

Topic: The Civil Rights Movement

Lesson Title: How should Fannie Lou Hamer be remembered?

Aim: Should A Fannie Lou Hamer statue be erected in Sunflower County, Mississippi?

Time Requirement: 2 class periods

Teacher Background: The following website <http://americanradioworks.publicradio.org/features/sayitplain/flhamer.html> includes good background information and an audio of Mrs. Hamer's speech before the Credentials Committee of the Democratic National Convention in Atlantic City, New Jersey on August 22, 1964.

Performance Objectives: Students will be able to:

5-12	Explain the resistance to civil rights in the South between 1954 and 1965. <b>[Identify issues and problems in the past]</b>
7-12	Analyze the leadership and ideology of Fannie Lou Hamer in the civil rights movement and evaluate her legacy. <b>[Assess the importance of the individual in history]</b>
7-12	Assess the role of the legislative and executive branches in advancing the civil rights movement and the effect of shifting the focus from de jure to de facto segregation. <b>[Evaluate the implementation of a decision]</b>
5-12	Evaluate the agendas, strategies, and effectiveness of various African Americans, Asian Americans, Latino Americans, and Native Americans, as well as the disabled, in the quest for civil rights and equal opportunities. <b>[Explain historical continuity and change]</b>

Springboard/Motivation: Using an item in your school building or community that commemorates an individual (a trophy case, a scholarship or sign outside) talk about what message is sent by choosing to remember that person in that way. Ask students what they hope their legacy will be.

Lesson Development: Review where and how students expect to be remembered.

Using <http://www.fanniLouhamer.info/curriculum.html> discuss ways in which Fannie Lou Hamer has been remembered in both Ruleville, Mississippi and Atlantic City, New Jersey.

Where else should she be remembered? (suggestions might include Washington DC)  
What should be named after her? (suggestions might include a school or a government building)

Have students read :Sick And Tired of Being Invisible: A Statue for Fannie Lou Hamer by Julianne Malveaux at <http://www.fanniLouhamer.info/>

Discuss whether a statue is needed in Ruleville. What other options are there? (suggestions might include a food program)

Summary: Students will determine what type of memorial is best suited to honor Fannie Lou Hamer.

Application: Students will create either a drawing of or a thorough written description of their memorial.

Assessment: Each student/group will make a short oral presentation to the class as a whole.

Enrichment: Have students read and report on an age appropriate book. There are several biographies of Hamer, including Kay Mills, *This Little Light of Mine: the Life of Fannie Lou Hamer* (1993), and a children's book, *Fannie Lou Hamer: From Sharecropping to Politics*, by David Rubel with an introduction by Andrew Young (1990). Many histories of the civil rights movement in the South include information about Hamer. These include Vicki Crawford, Jacqueline Rouse, and Barbara Woods, *Women in the Civil Rights Movement: Trailblazers and Torchbearers, 1941-1965* (1990); Juan Williams, *Eyes on the Prize: America's Civil Rights Years, 1954-1965* (1987); and various histories of SNCC and it's leaders.