

Moving to the Front of the Bus: Segregation and the Civil Rights Movement

BASED ON THE UNTOLD TRUE STORY

HIDDEN FIGURES



MEET THE WOMEN YOU DON'T KNOW,
BEHIND THE MISSION YOU DO



Table of Contents

INTRODUCTION		<i>Click the Chapter heading to be taken to that page</i>
About Journeys in Film		3
A Letter From Theodore Melfi		5
Introducing <i>Hidden Figures</i>		6
LESSON:	Moving to the Front of the Bus: Segregation and the Civil Rights Movement (Social Studies)	7
Handout 1:	Understanding the Jim Crow Era	13
Teacher Resource 1:	Timeline of the Cold War Taking Notes on Your Research	15
Handout 2:	Researching Acts of Resistance	16
Teacher Resource 2:	Researching Acts of Resistance: Suggested Answers	18
Teacher Resource 3:	Scoring Rubrics	21

About *Journeys in Film*

Founded in 2003, *Journeys in Film* operates on the belief that teaching with film has the power to prepare students to live and work more successfully in the 21st century as informed and globally competent citizens. Its core mission is to advance global understanding among youth through the combination of age-appropriate films from around the world, interdisciplinary classroom materials coordinated with the films, and teachers' professional-development offerings. This comprehensive curriculum model promotes widespread use of film as a window to the world to help students to mitigate existing attitudes of cultural bias, cultivate empathy, develop a richer understanding of global issues, and prepare for effective participation in an increasingly interdependent world. Our standards-based lesson plans support various learning styles, promote literacy, transport students around the globe, and foster learning that meets core academic objectives.

Selected films act as springboards for lesson plans in subjects ranging from math, science, language arts, and social studies to other topics that have become critical for students, including environmental sustainability, poverty and hunger, global health, diversity, and immigration. Prominent educators on our team consult with filmmakers and cultural specialists in the development of curriculum guides, each one dedicated to an in-depth exploration of the culture and issues depicted in a specific film. The guides merge effectively into teachers' existing lesson plans and mandated curricular requirements, providing teachers with an innovative way to fulfill their school districts' standards-based goals.

Why use this program?

To be prepared to participate in tomorrow's global arena, students need to gain an understanding of the world beyond their own borders. *Journeys in Film* offers innovative and engaging tools to explore other cultures and social issues, beyond the often negative images seen in print, television, and film media.

For today's media-centric youth, film is an appropriate and effective teaching tool. *Journeys in Film* has carefully selected quality films that tell the stories of young people living in locations that may otherwise never be experienced by your students. Students travel through these characters and their stories: They drink tea with an Iranian family in *Children of Heaven*, play soccer in a Tibetan monastery in *The Cup*, find themselves in the conflict between urban grandson and rural grandmother in South Korea in *The Way Home*, watch the ways modernity challenges Maori traditions in New Zealand in *Whale Rider*, tour an African school with a Nobel Prize-winning teenager in *He Named Me Malala*, or experience the transformative power of music in *The Music of Strangers: Yo-Yo Ma & the Silk Road Ensemble*.

In addition to our ongoing development of teaching guides for culturally sensitive foreign films, *Journeys in Film* brings outstanding documentary films to the classroom. *Journeys in Film* has identified exceptional narrative and documentary films that teach about a broad range of social issues in real-life settings such as famine-stricken and war-torn Somalia, a maximum-security prison in Alabama, and a World War II concentration camp near Prague. *Journeys in Film* guides help teachers integrate these films into their classrooms, examining complex issues, encouraging students to be active rather than passive viewers, and maximizing the power of film to enhance critical thinking skills and to meet the Common Core Standards.

Journeys in Film is a 501(c)(3) nonprofit organization.

A Letter From Theodore Melfi



When you find a career you love, fame is far from your mind. Passion, excitement, and challenging work are instead the driving factors that motivate on a daily basis. Such is the case for Katherine G. Johnson, Dorothy Vaughan, and Mary Jackson—the

brilliant trio of African-American women working at NASA in the early 1960s—who helped serve as the brains behind one of the greatest operations in history: the Mercury space missions, culminating in the launch of astronaut John Glenn into orbit.

For decades, until the publication of Margot Lee Shetterly's book *Hidden Figures*, the story of Johnson, Vaughan, and Jackson, NASA's so-called "human computers," went untold. But when their story crossed my path—a story that blurs gender, race, and professional lines—I knew this was a part of history that had to be told. Fifty-five years later, *Hidden Figures* is a rich and moving true story that deserves a spot in our collective consciousness.

The backdrop for the movie is one of the most defining, complex periods in American history: the high-stakes Cold War, the space race, the Jim Crow South and the birth of the civil rights movement. Exploring these historic events serves as a reminder that we must learn from our past experiences while continuing to catapult ourselves forward.

It was also important for me, as a son raised by a single mother and as the father of two daughters, to explore the importance of STEM as a compelling and viable career choice for young girls. The media, cinema, and other public discourse often do society a disservice by not presenting strong, independent women in the fields of science, technology, engineering and

math on a regular basis. Drawing attention to these figures, often hidden in plain sight, will hopefully help to chart a new course for female students and change the composition of these vital industries.

At its core, *Hidden Figures* is the story of three remarkable women who overcame every obstacle stacked against them, despite gender, race, and the political landscape of the time. Illuminating this universal experience for the next generation was critical. My goal was to showcase how skill and knowledge are equalizers, how hard work and determination are the cornerstones to every pursuit, and how uniting under a common goal is more powerful than staying divided.

Johnson, Vaughan, and Jackson were pioneers who broke down commonly held perceptions and achieved something phenomenal. Their legacy of persistence serves to empower people of all circumstances and teaches us, as NASA points out in its webpage on Katherine Johnson,

- To love learning.
- To follow your passion.
- To accept the help you're given, and help others when you can.
- To follow new leads and don't give up. Keep trying.
- To go beyond the task at hand; ask questions; be inquisitive. Let yourself be heard.
- To do what you love, and love what you do.

I hope that through the exploration of *Hidden Figures*—and your own passions—you, too, will achieve the seemingly impossible.

Theodore Melfi

Director, *Hidden Figures*

Introducing *Hidden Figures*

Space exploration in the modern age is entering a new phase, replete with private space companies, prospective lunar tourism, and even projected travel to Mars, the closest planet in our solar system. It is fitting, therefore, to pause to look back at the early years of the United States space program, and particularly the early efforts to launch astronauts into orbit, a preliminary step toward a moon landing.

Hidden Figures tells us about a generally unheralded group of women whose brilliance and dedication provided a foundation for the space program—the Black women known as “human computers” who worked at the NASA Center in Langley, Virginia. Faced with obstacles to their own education and to job prospects because of race and gender, these women succeeded in earning places and eventually respect in a workplace dominated by male supervisors and colleagues, many of whom were reluctant to hire women, and marked by segregated facilities, from office to restroom, that reflected the pre-civil rights era.

Katherine Johnson, physicist and mathematician, calculated the orbits, trajectories, and launch windows that would put John Glenn and others into space and bring them back safely. Dorothy Vaughan, another mathematician, became the first African-American supervisor at NASA, learning the computer language FORTRAN on her own and teaching it to her staff. Mary Jackson, an aerospace engineer as well as a mathematician, had to go to court to earn the right to take graduate-level courses at a previously all-white school; she eventually also served as a program officer helping other women succeed at NASA.

Their story is also the story of the world in which they lived and worked—the racism and segregation that made their lives more difficult; the beginnings of the civil rights movement in the South; the Cold War with Russia that gave such impetus to the drive for superiority in space; and the space race itself. The film weaves these events into the dramatic personal stories with skill and accuracy, making it an ideal film for the classroom. It is sure to serve as inspiration to many young women considering a career in science and mathematics.

Hidden Figures has been nominated for many awards, including the Academy Awards, BAFTA, the Golden Globes, the NAACP Image Awards, the Screen Actors Guild, and the African-American Film Critics Association.

Film credits

DIRECTOR: Theodore Melfi

SCREENPLAY: Allison Schroeder and Theodore Melfi, based on the book with the same title by Margot Lee Shetterly

PRODUCERS: Donna Gigliotti, Peter Chernin, Jenno Topping, Pharrell Williams, Theodore Melfi

ACTORS: Taraji P. Henson, Octavia Spencer, Janelle Monáe, Kirsten Dunst, Jim Parsons, Mahershala Ali, Aldis Hodge, Glen Powell, Kimberly Quinn, Kevin Costner, Olek Krupa

Moving to the Front of the Bus: Segregation and the Civil Rights Movement

Enduring Understandings

- Legal segregation in the United States was a direct result of anti-Black beliefs of the late 1800s.
- People's attitudes are affected by economic, social, cultural, and civic issues.
- The struggle for civil rights continues to be at the forefront of America's political and social landscape.

Essential Questions

- What were the major effects of legal segregation in the United States?
- How do acts of resistance continue to affect American society, policies, and culture?

Notes to the Teacher

The system of slavery in the United States was premised on the idea that Black people were biologically and mentally inferior to whites. Senator John C. Calhoun of South Carolina, among others, contended that Black people could never absorb education; he claimed that bondage was good for the slaves. The pseudo-science of phrenology, popular in the 19th century, claimed to support this idea through the measurement of skulls. Judeo-Christian religious texts were also interpreted to lend support.

During slavery, Black and white people in the South interacted frequently, but the institution of slavery made each person's social status clear. Once slavery ended, many whites felt uncomfortable meeting Black people on an equal footing, for example, while waiting for a train or in a public restaurant. To make sure Black people "stayed in their place," many communities set aside "white" and "colored" seats in public places, including on public transportation. Drinking fountains, waiting rooms—even cemeteries—were segregated in this way. This was the custom in many cities and towns across the nation, but in the South, it became law. Such laws were put in place beginning in the 1870s by the so-called "Redeemer" governments of Southern states.

On a Cincinnati street in 1830, T.D. Rice, a famous white "blackface" minstrel, saw a Black man singing "Jump, Jim Crow." Rice copied the man's lively song and dance and for years performed the act to great applause. The blackface minstrels, by their stage portrayal, helped to

establish the stereotype of Black inferiority and the desirability of segregation. Gradually, the term "Jim Crow" came to be applied to the laws that enforced segregation of Black people from whites in everyday life.

The *Plessy v. Ferguson* decision of 1896 upheld the constitutionality of state laws providing "separate but equal" accommodations for Black people. This precedent greatly aided the spread of segregation on public transportation and in other public places throughout the nation. Lower federal courts and the Interstate Commerce Commission had already approved such segregation. Black people correctly contended that separate accommodations were rarely, if ever, equal.

By 1954, the case of *Brown v. the Board of Education* had changed federal law once more, to uphold the 14th Amendment and end segregation, but Southern states did not jump at the opportunity to right the wrongs of the past few decades. Forms of resistance, large demonstrations, and calculated moves toward equality were at the center of the civil rights movement of the 1960s. Slowly, but surely, the good works of the people became well worth the fight; Black people won more freedoms both legally and in practice.

Given this lesson's subject matter, one of the first issues you will need to consider is how language matters. While the text you will be reading may employ variants of the "N-word" and perhaps the words "colored" or "Negro" to refer to a person or a group of people, you should come to a consensus as a class on the use of these words in class discussions. These words have histories and frequently invoke, intentionally or not, a history of racism. You can and should explore this history and learn their multiple meanings and how they are used in contemporary African-American literature. However, be careful to do so in a way that is respectful to all students. You do not absolutely need to use this language in order to talk

about it. For guidance on this issue, you may wish to review two articles from *Teaching Tolerance* magazine at <http://www.tolerance.org/article/facing-n-word> and <http://www.tolerance.org/magazine/number-40-fall-2011/feature/straight-talk-about-n-word>; and the PBS article about teaching *Huckleberry Finn* at http://www.pbs.org/wgbh/cultureshock/teachers/huck/section1_2.html. You may also wish to let your administration and your students' parents know your goals in dealing with this sensitive issue in class.

In this lesson, students outline important elements of the Jim Crow era, considering the causes and effects of segregation in the South. They also have an opportunity to reflect on a personal level regarding the implications of legal segregation, power, and privilege. Next, they explore early nonviolent attempts to end segregation. In groups, students will research the Supreme Court case of *Brown v. Board of Education*, the Montgomery bus boycott, the Woolworth sit-ins, Freedom Summer, and the Freedom Riders. They will present their findings to their classmates and consider how these events might have had an impact on the lives of the women in *Hidden Figures*.

An extension activity examines the ways in which these early demonstrations have affected later movements for civil rights. The activity lists several videos of recent protests and demonstrations under Materials, but URLs are often subject to change. Should that be the case, you can easily locate additional videos covering the same events. Be sure to preview each video before the class period.

Becoming familiar with this history will help students better understand a number of occurrences in *Hidden Figures*: for example, the tension in the scene with the police car; the separation of Black women computers from white; the



incidents with the coffee cups and the segregated bathrooms; and the dual oppression of racial and gender discrimination that the women of West Computing faced daily in their work and lives.

Rubrics are available at the end of the lesson for the class discussion, completion of **HANDOUT 1**, and the poster or slide presentation.

References

Hughes, Langston, and Milton Meltzer. *African American History: Four Centuries of Black Life*. New York, NY: Scholastic, 1990. Print.

COMMON CORE STANDARDS ADDRESSED BY THIS LESSON

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Duration of the Lesson

Three class periods

Assessment

Class discussions

Completion of **HANDOUTS 1 and 2**

Poster or slide presentation

Materials

HANDOUT 1: UNDERSTANDING THE JIM CROW ERA
with Teacher Resource 1 (Suggested Answers)

HANDOUT 2: RESEARCHING ACTS OF RESISTANCE with
Teacher Resource 2 (Suggested Answers)

Poster board or large construction paper, markers,
glue, and scissors

(Alternative: Computer access for making a
PowerPoint slide presentation)

Access to the following online sources:

“Who was Jim Crow?” at <http://www.ferris.edu/HTMLS/news/jimcrow/who.htm>

“What was Jim Crow?” at <http://www.ferris.edu/jimcrow/what.htm>

For Extension Activity

Access to the following online sources or comparable videos:

Video of the Women’s March on Washington in January 2017, such as “Hundreds of Thousands turn out for Women’s March on Washington” at https://youtu.be/Y-9UEq3T_5A

Video of the protests over the Dakota Pipeline, such as “The fight over the Dakota Access Pipeline, explained” at <https://youtu.be/qJZ1-LAFOTo>

“What’s at stake in the fight over North Carolina’s ‘Bathroom Bill’” at <https://youtu.be/RByAgxbUEU>

Procedure

Part 1: The Jim Crow Era: Understanding Legal Segregation

1. Begin the lesson by conducting a discussion in class about the issue of racism. Explain that students are going to review several Web pages from a museum in Michigan that specializes in racist memorabilia; some of the things they will see will likely shock and even horrify them. Stress with the class that this discussion is important to understanding the context of the lives of the women profiled in *Hidden Figures*; even though the topic may be distasteful, it is important to know about the history of racism in the United States. Encourage students to be honest in their views and respectful of the views of others. Then ask students to read and take notes on the following Web pages for homework: <http://www.ferris.edu/HTMLS/news/jimcrow/who.htm> and <http://www.ferris.edu/jimcrow/what.htm>.

Tell them to make note of the key information in the sources. You may wish to start this in class and discuss it as you read.

2. On the day of the lesson, distribute **HANDOUT 1: UNDERSTANDING THE JIM CROW ERA**. Ask students to recall important information from the Ferris State University website and facilitate a class discussion based on the topics that come up. Have students fill in the first part of the handout with responses as you go along. (A Teacher Resource page with some suggested answers follows the handout; however, allow wide leeway for student responses.)

3. Have students locate part 2 of the handout and instruct them to complete the personal reflection questions. If time permits, allow students to share their responses with another classmate.

Part 2: Researching Acts of Resistance (Group work)

1. Review with students the difference between primary and secondary sources. (Primary sources are documents, pictures, oral history, or other artifacts created by participants in or witnesses of an event; secondary sources are usually documents written by researchers after the event takes place; secondary sources may use either primary sources or other secondary sources for information.) Ask them the following questions:
 - What are the advantages of primary sources? (Primary sources such as letters, diaries, and court transcripts have the immediacy and vividness of first-person accounts and may indicate much about the creator of the document. An excellent summary of the advantages and disadvantages of primary sources may be found at <http://www.lib.uts.edu.au/guides/primary-sources/primary-sources/strengthsweakness>.)
 - What are the disadvantages of primary sources? (Their authors may be biased or simply mistaken; they may have seen only a portion of the event.)
 - What are the advantages of secondary sources? (They may draw from a wide array of primary sources and so may present a variety of viewpoints; since they are written after the event, they may discuss its long-term effects.)
 - What are the disadvantages of secondary sources? (They may also be biased in favor of a particular point of view; their authors may not be aware of some existing primary sources; they often reflect the worldview of the author's own era; they may contain factual errors.)
2. Divide the class into five groups. Assign each group to research one of the following topics from the modern civil rights movement:
 - *Brown v. the Board of Education*
 - The Montgomery bus boycott
 - The Woolworth sit-ins
 - Freedom Summer
 - Freedom Riders
3. Encourage students to include primary and secondary sources in their research. Distribute **HANDOUT 2: RESEARCHING ACTS OF RESISTANCE** to help students organize their research. Spend time reviewing it to ensure that they understand the assignment.
4. Have students begin their research during class, circulating to help them find resources; you may have them continue for homework or you may prefer to allot several class periods for research and planning of their group presentations.
5. Announce a deadline for completion of **HANDOUT 2** and the production of a poster or PowerPoint to help them briefly present their research findings; schedule the presentations. As students present their information, you may wish to use the rubric at the end of this lesson to evaluate them.

6. In conclusion, ask students to hypothesize about what it must have been like to be a teenager growing up in the South during this time period.
7. Remind students that they are going to see (or have already seen) a film in which segregation and the civil rights movement have already had a major impact on the lives of the main characters.

Extension Activity: Connecting Historical Research to the Present

1. Ask students to name recent examples of resistance to social injustices. Give them the opportunity to explain what they know about these examples and encourage them to respect differences of opinion in discussing them. If some students have participated in such events, invite them to report their motivation and experiences.
2. Show the video clips you have assembled and ask students to think about some ways these current examples are similar to and different from the civil rights movement in the 1950s and 1960s.
 - a. “Hundreds of Thousands turn out for Women’s March on Washington” at https://youtu.be/Y-9UEq3T_5A
 - b. “The fight over the Dakota Access Pipeline, explained” at <https://youtu.be/qJZ1-LAFOTo>
 - c. “What’s at stake in the fight over North Carolina’s ‘Bathroom Bill’” at <https://youtu.be/RByAgxbcUEU>



Handout 1 ► P.1

Understanding the Jim Crow Era

NAME: _____ DATE: _____

Part 1. Directions:

Based on your reading assignment on the Jim Crow Era, complete the following graphic organizer.

Key People	Key Events
Causes	Effects

Understanding the Jim Crow Era

Additional interesting information from the webpage “Who was Jim Crow?”

Additional interesting information from the webpage “What was Jim Crow?”

Part 2—Respond as fully as possible to the following personal reflection questions.

What ideas occurred to you while reading the information on the Jim Crow Era?

Although legal segregation has been outlawed by the Civil Rights Act, do any forms of segregation or discrimination still exist in our society? If so, how is it manifested?

Teacher Resource 1

Understanding the Jim Crow Era: Suggested Answers

Part 1—Based on your reading assignment on the Jim Crow Era, complete the following graphic organizers.

Key People Jim Crow character portrayed by T.D. Rice (white comedian/actor who performed in blackface) Homer A. Plessy: Black man arrested for sitting in whites' section of a train	Key Events 1877: Election of Republican Rutherford B. Hayes 1890: Louisiana "Separate Car Law" passed 1896: <i>Plessy v. Ferguson</i> Supreme Court ruling 1919: "Red Summer"
Causes Reconstruction scared many whites who did not want Black people to have power. Widespread belief among whites that deemed white people superior and Black people inferior in intelligence, morality, civilized behavior, etc.	Effects Prolonged institutional oppression of Black people Widespread, unjust violence against Black people Unequal education, housing, etc. The eventual end of segregation (legally) with <i>Brown v.</i> <i>Board of Education</i> Supreme Court ruling
Interesting Info, "Who was Jim Crow?" <i>Students' answers will vary.</i>	
Interesting Info, "What was Jim Crow?" <i>Students' answers will vary.</i>	

Part 2: Reflection Questions:

Students' answers will vary.



Handout 2 ► P.1

Researching Acts of Resistance

NAME: _____ DATE: _____

Event Topic:**Event Date and Location:****Event Description:****Key People:****Importance and Impact:**

Researching Acts of Resistance:

List of Sources:

Elements to be included in poster or PowerPoint slide(s):



Teacher Resource 2

Researching Acts of Resistance: Suggested Answers

Event Topic:

Brown v. Board of Education

Event Date and Location:

1954, Topeka, Kansas

Event Description:

Supreme Court decision that held that the racial segregation of children in public schools violated the 14th Amendment

Students should have additional information.

Key People:

Oliver Brown: parent of one of the children denied access to Topeka's white schools

Thurgood Marshall: chief counsel for plaintiffs

Students should have additional information.

Importance and Impact:

Constitutional backing of equal, integrated facilities

States did not fully abide by court ruling until mid-1960s.

Students should have additional information.

List of Sources:

Students' sources will vary.

Elements to be included in poster or PowerPoint slides:

Students' responses will vary.

**Event Topic:**

Montgomery Bus Boycott

Event Date and Location:

December 1955–December 1956, Montgomery, Alabama

Event Description:

Four days before the boycott, Rosa Parks refused to give up her seat to a white man. She was arrested and fined.

Boycott in which African Americans refused to ride city buses to protest segregated seating

Lasted 381 days

Supreme Court ordered Montgomery to integrate its bus system.

Students should have additional information.

Key People:

Rosa Parks

Martin Luther King, Jr.

NAACP

Students should have additional information.

Importance and Impact:

Mobilized Black people and promoted united efforts toward

civil rights Pushed Martin Luther King, Jr., into the spotlight

Students should have additional information.

List of Sources:

Students' sources will vary.

Elements to be included in poster or PowerPoint slides:

Students' responses will vary.

Lesson

(SOCIAL STUDIES)

**Event Topic:**

Woolworth sit-ins

Event Date and Location:

1960, Greensboro, North Carolina

Event Description:

Four African-American college students sat down at a whites-only lunch counter at Woolworth's and asked for service.

Their request was refused, and when asked to leave, they remained seated and were eventually arrested.

A series of sit-ins followed, which eventually led to the Woolworth chain removing its racial segregation policy.

Students should have additional information.

Key People:

Ezell A. Blair, Jr.

Franklin E. McCain

Joseph A. McNeil

David L. Richmond

Students should have additional information.

Importance and Impact:

A peaceful demonstration helped ignite a youth-led movement to challenge racial inequality.

Students should have additional information.

List of Sources:

Students' sources will vary.

Elements to be included in poster or PowerPoint slides:

Students' responses will vary.

**Event Topic:**

Freedom Summer, also known as Mississippi Summer Project

Event Date and Location:

1964, Mississippi

Event Description:

Voter registration drives and summer school for both children and adults

Black Mississippians and more than a thousand out-of-state, predominately white volunteers faced constant abuse and harassment (arson, beatings, false arrests, and even murder).

Students should have additional information.

Key People:

Congress of Racial Equality (CORE)

Student Non-Violent Coordinating Committee (SNCC)

James Chaney, Andrew Goodman, and Michael Schwerner

Students should have additional information.

Importance and Impact:

Widely increased voting in the South

Citizenship and civic participation are closely linked to voter status.

Students should have additional information.

List of Sources:

Students' sources will vary.

Elements to be included in poster or PowerPoint slides:

Students' responses will vary.

**Event Topic:**

Freedom Rides/Freedom Riders

Event Date and Location:

May–September, 1961, Southern states

Event Description:

A series of bus trips through the American South to protest segregation on interstate buses and in the interstate bus terminals

The group encountered tremendous violence from white protesters while also gaining international attention.

Over the next few months, several hundred Freedom Riders joined in.

The Interstate Commerce Commission issued regulations prohibiting segregation in bus and train stations nationwide.

Students should have additional information.

Key People:

Congress of Racial Equality (CORE)

National Association for the Advancement of Colored People (NAACP)

Martin Luther King, Jr.

Students should have additional information.

Importance and Impact:

Another example of largely youth-led demonstrations

Students should have additional information.

List of Sources:

Students' sources will vary.

Elements to be included in poster or PowerPoint slides:

Students' responses will vary.



Teacher Resource 3 Scoring Rubrics

Rubric 1: Class Discussion

	Meets/Exceeds Expectations (3)	Approaching Expectations (2)	Needs Improvement (1)
Listening	Student listened intently and respectfully to classmates throughout entire duration of class discussion.	Student listened intently and respectfully to classmates for much of class discussion.	Student appeared to be “spaced out” during discussion and/or interrupted the speaker.
Speaking	Student contributed several meaningful, relevant comments to class discussion.	Student contributed one meaningful, relevant comment to class discussion.	Student did not contribute to class discussion at all.
Depth of Thought	Student’s contributions showed deep understanding and thought.	Student’s contributions showed surface level understanding and thought.	Student’s lack of contribution to class discussion made it difficult to assess depth of thought.

Rubric 2: Handout 1: Understanding the Jim Crow Era

	Meets/Exceeds Expectations (3)	Approaching Expectations (2)	Needs Improvement (1)
Completion	Student's work is complete, with all parts present.	Student's work is partly complete, with some elements present.	Student is missing a majority of the work.
Comprehension	Student's responses demonstrate exceptional understanding of the online source provided.	Student's responses demonstrate a fair understanding of the online source provided.	Student's responses demonstrate little to no understanding of the online source provided.
Accuracy	Student's responses are accurate and based on evidence shown in the online source.	Some of the student's responses are accurate and based on evidence.	Student's responses are not accurate and have not been derived from the online source.


Rubric 3: Acts of Resistance Poster or Slide Presentation

	Meets/Exceeds Expectations (3)	Approaching Expectations (2)	Needs Improvement (1)
Creativity	Student's creativity regarding approach, design, and material provide substantial added value to the overall appearance of the poster or slide.	Student's creativity regarding approach, design, and material provide minimal added value to the overall appearance of the poster or slide.	Student's poster or slide is lacking creativity, which detracted from the overall appearance of the poster.
Comprehension	Student's poster or slide presentation demonstrates exceptional understanding of the research.	Student's poster or slide presentation demonstrates minimal understanding of the research.	Student's poster or slide presentation demonstrates little to no understanding of the research.
Depth of Thought	Student's poster or slide elements are accurate and based on completion of HANDOUT 2 .	Some of the student's poster or slide elements are accurate and based on completion of HANDOUT 2 .	Student's poster or slide elements are not accurate, and student has not completed HANDOUT 2 .



JOURNEYS IN FILM™
educating for global understanding



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