



University of Virginia Center for Politics



The Struggle for Civil Rights: The Battle Over School Desegregation

Purpose: The American Civil Rights Movement produced tremendous change in American society and politics. At the crux of the movement, was the battle to end segregation in public schools. The first of two lesson plans on Civil Rights, this lesson requires students to explore the legal, political, and social implications of racial segregation and desegregation through the study of two Supreme Court decisions: *Plessy v. Ferguson* and *Brown v. Board of Education*.

Objectives:

1. Students will define and provide examples of civil rights.
2. Students will understand the two types of racial segregation.
3. Students will learn the background and evaluate the impact of *Plessy* and *Brown* Supreme Court decisions.
4. Students will investigate important events in the Civil Rights Movement.
5. Students will interpret and analyze several songs about the Civil Rights Movement.

Key Terms/ Vocabulary:

Civil Rights

De Jure Segregation

Brown v. Board of Education

14th Amendment

Jim Crow Laws

Massive Resistance

Racial Segregation

Plessy v. Ferguson

“All Deliberate Speed”

Due Process Clause

Class Action Suit

Desegregation

De Facto Segregation

“Separate but Equal” Doctrine

School Desegregation

Equal Protection Clause

Plaintiff

Integration

Materials:

1. Student Handout and Teacher Key, *What are Civil Rights?*
2. Student Graphic Organizer and Teacher Key, *Brown v. Board of Education: The Landmark Decision and Its Aftermath*
3. Student Resource, *Thinking Critically: Comparing Plessy and Brown*
4. Student Resource, *“Separate but equal?”*
5. Student Handout, *Making Connections: “Separate but equal?”*
6. Student Resource and Graphic Organizer: *School of Rock: Songs of the Civil Rights Movement*
7. Extension Activity, *Eyes on the Prize Student Handout*

Procedures:

1. Warm Up – Defining “Civil Rights”

- a. Pass out the *What are Civil Rights* spidergram handout and in the space provided, students should record their own definitions of *civil rights*.
 - b. Then create a class definition for “civil rights.”
 - c. Next, ask students to brainstorm several examples of civil rights.
 - d. Question for Discussion: Why are civil rights important?
 - e. Teachers may project the “What are civil rights” slide of *The Struggle for Civil Rights PowerPoint*.
- NOTE: See teacher key for sample answers.



2. **The Battle Over School Desegregation** - This PowerPoint is intended to expose students to the legal and social issues surrounding segregation and the *Brown v. Board* Supreme Court decision.
 - a. Pass out the student graphic organizer, *Brown v. Board of Education: The Landmark Decision and Its Aftermath*
 - b. Project the PowerPoint, *The Battle over School Desegregation -- Brown v. Board of Education: The Landmark Decision and Its Aftermath*.
 - c. After students have discussed the *Plessy v. Ferguson* and *Brown v. Board of Education* decisions from the PowerPoint, pass out the student handout, *Thinking Critically: Comparing Plessy and Brown*. Ask students to read the quotes from the majority opinion in each case, and respond to the questions comparing and contrasting the two decisions. Students may complete this individually, or work in small groups.

3. **Making Connections: “Separate but Equal?”** – As a follow-up to the *Struggle for Civil Rights* PowerPoint, this activity requires students to apply the legal principles and practical reality of school segregation to their own school’s culture.
 - a. Pass out the “*Separate but equal?*” student resource. Ask students to write a description of what they see in each primary source photograph regarding segregation. NOTE: these photos are also included in the PowerPoint.
 - b. Pass out *Making Connections: “Separate but equal?”* student handout. Students should apply what they’ve learned about school segregation and address the questions. Teachers can ask students to respond to the questions individually, or in small groups.
 - c. Class Debriefing Questions:
 - What did you learn about “separate but equal” facilities in public schools during the civil rights era?
 - Why do you think desegregating public schools in the South after the *Brown* decision was so difficult? Explain your answer.
 - What did you learn about our school culture with regard to the separation of student group?

4. **African American Civil Rights Timeline** – In this activity, students will research key events related to the Civil Rights movement, create a visual timeline, and present their project to the class. Included is a longer and a shorter version of the activity.

Option 1: 1865-2008

 - a. Divide the class into two teams: 1) 1865-1954 and 2) 1955-2009.
 - b. Each team will research the civil rights events identified in the boxes.
 - c. Each team will create a visual representation of the timeline (ex: on large poster board, a PowerPoint Presentation).
 - d. Students will then present their time line to the class.

Option 2: 1951-1968

 - a. Divide the class into two teams: 1) 1951-1962 and 2) 1963-1968.
 - b. Each team will research the civil rights events identified in the boxes.
 - c. Each team will create a visual representation of the timeline (ex: on large poster board, a PowerPoint Presentation).
 - d. Students will then present their time line to the class.

5. **Wrap Up: School of Rock** — Pass out the lyrics and play the songs below from the Civil Rights Era. Note: All of these songs can be purchased on iTunes. Teachers may also project the lyrics via *The Struggle for Civil Rights* PowerPoint.
 - ❖ *We Shall Overcome* (1947) by Charles Tindley. Performed and/or recorded by many artists including Civil Rights activists, Zilphia Horton, and folk singers Pete Seeger and Joan Baez <http://folkmusic.about.com/od/folksongs/qt/WeShallOvercome.htm>



- ❖ *Oh Freedom* (Traditional). Recorded by African American folk singer Odetta (1956), and performed by Joan Baez (1963) during the March on Washington
<http://folkmusic.about.com/od/folksongs/qt/OhFreedom.htm>
- ❖ *Blowin' in the Wind* (1963) by Bob Dylan. Performed and recorded by many artists including Peter, Paul and Mary
<http://folkmusic.about.com/od/folksongs/qt/BlowininthWind.htm>
- ❖ *Change is Gonna Come* (1964). Written and performed by R&B singer-songwriter Sam Cooke
[http://en.wikipedia.org/wiki/A_Change_Is_Gonna_Come_\(song\)](http://en.wikipedia.org/wiki/A_Change_Is_Gonna_Come_(song))

Discussion Questions

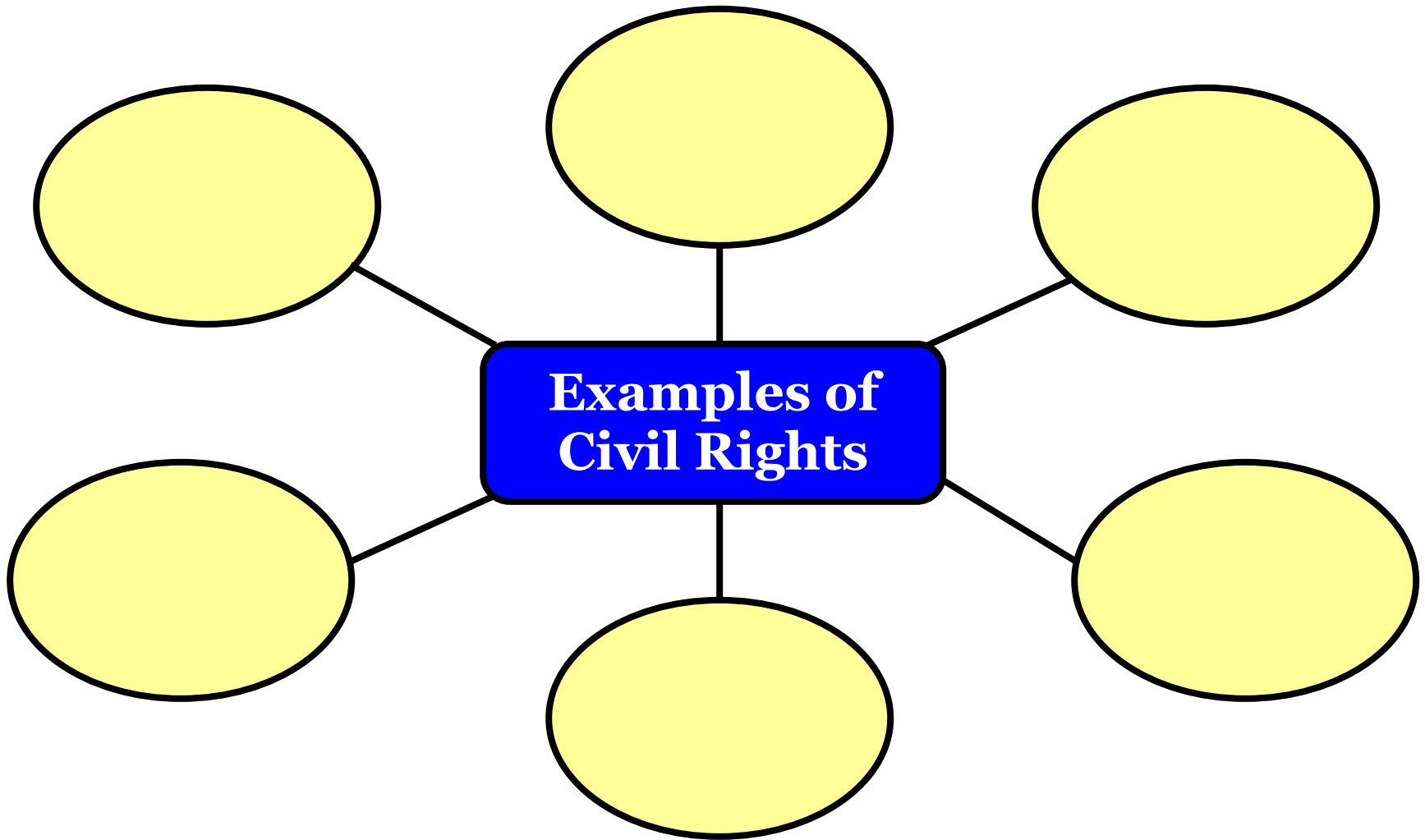
- a. Analyze each stanza of the song, and discuss how it relates to the struggle for civil rights.
- b. What do you think is the overall message of the songwriter of each song?
- c. Identify how the songs are different and how they are similar in terms of their perspectives on the Civil Rights Movement.

Extension Activities:

1. **PBS Documentary, *Eyes on the Prize*** – *Eyes on the Prize* is the quintessential documentary chronicling the Civil Rights movement through primary source interviews and original film footage. Though most teachers lack the time to show *Eyes on the Prize* in its entirety, the DVD version provides easy access to specific chapters. Teachers may opt to show clips from *Eyes on the Prize* available on www.youtube.com. *Eyes on the Prize* can also be purchased through PBS <http://www.pbs.org/wgbh/amex/eyesontheprize/>. An *Eyes on the Prize* student handout is provided in this lesson plan.
2. **Personal Interviews** – Ask students to interview African Americans or whites in their community who lived through or were affected by the Civil Rights Movement. Teachers should require students to develop a series of questions in advance for interviewees.

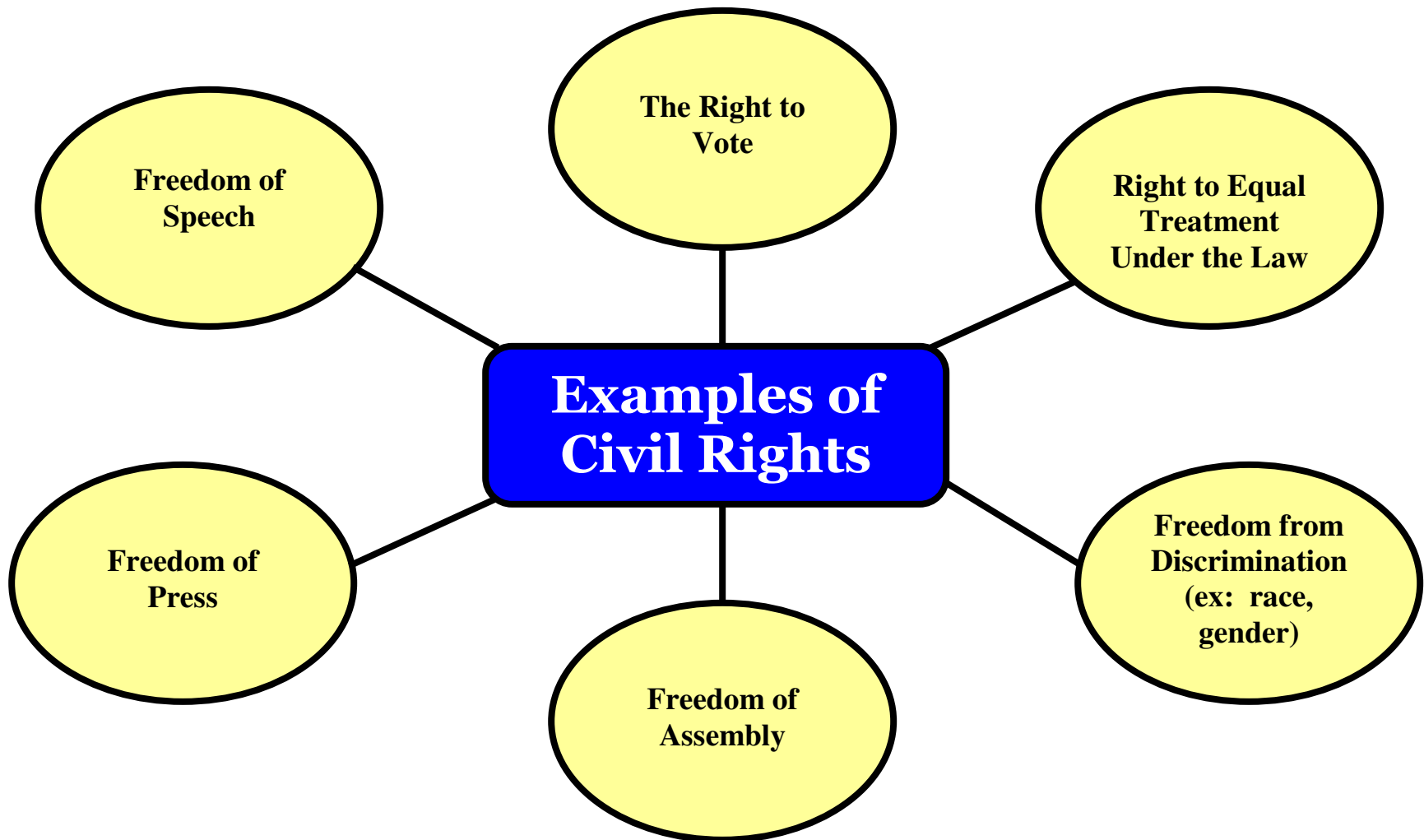


What are Civil Rights?



Civil Rights –

What are Civil Rights?



Civil Rights – those rights belonging to an individual by virtue of citizenship that are guaranteed and protected by the Constitution

Brown v. Board of Education:
The Landmark Decision and Its Aftermath

Graphic Organizer

I. Racial segregation is....

-
-
- Two types of Segregation: 1) _____ and 2) _____

II. *De Jure* Segregation

-
- Examples: _____

Jim Crow Laws

-
-
-
- Examples: _____

III. *De Facto* Segregation

-
- Examples: _____

Critical Thinking: *De Jure* or *de Facto* – which form of segregation do you think was the hardest to over come? Why?

IV. *Plessy v. Ferguson* (1896)

Background:

-
-

Supreme Court Decision:

- a)
- b)



The Impact of the *Plessy* Decision

- a)
- b)
- c)

- d) What do you think the “separate but equal” doctrine means?

V. *Brown v. Board of Education* (1954)

Background:

-
-
-
- **Class action suit –**
-
- **Plaintiff –**

Supreme Court Decision:

- a)
- b)
- c)

The Impact of the *Brown* Decision:

- a)
- b)
- c)

VI. Desegregation and Integrations: What’s the Difference?

Desegregation

Integration

Brown v. Board of Education:
The Landmark Decision and Its Aftermath
Graphic Organizer

I. Racial segregation is....

- The separation of racial groups in terms of facilities, services, medical care, education
- Includes discrimination in hiring, rental or sale of property, and bans on interracial marriage
- Two types of Segregation: 1) *de Jure* and 2) *de Facto*

II. *De Jure* Segregation

- Segregation enforced by law (Jim Crow Laws)
- Examples: Segregation in schools, transportation

III. Jim Crow Laws

- State and local laws, 1876-1965, that mandated segregation in accommodations, facilities, schools, etc.
- Treatment and accommodations for blacks usually inferior
- Segregation laws greatly restricted the civil rights and liberties of African Americans
- Examples: requiring poll taxes and literacy tests to prevent Blacks from voting

IV. *De Facto* Segregation

- Segregation “in fact” or practice without being officially or legally established
- Examples: racial discrimination in hiring practices, sports teams, real estate

Critical Thinking: *De Jure* or *de Facto* – which form of segregation do you think was the hardest to overcome? Why?

Both forms of segregation were/are hard to combat, but de facto segregation was especially tough because it involved people’s beliefs and attitudes which were often difficult to change. In addition de facto segregation can be more covert (example: refusal of an employer to hire an African American may not be direct i.e. the employer might give reasons other than race). De jure segregation by definition involves clear laws that can be challenged in court or pressed for new legislation from Congress. Generally, de jure segregation ended long before de facto segregation.

V. *Plessy v. Ferguson* (1896)

Background:

- Homer Plessy, 7/8’s Caucasian, took a seat in a “whites only” railroad car to challenge a Louisiana segregation law
- Plessy refused to move and was arrested

Supreme Court Decision:

- a) The Court upheld state-imposed racial segregation laws
- b) Established the “separate but equal” doctrine

The Impact of the *Plessy* Decision

- a) Legitimized the move towards segregation in the South
- b) Significant differences in educational funding between white and black public schools dramatically increased
- c) Spurred an increase in Jim Crow laws by state legislatures to further curtail African American civil rights (ex: voting disenfranchisement)
- d) What do you think the “separate but equal” doctrine means?

In Plessy the Court justified legal segregation because the Louisiana law being challenged in the case did not imply an inferiority of blacks; therefore, as long as facilities, etc. were roughly equal quality, this and other segregation laws were Constitutional.



VI. *Brown v. Board of Education* (1954)

VII. Background:

- Linda Brown denied admission to an all-white school close to her home in Topeka, Kansas
- Brown required to attend an all-black elementary school across town
- Brown joined a class action lawsuit against the Board of Education in Topeka Kansas
 - **Class action suit** - a lawsuit in which a large group of people collectively brings a case to court
- The NAACP represented the plaintiffs in the case
 - **Plaintiff** - the party who initiates a civil law suit

VIII. Supreme Court Decision:

- a) Overturned Plessy v. Ferguson and the “separate but equal doctrine” based on the 14th Amendment
- b) Declared that state laws establishing separate public schools for black and white students denied black children equal educational opportunities.
- c) The Court ordered that the states end school segregation with “all deliberate speed.”

IX. The Impact of the *Brown* Decision:

- a) Signaled the end of de jure segregation in the United States
- b) Initiated the process of school desegregation and racial integration in K-12 public schools and universities
- c) Sparked “massive resistance” by white southerners determined to thwart the Brown decision and avoid school desegregation

X. **Thinking Critically: Comparing *Plessy* and *Brown***

A. Justice Henry Brown, writing in the majority opinion in the *Plessy* decision asserted:

“We consider the underlying fallacy of the plaintiff’s argument to consist in the assumption that the enforced separation of the two races stamps the colored race with a badge of inferiority. If this be so, it is not by reason of anything found in the act, but solely because the colored race chooses to put that construction upon it.”

- Interpret the quote above.
The Court discounted Plessy argument that segregation does not inherently imply that Blacks are inferior. Basically Justice Brown claimed that if Blacks felt inferior because of segregation, that was their choice.
- How does the court justify legal segregation in *Plessy v. Ferguson*?
The Brown decision overturns Plessy because “separate but equal” inherently assumes the inferiority of African Americans and denies them their civil rights.

B. Chief Justice Warren, writing the majority opinion in *Brown v. Board*, stated:

“Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other “tangible” factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does...We conclude that in the field of public education the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal.”

- a) Interpret the quote above.
The Warren Court ruled that state imposed segregation in public schools under the “separate but equal” doctrine should not continue and is unconstitutional. Even if educational facilities



were equal in quality, which they rarely were, the forced separation of black children from white children has a negative impact on the educational development of black children.

- b) How does this statement from the *Brown* decision differ from the Court's opinion in *Plessy v. Ferguson*?

In Plessy, the Court assumed that segregation does not create inferiority of Blacks. The Brown decision overturns Plessy because "separate but equal" inherently assumes the inferiority of African Americans and denies them their civil rights.

XI. Desegregation and Integrations: What's the Difference?

Desegregation

- The legal process of ending the separation of two races
- Examples: public schools and accommodations

Integration

- Goals of creating equal opportunity, and development of a culture of racial diversity
- Largely a social process

Making Connections: “Separate but equal?”

Directions – Applying what you’ve learned about racial segregation in public schools, and the primary source photographs you described, address the questions below.

1. Based upon your description of the four primary source photographs, identify three generalizations regarding school segregation in the South during the Civil Rights era.
 - a)
 - b)
 - c)

2. What do you think the U.S. Supreme Court meant by the phrase “separate but equal” in the *Plessy v. Ferguson* decision?

3. How does “separate but equal” relate to public schools in the South from 1896-1954?

4. In reality, do you think “separate but equal” is possible in society? Explain your answer.

5. Though racial segregation ended years ago, often separation of students within a school district and even in an individual school as well still exists. Think about your school.
 - a) Describe several examples where students, either voluntarily or involuntarily, are separated from other students at your school. (Examples: social class, race, ethnic background, cliques, etc.)

 - b) Why do you think the separation of students by certain characteristics occurs in school? Do you think it’s a positive, negative, or neutral thing? Explain your answer.

 - c) In what ways is the separation of students today different from the situation in the 1950s and 60s?

**African American Civil Rights
Timeline Activity
Option 1: 1865-2008**

Directions

The class will be divided into two teams: a) 1865-1954 and b) 1955-2009. Each team will research the civil rights events, create a visual (Timeline on poster or in PPT), and present/teach the findings to the class. The visual must include a chronological time line. Students will receive an oral grade based upon the quality and effectiveness of the presentation.

You will have 25 minutes to prepare. How your group assigns tasks is left to the discretion of the group.

The visual/time line and presentation must include:

1. A brief description of the event and its importance
2. A visual image that depicts the event (example: photo, drawing, symbol)

Online Resources:

- <http://www.crmvet.org/tim/timhome.htm#timstart>
- <http://public.findlaw.com/civil-rights/civil-rights-basics/civil-rights-timeline.html>
- http://en.wikipedia.org/wiki/Timeline_of_the_African_American_Civil_Rights_Movement
- <http://www.cnn.com/2006/EDUCATION/01/31/extra.civil.rights.timeline/index.html>
- <http://www.cnn.com/EVENTS/1997/mlk/links.html>
- <http://www.infoplease.com/spot/civilrightstimeline1.html>
- http://www.encyclopediavirginia.org/Moton_School_Strike_and_Prince_Edward_County_School_Closings
- <http://www.vahistory.org/massive.resistance/index.html>

Timeline: 1865-1961	Timeline: 1962-2008
<ol style="list-style-type: none"> 1. 13th Amendment Passes (1865) 2. 14th Amendment Passes (1868) 3. 15th Amendment Passes (1870) 4. <i>Plessy v. Ferguson</i> (1896) 5. NAACP Formed (1909) 6. Jackie Robinson Integrates MLB (1947) 7. President Truman’s Executive Order (1948) 8. Student Strike at Moton High School (1951) 9. <i>Brown v. Board of Education</i> (1954) 10. Emmett Till Murder (1955) 11. Montgomery Bus Boycotts (1955) 12. Massive Resistance Declared (1956) 13. Little Rock Nine (1957) 14. Greensboro Sin-Ins (1960) 15. Freedom Riders (1961) 	<ol style="list-style-type: none"> 1. Integration of ‘Ole Miss (1962) 1. March on Birmingham (1963) 2. March on Washington (1963) 3. Civil Rights Act of 1964 4. 24th Amendment Passes (1964) 5. Malcolm X Assassinated (1965) 6. Voting Rights Act of 1965 7. Black Power Movement Begins (1966) 8. <i>Loving v. Virginia</i> (1967) 9. Martin Luther King Assassination (1968) 10. <i>Regents of University of California v. Bakke</i> (1978) 11. L. Douglas Wilder (VA) Elected Governor (1989) 12. Los Angeles Riots (Rodney King (1992) 13. Colin Powell becomes Secretary of State (2001) 14. Barack Obama Elected President (2008)

**African American Civil Rights
Timeline Activity
Option 2: 1951-1968**

Directions

The class will be divided into two teams: a) 1865-1954 and b) 1955-2009. Each team will research the civil rights events, create a visual (Timeline on poster or in PPT), and present/teach the findings to the class. The visual must include a chronological time line. Students will receive an oral grade based upon the quality and effectiveness of the presentation.

You will have 25 minutes to prepare. How your group assigns tasks is left to the discretion of the group.

The visual/time line and presentation must include:

1. A brief description of the event and its importance
2. A visual image that depicts the event (example: photo, drawing, symbol)

Online Resources:

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- http://en.wikipedia.org/wiki/Timeline_of_the_African_American_Civil_Rights_Movement
- <http://www.cnn.com/2006/EDUCATION/01/31/extra.civil.rights.timeline/index.html>
- <http://www.cnn.com/EVENTS/1997/mlk/links.html>
- <http://www.infoplease.com/spot/civilrightstimeline1.html>
- http://www.encyclopediavirginia.org/Moton_School_Strike_and_Prince_Edward_County_School_Closings
- <http://www.vahistory.org/massive.resistance/index.html>

Timeline: 1951-1962	Timeline: 1963-1968
<ol style="list-style-type: none"> 1. Student Strike at Moton High School (1951) 2. <i>Brown v. Board of Education</i> (1954) 3. Emmett Till Murder (1955) 4. Montgomery Bus Boycotts (1955) 5. Massive Resistance Declared (1956) 6. Little Rock Nine (1957) 7. Greensboro Sit-Ins (1960) 8. Freedom Riders (1961) 9. Integration of Ole Miss (1962) 	<ol style="list-style-type: none"> 1. March on Birmingham (1963) 2. March on Washington (1963) 3. Civil Rights Act of 1964 4. 24th Amendment Passes (1964) 5. Malcolm X Assassinated (1965) 6. Voting Rights Act of 1965) 7. Black Power Movement Begins (1966) 8. <i>Loving v. Virginia</i> (1967) 9. Martin Luther King Assassination (1968)

African American Civil Rights Timeline Activity

1865	13 th Amendment	Abolished slavery in the United States
1868	14 th Amendment	Grants citizenship to former slaves, and requires due process and equal protection under the law
1870	15 th Amendment	Guarantees all male citizens regardless of race, color or previous condition of servitude the right to vote
1896	<i>Plessy v. Ferguson</i>	The US Supreme Court upheld segregation laws and established the “separate but equal doctrine”
1909	NAACP Formed	First meeting of the National Association for the Advancement of Colored People, an interracial group, including W.E.B. Du Bois, devoted to civil rights
1947	Jackie Robinson Integrates MLB	Jackie Robinson of the Brooklyn Dodgers becomes the first African American player to break the color barrier in Major League Baseball
1948	President Truman’s Executive Order	President Truman issues Executive Order 9981 ordering the end of segregation in the U.S. military
1951	Student Strike at Moton High School	African American students at segregated Moton High School in Farmville, VA walk out of school to protest conditions in their school compared to the all-white high school nearby; their court case is included in <i>Brown v. Board</i>
1954	<i>Brown v. Board of Education</i>	The US Supreme Court declares school segregation unconstitutional, overturning <i>Plessy v. Ferguson</i>
1955	Emmett Till Murder	African American teenager from Chicago brutally murdered to whistling at a white woman in Money, Miss; became a galvanizing event for the Civil Rights Movement
1955	Montgomery Bus Strike	Precipitated by Rosa Parks refusal to give up her seat to a white passenger, the bus strike organized by the young Martin Luther King and the subsequent court case ended the practice of segregated buses in Montgomery
1956	Massive Resistance Declared	Policy declared by white, southern politicians like Senator Harry Byrd of Virginia to prevent the desegregation of public schools
1957	Little Rock Nine	Arkansas Governor Orval Faubus calls out the National Guard to prevent nine African American students from integrating Little Rock’s Central High School; President Eisenhower sent in US Army troops to ensure the integration of Central High School
1960	Greensboro Sit-Ins	African American college students staged sit-ins at lunch counters of Greensboro Woolworth stores to protest the refusal of local restaurants to serve black customers. This strategy of non-violent protests proved very effective and was replicated throughout the South as a means to integrate restaurants.
1961	Freedom Riders	Black and white Civil Rights activists from SNCC and CORE rode on interstate buses in to the South to challenge segregation on interstate busing outlawed by the Supreme Court; some mob violence erupted particularly in Alabama
1962	Integration of ‘Ole Miss	James Meredith, the first black student to be admitted, was barred from at University of Miss. by Governor Ross Barnett, sparked riots at Ole Miss, and led to the intervention US Marshals
1963	March on Birmingham	The Birmingham campaign organized by Martin Luther King and the SCLC culminated by a confrontation between black marchers and Chief Bull Connor’s policy; highly publicized on television, Americans saw the violence of white resistance as firehouses were turned on protestors, and resulted in the Martin Luther King jailing of Martin Luther King where he wrote Letters from a Birmingham Jail; this convinced President Kennedy to make a speech on national television recognizing inequalities in the South for blacks

1963	March on Washington	Great civil rights rally in Washington DC in which MLK delivered his "I Have a Dream Speech;" the march helped in the passage of the Civil Rights Act of 1964
1964	Civil Rights Act of 1964	Landmark legislation signed into law by President Johnson that extended voting rights, outlawed segregation in schools, in the workplace, and public accommodations
1964	24th Amendment	Abolished poll taxes for federal elections; poll taxes had been constructed in southern states to prevent blacks from voting
1965	Malcolm X Assassinated	Malcolm X was shot to death in NYC most likely by three members of the Nation of Islam
1965	Voting Rights Act	Signed into law by President Johnson, the Voting Rights Act outlawed discriminatory voting practices, prohibiting states from imposing qualifications for voting like poll taxes or literacy tests; this act dramatically increased the numbers of African Americans voting in the South
1966	Black Power Movement Begins	Civil rights leader Stokely Carmichael helped launch the Black Power Movement which emphasized racial pride and black identity, and encouraged black separatism; the Black Panther Party was created to help promote Black Power and by extension, self-defense for African Americans; the goals and strategy of the Black Power Movement was sometimes at odds with Martin Luther King and the NAACP.
1967	<i>Loving v. Virginia</i>	Landmark civil rights case in which the US Supreme Court ruled that Virginia's 1924 anti-miscegenation law forbidding interracial marriage was unconstitutional
1968	Martin Luther King Assassinated	Martin Luther King went to Memphis, TN in support of Black sanitary works employees; MLK was shot and killed in Memphis, TN by James Earl Ray; King's assassination set off riots in over 100 cities
1978	<i>Regents of the University of California v. Bakke</i>	The US Supreme court barred the use of racial quotas in college admissions, but upheld the constitutionality of affirmative actions programs (AA promotes equal opportunity and increase ethnic diversity)
1989	L. Douglas Wilder Elected Governor	Douglas Wilder, the grandson of a slave, was he elected Governor of Virginia, became first African American governor of a U.S. state
1992	Los Angeles Riots (Rodney King)	The first race riots in decades erupted in south-central LA after a jury acquitted our white police officers for the videotaped beating of an African American Rodney King
2001	Colin Powell Becomes Secretary of State	Retired 4-star general in the US Army, was appointed by President George W. Bush to be Secretary of State; Powell became the first African American appointed to that post
2008	Barrack Obama Elected President	Black Obama, elected as the 44th President of the United States, and the first African American to serve as President

School of Rock: Songs of the Civil Rights Movement

Oh Freedom (Traditional)

Recorded by Odetta (1956), Joan Baez (1963)

Oh freedom, oh freedom, oh freedom over me□
And before I'd be a slave I'll be buried in a my
grave□
And go home to my Lord and be free□□

No more mourning, no more mourning, no more
mourning over me□
And before I'd be a slave I'll be buried in a my
grave□
And go home to my Lord and be free□□

No more crying, no more crying, no more crying
over me□
And before I'd be a slave I'll be buried in a my
grave□
And go home to my Lord and be free□□

Oh freedom, oh freedom, oh freedom over me□
And before I'd be a slave I'll be buried in a my
grave□
And go home to my Lord and be free□□

There'll be singin', there'll be singin', there'll be
singin' over me□
And before I'd be a slave I'll be buried in a my
grave□
And go home to my Lord and be free□

Oh freedom, oh freedom, oh freedom over me□
And before I'd be a slave I'll be buried in a my
grave□
And go home to my Lord and be free

We Shall Overcome (1947)

By Charles Tindley

We shall overcome, we shall overcome,
We shall overcome someday;
Oh, deep in my heart, I do believe,
We shall overcome someday.

The Lord will see us through, The Lord will
see us through,
The Lord will see us through someday;
Oh, deep in my heart, I do believe,
We shall overcome someday.

We're on to victory, We're on to victory,
We're on to victory someday;
Oh, deep in my heart, I do believe,
We're on to victory someday.

We'll walk hand in hand, we'll walk hand in
hand,
We'll walk hand in hand someday;
Oh, deep in my heart, I do believe,
We'll walk hand in hand someday.

We are not afraid, we are not afraid,
We are not afraid today;
Oh, deep in my heart, I do believe,
We are not afraid today.

The truth shall set us free , the truth shall set
us free,
The truth shall set us free someday;
Oh, deep in my heart, I do believe,
The truth shall set us free someday.

We shall live in peace, we shall live in peace,
We shall live in peace someday;
Oh, deep in my heart, I do believe,
We shall live in peace someday.

School of Rock: Songs of the Civil Rights Movement

Blowin' In The Wind (1963)

By Bob Dylan

How many roads must a man walk down□
Before you call him a man?□
Yes, 'n' how many seas must a white dove sail□
Before she sleeps in the sand?□
Yes, 'n' how many times must the cannon balls fly□
Before they're forever banned?□

The answer, my friend, is blowin' in the wind,□
The answer is blowin' in the wind.

How many years can a mountain exist□
Before it's washed to the sea?□
Yes, 'n' how many years can some people exist□
Before they're allowed to be free?□
Yes, 'n' how many times can a man turn his head,□
Pretending he just doesn't see?□

The answer, my friend, is blowin' in the wind,□
The answer is blowin' in the wind.

How many times must a man look up□
Before he can see the sky?□
Yes, 'n' how many ears must one man have□
Before he can hear people cry?□
Yes, 'n' how many deaths will it take till he knows□
That too many people have died?□

The answer, my friend, is blowin' in the wind,□
The answer is blowin' in the wind.

Change is Gonna Come (1964)

By Sam Cooke

I was born by the river in a little tent
Oh and just like the river
I been a runnin' ever since
It's been a long, a long time coming
but I know
A change gon'
come oh yes it will

It's been too hard living
but I'm afraid to die
Cuz I don't know what's up there
beyond the sky
It's been a long,
a long time coming
but I know
A change gon' come oh yes it will

I go to the movie,
and I go downtown
Somebody keep tellin me
"don't hang around"
It's been a long, a long time coming,
but i know
A change gon' come oh yes it will

Then I go to my brother
And I say "brother, help me please"
But he winds up knocking me
Back down on my knees
There been times that I thought
I wouldn't last for long
Now think I'm able to carry on
It's been a long, along time coming
but I know
A change gon' come, oh yes it will

School of Rock: Songs of the Civil Rights Movement

Song	Analysis of the Lyrics and How the Song Relates to the Struggle for Civil Rights	Overall Message of the Songwriter
<i>Oh Freedom</i>		
<i>We Shall Overcome</i>		
<i>Blowin' in the Wind</i>		
<i>Change is Gonna Come</i>		



School of Rock: Songs of the Civil Rights Movement

Identify how the four songs are different in terms of their perspectives on the Civil Rights Movement

Identify how the four songs are similar in terms of their perspectives on the Civil Rights Movement



Eyes on the Prize

- Using specific examples from *Eyes on the Prize*, identify and describe FIVE acts of discrimination experienced by African Americans before and during the Civil Rights movement.

Act of Discrimination	Description: Where and when did it occur? Who was involved? What happened?

- Using specific examples, identify and describe FIVE strategies employed by the civil rights leaders and organizations that sought to address and correct discrimination in America based upon race.

Civil Rights Strategy	Description: Where and when was the strategy used? Who was involved? What happened as a result of the action?