

Directions: In the space provided, describe what you see in each photograph, paying special attention to building architecture and facilities.



Primary Source A: Farmville High School
Exterior

Description: _____

[illegible]

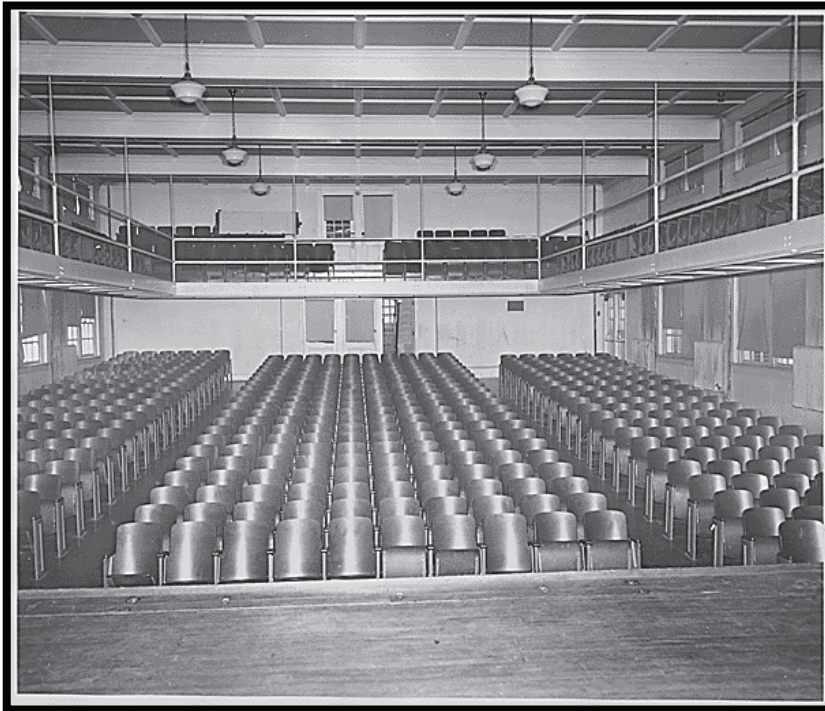
Primary Source B: Moton High School

Description:_____

[illegible]

“Separate but equal?”

Directions: In the space provided, describe what you see in each photograph, paying special attention to building architecture and facilities.



Primary Source C: Farmville High School

Description:_____

[illegible]

Primary Source D: Moton High School

Description:_____

[illegible]

Making Connections: “Separate but equal?”

Directions – Applying what you’ve learned about racial segregation in public schools, and the primary source photographs you described, address the questions below.

1. Based upon your description of the four primary source photographs, identify three generalizations regarding school segregation in the South during the Civil Rights era.
 - a)
 - b)
 - c)

2. What do you think the U.S. Supreme Court meant by the phrase “separate but equal” in the *Plessy v. Ferguson* decision?

3. How does “separate but equal” relate to public schools in the South from 1896-1954?

4. In reality, do you think “separate but equal” is possible in society? Explain your answer.

5. Though racial segregation ended years ago, often separation of students within a school district and even in an individual school as well still exists. Think about your school.
 - a) Describe several examples where students, either voluntarily or involuntarily, are separated from other students at your school. (Examples: social class, race, ethnic background, cliques, etc.)

 - b) Why do you think the separation of students by certain characteristics occurs in school? Do you think it’s a positive, negative, or neutral thing? Explain your answer.

 - c) In what ways is the separation of students today different from the situation in the 1950s and 60s?

School of Rock: Songs of the Civil Rights Movement

Oh Freedom (Traditional)

Recorded by Odetta (1956), Joan Baez (1963)

Oh freedom, oh freedom, oh freedom over me□
 And before I'd be a slave I'll be buried in a my
 grave□
 And go home to my Lord and be free□□

No more mourning, no more mourning, no more
 mourning over me□
 And before I'd be a slave I'll be buried in a my
 grave□
 And go home to my Lord and be free□□

No more crying, no more crying, no more crying
 over me□
 And before I'd be a slave I'll be buried in a my
 grave□
 And go home to my Lord and be free□□

Oh freedom, oh freedom, oh freedom over me□
 And before I'd be a slave I'll be buried in a my
 grave□
 And go home to my Lord and be free□□

There'll be singin', there'll be singin', there'll be
 singin' over me□
 And before I'd be a slave I'll be buried in a my
 grave□
 And go home to my Lord and be free□

Oh freedom, oh freedom, oh freedom over me□
 And before I'd be a slave I'll be buried in a my
 grave□
 And go home to my Lord and be free

We Shall Overcome (1947)

By Charles Tindley

We shall overcome, we shall overcome,
 We shall overcome someday;
 Oh, deep in my heart, I do believe,
 We shall overcome someday.

The Lord will see us through, The Lord will
 see us through,
 The Lord will see us through someday;
 Oh, deep in my heart, I do believe,
 We shall overcome someday.

We're on to victory, We're on to victory,
 We're on to victory someday;
 Oh, deep in my heart, I do believe,
 We're on to victory someday.

We'll walk hand in hand, we'll walk hand in
 hand,
 We'll walk hand in hand someday;
 Oh, deep in my heart, I do believe,
 We'll walk hand in hand someday.

We are not afraid, we are not afraid,
 We are not afraid today;
 Oh, deep in my heart, I do believe,
 We are not afraid today.

The truth shall set us free , the truth shall set
 us free,
 The truth shall set us free someday;
 Oh, deep in my heart, I do believe,
 The truth shall set us free someday.

We shall live in peace, we shall live in peace,
 We shall live in peace someday;
 Oh, deep in my heart, I do believe,
 We shall live in peace someday.

School of Rock: Songs of the Civil Rights Movement

Blowin' In The Wind (1963)

By Bob Dylan

How many roads must a man walk down□
 Before you call him a man?□
 Yes, 'n' how many seas must a white dove sail□
 Before she sleeps in the sand?□
 Yes, 'n' how many times must the cannon balls fly□
 Before they're forever banned?□

The answer, my friend, is blowin' in the wind,□
 The answer is blowin' in the wind.

How many years can a mountain exist□
 Before it's washed to the sea?□
 Yes, 'n' how many years can some people exist□
 Before they're allowed to be free?□
 Yes, 'n' how many times can a man turn his head,□
 Pretending he just doesn't see?□

The answer, my friend, is blowin' in the wind,□
 The answer is blowin' in the wind.

How many times must a man look up□
 Before he can see the sky?□
 Yes, 'n' how many ears must one man have□
 Before he can hear people cry?□
 Yes, 'n' how many deaths will it take till he knows□
 That too many people have died?□

The answer, my friend, is blowin' in the wind,□
 The answer is blowin' in the wind.

Change is Gonna Come (1964)

By Sam Cooke

I was born by the river in a little tent
 Oh and just like the river
 I been a runnin' ever since
 It's been a long, a long time coming
 but I know
 A change gon'
 come oh yes it will

It's been too hard living
 but I'm afraid to die
 Cuz I don't know what's up there
 beyond the sky
 It's been a long,
 a long time coming
 but I know
 A change gon' come oh yes it will

I go to the movie,
 and I go downtown
 Somebody keep tellin me
 "don't hang around"
 It's been a long, a long time coming,
 but i know
 A change gon' come oh yes it will

Then I go to my brother
 And I say "brother, help me please"
 But he winds up knocking me
 Back down on my knees
 There been times that I thought
 I wouldn't last for long
 Now think I'm able to carry on
 It's been a long, along time coming
 but I know
 A change gon' come, oh yes it will

School of Rock: Songs of the Civil Rights Movement

Song	Analysis of the Lyrics and How the Song Relates to the Struggle for Civil Rights	Overall Message of the Songwriter
<i>Oh Freedom</i>		
<i>We Shall Overcome</i>		
<i>Blowin' in the Wind</i>		
<i>Change is Gonna Come</i>		

School of Rock: Songs of the Civil Rights Movement

Identify how the four songs are different in terms of their perspectives on the Civil Rights Movement

Identify how the four songs are similar in terms of their perspectives on the Civil Rights Movement