

LISTENING FOR HISTORY: Voices of America!

Lift Every Voice: The Music of Black Women During the Civil Rights Movement

September 24, 2015

Mesa Arts Center (Mesa Contemporary Arts)

4:30-7:00 pm

Presenters:

Rachel Collay (Westwood High School English Teacher)

Vincent Gardner (Jazz at Lincoln Center Orchestra Member)

Marcie Hutchinson (Arizona State University History Faculty)

Goals of *Jazz from A to Z*

- Enrich the **historical and cultural knowledge** of students and teachers through an integrated study of both jazz music and American/World history.
- Develop and maintain **historical thinking** in history classes by engaging students in meaningful activities that apply knowledge and skills.
- Empower students and teachers with skills and knowledge of jazz in its historical context so as to have a **meaningful experience** with works of music.
- Enhance student musical **performances**.
- Support humanities education through the **inter-disciplinary study** of history, literature, music, and art.

Desired Outcomes of the *Jazz from A to Z* Educator Workshops

- **Initial Outcome**
Teachers will compose lesson/project plans integrating *Jazz from A to Z* content, resources and strategies that elevate students' cultural knowledge and historical thinking skills in American/World history classes.
- **Short-term Outcome**
Jazz from A to Z will design educator workshops integrating history, music, literature, and the arts that will stimulate interdisciplinary collaboration in Arizona schools.
- **Long-term Outcome**
Arizona educators will consistently integrate history, literature, music and the arts in district curriculums, so that every history student experiences the arts throughout his/her schooling.

Arizona's Social Studies Standards in American History

- **Concept 1: Research Skills for History**, "Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events."
- **Concept 9: Postwar changes led to social tensions in the United States (American History)**
 - **PO 6.** Describe the importance of the following civil rights issues and events: (8th grade)
 - Jim Crow Laws
 - nonviolent protests

- desegregation
- Civil Rights Act of 1964
- Voting Rights Act of 1965
- **PO 2.** Describe aspects of American post-World War II domestic policy: (high school)
 - Civil Rights (e.g., Birmingham, 1964 Civil Rights Act, Voting Rights Act, Constitutional Amendments)
- **PO 3.** Describe aspects of post World War II American society: (high school)
 - protest movements (e.g., anti-war, women’s rights, civil rights, farm workers, César Chavez)
 - assassinations (e.g., John F. Kennedy, Martin Luther King, Jr., Robert F. Kennedy, Malcolm X)

Social Studies Objectives

1. Describe the strategy of nonviolent direct action.
2. Determine the factors necessary for the successful implementation of the strategy of nonviolent direct action based in events from the Civil Rights Movement from 1960-1965.

English Language Arts Objectives

Students will:

1. use research techniques to determine the historical factors which influenced a protest song
2. analyze the rhetorical techniques used by an author to support an argument
3. examine the musical techniques used in the performance and their impact on the central argument of the piece
4. select important details from a documented instance of social injustice
5. construct a compelling argument in the form of a protest song
6. strengthen argument through revision to maximize effectiveness

Common Core State Standards

English Language Arts - Reading Informational Text

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Craft and Structure:

CCSS.ELA-LITERACY.RI.9-10.5

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

CCSS.ELA-LITERACY.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.9-10.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

English Language Arts - Writing Arguments

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.W.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 [here](#).)

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

<http://www.corestandards.org/ELA-Literacy/W/9-10/9/a/>

Essential Questions:

1. What are the qualities of effective leadership?
2. Why is activism essential to a participatory democracy?
3. How can songs motivate and sustain activism that seeks positive social change? How have songs given a voice to the voiceless throughout history?
4. What rhetorical methods allowed women to emerge as leaders of the movement?
5. How did the protest song afford women “a place at the table”?
6. What are the rhetorical elements of the protest song?
7. What are the rhetorical situations of women who gained leadership roles by sharing a protest song?
8. What female rhetorical acts of song have been under studied in the literature and what connections exist among them?

WORKSHOP PROCEDURE

- **Warm-Up: Historical Activity (10)**
- **Resource Binder (10)**
- **Women Activists of the Movement: Ella Baker and Fannie Lou Hamer (5)**
- **The Music and Lives of Black Women Artists During the Civil Rights Movement: (15)**
- **Historical Context of Model Song:** Activity based on major civil rights events. (10)
- **Introduction of Protest Song Project (45)**
 - Analysis of civil rights-era protest songs with analysis chart.
Model Song: *Mississippi Goddam (Nina Simone)*
 - Teachers in a group choose an article based in a civil rights event- Teachers read the article, annotating for main ideas, important details and significant explanations. Teachers will extract a chorus, claim, and details from the article.
 - As a group, teachers create a song that includes an identifiable claim, supporting evidence and commentary based on the chosen article (can include resources from the binder).
- **Groups perform their songs. (15-20 min)**

The Voices: The Activists

Ella Baker (1903-1986)

“Strong people don’t need strong leaders.”

“Until the killing of Black men, Black mothers’ sons, becomes as important to the rest of the country as the killing of a White mother’s son—we who believe in freedom cannot rest until this happens.” - 1964

Ella Baker Resources

Ella Baker and the Black Freedom Movement: A Radical Democratic Vision by Barbara Ransby

Ella Baker Biography

http://kingencyclopedia.stanford.edu/encyclopedia/encyclopedia/enc_baker_ella_josephine_1903_1986/

http://www.pbs.org/wgbh/amex/eyesontheprize/profiles/03_baker.html

Ella Baker’s “Bigger Than an Hamburger” Speech- May 1960

<http://www.crmvet.org/docs/sncc2.htm>

Fannie Lou Hamer (1917-1977)

“You can pray until you faint, but unless you get up and try to do something, God is not going to put it in your lap.”

“I am sick and tired of being sick and tired.”

Mr. Chairman, and to the Credentials Committee, my name is Mrs. Fannie Lou Hamer, and I live at 626 East Lafayette Street, Ruleville, Mississippi, Sunflower County, the home of Sen. James O. Eastland, and Sen. Stennis.” – August 1964

Fannie Lou Hamer Resources

The Senator and the Sharecropper: The Freedom Struggles of James O. Eastland and Fannie Lou Hamer by Chris Myers Asch

For Freedom’s Sake: The Life of Fannie Lou Hamer by Chana Kai Lee

Fannie Lou Hamer Biography

<http://www.pbs.org/wgbh/americanexperience/features/biography/freedomssummer-hamer>

http://kingencyclopedia.stanford.edu/encyclopedia/encyclopedia/enc_hamer_fannie_lou_1917_1977/

"I Question America"- Fannie Lou Hamer's Televised Testimony to the Democratic Party's Convention Credentials Committee- August 22, 1964
<http://www.southernstudies.org/2014/08/i-question-america-remembering-fannie-lou-hamers-c.html>

"I Didn't Know Anything About Voting"- Fannie Lou Hamer
(4/14/72 and 1/25/73)
<http://historymatters.gmu.edu/d/6918/>

Diane Nash

"First of all, Mayor West, do you feel that it's wrong to discriminate against a person solely on the basis of his race or color?"

Diane Nash Resources

Diane Nash Biography

http://kingencyclopedia.stanford.edu/encyclopedia/encyclopedia/enc_nash_diane_1938.1.html

Diane Nash and the Sit-Ins- Interview

<http://www.pbslearningmedia.org/resource/iml04.soc.ush.civil.nash/diane-nash-and-the-sit-ins/>

The Voices: The Artists

Abbey Lincoln

"When everything is finished in a world, the people go to look for what the artists leave. It's the only thing that we have really in this world - - is an ability to express ourselves and say, "I was here. "

"The best thing you can do is to be a woman and stand before the world and speak your heart."

Abbey Lincoln Resources

Freedom Sounds: Civil Rights Call Out to Jazz and Africa by Ingrid Monson
pp. 175-185

If You Can't Be Free, Be a Mystery: In Search of Billie Holiday by Farah Jasmine Griffin pp. 161-191

Jazz Profiles from NPR: "Abbey Lincoln"

<http://www.npr.org/programs/jazzprofiles/archive/lincoln.html>

Mahalia Jackson

"Gospel songs are the songs of hope. When you sing gospel you have the feeling there is a cure for what's wrong, but when you are through with the blues, you've got nothing to rest on."

"Tell them about the dream, Martin!"

Mahalia Jackson Resources

"Mahalia Jackson and King's Improvisation"

<http://www.nytimes.com/2013/08/28/opinion/mahalia-jackson-and-kings-rhetorical-improvisation.html>

New York *Times* Obituary "On This Day"

<http://www.nytimes.com/learning/general/onthisday/bday/1026.html>

Mahalia Jackson Biography

http://kingencyclopedia.stanford.edu/encyclopedia/encyclopedia/enc_jackson_mahalia_19111972/

"Mahalia and the Movement" (pages 4-10) and "The Soul of the Movement: Calls and Responses" (pages 11-15) in *A Change is Gonna Come* by Craig Werner

Odetta Holmes

"They were liberation songs," she later recalled. "You're walking down life's road, society's foot is on your throat, every which way you turn you can't get from under that foot. And you reach a fork in the road and you can either lie down and die or insist upon your life ... those people who made up the songs were the ones who insisted upon life."

"Through those songs, I learned things about the history of black people in this country that the historians in school had not been willing to tell us about or had lied about."

"School taught me how to count and taught me how to put a sentence together," she acknowledged. "But as far as the human spirit goes, I learned through folk music."

"Oh freedom, Oh freedom, Oh freedom over me/ An befo' I'd be a slave, I'll be buried in my grave/ An' go home to my Lord an' be free."

Odetta Resources

"New York *Times* Obituary"

<http://www.nytimes.com/2008/12/03/arts/music/03odetta.html?pagewanted=all>

"*The Last Word: Odetta* by Sean Patrick Farrell New York *Times* Video"

<http://www.nytimes.com/video/arts/music/1194832844841/last-word-odetta.html>

Odetta: Remembering Her Legacy

<http://www.npr.org/artists/97739742/odetta>

“Odetta Remains a Powerful Voice for Justice”

<http://www.npr.org/templates/story/story.php?storyId=5074594>

Nina Simone

"I'll tell you what freedom is to me — no fear! ... If I could have that half my life, no fear." She goes on: "It is something really, really to feel — like a new way of seeing."

"Lord have mercy on this land of mine / We all gonna get it in due time / I don't belong here / I don't belong there / I've even stopped believing in prayer."

Nina Simone Resources

“A Raised Voice: How Nina Simone Turned the Movement into Music”

<http://www.newyorker.com/magazine/2014/08/11/raised-voice>

Selma to Montgomery March: Nina Simone Sings “Mississippi Goddam”

<https://www.youtube.com/watch?v=1eaxFES2YXA>

“The High Priestess of Soul: Nina Simone in 5 Songs”

<http://www.npr.org/sections/ablogsupreme/2015/06/24/416824244/the-high-priestess-of-soul-nina-simone-in-five-songs>

“Princess Nina Simone: The Voice of a Movement”

<http://www.npr.org/2010/06/17/127910845/princess-nina-simone-the-voice-of-a-movement>

“All Songs +1: Baltimore”

<http://www.npr.org/sections/allsongs/2015/05/01/403577686/all-songs-plus-one-baltimore>

“New Documentary Finds Nina Simone In Between the Black and White Keys”

<http://www.npr.org/2015/06/24/416805770/new-documentary-finds-nina-simone-in-between-the-black-and-white-keys>

“Nina Simone’s Time is Now, Again”

<http://www.nytimes.com/2015/06/21/movies/nina-simones-time-is-now-again.html>

“Nina Simone and Me: An Artist and Activist Revisited”

<http://www.cnn.com/2015/07/11/entertainment/nina-simone-revisited/>

“My American Dream Sounds Like Nina Simone”

<http://www.npr.org/sections/therecord/2012/06/26/155774842/my-american->

[dream-sounds-like-nina-simone](#)

“Eight Nina Simone Facts We Learned from the New Netflix Doc”
<http://www.biography.com/news/nina-simone-movie-netflix-doc>

Mavis Staples

“My purpose: to lift your spirit and to motivate you.”

“We've had a great change. Dr. King saw to that. I was so grateful to see the 'colored only' signs come off the water fountains and bathrooms in the south. But the struggle lives on.”

“ . . . I made up my mind, and I won't turn around.”

Mavis Staples Resources

I'll Take You There: Mavis Staples, The Staple Singers, and the Music That Shaped the Civil Rights Era by Greg Kot

“I'll Take you There: The Staples' Singers Rise From Church to Fame” (Interview with Greg Kot)

<http://www.npr.org/2014/01/18/263095847/ill-take-you-there-the-staple-singers-rise-from-church-to-fame>

“Freedom Singer”

http://articles.chicagotribune.com/2007-04-15/news/0704130309_1_mavis-staples-staple-singers-mississippi-river

“Mavis Staples on World Café”

<http://www.npr.org/2010/12/13/131051017/mavis-staples-on-world-cafe>

Mavis Staples, Live in Concert, Newport Folk 2014

<http://www.npr.org/2014/07/21/333725707/mavis-staples-live-in-concert-newport-folk-2014>

Music on CD

Freedom Highway Complete: Recorded Live at Chicago's New Nazareth Church (Recorded 1965, released 2015)

<http://spectrumculture.com/2015/03/05/the-staple-singers-freedom-highway-complete-recorded-live-at-chicagos-new-nazareth-church/>

“Mavis Staples Sings the Soundtrack of Civil Rights”

<http://www.npr.org/2014/04/12/302166519/mavis-staples-still-singing-the-civil-rights-soundtrack>

We'll Never Turn Back - 2007 “Mavis Staples CD Celebrates Civil Rights”

<http://www.npr.org/templates/story/story.php?storyId=10253859>

Historical Context: 1960-1965

Sit-ins - 1960

Secondary Sources

“Sit-ins and the Student Nonviolent Coordinating Committee (SNCC), 1960” in *The King Years: Historic Moments in the Civil Rights Movement* by Taylor Branch (pgs. 13-32)

Sit-ins

http://kingencyclopedia.stanford.edu/encyclopedia/encyclopedia/enc_sit_ins/

Greensboro Sit-ins

<http://learning.blogs.nytimes.com/?s=Greensboro+Sit-ins>

Student Nonviolent Coordinating Committee

SNCC Legacy Project- <http://www.sncclegacyproject.org/legacy.html>

SNCC-

http://kingencyclopedia.stanford.edu/encyclopedia/encyclopedia/enc_student_nonviolent_coordinating_committee_sncc/index.html

James Lawson

http://kingencyclopedia.stanford.edu/encyclopedia/encyclopedia/enc_lawson_james_1928/index.html

Primary Sources

“An Appeal for Human Rights” – March 9, 1960

<http://www.crmvet.org/docs/aa4hr.htm>

SNCC Statement of Purpose- May 14, 1960

<http://nationalhumanitiescenter.org/pds/maai3/protest/text2/snccstatementofpurpose.pdf>

<http://spartacus-educational.com/USAClawsonJ.htm>

Ella Baker’s “Bigger Than an Hamburger”- May 1960

<http://www.crmvet.org/docs/sncc2.htm>

SNCC Women in the Movement- November 1964

http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/SNCC_women.html

SNCC and Nina Simone Image-

<http://www.crmvet.org/images/imggrass.htm>

Press

http://www.pbs.org/wgbh/amex/eyesontheprize/story/04_nonviolence.html

Sit-ins Images- <http://www.crmvet.org/images/imgcoll.htm>

Birmingham – 1963

Secondary Sources

“A National Firestorm from Birmingham, 1963” in *The King Years: Historic Moments in the Civil Rights Movement* by Taylor Branch (pgs. 48-47)

“Birmingham Church Bombing, 1963” in *The King Years: Historic Moments in the Civil Rights Movement* by Taylor Branch (pgs. 69-78)

Birmingham Campaign

http://kingencyclopedia.stanford.edu/encyclopedia/encyclopedia/enc_birmingham_campaign/

“The Limits of Nonviolence” - Albany, Georgia

http://www.pbs.org/wgbh/amex/eyesontheprize/story/06_albany.html

“Project ‘C’ in Birmingham”

http://www.pbs.org/wgbh/amex/eyesontheprize/story/07_c.html

“JFK: Domestic Politics”

<http://www.pbs.org/wgbh/americanexperience/features/general-article/jfk-domestic/>

“The Day President Kennedy Embraced Civil Rights-

<http://www.theatlantic.com/national/archive/2013/06/the-day-president-kennedy-embraced-civil-rights-and-the-story-behind-it/276749/>

“The Speech That Shocked Birmingham the Day After the Church Bombing”

<http://www.theatlantic.com/national/archive/2013/09/the-speech-that-shocked-birmingham-the-day-after-the-church-bombing/279565/>

<http://learning.blogs.nytimes.com/?s=Birmingham+church+bombing>

Primary Sources

“Birmingham’s Racial Segregation Ordinances”- May, 1951

<http://web.archive.org/web/20110406165646/http://xroads.virginia.edu/~PUBLIC/civilrights/ordinances.html>

“Letter to Martin Luther King”- April 12, 1963

<http://teachingamericanhistory.org/library/document/letter-to-martin-luther-king/>

“Letter from a Birmingham Jail”- April 16, 1963

<https://kinginstitute.stanford.edu/king-papers/documents/letter-birmingham-jail>
http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

President John F. Kennedy Press Conference- May 8, 1963

http://www.pbs.org/wgbh/amex/eyesontheprize/sources/ps_c.html

Telegram from George Wallace to Kennedy – May 13, 1963

<http://www.pbs.org/wgbh/americanexperience/features/primary-resources/jfk-govwallace/>

Televised Civil Rights Announcement- President John F. Kennedy- June 11, 1963 <http://www.pbs.org/wgbh/americanexperience/features/primary-resources/jfk-civilrights/>

“Malcolm X Terms Dr. King’s Tactics Futile”

http://www.columbia.edu/cu/ccbh/mxp/images/sourcebook_img_60.jpg

“Eulogy for the Martyred Children”- Dr. Martin Luther King- September 18, 1963

<http://mlk-kpp01.stanford.edu/index.php/kingpapers>

Press

http://www.pbs.org/wgbh/amex/eyesontheprize/story/07_c.html

Birmingham Images- <http://www.crmvet.org/images/imgbham.htm>

March on Washington – August 28, 1963

Secondary Sources

“The March on Washington, 1963” in *The King Years: Historic Moments in the Civil Rights Movement* by Taylor Branch (pgs. 59-68)

March on Washington for Jobs and Freedom

http://kingencyclopedia.stanford.edu/encyclopedia/encyclopedia/enc_march_on_washington_for_jobs_and_freedom/

“The March on Washington”

http://www.pbs.org/wgbh/amex/eyesontheprize/story/08_washington.html

“March on Washington Recalled”

<http://www.npr.org/2003/08/28/1414581/radio-history-march-on-washington-recalled>

“Text to Text | ‘I Have a Dream’ and The Lasting Power of Dr. King’s Dream Speech”

<http://learning.blogs.nytimes.com/2013/12/03/text-to-text-i-have-a-dream-and-the-lasting-power-of-dr-kings-dream-speech/#more-140113>

Lesson Plan- <http://www.whitehousehistory.org/teacher-resources/jfk-a-philip-roth-and-the-march-on-washington>

Primary Sources

Official Program for the March on Washington

<http://ourdocuments.gov/doc.php?flash=true&doc=96>

Philip Randolph, *The Call to Negro America to March on Washington* (May, 1941)

http://www.wnorton.com/college/history/archive/resources/documents/ch30_02.htm

John Lewis, “Speech at the March on Washington”

<http://www.crmvet.org/info/mowjl.htm>

http://www.pbs.org/wgbh/amex/eyesontheprize/sources/ps_washington.html

“I Been Buked and I Been Scorned” – Mahalia Jackson

https://www.youtube.com/watch?v=rZck6OXR_wE

Dr. Martin Luther King- “I Have a Dream” Speech

<http://www.thekingcenter.org/archive/theme/4783>

Press

http://www.pbs.org/wgbh/amex/eyesontheprize/story/08_washington.html

Eyewitness Account

“View from the Front of the Bus” by Marlene Nadle

http://harlemcore.com/omeka/archive/files/nadle_mow_7b64d8f429.pdf

Songs from the March

<http://www.pbs.org/wgbh/americanexperience/features/general-article/soundtrack-lyrics/#hand>

March on Washington Images- <http://www.crmvet.org/images/imgmow.htm>

Mississippi and Freedom Summer

Secondary Sources

“Freedom Summer, 1964” in *The King Years: Historic Moments in the Civil Rights Movement* by Taylor Branch (pgs. 79-87)

Freedom Summer- American Experience

<http://www.pbs.org/wgbh/americanexperience/features/my-american-experience/freedomssummer/>

Freedom Summer

http://www.pbs.org/wgbh/amex/eyesonthepize/story/09_summer.html

Biography: Fannie Lou Hamer

<http://www.pbs.org/wgbh/americanexperience/features/biography/freedomsommer-hamer/>

General Article: Murder in Mississippi

<http://www.pbs.org/wgbh/americanexperience/features/general-article/freedomssummer-murder/>

Songs Got Us Through”: Fannie Lou Hamer in Winona

<https://friendsofjustice.wordpress.com/2009/12/10/songs-got-us-through-fannie-lou-hamer-in-winona/>

“The Day Fannie Lou Hamer Shocked America”

<https://friendsofjustice.wordpress.com/2010/02/26/the-day-fannie-lou-hamer-shocked-america/>

“The Legacy of Medgar Evers”

<http://www.npr.org/templates/story/story.php?storyId=1294360>

White Citizens’ Councils

http://kingencyclopedia.stanford.edu/encyclopedia/encyclopedia/enc_white_citizens_councils_wcc/

<http://www.citizenscouncils.com/>

Mississippi Citizens Councils: What Were They? (Discussion with historian John Dittmer, author of *Local People: The Struggle for Civil Rights in Mississippi*)

<http://www.npr.org/2010/12/27/132364641/Mississippi-Citizens-Councils-What-Were-They>

Primary Sources

“Mississippi Freedom Summer: Student Workers”

Elizabeth Sutherland, *Letters from Mississippi*, 1965 in *For the Record: A Documentary History of America* (pgs. 269-276)

“The Ballot or the Bullet” – Malcolm X – April 3, 1964
http://www.sojust.net/speeches/malcolm_x_ballot.html

“The Civil Rights Movement: Fraud, Sham and Hoax”- July 4, 1964
George Wallace
http://www.sojust.net/speeches/wallace_hoax.html

“Testimony of Rita L. Schwerner” – July, 1964
<http://www.historyisaweapon.com/defcon1/schwerner testimony.html>

“I Question America”- Fannie Lou Hamer’s Televised Testimony to the Democratic Party’s Convention Credentials Committee- August 22, 1964
<http://www.southernstudies.org/2014/08/i-question-america-remembering-fannie-lou-hamers-c.html>

Dave Dennis Eulogy for James Chaney
<https://www.youtube.com/watch?v=jKNHS0NV2c>

“What Does Mississippi Have to Do With Harlem?” - Malcolm X (1964)
http://www.pbs.org/wgbh/amex/eyesontheprize/sources/ps_noi.html

“I Didn’t Know Anything About Voting”- Fannie Lou Hamer
(4/14/72 and 1/25/73)
<http://historymatters.gmu.edu/d/6918/>

“One Volunteer’s Freedom Summer”
http://www.pbs.org/wgbh/amex/eyesontheprize/sources/ps_summer.html

Civil Rights Act of 1964
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I See the Rhythm of Gospel by Michele Wood and Toyomi Igus

Odetta: The Queen of Folk by Stephen Alcorn

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The African American Jeremiad: Appeals for Justice in America by David Howard-Pitney

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The Promised Land: The Great Black Migration and How it Changed America by Nicholas Lemann

Sweet Land of Liberty: The Forgotten Struggle for Civil Rights in the North by Thomas Sugrue

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