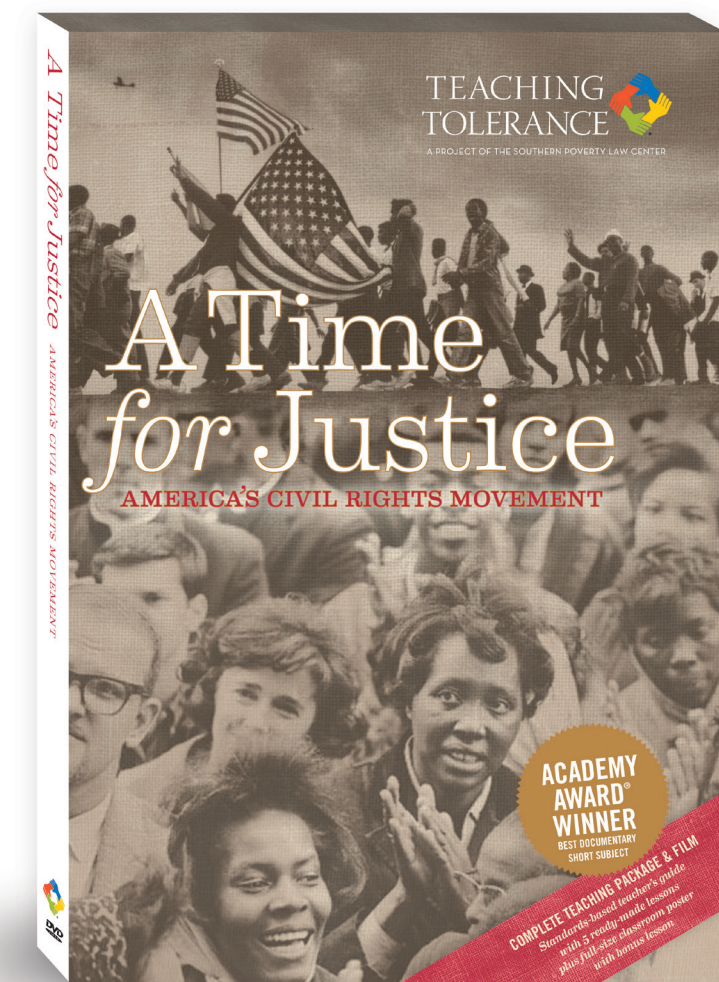


A Time *for* Justice

AMERICA’S CIVIL RIGHTS MOVEMENT



“I don’t know what will happen now. We’ve got some difficult days ahead. But it doesn’t matter with me now. Because I’ve been to the mountaintop ... I’ve seen the promised land. I may not get there with you. But I want you to know tonight, that we, as a people, will get to the promised land.”

MARTIN LUTHER KING JR. APRIL 3, 1968 MEMPHIS, TENN.

To access the complete collection of lesson plans for *A Time for Justice*, please refer to the Teacher’s Guide on the CD included in this teaching kit.



A TIME FOR JUSTICE

A Civil Rights Timeline

Framework

How does history relate to today’s successes and challenges? Understanding the past can provide you with a firm foundation for making informed decisions today. Familiarizing yourself with historical events and experiences, like the civil rights movement in the United States, will help you acquire the necessary skills and knowledge to protect the rights and privileges, such as justice for all, promised by democracy. Timelines are graphic organizers that allow you to arrange sequential events chronologically. They help you to see how significant events are interrelated, encouraging you to notice trends or make connections.

Objectives

Students will be able to:

- Examine a timeline to understand the correlation between events
- Create a timeline to demonstrate their understanding of how important events and dates are interrelated
- Explain orally the information on the timeline
- Participate actively in diverse group and pair interactions

Materials

- A Civil Rights Timeline (flip side of this poster)
- Film: *A Time for Justice*

Activities

Understanding a Timeline

1. While you watch the film *A Time for Justice*, take notes on essential events. Then think about how a timeline might help you to understand the information in the film. Working in a diverse group, discuss what kind of information is best presented in a timeline.

2. Examine the civil rights timeline on the poster. Then in your group discuss: What did you notice about the timeline? How does the timeline format help you understand the information displayed? How does it help you understand what you saw in the film?

3. Create your own timeline. Be creative with your timeline; you can get some ideas by browsing examples of timelines online at www.history-timelines.org.uk or <http://simile.mit.edu/timeline/examples>. You’ll see that timelines can be large scale—the history of Judaism, for example, covers thousands of years—or they can be small scale and even personal. For example, you might do a timeline of the history of your community, or the key events on your last birthday, or the important events in your family.

4. After you have created your timeline of significant events, use the timeline to orally share the information with a partner. Keep in mind the importance of using past and present tenses. (*Note: Have English-language learners reflect in their journals how timelines are used—or not—in their first language compared to English.*)

5. Reflect on the linear nature of time. Does a timeline make sense in all situations? Explain. What other ways are there to present information in a visually effective way?

Understanding the Context of the Movement

6. This timeline spans a period of 13 years, from 1953 to 1965. What else was happening at the time? Delve into the history of those 13 years, and find out how other events may have influenced the civil rights movement.

Form groups of three to consider the larger context of politics, popular culture, social changes and economics of that period. [A handy way to remember relevant context is the word “PERSIA”—Politics, Economics, Religion, Social changes, International events and Arts.] Determine the best approach for the three of you to collaborate on this task to ensure everyone has equal participation. (*Note: You might ask each group to look at one category of events, and divide the years up among the group members.*)

Presenting Information Visually

7. As you saw in the film, the civil rights movement brought about some big changes in the United States. Thinking about what you have seen and discussed, list some of those changes. Then create a before-and-after photograph display that shows them. You can find “before” photos online, on the timeline poster, and in some of the resources listed in the Introduction. The “after” photos may also come from Internet sources, or you can take photos yourself that show scenes that would not have happened before the modern movement for African-American equality. For example, a “before” picture might show African Americans sitting in the back of a bus, while the “after” picture might be a photo that you have taken of an integrated bus. To accompany your visual display, write an answer to this question: Why do the changes that the civil rights movement brought about matter today? Display student projects so you can see one another’s work.

For a full list of standards for this lesson, please see the Teacher’s Guide on the accompanying CD.

Essential Questions

How does history relate to today’s successes and challenges?
How can a timeline increase your understanding of information?

A Time for Justice

AMERICA'S CIVIL RIGHTS MOVEMENT

Jan
Feb
March
Apr
May
June
July
Aug
Sept
Oct
Nov
Dec

MAY 17 1954

Supreme Court outlaws school segregation in *Brown v. Board of Education*

JULY 11, 1954
White Citizens Council formed to resist desegregation

AUGUST 28, 1955
EMMETT LOUIS TILL
Murdered for speaking to a white woman, Money, Miss.

AUGUST 29, 1957
Congress passes first civil rights act since Reconstruction

SEPTEMBER 24, 1957
President Eisenhower orders federal troops to enforce school desegregation, Little Rock, Ark.

NOVEMBER 13, 1956
Supreme Court bans segregated seating on Montgomery buses

DECEMBER 1, 1955
Rosa Parks arrested for refusing to give up her seat on a bus to a white man, Montgomery, Ala.
DEC 5 1955
Montgomery bus boycott begins

FEBRUARY 1, 1960
Black students stage sit-in at 'whites only' lunch counter, Greensboro, N.C.

APRIL 16, 1960
Student Nonviolent Coordinating Committee (SNCC) founded to promote youth involvement

MAY 14, 1961
Freedom riders attacked in Alabama while testing compliance with bus desegregation laws

MAY 21, 1961
Federal marshals sent to protect civil rights activists threatened by a mob in Montgomery, Ala.

JANUARY 6, 1961
The University of Georgia is desegregated after a federal judge orders black students admitted. White students jeer, "Two, four, six, eight, we don't want to integrate."

APRIL 1, 1962
Civil rights groups join forces to launch voter registration drive

MAY 3, 1963
Birmingham police attack marching children with dogs and fire hoses

JUNE 11, 1963
Alabama governor stands in schoolhouse door to stop university integration

JUNE 12, 1963
MEDGAR EVERS
Civil rights leader assassinated, Jackson, Miss.

JUNE 20 1964
Freedom Summer brings 1,000 young civil rights volunteers to Miss.
JULY 2, 1964
President Johnson signs Civil Rights Act of 1964

JUNE 21, 1964
JAMES CHANEY, ANDREW GOODMAN & MICHAEL SCHWERNER
Civil rights workers abducted and slain by Klansmen, Philadelphia, Miss.

JULY 9, 1965
Congress passes Voting Rights Act of 1965

AUG 28 1963
25,000 Americans march on Washington for civil rights

SEPTEMBER 15, 1963
ADDIE MAE COLLINS, DENISE MCNAIR, CAROLE ROBERTSON & CYNTHIA WESLEY
Schoolgirls killed in bombing of Sixteenth Street Baptist Church, Birmingham, Ala.

SEPTEMBER 30, 1962
Riots erupt when James Meredith, a black student, enrolls at Ole Miss

DECEMBER 5, 1960
Supreme Court outlaws segregation in bus terminals

JANUARY 23, 1964
The 24th Amendment to the U.S. Constitution outlaws poll tax in federal elections

FEBRUARY 26, 1965
JIMMIE LEE JACKSON
Civil rights marcher killed by state trooper, Marion, Ala.

MARCH 7, 1965
State troopers beat back marchers at Edmund Pettus Bridge, Selma, Ala.

MAR 25 1965
Civil rights march from Selma to Montgomery completed

Jan
Feb
March
Apr
May
June
July
Aug
Sept
Oct
Nov
Dec

THE MARCH CONTINUES

The civil rights movement won great changes in American life and helped African Americans gain access to education, professions and public office. But two decades of progress could not erase centuries of oppression. Statistics show that more than half a century after the Montgomery Bus Boycott, black Americans continue to experience inequality in health care, education, housing and employment. The evidence is overwhelming that blacks and whites do not have equal chances in America.

As long as inequalities and prejudice remain, the work of the civil rights movement—our work—will not be finished. As long as we have injustice—and people willing to make it their cause—the March will continue.

— Adapted from *Free at Last*, published by Teaching Tolerance.

1954 | 1955 | 1956 | 1957 | 1958 | 1959 | 1960 | 1961 | 1962 | 1963 | 1964 | 1965



Eisenhower 1953-1961

Kennedy 1961-1963

Johnson 1963-1968