illustrates one way an artist could engage the key ideas—particularly around integration—that motivated the Black Power movement, students can read and discuss **"A Letter to My Nephew."** To connect with Baldwin's activism, students can watch the video or read the transcript of **"James Baldwin vs. William F. Buckley Debate at Cambridge 1965."** Both works are available in the LFJ text library.

- **[12.B.]** To understand the role of music in the movement, students can explore the SNCC Digital Gateway's resources on the **Freedom Singers**, who were heavily involved with the organization and often sang at meetings, raised money and used songs to corral the community.

- **[12.B.]** Students can listen to some of the songs often sung at protests, such as the version of **"Oh, Freedom"** sung by the Golden Gospel Singers.

- **[12.B.]** Students can also study the popular music of the civil rights era using the same methods they would use to analyze written primary sources, such as learning the context of the music's creation. For example, students might analyze Sam Cooke's **"A Change Is Gonna Come,"** written shortly after his arrest for attempting to check into a whites-only motel.

- **[12.B.]** Focusing on one artist can also provide a useful understanding of the intersections between art and activism. For example, students might listen to and analyze Nina Simone's song **"Mississippi Goddam,"** written after the assassination of activist Medgar Evers in Jackson, Mississippi. They can learn more about Simone by reading the JAZZ.FM91 article **"How Nina Simone Used Protest Music To Challenge Racial Discrimination"** or by watching the Netflix documentary ***What Happened, Miss Simone?***

- **[12.B.]** Educators looking for additional ideas for teaching the music of the civil rights era can listen to the *Teaching Hard History* podcast episode **"A Playlist for the Movement."**

- **[12.C.]** One way for students to delve into the history of the Black Arts Movement is to read some of the statements from artists themselves about how they saw the purpose of their work. bell hooks' **"An Aesthetic of Blackness: Strange and Oppositional"** discusses the intersections of theory, art, identity and experience. And in **"The Black Arts Movement,"** Larry Neal offers an overview of the movement and connects aesthetics, politics and power. Both are available from LFJ's text library and JSTOR.

- **[12.C.]** To understand the important role of theater in the Black Arts Movement, students can read and discuss Amiri Baraka's 1965 essay **"The Revolutionary Theatre"** in which Baraka (under the name LeRoi Jones), writing five months after the murder of Malcolm X, calls for a new kind of theater.

- **[12.C.]** August Wilson's 1996 speech **"The Ground on Which I Stand"** (available from the LFJ text library and *American Theatre* magazine) reflects on the importance of representation in theater and the role of Black Power in art.

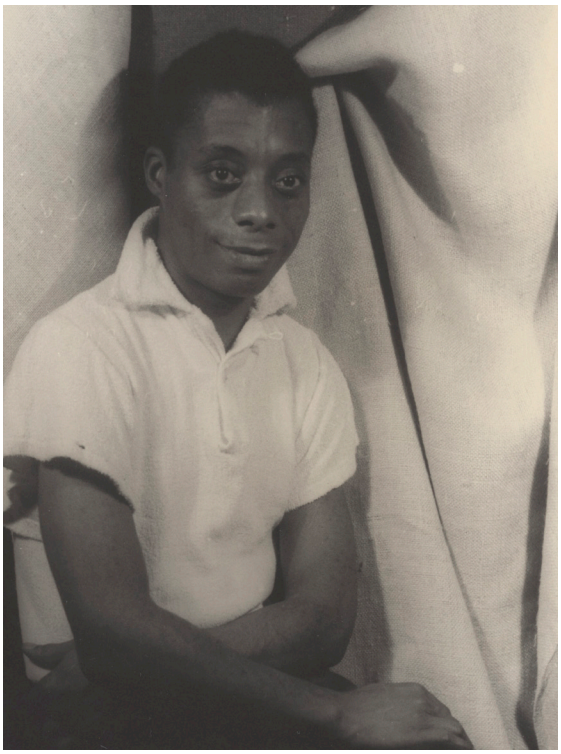
- **[12.C.]** Students are likely already familiar with some of the best-known poets of the Black Arts Movement, but analyzing their work within the context of the Black freedom struggle is a great way to better understand how these artists saw their poetry and their politics intersecting. For one example, read Maya Angelou's **"Caged Bird"** and **"Still I Rise"** (both available in the LFJ text library) through the lens of the Black Arts Movement.

- **[12.C.]** To get a sense of the range of Black Arts poetry, students can also analyze poems they may be unfamiliar with, like Gil Scott-Heron's 1970 spoken-word poem **"Whitey on the Moon"** (available in the LFJ text library).

- **[12.C.]** For an example of how Black Arts Movement artists influenced one another, students can learn about playwright Lorraine Hansberry, whose play *A Raisin in the Sun* was the first play written by a Black woman to be produced on Broadway. In the PBS short video **"Lorraine Hansberry on Being Young, Gifted and Black,"** the author celebrates a group of teens she describes using that phrase, one later used as the title of a play based on Hansberry's own writings—and as inspiration for Nina Simone and Weldon Irvine, who wrote the civil rights anthem **"To Be Young, Gifted and Black"** in her honor.

- **[12.D.]** Sho Baraka's song **"Myhood, U.S.A., 1937,"** released in 2016, goes through the history of violent backlash against Black progress, systemic racism throughout the 20th century, and the carceral state.

- **[12.D.]** Gary Clark Jr.'s song **"This Land,"** released in 2019, is an anthem expressing Black people's claims to the United States and to American identity while highlighting the present-day efforts of white supremacists to halt Black progress.



James Baldwin (1924–1987)

A group of Black youth champion voting rights in Montgomery, Alabama, 2006

Rob Carr/AP Images

Resources for Teaching Summary Objective 13

- **[13.A.]** Students can analyze the continuing and expanding impact of the movement's legislative victories by considering the 2020 Supreme Court case *Bostock v. Clayton County*. That ruling made it illegal in the United States to refuse or terminate employment on the basis of gender or sexual identity. In *Bostock*, the court ruled that the Civil Rights Act of 1964—a key legislative achievement of the Black freedom struggle—offered protection against workplace discrimination that targets gay and transgender people. For an accessible introduction to this ruling, educators can see the Vox article **"The Supreme Court's Landmark LGBTQ Rights Decision, Explained in 5 Simple Sentences."**

- **[13.A.]** For an overview of the positive impacts of the movement, paired with a recognition of the significant work still ahead, students can read **"President Obama's Address on the 50th Anniversary of Bloody Sunday."** A transcript and video of the speech, along with text-based questions, are available in the LFJ student text library.

- **[13.A.]** For a personal reflection on the impact of the movement and Martin Luther King Jr.'s legacy, students can read the 2008 LFJ article by U.S. Rep. John Lewis **"Reflections on a Dream Deferred."**

- **[13.B.]** To understand the weaknesses of school desegregation efforts, students can learn about the 1986 reopening of *Brown v. Board of Education*. In that case, 32 years after the Supreme Court had ruled in favor of desegregation, plaintiffs including Linda Brown (by then Linda Brown Smith) sued the Topeka Board of Education, claiming

that schools were still largely segregated. To learn more about this case, read the *New York Times* article **"Historic Case on Rights Is Reopened in Topeka"** and the *Topeka Capital-Journal* article **"Discrimination Persists, Smith Says."**

- **[13.B.]** For a more contemporary view of school segregation, students can explore the work of reporter and The 1619 Project editor Nikole Hannah-Jones. LFJ's interview with Hannah-Jones, **"'Conversations Aren't Enough,'"** is a good place to start.

- **[13.C.]** To teach about the role of segregation and government policies in current economic inequalities, educators can watch the LFJ webinar on Richard Rothstein's ***The Color of Law***, which delves into government practices that created opportunities for white Americans and excluded others.

- **[13.C.]** Students should learn about the origins and present-day landscape of the racial wealth gap in the U.S., and they should also know that there are policy proposals that could address it. To understand these proposals, students can start by reading and discussing the Ta-Nehisi Coates article **"The Case for Reparations."** Comparing the argument for reparations with the argument for baby bonds proposed in **"A Cheap, Race-Neutral Way To Close the Racial Wealth Gap"** can encourage students to think more deeply about both the practical and moral elements of reparations proposals—and consider both the possible benefits and drawbacks of race-neutral solutions. Both articles were published in *The Atlantic*.

- **[13.D.]** The LFJ resource **"Teach This: Voter Fraud and Voter Suppression"** offers strategies for guiding students through a discussion of excerpts from the YA edition of Carol Anderson's *One Person, No Vote*, breaking down *Shelby County v. Holder* and looking at voter ID laws today.

- **[13.D.]** A lesson collection on voter suppression, available through LFJ's **Future Voters Project**, includes a number of resources that educators can use to teach about political inequality in the U.S. today.

- **[13.E.]** To teach about mass incarceration, LFJ has developed a series of lessons to accompany Michelle Alexander's *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. Educators can use ***Teaching* The New Jim Crow*: A Teacher's Guide***, as well as webinars with Alexander discussing how to best use her work in the classroom.

Nikole Hannah-Jones

Karsten Moran

Resources for Teaching Summary Objective 14

- **[14.A.]** Educators can refer to resources from **The 1619 Project**—the groundbreaking work of Pulitzer Prize-winning journalist Nikole Hannah-Jones and *The New York Times*—to conceptualize the consequences of American slavery more accurately and center the humanity and contributions of enslaved Africans and their descendants. The six-part Hulu series ***The 1619 Project*** expands on the work, with episodes on themes of justice, fear, capitalism, music, race and democracy.

- **[14.A.]** For educators and young people looking to learn from and share examples of contemporary student advocacy, the LFJ article **"'We Won't Wear the Name'"** highlights students advocating for the removal of Confederate names from their schools.

- **[14.A.]** The LFJ article **"SPLC's *Whose Heritage?* Report: A Teaching Opportunity"** provides data highlighting the vast reach of the Lost Cause of the Confederacy narrative and how local communities and governments across the country continue to enshrine a distorted view of history. This resource can help students identify where Lost Cause narratives might be present in their own communities and school experiences, as well as examples of people actively counteracting those narratives.

- **[14.A.]** Students can watch an interview with the late U.S. Rep. John Lewis, in which he connects the Freedom Rides to the Black Lives Matter movement and encourages young people to learn from the past and get involved. **"John Lewis Reflects on the Freedom Rides and What He Thinks About Today's Protests"** is available from *The Washington Post* on YouTube.

- **[14.A.]** Teachers can lead a class discussion around **"New Orleans' Mayor Mitch Landrieu's Address on the Removal of Four Confederate Statues,"** which clearly states the harm done by denying history and unravels the justifications used for honoring the Confederacy.

- **[14.B.]** To help students understand how some people are actively working to prevent schools from accurately teaching about race, history and gender, teachers can share the NPR segment **"Uncovering Who Is Driving the Fight Against Critical Race Theory in Schools,"** which analyzes a movement that currently consists of more than 150 local and national groups.

- **[14.B.]** Students can also analyze the interactive map included in the African American Policy Forum's **#TruthBeTold Campaign**, which highlights all current and proposed legislation attempting to prevent schools from critically engaging students around topics of race and gender.

- **[14.B.]** Even in the face of opposition to teaching accurate history and about race and racism, students have the power to stand up for what's right. The *Washington Post* article **"These Texas Teens Stayed Silent About Racism. Then Their Black Principal Was Suspended"** explores how students tried to support their principal who suffered discipline after trying to address racism.

- **[14.B.]** Students can consider the appropriateness of governmental responses to protests when analyzing the image of **Iesha Evans** being arrested by police in riot gear (available in the LFJ text library).

- **[14.B.] The International Center for Not-for-Profit Law's interactive map** tracks pending and enacted federal and state laws since 2017 that restrict the right of peaceful assembly. Students can analyze the language of these laws and also see when the majority of them were proposed and enacted, comparing these dates to highly

John Lewis (1940–2020)

J. Scott Applewhite / AP Images

visible protests for social justice such as gun safety protests following the mass shooting at Marjory Stoneman Douglas High School in Florida or racial justice protests following the 2020 murder of George Floyd.

- **[14.B.]** Stateline's article **"Eight States Enact Anti-Protest Laws"** provides context for the ICNL map and highlights the increase in laws after the Black Lives Matter protests during the summer of 2020.
- **[14.B.]** The NPR segment **"Wave of 'Anti-Protest' Bills Could Threaten First Amendment"** provides context in audio and transcript formats.
- **[14.B.]** For a message to young people from a movement veteran who worked continuously in the ongoing struggle for freedom, students can read the final essay by the late U.S. Rep. John Lewis, **"Together, You Can Redeem the Soul of Our Nation."**

Advocating for Teaching Honest History

Learning for Justice's *Advocating for Teaching Honest History* guide aims to help educators realize the power they hold to work toward securing the honest history education that our young people deserve. Together with students, families, colleagues and community supporters, educators can advocate for honest and inclusive history education that meets every child's needs and that provides the training, curricula and resources educators need to reckon with our past and transform our future.

This guide is divided into sections based on educators' areas of influence. Educators' abilities to influence areas of work vary based on the power they hold at different levels of the school ecosystem. Classroom teachers have more direct influence at the classroom level with students, but at the district level, their influence is often less direct when interfacing with administrators and school board members. This guide is organized with these power dynamics in mind to help educators navigate the content and choose areas of focus.

The guide includes the following sections, as well as appendices with related resources.

- Introduction
- Areas of Influence
- In the Classroom
- Engaging Family and Caregivers
- Engaging Colleagues
- Engaging School and District Administrators
- Advocating to Local and State Boards of Education
- Advocating to State Legislators
- What Administrators Can Do to Support Educators in Teaching Honest History
- What Districts Can Do to Support Educators in Teaching Honest History

Download a copy of the *Advocating for Teaching Honest History guide* at learningforjustice.org

Acknowledgments

Executive Leadership
Margaret Huang
President and CEO of
the SPLC and SPLC Action Fund

Ann Beeson
Chief Program Officer

Learning for Justice
Jalaya Liles Dunn
Director

Deslin A. Chapman
Deputy Director, Curriculum & Content

Crystal L. Keels, Tim Kennedy
Editors

Coshandra Dillard
Associate Editor

Sarah-SoonLing Blackburn
Deputy Director, Learning & Engagement

Kimberly Burkhalter, Jaci Jones, Courtney Wai
Professional Learning Facilitators

Jonathan Tobin
Specialist, Curriculum & Training

Kevin Myles
Deputy Director, Programs & Strategy

Lindsey Shelton
Program Manager, Community Advocacy Partnerships

Jey Ehrenhalt
Program Manager, School Partnerships

Hoyt J. Phillips III
Deputy Director, Program Management & Operations

Kavonda Griffin-Turner
Administrative Assistant

Colin Campbell
Specialist, Digital Platforms

Madison Coleman, Steffany Moyer
Specialists, Program Management & Operations

SPLC Creative
Chris Mihal
Creative Director

Scott Phillips
Deputy Creative Director, Operations

Meagan Lilly
Deputy Creative Director, Design

Hernan La Greca
Deputy Creative Director, Photography & Video

AJ Favors
Senior Creative Lead

Cierra Brinson, Sunny Paulk, Alex Trott
Senior Designers

Hillary Andrews, Jacob Saylor
Senior Video Producers

Claudia Whitaker
Designer

Angela Greer
Creative Project Manager

Other Contributors to Current or Previous Editions
Special thanks to the following individuals for their contributions to the development of this publication: Hasan Kwame Jeffries, Kate Shuster, Julia Delacroix, Monita K. Bell and Maureen Costello.

Thank you to the reviewers of the final version of this framework: Leslie K. Etienne, Ki Harris, Lauren Blanding and members of the Learning for Justice team.

Freelance editorial support: Andrea Zimmerman

Appreciation to the participants in the 2018 convening We Who Believe in Freedom and to the University of Wisconsin Press and all the scholars who contributed to the book *Understanding and Teaching the Civil Rights Movement*. Their work provided the foundation upon which this project was built.

Cover illustration by Israel G. Vargas

Follow us @learningforjustice

LEARNINGFORJUSTICE.ORG