

<p>Template for a Reading Comprehension Instruction</p> <p>The <i>American RadioWorks</i> documentary “Oh Freedom Over Me”, presents one of the most remarkable chapters in the Southern Civil Rights movement. Use the questions and links to the streamed audio included in this document to create a classroom discussion about race relations prior to and during Freedom Summer. These questions may be used for reading comprehension, listening comprehension, or to guide a class discussion.</p> <p>Estimated Time: Instructional time will vary, depending on how you choose to use the documentary. The documentary is divided into three parts, each will require upwards of a full class period to read and discuss.</p> <p>Total prep time for the sample lesson will be between 15 and 30 minutes.</p> <p>Computing Environment:</p> <ul style="list-style-type: none"> • Internet connection • Classroom speakers or headphones for each student. • RealAudio Player 8.0 or higher • Office software suite (Microsoft Office, OpenOffice, etc.) <p>Optional Materials for the Accommodation Section:</p> <ul style="list-style-type: none"> • Print-outs of a transcript part • Print-outs of the “Student Question” document. 	<p>Objectives for Middle and High School Students:</p> <ul style="list-style-type: none"> • Students will practice reading comprehension skills as they learn about race relations during Freedom Summer. • Students will identify and discuss key issues that arose during Freedom Summer. • Students will infer and identify the documentary’s viewpoint and evaluate the facts used to support that viewpoint. 					
	<p>Correlations with Minnesota Graduation Standards</p>					
	Grade	Subject	Strand	Sub-Strand	Standard	Benchmark
7 - 12	Language Arts	Speaking, Listening & Viewing	Speaking and Listening	<i>The student will demonstrate understanding and communicate effectively through listening and speaking.</i>	<i>Distinguish between speaker’s opinion and verifiable facts and analyze the credibility of the presentation.</i>	
9 - 12	Social Studies	US History	N. Post-War United States, 1945-1972	<i>The student will understand the key domestic political issues and debates in the postwar era to 1972.</i>	There are no direct correlation between the benchmarks mentioned in the Social Studies Standards and the content provided in this documentary. However, the events of Freedom Summer are tied to the 1964 Civil Rights Act and the 1965 Voting Rights Act.	

READING COMPREHENSION EXERCISES

The following pages contain questions and a suggested answer key to use in reading comprehension exercises. They are developed to be used in conjunction with reading the story text, located on documentary’s website: http://americanradioworks.publicradio.org/features/oh_freedom/story1.html

Individual Computers-Reading Comprehension Only

30 – 45 minutes/section

Synopsis:

Students read the documentary online and answer questions designed to assess literal and inferential comprehension as well as prompt students to think metacognitively about how they’re reading. The documentary is divided up into three parts, with each part taking a full class period to read and discuss. Because the text is meant to be read online, each of these parts has been broken up into smaller sections of five to ten paragraphs. These smaller sections are written at an early to late eighth grade reading level. This activity is designed so that you might assign individual sections or the entire documentary.

The *American RadioWorks* documentary, “Remembering Jim Crow”, can provide your students with background information on the history of Jim Crow and the events leading up to Freedom Summer. A link to this second documentary can be found under the resources section on this month’s Sound Learning Monthly Feature webpage.

Prep:

- This exercise will require access to computer lab for each student or small groups of students. Depending on how many sections of the documentary you assign, your class may need access to the computers over multiple days.
- Check to make sure that students will be able to download a Microsoft Word document on their assigned computer. If not, consider asking the document to be loaded onto each computer or print off the document for each student. NOTE: This activity assumes students will be working with the electronic copy of the Microsoft Word document with embedded links to the streamed audio. If students need to listen to an audio stream, they can still access it from the documentary’s website (http://americanradioworks.publicradio.org/features/oh_freedom/)
- Check with your school or district IT department to be sure the RealAudio stream will be accessible over your school’s network during the time of day you plan to teach this lesson.
- Practice advancing the RealAudio stream to appropriate places.
- If you anticipate many students accessing the RealAudio stream, provide enough headphones for each student.

Procedure for using each part of the documentary:

1. Have students get set-up (5 minutes):
 - Ask students to access the Sound Learning page for “Oh Freedom Over Me”:
http://www.soundlearning.org/subjects/history_civics/civil_rights_revolution/freedom_over_me.shtml
 - Direct students to download the PDF document “Oh Freedom Over Me - Student Questions” onto each computer (found under classroom materials).
 - Once students have opened the document, demonstrate how to use the links in the document’s left column to access each page in their browser. If the text is too small, they may use their keyboard controls to increase the size of text.. (Ctrl +) for PC or (Command +) for Mac.
 - Demonstrate where students should add their answers under each question in the “Student Questions” document. Suggest that they use a different font or italics to separate their text from the question text.
2. Review the “questions first” method for reading an essay. Explain that when taking a test or reading for an assignment, it’s a good idea to first review the questions that are asked.
3. Direct your students to review the questions. What do they think they’ll learn as they read your assignment?
4. Once students are set up, they may begin to work on the assignment by themselves or with a partner. If your students require more structure, you could begin working as a group on the first page – identifying what they need to know and then where they found the answers.
5. For students that have trouble reading a section, demonstrate how they can access the audio stream and advance it to the appropriate spot.
6. Once they’ve completed the assignment, ask them to save or print the document as you see fit.
7. After an appropriate amount of time or at the start of a second class period, call the class back together. Use the discussion questions to guide a conversation about what has been read. Encourage students to cite specific details from what they read in their responses.
8. Optional: If time allows, divide students into small groups or partnerships and direct them to return to their computers. Have students review their answers with each other, identifying where in the text they found answers when appropriate.

ACCOMODATION:

If your students need more support reading text at this level, move to a whole class model and stretch the lesson over two sessions. Consider altering the student questions document to include only one question per page.

1. The entire text for each of the documentary’s parts is available under the “Resources” on this month’s Sound Learning page. Download and print off copies of selected sections of the documentary.
2. Select a smaller set of questions that you want to discuss with your students. Print out these questions for step 5 as well as write these questions on the board.
3. Spend the first session listening to the audio stream with your entire class, pausing at the appropriate point to discuss the answer to a question.
4. Use the suggested discussion questions at the end of each section to guide a class discussion. This will serve as a review session and prepare students for the reading on their own.
5. During the second session, students work at their individual computers or read from the print-outs. If they have access to a computer, students may elect to listen to each audio segment again before they read the text.
6. After enough time has elapsed for students to complete their assignment, review the answers as a class. Model or ask students to point out where in the text they found the answer to each question.

NOTE: Questions in *gray italics* are student questions.

Page	Reading Response Questions & Background Information for Part 1	Streamed Audio Time Code
<p><u>1</u></p>	<p><i>Read over the introduction. What can you expect to know after reading the story?</i></p> <p>Answers will vary but should include that students will be able to describe what was Freedom Summer and what affect it had on US History.</p> <p>Notes: For background information on Jim Crow and legal segregation in the United States, see the <i>American RadioWorks</i> documentary Remembering Jim Crow and PBS' The History of Jim Crow.</p>	<p>Part 1: Click to Listen</p> <p>0:00 – 1:17</p>
<p><u>2</u></p>	<p><i>According to the story, life for black Mississippians “looked and felt much like it had during those centuries in bondage”? Why did the author think it was important to know about how life was like for black Mississippians before learning more about Freedom Summer?</i></p> <p>Answers will vary but should include that it is important to understand the circumstances for Mississippians leading up to Freedom Summer.</p> <p><i>According to the story, how did segregation affect both white and black Mississippians?</i></p> <p>Segregation and its Jim Crow laws were a strict division of power. It demanded conformity from both whites and blacks. It set up social and political boundaries that were violently enforced when challenged.</p> <p><i>What made Mississippi different than other states in the South that had a system of segregation?</i></p> <p>Answers should demonstrate inference from John Lewis’s account that Mississippi was more violent towards challenges to its system of segregation than other states.</p>	<p>1:18 – 5:40</p>

Page	Reading Response Questions & Background Information for Part 1	Streamed Audio Time Code
3	<p><i>How were black Mississippians prevented from registering to vote?</i></p> <p>Answers should include mention of a system for denying the right to vote based on a literacy test.</p> <p>Notes: Listen (about 8 minutes) to or read Fanny Lou Hamer’s Testimony Before the 1964 Democratic National Convention Credentials Committee</p> <p><i>How did one’s ability to read affect his or her status as a citizen?</i></p> <p>Answers should mention that because the public education system was so unequal that many blacks would have never been able to pass a literacy test to be able to vote.</p> <p><i>How was Unita Blackwell able to spot the Freedom Riders? How did they act differently?</i></p> <p>The Freedom Riders walked “fast” when people at the time walked slowly; they spoke differently.</p>	5:40 – 8:08

Page	Reading Response Questions & Background Information for Part 1	Streamed Audio Time Code
4	<p><i>What did the former SNCC staff member, Michael Sayer, mean when he said that “the friendship between Herbert Lee and E.H. Hurst was an illustration that segregation was not an expression of racial hatred but a strictly enforced division of power”?</i></p> <p>Answers may include that even though Herbert Lee and E.H. Hurst were friends, segregation created such a powerful social and political boundaries to trump that friendship to the point that one friend would murder another.</p> <p><i>How might have the turmoil following the assassination of President Kennedy create an “opening” for the Mississippi civil rights movement?</i></p> <p>Answers should infer that the attention generated by Medgar Evans’ assassination and the turmoil surrounding President Kennedy’s death indicated that the country was ready for a change.</p>	8:08 – 11:08
5	<p><i>Why were some people in SNCC opposed to people from the North joining their efforts?</i></p> <p>Although SNCC prided itself on practicing racial integration, some staff members wanted black Mississippians to build their own movement to win their freedom from Jim Crow without help from others.</p> <p><i>How did Louis Allen’s death affect the decision to bring Northern volunteers to help in the voter registration efforts that would become Freedom Summer?</i></p> <p>Answer should infer that Allen’s murder convinced SNCC leadership that a large influx of volunteers was needed to generate the national attention to the violence and denial of rights. Additionally, answers might refer to the need to spotlight the lack of protection from Federal law enforcement.</p>	11:08 – 14:30
	<p>Discussion Questions:</p> <ol style="list-style-type: none"> 1) Recall the arguments for and against bringing mostly white northerners to help register black Mississippians. Why would many black staff members in SNCC be opposed to the influx of outsiders? Given what has been portrayed so far, was the decision to bring in white volunteers a good idea? 2) Predict how Freedom Summer would affect Mississippi’s system of segregation. What details from the story would support your prediction? 	

Page	Reading Response Questions & Background Information for Part 2	Streamed Audio Time Code
6	<p><i>Based on what you’ve read so far, what can you expect to learn about in this part (pages 6 – 9)?</i></p> <p>Answers might include that students will learn what happened during Freedom Summer, whether or not there was an explosion of violence, etc..</p> <p><i>Why weren’t interracial groups allowed to travel together?</i></p> <p>Answers should refer to the strict cultural divide enforced by Jim Crow laws and the attention traveling as an interracial group would generate and mark them as Freedom Summer workers.</p> <p><i>Why were the SNCC workers so horrified and frustrated that white college students had laughed at the film of the “fat, drawling Mississippi county registrar”? Describe the chasm between SNCC staff and the northern volunteers.</i></p> <p>Answers should include that SNCC workers, who had been attacked, were concerned that the volunteers weren’t taking the threats seriously enough nor understood the danger their work would pose to the SNCC workers and ordinary black Mississippians.</p> <p>chasm: a deep divide, referring to a wide difference in feelings, ideas or interests (Encarta World English Dictionary)</p> <p><i>Why did the disappearance and murders of three civil rights workers generate so much national attention when earlier murders had gone unnoticed?</i></p> <p>One of the murdered civil rights workers was a college student – a white college student. According to the interview with Robbie Osman, the student’s class and race generated much more national attention than the murders of poor, black Mississippians.</p>	<p>Part 2: Click to Listen - 0:00 – 19:29</p> <p>0:00 - 5:50</p>

Page	Reading Response Questions & Background Information for Part 2 (cont)	Streamed Audio Time Code
7	<p><i>How was hosting and directing white middle class college students an “interesting situation” for Unita Blackwell?</i></p> <p>Unita Blackwell had lived under Jim Crow which prevented her from being treated as equal to whites let alone putting her in a position in which she was directing whites.</p> <p><i>Explain the risks that black Mississippians would have taken if they even talked to Freedom Summer workers.</i></p> <p>Answers should include that members of the Klan or White Citizens Council might notice that Freedom Summer workers were organizing a household to vote. That household could face violent retribution.</p> <p><i>What was the “larger” purpose of the voter registration drive?</i></p> <p>Answers should include that Freedom Summer’s larger purpose was to expose to the nation the lack of rights for black Mississippians.</p>	5:50 – 8:41
8	<p><i>If the leader of the FBI was aware of the attacks against the civil rights workers, why was the policy of the FBI to not intervene even if many black churches were burned down? What details does the story provide as an explanation?</i></p> <p>Answers should note the story mentions that letters and documents pointed out that J. Edgar Hoover viewed civil rights workers as “troublemakers”, that so many churches were burned down pointed to a lack of law enforcement.</p> <p><i>Why were the efforts of the Freedom Summer workers met with such violence?</i></p> <p>Answers may vary but might include details of George Raymond’s beating and/or white, Mississippi segregationists viewed themselves as “the last bulwark of resistance” that might have generated the intense reaction the Freedom Summer’s workers.</p>	8:40 – 14:30

Page	Reading Response Questions & Background Information for Part 2 (cont)	Streamed Audio Time Code
9	<p><i>How was George Raymond a typical hero in the movement?</i></p> <p>Answers should imply that the movement relied on the bravery of mostly ordinary people to endure beatings and sacrificed their lives.</p> <p><i>Why were songs so important to the movement? How did they convince people to register to vote?</i></p> <p>Answers should include that the songs encouraged black Mississippians to commit to register to vote. Students may infer that because the melodies of these songs were so important in the church culture, they were highly motivating.</p>	14:30 - 19:29
	<p>Discussion Questions:</p> <p>1) How would you summarize this section? What was the most important piece of information for learning about the impact Freedom Summer had on United States history?</p> <p>2) What was the gap between the SNCC workers and Freedom Summer volunteers? Does that gap still exist?</p>	

Page	Reading Response Questions & Background Information for Part 3	Streamed Audio Time Code
10	<p><i>Explain why the vice presidential candidate Hubert Humphrey was pushed to find a compromise between the two Mississippi delegations rather than choose one over the other.</i></p> <p>Answers should contain details from the story – including that Johnson sought to balance his perceived need of political help from Mississippi’s official delegation while addressing the obvious injustice represented by the Mississippi Freedom Democrats.</p>	<p>Part 3: Click to Listen - 0:00-16:00 0:00 - 6:12</p>
11	<p><i>According to those interviewed in the story, what did Freedom Summer really accomplish?</i></p> <p>Answers should mention that though Freedom Summer didn’t create monumental political change, it did expose segregation’s injustice. Answers might also include that Freedom Summer created a unique situation in which black Mississippians would for the first time be treated as equals by whites.</p> <p><i>How did cultural differences between northerners and southerners affect the civil rights workers?</i></p> <p>Answers should reference that cultural differences created tensions between white volunteers who had never grown up under an oppressive system and black civil rights workers who had.</p> <p><i>How did SNCC change after Freedom Summer?</i></p> <p>SNCC became an all-black, more militant organization. White staff members were dismissed.</p>	<p>6:12 - 11:26</p>

Page	Reading Response Questions & Background Information for Part 3	Streamed Audio Time Code
<p>12</p>	<p><i>According to the interviewees and the narrator, what were Freedom Summer’s lasting effects?</i></p> <p>Answers should reference that points made concerning Freedom Summer as a training ground for civil rights activists, that it did draw national attention to the segregation’s injustice, etc.</p> <p><i>What did Zellner mean by “I was looking for my own redemption and my own freedom?”</i></p> <p>Answers may infer that Zellner was concerned about Jim Crow’s affects on his personality and how he treated others.</p>	<p>11:26 - 15:15</p>
	<p>Discussion Questions:</p> <p>1) Describe the Mississippi portrayed by the documentary. What supporting details did the documentary use to support that portrayal? What types of resources could you use to verify that portrayal and those details?</p> <p>2) Listen to Ms. Amos’ summary of the documentary:</p> <p><i>It seems Freedom Summer, all by itself, managed to foreshadow the America that would be left after the Civil Rights Movement of the 1960’s. A country that rejects the most blatant and vicious forms of white supremacy. But also a country that seems not quite ready to be one country. Not with so much inequality, so much unfinished history stacked in crates around the room, waiting to be unpacked.</i></p> <p>Do you agree or disagree? Why?</p>	<p>15:21 – 15:50</p>