

# **“We Shall Overcome”: The Modern Civil Rights Movement**

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**Year 3**  
**History Unit 3**  
Workbook

## Lesson 1: The Birth of a Movement



*March on Washington, August 28, 1963, with civil rights leaders (second row, left to right) Whitney M. Young, Jr., Roy Wilkins, A. Philip Randolph, Walter P. Reuther, and Arnold Aronson. (Scherman, Rowland. U.S. National Archives and Records Administration)*

**To what extent did black Americans gain civil rights after World War II?**

Lesson 1  
Do Now



Signs during the March on Washington for Jobs and Freedom, by Marion S. Trikosko, 1963 (Library of Congress)

1. What are **two** things you notice about this photograph?
  
2. What are **two** questions you have about this photograph?

## Lessons 2–3: The Impact of Segregation



*Drinking fountain on the county courthouse lawn, Halifax, North Carolina, 1938 (Wikimedia)*

**Against which form of segregation, de jure or de facto, should civil rights activists focus their efforts?**

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**Lessons 2–3**  
**Speech Planning Guide**

**DIRECTIONS:** Answer the following questions to brainstorm ideas for your speech. Be as specific and as thorough as possible!

**Your Task:** Imagine you are a prosecutor, and segregation is on trial. Against which form of segregation, de jure or de facto, should civil rights activists focus their efforts?

**DIRECTIONS:** Outline your speech below. Make sure that your argument is simple, clear, and compelling. Then make sure the evidence you choose is convincing, supports your argument, and includes a compelling piece of evidence you will use as a counterargument to strengthen your argument.

- **Argument:**
  - **Piece of Evidence 1:**
  
  - **Piece of Evidence 2:**
  
  - **Counterargument:**

## Lesson 4: “By Any Means Necessary”?



*Civil rights leaders Martin Luther King, Jr. (left), and Malcolm X (right) on March 26, 1964, in Washington, D.C. (Library of Congress)*

**How did Malcolm X’s philosophy on achieving rights for black Americans differ from Martin Luther King, Jr.’s?**

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**Lesson 4**  
**Do Now**



*Malcolm X and Martin Luther King, Jr., meet, 1964 (National Endowment for the Humanities).*

1. What are **two** things you notice about the image above?
  
  
  
  
  
  
  
  
  
  
2. What are **two** questions you have about the image above?

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**Lesson 4****Martin Luther King, Jr., or Malcolm X? Activity**

**Directions:** On your own or with a partner, read the following quotes and decide who you think said it. Write either Martin Luther King, Jr., or Malcolm X on the line following the quote.

Quote 1:

“You can’t separate peace from freedom because no one can be at peace unless he has his freedom.”

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Quote 2:

“Black men have slammed the door shut on a past of deadening passivity.”

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Quote 3:

“There is a magnificent new militancy within the Negro community all across this nation. And I welcome this as a marvelous development. The Negro of America is saying he’s determined to be free and he is militant enough to stand up.”

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Quote 4:

“I believe in human beings, and that all human beings should be respected as such, regardless of their color.”

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Quote 5:

“We can never get civil rights in America until our human rights are first restored. We will never be recognized as citizens until we are first recognized as humans.”

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Quote 6:

“Don’t let anybody frighten you. We are not afraid of what we are doing. . . . We, the disinherited of this land, we who have been oppressed so long, are tired of going through the long night of captivity.”

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Quote 7:

“It is a disgrace for Negro leaders not to be able to submerge our ‘minor’ differences in order to seek a common solution to a common problem posed by a common enemy.”

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Quote 8:

“I am convinced that if we are to get on the right side of the world revolution, we as a nation must undergo a radical revolution of values.”

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Quote 9:

“I have been convinced that some American whites do want to help cure the rampant racism which is on the path to destroying the country.”

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Quote 10:

“I knew that I could never again raise my voice against the violence of the oppressed in the ghettos without having first spoken clearly to the greatest purveyor of violence in the world today—my own government.”

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## Lesson 4

### Martin Luther King, Jr. or Malcolm X? Answer Key

**Directions:** On your own or with a partner, read the following quotes and decide who you think said it. Write either Martin Luther King, Jr., or Malcolm X on the line following the quote.

Quote 1:

“You can’t separate peace from freedom because no one can be at peace unless he has his freedom.”

Malcolm X

Quote 2:

“Black men have slammed the door shut on a past of deadening passivity.”

Martin Luther King, Jr.

Quote 3:

“There is a magnificent new militancy within the Negro community all across this nation. And I welcome this as a marvelous development. The Negro of America is saying he’s determined to be free and he is militant enough to stand up.”

Martin Luther King, Jr.

Quote 4:

“I believe in human beings, and that all human beings should be respected as such, regardless of their color.”

Malcolm X

Quote 5:

“We can never get civil rights in America until our human rights are first restored. We will never be recognized as citizens until we are first recognized as humans.”

Malcolm X

Quote 6:

“Don’t let anybody frighten you. We are not afraid of what we are doing. . . . We, the disinherited of this land, we who have been oppressed so long, are tired of going through the long night of captivity.”

Martin Luther King, Jr.

Quote 7:

“It is a disgrace for Negro leaders not to be able to submerge our ‘minor’ differences in order to seek a common solution to a common problem posed by a common enemy.”

Malcolm X

Quote 8:

“I am convinced that if we are to get on the right side of the world revolution, we as a nation must undergo a radical revolution of values.”

Martin Luther King, Jr.

Quote 9:

"I have been convinced that some American whites do want to help cure the rampant racism which is on the path to destroying the country."

Malcolm X

Quote 10:

"I knew that I could never again raise my voice against the violence of the oppressed in the ghettos without having first spoken clearly to the greatest purveyor of violence in the world today—my own government."

Martin Luther King, Jr.

## Lessons 5–6: Nonviolent Protest



*Student Nonviolent Coordinating Committee (SNCC) protestors march in Montgomery, Alabama, March 17, 1965, by Glen Percy (Wikimedia)*

### **How was nonviolence used in the Civil Rights Movement?**

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**Lessons 5–6**  
**Presentation Planning Guide**

**Your Assigned Method of Civil Disobedience:**

**Central Question: How was nonviolence used in the Civil Rights Movement?**

**Part I: Idea**

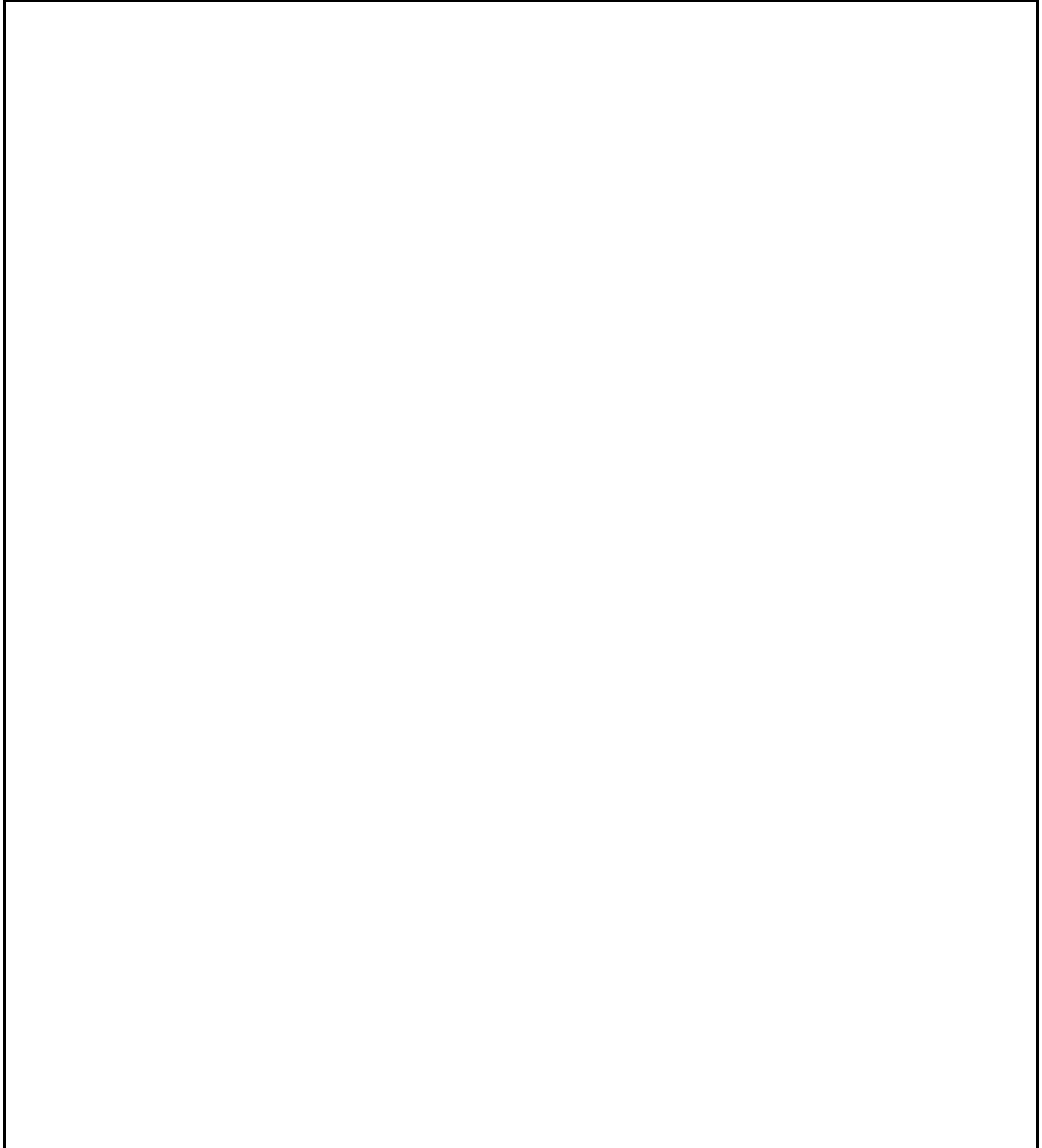
**DIRECTIONS:** As you read the documents and research your topic, come up with an idea that answers the Central Question about your topic. Make sure that your idea is simple, clear, and compelling. Then make sure the evidence you choose is convincing and supports your idea.

- **Idea:**
  - **Piece of Evidence 1:**
  
  - **Piece of Evidence 2:**

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## Part II: Poster Planning

**DIRECTIONS:** In the space below, plan how you will present the idea and evidence about your topic on a poster.

A large, empty rectangular box with a thin black border, intended for students to plan their poster presentation. The box is currently blank.

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## Part II: Digital Presentation Planning

**DIRECTIONS:** In the space below, plan how you will present the idea and evidence about your topic in your digital presentation. Make sure each slide of your presentation is focused on the idea about your topic and is supported by your evidence.

**Slide 1**

**Slide 2**

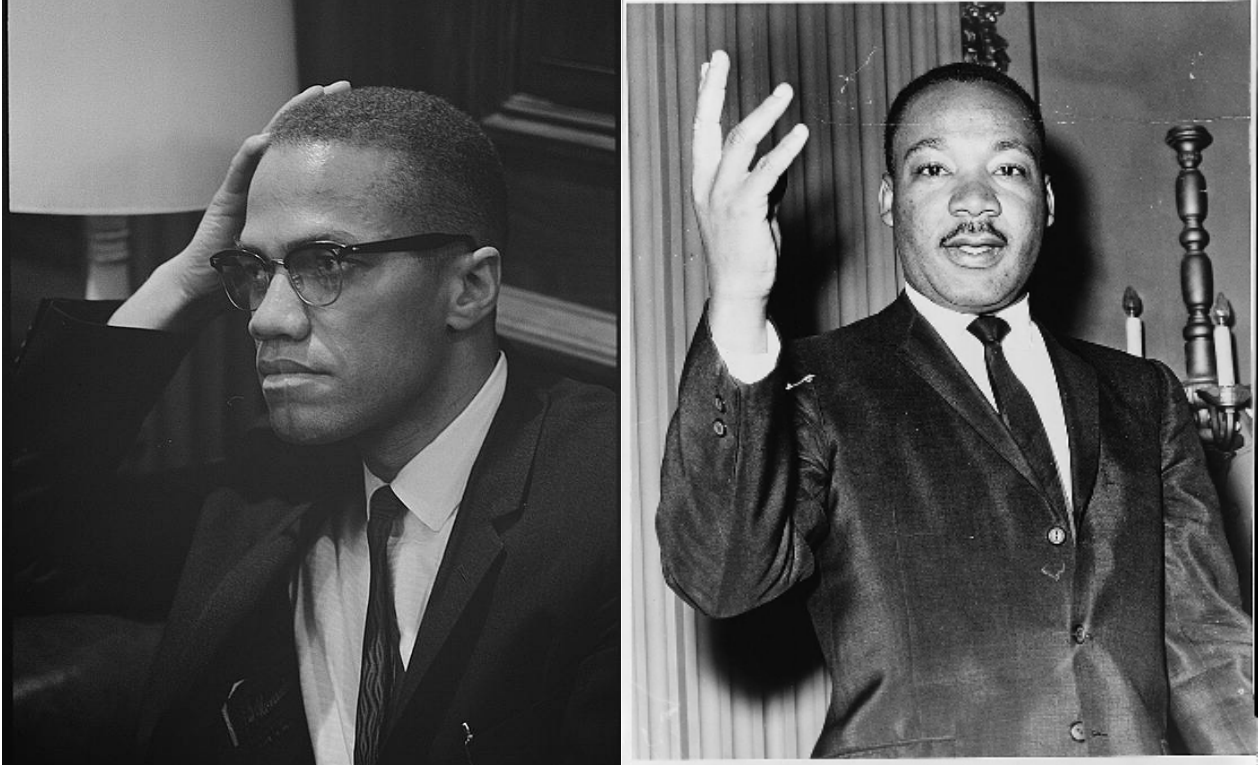
**Slide 3**

**Slide 4**

**Slide 5**



## Lessons 7–9: Competing Philosophies



*Malcolm X (left) on March 26, 1964, and Martin Luther King, Jr., in 1964 (Library of Congress)*

**Which philosophy, Martin Luther King, Jr.'s or Malcolm X's, was more effective at addressing racial injustice?**

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**Lessons 7–9**  
**Speech Planning Guide**

**DIRECTIONS:** Answer the following questions to brainstorm ideas for your speech. Be as specific and as thorough as possible!

**Your Task:** Write a speech in which you convince the audience of your position on the following question: Which philosophy, Martin Luther King, Jr.'s or Malcolm X's, was more effective at addressing racial injustice?

**DIRECTIONS:** Outline your speech below. Make sure that your argument is simple, clear, and compelling. Then make sure the evidence you choose is convincing, supports your argument, and includes a compelling piece of evidence you will use as a counterargument to strengthen your argument.

- **Argument:**
  - **Piece of Evidence 1:**
  
  - **Piece of Evidence 2:**
  
  - **Counterargument:**



## Lessons 10–12: The Impact of the Civil Rights Movement



*President Lyndon B. Johnson (right) meets with Martin Luther King, Jr., and other civil rights leaders on January 18, 1964. Photographer: Yoichi Okamoto (National Archives)*

**What is the lasting impact of the Civil Rights Movement?**

## Lessons 10–12

### List of Influential Individuals in the Civil Rights Movement

- Ralph Abernathy, civil rights activist
- Ella Baker, civil rights activist
- Amiri Baraka, poet, playwright, and political activist
- Daisy Bates, civil rights activist
- Black Panthers, U.S. black power organization
- Julian Bond, civil rights activist, author
- Stokely Carmichael, black power activist
- Shirley Chisholm, U.S. congresswoman
- Kenneth B. Clark, civil rights activist
- Eldridge Cleaver, black power activist
- Claudette Colvin, civil rights activist
- Angela Davis, political activist, author, academic
- Medgar Evers, civil rights activist
- Myrlie Evers-Williams, civil rights activist
- James Farmer, civil rights activist
- Marcus Garvey, black nationalist activist
- Greensboro Four, civil rights activists
- Fannie Lou (Townsend) Hamer, civil rights activist
- Dorothy Height, civil rights activist
- Benjamin Hooks, civil rights activist
- Charles Hamilton Houston, civil rights lawyer
- Roy Innis, civil rights activist
- Jesse Jackson, politician, clergyman, and civil rights activist
- Coretta Scott King, civil rights activist
- Yolanda King, civil rights activist
- John R. Lewis, civil rights activist
- Mildred Loving, civil rights activist
- Thurgood Marshall, lawyer and Associate Justice of the U.S. Supreme Court
- Floyd McKissick, lawyer and civil rights activist
- James Meredith, civil rights activist, author
- Kweisi Mfume, U.S. Representative and NAACP CEO
- Benjamin Franklin Muhammad, civil rights activist, religious leader
- Elijah Muhammad, black nationalist leader
- Huey Newton, black power activist
- John L. Phillips, judge
- A. Philip Randolph, U.S. labor activist
- Bayard Rustin, civil rights activist
- Bobby Seale, black power activist
- Fred Shuttlesworth, civil rights activist
- Nina Simone, musician, civil rights activist
- C. K. (Charles Kenzie) Steele, civil rights activist
- Moorfield Storey, civil rights activist
- Mary Church Terrell, civil rights activist
- Walter White, civil rights activist
- Roy Wilkins, civil rights activist
- Andrew Young, civil rights activist, clergyman, and public official
- Whitney M. Young, Jr., civil rights activist

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## Scholar Research Guidance

Read the article “Fake or Real? How to Self-Check the News and Get the Facts” by Wynne Davis on the NPR website.

In addition, use the suggested websites below as a starting point for research.

- History Channel
- Gilder Lehrman Institute
- Newsela
- PBS
- CNN
- Huffington Post

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**Lessons 10–12**  
**Research Planning Guide**

**DIRECTIONS:** Use the planning guide below to organize your research and to plan your idea based on your research.

**Your Chosen Activist:**

**Central Question: What is the lasting impact of your chosen activist on the Civil Rights Movement?**

**Part I: Research**

**DIRECTIONS:** In the space below, outline your research. Make sure you only write down the research that helps answer your Central Question. Then include a link to the source where you found your information.

Research Notes	Source

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## Part II: Idea

**DIRECTIONS:** Based on your research above, come up with an idea that answers your Central Question. Make sure that your idea is simple, clear, and compelling. Then make sure the evidence you choose is convincing and supports your idea.

- **Idea:**
  - **Piece of Evidence 1:**
  
  - **Piece of Evidence 2:**
  
  - **Piece of Evidence 3:**
  
  - **Piece of Evidence 4:**



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**Lessons 10–12**  
**Trifold Planning Guide**

**Your Idea:**

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Plan the text you want to include on the trifold in the space below:

Text	Where on the trifold will this text live?

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## Oral Presentation Planning Guide

**DIRECTIONS:** Based on your final trifold presentations, outline your oral presentation below. Make sure that you clearly introduce your idea and explain how the evidence on your trifold supports your idea.

- **Idea:**
  - **Piece of Evidence 1:**
  
  - **Piece of Evidence 2:**
  
  - **Piece of Evidence 3:**
  
  - **Piece of Evidence 4:**