

Seventh Graders' Open Inquiry into Civil Rights using Social History and Informed Action

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Introduction

Students' historical inquiries are shaped by intriguing questions, evocative sources, and discipline-specific scaffolding. Age-appropriate secondary sources, such as biographies and narrative non-fiction, provide essential background about key figures and context. Primary sources, such as telegrams, postcards, newspaper articles, and letters, are peepholes into the past for students to interrogate like historians. Teachers scaffold students' reading, thinking, and writing about primary and secondary sources, which work in tandem, during historical inquiry (Levstik & Barton, 2015; Nokes, 2013; Wineburg, Martin, & Monte-Sano, 2011).

When teaching about the Civil Rights Movement, the curriculum often revolves around iconic figures and major events, such as Martin Luther King Jr., Rosa Parks, the Montgomery Bus Boycott, and the March on Washington for Jobs and Freedom (Menkart, Murray, & View, 2004; SPLC, 2011, 2012). In contrast, everyday activists often ignored in curricula, empowered the movement and risked their lives for equal rights (Menkart et al., 2004; Norris & Brock, 2003). Relying upon age-appropriate, discipline-specific guideposts (AMLE, 2010; NCSS,

2013), this 7th grade Civil Rights Movement unit utilized community resources, underemphasized features of inquiry, informed action, and multimodal text-based communication at the nexus of social history and civic participation (Bickford & Clabough, 2020; Swan, Grant, & Lee, 2019). Believing it takes a village to teach a child, Mrs. Granger (a pseudonym) teamed with teachers, librarians, and researchers within and beyond her school to implement and sustain robust, multifaceted inquiry-based writing projects in her 7th grade class.

Mrs. Granger carefully used queries to spark students' interest and elicit their attention (Appendix A). To ignite the inquiry, Mrs. Granger's compelling question asked, When have kids been killed for trying to make society fair? Supporting questions directed towards trade books ("How do secondary sources represent Freedom Summer in 1964 Mississippi?"), historical documents ("How do primary sources depict Freedom Summer's protagonists and antagonists?"), and intriguing elements for independent inquiry ("Which Freedom Summer aspects, organizations, or figures intrigue you?"). The compelling and supporting questions represent the National Council for the Social Studies's (NCSS) (2013) C3 Framework's First Dimension. The paper is organized around the subsequent dimensions.

Freedom Summer, Social History, and Civic Action

The high ideals articulated in America's founding documents have not been strictly followed. White Americans' social, political, and economic segregation of African Americans, an extension of enslavement incongruous with the Constitution's principles, is often misrepresented in curricula (e.g., Bickford, 2015; Bickford & Schuette, 2016; Loewen, 2007; Menkart et al., 2004; Norris & Brock, 2003; Roberts, 2015). Master Narratives—in which iconic (usually) male figures singularly change history—abound (Alridge, 2006; Frost, 2012; Woodson,

2015). Combatting master narratives empowers students to recognize ordinary citizens' impact on local and national events (Bickford & Clabough, 2020). Significant space separates historians' understandings from teachers' curricula and public memory (e.g., Edmonds, 2014; Eskew, 1997; McAdam, 1988; Prickett, 2015; Romano, & Raiford, 2006; Watson, 2010; Yanko, 2014). Gaps include, for instance, that the Civil Rights Movement was about far more than separate drinking fountains, one person's arrest on a bus, and another person's dream. Mitigating curricular gaps positions students to actively assemble their own historical understandings and engage in informed, civic discourse (Swan et al., 2019). To consider how students have been attacked for trying to improve society, Mrs. Granger relied on social history.

A social history framework ensures ordinary folks' voices and little-known organizations' contributions complement and complicate misrepresentative master narratives. Social history for civic action is exemplified in *Freedom Summer*, the coordinated 1964 effort to address social segregation, political disenfranchisement, and economic marginalization in Mississippi (e.g., Carson, 1981; Edmonds, 2014; McAdam, 1988; Prickett, 2015; Watson, 2010). Thousands of courageous, anonymous activists left the safety of college campuses for Mississippi, which embodied the dangerous, deep South. The activist masses—local African American advocates collaborating with Northern, White college students—overshadowed egoless leaders, such as Fannie Lou Hamer, Ella Baker, Bob Moses, and Staughton Lynd. Assorted groups—such as, SNCC, SCLC, CORE, NAACP—championed local, state, and federal institutions' recognition of African Americans' civil liberties. Diverse initiatives (e.g., Freedom Ballot, Freedom Vote, Freedom Schools, Freedom Libraries, Freedom Houses, the Mississippi Freedom Democratic Party) highlight civic engagement through mass, civil action. Freedom

Summer linked social history and civic action to embody *power to the people* sentiment, which Mrs. Granger's sources and strategies evoked.

Historical Sources and Close Reading Strategies

Mrs. Granger selected diverse texts that connected in curious ways. The graphic organizer directed students' close readings of, and historical thinking about, primary and secondary sources (Appendix B). With distinct queries for primary and secondary texts, the graphic organizer prompted students to scrutinize sources by considering their texts and subtexts, how the rhetorical context shaped the messages, and critically think about perspectives, events, and historical significance, among other things (Bickford & Clabough, 2020; Bickford & Hendrickson, 2020). The prompts guided students' interrogations of primary and secondary sources differently, which is essential because of the key distinctions between primary and secondary sources. Students' use of the graphic organizer was foundational for the inquiry.

Mrs. Granger's unit intentionally started as a collective, structured inquiry into the era and shifted into a myriad of independent, guided inquiries into unique Freedom Summer figures, groups, and aspects (Swan et al., 2019). The former—whole-class structured inquiry—emerged as students scrutinized teacher-selected secondary sources that contextualized the era to answer teacher-constructed queries. Primary sources complemented secondary source analysis during the whole-class structured inquiry. The latter—a collection of individualized guided inquiries—manifested as students located and examined primary sources contingent to their customized queries connected to the topic. Secondary sources complemented primary source analysis during individualized guided inquiries.

Weeks One and Two: Structured, Whole-Class Inquiry

Mrs. Granger first selected engaging, accessible secondary sources (Appendix C). NCSS Notable Trade Book author Susan Goldman Rubin's (2014) *Freedom Summer: The 1964 Struggle for Civil Rights in Mississippi*—with its detailed chronology and social history emphasis (Bickford & Schuette, 2016)—was selected as the whole-class book. Students explored Rubin's text over the first week, both independently and collectively as a large group. To start each day, students analyzed a teacher-selected primary source that added nuance to the previous reading. These documents emphasized Mississippi laws, recruitment for Freedom Summer participation, training for novice activists, and trainees' correspondence, to mention a few.

As new concepts were uncovered, Mrs. Granger prompted students to make lists of the features and figures they encountered. The lists included activists students had little or no prior knowledge about (e.g., Ella Baker, Fannie Lou Hamer, James Chaney, Andrew Goodman, Mickey Schwerner), iconic activists (e.g., John Lewis, Thurgood Marshall, Martin Luther King), advocacy organizations (e.g., NAACP, SCLC, SNCC), and reactionary forces (e.g., vigilantes, police, elected officials, White Citizens' Councils). While reading the whole-class novel and pre-selected primary sources during the unit's structured inquiry portion, students' ever-expanding lists represented countless catalysts for subsequent independent, guided inquiries using primary sources.

During the second week, students read one of two supplementary texts, each of which approached Freedom Summer differently. Don Mitchell's (2014) NCSS Notable Trade Book, entitled *The Freedom Summer Murders*, contextualized the 1964 murders of James Chaney, Andrew Goodman, and Mickey Schwerner along with the 2005 murder conviction of Edgar Ray Killen, a Ku Klux Klan organizer. This narrative non-fiction emphasized the volunteers'

courageous actions to spark radical change, the reactionary resistance they encountered, and the region's relative unwillingness to prosecute the crimes. Mitchell's book invested readers in the catalyst that, arguably, galvanized Freedom Summer from a local initiative into national consciousness. Carole Boston Weatherford's (2015) NCSS Notable Trade Book, entitled *Voice of Freedom: Fannie Lou Hamer, the Spirit of the Civil Rights Movement*, historicized this sincere yet blunt, outspoken yet undaunted, female activist's experiences before, throughout, and beyond Freedom Summer. Weatherford's biography emphasized gender-based elements of the Civil Rights Movement in ways the other books did not. To start each day, students analyzed a pre-selected primary source, which emphasized Freedom Schools, voter registration, and community centers, to mention a few.

During this second week, students self-selected literacy circles to focus on either Mitchell's (2014) *The Freedom Summer Murders* or Weatherford's (2015) *Voice of Freedom*. The class connected the books and primary sources during whole-class discussions. Students enhanced their lists of (common and iconic) advocates and (activist and reactionary) organizations. Mrs. Granger informed students that they would select one person, group, or event from these lists to guide exploration—individually or in small groups—during the upcoming third week at the school's library and on a field trip to the local university. The first two weeks, thus, were a structured inquiry using primarily secondary sources (and some pre-selected primary sources) to answer a teacher-selected question. This structured inquiry transitioned into a guided inquiry—individual or small groups answering student-developed queries—primarily using primary documents and new secondary sources. Cumulatively, the texts and tasks complicated previously-constructed understandings. These practices reflect the collaborative

emphasis and constructive mindset emergent during active learning pedagogy (Swan et al., 2019).

Week Three: Guided, Independent Inquiries

In the third week, students engaged in guided inquiry. They first selected a Freedom Summer aspect, activist, antagonist, advocacy group, or reactionary group, developed a question to guide their inquiry, and investigated—individually or in small groups—online historical archives to answer their question. Guided inquiry empowers students to answer their own questions by independently exploring and extracting meaning from sources the teacher did not necessarily review beforehand (Swan et al., 2019), which creates a level of independence in learners and frames the research process as inquiry. They discovered new information about everyday people that is rarely covered in history textbooks.

Mrs. Granger directed students to three websites devoted entirely to Freedom Summer. They each provided thousands of easy-to-locate evocative historical documents. Wisconsin Historical Society's *Freedom Summer Collection* and Miami (OH) University's *Freedom Summer Text and Photo Archive* feature activists from their respective states and the contemporaneous documents—telegraphs, postcards, photographs—the activists saved and sent home. The *Civil Rights Movement Documents Summer Project (Freedom Summer), 1964-1965*, unlike the other two, was national in scope. Importantly, the Wisconsin Historical Society's *Freedom Summer Collection* enabled students to organize their search around only text-based or visual sources. As all students during guided inquiry must locate and analyze the sources prior to synthesis—which is far more complicated than analyzing and synthesizing teacher-selected sources during structured inquiries—this software feature was particularly advantageous for

struggling students (Swan et al., 2019). Wisconsin Historical Society's *Freedom Summer Collection* search engine enhanced all students', but especially struggling students', guided inquiries. Direct instruction about the distinct online search platforms and whole-class interpretative discussions of primary sources positioned students to unrestrictedly explore countless telegrams, letters, newspaper articles, photographs, speeches, and posters.

The Council of Federated Organizations's (COFO) brochure, for instance, exemplifies the encountered primary sources (Appendix D). Startling symbolism on the cover image and text-based excerpts reveal COFO's perceptions of the intent and actions of elected officials, police, anonymous vigilantes, and White Citizens' Councils. The brochure enlightens students to the nearly-anonymous victims who suffered tremendously ("killings, beatings, shootings, jailings, and numerous forms of economic repression") and long-forgotten names and locations of vigilante violence ("Marylene Burkes and Vivian Hillet of Ruleville were severely wounded when an unidentified assailant fired a rifle through the window of Miss Hillet's grandparents' home [who were] active in voter registration work"). Students can glean the incongruity between the high ideals of the Mississippi Constitution ("all political power is vested in, and derived from, the people; all government...originates with the people, is founded upon their will only, and is instituted solely for the good of the whole") with the clearly racist language of a federal district judge ("Judge Cox...repeatedly referred to Negro [voting] applicants as a 'bunch of niggers'") and United States Senator ("I assert that the Negro race is an inferior race. The doctrine of white supremacy is one which, if adhered to, will save America"). Readers can recognize elected officials wantonly killed African American citizens for exercising civil liberties ("Rep. E.E. Hurst, a Citizens' Council member, was vindicated by the coroner's jury, which ruled the murder a 'justifiable homicide'") and public servants terrorized the community

(“In Rankin County in 1963, the sheriff and two deputies assaulted three Negroes in the courthouse who were applying to register”). This brochure could inform readers who selected well-known and ordinary advocates, activist organizations, and reactionary forces noted above. During the guided inquiries, students’ interests diverged as intriguing and disturbing details emerged from the sources. Often, students shifted investigations towards never-imagined topics, such as towards the nearly-anonymous victims or elected officials. This single primary source is one illustrative example harvested from a field of thousands accessible within the databases.

Guided inquiries using online historical archives had both clear and concealed value for teachers and students. For students, the myriad offerings provided endless choices. If one source was too complicated or disconnected, dozens of subsequent search pages contained hundreds of other options. For teachers, the databases concealed differentiation, which is complicated with socially-conscious adolescents. As telegrams, photographs, and posters are more accessible than dense government reports, students were directed towards developmentally-appropriate sources that furthered their guided inquiries.

During the third week, Mrs. Granger, her team, and the school’s librarian chaperoned a day-long field trip to a local university where all students received small-group guidance at different stations. Preservice teachers and the social studies education professor assisted primary source investigations. The university’s reference librarians and the school librarian aided explorations of preselected secondary sources, which included trade books and scholarly reference resources (Appendix E). Eager to engage the local community, university librarians provided middle level students with resources and research techniques often reserved for older students. Not lost on the librarians were the exciting parallels between Mrs. Granger’s project and the multi-genre expressions of knowledge asked of university students (AACU, 2007;

ACRL, 2015; Fraser Riehle & Weiner, 2013). Academic librarians bolstered students' *information literacy*, or the constellation of knowledge, skills, and dispositions central to successful inquiries. With assistance from the teachers and the English Composition professor, students began the multi-genre writing process, which sparked the subsequent stages of inquiry: communicating conclusions and informed action.

Communicating Understandings and Informed Action

The Inquiry Design Model's final step moves students from consumption of diverse texts to articulation of newly-generated ideas and civic engagement. Through historical argumentation, students convey—and cite—newly-generated understandings. Informed action, or civic engagement, appears when academic efforts spark dialogue with the public. The school librarian ensured students effectively integrated educational technology throughout.

Multi-genre Historical Argumentation

Historical argumentation empowers students to demonstrate knowledge extracted from readings (Monte-Sano, De La Paz, & Felton, 2014; VanSledright, 2014). Historical argumentation often emerges as extemporaneous text-based written responses to directives. However, unrefined writing highlights students' completed work, not necessarily their best work. Mrs. Granger, instead, offered ten different written and oral options with required revisions (Appendix F). Students considered the related content from multiple angles as they selected a pathway to best articulate newly-constructed understandings.

The subsequent selections represent typical students' compositions of multi-genre projects for half the options due to space constraints. The selected samples were judged at the

median in criticality (argument, sequencing, novelty, etc.), complexity (explicit citation of sources, implicit reference to sources, length, etc.), and clarity (prose, syntax, grammar, etc.) (Bickford, Clabough, & Taylor, 2020; Monte-Sano, 2012; Monte-Sano et al., 2014). Writing samples illustrate trends that frequently appeared for each task. Students were offered an array of choices to differentiate for ability and accommodate for interests; annotated bibliographies were required regardless of choice. Each option provided age-appropriate, discipline-specific possibilities (AMLE, 2010; NCSS, 2013).

Letter. Students were able to assume a historical figure’s identity in a letter to a friend or family member. They could pick any date connected to Freedom Summer. In doing so, students considered source, audience, context, and historical significance, among other historical thinking elements. Samuel’s letter (Figure 1) represents typical students’ work.

June 1, 1964
Dear Mom and Dad,
I’m going to Philadelphia Mississippi to help African Americans get equal rights (1). The people I’m going with are James and Mickey (2). I might go to jail, but I think it’s worth it to help African Americans get equal rights. I have been training how to defend myself when I get beaten by the cops and how to talk to them. If I go to jail, then I’ll still fight for equal rights when I get out, no matter what happens, I will still be fighting for equal rights. I might get a death sentence I may get life in prison but also may get only one day in jail. Me, James and Mickey will be together so if I go to jail they will most likely go too. I think that’s not really fair because if it were only one of us who did something then we will all go to jail but I also think it’s fair because were all fighting for equal rights so we would really all end up going to jail for the same thing (3). I hope everything goes as planned. We are hoping that once we get to Mississippi there are going to be no cops that pull us over right as soon as we get there. They will probably check our car and ask us why we are here and we would have to tell them a lie just to get into Mississippi. Why would they just pull random people over just for going there? Some people may just be going over there for family or they were on vacation and they were coming home. I don’t know what we’re going to do because if we’re in jail, then we aren’t going to be able to fight for equal rights which means it will take longer for the African Americans to get equal rights like they deserve (4).
Sincerely, Andrew Goodman
References

(1) Rubin (2014) *Freedom Summer*. This information is important because he would tell his parents where he was going and why
(2) Mitchell (2014) *The Freedom Summer Murders*. This book explained the connections between them and how they would die together, but he wouldn't know that he would die at the time when he was writing this letter.
(3) Wisconsin Historical Society, <http://content.wisconsinhistory.org/cdm/compoundobject/collection/p15932coll2/id/27602/show/27520/rec/3> This information is important because he needed to tell his mom and dad that he might go to jail and this primary source shows that students could end up going there.
(4) Miami University, <https://digital.lib.miamioh.edu/digital/collection/fstxt/id/1600/rec/5> This photograph shows a white kid who was protesting in Mississippi to help the black people out and he is going to try and get them equal rights.

Figure 1. Samuel's letter.

Samuel's historical schema manifested within this 15-sentence, 300-word historical fiction letter. Samuel spent considerable time developing the narrative to cohere with historians' understandings of the writer (Goodman) and recipient (Goodman's parents). Source and audience are two key elements of history literacy (Nokes, 2011). Samuel's letter reflected clear recognition of the historical timeline; contextualization, too, is an integral aspect of history literacy (Nokes, 2011). The option to create a historical facsimile of a letter enabled the student to employ a historical perspective, a key historical thinking concept (Seixas & Morton, 2012), using source, audience, and context. Other historical thinking concepts appeared as well. Samuel's selection of the source and context indicates awareness of Goodman's historical significance (Seixas & Morton, 2012). Finally, he relied on credible primary and secondary sources, which appeared in the citations as well as the succeeding annotations of the creative writing (Seixas & Morton, 2012).

Creative writing, though beneficial and engaging, can be problematic. Students were not permitted to recreate the mental landscape of a killer, Ku Klux Klan-sympathizing participant, or another antagonist. Intimidation and violence should never be trivialized; students were not allowed to toy with the antagonist's mindset or write in dialects distinct to Southern African

Americans, which might easily be perceived as literary blackface. Recognizing students, particularly African American children, might be apprehensive recreating a victim's voice or articulating their experiences, no one was required to complete this option.

Obituary. Students could pen a historical figure's obituary. Creating an obituary compels students to both contextualize the person, real or imagined, within Freedom Summer. Students, in doing so, articulate the historical significance of the figure, event, and era. Emma's work (Figure 2) illustrates a typical student's obituary.

Andrew Goodman was born November 23, 1943. He was arrested early that night. He was a caring man for everyone and always felt bad when doing something wrong. He loved acting in his young life. He was a very adventures and outgoing man. He has two sibling's Jonathan and David Goodman. His mother was Carolyn Goodman and his father Robert Goodman (1). He was killed June 21, 1964 (2). He was murdered near Philadelphia, Mississippi by the Ku Klux Klan (3). He lived in New York City, New York with an education at Walden School Queens College, New York City. He was put in an honors program at Wisconsin- Madison he withdrew after he got pneumonia. At 20 he became a social worker and a civil rights activist (4). He worked alongside James Chaney and Michael Schwerner. He helped at CORE, helped them build a freedom school and make it able for black people to vote in Mississippi which was his goal from the start. He was killed (5). He was driving in a Station wagon with James Chaney and Michael Schwerner (6). In 1958 he participated in a youth march for integrated schools. He joined the March on Washignton [sic] in 1963 and 1964 he protested outside the World Fair. He was selected to volunteer so he went to Ohio in June and trained (7). He became friends with most people at CORE and most people liked him because he was a kind and loving man. He passed away too soon and he didn't deserve it. He helped every person fighting for the right to vote. Rest in peace Andrew Goodman.

References

- (1) Mitchell (2014) *The Freedom Summer Murders*. This book explained the details like when he was born and a lot of other things.
- (2) Mitchell (2014) *The Freedom Summer Murders*. This book explained the details like when he died along with a lot of other things.
- (3) Mitchell (2014) *The Freedom Summer Murders*.
- (4) Miami University, <https://digital.lib.miamioh.edu/digital/collection/fstxt/id/966/rec/3> This I learned in lots of places but here's a photo of him when he got there.
- (5) Miami University, <https://digital.lib.miamioh.edu/digital/collection/fstxt/id/1108/rec/5> This is an actual obituary of Andrew Goodman.
- (6) Miami University, <https://digital.lib.miamioh.edu/digital/collection/fstxt/id/971/rec/4> This a newspaper headline with a photo of the burned out car and of two missing workers and Andrew's parents
- (7) Mitchell (2014) *The Freedom Summer Murders*.

Figure 2. Emma’s Obituary.

Emma engaged in complex, historical thinking to produce a nearly-25 sentence, 300-word obituary. Emma’s seven explicit references—one book and three primary sources—emerged from close readings and corroborations of countless texts (Nokes, 2011), though she scrutinized countless unnamed primary and secondary sources. Emma both humanized and established Andrew Goodman’s historical significance. She contextualized Goodman’s continued to and influence on the era (Nokes, 2019; Wineburg, 2018). Emma’s obituary was more than a postmortem summary, as she pieced together understandings extracted from myriad sources to articulate the cause and consequence of hate, privilege, and violence.

Obituaries, though, contain complications. As students document a death, the killer remains hidden without blame ascribed. It would be anachronistic for an obituary, presumably written soon after death, to name the killer, whose conviction would not be contemporaneous with the obituary. The teacher might prompt students to encode clues, perhaps as subtext, about the killer within the narrative of the obituary. As with all multi-genre tasks, teachers should ensure students write solemnly about the consequences.

Police Report. Students could also create a police report. While constructing a police report, students document a crime and the involved figure(s), real or imagined. They must do so, however, from a uniquely-skewed perspective. Eleanor’s police report (Figure 3) exemplifies how a typical student engaged in this type of multi-genre writing.

Arresting officer: Deputy Cecil Price		
Last: Goodman	First: Andrew	Middle: doesn’t have a middle name
Race: White	Sex: Male	Age: 29 Business/Schooling: Travelling
Hair color: Dark Brown, wavy	License approval: Approved	
Height: 5’10	Weight: 150lbs	Eye color: Brown

DOB: November 23, 1943

POB: New York City, New York

Car Model: 1957 station Wagon

Description of incident: The people named Andrew Goodman, James Earl Chaney, and Michael Henry Schwerner were driving on highway 16 and they were speeding they went 65 on the highway 16 in the station Wagon. I pulled them over and told them to fix their wheel because it was a little flat, so I let them fix their wheel then took them into jail and had Jailer Minnie Herring fingerprint and book Andrew, James, and Michael. That's ALL that happened.

References:

I got all of this from Susan Rubin's *Freedom Summer: The 1964 Struggle for Civil Rights in Mississippi* and Don Mitchell's *The Freedom Summer Murders* but also from Miami University's website.

Figure 3. Eleanor's Obituary.

When writing a police report, Eleanor attended to both the text and subtext. Her text included details of people, such as the officer, the officer's colleagues, and arrested citizens, and places, such as Goodman's place of birth, location of his arrest, which appear gleaned from two secondary source and a plethora of primary sources. The source, audience, and context are both subtext and key to appreciating Eleanor's efforts. Eleanor did not create a timeline or write a narrative of incontrovertible facts. She wrote the equivalent of a letter from the arresting officer to his colleagues and other relevant parties. In doing so, she constructed Price's subjective representation of the milieu surrounding Goodman's arrest. Eleanor attended to source, audience, and context—essential history literacy elements (Nokes, 2011)—as she created an intentionally-flimsy cover story for the traffic stop with a comparably fragile, defensive conclusion. Referencing two secondary sources and exploring a slew of primary sources enabled Eleanor to engage in historical perspective-taking and investigate cause and consequence, which are each key historical thinking elements (Nokes, 2019; Wineburg, 2018).

Police reports can be problematic. Police brutality and deceit were historical elements of Freedom Summer, yet reverberate in the 21st century with #BlackLivesMatter advocacies.

Teachers can overcome these tensions by insisting students center the multi-genre writing on the

historical while leaving personal feelings about modern events to class discussions. Students' meaning-making, thus, is not limited to the historical events, though the teacher assesses only the history-based multi-genre writing.

Journal. Multi-genre writing included journaling as an option. Students can step into a historical figure's figurative shoes through journaling to articulate a historical figure's impressions and worries about contemporaneous experiences. Holden's journal (Figure 4) illustrates a typical student's efforts.

June 21st, 1964

I volunteered for Freedom Summer, instead of my acting career I wanted to try to help change segregation (1). In the Freedom Summer project, we had to do acting and I embarrassed myself because I got too into the acting and we were acting as if I was a cop beating someone (2). Since I used to be an actor, I was excited to be acting for this project, but I didn't think I was going to embarrass myself. I made two friends. One's name was James Chaney the other one's name was Mickey Schwerner (3). His actual name is Michael, but his nickname is Mickey. Mickey and James were the people I was going to Mississippi with. I knew I had to be prepared for what might happen. We did have a lot of training on what we should expect when we arrived in Mississippi. Including getting beaten, getting arrested, getting shot, and that we would have a chance to die (4). That was what I was most scared about. But I couldn't be scared because they taught us not to be scared but to be ready. I did volunteer after all. This was my choice and I don't regret it. As we were driving to Mississippi, all I could think about was all the training we went through, the acting, and them telling us what might happen and what to do when these things happen, if they do (5). I really didn't want to forget my training because I know if I did things would get a lot worse. When we arrived at Mississippi one of the first things we investigated was a burned down church (6). We knew it was the KKK and we knew they were after Mickey. One day we were driving around, and we got to know why we were let early because that's what I was worrying about the whole time. They told us to leave Mississippi, but we didn't want to. Then we got pulled over again and the cops asked us why we weren't leaving Mississippi and we just said we were taking the long way. Then James got pulled out of the car. This is where I have to stop today's journal entry. This might be my last.

References

- (1) I learned about why they wanted to do this from Susan Rubin's *Freedom Summer* book.
- (2) I learned about the training from Susan Rubin's *Freedom Summer* and Don Mitchell (2014) *The Freedom Summer Murders*.
- (3) Miami University, <https://digital.lib.miamioh.edu/digital/collection/fstxt/id/971/rec/3> This is a newspaper headline with a photo of the missing people that were killed.
- (4) I got this from Don Mitchell *The Freedom Summer Murders*.

(5) Miami University, <https://digital.lib.miamioh.edu/digital/collection/fstxt/id/788/rec/3> This is people who were there talking about the training they had to get ready for what was in Mississippi.

(6) I learned about all the bad things that were happening in Mississippi and why he came here from Don Mitchell *The Freedom Summer Murders*, Susan Rubin's *Freedom Summer* and this pamphlet from Miami University, <https://digital.lib.miamioh.edu/digital/collection/fstxt/id/747/rec/8>

Figure 4. Holden's Journal.

Holden's single-day, 500-word journal entry exhibits close reading, corroboration, sourcing, and contextualization, each of which are history literacy elements (Nokes, 2011). He synthesized understandings derived from close readings of countless primary and secondary texts as he articulated Andrew Goodman's likely thoughts on one day in June, 1964. Holden's journaling also reveals historical thinking skills, specifically considerations of ethical dilemmas and historical perspectives (Nokes, 2019; Wineburg, 2018). Throughout, Holden humanized the author and his acquaintances along with the felt-intimidation originating from adversarial police officers and ordinary citizens aligned with the Ku Klux Klan. Holden's concluding trepidation was not anachronistic in spirit but is likely anachronistic in a journal, as Goodman would not likely have the time to complete the task.

Journaling, the most-selected multi-genre task, can be problematic. Presentism, a historical misrepresentation that emerges when using contemporary understandings to evaluate the past, appeared when the outcome appears inevitable as it did with Holden's conclusion (Nokes, 2011; Wineburg et al., 2011).

Newscast. Common software and hardware enabled students to create newscasts. Using key historical figures, students scripted historical events as breaking news using contemporaneous prose and syntax appropriate to media members. The transcription of one group's newscast (Figure 5) illustrates a typical group's efforts.

Alex: Good evening, America, and welcome back everyone! We have some BREAKING NEWS for you today.

Loren: After almost 2 months the alleged missing COFO volunteers Andrew Goodman, James Chaney, and Michael Schwerners' bodies have been located.(1) They were spotted August 4th in Philadelphia, Mississippi, off highway 21, in an earthen dam, on a farm pond.(2)

Seth: The bodies are yet to have been fully examined, but with the little information that we know the cause of death was by handgun, there was also signs of mistreatment and possible physical violence.(3)

Megan: Now we will hand it over to our on-scene special reporter Allison.

Allison: Thank you, Loren. I'm here today in Neshoba County at the scene of a brutal crime. This clearly was a long-time coming event, and resources tell us that this was likely infiltrated by members of the notorious KKK. The murderers are still unknown. The Neshoba County police say that they are working around the clock to solve the tragic case. If anyone knows anything, witnessed anything, or knows of anyone involved please call, or anonymously text the number on the screen.

Megan: Thank you, now back to you Alex

Seth: The Goodman, Schwerner, Chaney case started this summer on June 21 when the three men were arrested for speeding on highway 21 around 2:00 in the afternoon.

Megan: Deputy Sheriff Cecil Ray Price was the officer who pulled the men over, he is yet to have been questioned.(4) James Chaney was the driver of the blue ford station wagon that was found in a swamp a few days after the men first went missing, and he was arrested for speeding while the other two men were held for investigation.(5)

Seth: They were released from the jail later that day around 6pm. We will have more information as the investigation continues, so stay tuned. All of our teams' prayers go out to the families and loved ones of these three young men.

Megan: Good night, America.

References

(1) We learned about all of this Susan Rubin's *Freedom Summer* and Don Mitchell (2014) *The Freedom Summer Murders*, but there was also a lot of things in the Wisconsin [Historical Society] and Miami University websites.

(2) We learned about the location at Miami University,
<https://digital.lib.miamioh.edu/digital/collection/fstxt/id/628/rec/7>

(3) We learned details of the car at Miami University,
<https://digital.lib.miamioh.edu/digital/collection/fstxt/id/1106/rec/3>
(4) We learned about the cop named Cecil Ray Price from the books and Wisconsin website,
<http://content.wisconsinhistory.org/cdm/compoundobject/collection/p15932coll2/id/58158/show/57952/rec/47>
(5) The Wisconsin website gave us clues about the investigation,
<http://content.wisconsinhistory.org/cdm/compoundobject/collection/p15932coll2/id/45566/show/45455/rec/65>

Figure 5. Group Newscast.

The students wrote with complexity to speak with clarity. Their newscast's foundation emerged from analysis and synthesis of myriad sources, of which six were explicitly cited in five references. Their newscast chronologically organized events in order to establish the contemporaneous—and, by extension, historical—significance of this event. Speaking with appropriate solemnity, students-as-newscasters reported that authorities located the bodies of three, previously-missing Freedom Summer advocates. This group contextualized this event by effectively acknowledging the limitations of their particular moment in time: the murderers' identity was unknown. The group effectively read-the-silences by noting how Deputy sheriff Cecil Ray Price, the last known person to see these men alive, appeared being repositioned from a valued law member to a suspected criminal. Each item mentioned above forms the bedrock of historical literacy and thinking (Nokes, 2011, 2019; Wineburg, 2018).

Multi-genre options prompted students to write and perform (on video or audio) as historical characters, real or imagined. Each multi-genre choice could be grouped as persuasive essays, evidentiary arguments, historical narratives, or some combination. The constellation of genres—newscasts, journals, letters home, police reports, obituaries, *et al.*—provided a productive step toward cultivating genre awareness, the ability of writers to effectively navigate the rhetorical challenge of using transferrable writing skills to multiple genres and their

constraints. Students' multi-genre historical argumentation were as original as their guided inquiry topics.

Informed Action and Civic Dialogue

To culminate and celebrate this month-long project, Mrs. Granger's students presented their original research, which emerged from structured inquiry and was transformed during guided inquiry, at the local university during Black History Month (Appendix G). Newspaper articles first invited the community and then reported students' accomplishments. Students contributed to local, civil, informed dialogue.

The prospect of public presentations sparked in students a strong sense of craft for their work. Though versed on Freedom Summer and their unique angle, students carefully prepared for likely questions. Their research presentations elicited feedback from a diverse audience that included experts (e.g., professors), informed citizens (e.g., teachers), and interested, nonexpert friends and family members.

Conclusion

Mrs. Granger's multifaceted social history inquiry focused on the marginalized activists, while not sensationalizing the privileged Northern, White students or romanticizing iconic, oft-featured voices of the Civil Rights Movement. As middle level students have startlingly disparate abilities, she had discipline-specific scaffolding supporting differentiated content (AMLE, 2010). Close reading, critical thinking, and historical argumentation were intertwined throughout and foundational to students' success. Mrs. Granger, though, also utilized four *underemphasized* pedagogical features.

First, inquiry is common in social studies education, but a two-tier inquiry is not. The initial structured inquiry format directed students to scrutinize teacher-selected secondary and primary sources. Guided inquiry, an unbridled exploration within historical archives, is less common in classes. Guided inquiry concerns include students' unmonitored internet behavior, difficulties extracting meaning from dense documents written by and intended for adults decades prior, and struggles in navigating obtuse database search engines designed with professional archivists, librarians and researchers as the primary end-users. Structured inquiry ensured historical background and some choice; guided inquiry provided variety, independence, and countless interconnections between a myriad of sources.

Second, informed action is central to social studies, but this particular approach positioned students to *teach* the local community. Informed action, in which students engage diverse audiences to constructively effect change, is an essential democratic element. Informed action sometimes appears as persuasive essays to elected officials or letters-to-the-editor of newspapers, in which the message is sent but dialogue is limited. Mrs. Granger's students engaged the region at a community-wide event held at a local university, which was covered by local media. In doing so, students recognized that inquiry involved more than simply knowing facts, details, and examples. They engaged in sharing thoroughly developed ideas far beyond the classroom while receiving feedback from curious experts and ordinary citizens.

Third, teachers often position students to articulate and substantiate newly-constructed knowledge. Text-based writing, though, rarely differentiated with this many options. Choices in written and spoken communication elicited interests by flexibly allowing students to show what they learned in the best way possible. Text-based communication included speaking-and-listening options as well as traditional forms of written historical argumentation. Offering student

an array of options ensured students could communicate conclusions the exciting way they could envision. Students valued the option to demonstrate creative, critical thinking in original ways.

Finally, historical argumentation often appears as unpolished written responses to directives. Revision, which included peer-, teacher-, and individual-review aspects, bolstered students' historical argumentation. Research has not systematically explored if multiple revisions are time-efficient. Mrs. Granger sought multiple drafts while recognizing students write at different paces. Revision requires time and energy from the teacher and students. Most students completed a revision; some did not have time. Some revisions were simple refinement; others were massive renovations. However, students who engaged in revision appreciated the opportunity to improve their work.

Students' historical argumentation and informed action were intertwined and emerged from close readings of primary and secondary sources. The unit centered on the interconnections between civic participation, or informed action, and social history.

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Appendix A – Inquiry Design Model

Inquiry Design Model (IDM) Blueprint™		
Compelling Question	When have kids been killed for trying to make society fair?	
Grade and Content Area	7 th grade social studies and English/language arts	
Standards and Practices	D1.5.6-8; D2.Civ.2.6-8; D2.His.3.6-8; D3.1.6-8; D4.3.6-8.	
Learning Objectives	An inquiry of a complex historical era using evidence to articulate understandings and engage with local citizens	
Staging the Question	The unit on Civil Rights started around Martin Luther King Day and culminated during Black History Month	
Supporting Question 1	Supporting Question 2	Supporting Question 3
How do secondary sources represent Freedom Summer in 1964 Mississippi?	How do primary sources depict Freedom Summer’s protagonists and antagonists?	Which Freedom Summer aspects, organizations, or figures intrigue you?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Guided Inquiry using Appendix B	Guided Inquiry using Appendix B	Open Inquiry using Appendix B
Featured Sources	Featured Sources	Featured Sources
Appendix C	Online historical archives from Miami (OH) University, Wisconsin Historical Society, and Civil Rights Movement Documents Summer Project (Freedom Summer)	Appendix E; Online historical archives from Miami (OH) University, Wisconsin Historical Society, and Civil Rights Movement Documents Summer Project (Freedom Summer)
Summative Performance Task	Argument	Appendix F
	Extension	Appendix F
Taking Informed Action	Appendix G, local presentation	

Appendix B – Primary and Secondary Source Analysis

Primary Source Analysis	
Source and Audience. Who is the speaker? Who is the audience? How does this shape your understandings?	Corroboration. How does this primary source connect to other primary and secondary sources? What is similar or different?
Text and Subtext. What was explicitly stated? What was implicitly suggested? How does this shape your understandings?	Context and Limitations. What happened when this source was created? What <i>cannot</i> be learned from this? How does this shape your understandings?
Perspective, Cause, and Consequence. Which historical perspectives appear valued or highlighted? What conflicts appear? Are tensions resolved? If so, how?	Historical Significance. Why is this artifact important? What new things appeared?

Secondary Source Analysis	
Use of source. Which <i>primary</i> sources did this (secondary) author likely use? Which <i>primary</i> sources did <i>not</i> appear?	Corroboration. How is this (secondary) source similar to other <i>secondary</i> sources? How does this account differ?
Text and Subtext. What was explicitly stated? What was implicitly suggested? How does this shape your understandings?	Cause and Consequence. What conflicts—either explicit or implicit—appear in this account? Are tensions resolved? If so, how?
Historical Significance. Why is this artifact important? What new things appeared?	Historical Perspective. Which historical perspectives appear valued or highlighted? How do you know?

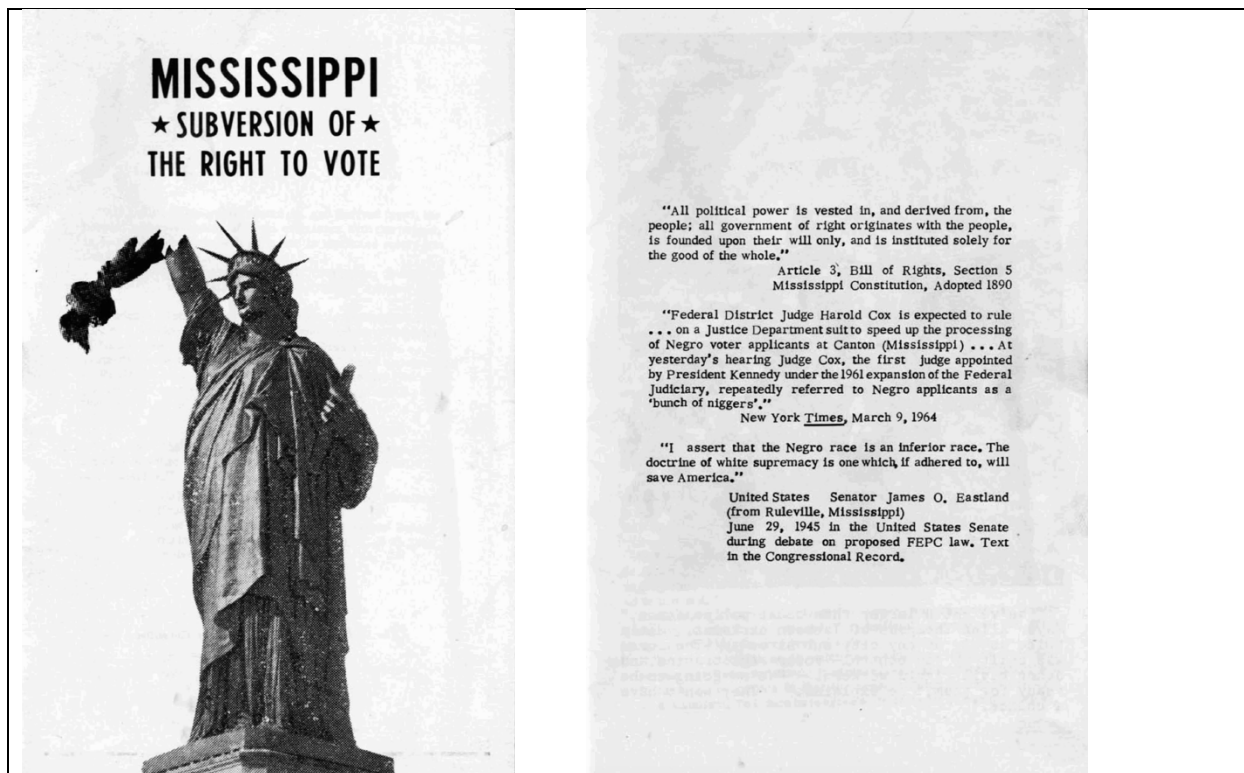
Appendix C – Selected Trade Books

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Appendix D – A Sample Primary Source



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In 1955, Lamar Smith, a Negro, was killed after urging other Negroes to vote in a gubernatorial election. He was shot to death on the Brookhaven, Miss., courthouse lawn. A grand jury refused to indict the three men who were charged with the slaying.

In 1961, Herbert Lee, a Negro active in voter registration activities in Liberty, Miss., was shot to death by a member of the Mississippi State Legislature. Rep. E.E. Hurst, a Citizens' Council member, was vindicated by the coroner's jury, which ruled the murder a "justifiable homicide."

In 1964, a witness to the Lee killing, Louis Allen, was shot to death near his home. Allen had been harassed by local police officials several times since the Lee killing. Local authorities there say they have not come up with any clues in the Allen killing.

In 1962, Mrs. Fannie Lou Hamer of Ruleville, Miss., was fired from her plantation job, where she had worked for 18 years, the same day she had gone to the county courthouse to attempt to register. The plantation owner had an informed her that she had to leave if she didn't withdraw her application for registration.

Leonard Davis of Ruleville was a sanitation worker for the city until 1962, when he was told by Ruleville Mayor Charles M. Dorough, "We're going to let you go. Your wife's been attending that school." Dorough was referring to the Student Nonviolent Coordinating Committee registration school in Ruleville.

Marylène Burkes and Vivian Hillet of Ruleville were severely wounded when an unidentified assailant fired a rifle through the window of Miss Hillet's grandparents' home. The grandparents had been active in voter registration work.

In Rankin County in 1963, the sheriff and two deputies assaulted three Negroes in the courthouse who were applying to register, driving the three out before they could finish the forms.

The recoding of reprisals against Negroes who attempt to exercise their Constitutional rights is the subject of another SNCC pamphlet, "Chronology of Violence and Intimidation in Mississippi Since 1961." In this pamphlet we will cut out and focus upon one chink in the vast race-walls which guard the Mississippi Way of Life: the web of voter registration requirements which ensnares any Mississippi Negro who would attempt to vote.

The White Citizens' Councils control most important state institutions. Without the right to vote Negroes in Mississippi have no institutionalized means of challenging the oppression by white supremacists.

It should be emphasized that the legal artillery of the State is by no means its mainline force against "uppity" Negroes trying to vote. The killings, beatings, shootings, jailings, and numerous forms of economic repression are important elements in the every-day "private" means of deterring Negroes from making it to the courthouse. The voting laws are the "public" face.

Note. Council of Federated Organizations (1964). *Brochure: Mississippi Freedom Summer by the Council of Federated Organizations.* Jackson, Mississippi. Freedom Summer Text and Photo Archive Miami University, Western College Memorial Archive, Oxford, Ohio.
<http://digital.lib.miamioh.edu/cdm/singleitem/collection/fstxt/id/749/rec/1>

Appendix E – Reference Librarians’ Selection of Secondary Sources

Trade Books

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Appendix F – Historical Argumentation Options

The Freedom Summer Project: A Multi-Genre Project

You will be creating a multi-genre project over everything we have learned about The Freedom Summer Project of 1964. This means, you will choose a series of projects all centered around one theme. Choose THREE of the following:

Letter: Write a letter from the perspective of someone involved in the Freedom Summer to their parents back home. Include key details of the summer project, including any fears or anxiety as well as triumphs and exciting news. This should be ONE page, and include in-text citations (from our books, and online documents).

Obituary: Write an obituary of someone who lost their life during the Freedom Summer project. The obituary must contain information about his death (day, location, cause if known), background/biographical information, role within the freedom summer, and information about survivors. This should be one page in length.

Police Report: Write a police report for the arrest of someone who participated in the freedom summer project. Make sure you include the name of arresting officer, name, age, height, weight, hair color, etc. of person arrested (and a picture) and a narrative about what happened. The narrative is the space at the bottom where the officer describes everything that he observed at the scene. Victims are identified, perpetrators are described based upon witness testimony, the scene (time and place) is recorded, and the situation is summarized. The narrative consists of facts – what the officer saw, heard, (possibly) smelled, observed, and experienced.

Journal entry: Write an excerpt from a daily journal of someone participating in the Freedom Summer Project. Make sure to include details of their participation as well as the thoughts and feelings they had at the time. This should be one page.

Newscast: Write a newscast for a group of reporters running a news show for Americans to watch during the summer of '64. Make sure you include “breaking” details about Freedom Summer and how local authorities are “handling” race relations in the south.

Campaign speech: Write a campaign speech for someone running for office during the summer of '64. This can be a person running for congress, senate, or the U.S. President. Make sure you include details of Freedom Summer and how you would “handle” race relations in the south.

Time Line Make a timeline outlining the Freedom Summer from June to Late August 1964. Make sure to include pictures as well as all significant events.

Bulletin: Bulletin announcements inform readers of an upcoming event or important issue. Write a bulletin for a specific event in Mississippi. Identify the key information that needs to be told. This includes: the issue or event, date, time, location, cost, place to find out more information and what group(s) is behind this event/issue. Should be one page in length.

Book jackets: Create a book jacket for an original book about The Freedom Summer Project. See attached for more details.

Pitch It: Have a better idea? Write it down, including all criteria you plan to use, and let's talk about it.

Note. Specific instructions for each multi-genre aspect accompanied these general guidelines.

Appendix G – Images of Research Presentations



Note. Each trifold poster contained the original research of group members. Dioramas, as in the bottom image, accompanied some trifold posters.