MPB’s Freedom Summer Series
1964: The Fight for a Right
-A Viewing Guide & Curriculum Resource-
-a product of MPB’s Education Services Division-
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ABOUT THE CONTRIBUTORS

The Mississippi Humanities Council (MHC) is a private nonprofit corporation funded by Congress through the National Endowment for the Humanities to provide public programs in traditional liberal arts disciplines to serve nonprofit groups in Mississippi. MHC sponsors, supports, and conducts a wide range of programs designed to promote understanding of our cultural heritage, interpret our own experience, foster critical thinking, encourage reasonable public discourse, strengthen our sense of community, and thus empower Mississippi’s people with a vision for the future. Please visit www.mshumanities.org for more information.

The mission of the Newseum is to champion the five freedoms of the First Amendment through education, information and entertainment. One of the top attractions in Washington, D.C., the Newseum’s 250,000-square-foot news museum offers visitors a state-of-the-art experience that blends news history with up-to-the-second technology and hands-on exhibits. The Newseum Institute serves as a forum for First Amendment study, exploration and education. The Newseum is a 501(c)(3) public charity funded by generous individuals, corporations and foundations, including the Freedom Forum. Please visit www.newseum.org for more information.

Mississippi Public Broadcasting (MPB) provides relevant instructional and public affairs programming to Mississippians through its statewide television and radio network. MPB enhances the work of educators, students, parents and learners of all ages by providing informative programming and educational resources. MPB’s locally-produced programming focuses on the people, resources and attractions that reflect Mississippi’s unique culture and diverse heritage. Children’s television programs constitute a major portion of the daytime and weekend morning schedules. MPB provides a valuable resource to Mississippians in disseminating information as part of the state’s emergency preparedness and response system. Since 1970, MPB has won over 400 national, regional and statewide awards, including Emmy®, Edward R. Murrow and Parents’ Choice® Awards. Please visit www.mpbonline.org for more information.
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ABOUT THIS GUIDE

By the mid twentieth century, Mississippi’s African Americans had suffered from nearly 75 years of Jim Crow discrimination. In order to break open the closed society and improve their lives, they needed to be able to vote. In the summer of 1964, hundreds of young white volunteers converged in Mississippi and worked along with local civil rights activists for a 10-week voter registration campaign. The results of their efforts still reverberate. As a companion to the documentary 1964: The Fight for a Right, this document is intended to be used as a viewing guide, providing an overview of the documentary, guiding questions, and points to ponder.

In addition to the documentary, the series features interviews with individuals who were active in civil rights work that summer. The one-minute PSAs, Freedom Summer 1964, cover topics from the African Americans’ struggle to register to vote, to the idea and organization of the Freedom Summer, to the Mississippi Freedom Democrat Party’s challenge in Atlantic City. This guide also features supplemental curriculum materials, a glossary and additional resources to aid the viewer. Furthermore, it highlights the civil rights/human rights, culture, and domestic affairs strands from the 2011 Mississippi Social Studies Framework for teachers of students in grades 9-12.

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SUMMARY OF DOCUMENTARY

Mississippi Public Broadcasting’s (MPB) documentary, 1964: The Fight for a Right, chronicles the efforts that took place during Freedom Summer 1964 to ensure that Mississippians of all colors could exercise their constitutional right to vote.

“The effort that was undertaken in 1964 to ensure that all Mississippians were given the right to vote was nothing short of heroic,” said MPB Director of Television Production Ed Ellington. “As the anniversary of Freedom Summer approached, we knew that MPB had a responsibility to make sure that the work of these brave men and women was recorded and shared with everyone in Mississippi.”

1964: The Fight for a Right documents the fight for voting rights that took place in Mississippi from the time of Reconstruction and into the revolutionary summer of 1964. The efforts culminated in a coordinated effort during the summer of 1964, known as Freedom Summer, to register black voters who were being denied access to the polls. Hundreds of volunteers came to Mississippi to support the voter registration campaign. The nation took notice when volunteers Michael Schwerner, James Chaney, and Andrew Goodman were murdered for supporting the effort. The film brings viewers through the events of the 1960s and ends with a look at voter trends today.

Ellington said, “We hope this documentary will not only commemorate Freedom Summer but also inspire viewers to exercise their right to vote. Freedom Summer volunteers risked a lot to gain that right and the best way anyone can honor them is to take the responsibility to vote seriously.”

MPB Assistant Director of Television Production Edie Greene and MPB Director of Audio Taiwo Gaynor joined forces to produce the documentary. “It was humbling to sit down with influential figures in the movement and hear their stories of courage and bravery,” said Gaynor. “I often found myself in shock at what they experienced on a daily basis while resolving to continue on into harm’s way.”

Greene and Gaynor also produced a series of PSAs as a companion to the documentary. Titled Freedom Summer 1964, the series couples interviews with Freedom Summer veterans with historic video and still pictures. “Both the documentary and the PSA series reacquaint older Mississippians with their history and simultaneously inform younger Mississippians with stories they may not know,” said Greene.

MPB’s Freedom Summer series and documentary are part of a partnership with the Mississippi Humanities Council (MHC). The program is financially assisted by the National Endowment for the Humanities through the MHC.
GUIDING QUESTIONS

- Although the 15th Amendment to the U. S. Constitution had been ratified, how were Southern states still able to disenfranchise African Americans?
- Why was the Jim Crow era referred to as slavery by another name?
- What challenges did World War II veterans face when returning home to Mississippi?
- What is your definition of equality?
- To what extent did the number of registered African American voters change from 1950 to 1960?
- How did the 1963 Freedom Vote demonstrate the willingness of African Americans to vote if not faced with fear and intimidation?

POINTS TO PONDER

- There was mass killing and coups d’état taking place all across the state of Mississippi, reversing a trend that had begun right after the Civil War of full participation of all Mississippi citizens...Mississippi reverted back. It wasn’t a system of slavery but it was a system of segregation. – Derrick Johnson
- For the next 75 years, it was slavery but by another name – Jim Crow.
- They would have an old cigar box or something and it had all of the sections of the Constitution. And he would shake it up and tell you to pick a number, and you had to cite whatever number he picked out the section of the Constitution exactly word by word. – Rims Barber
- Education was the key to employment, to jobs, to security. You had no access to education. You didn’t have a vote so the cycle continued. – Ed King
- Medgar’s assassination really shifted the consciousness of some people in the country and began the path where the action in Mississippi began to take on national importance. – Bob Moses
1964: Freedom Summer

Guiding Questions

- Why did the Freedom Project begin in McComb, Miss., but move to Greenwood, Miss.?
- How did organizers recruit and screen young college volunteers?
- How did the murders of Chaney, Goodman, and Schwerner impact Freedom Summer?
- What role did the signing of the Civil Rights Act of 1964 play in advancing the civil rights efforts?
- Why did organizers decide to expand efforts to address other issues such as healthcare and education?
- How did the Mississippi Freedom Democrats work locally and nationally to challenge the existing political system and structure?

Points to Ponder

- The people who run Mississippi today can only do so by force. They cannot allow a free election in Mississippi because if they did, they wouldn’t run Mississippi. – Al Lowenstein
- We felt that we got what we called the Children of the Constitution, which were the white kids to come in to bring more attention. People are going to be concerned about their children. – Dave Dennis
- These young people believed in democracy, and I think that they were volunteering because they were like true Americans. And what they were saying was I’m here to right a wrong that’s being done to this country and democracy. – Dave Dennis
- If you’re coming to Mississippi, you must know, that you should be prepared to be beaten, to go to jail, and to be killed. And if you’re not prepared for all three of those, we suggest that
you go back home and do whatever you can to aid and assist the movement from there. – Hollis Watkins

☐ We were determined then they shall not have died in vain, so instead of intimidating us, it had the opposite effect on us. – Ed King

☐ We believe that all men are entitled to the blessings of liberty. Yet millions are being deprived of those blessings – not because of their own failures, but because of the color of their skin. – President Lyndon Johnson

☐ All of this is on account of we want to register, to become first-class citizens. And if the Freedom Democratic Party is not seated now, I question America. Is this America, the land of the free and the home of the brave, where we have to sleep with our telephones off the hooks because our lives be threatened daily, because we want to live as decent human beings, in America? – Fannie Lou Hamer
THE VOTING RIGHTS ACT OF 1965 TO 2014

GUIDING QUESTIONS

☐ How did the grassroots organizers respond to the passage of the Voting Rights Act?
☐ How did redistricting nullify the Voting Rights Act in Mississippi?
☐ What impact did the election of Robert G. Clark to the Mississippi Legislature have?
☐ In what ways did local efforts pave the way for the inclusion of other minority groups?
☐ What were the effects of racial segregation and desegregation in Mississippi?
☐ Are voting challenges still being faced in Mississippi today?
☐ How can youth become change agents in the 21st Century?

POINTS TO PONDER

☐ Well, I feel this is a great step. This will open the door up for other people of my race, and I think this is going to change the thinking of some of our people who have been reluctant about using the ballot. – Robert G. Clark
☐ We’re still fighting the 1960 fights. Voter ID is the one we’re facing with right now. – Derrick Johnson
☐ Mississippi in 20 years is not going to look like Mississippi of today and it’s certainly not going to look like Mississippi of 20 years ago. – Jake McGraw
☐ I think that young people have to be at the forefront of combating the things that discriminate against people that live in this country, and they also have to be at the forefront of providing solutions that open this country up to everybody that’s here. – Albert Sykes
☐ For people to brush off their hands and say, “It’s done.” It’s not done. It’s almost just begun. – Rita Schwerner Bender
HIGH SCHOOL CURRICULAR CONNECTIONS
FOR HIGH SCHOOL TEACHERS

This guide incorporates competencies and objectives associated with the required Social Studies courses and some elective Social Studies courses for students in grades 9-12. The 2011 Social Studies Framework is included for those courses and potential competencies and objectives addressed in the documentary and the guide. The strands for Civil Rights/Human Rights, Domestic Affairs, and Culture are particularly targeted.
2011 Mississippi Social Studies Framework*
Potential Competencies and Objectives Addressed

Mississippi Studies
United States Government
United States History from Post-Reconstruction to Present
Minority Studies
African American Studies

*Framework was obtained from the Mississippi Department of Education Office of Curriculum & Instruction – Social Studies web site: www.mde.k12.ms.us.
DOMESTIC AFFAIRS
1. Understand how geography, history, and politics have influenced the development of Mississippi.
   c. Analyze the development of slavery in Mississippi including the various factors (economic, geographic, and social) that contributed to its development and explain the opposition to slavery in Mississippi. (DOK 2)

2. Understand the major responsibilities of state and local government and how they are executed.
   b. Examine the various forms of local governments (i.e., city managers, municipal supervisors, mayor/city council, etc.) and evaluate how they help meet the needs of local communities. (DOK 2)

CIVIL RIGHTS/HUMAN RIGHTS
4. Understand and describe the historical circumstances and conditions that necessitated the development of civil rights and human rights protections and/or activism for various minority groups in Mississippi.
   a. Compare and contrast de facto segregation and de jure segregation in Mississippi from 1890 to the present, including the rise of Jim Crow era events and actors (i.e., Ross Barnett, James Eastland, the integration of University of Mississippi, Sovereignty Commission, etc.), and their impact on Mississippi’s history and contemporary society. (DOK 2)

   b. Identify and explain the significance of the major actors, groups and events of the Civil Rights Movement in the mid 20th century in Mississippi (i.e., Fannie Lou Hamer, Medgar Evers, Dr. T.R.M. Howard, James Meredith, Freedom Rides, Freedom Summer, Mississippi Freedom Democratic Party, COFO, CORE, etc.). (DOK 2)

   c. Compare and contrast the development and resulting impact of civil rights movements (e.g., women’s suffrage, African American liberation, Native American citizenship and suffrage, immigration rights, etc.) in Mississippi. (DOK 2)
United States Government
Competencies: 3b, 5b, 5c, 7a

DOMESTIC AFFAIRS
3. Understand the meaning, scope, and limits of rights and obligations of democratic citizenship and that the relationships among democratic citizens and government are mutable.
   b. Explain the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service. (DOK 1)

CIVIL RIGHTS/HUMAN RIGHTS
5. Understand the role that governments play in the protection, expansion, and hindrance of civil/human rights of citizens.
   b. Explain the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; and the relationship of religion and government. (DOK 2)
   c. Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and landmark Amendments (e.g., 13th, 14th, 15th, 19th, 26th) and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy). (DOK 3)

CULTURE
7. Understand the fundamental values and principles of a civil society and how they are influenced by and reflective of the culture of the people in the society and understand the meaning and importance of those values and principles for a free society.
   a. Analyze how a civil society makes it possible for people, individually or collectively, to influence government in ways other than voting and elections (e.g., Lobbying, Political Action Committees, —Political Art||/political cartoons, protest songs, plays, movies, novels, etc.). (DOK 3)
United States History from Post-Reconstruction to Present
Competencies: 1a, 4a, 4b, 4c, 4d, 4e, 4f, 7c

DOMESTIC AFFAIRS
1. Understand the evolution of the American political system, its ideals, and institutions post-reconstruction.
   a. Cite and analyze evidence that the United States Constitution is a living document as reflected in Supreme Court cases, Amendments, and presidential actions. (DOK 3)
   b. Analyze and evaluate the impact of presidential policies and congressional actions on domestic reform. (DOK 3)

CIVIL RIGHTS/HUMAN RIGHTS
4. Understand how the Civil Rights Movement achieved social and political change in the United States and the impact of the Civil Rights struggle of African Americans on other groups (including but not limited to feminists, Native Americans, Hispanics, immigrant groups, and individuals with disabilities).
   a. Analyze the issues that gave rise to the Civil Rights Movement from post-reconstruction to the modern movement. (DOK 3)

   b. Trace the major events of the modern movement and compare and contrast the strategies and tactics for social change used by leading individuals/groups. (DOK 2)

   c. Analyze the response of federal and state governments to the goals (including but not limited to ending de jure and de facto segregation and economic inequality) of the Civil Rights Movement. (DOK 3)

   d. Evaluate the impact of the Civil Rights Movement in expanding democracy in the United States. (DOK 3)

   e. Compare and contrast the goals and objectives of other minority and immigrant groups to those of the Civil Rights Movement led predominantly by African-Americans. (DOK 2)

   f. Cite and analyze evidence of the political, economic, and social changes in the United States that expanded democracy for other minority and immigrant groups. (DOK 3)

CULTURE
7. Understand cultural trends, religious ideologies, and artistic expressions that contributed to the historical development of the United States.
   c. Evaluate the role mass media has played in shaping perceptions toward certain policies, social groups, other nations, and political ideas. (DOK 3)
Minority Studies
Competencies: 1b, 2a, 2c, 4a

1. Understand how geography, economics, and politics have influenced minority groups in the United States.
   b. Analyze legislation, rules, and regulations that have affected the experiences of minority groups in the United States (e.g., Jim Crow Laws, 19th Amendment, etc.).

2. Understand the relationship of people, places, and environments through time.
   a. Identify significant people from different minority groups and the contributions they have made in United States history (e.g., Martin Luther King, Jr., Jim Thorpe, Harriet Tubman, etc.).
   c. Describe major events that led to improvements in civil rights for minority groups.

4. Understand how racism, classism, sexism, and other social problems affect the life experiences and social equity of minority groups in the United States.
   a. Identify the sites and occurrences of racism that characterize the disproportionate inequalities experienced by minorities in the United States.
African American Studies
Competencies: 1a, 1b, 1c, 1d, 2a, 2c, 4d, 5a, 5b, 5c

1. Understand the role that racism has had in the development of United States society.
   a. Explain the development of racial categories and how these categories have served to indicate power relationships among various racial groups in American society.
   
   b. Analyze the full impact and legacy of slavery (i.e., slave trade, plantation life, slave commerce, legal sanctions/protections, resulting civil and cultural order, etc.) on the social and political development of the United States.
   
   c. Trace the legacy and impact of legalized segregation and discrimination (Black Codes, Jim Crow, etc.) on the social structure of the United States.
   
   d. Analyze the U.S. Government’s response to changing racial understanding throughout the history of the United States (e.g., the 13th, 14th, and 15th Constitutional Amendments, Reconstruction, Plessy v. Fergusson, the Dred Scott case, Brown v. Board of Ed., the Bakke Case, etc.).

2. Understand the various responses to racism that African Americans have used in order to maintain a sense of personhood in the United States.
   a. Explain why African Americans were encouraged to participate in the United States military and in World Wars, noting the implications of what it means to be a veteran in American Society.
   
   c. Identify and explain how the election of more African American politicians has changed the political landscape in many parts of the United States.

4. Understand the impact of movements for social change on the social structure of the United States and the places that African Americans occupy in that structure.
   d. Analyze the effectiveness of civil rights protest tactics in achieving the goals of social equality before the law and equal opportunity for social mobility.

5. Understand the need and ways to currently engage in civil rights/human rights advocacy in the United States to fight against individual and institutionalized racism.
   a. Explain the concepts of institutionalized racism and how economic, social, and political resources are disproportionately distributed among racial minorities.
   
   b. Analyze the role that governments, grass root organizing, and different political organizations have in carrying on the civil rights/human rights struggle for African Americans.
   
   c. Identify the current areas of need (economic development, education, health care, racial profiling, etc.) for social activism and social change in the African American community.
Numerous research and scholarly articles discuss the importance of project-based learning. This 5-week lesson plan takes students on a journey through the 1964 Freedom Summer with real-world applications for their daily lives. Students will have the opportunity to create their own campaigns, participate in the voting process, and engage in critical thinking and problem solving around solutions to issues youth face today, all while learning about major events and people associated with the Mississippi Freedom Summer project. They will have the opportunity to examine the impact of Freedom Summer on civil rights, voting rights, and the political system. In addition, they will become part of the solution by developing tactics for social change to address major issues affecting youth today.
**Week # 1**

<table>
<thead>
<tr>
<th>Teacher: *</th>
<th>Subject: *</th>
<th>Unit: <strong>Mississippi Freedom Summer - 1964</strong></th>
<th>Period: *</th>
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<td>Grade Level: *</td>
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**Purpose:** The students will use knowledge gained from studying about civil rights, voting, and youth involvement in Freedom Summer and relate it to current issues students face today.

**Curricular Connections:** Mississippi Studies: Competency 4b; United States History from Post-Reconstruction to Present: Competency 4b; Minority Studies: Competencies 2a, 2c, 4a; African American Studies: Competencies 4d, 5c

**Objectives**

Using the information gained studying this unit, the students will:

- Describe the issues surrounding Freedom Summer
- Identify the major events and people involved in Freedom Summer
- Analyze current issues that impact today’s youth and develop tactics for social change

**Procedures**

The teacher will:

- Discuss with the class the issues that led up to Freedom Summer
- Assign students to groups
- Select prominent leaders of Freedom Summer and assign at least one leader to each group
- Give students time to research key aspects of their selected leaders, including tactics and strategies
- Facilitate classroom discussion comparing and contrasting the selected leaders of each group
- Facilitate group discussions of current issues that impact today’s youth and aid groups in selecting one of those issues and writing about why the class should vote to address that issue

**Materials**

- Books, articles, and other media about Freedom Summer and its leaders
- Internet research
- *Freedom Summer 1964* one-minute PSAs available on [www.mpbonline.org/1964](http://www.mpbonline.org/1964)
- Paper and writing instruments

**Assessment/Evaluation**

- Teacher observation
- Peer/Group evaluation
- School or district writing requirements
### Purpose
The students will use knowledge gained from studying about civil rights, voting, and youth involvement in Freedom Summer to create a campaign around the major youth issue selected by each group.

### Curricular Connections
- Mississippi Studies: Competency 4b
- United States Government: Competency 3b
- United States History from Post-Reconstruction to Present: Competencies 4a, 7c
- Minority Studies: Competency 2c
- African American Studies: Competencies 4d, 5c

### Objectives
Using the information gained studying this unit, the students will:
- Compare and contrast the varying viewpoints of African Americans and other groups in the 1960s
- Discuss the formation of the Mississippi Freedom Democratic Party (MFDP)
- Analyze various protest and campaign tactics utilized during Freedom Summer
- Create a campaign around the major youth issue selected by each group

### Procedures
The teacher will:
- Discuss the reactions and efforts of various groups (i.e. African Americans, MFDP, state and federal government officials, Ku Klux Klan, youth from the North, etc.) during major Freedom Summer events
- Describe campaign strategies and tactics used by the MFDP to prepare African Americans to vote
- Aid student groups in selecting campaign strategies for their projects and creating campaign materials (i.e. political cartoons, media, posters, etc.)
- Allow each group time to present their selected youth issue to the entire class using their created campaign materials

### Materials
- Books, articles, and other media about Freedom Summer
- Internet research
- Freedom Summer 1964 one-minute PSAs available on [www.mpbonline.org/1964](http://www.mpbonline.org/1964)
- Paper and writing instruments
- Poster boards
- Markers, colored pencils, crayons
- Digital camera or other media device for recording, if needed

### Assessment/Evaluation
- Teacher observation
- Peer/Group evaluation
- School or district writing requirements
- Group Presentation Rubric
**Purpose:** The students will use knowledge gained from studying about civil rights, voting, and youth involvement in Freedom Summer to engage in the voting process to select one major issue facing youth today.

**Curricular Connections:** Mississippi Studies: Competency 2b; United States Government: Competencies 3b, 5c, 7a; United States History from Post-Reconstruction to Present: Competencies 4b, 7c; Minority Studies: 1b; African American Studies: Competencies 5b, 5c

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<tr>
<td>Using the information gained studying this unit, the students will:</td>
<td>The teacher will:</td>
<td>• Books, articles, and other media about Freedom Summer</td>
<td>• Teacher observation</td>
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<tr>
<td>• Discuss the impact that Freedom Summer had on Mississippi</td>
<td>• Discuss the importance of voting and how everyone has not always had the right to vote.</td>
<td>• Internet research</td>
<td>• Peer/Group Evaluation</td>
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<td>• Assess voting rights issues during Freedom Summer</td>
<td>• Explain the 15th Amendment and disenfranchisement issues encountered during Freedom Summer</td>
<td>• Freedom Summer 1964 one-minute PSAs available on <a href="http://www.mpbonline.org/1964">www.mpbonline.org/1964</a></td>
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<td>• Analyze how African Americans were still disenfranchised even with the 15th Amendment being ratified</td>
<td>• Describe the voting and electoral process</td>
<td>• Paper and writing instruments</td>
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<td>• Apply knowledge about the voting process to a mock election</td>
<td>• Have each group select delegates, poll workers, etc. to participate in the mock election</td>
<td>• Ballots</td>
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<td>• Voting Box</td>
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**Purpose**: The students will use knowledge gained from studying about civil rights, voting, and youth involvement in Freedom Summer to recruit other students to get involved.

**Curricular Connections**: Mississippi Studies: Competency 4c; United States Government: Competency 7a; United States History from Post-Reconstruction to Present: Competency 4c, 4f; Minority Studies: Competency 1b; African American Studies: Competencies 1d, 2c, 4d, 5b, 5c.

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<td>• Books, articles, and other media about Freedom Summer</td>
<td>• Teacher observation</td>
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<td>• Describe landmark legislation passed by the federal government as a result of Freedom Summer efforts</td>
<td>• Describe why grassroots organizers decided to focus on voting rights amid other important issues</td>
<td>• Internet research</td>
<td>• Peer/Group Evaluation</td>
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<td>• Assess how the election of more African Americans changed the political landscape</td>
<td>• Discuss how organizers recruited student groups to participate in Freedom Summer</td>
<td>• Freedom Summer 1964 one-minute PSAs available on <a href="http://www.mpbonline.org/1964">www.mpbonline.org/1964</a></td>
<td>• School or district writing requirements</td>
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<tr>
<td>• Examine how grassroots organizers and activists engaged others in the voting rights cause</td>
<td>• Explain the federal government’s involvement by passing landmark legislation including the Civil Rights Act of 1964 and the Voting Rights Act of 1965</td>
<td>• Paper and writing instruments</td>
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<td>Week # 5</td>
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<td><strong>Unit:</strong> Mississippi Freedom Summer - 1964</td>
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<td><strong>Grade Level:</strong> *</td>
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**Purpose:** The students will use knowledge gained from studying about civil rights, voting, and youth involvement in Freedom Summer to create a presentation for local officials.

**Curricular Connections:** Mississippi Studies: Competency 2b, 4b, 4c; United States Government: Competency 3b, 7a; United States History from Post-Reconstruction to Present: Competency 4f; Minority Studies: Competency 2c; African American Studies: Competencies 1d, 4d, 5c

### Objectives

Using the information gained studying this unit, the students will:

- Reflect on the impact of Freedom Summer in Mississippi
- Examine the various forms of local government (i.e. city council/mayor, school board, district supervisors, etc.)
- Determine the best approach to engage local officials around the major youth issue selected by the class
- Prepare a group presentation that could be presented to local officials

### Procedures

The teacher will:

- Recap the progress of each group throughout the unit
- Discuss the various forms of local government and ways that constituents engage them in issues and areas of concern
- Guide groups in preparing a presentation that could be presented to local officials
- Obtain necessary permission if you decide to actually share the presentation with local officials or have students to do so

### Materials

- Books, articles, and other media about Freedom Summer
- Internet research
- Freedom Summer 1964 one-minute PSAs available on [www.mpbonline.org/1964](http://www.mpbonline.org/1964)
- Paper and writing instruments
- Computer, if students decide to create a PowerPoint presentation or similar presentation
- Digital camera or other media device for recording, if needed

### Assessment/Evaluation

- Teacher observation
- Peer/Group Evaluation
Link to the *Freedom Summer 1964 PSAs* web site
- [http://www.mpbonline.org/1964](http://www.mpbonline.org/1964)
  The series features interviews with individuals who were active in civil rights work that summer. The one-minute PSAs cover topics from the African-Americans struggle to register to vote, to the idea for and organization of the Freedom Summer, to the Mississippi Freedom Democrat Party's challenge in Atlantic City.

Link to the *A Tribute to Medgar Evers* web site
- [http://www.everstribute.org](http://www.everstribute.org)
  On Tuesday February 7 at Thalia Mara Hall in Jackson, Mississippi, the Mississippi Symphony Orchestra along with the Mississippi Mass Choir, the Mississippi Girlchoir and CBS News Correspondent Randall Pinkston presented *A Concert in Tribute to Medgar Evers*. Mississippi Public Broadcasting recorded the concert and produced an hour long radio special from it. This webpage was created as a companion to the radio program, providing additional information about Evers' life and work.

Link to the *Divided We Stand: Race, Religion & Reconciliation* web site
- [http://www.mpbonline.org/dividedwestand](http://www.mpbonline.org/dividedwestand)
  In the summer of 2008, the Trent Lott Leadership Institute sponsored an exchange program with universities in Northern Ireland and South Africa to examine the world's most divisive issues: race and religion. In this journey, six graduate students from each university explore three countries in just five weeks to learn about these issues and to further explore the topic of reconciliation together. Mississippi Public Broadcasting's (MPB) documentary, "Divided We Stand" follows these students on their journey.
Glossary/Key Terms

- 15th Amendment
- Democrat
- Democracy
- Republican
- Voting Rights Act of 1965
- Civil Rights Act of 1964
- Reconstruction
- Poll Tax
- Freedom School
- Servitude
- Segregation
- Medical Committee for Human Rights
- Ku Klux Klan
- Grandfather Clause
- Student Nonviolent Coordinating Committee (SNCC)
- Literacy Test
- Jim Crow
- Congress of Racial Equality (CORE)
- Mississippi Freedom Democratic Party (MFDP)
- Lynchings
- Robert “Bob” Moses
- NAACP
- Freedom Vote
- Derrick Johnson
- Discrimination
- 1964 Freedom Summer
- William Waller
- Redistricting
- Grassroots
- Hubert Humphrey
- Segregation
- Grandfather Clause
- Mickie Schwerner
- Jim Crow
- Lynchings
- NAACP
- SNCC
- Literacy Test
- Mississippi Freedom Democratic Party (MFDP)
- Civil Rights Act
- Democratic Party
- Disenfranchised
- Voting Rights
- Democracy
- Republicans
- Poll Tax
- Freedom School
- Segregation
- Grandfather Clause
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- Medical Committee for Human Rights
- Student Nonviolent Coordinating Committee (SNCC)
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- Robert “Bob” Moses
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- William Waller
- Hubert Humphrey
- Mickie Schwerner
- SNCC
- Voting Rights
- Freedom School
- Medical Committee for Human Rights
- Student Nonviolent Coordinating Committee (SNCC)

- **1964 Summer Project/Freedom Summer**: A campaign in the United States launched in June 1964 to attempt to register as many African American voters as possible in Mississippi, which had historically excluded most blacks from voting.

- **Aaron Henry**: American civil rights leader who was one of the founders of the Mississippi Freedom Democratic Party which tried to seat their delegation at the 1964 Democratic National Convention.

- **Al Lowenstein**: A democratic politician whose work on civil rights has been cited as an inspiration by public figures.

- **Andrew Goodman**: One of three American civil rights activists murdered near Philadelphia, Mississippi during Freedom Summer in 1964 by members of the Ku Klux Klan.

- **Barry Goldwater**: United States Senator who supported civil rights legislation but opposed the Civil Rights Act of 1964.

- **Civil Rights Act of 1964**: Outlawed discrimination based on race, color, religion, sex or national origin.

- **Council of Federated Organizations**: A coalition of the major Civil Rights Movement organizations operating in Mississippi.

- **Dave Dennis**: Mississippi director of the Congress of Racial Equality.

- **Democracy**: A form of government in which people choose leaders by voting.

- **Democrat**: A proponent of democracy, rule of the people or rule by many.

- **Derrick Johnson**: State president of the Mississippi NAACP.

- **Discrimination**: An action that denies social participation of human rights to categories of people based on prejudice.

- **Disenfranchised**: The revocation of the right of suffrage of a person or group of people, or through practices, prevention of a person exercising the right to vote.

- **Dixiecrat**: A short-lived segregationist political party determined to protect what they portrayed as the southern way of life beset by an oppressive federal government.

- **Dr. Robert Smith**: Mississippi physician working with the Medical Committee for Human Rights.

- **Ed King**: Civil rights worker from Mississippi who was listed as a candidate in the Freedom Vote mock election.
- **Fannie Lou Hamer**: American voting rights activist and civil rights leader
- **Freedom Schools**: Temporary, alternative free schools for African Americans during the Civil Rights Movement to achieve social, political, and economic equality in the United States
- **Freedom Vote**: Designed to demonstrate the will of Black Mississippians to vote, if not impeded by terror and intimidation
- **Gov. Paul Johnson**: 54th Governor of Mississippi whose term spanned from 1964-1968
- **Grandfather Clause**: A provision in several southern state constitutions designed to enfranchise poor whites and disenfranchise blacks by waiving high voting requirements for descendants of men voting before 1867
- **Grassroots**: Political movement driven by the community’s politics
- **Hollis Watkins**: An activist who was a participant in Mississippi’s civil rights movement during the 1960’s
- **Hubert Humphrey**: As a Democratic whip in the Senate in 1964, Humphrey was instrumental in the passage of the Civil Rights Act of the year.
- **J. Edgar Hoover**: The first Director of the Federal Bureau of Investigation of the United States
- **James Chaney**: One of three American civil rights workers who were murdered during Freedom Summer by members of the Ku Klux Klan near Philadelphia, Mississippi
- **James Meredith**: The first African American student admitted to the segregated University of Mississippi
- **Jim Crow**: Racial segregation laws enacted between 1876 and 1965 in the United States against blacks by legal enforcement or traditional sanctions
- **Ku Klux Klan**: A secret fraternal organization emerging after the Civil War that advocated for white supremacy
- **Literacy Test**: A test that was implemented in Southern States as part of the voter registration process to disenfranchise African Americans
- **Louis Allen**: An African American businessman who was shot on his land during the civil rights era after trying to register to vote and being suspected of talking to federal officials about the 1961 murder of a black man by a white state legislator
- **Lynching**: An extra-legal trial and punishment by an informal group; death, especially by hanging, by mob action and without legal authority

- **MacArthur Cotton**: Third district project director for SNCC

- **Martin Luther King Jr.**: Leader in the African American Civil Rights Movement

- **Medgar Evers**: An African American civil rights activist from Mississippi involved in efforts to overturn segregation at the University of Mississippi; NAACP field secretary who was assassinated

- **Medical Committee for Human Rights**: A group of physicians organized in June 1964 to provide medical care for civil rights workers, community activists, and summer volunteers working in Mississippi during Freedom Summer

- **Mickey Schwerner**: One of three Congress of Racial Equality field workers killed in Philadelphia, Mississippi by the Ku Klux Klan in response to their civil rights work

- **Mississippi Freedom Democratic Party (MFDP)**: Political party created in Mississippi in 1964 during the Civil Rights Movement to challenge the legitimacy of the then white only Mississippi Democratic Party

- **NAACP**: African American civil rights organization in the United States, formed in 1909

- **National Council of Churches**: Ecumenical partnership of Christian faith groups in the United States that became involved in humanitarian and civil rights issues

- **Poll Tax**: A tax that was enacted as another means to disenfranchise African Americans as a precondition before voting

- **President John F. Kennedy**: An American politician who served as the 35th President of the United States

- **President Lyndon B. Johnson**: 36th president of the United States who signed the civil rights bills that banned racial discrimination in public facilities, interstate commerce, the workplace, and housing, and a powerful voting rights act that guaranteed full voting rights for citizens of all races

- **Reconstruction**: The era of U.S. history spanning 1865 to 1877 following the Civil War characterized by the rebuilding of the South and the passing of the 13th, 14th, and 15th Amendments

- **Redistricting**: The process of drawing United States electoral district boundaries
- **Republican**: An advocate of a republic, a form of government that is not a monarchy or dictatorship, and is generally associated with the rule of law

- **Rims Barber**: Civil rights worker who volunteered during Freedom Summer

- **Rita Schwerner Bender**: Civil rights worker and widow of Mickey Schwerner

- **Robert “Bob” Moses**: Member of the Student Nonviolent Coordinating Committee, who played a crucial role in organizing the 1964 Freedom Summer campaign; Director of SNCC MS voter registration

- **Robert Chinn**: Civil rights worker who volunteered during Freedom Summer

- **Robert G. Clark**: First African American elected into the Mississippi state legislature

- **Roscoe Jones**: Civil rights worker from Meridian, Mississippi

- **Segregation**: The act of separating various groups of people based on race, color, or ethnicity

- **Serfdom**: The condition of servitude usually requiring rendered services to a master

- **Servitude**: The condition of being enslaved

- **The Fifteenth (15th) Amendment**: An amendment to the U.S. Constitution that declared that the right of U.S. citizens to vote could not be denied based on a person’s color, race, or previous condition of servitude

- **Voting Rights Act of 1965**: A landmark piece of federal legislation in the United States that prohibits racial discrimination in voting

- **Voting Rights**: Rights of people to vote

- **William Waller**: Local prosecutor who unsuccessfully prosecuted Byron De La Beckwith in the murder of civil rights advocate Medgar Evers

- **William Winter**: 57th governor of Mississippi known for his strong support of public education, freedom of information, racial reconciliation, and historic preservation
APPENDICES

A. Freedom Summer 1964 PSAs Menu
B. The Voting Rights Act of 1965
## APPENDIX A

### Freedom Summer 1964 PSAs Menu

<table>
<thead>
<tr>
<th>Episode Number</th>
<th>Title</th>
<th>Short Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Ep #01)</td>
<td>Baseline</td>
<td>Improving the life for African Americans in Mississippi - that was the purpose of the Freedom Summer project in 1964.</td>
</tr>
<tr>
<td>(Ep #02)</td>
<td>Fear</td>
<td>Fear played an ever-present role in the lives of not only African Americans, but in that of whites as well.</td>
</tr>
<tr>
<td>(Ep #03)</td>
<td>Threats</td>
<td>In order to build better lives, people had to be able to vote. But public registration information could empower people dedicated to violence.</td>
</tr>
<tr>
<td>(Ep #04)</td>
<td>Missing Literacy Test</td>
<td>The literacy test would require African Americans to perform a battery of hard tests in order to register to vote.</td>
</tr>
<tr>
<td>(Ep #05)</td>
<td>Hattiesburg</td>
<td>African Americans’ inability to vote was not due to the literacy of the test, but racism. The Freedom Summer project worked in 1964 to prove that literacy was not the reason for test failure.</td>
</tr>
<tr>
<td>(Ep #06)</td>
<td>In Canton</td>
<td>Robert Chinn’s father owned a café in Canton and it was frequently the site of voter registration meetings for people living in Madison County.</td>
</tr>
<tr>
<td>(Ep #07)</td>
<td>Status of Education</td>
<td>In 1964, education for whites and for blacks in Mississippi was separate and definitely unequal. And in the country, especially in the Delta, for black children, working in the fields took precedence over going to school.</td>
</tr>
<tr>
<td>(Ep #08)</td>
<td>Greenwood</td>
<td>Voter registration efforts had begun in McComb in 1961, but by the fall of 1963, activists weren’t making their desired progress. They needed another approach so they designed mock elections to teach about voting.</td>
</tr>
<tr>
<td>(Ep #09)</td>
<td>Freedom Vote</td>
<td>In order to prove that blacks really did want to vote, a mock election - called the Freedom Vote - took place in Greenwood in November, 1963. Aaron Henry ran for governor; Ed King for Lt. Governor. Over 80,000 blacks took part.</td>
</tr>
<tr>
<td>(Ep #10)</td>
<td>Debate Over Freedom Summer</td>
<td>There were divergent views about bringing white students to Mississippi in 1964 for a summer-long voter registration project.</td>
</tr>
<tr>
<td>(Ep #11)</td>
<td>Announce Freedom Summer</td>
<td>Freedom Summer organizers planned that the summer volunteers would register blacks to vote. Organizers also hoped to draw attention to the brutality and discrimination occurring in Mississippi.</td>
</tr>
<tr>
<td>(Ep #12)</td>
<td>Recruiting and Training</td>
<td>First, organizers recruited volunteers. Then they set up training in Oxford, Ohio.</td>
</tr>
<tr>
<td>(Ep #13)</td>
<td>When Volunteers Arrived</td>
<td>Rims Barber was a minister from Iowa who volunteered in Freedom Summer.</td>
</tr>
<tr>
<td>(Ep #14)</td>
<td>Views of Volunteers</td>
<td>Volunteers arriving for Freedom Summer entered a world that was nearly foreign.</td>
</tr>
<tr>
<td>(Ep #15)</td>
<td>Young Volunteers</td>
<td>Many college students came to Mississippi to volunteer for Freedom Summer.</td>
</tr>
<tr>
<td>(Ep #16)</td>
<td>Churches</td>
<td>Regardless of their income or occupation or level of education, African Americans traditionally gathered at churches.</td>
</tr>
<tr>
<td>(Ep #17)</td>
<td>Churches Burned</td>
<td>In mid-June, Mount Zion Methodist Church, a black church in rural Neshoba County, was burned. Later, in Meridian, Roscoe Jones was at the Council of Federated Organizations office when some members of the congregation came to report the crime.</td>
</tr>
<tr>
<td>(Ep #18)</td>
<td>Schwerner, Chaney and Goodman</td>
<td>Two civil rights workers from New York went to Neshoba County to investigate a church which had been burned. One was Mickey Schwerner. He and his wife Rita had arrived in Mississippi just months earlier.</td>
</tr>
<tr>
<td>(Ep #19)</td>
<td>Missing</td>
<td>The three young men who went to investigate the burned church, left Meridian on Sunday afternoon, June 21. But they never checked back in with their office, as was the procedure.</td>
</tr>
<tr>
<td>(Ep #20)</td>
<td>In Oxford</td>
<td>When Mickey Schwerner, James Chaney and Andrew Goodman went missing, additional volunteers were still training in Oxford, Ohio. Freedom Summer organizer Bob Moses spoke to the assembled group.</td>
</tr>
<tr>
<td>(Ep #21)</td>
<td>Search</td>
<td>With two white New Yorkers missing, America took notice. While other bodies were found, none were the missing workers. The FBI was saying they had left the country. The search continued for 44 days. The federal government offered a $25,000 reward, and later, comedian and activist Dick Gregory personally matched that $25,000.</td>
</tr>
<tr>
<td>(Ep #22)</td>
<td>Pete Seeger</td>
<td>Folk singer and activist Pete Seeger was performing in Meridian August 2, 1964.</td>
</tr>
<tr>
<td>(Ep #23)</td>
<td>Roscoe Heard From Informant</td>
<td>In later years, Roscoe Jones heard from an informant about what happened on the night Mickey Schwerner, James Chaney and Andrew Goodman were murdered.</td>
</tr>
<tr>
<td>(Ep #24)</td>
<td>Mickey and Non-violence</td>
<td>Before his murder, Mickey Schwerner worked in Meridian. He held sessions to train his young volunteers in non-violence.</td>
</tr>
<tr>
<td>(Ep #25)</td>
<td>Civil Rights Act</td>
<td>Although Mississippi’s senators fought against the bill, the state watched as President Johnson signed the new Civil Rights Act on July 2.</td>
</tr>
<tr>
<td>(Ep #26)</td>
<td>Hollis Canvasses for Votes</td>
<td>When he spoke to potential voters, Hollis Watkins tried to lay out the truth.</td>
</tr>
<tr>
<td>(Ep #27)</td>
<td>Canvassing for Votes: Canton</td>
<td>The new Civil Rights Law, enacted that July, did not include anything about voting, so the Freedom Summer volunteers pressed harder. And authorities still tried to scare them.</td>
</tr>
<tr>
<td>(Ep #28)</td>
<td>Canvassing for Votes: Delta</td>
<td>Volunteers who were registering African Americans to vote faced their biggest challenges in the Mississippi Delta.</td>
</tr>
<tr>
<td>(Ep #29)</td>
<td>Generic Canvassing</td>
<td>Freedom Summer volunteers who were trying to register black voters talked about things that were pertinent to their lives.</td>
</tr>
<tr>
<td>(Ep #30)</td>
<td>Lived With Local People</td>
<td>Freedom Summer volunteers often lived with local people.</td>
</tr>
<tr>
<td>(Ep #31)</td>
<td>Living Locally</td>
<td>Living locally—experiencing African American life and hardships—became a big part of the mission for Freedom Summer volunteers.</td>
</tr>
<tr>
<td>(Ep #32)</td>
<td>Local People</td>
<td>At the end of the summer, most volunteers returned to college, but the local people remained in Mississippi and continued the civil rights work.</td>
</tr>
<tr>
<td>(Ep #33)</td>
<td>Fannie Lou Hamer off Plantation</td>
<td>Fannie Lou Hamer was one of the local people who were active in voter registration. She was working with Bob Moses and others in Indianola when they were arrested. She was released the next day.</td>
</tr>
<tr>
<td>(Ep #34)</td>
<td>Bob Moses DoA</td>
<td>One night when his car broke down between Hattiesburg and Jackson, David Dennis realized just how precarious his situation was. As he sought help, he saw a wanted poster for his friend and fellow Freedom Summer organizer Bob Moses.</td>
</tr>
<tr>
<td>(Ep #35)</td>
<td>Hollis in Jail</td>
<td>Freedom Summer organizer Hollis Watkins never doubted his efforts—even when he was in jail and his captors told him a white mob was coming to get him and to kill him.</td>
</tr>
<tr>
<td>(Ep #36)</td>
<td>Dave Outruns Police</td>
<td>One of the Freedom Summer organizers, David Dennis was in an auto accident one night near Pearl, Mississippi.</td>
</tr>
<tr>
<td>(Ep #37)</td>
<td>PTSD</td>
<td>The stress of Freedom Summer took a toll on the volunteers and the staff.</td>
</tr>
<tr>
<td>(Ep #38)</td>
<td>Motivation</td>
<td>Hollis Watkins credits his father for the courage to put his life on the line in order to register voters.</td>
</tr>
<tr>
<td>(Ep #39)</td>
<td>Other Issues</td>
<td>Freedom Summer organizers wanted to identify the many other areas that needed attention.</td>
</tr>
<tr>
<td>(Ep #40)</td>
<td>Medical Committee for Human Rights</td>
<td>In 1964, only a handful of black physicians practiced in Mississippi.</td>
</tr>
<tr>
<td>(Ep #41)</td>
<td>Health Care for Blacks</td>
<td>When the Medical Committee for Human Rights personnel arrived in Mississippi, they were exposed to new kinds of problems.</td>
</tr>
<tr>
<td>(Ep #42)</td>
<td>Freedom Schools</td>
<td>In addition to registering voters, Freedom Summer volunteers also set up schools.</td>
</tr>
<tr>
<td>(Ep #43)</td>
<td>Music</td>
<td>With its incredible power to bond and to move people, singing was a vital force in Freedom Summer.</td>
</tr>
<tr>
<td>(Ep #44)</td>
<td>MFDP 1</td>
<td>In 1964, the entire Mississippi state legislature was white, male—and Democrat. There was not one</td>
</tr>
<tr>
<td>Episode</td>
<td>Section</td>
<td>Summary</td>
</tr>
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<td>---------</td>
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</tr>
<tr>
<td>Ep #45</td>
<td>MFDP Registrations</td>
<td>There were two voter registrations occurring during Freedom Summer: one – the official registration with the state; the other with the new Freedom Democratic Party.</td>
</tr>
<tr>
<td>Ep #46</td>
<td>Challenge at the National Convention</td>
<td>Freedom Summer organizers soon realized that the new Freedom Party needed national attention. They hoped to unseat the all-white Mississippi delegation so they followed procedures exactly, as they elected their own Freedom Party delegates.</td>
</tr>
<tr>
<td>Ep #47</td>
<td>Pledges of Support</td>
<td>While some Freedom Democratic Party organizers were registering voters in Mississippi, others were working out of state, gathering official backing for seats at the Democratic National Convention.</td>
</tr>
<tr>
<td>Ep #48</td>
<td>Fannie Lou Hamer Testifies</td>
<td>In Atlantic City, the Freedom Democrats hoped to be seated at the national convention nominating the Democratic presidential candidate. Their first step was to present their case to the credentials committee. Fannie Lou Hamer testified on their behalf. The national broadcasting networks carried her words.</td>
</tr>
<tr>
<td>Ep #49</td>
<td>MFDP Compromise 1</td>
<td>When Fannie Lou Hamer appeared on national television, the White House reacted with a compromise. The Mississippi Freedom Democratic Party could attend the convention but they could not vote.</td>
</tr>
<tr>
<td>Ep #50</td>
<td>MFDP Compromise 2</td>
<td>Five days after arriving in Atlantic City, Hubert Humphrey told the Freedom Party delegates to accept a new compromise. Aaron Henry and Rev. Ed King would be seated as at-large delegates. The rest of the Freedom delegates could attend the convention but not vote.</td>
</tr>
<tr>
<td>Ep #51</td>
<td>After the Meeting</td>
<td>As the Freedom Democratic Party committee met with Hubert Humphrey, they decided to let the entire delegation vote on the mandatory, so-called compromise.</td>
</tr>
<tr>
<td>Ep #52</td>
<td>On Floor at Convention</td>
<td>The night the president was nominated, the Mississippi Freedom Democratic Party delegates were on the floor at the national convention. The regular delegates had left and their seats had been removed.</td>
</tr>
<tr>
<td>Ep #53</td>
<td>Wrap Up</td>
<td>At the end of the Freedom Summer, most volunteers headed home.</td>
</tr>
</tbody>
</table>
APPENDIX B
The Voting Rights Act of 1965

AN ACT To enforce the fifteenth amendment to the Constitution of the United States, and for other purposes.
Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,
That this Act shall be known as the "Voting Rights Act of 1965."

SEC. 2. No voting qualification or prerequisite to voting, or standard, practice, or procedure shall be imposed or
applied by any State or political subdivision to deny or abridge the right of any citizen of the United States to vote on
account of race or color.

SEC. 3. (a) Whenever the Attorney General institutes a proceeding under any statute to enforce the guarantees of
the fifteenth amendment in any State or political subdivision the court shall authorize the appointment of Federal
examiners by the United States Civil Service Commission in accordance with section 6 to serve for such period of
time and for such political subdivisions as the court shall determine is appropriate to enforce the guarantees of the
fifteenth amendment (1) as part of any interlocutory order if the court determines that the appointment of such
examiners is necessary to enforce such guarantees or (2) as part of any final judgment if the court finds that
violations of the fifteenth amendment justifying equitable relief have occurred in such State or subdivision: Provided,
That the court need not authorize the appointment of examiners if any incidents of denial or abridgement of the right
to vote on account of race or color (1) have been few in number and have been promptly and effectively corrected by
State or local action, (2) the continuing effect of such incidents has been eliminated, and (3) there is no reasonable
probability of their recurrence in the future.

(b) If in a proceeding instituted by the Attorney General under any statute to enforce the guarantees of the fifteenth
amendment in any State or political subdivision the court finds that a test or device has been used for the purpose or
with the effect of denying or abridging the right of any citizen of the United States to vote on account of race or color,
it shall suspend the use of tests and devices in such State or political subdivisions as the court shall determine is
appropriate and for such period as it deems necessary.

(c) If in any proceeding instituted by the Attorney General under any statute to enforce the guarantees of the fifteenth
amendment in any State or political subdivision the court finds that violations of the fifteenth amendment justifying
equitable relief have occurred within the territory of such State or political subdivision, the court, in addition to such
relief as it may grant, shall retain jurisdiction for such period as it may deem appropriate and during such period no
voting qualification or prerequisite to voting, or standard, practice, or procedure with respect to voting different from
that in force or effect at the time the proceeding was commenced shall be enforced unless and until the court finds
that such qualification, prerequisite, standard, practice, or procedure does not have the purpose and will not have the
effect of denying or abridging the right to vote on account of race or color: Provided, That such qualification,
prerequisite, standard, practice, or procedure may be enforced if the qualification, prerequisite, standard, practice, or
procedure has been submitted by the chief legal officer or other appropriate official of such State or subdivision to the
Attorney General and the Attorney General has not interposed an objection within sixty days after such submission,
except that neither the court's finding nor the Attorney General's failure to object shall bar a subsequent action to
enjoin enforcement of such qualification, prerequisite, standard, practice, or procedure.

SEC. 4. (a) To assure that the right of citizens of the United States to vote is not denied or abridged on account of
race or color, no citizen shall be denied the right to vote in any Federal, State, or local election because of his failure
to comply with any test or device in any State with respect to which the determinations have been made under
subsection (b) or in any political subdivision with respect to which such determinations have been made as a
separate unit, unless the United States District Court for the District of Columbia in an action for a declaratory
judgment brought by such State or subdivision against the United States has determined that no such test or device has been used during the five years preceding the filing of the action for the purpose or with the effect of denying or abridging the right to vote on account of race or color: Provided, That no such declaratory judgment shall issue with respect to any plaintiff for a period of five years after the entry of a final judgment of any court of the United States, other than the denial of a declaratory judgment under this section, whether entered prior to or after the enactment of this Act, determining that denials or abridgments of the right to vote on account of race or color through the use of such tests or devices have occurred anywhere in the territory of such plaintiff. An action pursuant to this subsection shall be heard and determined by a court of three judges in accordance with the provisions of section 2284 of title 28 of the United States Code and any appeal shall lie to the Supreme Court. The court shall retain jurisdiction of any action pursuant to this subsection for five years after judgment and shall reopen the action upon motion of the Attorney General alleging that a test or device has been used for the purpose or with the effect of denying or abridging the right to vote on account of race or color.

If the Attorney General determines that he has no reason to believe that any such test or device has been used during the five years preceding the filing of the action for the purpose or with the effect of denying or abridging the right to vote on account of race or color, he shall consent to the entry of such judgment.

(b) The provisions of subsection (a) shall apply in any State or in any political subdivision of a state which (1) the Attorney General determines maintained on November 1, 1964, any test or device, and with respect to which (2) the Director of the Census determines that less than 50 percentum of the persons of voting age residing therein were registered on November 1, 1964, or that less than 50 percentum of such persons voted in the presidential election of November 1964.

A determination or certification of the Attorney General or of the Director of the Census under this section or under section 6 or section 13 shall not be reviewable in any court and shall be effective upon publication in the Federal Register.

(c) The phrase "test or device" shall mean any requirement that a person as a prerequisite for voting or registration for voting (1) demonstrate the ability to read, write, understand, or interpret any matter, (2) demonstrate any educational achievement or his knowledge of any particular subject, (3) possess good moral character, or (4) prove his qualifications by the voucher of registered voters or members of any other class.

(d) For purposes of this section no State or political subdivision shall be determined to have engaged in the use of tests or devices for the purpose or with the effect of denying or abridging the right to vote on account of race or color if (1) incidents of such use have been few in number and have been promptly and effectively corrected by State or local action, (2) the continuing effect of such incidents has been eliminated, and (3) there is no reasonable probability of their recurrence in the future.

(e)

(1) Congress hereby declares that to secure the rights under the fourteenth amendment of persons educated in American-flag schools in which the predominant classroom language was other than English, it is necessary to prohibit the States from conditioning the right to vote of such persons on ability to read, write, understand, or interpret any matter in the English language.

(2) No person who demonstrates that he has successfully completed the sixth primary grade in a public school in, or a private school accredited by, any State or territory, the District of Columbia, or the Commonwealth of Puerto Rico in which the predominant classroom language was other than English, shall be denied the right to vote in any Federal, State, or local election because of his inability to read, write, understand, or interpret any matter in the English language, except that, in States in which State law provides that a different level of education is presumptive of literacy, he shall demonstrate that he has successfully completed an equivalent level of education in a public school.
in, or a private school accredited by, any State or territory, the District of Columbia, or the Commonwealth of Puerto Rico in which the predominant classroom language was other than English.

SEC. 5. Whenever a State or political subdivision with respect to which the prohibitions set forth in section 4(a) are in effect shall enact or seek to administer any voting qualification or prerequisite to voting, or standard, practice, or procedure with respect to voting different from that in force or effect on November 1, 1964, such State or subdivision may institute an action in the United States District Court for the District of Columbia for a declaratory judgment that such qualification, prerequisite, standard, practice, or procedure does not have the purpose and will not have the effect of denying or abridging the right to vote on account of race or color, and unless and until the court enters such judgment no person shall be denied the right to vote for failure to comply with such qualification, prerequisite, standard, practice, or procedure: Provided, That such qualification, prerequisite, standard, practice, or procedure may be enforced without such proceeding if the qualification, prerequisite, standard, practice, or procedure has been submitted by the chief legal officer or other appropriate official of such State or subdivision to the Attorney General and the Attorney General has not interposed an objection within sixty days after such submission, except that neither the Attorney General's failure to object nor a declaratory judgment entered under this section shall bar a subsequent action to enjoin enforcement of such qualification, prerequisite, standard, practice, or procedure. Any action under this section shall be heard and determined by a court of three judges in accordance with the provisions of section 2284 of title 28 of the United States Code and any appeal shall lie to the Supreme Court.

SEC. 6. Whenever (a) a court has authorized the appointment of examiners pursuant to the provisions of section 3(a), or (b) unless a declaratory judgment has been rendered under section 4(a), the Attorney General certifies with respect to any political subdivision named in, or included within the scope of, determinations made under section 4(b) that (1) he has received complaints in writing from twenty or more residents of such political subdivision alleging that they have been denied the right to vote under color of law on account of race or color, and that he believes such complaints to be meritorious, or (2) that, in his judgment (considering, among other factors, whether the ratio of nonwhite persons to white persons registered to vote within such subdivision appears to him to be reasonably attributable to violations of the fifteenth amendment or whether substantial evidence exists that bona fide efforts are being made within such subdivision to comply with the fifteenth amendment), the appointment of examiners is otherwise necessary to enforce the guarantees of the fifteenth amendment, the Civil Service Commission shall appoint as many examiners for such subdivision as it may deem appropriate to prepare and maintain lists of persons eligible to vote in Federal, State, and local elections. Such examiners, hearing officers provided for in section 9(a), and other persons deemed necessary by the Commission to carry out the provisions and purposes of this Act shall be appointed, compensated, and separated without regard to the provisions of any statute administered by the Civil Service Commission, and service under this Act shall not be considered employment for the purposes of any statute administered by the Civil Service Commission, except the provisions of section 9 of the Act of August 2, 1939, as amended (5 U.S.C. 118i), prohibiting partisan political activity: Provided, That the Commission is authorized, after consulting the head of the appropriate department or agency, to designate suitable persons in the official service of the United States, with their consent, to serve in these positions. Examiners and hearing officers shall have the power to administer oaths.

SEC. 7. (a) The examiners for each political subdivision shall, at such places as the Civil Service Commission shall by regulation designate, examine applicants concerning their qualifications for voting. An application to an examiner shall be in such form as the Commission may require and shall contain allegations that the applicant is not otherwise registered to vote.

(b) Any person whom the examiner finds, in accordance with instructions received under section 9(b), to have the qualifications prescribed by State law not inconsistent with the Constitution and laws of the United States shall promptly be placed on a list of eligible voters. A challenge to such listing may be made in accordance with section 9(a) and shall not be the basis for a prosecution under section 12 of this Act. The examiner shall certify and transmit
such list, and any supplements as appropriate, at least once a month, to the offices of the appropriate election officials, with copies to the Attorney General and the attorney general of the State, and any such lists and supplements thereto transmitted during the month shall be available for public inspection on the last business day of the month and, in any event, not later than the forty-fifth day prior to any election. The appropriate State or local election official shall place such names on the official voting list. Any person whose name appears on the examiner’s list shall be entitled and allowed to vote in the election district of his residence unless and until the appropriate election officials shall have been notified that such person has been removed from such list in accordance with subsection (d): Provided, That no person shall be entitled to vote in any election by virtue of this Act unless his name shall have been certified and transmitted on such a list to the offices of the appropriate election officials at least forty-five days prior to such election.

(c) The examiner shall issue to each person whose name appears on such a list a certificate evidencing his eligibility to vote.

(d) A person whose name appears on such a list shall be removed therefrom by an examiner if (1) such person has been successfully challenged in accordance with the procedure prescribed in section 9, or (2) he has been determined by an examiner to have lost his eligibility to vote under State law not inconsistent with the Constitution and the laws of the United States.

Sec. 8. Whenever an examiner is serving under this Act in any political subdivision, the Civil Service Commission may assign, at the request of the Attorney General, one or more persons, who may be officers of the United States, (1) to enter and attend at any place for holding an election in such subdivision for the purpose of observing whether persons who are entitled to vote are being permitted to vote, and (2) to enter and attend at any place for tabulating the votes cast at any election held in such subdivision for the purpose of observing whether votes cast by persons entitled to vote are being properly tabulated. Such persons so assigned shall report to an examiner appointed for such political subdivision, to the Attorney General, and if the appointment of examiners has been authorized pursuant to section 3(a), to the court. SEC. 9.

(a) Any challenge to a listing on an eligibility list prepared by an examiner shall be heard and determined by a hearing officer appointed by and responsible to the Civil Service Commission and under such rules as the Commission shall by regulation prescribe. Such challenge shall be entertained only if filed at such office within the State as the Civil Service Commission shall by regulation designate, and within ten days after the listing of the challenged person is made available for public inspection, and if supported by (1) the affidavits of at least two persons having personal knowledge of the facts constituting grounds for the challenge, and (2) a certification that a copy of the challenge and affidavits have been served by mail or in person upon the person challenged at his place of residence set out in the application. Such challenge shall be determined within fifteen days after it has been filed. A petition for review of the decision of the hearing officer may be filed in the United States court of appeals for the circuit in which the person challenged resides within fifteen days after service of such decision by mail on the person petitioning for review but no decision of a hearing officer shall be reversed unless clearly erroneous. Any person listed shall be entitled and allowed to vote pending final determination by the hearing officer and by the court.

(b) The times, places, procedures, and form for application and listing pursuant to this Act and removals from the eligibility lists shall be prescribed by regulations promulgated by the Civil Service Commission and the Commission shall, after consultation with the Attorney General, instruct examiners concerning applicable State law not inconsistent with the Constitution and laws of the United States with respect to (1) the qualifications required for listing, and (2) loss of eligibility to vote.

(c) Upon the request of the applicant or the challenger or on its own motion the Civil Service Commission shall have the power to require by subpoena the attendance and testimony of witnesses and the production of documentary evidence relating to any matter pending before it under the authority of this section. In case of contumacy or refusal to
obey a subpoena, any district court of the United States or the United States court of any territory or possession, or
the District Court of the United States for the District of Columbia, within the jurisdiction of which said person guilty of
contumacy or refusal to obey is found or resides or is domiciled or transacts business, or has appointed an agent for
receipt of service of process, upon application by the Attorney General of the United States shall have jurisdiction to
issue to such person an order requiring such person to appear before the Commission or a hearing officer, there to
produce pertinent, relevant, and nonprivileged documentary evidence if so ordered, or there to give testimony
touching the matter under investigation, and any failure to obey such order of the court may be punished by said
court as a contempt thereof.

SEC. 10. (a) The Congress finds that the requirement of the payment of a poll tax as a precondition to voting (i)
precludes persons of limited means from voting or imposes unreasonable financial hardship upon such persons as a
precondition to their exercise of the franchise, (ii) does not bear a reasonable relationship to any legitimate State
interest in the conduct of elections, and (iii) in some areas has the purpose or effect of denying persons the right to
vote because of race or color. Upon the basis of these findings, Congress declares that the constitutional right of
citizens to vote is denied or abridged in some areas by the requirement of the payment of a poll tax as a precondition
to voting.

(b) In the exercise of the powers of Congress under section 5 of the fourteenth amendment and section 2 of the
fifteenth amendment, the Attorney General is authorized and directed to institute forthwith in the name of the United
States such actions, including actions against States or political subdivisions, for declaratory judgment or injunctive
relief against the enforcement of any requirement of the payment of a poll tax as a precondition to voting, or
substitute therefor enacted after November 1, 1964, as will be necessary to implement the declaration of subsection
(a) and the purposes of this section.

(c) The district courts of the United States shall have jurisdiction of such actions which shall be heard and determined
by a court of three judges in accordance with the provisions of section 2284 of title 28 of the United States Code and
any appeal shall lie to the Supreme Court. It shall be the duty of the judges designated to hear the case to assign the
case for hearing at the earliest practicable date, to participate in the hearing and determination thereof, and to cause
the case to be in every way expedited.

(d) During the pendency of such actions, and thereafter if the courts, notwithstanding this action by the Congress,
should declare the requirement of the payment of a poll tax to be constitutional, no citizen of the United States who is
a resident of a State or political subdivision with respect to which determinations have been made under subsection
4(b) and a declaratory judgment has not been entered under subsection 4(a), during the first year he becomes
otherwise entitled to vote by reason of registration by State or local officials or listing by an examiner, shall be denied
the right to vote for failure to pay a poll tax if he tenders payment of such tax for the current year to an examiner or to
the appropriate State or local official at least forty-five days prior to election, whether or not such tender would be
timely or adequate under State law. An examiner shall have authority to accept such payment from any person
authorized by this Act to make an application for listing, and shall issue a receipt for such payment. The examiner
shall transmit promptly any such poll tax payment to the office of the State or local official authorized to receive such
payment under State law, together with the name and address of the applicant.

SEC. 11. (a) No person acting under color of law shall fail or refuse to permit any person to vote who is entitled to
vote under any provision of this Act or is otherwise qualified to vote, or willfully fail or refuse to tabulate, count, and
report such person's vote.

(b) No person, whether acting under color of law or otherwise, shall intimidate, threaten, or coerce, or attempt to
intimidate, threaten, or coerce any person for voting or attempting to vote, or intimidate, threaten, or coerce, or
attempt to intimidate, threaten, or coerce any person for urging or aiding any person to vote or attempt to vote, or
intimidate, threaten, or coerce any person for exercising any powers or duties under section 3(a), 6, 8, 9, 10, or 12(e).
(c) Whoever knowingly or willfully gives false information as to his name, address, or period of residence in the voting district for the purpose of establishing his eligibility to register or vote, or conspires with another individual for the purpose of encouraging his false registration to vote or illegal voting, or pays or offers to pay or accepts payment either for registration to vote or for voting shall be fined not more than $10,000 or imprisoned not more than five years, or both: Provided, however, That this provision shall be applicable only to general, special, or primary elections held solely or in part for the purpose of selecting or electing any candidate for the office of President, Vice President, presidential elector, Member of the United States Senate, Member of the United States House of Representatives, or Delegates or Commissioners from the territories or possessions, or Resident Commissioner of the Commonwealth of Puerto Rico.

(d) Whoever, in any matter within the jurisdiction of an examiner or hearing officer knowingly and willfully falsifies or conceals a material fact, or makes any false, fictitious, or fraudulent statements or representations, or makes or uses any false writing or document knowing the same to contain any false, fictitious, or fraudulent statement or entry, shall be fined not more than $10,000 or imprisoned not more than five years, or both.

SEC. 12. (a) Whoever shall deprive or attempt to deprive any person of any right secured by section 2, 3, 4, 5, 7, or 10 or shall violate section 11(a) or (b), shall be fined not more than $5,000, or imprisoned not more than five years, or both.

(b) Whoever, within a year following an election in a political subdivision in which an examiner has been appointed (1) destroys, defaces, mutilates, or otherwise alters the marking of a paper ballot which has been cast in such election, or (2) alters any official record of voting in such election tabulated from a voting machine or otherwise, shall be fined not more than $5,000, or imprisoned not more than five years, or both.

(c) Whoever conspires to violate the provisions of subsection (a) or (b) of this section, or interferes with any right secured by section 2, 3, 4, 5, 7, 10, or 11(a) or (b) shall be fined not more than $5,000, or imprisoned not more than five years, or both.

(d) Whenever any person has engaged or there are reasonable grounds to believe that any person is about to engage in any act or practice prohibited by section 2, 3, 4, 5, 7, 10, or subsection (b) of this section, the Attorney General may institute for the United States, or in the name of the United States, an action for preventive relief, including an application for a temporary or permanent injunction, restraining order, or other order, and including an order directed to the State and State or local election officials to require them (1) to permit persons listed under this Act to vote and (2) to count such votes.

(e) Whenever in any political subdivision in which there are examiners appointed pursuant to this Act any persons allege to such an examiner within forty-eight hours after the closing of the polls that notwithstanding (1) their listing under this Act or registration by an appropriate election official and (2) their eligibility to vote, they have not been permitted to vote in such election, the examiner shall forthwith notify the Attorney General if such allegations in his opinion appear to be well founded. Upon receipt of such notification, the Attorney General may forthwith file with the district court an application for an order providing for the marking, casting, and counting of the ballots of such persons and requiring the inclusion of their votes in the total vote before the results of such election shall be deemed final and any force or effect given thereto. The district court shall hear and determine such matters immediately after the filing of such application. The remedy provided in this subsection shall not preclude any remedy available under State or Federal law.

(f) The district courts of the United States shall have jurisdiction of proceedings instituted pursuant to this section and shall exercise the same without regard to whether a person asserting rights under the provisions of this Act shall have exhausted any administrative or other remedies that may be provided by law.
SEC. 13. Listing procedures shall be terminated in any political subdivision of any State (a) with respect to examiners appointed pursuant to clause (b) of section 6 whenever the Attorney General notifies the Civil Service Commission, or whenever the District Court for the District of Columbia determines in an action for declaratory judgment brought by any political subdivision with respect to which the Director of the Census has determined that more than 50 percentum of the nonwhite persons of voting age residing therein are registered to vote, (1) that all persons listed by an examiner for such subdivision have been placed on the appropriate voting registration roll, and (2) that there is no longer reasonable cause to believe that persons will be deprived of or denied the right to vote on account of race or color in such subdivision, and (b), with respect to examiners appointed pursuant to section 3(a), upon order of the authorizing court. A political subdivision may petition the Attorney General for the termination of listing procedures under clause (a) of this section, and may petition the Attorney General to request the Director of the Census to take such survey or census as may be appropriate for the making of the determination provided for in this section. The District Court for the District of Columbia shall have jurisdiction to require such survey or census to be made by the Director of the Census and it shall require him to do so if it deems the Attorney General's refusal to request such survey or census to be arbitrary or unreasonable. SEC. 14.

(a) All cases of criminal contempt arising under the provisions of this Act shall be governed by section 151 of the Civil Rights Act of 1957 (42 U.S.C.1995).

(b) No court other than the District Court for the District of Columbia or a court of appeals in any proceeding under section 9 shall have jurisdiction to issue any declaratory judgment pursuant to section 4 or section 5 or any restraining order or temporary or permanent injunction against the execution or enforcement of any provision of this Act or any action of any Federal officer or employee pursuant hereto.

(c) (1) The terms "vote" or "voting" shall include all action necessary to make a vote effective in any primary, special, or general election, including, but not limited to, registration, listing pursuant to this Act, or other action required by law prerequisite to voting, casting a ballot, and having such ballot counted properly and included in the appropriate totals of votes cast with respect to candidates for public or party office and propositions for which votes are received in an election.

(2) The term "political subdivision" shall mean any county or parish, except that, where registration for voting is not conducted under the supervision of a county or parish, the term shall include any other subdivision of a State which conducts registration for voting.

(d) In any action for a declaratory judgment brought pursuant to section 4 or section 5 of this Act, subpoenas for witnesses who are required to attend the District Court for the District of Columbia may be served in any judicial district of the United States: Provided, That no writ of subpoena shall issue for witnesses without the District of Columbia at a greater distance than one hundred miles from the place of holding court without the permission of the District Court for the District of Columbia being first had upon proper application and cause shown.

SEC. 15. Section 2004 of the Revised Statutes (42 U.S.C.1971), as amended by section 131 of the Civil Rights Act of 1957 (71 Stat. 637), and amended by section 601 of the Civil Rights Act of 1960 (74 Stat. 90), and as further amended by section 101 of the Civil Rights Act of 1964 (78 Stat. 241), is further amended as follows:

(a) Delete the word "Federal" wherever it appears in subsections (a) and (c);

(b) Repeal subsection (f) and designate the present subsections (g) and (h) as (f) and (g), respectively.

SEC. 16. The Attorney General and the Secretary of Defense, jointly, shall make a full and complete study to determine whether, under the laws or practices of any State or States, there are preconditions to voting, which might tend to result in discrimination against citizens serving in the Armed Forces of the United States seeking to vote. Such officials shall, jointly, make a report to the Congress not later than June 30, 1966, containing the results of such
study, together with a list of any States in which such preconditions exist, and shall include in such report such recommendations for legislation as they deem advisable to prevent discrimination in voting against citizens serving in the Armed Forces of the United States.

SEC. 17. Nothing in this Act shall be construed to deny, impair, or otherwise adversely affect the right to vote of any person registered to vote under the law of any State or political subdivision.

SEC. 18. There are hereby authorized to be appropriated such sums as are necessary to carry out the provisions of this Act.

SEC 19. If any provision of this Act or the application thereof to any person or circumstances is held invalid, the remainder of the Act and the application of the provision to other persons not similarly situated or to other circumstances shall not be affected thereby.

Approved August 6, 1965.

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