

A JOURNEY THROUGH THE CIVIL RIGHTS MOVEMENT - USER GUIDE

OVERVIEW

A Journey Through the Civil Rights Movement is a virtual learning journey that transports students to a critical period of time in United States history. Brimming with comprehensive cross-curricular content, videos, interactive primary documents, and compelling photo galleries, this virtual collection invites students into an engaging exploration of some of the most significant events of the Civil Rights Movement. Teachers could use this resource as a group experience, provide class time for students to explore at their own pace, or assign sections as homework in a flipped classroom setting.

NAVIGATION

There are different ways to navigate through the program. Select objects on the landing page to explore a specific theme, and scroll up and down to move through different pages within the same section. To move to a new theme, scroll left and right or use the menu located at the top left-hand corner.



THEMES AND TOPICS

A Broken Beginning: Jim Crow Laws and Segregation, *Plessy v. Ferguson*, and Atlanta Race Riot

Educational Equality: *Brown v. Board of Education*, Ruby Bridges, and Little Rock Nine

Taking A Stand: Montgomery Bus Boycott and Freedom Rides

Marching Forward: The Legacy of Dr. Martin Luther King Jr.

Changing Tides: Civil Rights Act of 1964 and Voting Rights Act of 1965

Georgia's Resistance: 1956 State Flag, Sibley Commission, and Albany Movement

Pressing On: Notable Georgians and modern human rights organizations

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DISCUSS

1. Why was *Plessy v. Ferguson* such an important case for the South, and what effect did it have on the practice of segregation?
2. What were some of the catalysts for the Atlanta Race Riot? Why was it considered a shameful occurrence for the city of Atlanta?
3. How does the *Brown v. Board of Education* decision stand in direct contrast to the previous “separate but equal” legal doctrine?
4. What emotions do you imagine that Ruby Bridges and the Little Rock Nine felt when attempting to integrate public schools in the South? Which emotions helped these children and youth persevere in their fight for educational equality?
5. Which piece of artwork interests you the most and why?
6. Explain the motivations and roles of two different advocacy organizations involved in the Civil Rights Movement.
7. What was the purpose of the Freedom Rides? Why did the Nashville group choose to continue the rides after they had been canceled due to violence?
8. Describe some of the major events that Dr. Martin Luther King Jr. attended. What was the overlying purpose for each event and how did he support that purpose?
9. To what degree did the actions and beliefs of individual activists, such as Rosa Parks and John Lewis, drive the momentum of the Civil Rights Movement as a whole?
10. What is the difference between human and civil rights? Provide examples of each.

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EXTEND

1. Using the clipping feature () to capture documents, pictures, and additional materials from this learning journey, compile a reflective journal with your thoughts and feelings on the events that occurred during the Civil Rights Movement. You could use a free online journaling tool like Penzu or Seesaw.

2. Using the “Marching Forward” section of the virtual learning experience and Unit 8, Chapter 20 of the [Georgia Studies Book: Our State and Our Nation](#), have students complete a “Body Biography” after reading either Dr. Martin Luther King’s “Letter from Birmingham Jail” (p. 546) or “I Have a Dream” speech (p. 555). They will first draw or trace the outline of a body, then answer specific questions within each body part as detailed below.

Head	Explain the speaker’s thoughts at the time.
Eyes	How does the speaker view his surroundings or situation?
Heart	How would you describe the speaker’s purpose and goals?
Hands	What does the speaker hold or feel? Why?
Feet	How would you describe the speaker’s principles or values?

3. Propose an organization that advocates for a social cause you consider important. Name your organization, create a meaningful logo, and identify three main goals. Explain why these issues are significant and what could be done to raise awareness among your peers.

4. Many times, the lyrics of freedom songs were adapted from older spirituals and changed to reflect more recent events. Take one of the freedom songs provided in this virtual learning experience, and change the lyrics so that they reflect the happenings of a current issue that is important to you.

DOCUMENT-BASED QUESTION

How has the debate about Georgia’s flag changed over time? Use the excerpted primary sources below to answer the question.

BACKGROUND: In 1955, a campaign was initiated to replace the red and white bars of the state flag with the “Southern cross” Confederate battle emblem. Legislation to change the flag was soon introduced in Georgia’s General Assembly and passed in 1956. Many believed the change was a timely way to commemorate the approaching centennial of the Confederacy. However, one of the major catalysts for the flag’s makeover was opposition to the Supreme Court’s ruling in *Brown v. Board of Education*.

More than 50 years later, Governor Roy Barnes submitted a new design to the General Assembly, which was passed in 2001. Many supporters of the 1956 version of the flag were outraged, and in 2004, a statewide referendum was held that allowed Georgians to vote between a newly designed flag and the 2001 version. There was no option to select the 1956 flag. Seventy-three percent of voters chose the new design.

Martinez, M. (2008). The Georgia Confederate Flag Dispute. *Georgia Historical Quarterly*, 92, 200-228.

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1920 - 1956



1956 - 2001



2001 - 2004



2004 - Present

DOCUMENT A: Governor Marvin Griffin, State of the Address (1956)

There will be no mixing of the races in the public schools and college classrooms of Georgia anywhere or at any time as long as I am governor.... All attempts to mix the races, whether they be in the classrooms, on the playgrounds, in public conveyances or in any other area of close personal contact on terms of equity, peril the mores of the South.... The tragic decision of the United States Supreme Court on May 17, 1954, poses a threat to the unparalleled harmony and growth that we have attained here in the South for both races under the framework of established customs. Day by day, Georgia moves nearer a showdown with this Federal Supreme Court – a tyrannical court ruthlessly seeking to usurp control of state-created, state-developed, and state-financed schools and colleges.... The next portent looming on the horizon is a further declaration that a State's power to prohibit mixed marriages is unconstitutional.

Griffin, M. S. (1956, January 10). State of the State Address [transcript]. <http://www.senate.ga.gov/sro/Documents/StudyCommRpts/00StateFlag.pdf>

DOCUMENT B: Resolution of Georgia General Assembly

... be it further resolved by the House of Representatives, the Senate concurring:

First: That said decisions and orders of the Supreme Court of the United States relating to separation of the races in the public institutions of a State as announced and promulgated by said court on May 17, 1954, and May 31, 1955, are null, void and of no force or effect;

Second: That hereby there is declared the firm intention of this State to take all appropriate measures honorably and constitutionally available to the State, to avoid this illegal encroachment upon the rights of her people;

Third: That we urge upon our sister States firm and deliberate efforts upon their part to check this and further encroachment on the part of the General Government, and on the part of said court through judicial legislation, upon the reserved powers of all the States, that by united efforts the States may be preserved;

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Fourth: That a copy of this resolution be transmitted by His Excellency the Governor to the Governor and legislature of each of the other States, to the President of the United States, to each of the Houses of Congress, to Georgia's Representatives and Senators in the Congress, and to the Supreme Court of the United States for its information.

Georgia General Assembly. [Interposition Resolution]. No. 130 (House Resolution No. 185). (1956). Retrieved from GeorgiaInfo.

DOCUMENT C: North Georgia Tribune Newspaper (1956)

... we can't help but believe that [the new flag] will carry the state back a little nearer the Civil War.... There is little wisdom in a state taking an official action which would incite its people to lose patriotism in the U.S.A. or cast a doubt on that part of the Pledge of Allegiance which says 'one nation, unto God, indivisible....' So far as we are concerned, the old flag is good enough. We dislike the spirit which hatched out the new flag, and we don't believe Robert E. Lee ... would like it either.

North Georgia Tribune (1956, February 26) Editorial. *Atlanta Sunday Journal-Constitution*. Retrieved from <http://www.senate.ga.gov/sro/Documents/StudyCommRpts/00StateFlag.pdf>

DOCUMENT D: Former Georgia Legislator Denmark Groover's Address to Georgia House of Representatives

I cannot say to you that I personally was in no way motivated by a desire to defy. I can say in all honesty that my willingness was in large part because ... that flag symbolized a willingness of a people to sacrifice their all for their beliefs.

Groover, D. (1993, March 10). Address to Georgia House of Representatives [transcript] Retrieved from <http://www.senate.ga.gov/sro/Documents/StudyCommRpts/00StateFlag.pdf>.

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DOCUMENT E: Governor Roy Barnes’s Address to Georgia State Senate

My great-grandfather was captured at Vicksburg fighting for the Confederacy, and I still visit his grave in the foothills of Gilmer County. I am proud of him. But I am also proud that we have come so far that my children find it hard to believe that we ever had segregated schools or separate water fountains labeled “white” and “colored.” And I am proud that these changes came about because unity prevailed over division. Today, that same effort and energy of unity must be exercised again. The Confederate Battle Flag occupies two-thirds of our current state flag. Some argue that it is a symbol of segregation, defiance, and white supremacy. Others that it is a testament to a brave and valiant people who were willing to die to defend their homes and hearth. I am not here to settle this argument – because no one can – but I am here because it is time to end it.

Barnes, R. (2001, January 24). Address to the Georgia State Senate [transcript]. Retrieved from http://savannahnow.com/stories/012501/LOCbarnespeech.shtml#.WUP_BhjMwk8.

DOCUMENT F: Speech of Governor Zell Miller

The South is the fastest growing area of the country. And our growing dominance in national leadership reflects our growing prominence in the world economy. Yet at the very time when all southerners may rightly take pride in the region’s current success, some Georgians persist in believing that the pride of the South is better defined by a symbol of defiance and intolerance – the Confederate Battle Flag, which was imposed on our state flag in 1956.... You may quibble all you want about who said what in 1956. It is clear the flag was changed in 1956 to identify Georgia with the dark side of the Confederacy – that desire to deprive some Americans of the equal rights that are the birthright of all Americans....

Miller, Z. (1993, January 12). State of the State Address [transcript]. In C. Meyers. (Ed.), *The Empire State of the South: Georgia History in Documents and Essays* (332-333). Macon, GA: Mercer University Press.

ADDITIONAL RESOURCES

1. [Georgia Stories: The Alonzo Herndon Family](#)
2. [Georgia Stories: The Race Riot of 1906](#)
3. [Georgia Stories: The Beat of Civil Rights](#)
4. [Georgia Stories: Civil Rights in the Classroom](#)
5. [Georgia Stories: The Economic Aspects of the Civil Rights Movement](#)

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GEORGIA STANDARDS

Due to the graphic nature of some of the testimonials, photos, and videos, we recommend previewing content for younger learners.

SECOND GRADE

- SS2H1:** Describe the lives and contributions of historical figures in Georgia history.
- Martin Luther King, Jr. (civil rights)

FOURTH GRADE

- SS4H6:** Analyze the effects of Reconstruction on American life.
- Describe the purpose of the 13th, 14th, and 15th Amendments.
 - Explain how slavery was replaced by sharecropping and how freed African Americans or Blacks were prevented from exercising their newly won rights.
 - Describe the effects of Jim Crow laws and practices.

FIFTH GRADE

- SS5H6:** Describe the importance of key people, events, and developments between 1950-1975.
- Analyze the effects of Jim Crow laws and practices.
 - Explain the key events and people of the Civil Rights movement: *Brown v. Board of Education* (1954), Montgomery Bus Boycott, March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon b. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr.

EIGHTH GRADE

- SS8H6:** Analyze the impact of Reconstruction on Georgia.
- Explain the roles of the 13th, 14th, and 15th Amendments in Reconstruction.
 - Examine reasons for and effects of the removal of African American or black legislators from the Georgia General Assembly during Reconstruction.
- SS8H7:** Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.
- Analyze how rights were denied to African Americans or blacks through Jim Crow laws, *Plessy v. Ferguson*, disenfranchisement, and racial violence, including the 1906 Atlanta Riot.
 - Explain the roles of Booker T. Washington, W.E.B. Du Bois, and Alonzo Herndon in advancement of the rights of African Americans or blacks in the New South Era.
- SS8H11:** Evaluate the role of Georgia in the modern civil rights movement.
- Explain Georgia's response to *Brown v. Board of Education* including the 1956 flag and the Sibley Commission.
 - Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC) and events (Albany Movement and March on Washington) in the Civil Rights Movement.
 - Explain the resistance to the 1964 Civil Rights Act, emphasizing the role of Lester Maddox.
- SS8H12:** Explain the importance of developments in Georgia since the late 20th century.
- Explain how the continued development of Atlanta under mayors Maynard Jackson and Andrew Young impacted the state.

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AMERICAN GOVERNMENT/CIVICS

- SSCG7:** Demonstrate knowledge of civil liberties and civil rights.
- b. Define civil rights as equal protections for all people (e.g., Civil Rights Act, *Brown v. Board of Education*, etc.)

US HISTORY

- SSUSH10:** Identify legal, political, and social dimensions of Reconstruction
- c. Describe the significance of the Thirteenth, Fourteenth, and Fifteenth amendments.
 - d. Explain the Black Codes, the Ku Klux Klan, and other forms resistance to racial equality during Reconstruction.
- SSUSH13:** Evaluate efforts to reform American society and politics in the Progressive Era
- c. Connect the decision of *Plessy v. Ferguson* to the expansion of Jim Crow laws and the formation of the NAACP.
- SSUSH20:** Analyze the U.S. International and domestic policies including their influences on technological advancement and social changes during the Truman and Eisenhower administrations.
- b. Connect major domestic issues to their social effects including the G.I. Bill, Truman's integration policies, McCarthyism, the National Interstate and Defense Highways Act, and *Brown v. Board of Education*.
- SSUSH21:** Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations.
- b. Connect major domestic issues to their social effects including the passage of civil rights legislation and Johnson's Great Society, following the assassination of John F. Kennedy.
 - d. Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez.