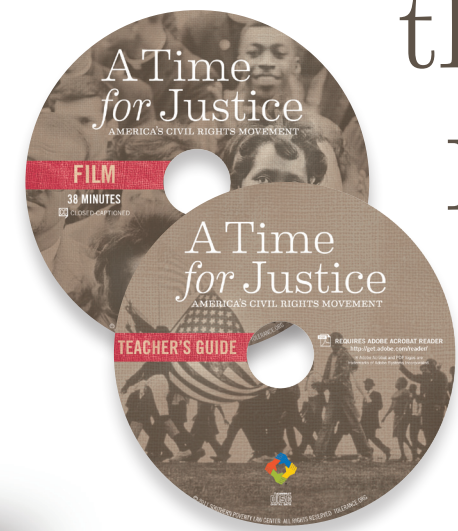
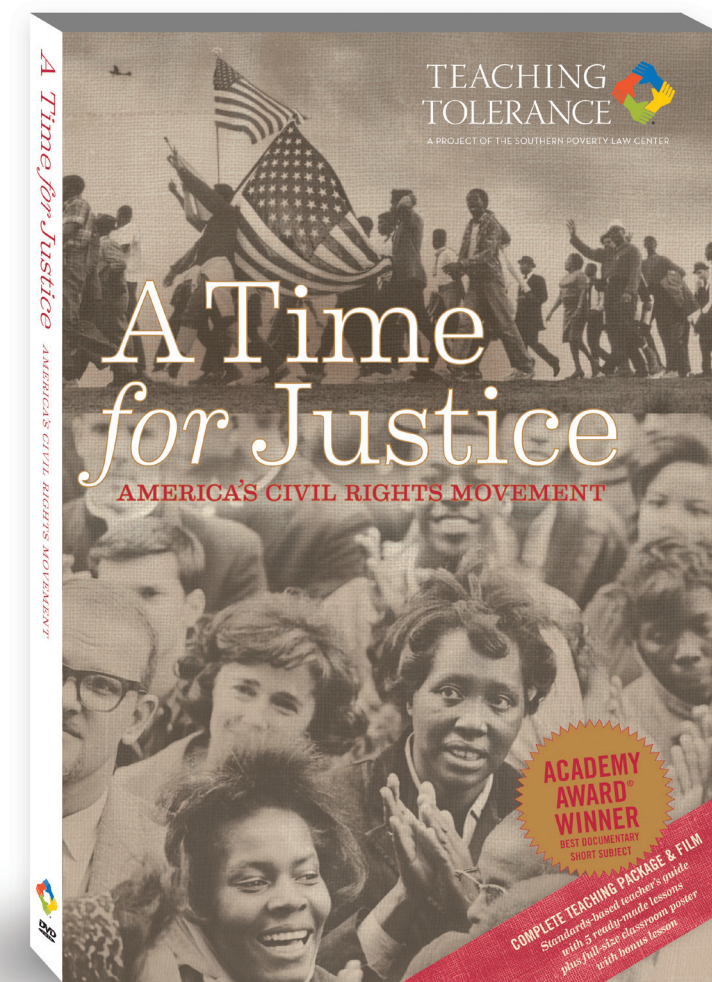


# A Time *for* Justice

## 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 PDF 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 promised by democracy, such as justice for all. 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](http://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  
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July  
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Sept  
Oct  
Nov  
Dec

Jan  
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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

**GOV ACTION**  
**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

**ACTIVIST ACTION**  
**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

**ACTIVIST ACTION**  
**FEBRUARY 1, 1960**  
Black students stage sit-in at "whites only" lunch counter, Greensboro, N.C.

**ACTIVIST ACTION**  
**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 them 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.

**GOV ACTION**  
**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.

**GOV ACTION**  
**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**  
Poll tax outlawed 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

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



Eisenhower 1953-1961

Kennedy 1961-1963

Johnson 1963-1968

**THE MARCH CONTINUES**  
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et aut il in consequam  
quationempe saperspelti  
consequis di officist ut  
prorpeu digendus rest  
quam est ut voluptiur  
aut voluptam accum re  
nos perioneste maximus  
renturio et laborem re  
  
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siment fuga. Aximiniv  
erovitur sus ma in cor  
accabore, ipientemquas  
accaest, que nem aut estin-  
cipsam verori ium