i. uses of timber (crossties, slab ties, keels, staves, etc.)
j. uses of standing timber and processing of wood products (turpentine, tung oil)
k. changes in technology associated with forestry (crosscut and other man-powered saws to mechanical saws)
l. government programs affecting timber industry (i.e., CCC)
m. effect of "cut and get out" large northeastern companies

2. One or two students will design a cross-section of a tree with sufficient annual rings to display the years studied. In addition, these students will design a template for the information provided by each group (see #3 below and Artifact 1). They will also be responsible for assembling and hanging the display in the classroom or common rooms.

3. Working individually or in pairs, depending on the size of the class, students will develop one of the topics (a-m) above. The students will select appropriate quotations from the interviews, write a paragraph linking information on their topic from the various interviews, and provide a year or years appropriate to their topic to be given to the students in #2 above. In addition to the interviews, students may need to use Mississippi History texts or other resources to enhance their writings and link the personal recollections to the time period. A common template and type face should be used and a color illustration or photograph should supplement the text.

4. The work will be assembled and displayed and each group will be responsible for discussing their section of history.

Five-day plan:

Day 1-2: Students will listen to teacher-selected excerpts and read selected transcript entries of the individual interviews based on their assigned topic. Students will take notes of dates and events that explain their topic. Students will supplement their notes with readings from texts and internet research.
Day 3: Students will unify material from the various interviews, transcriptions and other readings. They will write a brief (100-200 words) essay about their topic developed from these sources. They must include at least two significant quotations and 3-5 facts about the time period. They need to provide an illustration or a photograph (from research) appropriate to their topic. A date (individual years or decade) will be indicated and communicated to the design group so it can be preparing the final display. Students should have a rough draft of this material ready by the end of the period, along with an idea for the photograph or illustration. The teacher will approve the rough drafts.

Day 4: Students will go to the computer lab and produce a final (typed) draft, following the template provided by the design group (see Artifact 1 for a possible form). These will be given to the design team, who will incorporate the individual topic essays into the appropriate dates of the completed tree cross-section.

Day 5: The design group will assemble the final display and students will present their topic to the rest of the class.
Rubric for five-day timber industry project
100 pts.

1. ______ Notes from oral interviews and transcriptions of interviews (20 pts.)

2. ______ Historical research to supplement notes (15 pts.)

3. ______ Rough draft of essay including designated number of facts (20 pts.)

4. ______ Photograph or illustration (10 pts.)

5. ______ Use of appropriate quotations (10 pts.)

6. ______ Final typed copy and presentation of essay with quotations and photograph or illustration (25 pts.)
Artifact 1

Suggested template for essay (12 pt. Times New Roman):

- Topic title
- Students' names
- 2 quotations
- Essay
- Photograph/illustration

Suggested wall display (the appropriate year on the tree cross section connected to essays with brightly colored yarn)
Two-day Unit on
The Timber Industry
A Two-Day Unit on the Timber Industry

Grades: 9-12

Subjects: Mississippi Studies, Botany, Local Resources, Biogeography, and Environmental Science

Objectives: Students will investigate the impact of the timber industry on lives during the years from the nineteenth century-1960s. This entails a study of many factors, including soils, economic trends, technology, supply and demand, commercial uses of timber and standing trees. See Procedures below for specific topics.

Materials: Archival interviews and transcriptions of interviews, tape recorder

Background: The timber industry has had a profound effect on the culture of Mississippi since the beginning of the nineteenth century. Through the use of oral histories, students will investigate the common threads running through several people’s lives and those of their ancestors to discover how history impacted the course of their daily lives. The time span includes pre-WWI through the 1960s. Many social, economic, political, and technological events affected land use and life styles.

Procedures:
Day 1: Students will listen to teacher-selected archival interviews and read transcriptions of these transcripts (www.usm.edu/msoralhistory). They will answer the following questions to prepare for a class discussion. Every attempt should be made to link the oral histories to specific historical trends.

Questions:
1. What was the timber industry like in Mississippi before and after the Great Depression?

2. How was timber harvested and transported throughout the time periods covered in these oral histories? What were the changes in technology?
3. What were the common patterns of life in rural Mississippi through these years?

4. What were the uses of the cut timber? Were there any products derived from the live trees?

5. How did taxation affect tree harvest?

Day 2: Students will participate in a whole-class discussion of the topics above. Students in groups of five will create a visual artifact of the five topics, arranged in a tree cookie (tree cross section) design with one wedge devoted to each topic. The heartwood at the center of the design would be titled *The timber industry in Mississippi* with each wedge bearing a subtitle, informational bullets, and appropriate graphics (symbols, illustrations, cutouts, etc.)
Rubric for two-day timber industry project
100 pts.

1. _______ Answers five topic questions (25 pts.)

2. _______ Participates in discussion by asking/answering questions (25 pts.)

3. _______ Provides bulleted information for tree wedge (≥ 4 facts) (25 pts.)

4. _______ Design of wedge (title, subtitle, graphics) (25 pts.)
Suggested wall display (the appropriate year on the tree cross section connected to essays with brightly colored yarn)
Public Lands
Five-day Unit on
The Study of Public Lands
A Resource for Local History
A five-day unit on The Study of Public Lands
A Resource for Local History

Grades: 9-12

Subjects: Mississippi Studies, Local Resources, Biogeography, and Environmental Science

Objectives: Students will investigate the history of public land in their local counties. This land study could include state or local parks, state or local natural areas, wildlife refuges, reservoirs, etc.
1. Students will gather written, visual, and oral information about the development of this land.
2. Students will synthesize this information into a PowerPoint presentation that includes maps, photographs, oral interviews, historical accounts, and quotations from various individuals.

Materials: Oral interviews, historical records, maps, newspaper articles, promotional literature, biological surveys, computers with PowerPoint capacity, and tape recorders.
Archival oral interviews collected by the USM Oral History project may be accessed through its website (www.usm.edu/msoralhistory).

Background: Our goal for this lesson is for students to explore the questions listed below and to showcase their research through PowerPoint presentations. Many of Mississippi’s public lands, including the Noxubee Wildlife Refuge, were developed during and following the Depression. Attitudes about how to manage and use these lands have changed over time; a study of these changes teaches us about social, economic, and political trends through the decades.

Adaptations: If adequate computer facilities are not available to prepare a PowerPoint presentation, the same basic procedures could be used to prepare a newspaper feature article, a trifold promotional brochure, or a display board to be placed at the site.

Procedures: This lesson assumes that students have prior experience with preparing PowerPoint slides. If not, the teacher will need to allow an extra day to teach them how to use PowerPoint software.
The teacher will invite relevant local speakers to be interviewed by class members on day 3 of the project. The teacher will also collect appropriate photos and other graphic material from those familiar with the history of this public land.

Students will work in six groups based on the following questions to gather information using the internet, historical documents, oral interviews (archival and teacher-generated), local tax records, etc.

1. What was the impetus to place this land into public domain? (For example, erosion, significant flora and fauna, the Great Depression)
2. What is the economic effect of removing land from the tax rolls?
3. What happened to the people displaced by the creation of this tract of land? What was the historical attitude of the people who lost their land through eminent domain?
4. Who developed the land and the facilities? (For example, prisoners of war, the Civilian Conservation Corps, etc.)
5. How is the land managed and how have the management techniques changed through time? (Include current and past land use maps.)
6. How does the public use this land and what sort of economic, social, and scientific returns accrue?

Five-day plan:

Day 1: Students will access archival audiotapes and note relevant passages. The material gathered will be used to answer some of the questions posed above. The students will then plan their research to fill in the gaps.

Day 2: The students will go to the computer lab to do research to expand their knowledge of their questions. They may also need to go to their public library if computer access is not available at their school and contact local historical societies and museums. Students will also select photos and other material provided by the teacher.

Day 3: Local interviews will be recorded and students will prepare summaries of the material provided by those interviewed as homework.
Day 4: Based on the archival audiotapes, any local interviews, and research, students will create an outline of the desired components for the creation of the PowerPoint presentation about their specific public land. Each student will be assigned a topic and will be prepared to create 4-5 slides for the presentation.

Day 5: Students will go to the computer lab and prepare their slides for the PowerPoint presentation and preview completed work.
Rubric for 5-day Public Land Unit
100 pts.

1. Historical research—find three pertinent articles (15 pts.)

2. Historical research and oral interview (both archival and local interviews) summaries (20 pts.)

3. Working with the material you have been assigned (Groups 1-6), create a rough draft of the content of your slides and decide on graphic elements, including photos and/or illustrations. (25 pts.)

4. Preparation of PowerPoint slides (40 pts.)
Two-day Unit on
The Study of Public Lands
A Resource for Local History
A two-day unit on The Study of Public Lands
A Resource for Local History

Grades: 9-12

Subjects: Mississippi Studies, Local Resources, Biogeography, and Environmental Science

Objectives: Students will investigate a public land in their area through archival interviews (www.usm.edu/msoralhistory) and an on-site visit to interview the supervisor or manager about the history of the site. They will produce a collage to be donated to the public facility. See rubric for required components and assessment.

Materials: Archival interviews, tape recorder, any promotional literature, cameras with film or digital camera (optional), paper supplies.

Background: Many of Mississippi's public lands were developed during and following the Great Depression. Investigating local history will help students link political and economic trends with land use patterns. Examples of programs responsible for acquiring and developing public lands include the CCC (Civilian Conservation Corps). These veterans and others who have been instrumental in developing and maintaining these lands would be excellent choices of people to interview.

Procedures: Prior to the unit: The teacher will collect historical documents, photos, and maps relevant to this study.

Day 1: Students will listen to the archival interviews and take notes. Students will make notes from the teacher-assembled material.

Day 2: Students will travel to the site, conduct an interview on the history of the public land, and take photographs. For homework, due several days later, student will prepare a collage about their site that includes print and graphic information assembled through interviews, photographs, promotional brochures, and their study of the teacher-provided material. These collages will be presented to personnel of the public land to put on public display.
Rubric for two-day Public Land Unit Collage
100 pts.

1. __________  Title design  (5 pts.)

2. __________  A brief overview of the significance of the time period during which this public land was developed (i.e., Great Depression) (15 pts.)

3. __________  A brief history of the public land, using all available resources (print, graphic, and interviews) ≥ 250 words  (50 pts.)

4. __________  Photographs, illustrations, maps, logos, other graphics (20 pts.)

5. __________  Aesthetics (neatness, layout) (10 pts.)
CIVIL RIGHTS
A Teacher's Guide to "Ordinary People"
A Teachers Guide to Accompany

Ordinary People Living Extraordinary Lives: The Civil Rights Movement in Mississippi

by

Mary Beth Farrell
Using Oral History in the Classroom:
Suggested Activities for a Civil Rights Unit

Students can:

- practice taking oral histories by interviewing each other;
- interview older persons in their family or community about their memories of the civil rights era;
- turn oral history interviews into a biography, complete with drawings or photos borrowed from the person interviewed;
- construct timelines based on their own interviews OR on printed oral history interviews;
- create a play, short story, journal entry, poem, rap, or song based on an oral history interview;
- go on a class trip to the site where an older person lived or worked and have that person give his/her life story during the trip;
- bring family photos from the 1950s, 1960s, and/or 1970s to class and tell about the person(s) in the pictures. Interview family members who knew the person and include what was learned in the presentations;
- write a history of their neighborhood, community, or city during the civil rights era;
- invite local citizens or historians to the school; class members can interview them about their experiences during the civil rights movement.
- take part in a walking tour of a downtown area, neighborhood, or other site of a significant event during the civil rights era. Invite a longtime resident to accompany the class;
- help construct a bulletin board or display based on what they learned from their interviews and/or other outside research.
PREPARING AN ORAL HISTORY:
SUGGESTIONS FOR STUDENTS

☐ Make an appointment in advance with the person you wish to interview; thank them in advance for their willingness to speak with you.

☐ Allow at least 30 minutes to one hour for the interview.

☐ Be courteous if something happens to postpone, delay, or interrupt the interview. You can always reschedule!

☐ Be sure to show up on time; bring all of the materials that you will need. Have a few extra pencils, more paper than you think you may need, an extra cassette (in case your tape breaks), and a fresh battery for your tape recorder. If you plan to plug in your recorder, bring an extension cord.

☐ A few days before the interview, prepare the questions you wish to ask and have your teacher review them.

☐ Before the interview, complete some background reading about topics that might come up in the interview, such as World War II or the civil rights movement, so that you can ask better questions of your subject.

☐ Dress nicely for the interview to show respect for the person being interviewed.

☐ Be courteous to your subject and anyone else who may be present during the interview.

☐ Plan the order of your questions, but don’t be afraid to ask new or additional questions that you think of during the interview.

☐ Ask questions one at a time.

☐ Carefully write down the questions BEFORE the interview.

☐ Get permission if you wish to use a tape recorder during the interview. (Get a release form from your teacher and ask your subject to sign it.)

☐ If your subject refuses to be taped, be prepared to take very good notes!

☐ If you receive a “yes” or “no” answer, ask for more explanation. (“Could you explain a little more about that, please?”)

☐ Don’t correct or argue with the person you are interviewing; remember that you have asked them to tell their story. Remain polite, interested, and neutral!
Be patient. Remember that many people have never been interviewed before! They may need time to think about their answers. If you act as if you are in a hurry, they may think their answers are not important.

After you have asked all your questions, ask the person you are interviewing if she or he has anything else to tell you. Carefully note the answers.

Ask the person if they have a photo, either current or when the person was younger, to use to illustrate your oral history.

Thank the person when you have finished the interview; write a thank-you note a day or two later.

When you have finished your interview, save your tape and/or notes. You may be able to use them as reference material for future papers on this topic!

With your subject’s permission, you may wish to donate a copy of your tape and/or notes to your school library, a local historical society, etc.

Remember that your oral history interview will show one person’s perspective on your topic. Try to conduct other interviews and to look at other primary sources on your topic, such as letters, diaries or journals, eyewitness accounts, government records, etc.
Sample Oral History Questionnaire for Students: The Civil Rights Era

1. Where were you born? When? Where were your parents from?

2. Where did you grow up? What was the area like when you were a child? How is it different now?

3. What are the best memories of your childhood? The worst?

4. What stories were told to you about the lives of your parents, grandparents, or other family members? Which meant the most to you?

5. Where did you go to school? What did you like best and least about school? Did Jim Crow laws affect where you went to school? How?

6. What type of work have you done? Where? For how long?

7. Which accomplishments in your life make you the most proud?

8. Which historical events had a strong influence on your life? Why?

9. What major problems or hardships have you had to overcome? Why? How?

10. Have you moved and lived in different places throughout your life? If so, what were these like?

11. How has the community in which you live changed over the years?

12. What are your most meaningful memories of the civil rights era?

13. Who do you think were the most influential figures of the era? Why?

14. How did the events of the civil rights era affect you? Your family?

15. Are there other memories that you wish to share about these years?

(This questionnaire could be used with someone who was a part of the civil rights movement, someone who was neutral or who opposed it, or someone who was a teenager or child at the time. Add or delete questions as needed.)
USING ORAL HISTORY FOR
CLASS PROJECTS

Oral history projects may immeasurably enrich your students’ understanding of the past. Interviewing participants in historical events is an experience which they will never forget. The interviews can provide them with unique information and perspectives on vital topics such as the civil rights movement.

Preparing your students to do oral history:

1. Explain the difference between informal questioning and oral history.

   - They may be interviewing strangers as well as relatives and friends.
   - Their interviews will be focused on specific topics.
   - Their questions will need to be carefully thought-out and written down before the interview. (This doesn’t mean that they can’t ask additional questions as the interview progresses. However, the student must enter his or her interview well-prepared with a good list of questions.)
   - Interviews will be recorded (if the interviewee gives written permission.)
   - Research needs to be done beforehand, so that students can ask good questions. (See below!)

2. Explain where oral history fits into their research and what its limitations are.

   - Before conducting an oral history interview, students should conduct initial research by using both secondary and primary sources. They will need to be familiar with their chosen topics before the interview.
   - Evidence gathered in an oral history interview should be corroborated. People’s memories can be faulty, incomplete, biased, or second-hand.
   - Students should at all times be polite and positive during the interviews, even if they do not agree with the account given by the interviewee.
   - Students should use other primary sources, such as newspapers, documents, and photos when researching a topic. Suggest that they ask the interviewee if he or she could contribute or lend such primary sources for a class display or presentation. Interviewees may even agree to be guest speakers in your history class.
3. Make suggestions about subjects to interview and how to find them.

- Students should interview persons who were eyewitnesses to or participants in historical events.

- Scholars or descendants of the interview subject may provide useful perspectives, information, stories, and insights. Since they did not personally experience the event, they should be viewed as secondary sources. (Other secondary sources include books on the topic, magazine articles, other second-hand accounts of an event.)

- Teachers can suggest interviews with older family members, neighbors, or family friends who experienced or witnessed relevant historical events.

- For specialized topics, students can check with special-interest organizations (such as veterans' organizations and labor unions), local historical societies, local chapters of such organizations as the NAACP, museum staffs, and university professors.

- Students should ask for help from the reference librarian of their public, university, junior college, or school library before beginning their research.

- Interviewees might be willing to suggest others who are willing to be interviewed.

- Many universities and colleges have Web sites which list faculty by department along with their special interests; these scholars could prove very helpful to beginning researchers.

- If the student does not already know the person he or she would like to interview, the first contact should probably be by mail rather than telephone. This puts less pressure on the person and gives him or her time to mull over the request.

- Remind students that they should type their request, preferably on school stationery, and should proofread their request before sending it. (Teachers are well-advised to read the requests before they are sent to prevent any misunderstandings on the part of the interviewee.)

- Students should follow up with a phone call to see if the person is interested and to schedule an interview, if appropriate.

4. Make sure that your students know how to operate the necessary equipment.

- Show the students how to operate a tape recorder if necessary.

- Use high-quality, brand name tapes; 60-minute tapes are better than 120-minute tapes.
Remind them to have extra tapes, batteries for the recorder, and an extension cord (if they are not using batteries.)

Interviewers should bring extra pencils or pens and an adequate supply of paper.

Students will need to label their tapes; they may need more than one.

Students may wish to bring a camera in order to obtain a current photograph of their subject. (They should ask permission for this when making the initial contact.)

Remind students to bring the release form and have it signed before the interview begins. A copy should be made for the teacher to file.


RELEASE FORM

The sound recording and transcript of my interview with ___________________________ may be used by him/her for such purposes as he or she sees fit, including publication or deposit in a public library or archives. Upon deposit, all copyright and literary rights will transfer to the institution, library, or archive in which the interview is deposited.

______________________________  ______________________________
(interviewee name)                    (interviewee signature)

______________________________
(interviewee address)

______________________________
(date)
COOPERATIVE LEARNING ACTIVITY:  
THE CIVIL RIGHTS HERALD

Recommended grade levels/subjects:

- Ninth grade Mississippi Studies
- World History
- Eleventh grade United States History
- Twelfth grade American Government
- Social Studies Electives (Local Cultures, Civil Rights courses)

Objective:

Working cooperatively in small groups, students will research selected events and people of the civil rights movement and will present their findings through a student-made “newspaper.”

Materials:

For research: The CD Ordinary People Living Extraordinary Lives: The Civil Rights Movement in Mississippi (if the classroom lacks a computer, a print-out of selected interviews from the CD will suffice); a list of teacher-approved Web sites on the civil rights movement (should the classroom lack a computer, students may avail themselves of the Internet access offered either by home computers or from the public library); selected books on the civil rights movement (see bibliography in this teacher’s guide); textbook and class notes on the topic.

For the newspaper: Examples of local and/or national newspapers; unlined white or pastel paper (preferably legal size); scratch paper for notes; pencils and pens, rulers, colored pencils (optional.) It is also desirable, but not essential, for the students to have access to either a typewriter or word processor.

Time Needed:

This will vary according to the age, background, ability level, and motivation of the students. Allow at least two one-hour class periods for research, writing, and constructing the newspapers; students may need to take their work home in order to finish it.

Procedures:

1. The teacher will first ensure that the students have a basic understanding of the civil rights era through various classroom strategies.

2. Using either the overhead projector or actual copies of local newspapers, the teacher will point out the various parts of a newspaper that relate to the assignment: political cartoons, editorials, letters to the editor, and feature stories.
Teachers may also wish to visit <http://www.pbs.org/blackpress/interactive/contentinteractive.html> This site features not only stories, memories, and reflections of the black press in the United States, but includes “Hot Off the Press,” an activity which allows students to create their own newspapers.

3. Students will be placed in groups of four. This assignment is ideal for groups of mixed abilities and/or learning styles.

4. Each student will have a different task during the construction of the newspaper. However, each will have to review their knowledge of the civil rights era and read materials outside of their textbook in order to complete their assignment.

5. Each group will receive a different topic to research. (A list of possible research topics is included in this teacher’s guide.)

6. In each group, one student will be assigned one specific task. These will include:
   - Writing an “eyewitness” news story (written in the first person) on a major event related to their topic;
   - Contributing an original political cartoon on the group topic for the newspaper (in the event that the group lacks a willing artist, this student could be in charge of finding at least four political cartoons or photographs from the era for the paper and writing a brief explanation of how each relates to the content of their paper);
   - Authoring an editorial on a major event or person related to the topic;
   - Writing a letter to the editor concerning a major event or person related to the group’s topic.
   - Each student must list sources used to research their entry.

They may either type their work or neatly write it in black pen. Cartoons may or may not be colored.

7. Ideally, each group will have viewed the Ordinary People CD or even have access to it in class. If not, print-outs of all or some of the interviews will prove very helpful to the students. Students should also be able to refer to books and articles in addition to their textbooks and notes.

8. When the tasks have been completed, the students in each group will combine their work in order to construct their newspaper. They may choose a newspaper or tabloid format (which will require some cutting and pasting), a poster, or a display board. The work may also be displayed on a bulletin board.

**Evaluation**

The teacher will use either a rubric of their own or the one provided in this teacher’s guide to assess the quality of the work. Daily grades can be given both for individual work and for the group’s finished product.
SUGGESTED RUBRIC FOR CIVIL RIGHTS NEWSPAPERS

A
☐ Work demonstrates a clear understanding of events relating to the assigned topic. No relevant factual errors.
☐ Used resources other than the text and notes as reference tools; all sources cited.
☐ Written work is neat, legible, and proofread with few errors.
☐ Political cartoons are clear, neat, and germane to the topic.
☐ If the student chose to select photographs or political cartoons, their choices should be appropriate and their written work should meet the standards above.
☐ Teacher’s directions were closely followed.

B
☐ Work demonstrates a good understanding of events relating to the assigned topic. Few factual errors.
☐ Used some resources other than text and notes as reference tools; all sources cited.
☐ Written work is neat, legible, and proofread with few errors.
☐ Political cartoons are clear, neat, and germane to the topic.
☐ If the student chose to select photographs or political cartoons, their choices should be appropriate and their written work should meet the standards above.
☐ Teacher’s directions were followed.

C
☐ Work demonstrates some knowledge of events relating to the assigned topic. Some factual errors.
☐ Used only text and/or notes as reference tools.
☐ Written work is legible, but has some grammatical errors and/or problems with neatness.
☐ Political cartoons are germane to the topic.
☐ If the student chose to select photographs or political cartoons, their choices should be appropriate.
☐ Most of the teacher’s directions were followed.

D
☐ Often off-task.
☐ Work demonstrates sketchy knowledge of events relating to the assigned topic.
☐ Used text and notes as reference tools.
☐ Written work is readable, but suffers from grammatical errors and/or problems with neatness and clarity.
☐ Political cartoons are carelessly done and/or are not germane to topic.
☐ If the student chose to select photographs or political cartoons, their choices were not appropriate.
☐ Problems with following directions are apparent.
F

☐ Off-task and/or disruptive; did not work cooperatively with rest of group.
☐ Work demonstrates little or no knowledge of events relating to the assigned topic.
☐ Reference tools not used or used improperly/inappropriate materials used/plagiarism apparent.
☐ Written work is very poor, incomplete, or absent.
☐ Political cartoons are absent/done with little or no care/or are not relevant to assignment.

☐ Student chose to select photographs or political cartoons, but did not do so or chose inappropriate visuals.
☐ Teacher's directions not followed.

Comments:
A Civil Rights Journal

Recommended grade levels/subjects:

- Ninth grade Mississippi Studies
- World History
- Eleventh grade United States History
- Twelfth grade American Government
- Electives such as Civil Rights and Local Cultures courses

Objective:

Students will examine and analyze selected events of the civil rights movement through the use of fictional journals.

Materials:

For research:

- The CD Ordinary People Living Extraordinary Lives: The Civil Rights Movement in Mississippi;
- In the event that the classroom or school lacks a computer, a print-out of selected interviews from the CD should prove helpful;
- A list of teacher-approved Web sites on the civil rights movement (should the classroom lack a computer, students may avail themselves of the Internet access offered either by home computers or from the public library);
- Selected books on the civil rights movement (see bibliography in this teacher’s guide);
- Appropriate American history and or Mississippi Studies textbooks
- Class notes on the civil rights movement.

For the journals:

- Paper, pencils and pens.
- It is also desirable, but not essential, for the students to have access to either a typewriter or word processor.

Time Needed:

This will vary according to the age, background, ability level, and motivation of the students. Allow at least two class one-hour periods for research, writing, and optional peer editing; students may need to take their work home in order to finish it.
Procedures:

1. The teacher will first ensure that the students have a basic understanding of the civil rights era through various classroom strategies (listening to and/or reading oral history excerpts, assigned readings, lecture, class discussion, films, etc.).

2. Each student will need to review their knowledge of the civil rights era and read materials outside of their textbook in order to complete their assignment.

3. Using the Ordinary People CD and/or printouts of selected interviews from the CD, the teacher will introduce oral history excerpts from the era.

4. Before writing the journal entries, each student will:
   - select a character. (A list is included in this teacher’s guide.) Some are generic; others are real figures in the civil rights movement.
   - select at least five major events in the civil rights movement. In their journals, they will discuss these events from the point of view of their “character.” In their entries, students must remain in character and refrain from using anachronisms. (The teacher may need to introduce the concept of anachronisms at this point!)

5. Each journal should cover at least five days which take place during the civil rights movement. The minimum length for each entry will vary according to how much time the teacher chooses to devote to the activity. (Please note that the number of entries may be contracted or expanded to suit the teacher’s time limitations.)

Students may type their work or neatly write it in black pen. They may choose to include sketches, photographs, political cartoons, etc.

6. Ideally, the class will have viewed the Ordinary People CD or even have access to it in class. If not, print-outs of all or some of the interviews will prove very helpful to the students. Students should refer to books and articles in addition to their textbooks and notes.

Each student should list all references used for their journal.

7. OPTIONAL: When the entries have been completed, each student may work with a peer editor. In pairs, students will read each other’s work and offer comments on content and the general quality of the writing (grammar, clarity, etc.). This should not take more than 10 or 15 minutes; it may prove very helpful to pair good writers with those who need peer tutoring.

Evaluation

The teacher will use either a rubric of their own or the one provided in this teacher’s guide to assess the quality of the work.
Suggested Rubric for Civil Rights Journals

A

☐ Work demonstrates a clear understanding of events relating to the assigned topic. No factual errors or anachronisms.
☐ Used resources other than the text and notes as reference tools.
☐ Written work is neat, legible, and proofread with few errors.
☐ Teacher’s directions were followed.
☐ At least five major events in the civil rights movement were discussed “in character” in the journal.

B

☐ Work demonstrates a good understanding of events relating to the assigned topic. Few factual errors or anachronisms.
☐ At least four major events in the civil rights movement were discussed “in character” in the journal.
☐ Used resources other than text and notes as reference tools.
☐ Written work is neat, legible, and proofread with few errors.
☐ Teacher’s directions were followed.

C

☐ Work demonstrates some knowledge of events relating to the assigned topic. Some factual errors and/or anachronisms.
☐ At least three major events in the civil rights movement were discussed “in character” in the journal.
☐ Used text and notes as reference tools.
☐ Written work is legible, but has some grammatical errors and/or problems with neatness.
☐ Most of the teacher’s directions were followed.

D

☐ Often off-task.
☐ At least two major events in the civil rights movement were discussed “in character” in the journal.
☐ Work demonstrates sketchy knowledge of events relating to the assigned topic.
☐ Used text and notes as reference tools.
Written work is readable, but suffers from grammatical errors and/or problems with neatness and clarity.
Problems with following directions are apparent.
Journal format not used consistently.

F

Off-task.
Work demonstrates little or no knowledge of events relating to the assigned topic.
Reference tools not used or used improperly/ inappropriate materials used.
Written work is very poor, incomplete, or absent.
Teacher's directions not followed.
Journal format not used.
Fewer than two major events discussed.

Comments:
"Character List" for Civil Rights Journal

Before starting your journal, choose to "be" one of these characters. As you write your journal entries, you will discuss at least five major events of the civil rights era from your character's perspective.

If you choose to be a real person, such as Fannie Lou Hamer, you will need to read about her before beginning your journal. If you choose a fictional character, you will need to research how the civil rights movement would have affected a person in your character's situation.

You will find a great deal of general information about the civil rights movement, as well as many brief biographies, in the CD-rom *Ordinary People*. It also includes many links to civil rights Web sites; they should prove useful to you. Also, the bibliography on the CD-rom will aid you in your library research.

1. A housewife in Jackson, Mississippi
2. An elementary, junior high school, or high school student in a segregated school
3. A student in a Mississippi university or junior college
4. A member of the White Citizens Council
5. A member of the state legislature
6. Fannie Lou Hamer
7. Robert Kennedy
8. John F. Kennedy
9. Anzie Moore
10. Martin Luther King, Jr.
11. Vernon Dahmer
12. A Mississippi highway patrolman
13. Bull Conner
14. Lyndon Johnson
15. James Meredith
16. Rosa Parks
17. A soldier returning from Vietnam
18. The mayor of a small Mississippi town
19. A visitor to Mississippi from a northern state
20. A network news reporter
21. The child of a Freedom Rider
22. A participant in a Freedom School
23. A white, Southern civil rights worker
24. A visitor to Mississippi from another country
25. Medgar Evers
26. The wife of a civil rights worker
27. A participant in a sit-in or wade-in
28. A participant in a civil rights boycott
29. A sharecropper in the Mississippi Delta
30. A recent immigrant to the Mississippi Gulf Coast
31. A civil rights worker who has been sent to Parchman
32. A minister, rabbi, priest, or imam (Muslim prayer leader)
33. Erle Johnson
34. Chief Justice Earl Warren
35. A student who has been refused entry to a university because of his or her race
36. A teacher in a segregated school
37. A network or radio news reporter
38. A time traveler to the 1960s (You may choose to be from a past or future decade or century.)
39. Stokely Carmichael
<table>
<thead>
<tr>
<th>Topic</th>
<th>Person/Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Rights Act of 1957</td>
<td>Anzie Moore</td>
</tr>
<tr>
<td>White Citizens Council</td>
<td>Earl Warren</td>
</tr>
<tr>
<td>Mississippi State Sovereignty Commission</td>
<td>Clyde Kennard</td>
</tr>
<tr>
<td>Emmitt Till</td>
<td>Little Rock Crisis</td>
</tr>
<tr>
<td>Medgar Evers</td>
<td>Orval Faubus</td>
</tr>
<tr>
<td>Mississippi Freedom Democratic Party</td>
<td>Dwight D. Eisenhower and the Civil Rights Movement</td>
</tr>
<tr>
<td>Montgomery Bus Boycott</td>
<td>Raylawni Branch</td>
</tr>
<tr>
<td>Freedom Rides</td>
<td>Student Sit-ins</td>
</tr>
<tr>
<td>Freedom Summer</td>
<td>Student Nonviolent Coordinating Committee (SNCC)</td>
</tr>
<tr>
<td>Freedom Schools</td>
<td></td>
</tr>
<tr>
<td>Martin Luther King Jr.</td>
<td>John F. Kennedy and the Civil Rights Movement</td>
</tr>
<tr>
<td>National Association for the Advancement of Colored People (NAACP)</td>
<td>The Tougaloo Nine</td>
</tr>
<tr>
<td>Vernon Dahmer</td>
<td>Stokely Carmichael</td>
</tr>
<tr>
<td>Civil Rights Act of 1960</td>
<td>Congress of Racial Equality (CORE)</td>
</tr>
<tr>
<td>Voting Rights Act of 1965</td>
<td>Robert (Bob) Moses</td>
</tr>
<tr>
<td>Sam Bowers</td>
<td>Bull Conner</td>
</tr>
<tr>
<td>James Meredith</td>
<td>Robert Kennedy and the Civil Rights movement</td>
</tr>
<tr>
<td>Erle Johnson</td>
<td>March on Washington</td>
</tr>
<tr>
<td><em>Brown v. the Board of Education of Topeka, Kansas</em></td>
<td>The Birmingham Church Bombing Case</td>
</tr>
<tr>
<td>Gladys Noel Bates</td>
<td>Boston Busing Violence</td>
</tr>
<tr>
<td>Franzetta Sanders</td>
<td>Byron De La Beckwith</td>
</tr>
</tbody>
</table>
Aaron Henry
Violence during the Civil Rights Movement
Neshoba County Killings
Ku Klux Klan
March Against Fear
Floyd McKissick
Southern Christian Leadership Conference (SCLC)
Black Panther Party
Kwame Toure
Black Power
Huey Newton
Bobby Seale
Meridian Church Bombings
Integration of Highland Park Pool
School Desegregation in Mississippi
Mass Arrests
Unita Blackwell
Fannie Lou Hamer
Lyndon Johnson and the Civil Rights Movement
1964 Democratic National Convention
The FBI and the Civil Rights Movement

Smith v. Allwright
SUGGESTED CLASSROOM ACTIVITIES TO ACCOMpany ORDINARY PEOPLE LIVING EXTRAORDINARY LIVES

After listening to oral history excerpts from the CD-rom (or after reading printed excerpts,) students may pursue the following classroom activities:

1. Essay questions:

These can be used as periodic classroom assignments or as test questions. Students may choose one or more of the following:

★ How did the use of nonviolent tactics aid supporters of the Civil Rights movement?  
★ What do you believe was the turning point in the Civil Rights movement? Why?  
★ In your opinion, who was the most effective leader of the movement? Justify your answer.

2. Reaction papers or journal entries:

The teacher may choose to use an oral history excerpt at the beginning of class as a “bell activity.” During the first few minutes of class, students will listen to the brief excerpt and then write their reaction to the excerpt.

Some examples of thought-provoking excerpts which can be used to introduce a lesson include:

★ Franzetta Sanders, Anzie Moore and Bilbo Rodgers on segregation  
★ Raylawni Branch on Clyde Kennard  
★ John F. Kennedy’s inaugural address  
★ James Coleman on the Tougaloo Nine  
★ Hollis Watkins on the jailing of McComb High School students  
★ Matt Suarez, Walter Bruce and State Stallworth on the NAACP  
★ Aaron Henry on Freedom Summer  
★ J.P. Miller and Aaron Henry on the Neshoba County killings  
★ Bea Jenkins and Erle Johnson on the Voting Rights Act of 1965  
★ Stokely Carmichael on Black Power  
★ J.C. Fairley on the integration of Highland Park Pool in Meridian  
★ Erle Johnson on the Mississippi State Sovereignty Commission  
★ Unita Blackwell on mass arrests  
★ Walter Bruce and State Stallworth on the Mississippi Freedom Democratic Party  
★ Aaron Henry on the Congress of Racial Equality  
★ Charles Cobb on Communism and civil rights  
★ Henry Peacock and Edward L. McDaniel on nonviolence  
★ Charles Young on sympathetic whites  
★ Gilbert Mason Sr. on Gulf Coast protests  
★ Erle Johnson on “Uncle Toms”  
★ Pinky Hall and Rims Barber on voter registration drives  
★ Matt Suarez and Charles Cobb on the impact of the civil rights movement  
★ Erle Johnson on the White Citizens Council
You also may wish to start class by putting the following questions on the board or overhead projector as a "bell activity" during the first few minutes of class. Students may answer these after listening to the CD-rom or reading printed excerpts.

A. What is the subject of the excerpt?
B. What emotions and opinions are expressed by the speaker?
C. What questions come to your mind after listening to or reading this oral history selection?
D. What information does this excerpt give you about the civil rights movement?

3. Students will choose three of the oral history excerpts from the CD-rom and write five questions which they would ask each of the subjects if they had the chance. Their questions can be the basis of class discussion.

4. If students have done their own oral histories as part of this unit, have them choose two- or three-minute excerpts from their tapes to be played in class.

5. As a library or Internet activity, the students will search for printed or on-line articles which relate to the oral history excerpts related above. The students may write brief biographies of one of the interview subjects, based on both oral and printed sources. They should note any differences between printed accounts of events and the events that are discussed in the excerpts.

6. The students may visit <www-dept.usm.edu/~mrohik> for extended interviews with those who experienced the civil rights movement. They may do further research on the topics discussed in the excerpts.

7. The students may role-play an oral history interview. Working in pairs, one student will write the interview questions; the other will provide responses. The best "oral history interview" may be performed for the class.

8. The students, working in small groups, pairs, or individually, may compose either a one-act play, a "one-man show," or a scene from a movie script based on an event or character from the CD-rom.

9. Using Internet and library resources, students will create a collection of visuals, such as political cartoons, photographs, art, etc., from the civil rights movement.

10. Students will create tabletop displays which focus on one event or person of the civil rights movement. Go to the History Day Web site for grading rubrics and ideas for projects.

11. The students will construct their own timelines of events from the civil rights era. These may be done individually on standard-sized paper, or may be large displays on bulletin boards or butcher-block paper.
Students could use the timeline on the CD-rom as a starting point; they could add a large number of events that they believe are significant to the civil rights movement. Illustrations or copies of photographs could be added to the most important milestones on the timeline.

Students could also “illustrate” the timeline with quotes from oral history interviews.

12. Invite a local civil rights leader to the classroom as a guest speaker; require the students to search local newspaper archives for information about the person. Students should prepare their questions for the speaker in advance.

13. If time permits, a field trip to one of the following sites could give students more insight into the civil rights movement:

   The Mississippi State Historical Museum (Jackson)
   The Smith-Robertson Museum and Cultural Center (Jackson)

14. Have students research the struggle for civil rights and freedom in other eras and in other parts of the world. Topics could include apartheid in South Africa, the struggle for Indian independence, women’s rights, Native Americans’ struggles for justice, and the persecution of minorities such as the Kurds. Have them compare and contrast events during the American civil rights movement with that of their chosen topic.

15. Have students research the role of religion and religious leaders during the civil rights movement. For example, what role did Jewish Americans play in the movement? The Catholic Church? The major Protestant denominations? Islam?

16. Have the students research what positions and beliefs are now held by former civil rights workers and leaders.

17. Students can also research their own communities. How many black officials hold office today? How is this different from the 1960s? Have schools, neighborhoods, and businesses changed because of the events of the civil rights era? How and why?

18. Photograph analysis is also a good way to interest students in the civil rights movement. Photographs can be collected by the students from books, old newspapers, or from family members. The teacher may choose to display photos on the bulletin board, overhead projector, or through a Power Point presentation.

After viewing the pictures, teachers may ask questions such as:

1. Do you recognize anyone in the photo? If so, who are/were they?
2. Describe the people in the photo. What are they doing? What emotions do they seem to be exhibiting?
3. Where is the photograph set? (Students may have to make educated guesses on this one. Encourage them to look for clues.)
4. Why do you think this photograph was taken?
5. What information can be gained about the civil rights movement through this photograph? Explain.
NATIONAL HISTORY DAY IN MISSISSIPPI

Topics in civil rights history are very appropriate for both state and National History Day Projects; they tend to relate to each year's annual theme very well. Oral history interviews can be a rich source of primary material for these projects; they allow students to "do history" in a fun and meaningful way! Read on for more information about this exciting academic competition and how to involve your students.

The Mississippi Junior Historical Society is a statewide organization for students in grades 6-12 who share an interest in history. Organizing a chapter in your school will enable you to involve your students in history through exciting projects that bring history alive. The local chapters are usually sponsored by a history or social studies teacher, but any teacher or administrator with an interest in history may sponsor a chapter. *Each chapter makes its own rules and sets its own agenda for the year. There are no state dues.*

The MJHS sponsors Mississippi History Day, a state-level competition which is part of the National History Day program. Clubs from all over the state are invited to attend as well as any interested student without a club affiliation.

The State History Day competition gives students the chance to explore a historical topic related to an annual theme and to present their research findings in a variety of ways: *essays, exhibits, performances, and documentaries.* Students can also compete in the Mississippi History Quiz Bowl. Prizes and certificates are presented to winners in each category.

*First and second place winners will represent the state at the National History Day competition in College Park, Maryland in June 2002. (There is no Quiz Bowl at the National contest, so state Quiz Bowl winners will not advance to College Park.)*

Students should refer to the National History Day theme sheet and the Contest Guide while preparing their entries. (Mississippi closely adheres to the National rules and theme.)

To start a chapter of the Mississippi Junior Historical Society in your school, contact MS Junior Historical Society, USM Box 5047, Hattiesburg, MS 39406-5047. You will be sent a certificate of membership, membership cards, and information about Mississippi/National History Day.

If you can't form a chapter at this time, please identify and support *any* individual students in grades 6-12 who may be interested in participating in Mississippi History Day. Contact "National History Day in Mississippi" at the above address and you will receive updates on the contest and the appropriate registration forms.

For more information about Mississippi History Day and the Junior Historical Society, as well as copies of the National History Day Contest Guide and registration forms for the State History Day competition, please call Mary Beth Farrell at (601) 266-4335 or email her <Mary.farrell@usm.edu>
Picking a good topic is absolutely essential if you are going to create a successful History Day project AND enjoy yourself in the process.

Here's a simple formula for success in choosing your History Day topic:

**THEME + EXPECTATIONS +APPEAL + SOURCES = GREAT TOPIC**

- **Theme**: Find out what the theme is. (2002: “Revolution, Reaction, and Reform in History”) Check the National History Day Web site for lists of possible topics. Then think about how to suit your interests to that topic.

- **Expectations**: Make sure you understand what your teacher expects.

- **Appeal**: Pick a topic that appeals to you, or your heart won’t be in it!

  - What are your talents, interests, and abilities?
  - Have you learned anything in your history classes recently that has intrigued you?
  - What topics relate to your ethnic and/or religious heritage?
  - Has anything in popular culture (books, movies, etc.) caused you to develop a greater interest in history?
  - Is there some way you can relate the theme to the history of your family?
  - Are there any aspects of local or state history that interest you?
  - Brainstorm with family and friends.
Sources: Having a great topic won’t help you much if you can’t find both good secondary AND primary sources. Do a little detective work to make sure your topic will work.

✓ School or public library for secondary sources
✓ National History Day web site (links to museums, libraries, universities, and historical societies)
✓ Check citations and bibliographies of books or encyclopedia articles on your topic and see what primary sources the authors used.
✓ University libraries and archives
✓ Oral history sources

WEB SITES FOR TEACHING ABOUT THE
CIVIL RIGHTS MOVEMENT

www-dept.usm.edu/~mrohb

“The Mississippi Civil Rights Movement: An Online Bibliography of Oral Histories” is the first
bibliography of all known oral histories recorded about the civil rights movement in Mississippi.
It contains several excellent transcripts of interviews as well as details on more than 900
interviews located in 24 archives across the nation.

http://ericir.syr.edu/Virtual/Lessons/crossroads/sec5/

The Crossroads High School Curriculum includes role-playing activities such as a civil rights
strategy session.

http://www.civilrightsmuseum.org/

This is the Web site of the National Civil Rights Museum.

http://memory.loc.gov/ammem/aaohtml/exhibit/aointro.html

The “African American Odyssey” showcases the incomparable African American collections of
the Library of Congress; it displays more than 240 items, including books, government
documents, manuscripts, maps, musical scores, plays, films, and recording.

http://horus.ucr.edu/hist-topics/afric.html

“Horus: World Wide Web Links to History Resources” contains a very large number of links on
African American History. (Some material may not be suitable for secondary students.)

http://www.eisenhower.utexas.edu

The Dwight D. Eisenhower Presidential Library hosts a collection of press releases, telegrams,
and diary notes concerning the Little Rock Crisis.

http://www.csmonitor.com/atcsmonitor/specials/bhmonth/p-bhindex.html

The Christian Science Monitor “Black History Project” provides a diverse multimedia
experience about people of African origin from around the world.
(Click on “Archive” and then “Black History Project.”)

http://www.nara.gov/nara/searchnail.html
The National Archives and Records Administration Archival Information Locator (NAIL) contains a Nail Digital Copies Search. It is a rich source of documents, photographs, and other primary source material for students.

wysiwg:15/http://afroamhistory.about.com

History Net articles, documents and photographs relating to the civil rights movement.

http://www.cs.umb.edu/jfklibrary

The John Fitzgerald Kennedy Library Web site contains a lengthy section on “Civil Rights Leaders and the President.” It contains selected text, documents, and photos.

http://www.si.edu/resource/faq/nmah/afroam.htm

The Smithsonian Institution has a large number of links which lead to African American resources.


“Undercover: I Was a Negro in the South for 30 Days” recounts the story of Ray Sprigle of the Post-Gazette, who posed as a black man to find out what life was like for African-Americans in the Jim Crow era.

http://www.webcorp.com/civilrights/voices.htm

This site includes speeches by Martin Luther King, Jr., Malcolm X, and John F. Kennedy.

http://www.lbjlib.utexas.edu/johnson/archives.hom/archives.asp

The Lyndon Baines Johnson Library and Museum has online oral history transcripts and a photo archive.

http://seattletimes.nwsource.com/mlk/index.html

This site provides stories and photos culled from the Seattle Times over the past decade on Martin Luther King, Jr. and his legacy. It also includes sound archives and a timeline.


The “Choosing to Participate” study guide focuses on a time in American history when people were struggling to expand democratic traditions and strengthen democratic ideals; the readings focus on the 1950s and early 1960s.
http://www.crmvet.org

This site is by and for the veterans of the civil rights movement. It contains many highly interesting links.

http://www.sitins.com/

The Greensboro Sit-Ins site should prove quite interesting to students; it contains multimedia material, a timeline, and links to other sites.

http://www.voterights.org/

The National Voting Rights Museum and Institute site includes a sample literacy test, voter registration forms, newspaper coverage of the civil rights movement, FBI photos, the full text of the Voting Rights Act of 1965, and songs from the civil rights movement.

http://socsci.colorado.edu/~jonesem/montgomery.html

The Montgomery Bus Boycott Page has a ready-to-use lesson about the Boycott, a virtual tour of the National Civil Rights Museum, and a bibliography.

An Annotated List of Websites for Using Oral History in the Classroom

www-dept.usm.edu/~mrohb

“The Mississippi Civil Rights Movement: An Online Bibliography of Oral Histories” is the first bibliography of all known oral histories recorded about the civil rights movement in Mississippi. It contains several excellent transcripts of interviews, as well as details on more than 900 interviews located in 24 archives across the nation.

http://www.stg.brown.edu/projects/1968/


http://www.baylor.edu/Oral_History/Workshop_welcome.html

This Baylor University site includes a “Workshop on the Web” which details how to conduct oral histories of family members.
The Library of Congress’ American Memory Learning Page lesson plans and activities relate to the use of oral histories in the classroom.

http://www.mesc.k12.in.us/mhs/social/madedo/

“We Made Do—Recalling the Great Depression” is an on-going project of Mooresville High School students in Mooresville, Indiana. It contains oral histories and other primary source materials.

http://www.stg.brown.edu/projects/WWII_Women/tocCS.html

“What Did You Do in the War, Grandma?” is an oral history of Rhode Island women during World War II; it was written by Honors English students at South Kingstown High School, Rhode Island.

lcweb.loc.gov/folklife/teachers.htm

This site provides a teacher’s guide to oral history resources for K-12 teachers.

www.unc.edu/depts/sohp/

The University of North Carolina’s Southern Oral History Program provides a “how-to” guide for oral history interviews.

http://www.myhistory.org/teaching/index.html

The National Endowment for the Humanities’ “My History is America’s History” contains activities and lesson plans for researching family history.

http://www.vietnam.ttu.edu/oralhistory/

This is the site of the Oral History Project of the Vietnam Archive; it contains sound files of oral history interviews with veterans.

http://www.ibiblio.org/sohp/

The University of North Carolina at Chapel Hill’s “Like a Family: The Making of the Southern Cotton Mill World” makes oral history resources available to teachers. It also contains images and teaching ideas.
http://bancroft.berkeley.edu/ROHO

This site from UC Berkeley includes useful tips for interviewers as well as “The One-Minute Guide to Oral History Interviewing.”


A bottomless pit of information about the contest, resources, and teaching strategies! Highly recommended. (Be sure to visit the “Educator’s Lounge” and download the free curriculum guides.)
Civil Rights and Oral History in the Classroom
Civil Rights and Oral History in the Classroom

Presented by

Karla Smith, Social Studies Instructor
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Jefferson Davis Campus
Gulfport, Mississippi 39507
Email: karla.smith@mgccc.cc.ms.us
Creating A Resume

Objectives

The students will research and create a resume on a specific historical figure.

The students will develop resume-writing skills.

Materials

Pen or pencil
Paper
Copy of sample resume
CD-ROM- Ordinary People Living Extraordinary Lives:
The Civil Rights Movement in Mississippi
Reference materials
Computer

Opening the Lesson

Explain to the students that resumes are necessary to apply for jobs today. Time is very valuable to employers, and they do not have time to interview everyone interested in a job. They look at resumes to help determine which prospective employees would make good candidates for openings in their workplace. A resume is a condensed history of a person’s work history, education, community service, awards, and honors. Instill in the students that learning to write a resume will help them in securing jobs as well as scholarships and honors. Explain to the students that instead of writing their own resume today, they will write one for a specific historical figure. Their historical figure will be applying for a job as a curator of a civil rights museum to be built in Mississippi.

Developing the Lesson

Explain to the students the procedures in writing a resume and the various parts that should be included. (The Martin Luther King Jr. example can be used as well as your own resume.) Emphasize to the students that current information is usually listed first and the rest is listed in descending order.

The students can work alone on the assignment or with a partner. Have the students use the CD-ROM to gather their information as well as other resources. The students should type their resumes for a more realistic appearance if possible.
Concluding the Lesson

Have the students share their resume with the class, emphasizing the significance of their historical figure to the Civil Rights Movement. Have the student speculate on what type of qualifications a curator of a civil rights museum should have.

Assessment

Student participation in class discussion.
Resumes

Extending the Lesson

Have the students conduct mock interviews for curator of the museum—the student can assume the identity of the person they research. This role-playing activity can be presented in front of the class.

Students can design an employment application for the curator of the civil rights museum.

Students can write a job description for the curator of the civil rights museum.
Resume

Martin Luther King Jr.
501 Auburn Avenue
Atlanta, Georgia 39564
601-504-1963

Education

1951-1955  Boston University, Boston Massachusetts
           Doctorate in Systematic Theology

1951-1948  Crozer Theological Seminary, Chester, Pennsylvania
           Bachelor of Divinity

1948-1944  Morehouse College, Atlanta, Georgia
           Bachelor of Arts in Sociology

Work Experience

1960      Assistant Pastor at Ebenezer Baptist Church
           In Atlanta, Georgia

1954      Pastor at Dexter Avenue Baptist Church
           In Montgomery, Alabama

1948      Ordained and appointed Assistant Pastor at the
           Ebenezer Baptist Church in Atlanta, Georgia

Community Service

1968      Participated in march for striking sanitation workers
           in Memphis

1965      Participated in march from Selma to Montgomery

1963      Participated in march on Washington, D. C. for
           jobs and freedom

1955      Participated in the bus boycott in Montgomery, Alabama

Professional Organizations

1957      Chairman of the Southern Christian Leadership Conference

1955      President of the Montgomery Improvement Association
Awards and Honors

1983  Birthday was made a national holiday

1967  Published *Where Do We Go from Here: Chaos or Community*

1964  Recipient of the Nobel Peace Prize
       Published *Why We Can't Wait*

1963  Published *Strength of Love*
       Delivered "I Have A Dream Speech" in Washington, D.C.
       Published "Letter from Birmingham Jail"

1958  Published *Stride Toward Freedom: The Montgomery Story*

1957  Appeared on cover of *Time* magazine

1951  Delivered valedictory address at commencement ceremonies at Crozer
       Theological Seminary

References furnished upon request
Oral History

Objectives

Explain why Emmett Till’s murder influenced civil rights activism.

Compare and contrast two oral histories.

Analyze an oral history for historical information.

Material

Paper
Pen, pencil
Journals
CD-ROM - Ordinary People Living Extraordinary Lives:
   The Civil Rights Movement in Mississippi -
   “Emmett Till Murdered”

Computer

Opening the Lesson

Ask the students why there might be two different viewpoints to the same event? (Someone’s experiences, family values.) Ask the students what they can learn by listening to someone talk about events in their life? (Personal pain, joys of the individual, as well as social issues and concerns.) Tell the students that they will listen to two oral histories in class from the Civil Rights Era. The teacher will need to give the students background on the murder of Emmett Till. Also, explain to the students the term civil rights activist and segregationist; these are the viewpoints of the oral histories.

Developing the Lesson

Have the students get out their reflective journals. Play the oral histories for the students about the murder of Emmett Till. Have the students express their feelings and thoughts about what they hear in their journals. After the students have recorded their thoughts, lead a class discussion on contents of the oral histories. The following questions might be used as prompts to the class discussion:

   Do the oral histories have anything in common? (Till was black and from Chicago)

   What was the mood of Bea Jenkins’ interview? (Upset, described the family and Till as a person)
What was the mood of Buck Wells’ interview?

What did Bea Jenkins emphasize about the murder?

What did Buck Wells emphasize about the murder?

Why was Emmett Till a victim of violence?

When was Till removed from his home? Was the time of day significant?

What happened to Till’s body? (You might want to have a student locate Money, Mississippi, on a map as well as the Tallahatchie River.)

Instruct the students to compose a paragraph on how an event such as this might impact a community.

**Concluding the Lesson**

Ask for volunteers to share their paragraphs with the class.

**Assessment**

Journal responses
Paragraphs
Class participation
Historical Newspaper

Objective

Demonstrate an understanding of the events of the Civil Rights Movement through creation of a Civil Rights Era Newspaper.

Materials

Newspapers
Paper
Pen, pencil
Colored pencils
Reference Books
CD-ROM - *Ordinary People Living Extraordinary Lives: The Civil Rights Movement in Mississippi*

Scissors
Glue
Computer
Construction Paper

Opening the Lesson

Ask the students why reading the newspaper is important. What kinds of information can be found in a newspaper? Tell the students that they will learn to write a news article and create other items found in a newspaper over the next several days.

Developing the Lesson

Bring in current newspapers and distribute them to the students. Have the students describe what type of articles and information are found in the newspaper. Explain to the students the basic information covered in a news article. (Who, What, Where, When, How, Why.) Distribute a copy of a news article. Allow the students to work with partners in order to examine the news article. Ask the students to answer the questions that most news articles should cover.

Explain to the students that they will be working in groups to publish a historical newspaper. Tell the students what articles or items must be in their newspaper. Suggestions-editorials, news stories, political cartoon, book review from this time period, etc. (Students might be able to locate current book reviews on books published by civil right activists during this time period.) Students could research one particular year in the Civil Rights Movement or perhaps a specific decade.

Instruct the groups to pick an editor who will oversee the project, but emphasize that everyone will be involved in the research. The group members should divide the work fairly.

Students might create their newspapers on the computer or at least type the articles and glue them to construction paper.
Concluding the Lesson

Have the students share their newspapers with the class. Ask the students what might be difficult about a job in print journalism? What might be most rewarding about a job in this field?

Assessment

Class participation
Group participation
Newspapers
Civil Rights Teaching Ideas

1. **Civil Rights Museum** - Have the students design the layout for a civil rights museum to be built in Mississippi. They can also work in groups to design displays for the museum. Project boards would be great for this activity. Suggested topics for this project: Women in the Civil Rights Movement, Fallen Leaders of the Civil Rights Movement, Freedom Summer, Comparison and Contrast of Leaders in the Civil Rights Movement, Violence in the Civil Rights Movement, Groups Active in the Civil Rights Movement and many, many more.

2. **Civil Rights Talk Show** - Have students create a talk show, documentary, newscast or radio broadcast about the people or events in the Civil Rights Movement. Actually record the student projects and play it for the class.

3. **Primary Sources** -

   **Photographs** - The Civil Rights Movement is one of the most photographed events in our nation’s history. Use these pictures in the classroom. The students can use the photographs to create historical journals. Have them describe what they think happened before, during, and after the picture. They can pretend that they are one of the individuals in the photograph. This is a great opportunity to explore the emotions of the time and various viewpoints that are forever present in history.

   Analyze the photographs. Have the students determine what they think is happening in the photograph. As the following questions: Where do you think it was taken? What do you think happened before the photograph was taken? What do you think happened after the photograph? Why might the photograph have been taken? Speculate on the emotions and feelings of the individuals in the photograph.

   **Documents** - Compare and contrast the original speeches, letters and other documents of civil rights leaders and activists. Have students speculate on the following: Who is the audience? What is the message of the document? What are their suggestions for a plan of action? Martin Luther King Jr. and Malcolm X would be great topics for this activity.

4. Students can write essays on the person they admire most from the Civil Rights Movement.

5. Students can create a mock ceremony and presentation for an award. The award would be given for service in the Civil Rights Movement. They could work in groups, composing nomination speeches for the nominee of their choice. The speeches could be presented in front of the class.
6. **Historical Maps** - Students can create a historical map of Mississippi. Have them draw an outline of the state. Yarn can be used to outline the state on poster board. Have the students locate significant cities in the state, during the Civil Rights Movement. Captions can be written about what happened at those locations and illustrations can also be drawn to represent the event. Glue the items on the map.

7. **Career Fair** - Invite parents and members of the community that have occupations in the following fields: print journalism, broadcast journalism, graphic art and law. Place the students into groups, according to their career interest. In the small groups, invited guests can describe their occupations to the students. Then allow the students to create a project based on their career interest. Suggestions: historical newspaper, radio broadcast, and talk show. Students interested in law might create a legal defense for someone unjustly arrested during this time period and simulate a trial (some topics might not be presentable for the classroom). This is a great way to expose students to the world of work, choose a project that fits their interest, get the community involved and cover your curriculum.

8. **Journaling** - Reflective journals are a great way for students to express their thoughts freely. When using oral histories in the classroom, students can respond to the material through their journals. Teachers can also see how students feel toward the material they are taught. The Civil Rights Movement is one of the most emotional time periods in history. The reflective journals will give students an outlet to express thoughts and feelings.

   Students can create two columns in their journals - one column could be used for expressing their feelings while listening to oral histories and the second column could be used to record feelings after a class discussion is held on the oral histories. This teaching practice will also let the teacher know if the student understands important concepts and events.

9. **Oral Histories** - When possible, have the students interview someone who lived during the events being studied. This is an excellent way for students to realize that what they learn in the classroom affects the lives of “real” people. It can also help them to understand that they are living history every day.