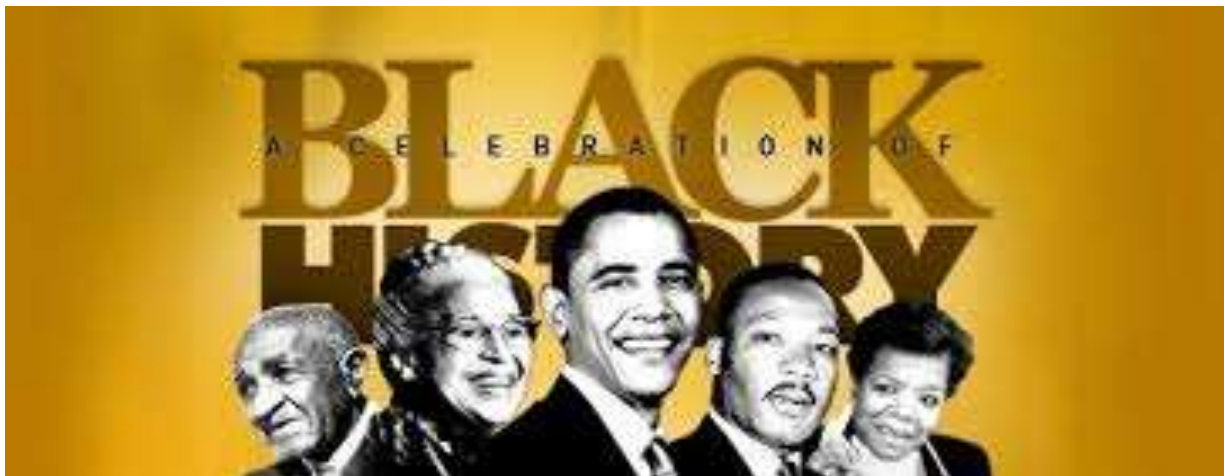


AFRICAN AMERICAN HISTORY



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The Association of African American Life and History (ASALAH), which was founded by Dr. Carter G. Woodson, develops the annual Black History Month theme. Each year, ASALAH also produces a publication of scholarly works related to the national theme.

Background from ASALAH

http://www.asalh.org/Annual_National_Black_History_Theme.html

The Black History Theme

AFRICAN AMERICANS AND THE CIVIL WAR

In 1861, as the United States stood at the brink of Civil War, people of African descent, both enslaved and free persons, waited with a watchful eye. They understood that a war between the North and the South might bring about jubilee--the destruction of slavery and universal freedom. When the Confederacy fired upon Fort Sumter and war ensued, President Abraham Lincoln maintained that the paramount cause was to preserve the Union, not end slavery. Frederick Douglass, the most prominent black leader, opined that regardless of intentions, the war would bring an end to slavery, America's "peculiar institution."

Over the course of the war, the four million people of African descent in the United States proved Douglass right. Free and enslaved blacks rallied around the Union flag in the cause of freedom. From the cotton and tobacco fields of the South to the small towns and big cities of the North, nearly 200,000 joined the Grand Army of the Republic and took up arms to destroy the Confederacy. They served as recruiters, soldiers, nurses, and spies, and endured unequal treatment, massacres, and riots as they pursued their quest for freedom and equality. Their record of service speaks for itself, and Americans have never fully realized how their efforts saved the Union.

In honor of the efforts of people of African descent to destroy slavery and inaugurate universal freedom in the United States, the Association for the Study of African Civil War" as the 2011 National Black History Theme. We urge all Americans to study and reflect on the value of their contributions to the nation.

African American



Reference Resources
Elementary

February

African American History – February

The following online databases are available through the Broward Enterprise Education Portal (BEEP) at www.broward.k12.fl.us/it/resources/research.htm. The databases highlighted below contain resources, including primary sources/documents, which provide information on African American History, the American Civil War, and the Civil Rights Movement. Along with reference content, some of the online databases listed below include lesson plans, multimedia files (photographs, videos, charts & graphs), activities, worksheets, and answer keys.

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At <http://www.broward.k12.fl.us/it/resources/research.htm>

Database	Suggested Search Term(s)*	Type of Files	Sample Search(es)
Gale Kids Info Bits	<i>African American History, Civil Rights Movement, Civil War, Black History Month,</i>	Reference articles, magazine articles, newspaper articles, maps/flags and seals, charts & graphs, images	Click on the following links: History, Government & History, Government & Social Studies, then choose Ethnic Groups, then African Americans. Click on the tab labeled “Magazines” and choose the “Who Am I?” link. Students can read a short 4-question quiz on the following famous African Americans: Jackie Robinson, Rosa Parks, Barack Obama, and Sojourner Truth.
Grolier Online	<i>African American History, Civil Rights Movement, Civil War, Black History Month</i>	Encyclopedia articles, websites, media, news feature stories and magazines	Enter search term “ <i>African American History.</i> ” In the search results, click on the African American History link. Scroll to the Multimedia link on the right side and choose the March on Washington link to see a short video on the March on Washington and a short clip of Dr. Martin Luther King delivering his “I Have a Dream” speech.
SIRS Discoverer	<i>African American History, Civil Rights Movement, Civil War, Black History Month</i>	Newspapers, magazines, government documents, primary sources, reference, graphics, websites.	Enter the search term Black History . Click on the link, Forty Acres and a Mule to learn about Jim Crow laws Segregation and the Fourteenth Amendment. Background and resource information, discussion questions, quizzes and an extension activity are included.
World Book Online	<i>African American History, Civil Rights Movement, Civil War, Black History Month</i>	Encyclopedia articles, tables, sounds, historical maps, pictures, videos, “back in time articles,” special reports, web sites, research guides, timelines. (This database contains Spanish and French encyclopedias, <i>Encyclopedia Estudiantil</i> and <i>L’Encyclopédie Découverte.</i>)	Enter the search term “Black History.” Click on the link, March on Washington to see pictures of the 1963 March on Washington for Jobs and Freedom and see a video excerpt of Dr. Martin Luther King delivering his famous “I Have a Dream” speech.

* Students may use other terms (words, phrases, cities, historical events, proper names, etc.) found in the 2011 Black History Instructional Resource Packet provided by the Division of Social Studies and Life Skills.

African American History – February

Related Web Sites

Museum of African American History

<http://www.maah-detroit.org/>

The Detroit museum's Web site features information for visitors, including a calendar of events and news of upcoming exhibitions.

Conflict of Abolition and Slavery

<http://www.loc.gov/exhibits/african/afam007.html>

An illustrated history of slavery and the abolition movement in America.

15th Amendment to the U.S. Constitution: Voting Rights (1870)

<http://www.ourdocuments.gov/doc.php?doc=44>

Passed by Congress February 26, 1869, and ratified February 3, 1870, the 15th amendment granted African American men the right to vote.

A Letter from Jackie Robinson: Civil Rights Advocate

http://www.archives.gov/exhibits/featured_documents/jackie_robinson_letter/

Jackie Robinson was a Civil Rights advocate. This site features a letter from Robinson to President Dwight D. Eisenhower where he "responded to Presidential civil rights comments amid continuing controversy over school desegregation efforts in Little Rock, AR, and the South."

African American Art

http://www.artic.edu/artaccess/AA_AfAm/index.html

The Art Institute of Chicago's collection of African American art provides a rich introduction to over 100 years of noted achievements in painting, sculpture, and printmaking. Ranging chronologically from the Civil War era to the Harlem Renaissance and from the civil-rights struggles following World War II to the contemporary period, these works constitute a dynamic visual legacy.

African American Odyssey

<http://memory.loc.gov/ammem/aahtml/aohome.html>

This Library of Congress exhibition, The African American Odyssey: A Quest for Full Citizenship, showcases the Library's incomparable African American collections. Include a wide array of important and rare government documents, manuscripts, maps, musical scores, plays, films, and recordings.

African American Perspectives

<http://memory.loc.gov/ammem/aap/aaphome.html>

"The African American Pamphlets from the Daniel A. P. Murray Collection contains 351 rare pamphlets offering insight into attitudes and ideas of African-Americans between Reconstruction and the First World War."

African American History – February

African American World

<http://www.pbs.org/wnet/aaworld/>

African American World is a guide to National Public Radio (NPR) and Public Broadcasting Service (PBS) sites about African American history, arts and culture, and race and society, as well as profiles of African Americans.

African-American Heritage

http://www.nps.gov/history/delta/afri_amer/heritage.htm

"Throughout the Mississippi River Valley a varied array of historic places reflects the richness of African-American history. These places tell the well-known stories of the contributions of such African Americans as Harlem Renaissance literary figure Arna W. Bontemps, Pulitzer Prize-winning author Alex Haley, legendary bluesman W.C. Handy, and civil rights leader Dr. Martin Luther King, Jr."

African-American Soldiers during the Civil War

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/civilwar/aasoldrs/soldiers.html> Read

historical documents describing African-American participation in the Civil War.

Black History Timeline

<http://teacher.scholastic.com/activities/bhistory/timeline/game.htm>

"This resource is a timeline that documents the evolution of Black History by highlighting key African American historical figures and events."

A House Divided

<http://www.digitalhistory.uh.edu/ahd/index.html>

This richly illustrated exhibit explores American society before, during, and after the Civil War.

Africans in America

<http://www.pbs.org/wgbh/aia/home.html>

This huge Web site is designed to supplement a PBS television series on slavery in America. It is divided into four time periods: 1450-1750, 1750-1805, 1791-1831, and 1831-1865. Includes biographies, historical documents, and activities.

Afro-Americans

[http://memory.loc.gov/cgi-bin/query/r?ammem/detr:@field\(SUBJ+@band\(African+Americans+\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/detr:@field(SUBJ+@band(African+Americans+)))

Digital collection of 90 early photographs depicting everyday life of African Americans.

American Experience / Eyes on the Prize / PBS

<http://www.pbs.org/wgbh/amex/eyesontheprize/>

Online guide to 'Eyes on the Prize,' an Emmy Award-winning documentary series chronicling the American civil rights movement. Includes numerous photos and video segments, profiles of key figures, primary sources, and much more.

African American History – February

American Experience/Reconstruction: The Second Civil War/PBS

<http://www.pbs.org/wgbh/amex/reconstruction/>

Primary sources, video clips, photos, a map, a time line, Q&A, and other materials on Reconstruction and the rise of white supremacy in the South.

American Slave Narratives: An Online Anthology

<http://xroads.virginia.edu/~hyper/wpa/wpahome.html>

Transcripts of 13 accounts (one with sound files) by former slaves of their experiences on plantations, on farms, and in cities. Recorded from 1936 to 1938 by the staff of the Federal Writers' Project. From the Univ. of Virginia's American Studies Web site.

Black History - Biography - Celebrate Black History Month & People

<http://www.biography.com/blackhistory/>

Biography Channel (A&E Television) devoted this educational Web site to African American pioneers. Includes fast facts, videos, quizzes, time lines, a tour of the Apollo Theater, numerous biographies, and information on the origin of Black History Month.

CivilWar@Smithsonian

<http://www.civilwar.si.edu/>

This site examines the Civil War through the Smithsonian Institution's extensive collections. Included are a time line and numerous images.

EOA: African American Union Troops

<http://www.encyclopediaofalabama.org/face/Article.jsp?id=h-2022>

Detailed, illustrated article on the United States Colored Troops--African American regiments that were part of the Union Army during the Civil War.

National Civil Rights Museum

<http://www.civilrights museum.org/>

The National Civil Rights Museum (in Memphis, Tenn.) offers a comprehensive overview of the civil rights movement. A virtual tour provides a guide to the organizations, people, events, and court cases associated with the struggle for equality.

NMAAHC - Exhibitions and Programs

<http://nmaahc.si.edu/section/programs>

Highlights from the collections and exhibitions of the National Museum of African-American History and Culture (part of the Smithsonian Institution) in Washington, D.C.

NYPL, Schomburg Center for Research in Black Culture

<http://www.nypl.org/research/sc/sc.html>

One of the best sources for research in African American history and culture, the Center (which is part of the New York Public Library) offers access to its digital collections and online exhibitions.

African American History – February

The African-American Mosaic Exhibition

<http://www.loc.gov/exhibits/african/intro.html>

This online exhibit is based on the Library of Congress's vast holdings on African American history and culture. It samples the following subject areas: colonization, abolition, migrations, and the WPA.

The National Underground Railroad Freedom Center

<http://www.freedomcenter.org/>

The National Underground Railroad Freedom Center (in Cincinnati, Ohio) offers a time line, biographies, and other information on abolitionism and the secret network that helped slaves escape to freedom, as well as on slavery that exists today. Includes multimedia.

The Rise and Fall of Jim Crow/PBS

<http://www.pbs.org/wnet/jimcrow/>

Historic documents, photos, narratives, and interactive resources accompany articles on the key events (1863-1954), organizations, and people of Jim Crow America.

African American History

Reference Resources
Secondary

February

Abolitionist Harriet Tubman

*Epine Boyer
Autumn 1844*

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Gale	<i>African American History, Civil Rights Movement, Civil War, Black History Month</i>	Magazines, newspapers, academic journals, eBooks, podcasts, images, maps, charts, graphs	Enter the search term “Black History”. Click on the link, Interview: Gail Buckley discusses the history of black soldiers in America’s wars to read a radio transcript from the Tavis Smiley show of author Gail Buckley discussing the contributions made by African-Americans in several wars, defending a country that often did not recognize them.
SIRS Knowledge Source	<i>African American History, Civil Rights Movement, Civil War, Black History Month</i>	Newspapers, magazines, government documents, primary sources, reference, graphics, websites.	Enter the search term “Black History”. Click on the Graphics/Media link on the left. Click on the Rosa Parks Bus/Henry Ford Museum link to see a picture of the actual bus on which Rosa Parks was arrested for refusing to move to the back of the bus.
World Book Online	<i>African American History, Civil Rights Movement, Civil War, Black History Month</i>	Encyclopedia articles, tables, sounds, historical maps, pictures, videos, “back in time articles,” special reports, web sites, research guides, timelines. (This database contains Spanish and French encyclopedias, <i>Enciclopedia Estudiantil</i> and <i>L’Encyclopédie Découverte</i> .)	Enter search term “African Americans.” Click on the link entitled Selma Marches . Click on the video link Historical commentary and footage of the Selma civil rights march to see a short documentary video on the Selma marches, a series of protests for African American voting rights. The marches took place in Alabama in March 1965. They contributed to the United States Congress passing the Voting Rights Act of 1965. The marches were led by the civil rights leader Dr. Martin Luther King, Jr.

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Black History Month LESSON PLANS & ACTIVITIES

“African Americans and the Civil War”



History of African Americans in the Civil War



"Once let the black man get upon his person the brass letters, U.S., let him get an eagle on his button, and a musket on his shoulder and bullets in his pockets, and there is no power on earth which can deny that he has earned the right to citizenship in the United States." - - Frederick Douglass

These words spoken by Frederick Douglass moved many African Americans to enlist in the Union Army and fight for their freedom. With President Abraham Lincoln's issuance of the Emancipation Proclamation in 1863, the Civil War became a war to save the union and to abolish slavery.

Approximately 180,000 African Americans comprising 163 units served in the Union Army during the Civil War, and many more African Americans served in the Union Navy. Both free African-Americans and runaway slaves joined the fight.

On July 17, 1862, Congress passed two acts allowing the enlistment of African Americans, but official enrollment occurred only after the September, 1862 issuance of the Emancipation Proclamation. In general, white soldiers and officers believed that black men lacked the courage to fight and fight well. In October, 1862, African American soldiers of the 1st Kansas Colored Volunteers silenced their critics by repulsing attacking Confederates at the battle of Island Mound, Missouri. By August, 1863, 14 Negro Regiments were in the field and ready for service. At the battle of Port Hudson, Louisiana, May 27, 1863, the African American soldiers bravely advanced over open ground in the face of deadly artillery fire. Although the attack failed, the black soldiers proved their capability to withstand the heat of battle.

On July 17, 1863, at Honey Springs, Indian Territory, now Oklahoma, the 1st Kansas Colored fought with courage again. Union troops under General James Blunt ran into a strong Confederate force under General Douglas Cooper. After a two-hour bloody engagement, Cooper's soldiers retreated. The 1st Kansas, which had held the center of the Union line, advanced to within fifty paces of the Confederate line and exchanged fire for some twenty minutes until the Confederates broke and ran. General Blunt wrote after the battle, "I never saw such fighting as was done by the Negro regiment....The question that negroes will fight is settled; besides they make better soldiers in every respect than any troops I have ever had under my command."

The most widely known battle fought by African Americans was the assault on Fort Wagner, South Carolina, by the 54th Massachusetts on July 18, 1863. The 54th volunteered to lead the

assault on the strongly-fortified Confederate positions. The soldiers of the 54th scaled the fort's parapet, and were only driven back after brutal hand-to-hand combat.

Although black soldiers proved themselves as reputable soldiers, discrimination in pay and other areas remained widespread. According to the Militia Act of 1862, soldiers of African descent were to receive \$10.00 a month, plus a clothing allowance of \$3.50. Many regiments struggled for equal pay, some refusing any money until June 15, 1864, when Congress granted equal pay for all black soldiers.

African American soldiers participated in every major campaign of 1864-1865 except Sherman's invasion of Georgia. The year 1864 was especially eventful for African American troops. On April 12, 1864, at Fort Pillow, Tennessee, Confederate General Nathan Bedford Forrest led his 2,500 men against the Union-held fortification, occupied by 292 black and 285 white soldiers.

After driving in the Union pickets and giving the garrison an opportunity to surrender, Forrest's men swarmed into the fort with little difficulty and drove the Federals down the river's bluff into a deadly crossfire. Casualties were high and only sixty-two of the U.S. Colored Troops survived the fight. Many accused the Confederates of perpetuating a massacre of black troops, and the controversy continues today. The battle cry for the Negro soldier east of the Mississippi River became "Remember Fort Pillow!"

The Battle of New Market Heights, Virginia (Chaffin's Farm) became one of the most heroic engagements involving African Americans. On September 29, 1864, the African American division of the Eighteenth Corps, after being pinned down by Confederate artillery fire for about 30 minutes, charged the earthworks and rushed up the slopes of the heights. During the hour-long engagement the division suffered tremendous casualties. Of the sixteen African Americans who were awarded the Medal of Honor during the Civil War, fourteen received the honor as a result of their actions at New Market Heights.

In January, 1864, General Patrick Cleburne and several other Confederate officers in the Army of the Tennessee proposed using slaves as soldiers since the Union was using black troops. Cleburne recommended offering slaves their freedom if they fought and survived. Confederate President Jefferson Davis refused to consider Cleburne's proposal and forbade further discussion of the idea. The concept, however, did not die. By the fall of 1864, the South was losing more and more ground, and some believed that only by arming the slaves could defeat be averted. On March 13, the Confederate Congress passed General Order 14, and President Davis signed the order into law. The order was issued March 23, 1865, but only a few African American companies were raised, and the war ended before they could be used in battle.

In actual numbers, African American soldiers comprised 10% of the entire Union Army. Losses among African Americans were high, and from all reported casualties, approximately one-third of all African Americans enrolled in the military lost their lives during the Civil War.

Source: National Park Service Civil War Soldiers and Sailors System:
http://www.itd.nps.gov/cwss/history/aa_history.htm

AFRICAN AMERICANS IN THE CIVIL WAR

Objective: Students will gain an understanding of the timeline for the Civil War by creating a timeline.

Materials

- paper
- pencil
- rulers (to construct a timeline)
- student copies of the recruiting poster (provided)
- Civil War Recruitment Broadside (provided)



1) Have students construct a timeline for the following events:

- April 1861: First shots of the Civil War (Fort Sumter).
- July 1862: Congress passes the Confiscation Act freeing slaves who had masters in the Confederate Army.
- January 1863: The Emancipation Proclamation declares all slaves in rebellious states free.
- May 1863: U.S. Government establishes the Bureau of Colored Troops.
- July 1863: President Lincoln issues General Order #233 threatening reprisal on Confederate prisoners of war if captured black Union soldiers are mistreated by the Confederacy.
- June 1864: Congress grants equal pay to U.S. Colored Troops.
- April 1865: By the war's end, 21 black soldiers are awarded the Medal of Honor

Assessment

Situation #1: Imagine that you are a free black man living in Columbus, OH in 1863. You have seen the recruiting poster and have been thinking a lot about whether or not to enlist in the Union Army.

Task: Write a one-page letter to your mother telling her of the decision you have made about enlisting (or not enlisting). Be sure to explain the reasons that caused you to make the decision.

Situation #2: Imagine that you are a newspaper editor in Columbus, OH in 1863. The Civil War has been dragging on for more than two years already and shows no signs of ending soon. You are aware that many black males are willing to enlist in the Union

Army but you fear that they may be mistreated and abused by the majority of soldiers on either side in this war.

Task: Write a one-page editorial for tomorrow's edition of the newspaper. The topic is military service in the Union Army by free African American males. In your editorial, take a clear position for or against having black men join the fight. Be sure to give reasons for whatever position you choose to take.

Situation #3: It is late November in the year 1863. You are Major General Ulysses S. Grant. President Lincoln has just made you Commander of all Union Armies. Your plan for ending the Civil War is to attack the Confederate Armies in several places at once. A message has just arrived from Edwin M. Stanton, Secretary of War. In this message Stanton has told you to expect the arrival of 5,000 new recruits. They are all African Americans who have no previous military experience. This will be the first time you have had a large number of black soldiers under your immediate command. You are aware that many of your white officers and enlisted soldiers do not believe that black men should be given weapons and put into battle. You are also aware that the enemy soldiers fight even harder when they see that black soldiers are being used against them.

Task: Write a one-page letter to your brigade commanders. (Each of them is a one-star general commanding several thousand soldiers) Tell the brigade commanders how you expect them to use the black soldiers that you will be sending to them in a few days. The brigade commanders will want to know whether to keep the black troops together (separate from the current fighting units) or to put a few black soldiers in each company and platoon so they are spread out evenly. Are the black soldiers to be used in the front line fighting or to be used as cooks and laborers for the Army? Provide any special directions you think the brigade commanders will need for incorporating the black soldiers into their units.

Source: <http://www.archives.gov/education/lessons/blacks-civil-war/>

Civil War Recruitment Broadside Poster

PATRIOTS! TO THE RESCUE!

**CITIZENS AND FREEMEN OF HANCOCK,
HEAR AND OBEY YOUR COUNTRY'S CALL.**

In pursuance of the order of Adjutant General Buckingham, and the proclamation of the Governor of Ohio, the undersigned Military Committee in and for Hancock county, will hold a meeting at _____ in _____ township on the _____ day of _____ A. D. 1861.

We earnestly request a full attendance. Let every man, both old and young be there. Business of importance will be transacted. Good Speakers will be in attendance. Committees will then and there be appointed. Volunteers will be called for.

**COME ONE! COME ALL!
OUR COUNTRY NEEDS US NOW.**

MILITARY COMMITTEE:

**J. B. ROTHCHILD,
J. F. PERKEY,**

**EDSON GOIT, Chairman,
J. S. PATTERSON,**

J. A. BOPE, Secretary.

N. B. A mass meeting of the citizens of Hancock county will be held at the Court-house, in Findlay, on each Saturday afternoon, at one o'clock, until further ordered, at which times there will also be a parade of the 57th regiment O. V. M.

African Americans after the Civil War Lesson Plan

Objectives:

- Students will read and understand one person's perspective about the effectiveness of Reconstruction in the South.
- Students will synthesize four opinions about Reconstruction to create a historically accurate textbook passage about life in the South after the Civil War.
- Students will understand the social upheaval of the South after the Civil War and the challenges faced by African Americans in the South

Materials:

- "You Be the Historians!" Direction Sheet
- Primary Source Documents:
 - Views of a Former Slave from Tennessee in 1865
 - Perspective of Teachers at African American Schools in 1864
 - Views of a Former Confederate Supporter in 1865
 - View of Southerners against the Civil Rights Bill of 1875
 - Records of the Freedmen's Bureau in Alabama, 1866

Procedure:

- Begin the lesson by reviewing with the students the "Three Hats of the Historian." Historians are detectives who look for evidence, scholars who make a case based on the evidence, and chefs who present the information.

- Discuss with students the role of a historian. For example, textbooks are used for information. Ask students the following:
 - How are textbooks written? Historians work together, using their expertise, to write textbook entries.
 - What types of sources would historians use while writing a textbook? The students will discuss the merits of using a variety of sources, both primary and secondary sources.
- Explain to the students that today they will be the textbook authors. Their task is to incorporate multiple sources to write a textbook entry about Reconstruction.
- Review with the students the challenges associated with Reconstruction in the South, which were learned previously.

Activity:

- Divide the students into cooperative learning groups.
- Discuss orally the directions for this lesson.
- Distribute the handout "You Be the Historians!" directions sheets.
- Each student will be responsible for reading one primary source.
- While reading, the students should consider the two questions at the end of the reading.
- The students should be certain that they can share responses to both questions with their group members.
- Provide students to opportunity to share and explain their source to the group.
 - What is the primary source and who wrote it?
 - Be sure to share the answers to both posed questions with your group.

Writing activity:

- Distribute the handout, "Life in the South after the Civil War."
- Information from each primary source should be included in the textbook passage.
- The students should answer the following three questions, which are listed on the "You Be the Historians!" directions sheet.
 - What did Americans (Northern and Southern, black and white) think of the government during Reconstruction – military occupation of the South, civil rights laws, and the president's plans?
 - How did the views of white and black Southerners differ concerning the future of African Americans?
 - For African Americans in the South after the Civil War, what help did they receive? What challenges did they face?

* Encourage students to include more information beyond the three questions posed by their teacher.

Closure:

- Each group should read their textbook passage aloud.
- Ask the following question:
 - based on the primary sources that you studied today, why was it difficult for Southerners to change after the Civil War during Reconstruction?

Source: <http://www.archives.gov/education/lessons/blacks-civil-war/activities.html>

•

You Be the Historians!

Each person in your group is a leading historian who has researched Reconstruction. Your team of historians is responsible for writing the article in the newest U.S. History textbook about the lives of former enslaved people after receiving their freedom at the end of the Civil War.

Task: Write a textbook passage entitled “Life in the South after the Civil War.”

Steps:

1. Each member of your group should read one of the primary sources. Be prepared to answer the two questions at the bottom of the page.
2. In your group, each person will share information about their primary sources. Explain what your primary source is and tell your group the answers to the two questions.
3. As a group, write a textbook passage about “Life in the South after the Civil War.” Make sure to include information gathered from each of the four primary sources. Consider the following questions.
 - What did Americans (Northern and Southern, black and white) think of the government during Reconstruction – military occupation of the South, civil rights laws, and the president’s plans?
 - How did the views of white and black Southerners differ concerning the future of African Americans?
 - For African Americans in the South after the Civil War, what help did they receive? What challenges did they face?

“A Bleak Future for Freedmen”

The Views of a Former Slave from Tennessee in 1865

Following Tennessee’s ratification of the 13th Amendment ending slavery, a former slave in Nashville wrote a letter to the editor of the *Weekly Anglo-African*. The opinions of Samuel Childress were published in the November 29, 1865 edition of the weekly newspaper.

Mr. Editor:

You desire to know our opinions respecting the policy of the President [Andrew Johnson] concerning the colored race. We are not acquainted with the whole of it.... To us the prospect seems gloomy. We have no permanent homes, and we see no prospect of getting any.

Most of us are accustomed to farm labor, and whatever skill we possess is chiefly in that direction. Land is dear, and few of us are able to buy it. We can hire out to our former masters, it may be said. It is true that we can do so to a considerate extent; but it is well known that the temper of our former masters had not greatly improved toward us.

Is it the intention of the Government to drive us to our worst enemies to ask for work...? Our race has tilled this land for ages; whatever wealth has been accumulated in the South has been acquired mainly by our labor. The profits of it have gone to increase the pride and wickedness of our old masters, while we have been left in ignorance and degradation.

It cannot be denied that the colored race earned nearly all this property. Justice required that it should be paid over to the colored race who had been robbed of it. But what did they do with it? It has gone back again to the very hands are dripping with the blood of murdered prisoners, and whose cruelties cry to heaven for vengeance.

It would seem that it was regarded as a greater crime to be black than to be a rebel. We think the Government ought in justice to the race to provide for their obtaining farms at such prices, and on such terms as would enable our people in a reasonable time to have a home of their own, on which they might hope to earn a living, and educate their children.

Samuel Childress, 1865

Source: Witness for Freedom, edited by C. Peter Ripley, published in 1993 by University of North Carolina Press

Questions to consider while reading:

- Why did Samuel Childress think that the future for freedmen in the South was “gloomy?”
- What did Childress believe the United States government should do to help the freedmen?

Report of the Board of Education for Freedmen, Department of the Gulf The Perspective of Teachers at African American Schools in 1864

During and after the Civil War, teachers spread throughout the South in an effort to educate freed black children and adults. There were many difficulties associated with starting education for African Americans, especially before the war ended in 1864.

Instances of privation [hardship] and peril

In a parish, some distance from New Orleans, a building was procured [obtained], an energetic teacher sent, scholars gathered, and the work begun. (The report) came subsequently, as follows: "Arrived. Went about gathering scholars [students], have forty. Did well enough till it rained, since then have walked three miles a day, ankle deep in thick black mud that pulls off my shoes. Nothing to eat but strong pork and sour bread. Insulted for being a '(black) teacher.' Can't buy anything on credit, and haven't a cent of money. The school shed has no floor, and the rains sweep clean across it, through the places where the windows should be. The Provost Marshal won't help me. Says 'he don't believe in (black) teachers.' The children come rain or shine, plunging through the mud. Pretty picture they are."

Another class of obstacles is indicated by the following extract from the report of a country teacher:

"I have, in vain, attempted to form a night school. I never dared take more than two pupils, because some of the officers are so opposed to the instruction of negroes. One use to let his dogs loose after supper to but the night-scholars, till I told him I would kill them if they bit my pupils. A great many would come to night-school only they are afraid."

In Thibodeaux the school-house has been broken open, on successive nights, for months past, the furniture defaced, the books destroyed. Bricks have been hurled through the windows, greatly risking limb and life, and making general commotion. Complaint after complaint has not afforded relief or protection....

Characteristics of the Pupils

The pupils, as a class, are orderly, industrious, and easily governed. They are exceedingly grateful for any interest and kindness shown to them. Another habitude of these colored children is their care of books and school furniture. The walls and fences about the colored schools are not defaced. From the two most prevailing and disgusting vices of school children, profanity and obscenity [swearing], they are singularly free.

Source: The Report of the Board of Education for Freedmen, Department of the Gulf, for the Year 1864 by the U.S. Army, printed in 1865 in New Orleans, available on Google Books

Questions to consider while reading:

- What were the challenges for teachers and students at African American schools?
- According to this report, what were the attitudes of African American pupils?

“Our Country is now in a Disturbed Condition” The Views of a Former Confederate Supporter in 1865

In this letter from 1865, Edwin H. McCaleb, a former supporter of the Confederacy, responds to Lincoln’s death, describes conditions in the post-war South, and expresses distrust towards President Andrew Johnson.

Our country is now in a disturbed condition caused by the fiery ordeal through which we just passed and the total absence of both military or civil laws. Were it not for the law abiding disposition of our people we would be subjected to the augur of lawlessness and outrage. All good citizens deeply deplore the assassination of Pres. Lincoln ... Mr. L – was a great man and more than that was a good man and the country could ill afford to lose his services at this important crisis.... Mr. Johnson has disregarded the requirements of the Constitution & undertakes to enact military governments over the states. And more than this, men are now being tried for their lives before military courts...instead of the civil tribunals [courts] of the land. This is in direct violation of the Constitution as these...were in no way connected with the Army.

By this sudden system of Emancipation, this spasmodic transformation of the ignorant Negro from a peaceful laborer who has been accustomed to have all needs...provided...both in sickness & health to a self reliant citizen will paralyze the productive resources of the South. It can cause a famine in this fertile land. If we could have a system of gradual emancipation our people would universally rejoice & be glad to get rid of slavery which as ever been a cancer upon the body politic of our social organization....We would gladly substitute white for slave labor but we can never regard the Negro our equal either intellectually or socially.

The government ought to pursue a magnanimous [generous] merciful & conciliatory [peace-making] course towards those who have striven to be honorable & who have acknowledged ourselves fairly beaten. Let the northern people arise in the majesty of their power and stay the uplifted hand of official oppression and hatred.

I was only 17 years of age when this war commenced & the last speech I made before leaving college for the army was against secession and advocating the sovereignty of the Federal Government and yet I am not among the proscribed [banned from participation in government] because I held a petty office in the army.

Source: Digital History at http://www.digitalhistory.uh.edu/documents/documents_p2.cfm?doc=180

Questions to consider while reading:

- What was Edwin McCaleb’s opinions of President Lincoln and President Johnson?
- Why was McCaleb concerned about the “sudden system of Emancipation” of former slaves?

Records of the Freedmen's Bureau in Alabama, 1866

List of Murders in the Dist. of Alabama 1866

1. Freedman killed in Sumter County, January.
2. Freedman killed in Russell County, February.
3. Freedman killed near West Point, March.
4. Freedman killed with an axe in Butler County. Three freedmen killed by two brothers in Shelby County, April.
5. Freedman killed in Montgomery County, April. Freedman & freedwoman killed, thrown into a well in Jefferson Co., April.
6. Freedman killed for refusing to sign a contract, Sumter Co., May. Freedman killed in Butler Co., clubbed, April.
7. Freedman found hung by a grapevine in woods near Tuscaloosa, May.
8. Freed girl beaten to death by two white men near Tuscaloosa, July.
9. Freedman murdered between Danville & Somerville.
10. Freedman shot dead while at his usual work, near Tuscaloosa, Sept.
11. Freedman killed in Pike County, Sept.
12. Negro murdered near Claiborne, Alabama, June.
13. Freedman brought to hospital in Montgomery, shot through the head by unknown parties - died in few hours, Dec.
14. Freedman murdered in Montgomery City, Jan. '67.

District of Alabama, 1866

Jan. 4 - Bob Foreman cut at Union Springs.

Jan. 2 - Alfred killed in Sumter County.

Febry. 14 - Richard killed in Russell County near Columbus, Ga.

March - Freedman killed near West Point.

March - Bradley killed freedwoman with an axe. Montgy.

March - Guard fired on & driven off when attempting to arrest the murderer, Butler Co.

April 3 - Woman taken by three men out of her house in middle of night to swamp & badly whipped - beaten on head with pistol &c.

April - Freedman killed near Saw Mill near Montgomery.

April 27 - Freedman shot by Confed. Soldier wantonly near Livingston, Sumter Co.

May 7 - Moore taken to woods & hung till nearly dead to make him tell who robbed a store, at Tuscaloosa.

May 29 - Colored man killed by Lucian Jones for refusing to sign contract, in upper part of Sumter Co.

May 30 - Mulatto hung by grapevine near roadside between Tuscaloosa & Greensboro.

May 29 - Richard Dick's wife beaten with club by her employer. Richard remonstrated - in the night was taken from his house and whipped nearly to death with a buggy trace by son of the employer & two others.

June 16 - Mr. Alexander, colored preacher, brutally beaten & forced to leave his house at Auburn, Ala.

July - Band armed men came to house of Eliz. Adams, threatened to kill her & her sister if they did not leave the county, abused & beat them. (illegible) Franklin & (illegible) started to report outrage, not heard from afterward.

July 16 - Black girl beaten to death by Washington and Greene McKinney, 18 miles west of Tuscaloosa.

July 23 - White man named Cook murdered a Negro between Danville & Somerville.

Sept. 14 - Black man picking fodder in a field shot dead -- & another who had difficulty with a white man abducted & supposed to have been murdered near Tuscaloosa.

Sept. 3 - Murderous assault upon returned black Union soldier in Blount Co.

Sept. 12 - Assault & firing upon a freedman in Greenville.

Dec. 18 - R. S. Lee of Butler Co. brutally assaulted a freedwoman of Sumner.

Dec. 18 - Same man assaulted with intent to kill Peter Golston, freedman.

Dec. 18 - Wm. Lee, son of above shot Morris Golston on 10th December.

Dec. 17 - Enoch Hicks & party burned school house in Greenville in Sumner - assaulted Union soldier &c. Judge Bragg & son mercilessly beat wife & daughter of James, freedman & drew pistol on James. Kell Forrest beat wife of colored man George.

14 more entries are listed for this year.

Source: The Freedmen's Bureau Online at <http://freedmensbureau.com/alabama/alaoutrages.htm>

Teaching With Documents: Black Soldiers in the Civil War

Teaching Activities

Standards Correlations

This lesson correlates to the National History Standards.

- Era 5-Civil War and Reconstruction (1850 - 1877)
 - Standard 2A-Demonstrate understanding of how the resources of the Union and the Confederacy affected the course of the war.

This lesson correlates to the National Standards for Civics and Government.

- Standard II.B.1-Explain how a history of slavery distinguishes American society from other societies.
- Standard II.D.3-Evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy.

Cross-curricular Connections

Share this exercise with your history, government, and language arts colleagues.

Analyzing the Document

1. Make a copy of the featured document (poster, please see attachment) for students, and direct them to read the poster (provided) and answer the following questions:

1. Who do you think is the intended audience for the poster?
2. What does the Government hope the audience will do?
3. What references to pay do you find in this document?
4. What references to treatment of prisoners of war do you find in this document?
5. What evidence of discrimination during the Civil War do you find in this document?
6. What evidence of Government efforts to improve conditions for black soldiers do you find in this document?
7. What purpose(s) of the Government is/are served by this poster?
8. How is the design of this poster different from contemporary military recruitment posters?

After the students have completed the assignment, review it and answer any questions they might raise. Then discuss more generally the contribution and status of black soldiers in the

Civil War. Ask students to read the additional documents provided with this article to encourage further discussion.

Creative Writing Activities

2. Share with students the information in the introductory note; then assign them to draw on information from the note and the document to write one of the following:

- a journal entry of a member of the U.S. Colored Troops
- a letter from a U.S. Colored Troops soldier to a son who wants to enlist
- an account of the role of black soldiers for either an abolitionist or Confederate newspaper
- an interior monologue of the wife of a soldier in the U.S. Colored Troops reflecting on the circumstances of her family during his absence.

Oral Reports

3. President Harry S. Truman's [Executive Order 9981](#) (provided), issued in 1948, marked the transition of the black military experience from a period of segregated troops to one of integrated forces. The order provided for "equal treatment and opportunity for all persons in the armed services" and commanded the desegregation of the military "as rapidly as possible." ([Page 2](#) of this document is provided.)

Divide the class into six groups: Civil War, Indian wars, World War I, World War II, Korea and Vietnam, and Persian Gulf War. Assign each group the task of locating information about black troops engaged in these conflicts and presenting the information they discover in an oral report. Encourage imaginative presentations. Students should collect information about pay, equipment, service assignments, promotion potential, treatment of black prisoners of war, and the relation of combat service to the struggle for equal rights in each instance. Each group should attempt to locate statistical information about the numbers of black soldiers in arms for their assigned conflict and the numbers of black casualties, decorations, and commissioned officers. Outstanding individual or unit contributions in engagements should be described as well.

For Further Research

4. Select one of the following activities as a follow-up:

1. Arrange with the school or public library to set up a reserved reading shelf for your students on the topic of the black Civil War experience.
2. Assign students to read a copy of Robert Lowell's poem "Colonel Shaw and the Massachusetts' 54th," alternately titled, "For the Union Dead." (The poem can be located in the *Norton Anthology of American Literature*.) Ask students to consider the following questions:
 - Why does Lowell say "their monument sticks like a fishbone in the city's throat"?

- Why do you think Shaw's father wanted no monument "except the ditch, where his son's body was thrown"?
- What is Lowell's attitude toward the "stone statues of the abstract Union Soldier"?
- Lowell altered the inscription on the Shaw Memorial that reads "Omnia Reliquit Servare Rem Publicam" ("He leaves all behind to serve the Republic") to his epigraph "Relinquunt Omnia Servare Rem Publicam" ("They give up everything to serve the Republic"). How is the inscription typical of attitudes in 1897, when the memorial was dedicated? How is the epigraph, written in 1960, different, and what does that say about Lowell's attitude toward these soldiers?

The Web site of the [National Gallery of Art](#) provides valuable information about the Shaw memorial.

3. Ask for volunteers to watch the film *Glory*, a fictional account of the 54th Massachusetts, then the American Experience documentary, *The 54th Colored Infantry*. (If that tape is not available, you might use the segments on black units in Ken Burns's series *The Civil War*.) Students should then review *Glory* for historical accuracy.

POSTER

TO COLORED MEN!

FREEDOM, Protection, Pay, and a Call to Military Duty!

On the 1st day of January, 1863, the President of the United States proclaimed FREEDOM to over THREE MILLIONS OF SLAVES. This decree is to be enforced by all the power of the Nation. On the 21st of July last he issued the following order:

PROTECTION OF COLORED TROOPS.

WAR DEPARTMENT, ADJUTANT GENERAL'S OFFICE,
WASHINGTON, July 21. }

General Order, No. 233.

"The following order of the President is published for the information and government of all concerned:—

EXECUTIVE MANSION, WASHINGTON, July 20.

"It is the duty of every Government to give protection to its citizens, of whatever class, color, or condition, and especially to those who are duly organized as soldiers in the public service. The law of nations, and the usages and customs of war, as carried on by civilized powers, permit no distinction as to color in the treatment of prisoners of war as public enemies. To sell or enslave any captured person on account of his color, is a relapse into barbarism, and a crime against the civilization of the age.

"The Government of the United States will give the same protection to all its soldiers, and if the enemy shall sell or enslave any one because of his color, the offense shall be punished by retaliation upon the enemy's prisoners in our possession. It is, therefore, ordered, for every soldier of the United States, killed in violation of the laws of war, a rebel soldier shall be executed; and for every one enslaved by the enemy, or sold into slavery, a rebel soldier shall be placed at hard labor on the public works, and continued at such labor until the other shall be released and receive the treatment due to prisoners of war.

"ABRAHAM LINCOLN."

"By order of the Secretary of War.

"E. D. TOWNSEND, Assistant Adjutant General."

That the President is in earnest the rebels soon began to find out, as witness the following order from his Secretary of War:

WAR DEPARTMENT, WASHINGTON CITY, August 8, 1863.

"Sir: Your letter of the 24 inst., calling the attention of this Department to the cases of Orin H. Brown, William H. Johnston, and Wm. Wilson, three colored men captured on the gunboat Isaac Smith, has received consideration. This Department has directed that three rebel prisoners of South Carolina, if there be any such in our possession, and if not, three others, be confined in close custody and held as hostages for Brown, Johnston and Wilson, and that the fact be communicated to the rebel authorities at Richmond.

"Very respectfully your obedient servant,

"EDWIN M. STANTON, Secretary of War.

"The Hon. GIBSON WELLES, Secretary of the Navy."

And retaliation will be our practice now—man for man—to the bitter end.

LETTER OF CHARLES SUMNER,

Written with reference to the Convention held at Poughkeepsie, July 15th and 16th, 1863, to promote Colored Enlistments.

BOSTON, July 13th, 1863.

"I doubt if, in times past, our country could have expected from colored men any patriotic service. Such service is the return for protection. But now that protection has begun, the service should begin also. Nor should relative rights and duties be weighed with nicety. It is enough that our country, aroused at last to a sense of justice, seeks to enrol colored men among its defenders.

"If my counsels should reach such persons, I would say: enlist at once. Now is the day and now is the hour. Help to overcome your cruel enemies now battling against your country, and in this way you will surely overcome those other enemies hardly less cruel, here at home, who will still seek to degrade you. This is not the time to hesitate or to hizzle. Do your duty to our country, and you will set an example of generous self-sacrifice which will conquer prejudice and open all hearts.

"Very faithfully yours,

"CHARLES SUMNER."

President Harry S. Truman's Executive Order 1948

EXECUTIVE ORDER

ESTABLISHING THE PRESIDENT'S COMMITTEE ON EQUALITY OF TREATMENT AND OPPORTUNITY IN THE ARMED SERVICES

WHEREAS it is essential that there be maintained in the armed services of the United States the highest standards of democracy, with equality of treatment and opportunity for all those who serve in our country's defense:

NOW, THEREFORE, by virtue of the authority vested in me as President of the United States, by the Constitution and the statutes of the United States, and as Commander in Chief of the armed services, it is hereby ordered as follows:

1. It is hereby declared to be the policy of the President that there shall be equality of treatment and opportunity for all persons in the armed services without regard to race, color, religion or national origin. This policy shall be put into effect as rapidly as possible, having due regard to the time required to effectuate any necessary changes without impairing efficiency or morale.

2. There shall be created in the National Military Establishment an advisory committee to be known as the President's Committee on Equality of Treatment and Opportunity in the Armed Services, which shall be composed of seven members to be designated by the President.

3. The Committee is authorized on behalf of the President to examine into the rules, procedures and practices of the armed services in order to determine in what respect such rules, procedures and practices may be altered or improved with a view to carrying out the policy of this order. The Committee shall confer and advise with the Secretary of Defense, the Secretary

President Harry S. Truman's Executive Order 1948

(pg. 2)

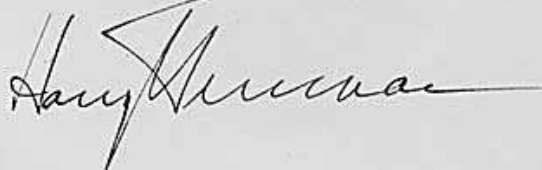
- 2 -

of the Army, the Secretary of the Navy, and the Secretary of the Air Force, and shall make such recommendations to the President and to said Secretaries as in the judgment of the Committee will effectuate the policy hereof.

4. All executive departments and agencies of the Federal Government are authorized and directed to cooperate with the Committee in its work, and to furnish the Committee such information or the services of such persons as the Committee may require in the performance of its duties.

5. When requested by the Committee to do so, persons in the armed services or in any of the executive departments and agencies of the Federal Government shall testify before the Committee and shall make available for the use of the Committee such documents and other information as the Committee may require.

6. The Committee shall continue to exist until such time as the President shall terminate its existence by Executive order.



THE WHITE HOUSE,
July 26, 1948.

United States Colored Troops Lesson Plan

WHO WERE THE 200,000 AFRICAN AMERICAN FREEDOM FIGHTERS?



Objectives:

- Students will understand the diverse background of the approximately 200,000 African American soldiers and sailors whom served in the Union Army and Navy.
- Students will be able to answer questions in regards to the handouts in either written or oral formats.
- Students will be able to gather critical information in regards to the person who wrote the letter and present it in an oral or written form.

Materials (provided):

- Handout 1 – Free African American Population 1860
- Handout 2 – Slave Population 1860
- Handout 3 – United States Colored USCT Troops (recruited from free states)
- Handout 4 – USCT (recruits from slave states)
- Handout 5 – Robert Pinn Letter (side 1)
- Handout 6 – Robert Pinn Letter (side 2)
- Robert Pinn Photograph
- Script for Teacher

Activity:

Teachers ask students the following questions:

- Do you think that African Americans fought during the American Civil War?
- Where do you think they came from? How many do you think fought?

Procedure:

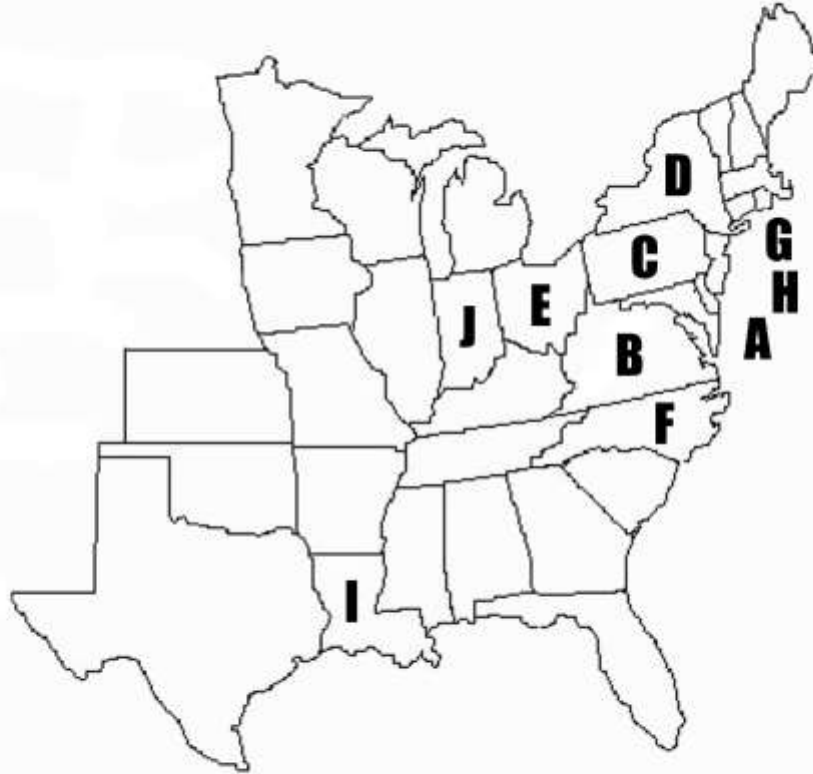
Provide students with the handouts given below and follow the procedures listed on the Script for Teachers.

Closure:**Ask students the following discussion questions:**

- Did the areas where African American soldiers were recruited from surprise you?
- Do you think the locations they came from had something to do with why they joined the army?
- Do you think these soldiers made a major difference in the outcome of the American Civil War?

Source: <http://www.civilwar.org/education/teachers/lesson-plans/united-states-colored-troops-lesson-plan/united-states-colored-troops-lesson.html>

I. Free African American Population 1860



Top 10 Populations by State Source: U.S. Census 1860

Free African American Population (Rounded to nearest thousand)

- | | |
|---------------------------|-----------------------|
| A) Maryland- 83,000 | G) New Jersey- 25,000 |
| B) Virginia- 58,000 | H) Delaware- 20,000 |
| C) Pennsylvania- 57,000 | I) Louisiana- 18,000 |
| D) New York- 49,000 | J) Indiana- 11,000 |
| E) Ohio- 37,000 | |
| F) North Carolina- 30,000 | |

Total U.S. Free African American Population (1860) - 488,070

II. Slave Population 1860



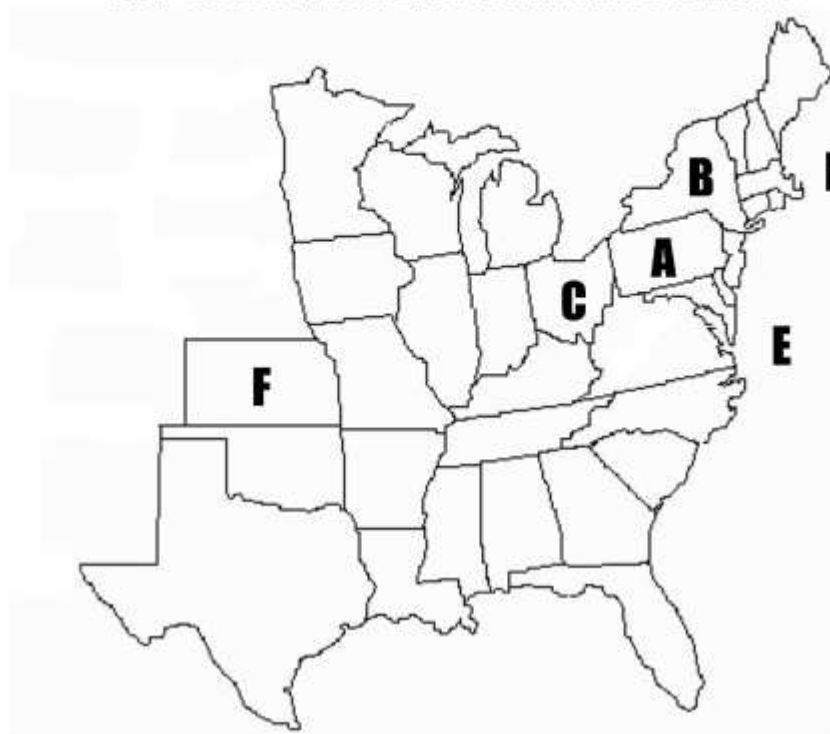
Top 10 Populations by State Source: U.S. Census 1860

Slave Population (Rounded to
nearest thousand)

- | | |
|----------------------------|----------------------------|
| A) Virginia- 491,000 | F) Louisiana- 342,000 |
| B) Alabama- 475,000 | G) North Carolina- 331,000 |
| C) Mississippi- 439,000 | H) Tennessee- 276,000 |
| D) South Carolina- 402,000 | I) Kentucky- 225,000 |
| E) Georgia- 402,000 | J) Texas- 182,000 |

Total U.S. Slave Population (1860) - 3,957,700

III. USCT Recruits from Free States



Top 6 USCT Recruiting States Source: Official Records

Free States

- A) Pennsylvania- 8,612
- B) New York- 4,125
- C) Ohio- 5,092
- D) Massachusetts- 3,966
- E) D.C.- 3,269
- F) Kansas- 2,080

IV. USCT Recruits from Slave States



Top 6 USCT Recruiting States Source: Official Records

Slave States

- A) Louisiana- 24,052
- B) Kentucky- 23,703
- C) Tennessee- 20,133
- D) Mississippi- 17,869
- E) Maryland- 8,718
- F) Missouri- 8,344

V. Robert Pinn Letter

I was born in the town of Massillon, Stark County, State of Ohio; where I experienced all the disadvantages peculiar to my proscribed race. Being born to labor, I was not permitted to enjoy the blessings of a common school education. It is hardly necessary to say that very little can be expected of me, so far as correct composition is concerned.

In 1861, when the whole of the loyal North was aroused by reason of the cowardly assault upon fort Sumpter, I was very eager to become a soldier, in order to prove by my feeble efforts the black man rights to untrammelled manhood. I was denied admission to the ranks of the loyalists, on account of my color, not being of that kind which is considered a standard in this country. -

In 1863, however, when the Rebellion which burst out at Sumpter had assumed higher proportions, it was deemed expedient by the Government to enroll the able bodied black men among its defenders.

VI.

... On the 15th of June 1864, we went into battle before Petersburg, Va. - Of the successes of that day the country is well informed. I have participated in nearly all of the battles in which my regiment has been engaged, and was wounded before Richmond on the 29th of September 1864, from which I am now a sufferer, having lost the use of my right arm.

The above is respectfully submitted.

Robert A. Pinn.
1st Sergt. Co. 'I.'
5th U. S. Col^d Troops
Massillon,
Stark Co., Ohio.

- Robert Pinn was awarded the Congressional Medal of Honor for gallantry in the battle of New Market Heights. September 29, 1864.
- Sergeant Pinn lost the use of his right arm in the battle.
- The above letter was submitted by Robert Pinn in 1866 to William Bourne, who sponsored a contest for Union Soldiers and Sailors who lost their right arms during the war. The men's letters were judged on their left-handed penmanship.
- Pinn became a prominent attorney in Massillon, Ohio.



Teacher Script:
Who were the 200,000 African American Freedom Fighters?

A.) Suggested uses: (this lesson)

- 1.) Intro to differences North and South
- 2.) Intro use of African American Troops

B.) Background on African American Troops in the Civil War

- 1.) Initially most felt the war would be short, and African American soldiers would only cause controversy.
- 2.) African American sailors had always existed in the Navy; estimates of the number in the Union Navy run from 18,000-30,000.
- 3.) By 1863 adequate manpower in the Union Army was an issue, recruiting of African American soldiers for the Union Army began.
- 4.) By 1865 (178,975) African American soldiers had been recruited for the Union Army (more than 10% of the Union Army in the field)
- 5.) 178,975 soldiers, plus 18,000-30,000 sailors easily puts the number of African American soldiers and sailors at 200,000 in Union Service
- 6.) By 1865 due to drastic manpower needs the Confederate Congress was also debating the use of African American troops. The war ends in April 1865 making the debate moot.

C.) Use of hand-outs: (suggestions)

- 1.) Hand-outs # I and # II show Free and Slave Populations in 1860
 - a.) these can be used for discussion purposes or map and data analysis
 - b.) What states had the largest Free and Slave Populations? What might explain these populations?
 - c.) Students tend to think all African Americans in 1860 were enslaved, note the significant free population
 - d.) Students tend to think all slaves worked in cotton fields, how did slavery in Virginia, Kentucky, and Tennessee differ from Alabama, Georgia, and Mississippi?
- 2.) Hand-outs # III and # IV show USCT Recruits
 - a.) As the Union Army began recruiting, United States Colored Troops (USCT) it is interesting to note the States these men were from.
 - b.) Note Pennsylvania had the most recruits from a free state, yet Maryland and Virginia had much larger free populations
 - c.) Massachusetts in 1860 had a free population of 9,682, and recruited 3,966 USCT soldiers. How is that possible? Answer: They recruited heavily across the north (especially Ohio and New York)
 - d.) The USCT Recruits from slave states were a significant number, note the states with the biggest # of recruits. What river touches 5 or 6 states? What does the recruiting pattern say about the status of the war; and position of Union and CSA Armies?
- 3.) Hand-outs #V and #VI Robert Pinn Letter
 - a.) This is the first (3) and final paragraphs of his letter
 - b.) Students can notice his penmanship (better than most of their penmanship) and discuss why he wrote this with his left hand after losing the use of his right arm in battle.

- c.) Sgt. Pinn is one of 17 USCT Soldiers to earn the Medal of Honor for bravery in battle
- d.) Pinn's injury and Medal of Honor occurred at The Battle of New Market Heights. New Market Heights was part of the larger battle for Richmond, Virginia.
- e.) More USCT soldiers earned the Medal of Honor at New Market Heights than any other engagement; yet this is a relatively unknown battle, why?
- f.) **Important Preservation Note** The current status of the New Market Heights battlefield is relatively safe; due to the Henrico County, Va. Division of Parks and Recreation managing the 200 acre area of the heaviest fighting.
* Does this mean the battlefield is safe forever?
- g.) Following the war Pinn became a prominent attorney and active in veteran organizations such as the Grand Army of the Republic (G.A.R.) Photo of Robert Pinn he is wearing the Medal of Honor and the Butler Medal.

D.) Evaluation/Assessment of Students:

- 1.) Maps (Hand-out #I)
 - a.) What state has the largest Free Population?
 - b.) Why do you think they had such a large Free Population?
 - c.) Louisiana had a unique cultural mix: Who were these Free African Americans?
 - d.) Would free African Americans in New York, Penn., Ohio, and Indiana have arrived using the Underground Railroad?
 - e.) What was life like in 1860 for nearly 500,000 African Americans living in the U.S.?
- 2.) Map #II
 - a.) The heaviest concentrations of enslaved people were in what states?
 - b.) What might explain why Texas (a very large state geographically) had a much smaller slave population than South Carolina?
 - c.) Identify states that had both large Free and Slave Populations? What would life have been like for African Americans in these states?
- 3.) Map #3 – Recruits from Free States
 - a.) Which state is geographically separated from the other 5 states? What might explain the high number of recruits from this western state?
 - b.) Massachusetts Free Population in 1860 was 9,682; the number of recruits is unusually high as a % of the population, what might explain this? **See use of Hand-out 2c**
 - c.) What might explain Maryland and Virginia having larger populations of Free African Americans, but lower numbers of USCT recruits than Pennsylvania, New York, and Ohio?
- 4.) Map #IV – Recruits From Slave States
 - a.) What about Louisiana's unique culture might explain its high % of recruits?
 - b.) Kentucky and Tennessee also have high % of USCT Recruits, how does the position of the Union Army in 1863 – 1865 influence recruiting patterns?
 - c.) Virginia, Georgia, and South Carolina have large slave populations, but relatively low numbers of USCT Recruits, how does the position of the Confederate Army in 1863 – 1865 influence recruiting patterns?
- 5.) Hand-out – V & VI Robert Pinn Letter and Photo
 - a.) Was Pinn born free or as a slave?
 - b.) Why couldn't Pinn enlist in 1861
 - c.) When did he lose the use of his right arm?

- d.) Why didn't he receive a "common school education"?
- e.) In the photo, Robert Pinn is wearing the Medal of Honor and the Butler Medal. Research the Butler Medal (*Note – No exact/complete list of Butler Medal recipients exist*)

E.) Additional Resources

1.) Books

- a.) The Sable Arm by Dudley Cornish – excellent discussion of enrolling African American troops
- b.) Men of Color by William Gladstone – outstanding photos and USCT artifacts with text
- c.) Like Men of War by Noah Trudeau – definitive account of USCT battles
- d.) The American Past by William Wheeler and Susan Becker – primary source book for High Schools with an excellent section on the debate over African American troops

2.) Internet sources:

- a.) **Civil War Soldiers and Sailors System** (www.itd.nps.gov/cwss/index.html) – The National Park Service's Civil War Soldiers & Sailors System is a database containing facts about Civil War servicemen, lists of Civil War regiments, and descriptions of significant Civil War battles. Also on this site is a descriptive history of African Americans in the Civil War
- b.) **African American Civil War Memorial** –(www.afroamcivilwar.org/) includes a database with the names of African American Civil War Veterans. It also houses an extensive photo gallery, information for teachers hoping to use the information in lesson plans, and the history of the museum.
- c.) **Civil War Preservation Trust** (www.civilwar.org) - America's largest non-profit organization devoted to the preservation of our Nation's endangered Civil War Battlefields.
- d.) **Washington Senior High School** (www.ustcw.org) - This website contains data on United States Colored Troops. This project was built, composed, and maintained by the Research History Classes of Washington Senior High School, Washington Court House.

Additional Black History Month Lesson Plans and Activities

Segregation in Transportation

(Lesson Plan)



Objectives:

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

Instructions:

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

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

President Obama



Grade Level(s): Elementary

CBC Connection: I.2 Literature: Nonfiction

II.2.3 Historical Awareness:

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

Materials:

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

Duration: 1

Lesson

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

Student Worksheet



Doug Mills/The New York Times

QUESTIONS:

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

WHAT did President Obama say in his inaugural address?

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

WHEN did he officially become president?

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

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

ANSWER KEY to [Student Worksheet](#)

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

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

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

WHAT did President Obama say in his inaugural address?

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

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

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

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

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

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

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

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

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

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

Answers will vary.

WHEN did he officially become president?

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

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

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

Answers will vary.

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

Answers will vary.

A Time to Reap for Foot Soldiers of Civil Rights

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

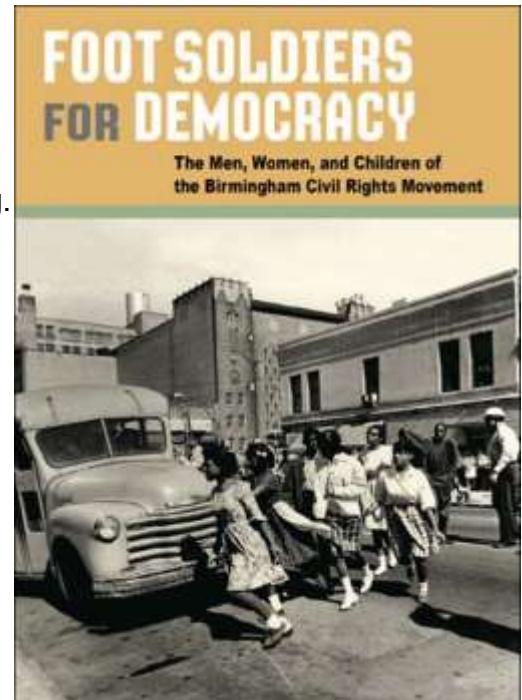
*“I’m going to vote like the spirit say vote,”
Miss Harris chanted softly.*

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

When the movement came to Albany in 1961, fewer than 100 of Dougherty County's 20,000 black residents were registered to vote, said the Rev. Charles M. Sherrod, one

of the first field workers sent here by the Student Nonviolent Coordinating Committee. Literacy tests made a mockery of due process — Mr. Boyd remembers being asked by a registrar how many bubbles were in a bar of soap — and bosses made it clear to black workers that registration might be incompatible with continued employment.

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

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

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

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

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

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

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

Mount Zion has now been preserved as a landmark, attached to a new \$4 million civil rights museum that was financed through a voter-approved sales tax increase. Across

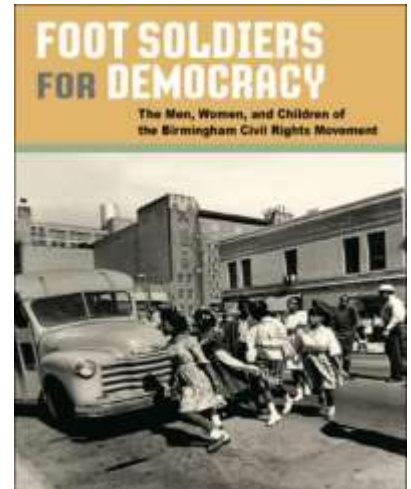
the street, Shiloh Baptist, founded in 1888, still holds services in the sanctuary where Dr. King preached at mass meetings.

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

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

A Time to Reap for Foot Soldiers of Civil Rights

Questions



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

Luther Martin King Jr. Chart Activity

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

Martin Luther King Jr.'s Childhood

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

Martin had a brother, Alfred, and a sister, Christine.

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

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

Martin Luther King Jr. Quiz

Directions: Complete the attached quiz with the following information.

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



Directions:
Answer the yes or no questions
about Martin Luther King, Jr.

Color in the correct circle.	YES	NO
1. Martin Luther King, Jr., was born in 1929.	<input type="radio"/>	<input type="radio"/>
2. King was born in Mississippi.	<input type="radio"/>	<input type="radio"/>
3. King was married in 1942.	<input type="radio"/>	<input type="radio"/>
4. Dr. King published his first book in 1958.	<input type="radio"/>	<input type="radio"/>
5. Dr. King gave his "I Have a Dream" speech in Washington, D.C.	<input type="radio"/>	<input type="radio"/>
6. Dr. King won the Nobel Prize in 1965.	<input type="radio"/>	<input type="radio"/>
7. Martin Luther King Jr. Day was declared a national holiday in 1966.	<input type="radio"/>	<input type="radio"/>



Directions: Circle the correct answer



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

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

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

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

Martin Luther King Jr. Fill-in

Name _____

Date _____

Directions:

Fill in the blanks using the word bank.



Word Bank:

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

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

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

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

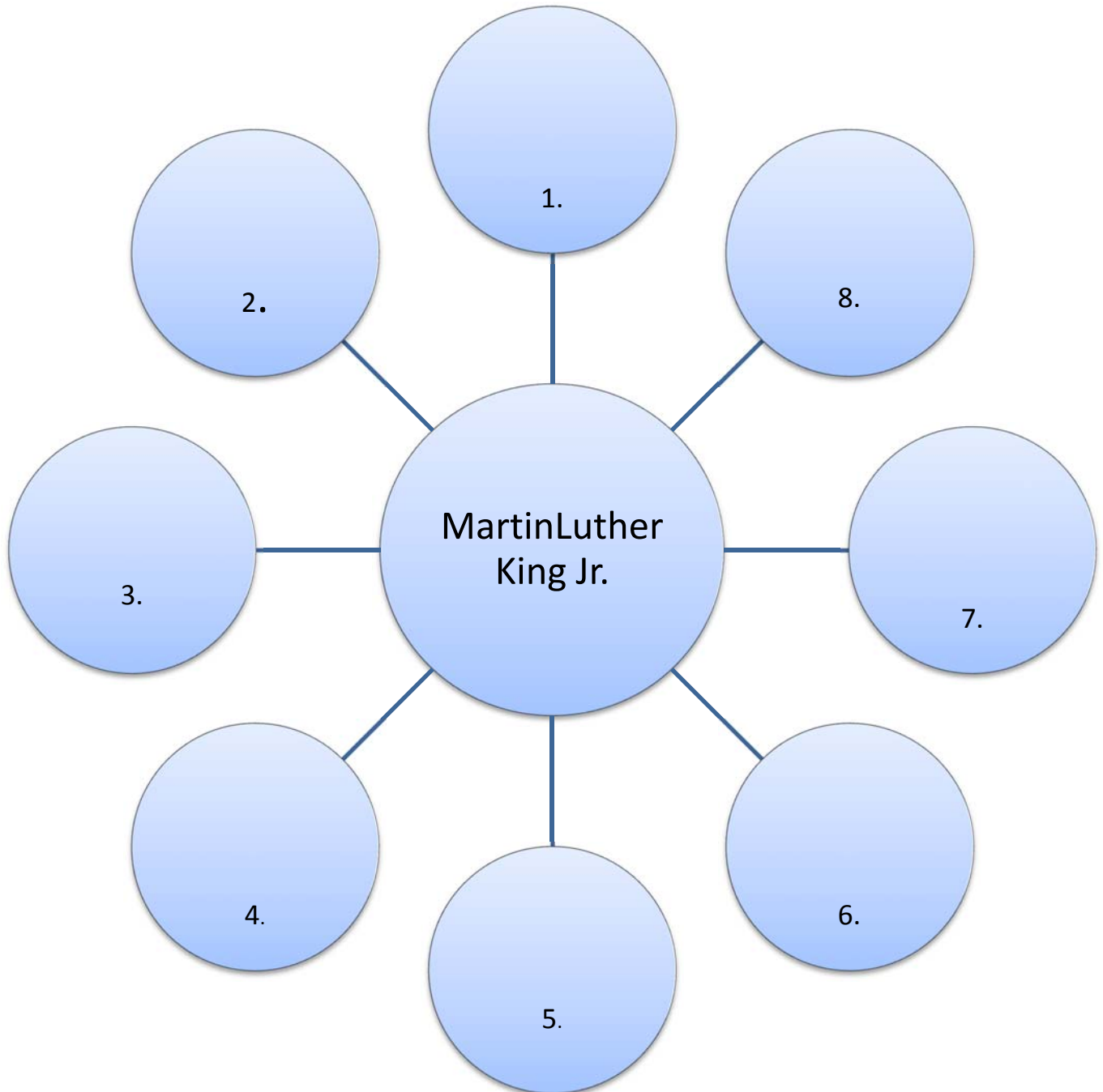
He won the _____ Peace Prize in 1964.

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

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

Source: <http://www.enchantedlearning.com/history/us/MLK/timeline.shtml>

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



WASHINGTON, D.C. MARTIN LUTHER KING, JR. NATIONAL MEMORIAL

BUILD THE

Directions: Answer the following questions utilizing the attached MLK National Memorial fact sheet

"The ultimate measure of a man is not where he stands in moments of comfort, but where he stands at times of challenge and controversy."



1. Name the city and location of the building site for the Martin Luther King, Jr. National Memorial?
2. What is the historical significance of the site location that has been chosen to build the Martin Luther King, Jr. Memorial?
3. What famous speech did Martin Luther King Jr. deliver from this historic site?
4. The approved site creates a visual "line of leadership" from which memorials?
5. In December 1999, an international design competition to create the memorial attracted more than 1,900 registrants from 52 countries, what architect group submitted the winning design?
6. To date, 100 million has been donated, what is the total cost to build the Martin Luther king Jr. Memorial?
7. What president signed a joint Congressional Resolution authorizing the building of the Martin Luther King, Jr. King Memorial?
8. Explain in your own words, how the building of the Martin Luther King, Jr. National Memorial preserve the memory and spiritual presence of Dr. King?

FACT SHEET

HISTORY

On September 28, 1996 the U.S. House of Representatives passed Joint Resolution 70 authorizing Alpha Phi Alpha Fraternity, Inc. to establish a memorial in Washington, DC to honor Dr. Martin Luther King, Jr. The Senate followed by passing Joint Resolution 426 on October 3, 1996, and on July 16, 1998, President Clinton signed a Joint Congressional Resolution authorizing the building of a memorial.

LOCATION

Situated on a four-acre site along the Tidal Basin, the Washington, DC Martin Luther King, Jr. National Memorial will be adjacent to the Franklin D. Roosevelt Memorial and on a direct line between the Lincoln and Jefferson Memorials.

DESIGN

In December 1999, the Foundation formed a panel of international architects and designers to develop and coordinate the program of requirements for the Memorial. The design competition attracted more than 1,900 registrants from 52 countries. More than 900 submissions were received from architects, landscape architects, students, sculptors, and professors. In September 2000, the winning design of the ROMA Group of San Francisco was selected. The partnership of Devroux & Purnell/ROMA Design Group Joint Venture was named Architect of Record in February, 2004.

VISION

The Memorial will evoke the memory and spiritual presence of Dr. King. It will honor not only a great man, but the values that empowered his leadership, including courage and truth, unconditional love and forgiveness, justice and equality, reconciliation and peace.

COST

The groundbreaking is contingent upon the Foundation's "Build the Dream" campaign raising the estimated \$120 million required to build the Memorial.

FOUNDATION LEADERSHIP

The Foundation is chaired by Global Group Vice President, General Motors Corporation Gary Cowger; former U.N. Ambassador Andrew Young, and in memory of Coretta Scott King. The Executive Leadership Cabinet (ELC) is comprised of the following members:

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PRESIDENTS' COUNCIL

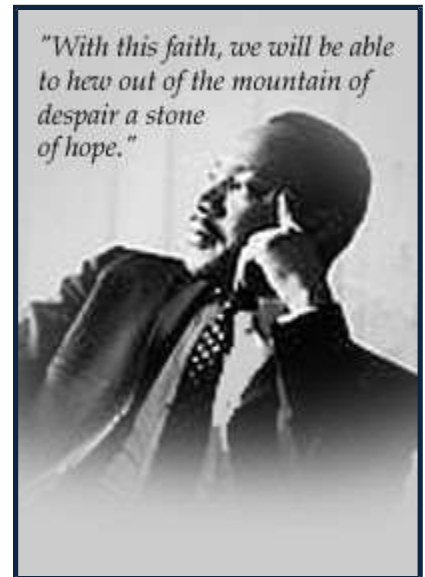
President George H. W. Bush; President Jimmy Carter; President Bill Clinton; Nancy Reagan (representing President Ronald Reagan); and in memory of Lady Bird Johnson (representing President Lyndon B. Johnson).

CONGRESSIONAL COMMITTEE

The Congressional Committee, which is still in formation, currently consists of 250 Members of Congress. To review the list, visit www.buildthedream.org

DREAM TEAM

Laila Ali, Muhammad Ali, Dr. Maya Angelou, Clarence Avant, Angela Bassett, Richard Brooks, Chris Brown, Roger Aaron Brown, Tommy Davidson, Suzanne Douglas, Kenny "Babyface" Edmonds, Tracey Edmonds, Laurence Fishburne, Antwone Fisher, Harrison Ford, George Foreman, Vivica A. Fox, Morgan Freeman, Whoopi Goldberg, Dennis Haysbert, Dule Hill, Dustin Hoffman, Ernie Hudson, Samuel L. Jackson, Anne Marie Johnson, Patti La Belle, Walt "Baby" Love-Shaw, Peter Max, Holly Robinson Peete and Rodney Peete, Joseph C. Phillips, Paul Pierce, James Reynolds, Lionel Ritchie, Al Roker, Victoria Rowell, Deborah and Carlos Santana, Oz Scott, Martin Sheen, Elisabeth Shue, Andrew Shue, Tavis Smiley, Jerry Stackhouse, Sean Patrick Thomas, Lorraine Touissant, Dr. Debbye Turner, Dionne Warwick, Chris Webber and Brad Whitford.



Source: <http://www.nps.gov/mlkm/index.htm>

About the Memorial

Dr. King's Memorial site is a four-acre plot on the north east corner of the Tidal Basin within the precinct of the Jefferson Memorial and north of the memorial to President Roosevelt.



Winning Memorial Design.

The approved site creates a visual "line of leadership" from the Lincoln Memorial, where Martin Luther King Jr. gave his famous "I Have a Dream" speech, to the Jefferson Memorial.

Three-Way Match: Famous Black Americans Lesson Plan

Grades: Elementary and Secondary

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

Objectives

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

Materials

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

Lesson Plan

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

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

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

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

Famous Black Americans Answer Sheet

Famous African American Women. 1.c (1949); 2.g (1987); 3.i (1922); 4.h (1833); 5.j (1959); 6.a (1977); 7.d (1961); 8.b (1923); 9.e (1896); 10.f (1982).

Famous African American Men. 1.i (1955); 2.a (1789); 3.h (1983); 4.c (1920); 5.f (1960); 6.e (1962); 7.j (1921); 8.b (1870); 9.g (1925); 10.d (1967).



Famous African American Women

Name _____

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

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



Famous African American Men

Name _____

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

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

Civil Rights and Freedoms Puzzle

CIVIL RIGHTS AND FREEDOMS

Puzzle by Frank A. Longo
 Edited by Will Shortz

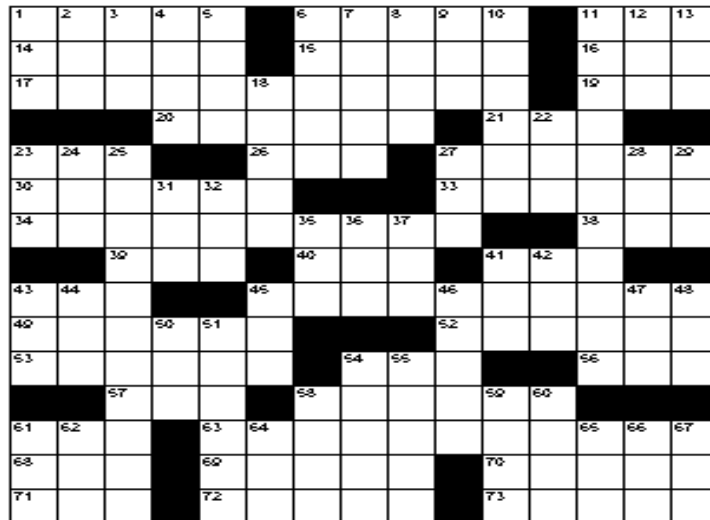


ACROSS

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

DOWN

1. The ____-Fi Channel
2. Beige



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



CIVIL RIGHTS AND FREEDOMS SOLUTION

CIVIL RIGHTS AND FREEDOMS

S	T	A	T	E		B	L	E	E	D		S	T	S		
C	A	R	E	D		O	U	N	C	E		E	R	E		
I	N	T	E	G	R	A	T	I	O	N		N	I	X		
			N	E	A	R	E	D		S	T	E				
M	G	R			T	D	S			T	E	A	C	U	P	
O	N	E	A	C	T					U	R	B	A	N	A	
B	U	S	B	O	Y	C	O	T	T				F	O	R	
		E	S	P		D	O	I		T	W	A				
O	R	R			J	I	M	C	R	O	W	L	A	W		
W	A	V	E	T	O					E	M	I	L	I	O	
L	E	A	G	U	E		S	P	A			S	L	O		
		T	O	N		W	A	R	D	E	D					
G	A	I			I	H	A	V	E	A	D	R	E	A	M	
A	G	O			N	O	S	E	S			N	U	R	S	E
Y	E	N			G	E	A	R	S			A	G	A	I	N

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The solution to this puzzle can be found at

<http://www.nytimes.com/learning/teachers/xwords/solution/20000102.html>.

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

See what you know about the life and impact of Martin Luther King Jr. Good luck!

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

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



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

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



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

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



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

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



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

- Peace
- Medicine
- Physics
- Economics
- Literature



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

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



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

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



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

- 1984
- 1985
- 1986
- 1987
- 1988



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

Answers

1. The correct answer is Ebenezer Baptist Church.

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

2. The correct answer is Montgomery bus boycott.

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

3. The correct answer is Little Rock.

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

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

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

5. The correct answer is Peace.

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

6. The correct answer is James Earl Ray.

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

7. The correct answer is Dexter Scott King.

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

8. The correct answer is 1986.

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

Source: <http://www.nytimes.com/learning/index.html>

Martin Luther Jr.

LESSON PLAN

I HAVE A DREAM



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

Materials:

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

Activity 1:

- Teacher will distribute background information on the civil rights movement (see attachment).
- Students will read aloud and discuss Dr. King's leadership role.
- Discuss with students, section I worksheet questions as a whole group activity.

Activity 2:

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

Background Information Civil Rights

Background

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

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

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

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

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

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

Worksheets

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

I. Vocabulary Development

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

II. Rhetorical Structure: Figures of Speech

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

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

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

III. Understanding the Dream

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

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

IV. *Relating to the Dream*

1. What is your definition of racism?

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

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

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

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

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

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

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

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

Martin Luther King, Jr.

Lesson Plans



Living Legacies:

Commemorating People Who Have Positively Impacted Society

Objective:

- Students will reflect on how their actions and beliefs will impact future generations.
- Explore an art exhibit illustrating the legacy of Dr. Martin Luther King, Jr. by reading and discussing, "Inspired by Freedom and the King Legacy."
- Research the beliefs and actions of a particular famous person, as well as visuals that represent this person and their impact on society and create a "Living Legacies" art exhibit.
- Write reflective pieces examining how their assigned famous person has affected history.

Materials:

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

Activities / Procedures:

- In their journals, students should respond to the following questions (written on the board prior to class):
 - "What impact do you think you will have on society?"
 - For what would you like to be remembered?
 - What will be your legacy?"

- After a few minutes, allow students time to share their responses. What famous people do you believe have had the greatest positive impact on today's society?
- As a class, read and discuss the article "Inspired by Freedom and the King Legacy (attachment) ," using the following questions:
 - a. What do Sherman Watkins and Sam Adoquei have in common?
 - b. What did Tim Rollins discover about immigrant children?
 - c. What goals do Tim Rollins and Gary M. Chassman have in common?
 - d. Where is the exhibit premiering?
 - e. What artists will be featured in the exhibit?
- Explain that students will be working in pairs to create a proposal for an art exhibit examining how a particular famous person from the twentieth century shaped our society today. Assign each pair a famous person from the list created during the Do Now activity.
- Students should research who this person is, why he or she is famous and how his or her actions or beliefs affected modern society. Students should pay close attention to information that people may not ordinarily know about this person.

***To guide their research, students should answer the following questions:**

- What is the full name of the person you are researching?
- When was this person born?
- When did they die?
- Where did this person grow up?
- What beliefs or actions made this person stand out?
- What events or organizations are associated with this person?
- How did this person impact society?
- What groups of people or individuals were most affected by the actions of your assigned person?
- How did your person die?
- If applicable, did the death of your assigned person happen as a result of their work?
- How is this person remembered today? Consider holidays, monuments, cultural references, etc.
- What symbols or pieces of art best represent the values and ideals of this person?
- Once research is completed, students will create a "**Living Legacies**" exhibit using the materials they have gathered. If specific visual examples cannot be located, students may create examples they would want to see in an art exhibit about their assigned person. Exhibits could be made on boards to display as a "museum walk" in a future class.

Inspired by Freedom and the King Legacy

By *ELIZABETH OLSON*

Lesson Plan

WASHINGTON, June 18 — Sherman Watkins was overseas in the Air Force during much of the civil rights movement, but when he returned, he felt compelled to paint the era and its leader, the Rev. Dr. Martin Luther King Jr., even though it meant years of hardship. Sam Adoquei, an immigrant from Ghana, spent six years painting a triptych of Dr. King to thank Americans for "everything I know, for all my ideas and for what America gave me."



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

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

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

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

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

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

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

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

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

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

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

Additional K-12 ACTIVITIES TO CELEBRATE

Black History Month

- National Endowment for the Humanities Lesson Plan, ***After the American Revolution: Free African Americans in the North*** available at <http://edsitement.neh.gov/lesson-plan/after-american-revolution-free-african-americans-north>
- ***Create a poster*** illustrating how a day becomes an official national holiday. To examine the difficulty of this process, consider the controversy over the creation of Dr. Martin Luther King, Jr.'s holiday.
- ***Write an article*** for your school's newspaper about people who are leaders for social justice today. If there are no clear leaders, why don't you think there are? What qualities make up a leader? How is the social justice movement impacted by what is happening today?
- ***Examine and gather photographs*** from newspapers and news magazines to create a journal illustrating the struggle and importance of the American civil rights movement.
- ***Research famous quotations*** said by Dr. Martin Luther King, Jr. and incorporate them into a book. Include when and where each quotation was said. For each entry that you feel strongly about, write a brief explanation of why this quotation is important to you.
- Learn about how racial, ethnic, or religious conflicts are played out in education systems of another country, such as Serbia (Serbs and Croats), Israel and the Occupied Territories (Jews and Arabs), or Northern Ireland (Catholic and Protestant). Write a short essay on the historical background of this conflict and solutions that have been attempted. Then offer your own possible solution, taking into account the sensitivity of the issues involved.
- ***Compare the racial make-up of five different types of Universities' applicant pools*** (private, public, religious, etc.) to the racial make-up of their incoming classes. By how many percentage points do these numbers differ? Hypothesize factors that might account for this discrepancy, such as racial discrimination (if the percentage of applicants of a particular race is far above the admitted students of this race), a quota system, or scholarships for races with higher than normal representation. Also keep in mind the breakdown of individual races (do not simply consider "minorities" as one group), in-state/out-

of-state quotas, and other related factors. Then research the University's admissions policies to discover whether or not your hypotheses were accurate. Write up your findings in a lab report.

- Media Studies- Watch two films (one drama and one comedy) in which a person masquerades as a different race, gender, etc. and observe how these issues are treated in popular culture. Some dramas might include "Gentleman's Agreement" "Shakespeare in Love," and "Black Like Me"; comedies might include "Soul Man," "Tootsie," or "The Hot Chick." Consider the similarities and differences regarding how each type of movie deals with the psychological issues related to "passing." Which do you think dealt with these issues more accurately? Which was more compelling for you and why? Why do you think this is a popular subject for films?
- Teaching with The Times- As you read in the article, "the Bush administration was not legally involved and did not have to take a position" in the current University of Michigan affirmative action discussion. Why do you think President Bush chose to make a statement, as well as file a brief, on this matter at this time? Write an editorial in the style of The New York Times analyzing the administration's decision.
- Read Martin Luther King, Jr.'s "I Have a Dream" speech. Write a journal reflecting on King's vision and whether or not it seems to have been fulfilled. If so, how was this achieved? If not, what is still keeping this dream from being a reality?
- **Citizenship/role playing.** This activity has been used in classrooms everywhere -- but it's one worth repeating from time to time! The activity helps students understand the concept of "discrimination." For this activity, divide the class into two or more groups. Some teachers divide students by eye or hair color; some invite students to select and wear badges of different colors (purple, green, and other colors that are not related to skin color); and others isolate students whose first names begin with the letter "b," (or whichever letter is the most common first letter of students' names in the class). For a class period or for an entire school day, one group of students (for example, the kids who have blond hair, those wearing orange badges, or the ones whose names start with "b") are favored above all others. Those students receive special treats or special privileges, and they are complimented often. Students who aren't in the "favored" group, on the other hand, are ignored, left out of discussions, and otherwise discriminated against. At the end of the period, students discuss their feelings. How did it feel to be treated unfairly, to be discriminated against? Invite students to talk about times when they felt they were judged or treated unfairly.

How does this "experiment" relate to the life of Martin Luther King, Jr.?
(Source: Kidsphere listserv)

- **Read aloud.** Read aloud one of many Martin Luther King, Jr. biographies to motivate interest in creating a timeline of his life. Your school and local libraries are sure to have several to choose from. Select a handful of the most important events from the book to start your timeline. Let students fill in other events as they use other books and online resources to learn more. Teachers at the lower grades might focus on books that emphasize a "getting along" theme -- books such as *The Land of Many Colors* by the Klamath County YMCA (Scholastic, 1993), *Together* by George Ella Lyon (Orchard Paperbacks), and *The Berenstain Bears and the New Neighbor* (about the bears' fears when a panda family moves in next door).
- **Geography.** On a U.S. map highlight places of importance in the life of Martin Luther King. Place a pushpin at each location and extend a strand of yarn from the pin to a card at the edge of the map. On the card explain the importance of that place.
- **History/role playing.** Make a list of events that are included on your Martin Luther King timeline (e.g., Rosa Parks' bus ride, integrating Little Rock's schools, a lunch counter protest, the "I Have a Dream..." speech). Let students work in groups to write short plays in which each group acts out one of the events.
- **Writing.** Martin Luther King's "[I Have a Dream...](http://www.pbs.org/greatspeeches/timeline/1960)" speech is one of the most famous and often quoted speeches of all time. Read the speech aloud. Invite students to listen to the speech. Write on a chart some of the "dreams" that Martin Luther King expressed in it. Ask students to think about the things they dream for themselves, their families, their country, and the world, and to express those dreams in their own "I Have a Dream..." essays. (See <http://www.pbs.org/greatspeeches/timeline/1960>).

Multiculturalism. A simple class or school project can demonstrate the beauty of diversity! Martin Luther King's dream was to see people of all countries, races, and religions living together in harmony. Gather seeds of different kinds and invite each student to plant a variety of seeds in an egg carton. The seeds of different shapes, sizes, and colors will sprout side by side. Once the plants are large enough, transplant them into a large pot in the classroom or in a small garden outside. Each class in the school might do the project on its own, culminating in the creation of a beautiful and colorful (and diverse!) schoolwide garden. (Source: Richard Ellenburg, Orlando, Florida -- Learning magazine, January 1994.)

- **More geography.** On March 21, 1965, Martin Luther King, Jr. led a march from Selma to Montgomery (Alabama) to focus attention on black voter registration in Selma. More than 3,000 people began the march; by the time the marchers arrived at the state capitol in Montgomery, their ranks had swelled to 25,000! Five months later, President Lyndon Johnson would sign into law the Voting Rights Bill. The march started at Browns Chapel in Selma, crossed the Edmund Petras Bridge, and headed down route 80 to Montgomery. On a map invite students to find the route the march traveled and to figure out approximately how many miles many of the marchers walked.
- **Music.** Discuss with students the meaning of the words to the song *We Shall Overcome* in light of Martin Luther King, Jr.'s life and the civil rights movement. If possible, play a recording of the song. In addition, you might be able to track down a copy of "We Shall Overcome," a PBS documentary that chronicles the history of this famous civil rights hymn. (See http://www.pbs.org/wgbh/amex/eyesontheprize/profiles/17_king.html)
- **Classifying/creating a chart.** (Upper elementary/middle/high school.) In what ways did the civil rights movement change the lives of African Americans? Use this [activity from ERIC](#) to view six important events in the movement. Invite students to complete a chart that describes the problem that led to each event and what improvements were brought about as a result of the event. (See <http://www.eduref.org/Virtual/Lessons/>)
- **Poetry.** Invite students to write poems about Martin Luther King, Jr. Read *Standing Tall*, a poem about Dr. King by Jamieson McKenzie, from the online magazine *From Now On*. (See <http://www.fno.org/poetry/standing.html>).

ANTI-DISCRIMINATION POLICY

Federal and State Laws

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by law:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

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

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

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

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

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

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

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

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

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

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