

Teacher's Guide for COBBLESTONE: *Freedom Rides of 1961*

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Teacher's Guide prepared by: Celestine Smith Candida

Taking a Stand (pages 4-7)

- Irene Morgan refused to give up her seat to a white couple while riding a bus in Virginia in 1944. This was 11 years before Rosa Parks did the exact same thing in Montgomery, Alabama. Have students research both events and then write a compare and contrast essay.
- The Fellowship of Reconciliation (FOR) is an interfaith and international religious peace organization. The FOR was founded in the United States in 1915. Go on the FOR website and look up their statement of purpose. Have a class discussion about the group's principles.

Lunch at Woolworth's (pages 8-10)

1. How did Northerners react to the sits-ins taking place in the South?
2. What roles did CORE, the SCLS and the NAACP play during the sit-ins?

A Peaceful Force (page 11)

- Have a Meeting of the Minds discussion between Mohandas Gandhi and Dr. Martin Luther King Jr.
- Discuss how the principles of *ahimsa* and *satyagraha* were used in the Civil Rights Movement.

One Way Ticket to New Orleans, Please (pages 12-16)

1. Who were the Freedom Riders?
2. Describe the training for Freedom Riders.
3. Why did CORE call off the Freedom Rides?
4. Have students write an editorial expressing their opinion on violence and the Freedom Rides.
5. How did the rest of the country react to the violence that was taking place in the South?

We Shall Overcome (pages 22-23)

- Dr. Martin Luther King Jr. called freedom songs "the soul of the movement." Have students listen to recordings of the songs mentioned in the article to initiate a discussion on music and protest. Ask students if there are any causes today that could use songs to get their message across.

1. Why did singing the songs figure so prominently with the Freedom Riders?
2. How did guards try to silence protestors from singing?

Doing the Right Thing (pages 26-27)

1. What promise did John F. Kennedy make that helped him defeat Richard Nixon in the 1960 presidential election?
2. Why were President Kennedy and his brother, Robert, reluctant to tackle the issue of race in America?
3. What event led the Kennedy brothers to change their minds?

Ticket to Freedom (pages 32-34)

- Perform "Ticket to Freedom" at a class assembly. Then ask students the following questions:
 1. Why were the college students on the Greyhound bus?
 2. Why do you think the black father and daughter saw the students as "crazy"?
 3. What were the whites reaction to the college students entering the White Waiting Room?
 4. Why couldn't the waitress serve the students?
 5. Why did the police want the students out of Alabama?
 6. Why didn't the students want to get out of jail?
 7. How would you feel if you were a college student on the Freedom Ride?
 8. How would feel if you were a black or white person riding on this bus?
- Use the articles *Taking a Stand*; *Lunch at Woolworth's*; *A Peaceful Force*; *One Way Ticket to New Orleans, Please*; *Legendary Leaders* and *Do the Right Thing* to create an encyclopedia. Divide the book into sections on people, places, organizations and philosophies. Assign students to researcher, writer, proofreader, artist, typist and editor positions.
- Have students write news stories about the events that took place in *Taking a Stand*; *Lunch at Woolworth's*, and *One Way Ticket to New Orleans, Please*.