

**Perspectives: The Civil Rights Movement and  
The Mississippi Freedom Summer Project  
A Social Studies Lesson for Grades Nine and Ten**

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**\*\*Primary documents regarding the Mississippi Freedom Summer Project housed in the Western College Memorial Archives are available in the**

<http://digital.lib.muohio.edu/fs/>

Western College Memorial Archives

<http://westernarchives.lib.muohio.edu/index.php>

**Ohio State Standards for Social Studies:**

\* History 9-10, Benchmark F: Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.

Indicator: Grade 10, GLI 14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on: b. Changes in goals and tactics of leading civil rights advocates and organizations.

\* People in Societies 9-10, Benchmark B: Analyze the consequences of oppression, discrimination and conflict between cultures.

Indicator: Grade 10, GLI 4. Analyze the struggle for racial and gender equality and its impact on the changing status of minorities since the late 19th century.

\* Citizenship Rights and Responsibilities 9-10, Benchmark A: Analyze ways people achieve governmental change, including political action, social protest and revolution.

Indicator: Grade 10, GLI 2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including: b. Civil rights movement of the 1960s.

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**Objectives:**

Students will:

- Examine primary documents to gain an understanding of the Freedom Summer movement: its context, goals, participants and outcomes.
- Analyze personal accounts of Freedom Summer to discover differing perspectives on the issue of Civil Rights.
- Understand and evaluate the role of Western College for Women in the Mississippi Freedom Summer Project.

**Materials**

\*\*Primary documents regarding the Mississippi Freedom Summer Project housed in the Western College for Women Memorial Archive and also available in the Freedom Summer Digital Collection.

<http://digital.lib.muohio.edu/fs/>

[http://westernarchives.lib.muohio.edu/show\\_content.php?unique\\_id=73](http://westernarchives.lib.muohio.edu/show_content.php?unique_id=73)

“The Stranger is the Enemy,” The Washington Post, Sunday, August 16, 1964 (Box 1, Folder 7, Item 1)

“Thoughts on Civil Rights Orientation, Oxford, Ohio” by Phyllis Hoyt (Box 2, Folder 2, Item 3)

“A Long, Hot Summer in Mississippi,” The Antioch an, November 30, 1964 (Box 4, Folder 2, Item 59)

“Mississippi Invasion Army,” Columbia, S.C. Record, June 25, 1964 (Box 4, Folder 2, Item 78)

“No Religious Beliefs,” “In Mississippi Today,” “Cool Look at Long Summer” Articles;  
“Rights Worker Reports on Mississippi...” Philadelphia Bulletin, date unknown (Box 4, Folder 2, Item 58)

“Young Rights Trainees Scared, Dedicated,” Austin Texan, date unknown (Box 4, Folder 2, Item 61)

“Mississippi Freedom Summer” Brochure from the Council of Federated Organizations (Box 6, Folder 4, Item 3)

**Other resources:**

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Meltzer, Milton. There Comes a Time: The Struggle for Civil Rights, Random House, (2001)

Herbert Randall Photos at the University of Southern Mississippi Archives: McCain Library and Archives

<http://www.lib.usm.edu/~archives/m351ph1a.htm>

**Introduction:**

In groups or individually, students will read the description of the Mississippi Freedom Summer Project on pages 131-138 of Milton Meltzer’s There Comes a Time: the Struggle for Civil Rights (2001) and discuss the following questions:

1. What was the situation like for blacks in Mississippi in 1963-1964?
2. Who was Robert Moses and why was he important?
3. What percentage of voting-aged blacks was registered in Mississippi in 1964?
4. Which organizations were involved in the Mississippi Freedom Summer Project of 1964?
5. Why were white college students from the north recruited to join the project?
6. Why did they choose to focus on Mississippi?
7. What happened on June 21? What were the outcomes of that event?
8. What did the volunteers do in Mississippi?
9. What were some of the outcomes of their work?

**Jigsaw activity for analyzing primary documents:**

Students will be arranged into groups of four called “home groups.” Each member of the home group will be assigned to investigate the perspective of a different people group involved in or affected by the Mississippi Freedom Summer Project:

1. Student volunteers
2. Western College Alumnae
3. People against the project
4. Black Mississippians

Each student will become an “expert” in the perspective of his/her people group in response to the Freedom Summer Project. They will accomplish this by examining primary documents from the Western College Archives in their “expert groups.” Each student will then teach the other members of the “home group” about the perspective of their people group.

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