



Mississippi History on Loan

MURDER IN MISSISSIPPI

The Mississippi Department of Archives and History established the Mississippi History on Loan video program to enhance classroom instruction on Mississippi history, literature, art, personalities, and places. The program has over 200 titles available year-round for grades 4-12. The videos are offered in VHS and DVD format.

Mississippi History on Loan presents *Murder in Mississippi*. This film revolves around three people – an African American Mississippian and two northern Jewish students participating in Mississippi’s 1964 Freedom Summer. Their efforts to help African Americans register to vote made them targets in the fight for civil rights. The film climaxes with the death of the three workers in Neshoba County at the hands of white supremacists. Their disappearance and deaths brought the FBI to Mississippi and put the Civil Rights Movement in Mississippi on the national stage. The online activities are adaptable for grades 8-12.

The lesson plan includes the following:

- Common Core and Social Studies Frameworks
- Check Your Watching: Who Said That?
- Check Your Watching: Activist Groups
- Check Your Watching: Timeline of Events
- A Statewide Movement
- Where It Happened
- Analyzing Primary Sources
- Why I Want to Work in Mississippi
- Vocabulary List
- Teacher Evaluation

For more information please contact:

MDAH Museum Division P.O. Box 571 Jackson, MS 39205

Phone: 601-576-6800 Fax: 601-576-6815 outreachprograms@mdah.ms.gov

Mississippi History on Loan

MURDER IN MISSISSIPPI

Frameworks

MDAH works to ensure our lessons and activities work with and complement the updated Mississippi Department of Education frameworks, competencies, and objectives. Each lesson and activity has been matched to the grade levels, subjects, competencies, and objectives.

Mississippi Department of Education Curricular Connections		
Common Core Language Arts	Grade 8, Writing Standards	1, 4, 5, 9b
	Grades 9-10, Writing Standards	1, 4, 5, 9b
	Grades 11-12, Writing Standards	1, 4, 5
	Grades 6-8, Reading Standards for Literacy in History/Social Studies	1, 2, 4, 5, 7, 9
	Grades 9-10, Reading Standards for Literacy in History/Social Studies	1, 2, 4, 5, 9
	Grades 11-12, Reading Standards for Literacy in History/Social Studies	1, 2, 4, 5, 7, 9
	Grades 6-8, Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	1
	Grades 9-10, Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	1
	Grades 11-12, Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	1
Social Studies	Mississippi Studies	4b, 6b
	United States History from Post-Reconstruction to Present	4b, 4c, 4d, 7a
	Minority Studies	2a, 2c, 2e, 4a
	African American Studies	5b



Mississippi History on Loan

MURDER IN MISSISSIPPI

Check Your Watching: Who Said That?

Name _____ Date _____

Directions: Match the quote with the name of the character who said it in the film.

- Michael Schwerner
- James Chaney
- Judge Ronald Allred
- Mr. Watkins
- Angry Man
- The Barber
- Emmit White, from Mr. Zion Church
- Mrs. Flowers
- Dennis
- Bob Moses

1. "When you register to vote they print your name in the newspaper. What you think going to happen when the Klan reads my name?" _____
2. "Man ain't nothing but a slave if he don't try to vote" _____
3. "My people aren't all that different from yours, and we've learned from history how important it is to stand up for your rights. They're saying in Jackson that now is the time for white men to stand up like men and say to you never. What were saying is that now is the time for you to stand up and say to them now." _____
4. "You know what causes a hard-working, God-fearing family man to turn into a hog-crazy Klansman with a sheet over his head running around in the middle of the night setting fire to churches? Well, it's the fear that outsiders will take away his job, his way of life and what little self-respect has left and give it to the Negro." _____
5. "Honestly I don't understand why you keep coming back taking that test over and over again." _____ "So I can vote people like you out of office." _____
6. "What we are attempting to do here involves tremendous risk. No privileged group has ever given up anything without a struggle. All of you should be scared. If you can't deal with it we'll respect you just the same for dropping out. And so I ask you if for any reason you are hesitant about what you are getting into, please, it is better if you leave now." _____
7. "It's the power of the idea." _____
8. "Y'all wanted to come to Mississippi? You going to stay here forever?" _____
9. "I ain't running from any of you." _____
10. "I know what's going to happen. I can feel it in my heart. When they find the killers they're going to have a jury of their cousins, their aunts, their uncles and I know what they're going to say. They're going to say 'not guilty.' I'm tired of going to funerals. Dammit I'm tired." _____



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MURDER IN MISSISSIPPI

Check Your Watching: Who Said That? **Answer Key**

Name _____ Date _____

Directions: Match the quote with the name of the character who said it in the film.

- Michael Schwerner
- James Chaney
- Judge Ronald Allred
- Mr. Watkins
- Angry Man
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- Mrs. Flowers
- Dennis
- Bob Moses

1. “When you register to vote they print your name in the newspaper. What you think going to happen when the Klan reads my name?” **The Barber**
2. “Man ain’t nothing but a slave if he don’t try to vote” **Emmitt White, from Mt. Zion Church**
3. “My people aren’t all that different from yours, and we’ve learned from history how important it is to stand up for your rights. They’re saying in Jackson that now is the time for white men to stand up like men and say to you never. What were saying is that now is the time for you to stand up and say to them now.” **Michael Schwerner**
4. “You know what causes a hard-working, God-fearing family man to turn into a hog-crazy Klansman with a sheet over his head running around in the middle of the night setting fire to churches? Well, it’s the fear that outsiders will take away his job, his way of life and what little self-respect has left and give it to the Negro.” **Judge Ronald Allred**
5. “Honestly I don’t understand why you keep coming back taking that test over and over again.” **Mrs. Flowers**
“So I can vote people like you out of office.” **Mr. Watkins**
6. “What we are attempting to do here involves tremendous risk. No privileged group has ever given up anything without a struggle. All of you should be scared. If you can’t deal with it we’ll respect you just the same for dropping out. And so, I ask you if for any reason you are hesitant about what you are getting into, please, it is better if you leave now.” **Bob Moses**
7. “It’s the power of the idea.” **James Chaney**
8. “Y’all wanted to come to Mississippi? You going to stay here forever.” **Angry Man**
9. “I ain’t running from any of you.” **James Chaney**
10. “I know what’s going to happen. I can feel it in my heart. When they find the killers they’re going to have a jury of their cousins, their aunts, their uncles and I know what they’re going to say. They’re going to say ‘not guilty.’ I’m tired of going to funerals. Dammit I’m tired.” **Dennis**



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MURDER IN MISSISSIPPI

Check Your Watching: Activist Groups

Name _____ Date _____

Directions: Match the activist groups with their biography.

- National Association for the Advancement of Colored People (NAACP)
- Southern Christian Leadership Conference (SCLC)
- Ku Klux Klan (KKK)
- Mississippi State Sovereignty Commission
- Council of Federated Organizations (COFO)
- Student Nonviolent Coordinating Committee (SNCC)
- Mississippi Freedom Democratic Party (MFDP)
- Congress of Racial Equality (CORE)

1. Nonviolent coalition of African American churches established in 1957 led by Martin Luther King, Jr.

2. Founded in 1942 by students at the University of Chicago and influenced by the nonviolent resistance of Mahatma Gandhi, this group counted among its members James Chaney, Andrew Goodman, and Michael Schwerner. _____
3. Affiliated with COFO, this group sought recognition at the 1964 Democratic National Convention in Atlantic City, New Jersey. _____
4. Established in 1909, this is the oldest civil rights organization in the country. Today it has over half a million members and supporters. _____
5. This group emerged out of the student sit-ins that occurred in Greensboro, North Carolina, in February, 1960. It's "One Man, One Vote" voter registration campaign helped change the face of politics in America.

6. By bringing together small, local civil rights groups as well as larger, nation-wide organizations such as SNCC, CORE, and SCLC, this group helped coordinate the voter registration drives during the Mississippi Freedom Summer. _____
7. Established in 1866, this group was formed with the purpose of resisting Reconstruction-era policies and economic equality for African Americans. During the Civil Rights Movement of the 1960s, its members intimidated civil rights activists with violence throughout the South. _____
8. Created by the Mississippi legislature after the *Brown v. Board of Education* ruling, this agency's purpose was to "do and perform any and all acts deemed necessary and proper to protect the sovereignty of the state of Mississippi, and her sister states," which included upholding the tradition of segregation.



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MURDER IN MISSISSIPPI

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1. Nonviolent coalition of African American churches established in 1957 led by Martin Luther King, Jr.
SCLC
 2. Founded in 1942 by students at the University of Chicago and influenced by the nonviolent resistance of Mahatma Gandhi, this group counted among its members James Chaney, Andrew Goodman, and Michael Schwerner. **CORE**
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 4. Established in 1909, this is the oldest civil rights organization in the country. Today it has over half a million members and supporters. **NAACP**
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 6. By bringing together small, local civil rights groups as well as larger, nation-wide organizations such as SNCC, CORE, and SCLC, this group helped coordinate the voter registration drives during the Mississippi Freedom Summer. **COFO**
 7. Established in 1866, this group was formed with the purpose of resisting Reconstruction-era policies and economic equality for African Americans. During the Civil Rights Movement of the 1960s, its members intimidated civil rights activists with violence throughout the South. **KKK**
 8. Created by the Mississippi legislature after the *Brown v. Board of Education* ruling, this agency's purpose was to "do and perform any and all acts deemed necessary and proper to protect the sovereignty of the state of Mississippi, and her sister states," which included upholding the tradition of segregation.
Mississippi State Sovereignty Commission



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MURDER IN MISSISSIPPI

Check Your Watching: Timeline of Events

Name _____ Date _____

Directions: Place the events of the film in the proper chronological order.

_____ Training camp for Freedom Summer Workers is held at a college in Oxford, Ohio.

_____ Mr. Hollis Watkins tries to register to vote. He fails the test.

_____ Chaney, Schwerner, and Goodman visit Mt. Zion Church to investigate its burning.

_____ Mr. Hollis Watkins passes the test and becomes a registered voter.

_____ The Voting Rights Act of 1965 is passed prohibiting any state or local government from imposing any “voting qualification or prerequisite to voting.”

_____ After a late-night chase on the evening of June 21, 1964, Chaney, Schwerner, and Goodman are surrounded on a county road and murdered.

_____ Chaney and Schwerner hold a meeting at Mt. Zion Church to encourage the establishment of a Freedom School there.

_____ Chaney, Schwerner, and Goodman’s car is pulled over. The three are arrested and held at the Neshoba County Jail where they remain until around 10:30 p.m.

_____ COFO organizes a boycott of downtown businesses.

_____ The Mt. Zion Church is burned down by Klansman on June 16, 1964.

_____ The bodies of Chaney, Schwerner, and Goodman are found 44 days after their disappearance in an earthen dam approximately 20 miles outside of Philadelphia, Neshoba County.



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MURDER IN MISSISSIPPI

Check Your Watching: Timeline of Events **Answer Key**

Name _____ Date _____

Directions: Place the events of the film in the proper chronological order.

- 5 Training camp for Freedom Summer Workers is held at a college in Oxford, Ohio.
- 1 Mr. Hollis Watkins tries to register to vote. He fails the test.
- 7 Chaney, Schwerner, and Goodman visit Mt. Zion Church to investigate its burning.
- 4 Mr. Hollis Watkins passes the test and becomes a registered voter.
- 11 The Voting Rights Act of 1965 is passed prohibiting any state or local government from imposing any “voting qualification or prerequisite to voting.”
- 9 After a late-night chase on the evening of June 21, 1964, Chaney, Schwerner, and Goodman are surrounded on a county road and murdered.
- 2 Chaney and Schwerner hold a meeting at Mt. Zion Church to encourage the establishment of a Freedom School there.
- 8 Chaney, Schwerner, and Goodman’s car is pulled over. The three are arrested and held at the Neshoba County Jail where they remain until around 10:30 p.m.
- 3 COFO organizes a boycott of downtown businesses.
- 6 The Mt. Zion Church is burned down by Klansman on June 16, 1964.
- 10 The bodies of Chaney, Schwerner, and Goodman are found 44 days after their disappearance in an earthen dam approximately 20 miles outside of Philadelphia, Neshoba County.



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MURDER IN MISSISSIPPI

A Statewide Movement

Name _____ Date _____

Directions: Answer the following questions using the Mississippi Project '64 map.

1. How many counties were impacted by the Mississippi Freedom Summer Project? _____

2. What region was the primary target area of the Summer Project? _____

3. Why do you think this area was targeted? _____

4. Using the map key, what element of the Summer Project was promoted the most? _____

5. Based on what you know about the condition of African Americans in Mississippi at that time, why would this goal have been the most important to achieve? _____

6. Using the map key, what element of the Summer Project was promoted the most? _____



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MURDER IN MISSISSIPPI

A Statewide Movement **Answer Key**

Name _____ Date _____

Directions: Answer the following questions using the Mississippi Project '64 map.

1. How many counties were impacted by the Mississippi Freedom Summer Project? **27**
2. What region was the primary target area of the Summer Project? **The Delta**
3. Why do you think this area was targeted? **Large population of African Americans in a poor, rural setting. History of intimidation against African Americans when they attempted to vote, improve their economic status or education, etc.**
4. Using the map key, what element of the Summer Project was promoted the most? **Voter Registration**
5. Based on what you know about the condition of African Americans in Mississippi at that time, why would this goal have been the most important to achieve? **The idea that if a man (or woman) didn't vote, he or she didn't count was a strongly held belief as was the idea that change could only come when the governing body responsible for making and enforcing the laws was fully integrated.**
6. Using the map key, what element of the Summer Project was promoted the most? **The Summer Project introduced the Civil Rights Movement to some areas of Mississippi, however it was only ten weeks in length. If the movement was to be sustained, it needed the involvement of the local community, hence the emphasis on teaching leadership and related courses within the Freedom Schools.**

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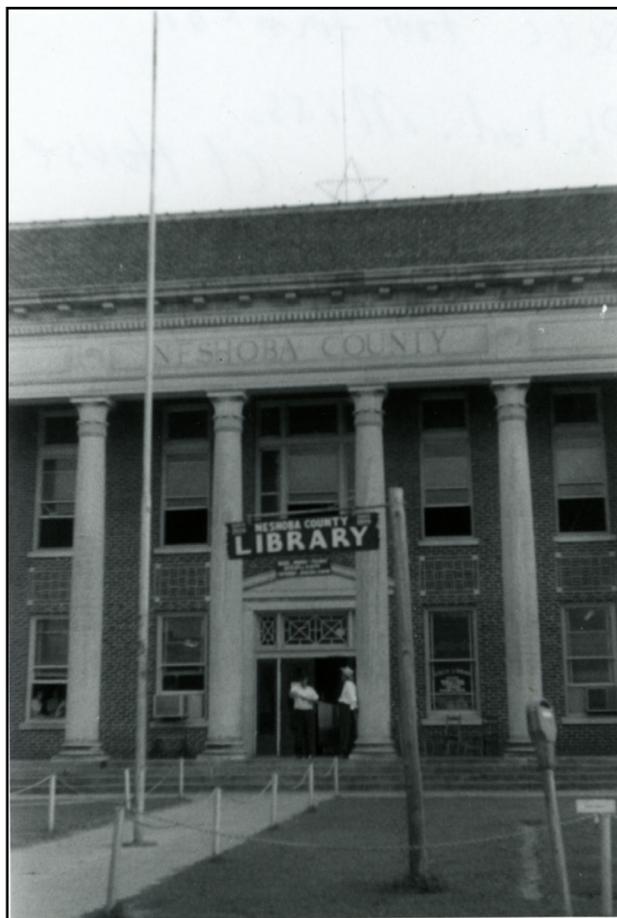
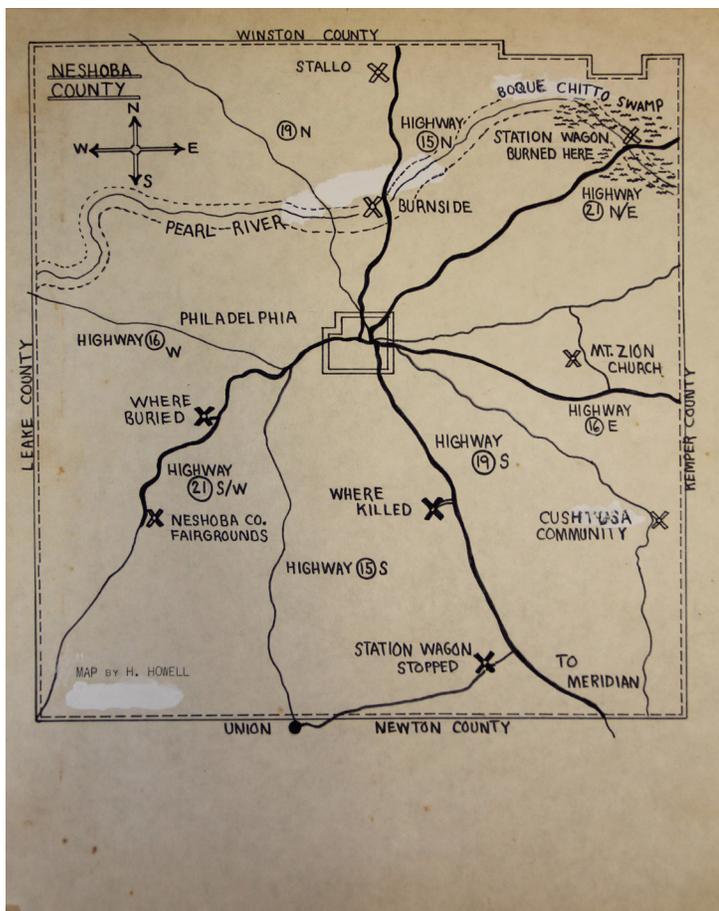
MURDER IN MISSISSIPPI

Where It Happened

Name _____ Date _____

Directions: Using the key below and the following images, identify the locations of key events in the film.

- Mt. Zion Church
- Neshoba County Jail
- Meridian COFO Office
- Neshoba County
- Neshoba County COFO Office
- Neshoba County Courthouse



1. _____
MDAH, Museum Division Collections.

2. _____
MDAH, Archives and Records Services.

Mississippi History on Loan MURDER IN MISSISSIPPI

Where It Happened

Name _____ Date _____



3. _____
MDAH, Archives and Records Services.



4. _____
MDAH, Historic Preservation Division.



5. _____
MDAH, Historic Preservation Division.



6. _____
MDAH, Archives and Records Services.



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MURDER IN MISSISSIPPI

Where It Happened **Answer Key**

1. Neshoba County
2. Neshoba County Courthouse
3. Neshoba County COFO Office
4. Meridian COFO Office
5. Neshoba County Jail
6. Mt. Zion Church



Mississippi History on Loan MURDER IN MISSISSIPPI

Analyzing Primary Sources A

Directions: Using the following brochure created by the Student Nonviolent Coordinating Committee (SNCC) circa 1964, have students analyze the primary source using the accompanying worksheet as a guide.

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MURDER IN MISSISSIPPI

Analyzing Primary Sources - A



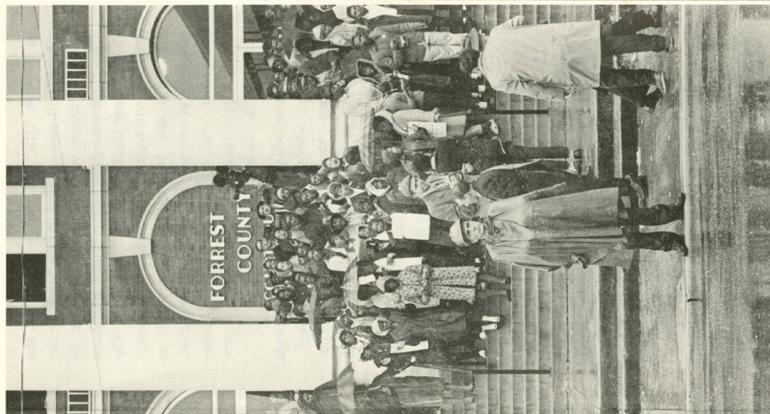
DEVELOPMENT OF THE MISSISSIPPI PROJECT

Although the Student Nonviolent Coordinating Committee has active projects in thirteen Southern states, it has achieved its most dynamic success in the state of Mississippi. A state where individual political life is nonexistent, where the economic condition of a vast majority of the population is appalling, the home of white supremacy, Mississippi has become the main target of SNCC's staff and resources.

In August, 1961, SNCC went into Mississippi under the leadership of Project Director Robert Moses. Overcoming violence and hardship, SNCC workers have been able to expand their activity into all five of Mississippi's congressional districts. By fall, 1963, SNCC had joined with CORE, SCLC, the NAACP and many voting and civic groups in forming a statewide organization, the Council of Federated Organizations (COFO), and through COFO conducted a Freedom Vote campaign in which 80,000 disenfranchised Negroes cast ballots for Aaron Henry for Governor.

Preparation for real democracy calls for additional programs in the state. Literacy projects have been instituted, and food and clothing drives. But much more comprehensive programs are needed to combat the terrible cultural and economic deprivation of Negro communities in Mississippi.

This summer, SNCC, in cooperation with COFO, is launching a massive Peace Corps-type operation in Mississippi. Students, teachers, technicians, nurses, artists and legal advisors will be recruited to come to Mississippi to staff a wide range of programs that include voter registration, freedom schools, community centers and special projects.



All photographs were taken during Freedom Day at Hattiesburg, Mississippi, on January 22, 1964. Above photo by Norris McNamara, other photos by Danny Lyon.

PROGRESS IN MISSISSIPPI DEPENDS ON YOU

The Mississippi Summer Project needs money now to establish and support the activities described in this pamphlet. We are asking the people of America—individuals as well as institutions—to contribute now to assist SNCC in its commitment to the struggle for justice in the state of Mississippi.

A contribution in any amount will be of help. For example:
 \$5 will supply school materials for one day-student for the entire summer.

\$25 will pay the utility bills for one Freedom School for the summer.

\$50 will buy office materials for one voter registration field office.

\$100 will buy materials for a home nursing and baby care class for one Community Center.

\$125 will buy one tape recorder for a Freedom School.

\$400 will provide scholarship money for one Southern Negro college student, enabling him to return to school after working in Mississippi for the summer.

\$2000 will rent and remodel a building for one Community Center.

\$3000 will buy one used bus for transporting vote workers and registrants.

Send your contribution to:

MISSISSIPPI SUMMER PROJECT
 Student Nonviolent Coordinating Committee
 8½ Raymond Street, N. W.
 Atlanta 14, Georgia



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MURDER IN MISSISSIPPI

Analyzing Primary Sources - A

RESEARCH PROJECT

The program of voter registration and political organization will attempt to change the fundamental structure of political and economic activity in Mississippi. In order to accurately picture this structure, extensive research must be done into Mississippi's suppressive political and economic life. Skilled personnel are needed to carry out this program both from within and outside the state.

WHITE COMMUNITY PROJECT

The effort to organize and educate Mississippi whites in the direction of democracy and decency can no longer be delayed. About thirty students, Southern whites who have recently joined the civil rights movement, will begin pilot projects in white communities. An attempt will be made to organize poor white areas to make steps toward eliminating bigotry, poverty and ignorance.

LAW STUDENT PROJECT

A large number of law students will come to Mississippi to launch a massive legal offensive against the official tyranny of the state. The time has come to challenge every Mississippi law which deprives Negroes of their rights, and to bring suit against every state and local official who commits crimes in the name of his office.

Trained Personnel Are Needed

For applications write:
MISSISSIPPI SUMMER PROJECT
1017 Lynch Street — Room 10
Jackson, Mississippi
(applications must be received by mid-April)

ed by 10th, 11th, and 12th grade pupils; the schools will operate five days a week in the students' home towns. Instruction will be highly individualized—each school will have about fifteen teachers and fifty students. The program will include remedial work in reading, math and basic grammar, as well as seminars in political science, the humanities, journalism and creative writing. Wherever possible, studies will be related to problems in the students' own society.

The three resident schools will be attended by more advance students from throughout the state. The program will be essentially the same as that of the day schools, with emphasis on political studies.

The students who attend the schools will provide Mississippi with a nucleus of leadership committed to critical thought and social action.

COMMUNITY CENTERS

In addition to the Freedom Schools, Community Centers will provide services normally denied the Negro community in Mississippi. Staffed by experienced social workers, nurses, librarians and teachers in the arts and crafts, the centers will provide educational and cultural programs for the community. Instruction will be given in pre-natal and infant care, and general hygiene; programs will provide adult literacy and vocational training. The thirty thousand books now in SNCC's Greenwood office library will be distributed to these centers, and others will be obtained. The centers will serve as places of political education and organization, and will provide a structure to channel a wide range of programs into the Negro community in the future.



books closely resembling the official books of the state. The Freedom Registration books will serve as a basis for challenging the official books and the validity of "official" federal elections this fall.

Finally, voter registration workers will assist in the summer campaigns of Freedom Candidates who will be running for congressional office.

FREEDOM SCHOOLS

An integral part of SNCC's voter registration work is the development of leadership for politically emerging communities. Freedom Schools will begin to supply the political education which the existing system does not provide for Negroes in Mississippi.

The summer project will establish ten daytime Freedom Schools and three resident schools. The daytime schools will be attend-

VOTER REGISTRATION

The struggle for freedom in Mississippi can only be won by a combination of action within the state and a heightened awareness throughout the country of the need for massive federal intervention to ensure the voting rights of Negroes. This summer's program will work toward both objectives.

Voter registration workers will operate in every rural county and important urban area in the state. These workers will be involved in a summer-long drive to mobilize the Negro community of Mississippi and assist in developing local leadership and organization.

Forty thousand dollars must be raised for a Freedom Registration campaign. The registration campaign which was launched in February will be implemented by summer workers. Freedom Registrars will be established in every precinct, with registration



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MURDER IN MISSISSIPPI

Analyzing Primary Sources - A

Name _____ Date _____

Directions: Using the primary source, answer the following questions.

1. What is the title of your source? _____
2. Who is its author? _____
3. Who is the audience for the source? _____
4. What is the purpose of the source? _____
5. What are the three main purposes of the Mississippi Summer Project as outlined inside the brochure?

6. What is the purpose of the voter registration drive? _____

7. How many Freedom Schools will be established throughout the state? _____
8. What is the purpose of the Freedom Schools? _____

9. What do the Community Centers provide? _____

10. Do you think this source effectively convinced people to support the Mississippi Summer Project? Why or why not? _____



Mississippi History on Loan

MURDER IN MISSISSIPPI

Analyzing Primary Sources - A **Answer Key**

Name _____ Date _____

Directions: Using the primary source, answer the following questions.

1. What is the title of your source? **Mississippi Summer Project**
2. Who is its author? **Student Nonviolent Coordinating Committee**
3. Who is the audience for the source? **Primarily, possible financial backers of the project, but also possible workers.**
4. What is the purpose of the source? **To gain financial support for the project and to spread awareness about its goals and needs.**
5. What are the three main purposes of the Mississippi Summer Project as outlined inside the brochure? **Voter Registration, Freedom Schools, and Community Centers**
6. What is the purpose of the voter registration drive? **To work for voting rights within the state and to create national awareness of the need for federal intervention to ensure the voting rights of African Americans.**
7. How many Freedom Schools will be established throughout the state? **13 (10 daytime and 3 resident)**
8. What is the purpose of the Freedom Schools? **To provide individualized remedial education in subjects such as reading, math, and grammar as well as advanced seminars in political science, the humanities, journalism, and creative writing. Students will become a “nucleus of leadership committed to critical thought and social action.”**
9. What do the Community Centers provide? **Services denied to African Americans such as social workers, nurses, librarians, art teachers, and vocational training.**
10. Do you think this source effectively convinced people to support the Mississippi Summer Project? Why or why not?



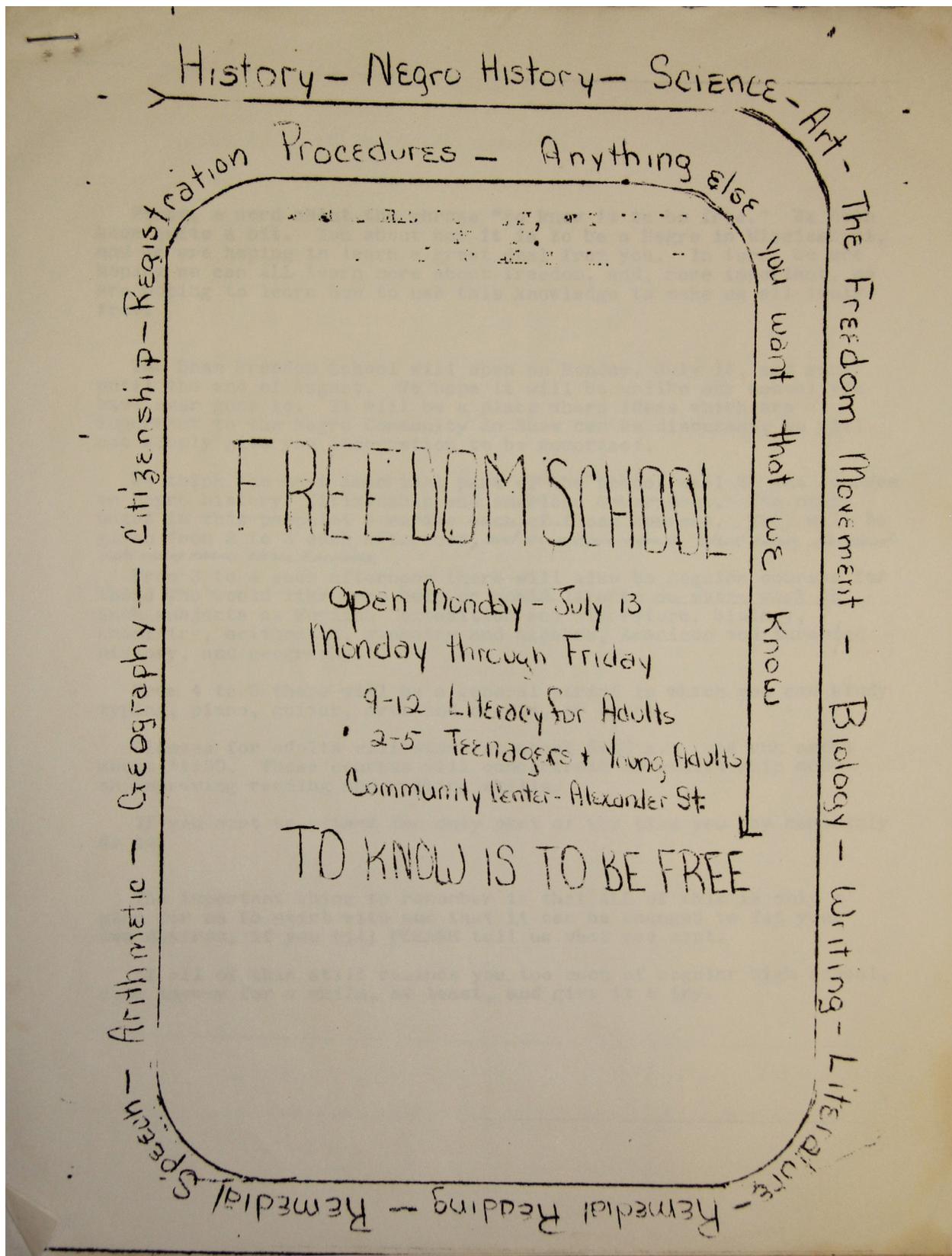
Mississippi History on Loan MURDER IN MISSISSIPPI

Analyzing Primary Sources B

Directions: Using the following homemade flyer from 1964 (most likely created by Freedom Summer Project workers), have students analyze the primary source using the accompanying worksheet as a guide.

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Analyzing Primary Sources - B



MDAH, Museum Division Collections.

Mississippi History on Loan

MURDER IN MISSISSIPPI

Analyzing Primary Sources - B

First, a word about the phrase "to know is to be free." We both know quite a bit. You about how it is to be a Negro in Mississippi, and we are hoping to learn a great deal from you. In turn, we are hoping we can ALL learn more about freedom, and, more important, we are hoping to learn how to use this knowledge to make us all truly free.

The Shaw Freedom School will open on Monday, July 13, and run until the end of August. We hope it will be unlike any school you have ever gone to. It will be a place where ideas which are important to the Negro Community in Shaw can be discussed; we will not simply give you information to be memorized.

We think the most important part of the school will be the courses on Negro history, Citizenship and American Government. The other pages in this pamphlet describe each of these courses. They will be given from 2 to 3 each afternoon, *and we recommend that each student take one of these three courses.*

From 3 to 4 each afternoon there will also be regular courses for those who would like more help or would like to do extra work in such subjects as English Composition and literature, biology, chemistry, arithmetic, geometry and algebra, American and European history, and geography.

From 4 to 5 there will be a general period in which you can study typing, piano, guitar, arts and crafts, or drama.

Classes for adults will start at about 8:30 A.M. and run until about 11:30. These courses will concentrate on citizenship and on improving reading and writing skills.

If you want to attend for only part of the time you may certainly do so.

The important thing to remember is that ALL of this is only a plan for us to start with and that it can be changed to fit your own desires, if you will PLEASE tell us what you want.

If all of this still reminds you too much of regular high school, come anyway for a while, at least, and give it a try.

Mississippi History on Loan

MURDER IN MISSISSIPPI

Analyzing Primary Sources - B

CITIZENSHIP COURSE

Students in the Citizenship Course will discuss the situation of the Negro in American society today. Some of the questions which will be brought up are:

How do Negroes in the South live? How do whites live in the South? in the North?

Is the Negro better off in the North?

How did America's segregated society come about? What advantages and what disadvantages are there in white American society today? Does it hurt the white man in any way to live in his segregated society?

Who has the power in Shaw? in Mississippi? in the USA? How do they get it and how do they keep it?

What does the Negro have in common with the poor white? Would it help the Negro to work together with the poor white for better jobs, schools, etc.?

What are the things that are important in each man's life? Are material things all that we want? that the USA wants? What are the values we would want in a truly free society? What is freedom?

How can political, economic, and social change come about? What can the civil rights movement do? Will direct action and non-violence work? Is the civil rights movement a movement for the Negro only?

NEGRO HISTORY COURSE

In the Negro History sections we will discuss what place the Negro has had in American history over the past 350 years. We will try to discover such things as:

How and why did the Negro come to America?

How was the Negro freed and how did he attain citizenship?

How were his citizenship rights stolen at the end of the century?

How he is working today to restore his rights?

Mississippi History on Loan

MURDER IN MISSISSIPPI

Analyzing Primary Sources - B

AMERICAN GOVERNMENT

The following questions are only a general outline for the course. Wherever possible we will study American government as it relates to the Negroes and how they can change their condition.

What are the basic forms of government?
What does the Constitution say? What doesn't it say?
What are the advantages and disadvantages of federalism?
What protections does the Bill of Rights give?

How do voting requirements vary from state to state?
How and why do we vote the way we do?

What is public opinion?
Where do these opinions come from?
How effective are they in determining the actions of governmental officials?
How well are unusual political ideas accepted?
Are special interest groups good or bad?

What is a political party?
How does it function?
Are parties effective?
What are the advantages of the two-party system?
How important is money in party politics?

How much does a voter need to know?
What kind of things does a voter need to know?
Do voters need to be literate?



Mississippi History on Loan MURDER IN MISSISSIPPI

Analyzing Primary Sources - B

Name _____ Date _____

Directions: Using the primary source, answer the following questions.

1. What is the title of your source? _____

2. Who is its author? _____

3. Who is the audience for the source? _____

4. What is the purpose of the source? _____

5. What are some of the subjects that will be taught? _____

6. What does it mean “to know is to be free?” _____

7. What are the three most important courses at the Freedom School? _____

8. Look at the discussion questions for the Citizenship Class. Are these questions still relevant today? Why or why not? _____

9. At the Freedom Schools, special classes were held to discuss African American history. In your opinion, is the history of various groups (racial, social, religious, etc) more valuable when discussed individually or in conjunction with the histories of other people? Why or why not? _____



Mississippi History on Loan

MURDER IN MISSISSIPPI

Analyzing Primary Sources - B **Answer Key**

Name _____ Date _____

Directions: Using the primary source, answer the following questions.

1. What is the title of your source? **Freedom School**
2. Who is its author? **Freedom School/Community Center on Alexander Street**
3. Who is the audience for the source? **Potential Freedom School Students, African Americans**
4. What is the purpose of the source? **To provide information about what will be studied at the Freedom School, its hours of operation, and to convince potential students to attend.**
5. What are some of the subjects that will be taught? **History, Negro history, science, art, the Freedom Movement, biology, writing, literature, remedial writing and speech, arithmetic, geography, citizenship and registration procedures.**
6. What does it mean “to know is to be free?” **That when groups share their knowledge with each other they can then use that knowledge to become truly free.**
7. What are the three most important courses at the Freedom School? **Negro History, Citizenship, and American Government**
8. Look at the discussion questions for the Citizenship Class. Are these questions still relevant today? Why or why not?
9. At the Freedom Schools, special classes were held to discuss African American history. In your opinion, is the history of various groups (racial, social, religious, etc) more valuable when discussed individually or in conjunction with the histories of other people? Why or why not?



Mississippi History on Loan MURDER IN MISSISSIPPI

Analyzing Primary Sources C

Directions: Using the following letter that was collected by Mississippi State Sovereignty Commission investigators and placed in their file on the Council of Federated Organizations (COFO), have students analyze the primary source using the accompanying worksheet as a guide.

Mississippi History on Loan

MURDER IN MISSISSIPPI

Analyzing Primary Sources - C

MISSISSIPPI SUMMER PROJECT
1017 Lynch Street, Jackson, Mississippi
Phone: 352-9605

Dear

We are pleased to have you participate as a member of the 1964 Freedom Summer in Mississippi Project.

As soon as possible, you will be notified of the dates, location and nature of your specific assignment.

We will also be sending you information on orientation sessions. Orientation is required for all participants; attendance at this program will be considered a part of your assignment.

We will need one other item from you: 3 photographs of yourself. These may be either snapshots or portraits. Please write your name clearly on the back of the picture.

Enclosed are a list of Freedom Centers which are acting as Northern Support groups for our efforts here. If you are near a center, we urge you to contact them immediately in order to participate in their program.

If there is no center in your area, there is much that you as an individual can do to aid in preparations for the summer.

1. Fund Raising

You will need funds for your transportation, living expenses, and personal needs (estimate: \$15-\$20 per week or \$150 for the entire summer). You can begin on raising funds for these needs. In addition, it would be wise to make contacts with individuals or groups in your area who would be able to post bond for you in the event of arrest.

There is also a need for general fund raising for the administrative expenses of the Summer Project. Any contributions that you can secure are urgently needed.

2. Equipment

We are soliciting equipment of all kinds: office equipment (typewriters, mimeographs, adding machines, etc.); office supplies; movie and slide projectors; phonographs and records; sports equipment; arts and crafts materials. In the event that you are able to arrange for a donation and the transportation of any of these, please let us know.

For each of these projects, we suggest that you contact churches and Temples, civic and social organizations, political organizations, and student groups for help.

If you have any questions, please let us know. All of us here look forward to working with you.

Yours for Freedom,

Robert Moses
Program Director, COFO

2-166-45



Mississippi History on Loan

MURDER IN MISSISSIPPI

Analyzing Primary Sources - C

Name _____ Date _____

Directions: Using the primary source, answer the following questions.

1. What is the title of your source? _____
2. Who is its author? _____
3. Where are Robert Moses and COFO based? _____
4. Who is the audience for the source? _____
5. What is the purpose of the source? _____

6. Why does Robert Moses request three photographs of each participant? _____

7. Each participant is responsible for paying for their own transportation and living expenses. Where does Robert Moses suggest participants raise funds? _____

8. What additional questions would you ask if you had been accepted as a Freedom Summer worker and received this letter? _____

9. This letter was collected by Sovereignty Commission investigators and placed in their file on COFO. What was their purpose in keeping it? _____



Mississippi History on Loan

MURDER IN MISSISSIPPI

Analyzing Primary Sources - C **Answer Key**

Name _____ Date _____

Directions: Using the primary source, answer the following questions.

1. What is the title of your source? **Mississippi Summer Project**
2. Who is its author? **Robert Moses, Program Director, COFO**
3. Where are Robert Moses and COFO based? **1017 Lynch Street, Jackson, Mississippi**
4. Who is the audience for the source? **Participants of the 1964 Mississippi Summer Project**
5. What is the purpose of the source? **To welcome participants to the Mississippi Summer Project and request information from each.**
6. Why does Robert Moses request three photographs of each participant? **Possibly to aid in locating or identifying missing Freedom Summer Workers.**
7. Each participant is responsible for paying for their own transportation and living expenses. Where does Robert Moses suggest participants raise funds? **Churches, temples, civic and social organizations, political organizations, and student groups.**
8. What additional questions would you ask if you had been accepted as a Freedom Summer worker and received this letter?
9. This letter was collected by Sovereignty Commission investigators and placed in their file on COFO. What was their purpose in keeping it?



Mississippi History on Loan MURDER IN MISSISSIPPI

Analyzing Primary Sources D

Directions: Using the following photograph from the Florence Mars Collection, have students analyze the primary source using the accompanying worksheet as a guide.

Mississippi History on Loan

MURDER IN MISSISSIPPI

Analyzing Primary Sources - D



MDAH, Archives and Records Services.



Mississippi History on Loan

MURDER IN MISSISSIPPI

Analyzing Primary Sources - D

Name _____ Date _____

Directions: Using the primary source, answer the following questions.

1. Describe the setting of this photo. _____

2. Who wrote the graffiti on the building? What idea or group does the graffiti support? _____

3. Describe the man in the photo. What can you learn about him from his appearance? _____

4. Do you suppose this was a “typical” COFO building and civil rights activist? Why or why not? _____

5. What inferences about the Civil Rights Movement can you make from this photo? _____



Mississippi History on Loan

MURDER IN MISSISSIPPI

Analyzing Primary Sources - D **Answer Key**

Name _____ Date _____

Directions: Using the primary source, answer the following questions.

1. Describe the setting of this photo. **The building is run-down as evidenced from its broken window and graffiti-covered exterior. Because of its run-down appearance it may not be in a good neighborhood.**
2. Who wrote the graffiti on the building? What idea or group does the graffiti support? **There are the words “freedom” and also “KKK” on the building which shows that activists on both sides of the civil rights issues have come in contact with the building.**
3. Describe the man in the photo. What can you learn about him from his appearance? **Young, white, confident, casual dress. His short sleeves and sandals mean it’s probably warm outside. Proud of his role in Freedom Summer? His stance indicates he is comfortable in his surroundings.**
4. Do you suppose this was a “typical” COFO building and civil rights activist? Why or why not?
5. What inferences about the Civil Rights Movement can you make from this photo?



Mississippi History on Loan MURDER IN MISSISSIPPI

Analyzing Primary Sources E

Directions: Using the following letter written by Freedom Summer Worker Christopher Hexter to his parents, have students analyze the primary source using the accompanying worksheet as a guide.

Mississippi History on Loan

MURDER IN MISSISSIPPI

Analyzing Primary Sources E

Dear Family,

P.S. Thank Anne for me. Tell her how grateful everyone is and that I'll write soon.

I've just settled into Indianola. What a jumping town. Since we've been here everybody greets us in the street and asks, "how soon I become a freedom rider." People are lining up at the court-hous wanting to register and a 150 kids want to attend the Freedom school. One of the men who I just had today is setting up a small library in his store and is showing everybody who walks in the 14 + 15 amendments to the constitution. Because Indianola is about 4 times as big as Ruleville the Negro section of town has its own bars and businesses. The bars are open everyday and we use them at nights to Freedom Register people. Unlike Ruleville Indianola seems like a small Harlem ("big, brass, and noisy" to quote M. Harcourt), and the lady I'm living with personifies that image. When I got there at about 9:30 P.M. last night, she had just gotten back from a Baptist revival meeting. The Negro cop ("Minn") had just stopped by to question her about what she was putting up (he is a "Tom" hated by everybody in the Negro community, and an

Mississippi History on Loan

MURDER IN MISSISSIPPI

Analyzing Primary Sources E

former for the White Citizens' Council). He told him to get lost and turned to me and shocked me by saying, "I told that son of a bitch where to go." He's big, brassy, and motherly while the Lady in Ruleville was quiet and only started loosening up after my first week or two there. I feel I can let my guard down somewhat around Mrs. Burton.

I hope you got up to Westport and met Tracy's supervisor. He's a wonderful man whose done a brilliant job of giving the mood of the summer through pictures that he drew. If you did go up you either saw Mrs. Homer or heard a tape of my project leader Charles MacLaurin at a Mass Meeting held on Thursday, July 24 in Fordland. It was only the second meeting held here, and there were 300 people at the meeting. His speech is one of the best I have ever heard and I hope you heard it or will get to hear it. If you went and met Tracy, he probably told you that I asked for a tape recorder. If you didn't go you're probably just getting over the shock of the last sentence. I'm asking for me to record some interviews with some people in the community and speeches like "Mac's." This is not just for myself ~~but~~ but for the project. We hope to play these tapes at meetings to get support for a bigger project next year which would attempt to cover the whole black belt. Please don't feel terribly pressured to do this,

Mississippi History on Loan

MURDER IN MISSISSIPPI

Analyzing Primary Sources E

But if you could get one through Yale or the
Friends of S.N.C.C. chapter it would be warmly
appreciated.

Along with all the activity down here has
come the usual "red baiting" in every local pa-
per. The people who were arrested the day be-
fore we got it in Indianapolis weekly last
Thursday, and my group should get it this week.
The Jackson Courier, Daily News, and the Memphis
Sentinel also played the part. Sen. Eastland
made a speech last Wed. and he included
us in his red-baiting attacks. Ordinarily it
wouldn't bother me, but this is not St. Louis.
These attacks give anxious, frightened, white
southerners the rationale they need to start
opening up their attacks on the Project. A
kalebi down with us has now had a gun
pulled on him twice.

In answer to your great letter, Dad, I am
a lot more worried about the white backlash than
you are especially since Rochester and Harlem.
The violence of this type is going to spread, I
fear, and I only wish it could be channelled
into some ~~kind~~ kind of non-violent protest. If
Progressive Labor gets involved in Harlem, I
really fear for the Negroes there. I don't
trust guys like Jake Rosen and his gang
because they are guys who use the more-

Mississippi History on Loan

MURDER IN MISSISSIPPI

Analyzing Primary Sources E

ment to get their own ends. I know this because they tried to do it last year with S.V.C. and were kicked out - (they propagated violent overthrowing of the gov. using S.V.C.'s name).

although I am excited about Indianola, I left Ruleville with mixed feelings. This is because I had established good relations with both the adults, my sixteen yr. old history class, and my 13 yr. old reading group. at first teaching was exceptionally difficult, because of their high school and their fundamental religious background. It was and is still difficult for them to see relationships or use concepts.

But I was able to get them to question their society and to get them to question me. Many of them said that they had told their teacher that they were learning more in 2 hours at the Freedom School than at regular school. It was really difficult to say good bye, because I wonder if I'll get students like my sixteen yr. olds. The adults cried when three of us left, and yesterday Mrs. Tucker and the other ladies had a banquet for all of the volunteers which consisted of 4 pies, 2 cakes, 2 ducks, 3 chickens, ~~some~~ some peas, pop, ice cream, ^{and} dressing.

I'll write soon.

COFO Freedom School
Jefferson St.
Indianola, Miss.

Much love,
Christina



Mississippi History on Loan

MURDER IN MISSISSIPPI

Analyzing Primary Sources E

Christopher Hexter Letter Transcript

PAGE 1

P.S. Thank Anne for me. Tell her how grateful everyone is and that I'll write soon.

Dear Family,

I've just settled into Indianola. What a jumping town. Since we've been here everybody greets us in the street and asks, "how can I become a freedom rider. People are lining up at the courthouse wanting to register and a 150 kids want to attend the Freedom School. One of the men who I just had today is setting up a small library in his store and is showing everybody who walks in the 14 + 15 amendments to the constitution. Because Indianola is about 4 times as busy as Ruleville the Negro section of town has its own bars and businesses. The bars are open everyday and we use them at nights to Freedom Register people. Unlike Ruleville Indianola seems like a small Harlem ("big, brassy, and noisy" to quote M. Harrington), and the lady I'm living with personifies that image. When I got there at about 9:30 P.M. last night, she had just gotten back from a Baptist revival meeting. The Negro cop ("Slim) had just stopped by to question her about who she was putting up (he is a "Tom," hated by everybody in the Negro community, and an informer

PAGE 2

for the White Citizens Council). She told him to get lost and turned to me and shocked me by saying "I told that son of a bitch where to go." She's big, brassy, and motherly while the lady in Ruleville was quiet and only started loosening up after my first week or two there. I feel I can let my guard down somewhat around Mrs. Burton.

I hope you got up to Westport and met Tracey Sugarman. He's a wonderful man whose also does a brilliant job of giving the mood of the summer through pictures that he drew. If you did go up you either saw Mrs. Hamer or heard a tape of our project leader Charles Maclaurin at a Mass Meeting held on Thursday, July 24 in Indianola. It was only the second meeting held here, and there were 300 people at the meeting. His speech is one of the best I have ever heard and I hope you heard it or will get to hear it. If you went and met Tracey he probably told you that I asked for a tape recorder. If you didn't go you're probably just getting over the shock of the last sentence. I'm asking for one to record some interviews with some people in the community and speeches like "Mac's." This is not just for myself but for the project. We hope to play these tapes at meetings to get support for a bigger project next year which would attempt to cover the whole black belt. Please don't feel terribly pressured to do this,



Mississippi History on Loan

MURDER IN MISSISSIPPI

Analyzing Primary Sources E

Christopher Hexter Letter Transcript Continued

PAGE 3

but if you could get one through Yale or the Friends of S.N.C.C. chapter it would be really appreciated.

Also with all the activity down here I've come the usual "red baiter" in every local paper. The 7 people who were arrested the day before me got it in Indianola's weekly bust Thursday and my group should get it this week. The Jackson Courier, Daily News, and the Memphis Sentinel also plugged the part. Sen. Eastland made a speech last Wed. and he included us in his red-baiting attack. Ordinarily it wouldn't bother me, but this is not St. Louis. These attacks give angry, frightened, white southerners the rational they need to start opening up their attacks on the Project. A Rabbi down with us has now had a gun pulled on him twice.

In answer to your great letter, Dad, I am a bit more worried about the white backlash than you are especially since Rochester and Harlem. The violence of this type is going to spread, I fear, and I only wish it could be channeled into some kind of non-violent protest. If Progressive ____ gets involved in Harlem, I really fear for the Negroes there. I didn't trust guys like Jake Roser and his gang because those guys who use the movement

PAGE 4

to get their own ends. I know this because they tried to do it last year with SNCC and were kicked out. (they propagated violent overthrowing of the gov. using S.N.C.C.'s name).

Although I am excited about Indianola, I left Ruleville with mixed feelings. This is because I had established good relations with both the adults, my sixteen yr. old history class, and my 13 yr. old reading group. At first teaching was exceptionally difficult, because of their high school and their fundamental religious background. It was and is still difficult for them to see relationships or use concepts. But I was able to get them to question their society and to get them to question me. Many of them said that they had told their teachers that they were learning more in 2 hours at the Freedom School than at regular school. It was really difficult to say good-bye, because I wonder if I'll get students like my sixteen yr. olds. The adults cried when three of us left, and yesterday Mrs. Tuder and the other ladies had a banquet for all of the volunteers which consisted of 4 pies, 2 cakes, 2 ducks, 3 chickens, ochre, peas, pop, icecream, and dressing.

I'll write soon.

COFO Freedom School
Jefferson St.
Indianola, Miss.

Much love,
Christopher



Mississippi History on Loan

MURDER IN MISSISSIPPI

Analyzing Primary Sources E

Name _____ Date _____

Directions: Using the primary source, answer the following questions.

1. Who is this letter from? _____
2. Where is the letter written? _____
3. What two Mississippi towns has the author been stationed in? _____
4. Why does he compare Indianola to Harlem? _____

5. What does the author ask his family to send him and why? _____

6. What does the author say will happen next year? _____

7. What does the author tell his dad he is most worried about? _____

8. What are some of the classes the author is teaching at the Freedom Schools? _____

9. The author's attitude towards recent and impending arrests is very matter-of-fact. If you were in his position, could you be so casual? Why or why not? _____

10. What is the attitude of the African American community towards the author and the other Freedom Summer workers? _____



Mississippi History on Loan MURDER IN MISSISSIPPI

Analyzing Primary Sources E **Answer Key**

Name _____ Date _____

Directions: Using the primary source, answer the following questions.

1. Who is this letter from? **Christoper to his family**
2. Where is the letter written? **COFO Freedom School, Jefferson Street, Indianola, Mississippi**
3. What two Mississippi towns has the author been stationed in? **Indianola and Ruleville**
4. Why does he compare Indianola to Harlem? **Because Indianola is “big, brassy, and noisy” and the African American community there is very confident and active in the Civil Rights Movement.**
5. What does the author ask his family to send him and why? **He asks for a tape recorder so he can record interviews with people from the community and speeches that can then be played at meetings to garner support for a later project.**
6. What does the author say will happen next year? **A bigger project that will attempt to cover the whole black belt.**
7. What does the author tell his dad he is most worried about? **White backlash and violence.**
8. What are some of the classes the author is teaching at the Freedom Schools? **History for 16-year-olds and reading for 13-year-olds, as well as adult classes.**
9. The author’s attitude towards recent and impending arrests is very matter-of-fact. If you were in his position, could you be so casual? Why or why not?
10. What is the attitude of the African American community towards the author and the other Freedom Summer workers? What evidence supports this?



Mississippi History on Loan

MURDER IN MISSISSIPPI

Why I Want to Work in Mississippi

Name _____ Date _____

Directions: Young people who wanted to participate in the Mississippi Summer Project had to write an essay about why they wanted to work in Mississippi. Imagine you were one of these young people. What reasons would you have for wanting to become a Freedom Summer Worker? Write a short essay explaining why you want to work in Mississippi (as opposed to somewhere else), what special talents you can bring to the Project, and what you hope to accomplish.



Mississippi History on Loan

MURDER IN MISSISSIPPI

Vocabulary

amendment: an alteration or addition to a motion or bill.

civil rights: personal rights of individual citizens that are to be upheld by the law.

civil rights activist: member of an activist movement dedicated to securing equal opportunity for members of minority groups.

Civil Rights Act of 1964: law that forbade discrimination on the basis of sex, race, religion, and nationality in regards to voting, education, and employment.

the Delta: the northwest corner of Mississippi and in the 1960s, one of the most economically depressed and politically oppressive areas of the country for African Americans.

disenfranchise: to deprive a person of their right to vote or other rights of citizenship.

equality: the state or quality of being equal and the same.

15th Amendment: an 1870 addition to the U.S. Constitution that prohibited the restriction of voting rights “on account of race, color, or previous condition of servitude.”

Freedom Schools: temporary schools setup during the 1964 Mississippi Freedom Summer for African Americans where they could obtain education in traditional subjects as well as those related to black history.

Klu Klux Klan: group formed in 1866 to rebel against Reconstruction-era policies and equality for African Americans; has since attacked Jews, Catholics, immigrants, and communists.

literacy test: an examination to determine whether a person meets the literacy requirements for voting.

Mississippi Freedom Democratic Party: a political party formed in 1964 to oppose the white, conservative Democratic Party in Mississippi at that year’s Democratic National Convention.

Mississippi Summer Project/Freedom Summer: ten-week program aimed at helping African Americans register to vote.

nonviolence: the lack of violence; to refrain from using violence, especially when reacting to or protesting injustice, discrimination, etc.

protest: an expression or declaration of objection, disapproval, or dissent.

rebellion: an organized resistance of authority.



Mississippi History on Loan MURDER IN MISSISSIPPI

Vocabulary

Reconstruction Era: the period during which the Federal government controlled the seceded states after the Civil war, forcing them to provide more civil rights to African Americans before they could be readmitted to the Union.

segregation: the social practice of keeping African Americans separate from white Americans.

Voting Rights Act of 1965: law that prohibited any state or local government from imposing any “voting qualification or prerequisite to voting.”



Mississippi History on Loan

MURDER IN MISSISSIPPI

Teacher Evaluation

COMPLETE BOTH SIDES AND PLEASE MAIL OR FAX TO THE ADDRESS ON THE NEXT PAGE. THANK YOU!

TEACHER NAME _____

SCHOOL NAME & ADDRESS _____

EMAIL (OPTIONAL) _____

TOTAL NUMBER OF STUDENTS _____ GRADE LEVEL _____

1. In your opinion, did this unit elicit better than average student response; if so, how?

2. Which segments of the unit exceeded your students' attention span?

3. Will this unit be of assistance to you in developing future classroom activities; if so, how?

4. How did this unit add to your earlier teaching on the same subject?

5. Would this teaching unit be handier to use as a:

___single-day unit

___multi-day unit

___multi-week unit

___other

6. Were the activities and lessons appropriate for your students? How?

Mississippi History on Loan

MURDER IN MISSISSIPPI

Teacher Evaluation

Please rate the following lesson materials and activities by circling the appropriate number.

4=excellent, 3=good, 2=average, 1=inadequate

Directions and Notes	4	3	2	1
Curricular Connections	4	3	2	1
Student Worksheets	4	3	2	1
Check Your Watching: <u>Who Said That?</u>	4	3	2	1
Check Your Watching: <u>Activist Groups</u>	4	3	2	1
Check Your Watching: <u>Timeline of Events</u>	4	3	2	1
<u>A Statewide Movement</u>	4	3	2	1
<u>Where It Happened</u>	4	3	2	1
<u>Analyzing Primary Source Documents</u>	4	3	2	1
<u>Document A</u>	4	3	2	1
<u>Document B</u>	4	3	2	1
<u>Document C</u>	4	3	2	1
<u>Document D</u>	4	3	2	1
<u>Document E</u>	4	3	2	1
<u>Why I Want to Work in Mississippi</u>	4	3	2	1
<u>Vocabulary List</u>	4	3	2	1
<u>Overall Lesson</u>	4	3	2	1

We would appreciate any additional comments on this teaching unit and any suggestions for improvement. Comments may be entered in the space below.

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