

## Lesson Six: Civil Rights After the Civil Rights Movement

### Objective:

Students continue to explore Mississippi's separate but equal school system and understand how the issue of segregation impacted students into the 1970s and beyond. They will then create a class map and timeline showing the evolution of civil rights in Mississippi to the present day.

**Materials:** *The Last Stand in Review*; Internet access; *Journal Six: Ask Yourself*; butcher paper or bulletin board; highway map of Mississippi; Internet access.

### Procedures:

#### Activity One: Breaking the Final Resistance

1. Have students read "The Last Stand of Massive Resistance: Mississippi Public School Integration, 1970" by Charles C. Bolton and found at <http://www.mshistorynow.mdah.ms.gov/articles/305/the-last-stand-of-massive-resistance-1970>.
2. Discuss the reading as class using the following topics for discussion:
  - a. The freedom-of-choice method, Green v. County School Board, Alexander vs. Holmes.
  - b. Are private academies still largely segregated? Do you believe academies are still a way to avoid integration?
  - c. How would students feel if schools were still segregated? What do people learn about the world by being in an integrated school?
  - d. Point out that this is an article by a college professor, written in 2009. While credible, what would be the difference if it were written by someone who lived it? Discuss the pros and cons of primary source compared to secondary sources.
3. Distribute and have students complete the questions on *The Last Stand in Review*. If time allows, facilitate a close reading of the speech as a class and discuss its effectiveness.
4. Give students the opportunity to label their *Mississippi Civil Rights Map and Timeline* with locations and events covered during the class activities and discussions.
5. Students will answer the questions in *Journal Six: Ask Yourself* individually before discussing them aloud.

#### Activity Two: Mississippi Civil Rights Timeline

1. Using a roll of butcher paper or bulletin board, create a timeline of Mississippi Civil Rights events on the wall of the classroom. Also post a highway map of Mississippi on the wall.
2. Using the *Map and Timeline* they have added to every day as well as the additional handouts distributed, have students populate the class timeline and map with events, people, and dates studied in class.

#### Activity Three: Civil Rights Research

1. Students should choose or be assigned a civil rights activist, event, or location to research. This could include looking at the civil rights struggles of women, homosexuals, immigrant groups, Native Americans or other minorities.
2. Have students locate one image related to their topic, write an appropriate 3-4 sentence caption for the image, and write a proper citation for the source.
3. Add the image and information to the class timeline and map.
4. If desired and time allows, students may also create a PowerPoint or other media show about their topic to present to the class.

#### Extension Activity: Coming Together

1. Break class up into pairs.
2. Students should talk with each other until they find a topic about something the other knows nothing about.
3. Each student should quickly teach the other about something he/she enjoys that the other never knew.

4. Students share with the class what they've learned.
  - a. If they were segregated into any form of "like-groups" for the rest of their lives, would they have ever had that few minutes to learn something from someone different?
  - b. Remind them that working with people who are different from ourselves for only a few minutes can teach us so much if we only listen. Imagine then what we can learn from each other over a lifetime.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## *The Last Stand in Review*

1. *Now that you have read “The Last Stand of Massive Resistance,” go back through the text and answer the following questions.*
2. Since Reconstruction, Mississippi had never had the money to finance \_\_\_\_\_ school system, much less \_\_\_\_\_.
3. After the Civil Rights Act of 1964, school districts used the \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ method, whereas kids could go to any school in the district.
4. \_\_\_\_\_ vs. \_\_\_\_\_ struck down this method as ineffective.
5. As state’s across the South, especially in Mississippi, continued to delay the process, \_\_\_\_\_ vs. \_\_\_\_\_ ordered the immediate termination of dual school systems.
6. Ultimately, many African Americans chose not to attend \_\_\_\_\_ because between 1964 and 1969, black parents who chose to send their kids there faced the wrath of cruel \_\_\_\_\_ and \_\_\_\_\_.
7. White parents organized \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ to protest.
8. Then white parents began to organize private \_\_\_\_\_ as the only way to preserve a quality education.
9. From 1966 to 1970, the number of these private \_\_\_\_\_ rose from \_\_\_\_\_ to \_\_\_\_\_ and the number of students \_\_\_\_\_.
10. For other schools, the easiest way to integrate was to put black and white students on separate \_\_\_\_\_ of the same building and assign them separate \_\_\_\_\_. Even still, they drank from separate fountains.
11. Why was freedom of choice not democratic as the Mississippi representative claimed? \_\_\_\_\_

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

12. Southern states have a long history of battling with the federal government over states rights. Do you think one of the reasons Mississippi opposed school desegregation was because it was mandated by the federal and not the state government? Or was opposition more rooted in social customs reaching back hundreds of years? Explain your reasoning. \_\_\_\_\_

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## *The Last Stand in Review* **Answer Key**

1. *Now that you have read “The Last Stand of Massive Resistance,” go back through the text and answer the following questions.*
2. Since Reconstruction, Mississippi had never had the money to finance one school system, much less two.
3. After the Civil Rights Act of 1964, school districts used the freedom - of - choice method, whereas kids could go to any school in the district.
4. Green vs. County School Board struck down this method as ineffective.
5. As states across the South, especially in Mississippi, continued to delay the process, Alexander vs. Holmes ordered the immediate termination of dual school systems.
6. Ultimately, many African Americans chose not to attend white schools because between 1964 and 1969, black parents who chose to send their kids there faced the wrath of cruel teachers and students.
7. White parents organized protest marches, mass rallies, student boycotts, and sit-ins to protest.
8. Then white parents began to organize private academies as the only way to preserve a quality education.
9. From 1966 to 1970, the number of these private academies rose from 121 to 236 and the number of students tripled.
10. For other schools, the easiest way to integrate was to put black and white students on separate wings of the same building and assign them separate classes. Even still, they drank from separate fountains.

Questions 11-12: Answers will vary.

