Foot Soldiers of the Civil Rights Movement

Objectives: Students will examine the role of everyday people in the Mississippi Civil Rights Movement through the utilization of primary documents.

The Foot Soldiers of the Civil Rights Movement lesson plan is adaptable for grades 8-12.

Curricular Connections

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“I am learning how to research in the Mississippi Department of Archives and History and I hope to pass on this researching knowledge to my students.”

Lisa Watson is the social studies department chair at Ridgeland High School. Over the past few years she has taught U.S. History but will be teaching World History and AP World History in the fall. Lisa joined the MDAH’s Teachers Advisory Group after participating in the first annual Summer Teachers School of 2015.
Materials: Woolworth’s Sit-In Photo; Photo Analysis; We Shall Not Be Moved Excerpt; May 28-29 newspaper article and photographs (4); Notetaking on Primary and Secondary Sources; newspaper articles (2); Coming of Age in Mississippi Excerpt; Personal Profile Worksheet; An Ordinary Hero: The True Story of Joan Trumpauer Mulholland (film).

Procedures:

Activity One: Woolworth’s Sit-In
1. Distribute the Woolworth Sit-In Photo (or project on wall).
2. Students will complete the Photo Analysis worksheet individually or in small groups.
3. Teacher will lead a class discussion analyzing the photo.
4. Distribute We Shall Not Be Moved Excerpt, the May 28 newspaper article, and May 29 photos.
5. Students will read individually or as a class the sources describing the sit-in.
6. Students will then correct information on their Photo Analysis worksheets.

Activity Two: Lives of Two Participants
1. Distribute Notetaking on Primary and Secondary Sources handout, the newspaper articles (2), and the Coming of Age in Mississippi Excerpt for students to read and complete individually.
2. Students will return to small groups and share the information from their individual worksheets.
3. If time allows, view An Ordinary Hero: The True Story of Joan Trumpauer Muholland. In this film the true story of a white Southern girl and civil rights activist is told, from her time as a Freedom Rider and resident of Parchman Penitentiary, to her sit-in at the Jackson Woolworth’s counter and time as a student at the historically black Tougaloo Collage. Produced by Taylor Street Films, 2013. 90 minutes, color. Sixth to twelfth grade. This film can be borrowed free of charge from the Mississippi History on Loan Collection. Go to http://www.mdah.ms.gov/new/learn/classroom-materials/mississippi-history-on-loan-film-collection/ or contact the Outreach Programs Coordinator at 601-576-6997.

Activity Three: Point of View
1. Distribute Personal Profile Worksheet handout.
2. Individual students will complete Personal Profile Worksheet using their completed Notetaking on Primary and Secondary Sources handout.
3. Have students imagine what it was like to be a civil rights participant and create a journal entry or letter using the two worksheets.

Extension Activities:
1. Invite speakers from the local area that were involved in the Civil Rights Movement in Mississippi such as Reverend Ed King or Fred Blackwell (photographer of the sit-in photo).
2. Write a thank you note to a civil rights activist who is a friend, family, or community member. If you need assistance locating one, contact the MDAH Outreach Programs Coordinator at 601-576-6997.
3. Research other ways Joan Trumpauer Mulholland, Anne Moody, and/or other little known foot soldiers were involved in the Civil Rights Movement in Mississippi.
4. See other civil rights lesson plans from the Mississippi Department of Archives and History available at http://www.mdah.ms.gov/new/learn/classroom-materials/lesson-plans-and-teaching-units/.
Woolworth's Sit-In Photo

NAME______________________________________________________________ DATE________________

Photo Analysis

Directions: Answer the questions with your interpretation(s) of the photograph of the Woolworth’s Sit-In. Then read the excerpt to see if your analysis is correct.

1. Photograph Title: ____________________________________________________________

2. Who:
   • List all of the people you see. Describe them in detail. ________________________________
     _________________________________________________________________
     _________________________________________________________________
     _________________________________________________________________
     _________________________________________________________________
     _________________________________________________________________
     _________________________________________________________________
     _________________________________________________________________
     _________________________________________________________________
     _________________________________________________________________

   • Who do you think each of these people might be? Why? ________________________________
     _________________________________________________________________
     _________________________________________________________________
     _________________________________________________________________
     _________________________________________________________________
     _________________________________________________________________
     _________________________________________________________________
     _________________________________________________________________
     _________________________________________________________________
3. What:
   • What do you think is going on in this photo? ________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

   • Describe in detail any events that can be proven with evidence from the photo. Make sure that you include the evidence with your answer. _____________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

4. When:
   • In what year do you believe this event is occurring? Why? Explain your reasoning. _________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
5. Where:
   • Provide the country, state, and city in which you think this event occurred. _______________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________

6. Why:
   • Why you think this event is occurring? Be specific and provide evidence to support your answer. _____
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________

7. Other observations:
   • List other details and/or anything else that you believe is important as you are analyzing this photograph.
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________
**We Shall Not Be Moved Excerpt**

Start with the photograph, a striking image in black and white. The background features a phalanx of jeering young white men seemingly engaged in the kind of sophomoric prank every high school yearbook boasts. Their hairstyles date them somewhere post-Elvis but pre-Beatles: slicked-back, James Dean types, raising a little hell down at the after-school hangout. Their faces show glee, fascination, bemusement as they consider what the reaction will be to a canister of sugar one prankster has just dumped down a young woman’s back.

The woman—white, thin, nonchalant—tries hard to ignore her predicament; she doesn’t seem to get the joke. She sits at the lunch counter between a light-skinned man and a black woman, and the three must be wondering what might come next. Their outward calm gives no sign that they have been enduring the whims of these rascally teens for several hours. The evidence, however, is on their clothes and hair, which have been doused with mustard, catsup, pepper, sugar, and other condiments as the trio sit, outwardly serene, on steel-backed lunch counter stools.

In addition to the young rowdies and their prey, some adults appear in the photo: a weary-looking, middle-aged man at the far end of the counter; an older man in a hat and glasses watching intently behind the kid pouring the sugar; and some men toward the back sporting sunglasses. The focus, however, is on the three seated in the foreground. Their inaction, their stoicism contrast sharply with the activity behind them and reveal that this scene is not an ordinary prank but is instead a battle—one moment, captured on film for posterity—in the war between oppression and freedom.

The photograph is of a sit-in, one stage of America’s civil rights movement, which sought equality for African-American citizens. The sit-in phase began on February 1, 1960, when four black college students in Greensboro, North Carolina, decided they had had enough of segregation and dared each other to take a stand. When they went down to the local Woolworth’s store and sat in the whites-only section of the lunch counter, they sparked a nationwide student movement in support of better treatment of blacks in American society.

The sit-in captured by this photo is at another Woolworth’s. The blurred sign in the top center, just behind the youth in sunglasses, can barely be made out: “F.W. ________ H Co.”-the Woolworth trademark. Another marker indicates the site of the demonstration is the “Hot Donut Department.” A small U.S. flag flies high above the scene, an ironic reminder that this confrontation is taking place in the land that prides itself on being the home of individual freedom.

The date is May 28, 1963, just two weeks and a few hours before one of the first political assassinations would occur during that turbulent decade—the murder of Medgar Evers. And that killing will happen in this city, in part as a response to this sit-in and to the grassroots uprising it will ignite.

The city is Jackson, the capital of Mississippi—an unlikely venue for this kind of outbreak. Most of the sit-ins happened soon after the Greensboro demonstration. In the border states of Maryland, Virginia, Tennessee, and Kentucky, most lunch counters and movie houses were quickly opened up to people of color after a few well-staged, generally peaceful protests. Georgia, Alabama, Florida, the Carolinas, Louisiana, and Mississippi were less inclined to roll over after a bit of bad press. In fact, certain pockets in each of these states were hell-bent on maintaining the segregated “southern way of life,” no matter what the human cost. In Mississippi, as in several of the other Deep South states, the resistance was so strong and the paranoia so deep that the state government formed its own network of spies to terrorize and attempt to thwart the efforts of those it called, but who seldom were, “outside” agitators. Only in Mississippi could a sit-in of this magnitude occur in 1963—nearly three years after many other southern cities had conceded the point—and break into a full-scale riot.

On this day, in this city, the battleground had been selected with great care, although the combatants on
both sides somewhat haphazardly decided to join. The photo misrepresents the scope of battle: it appears to be three against twenty; in reality, the numbers are more like nine against three hundred—less than advantageous odds for those at the counter. Yet the three demonstrators in the photograph and the six others outside its frame wield their only weapon unflinchingly: their nonviolent insistence that they will not be moved. They have determined to react without anger to the indignities they suffer; they sit quietly and take whatever comes, insisting that there must be a better way.

Despite the odds, these young people will succeed in changing at least one heart this day. They will spark to life a movement that will shake up the city of Jackson and, in time, will have ramifications for the entire country. And the image that documents their courage will be passed on for generations as an enduring symbol of America’s hard-fought struggle for civil rights.

Negro Beaten Up
At Sit-In Here

MIXERS LOSE PLEA
In Federal Court
Judge Says Fail To Exhaust
Legal Steps in Birmingham

MIZER HEARS NEGRO
Bid To Enter UM

Attacked By White
At Lunch Counter

PLATE PASSERS REAP
$75,000 FOR KING

Negro Apologizes
For Walking Out
In 'Wrong Group'
Woman Committee Member
Sorry Joined NAACP Crowd

Ministers Ask
Between Races

"WEATHER"
Attacked By White At Lunch Counter

By W. C. SHOE MAKER
Daily News Staff Writer

Violence broke out in a downtown variety store here today as Negroes began a series of threatened sit-ins.

Police arrested a Negro sit-in participant and a white man after a fight on the floor of Woolworth’s on Capitol St. at noon.

A few minutes earlier officers took into custody five other persons who briefly picketed Capitol St.

A fight broke out an hour after two Negro women and a Negro boy took seats at Woolworth’s.

Police made no move to stop the lunch counter sit-in. They said they were powerless to act inside the store unless the Woolworth manager asked their assistance.

The sit-in came at 11:18 a.m., 30 minutes after news services had been alerted that it was pending.

The three identified themselves as Pearlina Lewis, 22, of 3005 Edwards St., Jackson; Annie Moody, 22, of Centreville; and Memphis Norman, 21, of Wiggins, all students at Tougaloo Southern Christian College, five miles north of Jackson.

They stepped into the store from its westernmost Capitol St. entrance, stopped at a counter to make small purchases, then headed for the lunch counter.

Seven white persons, including one pre-school age child, occupied spaces at the 52-seat counter when the Negroes arrived.

They marched midway of the counter and took seats.

LIGHTS TURNED OUT
Waitresses turned out the lights and stepped from behind the counter.

All but two of the whites left. The Negroes ripped lunch checks from their stands and took their own orders, including the prices listed above the counter, and adding taxes.

SIT-IN TURNS INTO BRAWL

Negro sit-in demonstrator Memphis Norman, 21, of Wiggins, is kicked in the face by a man during a sit-in at the Woolworth's Store this morning. Norman, accompanied by two Negro girls, were sitting at the lunch counter when a white man pulled him from the stool. Police arrested Norman and a white man identified as Bennie Oliver of Anguilla on a charge of disturbing the peace in connection with the fight.—Daily News Staff photo by Jack Thornell.

A few minutes later a white boy began pounding him on the back with his fists.

Saltier made no attempt to fight back, placing his hands and arms over his head and leaned over the counter.

Someone pulled the white youth away. Saltier did not move.

Moody and Trumpauer returned to the counter a few minutes after 1, taking seats a dozen stools away from the other three.

Saltier sat with them.

Walter Williams, 21, a Jackson State College student and NAACP youth leader, and an unidentified white youth joined the sit-in at 1:15 p.m.

A crowd of whites who milled three feet away, doused their heads with catsup.

A large delegation of uniformed police under direction of Deputy Chief J. L. Ray, watched outside as the Negroes approached.

They did not enter the store until the fight broke out. Officers have said they would not arrest persons who conduct sit-ins unless store officials filed complaints against sit-iners.

FBI TAKES MOVIES

About four FBI agents watched the sit-in. One took movies.

The Rev. King conferred frequently via telephone. Once he identified the person to whom he was talking as Dr. A. D. Bettel, president of Tougaloo College.

The sit-in apparently originated at the NAACP headquarters on Lynch St. Within five minutes after reporters were tipped the sit-in was about to begin, a meeting broke up at the NAACP office and several of the persons involved downtown emerged.

INTEGRATIONISTS SMEARED

Integrationists occupy stools at the Woolworth's lunch counter here Tuesday, their clothing and heads dripping with a mixture of catsup, mustard and sugar. Seated foreground is John Salter, a white professor at Tougaloo Southern Christian College. Next to him is Joan Trumpauer, a white student at the predominately Negro school. Standing beside Salter is the Rev. Ed King, chaplain at Tougaloo, who conferred frequently with the demonstrators in the background is Tougaloo president A. D. Beittel. He was not among the demonstrators, but arranged their departure when the store closed yesterday afternoon. The two Negroes are not identified.—Daily News Staff Photo by Fred Blackwell.

FALLEN SIT-IN DEMONSTRATOR

Walter Williams, Negro, of Jackson lies on the floor during a sit-in demonstration at Woolworth’s. He said he was hit with a metal object but persons in the crowd said he fell.

SIT-IN ENDS, DEMONSTRATORS DEPART

Deputy Jackson Police Chief J. L. Ray (right) watches as several sit-in demonstrators leave Woolworth's store here after a three-hour sit-in Tuesday. At left is Dr. A. D. Beittel, Tougaloo College president who arranged passage from the store. From left sit-in participants are George Raymond of New Orleans, Annie Moody of Centreville, Pearlena Lewis of Jackson, white Tougaloo Professor John Salter, and Tom Beard of Jackson—Daily News Staff Photos by Fred Blackwell.

### Notetaking on Primary and Secondary Sources

**Directions:** As you analyze the photo, read the excerpt, or watch the film, take notes on important facts, dates, people, and places. In the second column, write your reaction to what you read/view.

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<thead>
<tr>
<th>Facts</th>
<th>Feeling Statements</th>
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During the summer a white student moved into the room across the hall from me. Her name was Joan Trumpauer, and she told me she worked for SNCC as a secretary. In a short time we got to know each other very well, and soon I was going into Jackson with Joan and hanging out at her office office. SNCC was starting a voter registration drive in the Delta (Greenwood and Greenville) and was recruiting students at Tougaloo. When they asked me if I wanted to canvass every other weekend, I agreed to go.

I had become very friendly with my social science professor, John Salter, who was in charge of NAACP activities on campus. All during the year, while the NAACP conducted a boycott of the downtown stores in Jackson, I had been one of Salter’s most faithful canvassers and church speakers. During the last week of school, he told me that sit-in demonstrations were about to start in Jackson and that he wanted me to be the spokesman for a team that would sit-in at Woolworth’s lunch counter. The two other demonstrators would be classmates of mine, Memphis and Pearlena. Pearlena was a dedicated NAACP worker, but Memphis had not been very involved in the Movement on campus. It seemed that the organization had had a rough time finding students who were in a position to go to jail. I had nothing to lose or the other. …

To divert attention from the sit-in at Woolworth’s, the picketing started at JC Penney’s a good fifteen minutes before. The pickets were allowed to walk up and down in front of the store three or four times before they were arrested. At exactly 11 A.M., Pearlena, Memphis, and I entered Woolworth’s from the rear entrance. We separated as soon as we stepped into the store, and made small purchases from various counters. Pearlena had given Memphis her watch. He was to let us know when it was 11:14. At 11:14 we were to join him near the lunch counter and at exactly 11:15 we were to take seats at it.

Seconds before 11:15 we were occupying three seats at the previously segregated Woolworth’s lunch counter. In the beginning the waitresses seemed to ignore us, as if they really didn’t know what was going on. Our waitress walked past us a couple of times before she noticed we had started to write our own orders and realized we wanted service. She asked us what we wanted. We began to read to her from our order slips. She told us that we would be served at the back counter, which was for Negroes.

“We would like to be served here,” I said.

The waitress started to repeat what she had said, then stopped in the middle of the sentence. She turned the lights out behind the counter, and she and the other waitresses almost ran to the back of the store, deserting all their white customers. I guess they thought that violence would start immediately after the whites at the counter realized what was going on. There were five or six other people at the counter. A couple of them just got up and walked away…By this time a crowd of cameramen and reporters had gathered around us taking pictures and asking questions, such as Where were we from? Why did we sit-in? What organization sponsored it? Were we students? From what school? How were we classified?

I told them that we were all students at Tougaloo College, that we were represented by no particular organization, and that we planned to stay there even after the store closed. “All we want is service,” was my reply to one of them. After they had finished probing for about twenty minutes, they were almost ready to leave.

At noon, students from a nearby white high school started pouring in to Woolworth’s. When they first saw us they were sort of surprised. They didn’t know how to react. A few started to heckle and the newsmen became interested again. Then the white students started chanting all kinds of anti-Negro slogans. We were called a little bit of everything. The rest of the seats except the three we were occupying had been roped off to prevent others from sitting…The crowds grew as more students and adults came in for lunch.

We kept our eyes straight forward and did not look at the crowd except for occasional glances to see
what was going on…Memphis suggested that we pray. We bowed our heads, and all hell broke loose. A man rushed forward, threw Memphis from his seat, and slapped my face. Then another man who worked in the store threw me against an adjoining counter.

Down on my knees on the floor, I saw Memphis lying near the lunch counter with blood running out of the corners of his mouth. As he tried to protect his face, the man who’d thrown him down kept kicking him against the head. If he had worn hard-soled shoes instead of sneakers, the first kick probably would have killed Memphis. Finally a man dressed in plain clothes identified himself as a police officer and arrested Memphis and his attacker.

Pearlena had been thrown to the floor. She and I got back on our stools after Memphis was arrested. There were some white Tougaloo teachers in the crowd. They asked Pearlena and me if we wanted to leave. They said that things were getting too rough. We didn’t know what to do. While we were trying to make up our minds, we were joined by Joan Trumpauer. Now there were three of us and we were integrated…

The boy lifted Joan from the counter by her waist and carried her out of the store. Simultaneously, I was snatched from my stool by two high school students. I was dragged about thirty feet toward the door by my hair when someone made them turn me loose. As I was getting up off the floor, I saw Joan coming back inside. We started back to the center of the counter to join Pearlena. Lois Chaffee, a white Tougaloo faculty member, was now sitting next to her. So Joan and I just climbed across the rope at the front end of the counter and sat down. There were now four of us, two whites and two Negroes, all women. The mob started smearing us with ketchup, mustard, sugar, pies, and everything on the counter. Soon Joan and I were joined by John Salter, but the moment he sat down he was hit on the jaw with what appeared to be brass knuckles. Blood gushed from his face and someone threw salt into the open wound…

…

We sat there for three hours taking a beating when the manager decided to close the store because the mob had begun to go wild with stuff from other counters….

Coming of Age in Mississippi

Miss Moody Was 15 Years Old When She Learned How to Hate

It is hardly news that the life of a poor Negro in Mississippi is difficult. Or that it was more difficult two decades ago. Or that participation in the civil-rights movement in a small delta town is dangerous.

These things are the stuff of Anne Moody’s autobiography, Coming of Age in Mississippi. Miss Moody writes that Mississippi Negroes are stupid, lazy, and cowardly. They are miserably treated by dominating whites and don’t know enough or are afraid to protest.

The book’s merit is in its excruciatingly detailed description of the hopelessness, the waste, the emptiness, the terror that touched this girl and her family and friends. Appropriate, she uses the delta patois; sometimes it is obfuscatory, sometimes ung真诚。 Newspapers, magazines, and television cannot reportorially duplicate her recalls.

Sometimes a Happy Note

Miss Moody’s book is often a horror story. The next paragraph, the next page, promise something terrible. And there is charm in the fact that something terrible doesn’t always happen. When this poor child is elected homecoming queen as an eighth grader, her dress does arrive and it looks beautiful; when she and her civil-rights colleagues hide in the fields near Canton from night riders, nobody sneezes and nobody is killed.

The mere existence of this book explains why Miss Moody had a particularly unpleasant childhood. She was too smart for her own good—that is, if she wanted to continue to live in Mississippi (she didn’t, of course; she is now married and lives in New York).

She learned fast that white folks lived differently: “I had access to the first bathroom I had ever used. . . . I used to go in the bathroom and sit on the stool even if I didn’t have to use it. . . . I was locked into a pink rug in front of the stool. I would take my shoes off as I sat on the stool and just run my feet all over that soft rug.”

She learned fast about fear: “Before Emmett Till’s murder, I had known the fear of hunger, hell, and the Devil. But now here was a new fear known to me—the fear of being killed just because I was black.”

She learned fast about hate: “I was 15 years old when I began to hate people. I hated the white men who murdered Emmett Till. But I also hated Negroes. I hated them for not standing up and doing something about the murders.”

Inevitably Miss Moody found a place in the civil-rights movement. She participated in the original Woolworth sit-in in Jackson in 1963, where she was splattered with condiments, beaten up, and arrested for disturbing the peace. She later led a vote-registration drive in Canton that sputtered because the Negroes were terrorized.

By then fear had given way to bitterness. About the 1963 march on Washington, she says: “I sat on the grass and listened to the speakers, to discover we had ‘dreamers’ instead of leaders leading us. Just about every one of them stood up there dreaming. Martin Luther King went on and on talking about his dream. I sat there thinking that in Canton we never had time to sleep, much less dream.”

Second Thoughts About God

Less than three weeks later, on her 23rd birthday, four girls in a Birmingham Sunday school were killed by a bomb (no one was ever arrested). Miss Moody remembers telling God that day: “I believed you. I bet you those girls in Sunday school were being taught the same. . . . Are you going to forgive their killers?”

“You know something else, God? Non-violent is out. . . . And if I ever find out you are white, then I’m through with you. And if I ever find out you are black, I’ll try my best to kill you when I get to heaven.”

Miss Moody tells her story so skillfully that she need not pronounce the obvious. But two lessons ought to be learned here. One is that those poor, little Negroes in Mississippi hated their white superiors as deeply and violently as the black man who murdered Emmett Till. The lesson is as old as Nat Turner, and as new as Detroit or Newark, but it bears remembering.

The second is that in Miss Moody’s eyes there are very few good people in Mississippi, black or white. And the fault lies with the best people of both races. Because the natural Negro leader cowards—clergymen, for example—their people had no backbone. Because the natural white leaders stand silent, other whites could not begin the best people stepped aside and surrendered the field to the worst. It shouldn’t have to be that way.

—Terrell K. Woolfolk

Coming of Age in Mississippi, by Anne Moody. Dial: New York City. 548 pages. $6.95.
Moody comes of age

By RHONDA GOODEN
DM Staff Writer

Author Anne Moody spoke yesterday of her Mississippi experiences. But she also talked about civil rights, personal growth and changing endings into beginnings.

Moody, author of the book “Coming of Age in Mississippi,” said “comin back to Mississippi has been a learning experience.”

This was Moody’s first visit to Ole Miss, and her first time in Mississippi since 1976. She is working on the sequel to the book and said she is “pleased to know ‘Coming of Age in Mississippi’ is still around.”

Moody said she still believes “things will change for the better,” but that she is happy with the changes Mississippi has already seen. Especially the appointment of the first black Supreme Court Justice of Mississippi, Judge Reuben V. Anderson, her former classmate.

Moody said during the civil rights movement the speeches and protests aroused guilt in people that was soon forgotten. She said that sometimes nothing seemed to change.

“At the root things stayed the same,” she said. “I learned quickly just how naive I had been.”

She said she does not criticize the United States for racism while she is in other countries “because I’ve seen the same racism all over Europe.”

NAME______________________________________________________________ DATE________________

*Personal Profile Worksheet*

**Directions:** Fill out worksheet either using yourself or a fictional person to base your journal entry or letter on.

1. **Who:**
   - Name and Age ________________________________________________________________

   - Letter—To whom are you writing? (Name, description, relationship) __________________________
     ______________________________________________________________________________
     ______________________________________________________________________________

2. **What:**
   - What do I look like? _____________________________________________________________
     ______________________________________________________________________________
     ______________________________________________________________________________
     ______________________________________________________________________________

   - Describe me in detail. ___________________________________________________________
     ______________________________________________________________________________
     ______________________________________________________________________________
     ______________________________________________________________________________

   - What is my job? (student, business owner, etc.) ____________________________
     ______________________________________________________________________________
     ______________________________________________________________________________
     ______________________________________________________________________________

   - What am I doing/reflecting about at this time in my journal/letter? (bystander, activist, etc.) ________
     ______________________________________________________________________________
     ______________________________________________________________________________
3. When:
  • The time period needs to be in the 1950s or 1960s—be specific. ______________________________
    ___________________________________________________________________________________
    ___________________________________________________________________________________
  
4. Where:
  • Where is/are these events taking place? (city and state, a school or a business, the sidewalk, lunch
    counter, etc.) ______________________________________________________________________
    ___________________________________________________________________________________
    ___________________________________________________________________________________

5. Why:
  • Why are you involved or not involved? ____________________________________________________
    ___________________________________________________________________________________
    ___________________________________________________________________________________
  • Why is this important (what you saw, experienced, etc.)_____________________________________
    ___________________________________________________________________________________
    ___________________________________________________________________________________
MISSISSIPPI DEPARTMENT OF HISTORY LESSON PLANS
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 _________________________________

LESSON TITLE  Foot Soldiers of the Civil Rights Movement

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:

   ___multi-day unit   ___multi-week unit   ___other

6. Were the activities and lessons appropriate for your students? How?
Please rate the following lesson materials and activities by circling the appropriate number.

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

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Activity One: Woolworth’s Sit-In       |   |   |   |   |
Activity Two: Lives of Two Participants |   |   |   |   |
Activity Three: Point of View          |   |   |   |   |
Extension Activities                   |   |   |   |   |
Overall Unit                           |   |   |   |   |

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