

Lesson Plan

Teacher: Megan Lehman

Unit Topic: The Civil Rights Movement

Lesson Topic: The Freedom Riders in Mississippi

Grade/Course: 11th Grade Contemporary America

Objectives:

- By the end of this unit, students will be able to identify the goals of members of the civil rights movement.
- Students will be able to analyze the struggles and challenges faced by civil rights activists during the Freedom Summer of 1961.
- Students will be able to evaluate the contrasting positions of members of American society to the objectives of civil rights activists during the 1960s.

Procedures:

- Students will begin class by completing a do now in which they reflect upon the events of the Civil Rights movement that we have evaluated thus far. Discussion will ensue based upon the following topics/events:
 - Emmett Till
 - Brown v. BOE
 - Little Rock Crisis
- Introduce today's topic by guiding students in a brief PointPoint presentation on the Freedom Ride movement of 1961.
- Students will proceed to work in groups to analyze a set of primary sources from the 1961 Freedom Rides through the Deep South.
 - Primary sources are located at the links below and include the following documents:
 - Letter from a Freedom Rider's Father
 - http://www.pbs.org/wgbh/amex/eyesontheprize/sources/ps_riders.html
 - Letters to the Editor from Southern Newspapers, June 1961
 - www.freedomridersfoundation.org/images/readers.viewpoint.06.22.61.jpg
 - June 21, 1961 Jackson Daily article titled "New York Rider Relates Harrowing Tale of Life in Maximum Security"
 - www.freedomridersfoundation.org/images/article.1.jpg
 - Background Map for PMs from AP Newsfeatures

- <http://www.loc.gov/exhibits/odyssey/archive/09/0904001r.jpg>
- <http://www.loc.gov/exhibits/odyssey/archive/09/0904002r.jpg>
- <http://www.loc.gov/exhibits/odyssey/archive/09/0904003r.jpg>
- After reviewing the primary sources, students will work in groups to answer the following analysis questions:
 - What steps are involved in CORE's approach to discrimination?
 - How did cities resist the integration that Freedom Riders sought?
 - What type of members did CORE look to recruit? Why?
 - What defense or justifications did the *Jackson Daily* readers give for segregation?
 - What did the *Jackson Daily* readers say about the state of equality in the north?
 - What claims did Freedom Riders make about the Mississippi State Penitentiary? How did the Mississippi prison authorities respond to these accusations?
 - What sacrifices (personal/social/economic) did Freedom Riders and other members of the Civil Rights movement make?

Assessment:

- Class discussion
- Formal group assignment
- Individual concluding analysis assignment

Concluding Assignment:

At home, students will work individually to research a contemporary example (preferably within the United States) of a movement in which activists face personal challenges and peril and in which society is divided over the objectives of the movement. Locate an article or other relevant document to base your analysis upon and write a three paragraph analysis of the parallels and differences between the challenges, opposition, and support received by the Freedom Riders and your contemporary example. Note: Possible examples that students will locate will include members of the environmental movement, religious-based protestors, gay rights activists, or women's rights activists. In the next class period, conduct a class-wide discussion of the contemporary examples analyzed by the students.