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Overview of Lesson: In this lesson students will use sources from	Researchers have found that instruction on the Civil Rights Movement often frames racism as the result of individual acts rather than as a systemic and structural phenomenon (Martell & Stevens, 2017; Wills, 2019). This lesson draws on my Critical Analysis of Racialized Emotions (CARE) framework, alongside primary sources from the Library of Congress, to guide students in examining the intersections of race, emotions, resistance, and systemic racism during the Civil Rights Movement. Specifically, the lesson foregrounds how racialized emotions functioned as a form of power—both in the production and maintenance of racist policies and in the mobilization of collective resistance—illustrating how emotions shaped socio-political action in divergent ways depending on one’s racialized positioning.
Library of Congress Resources:	<ul style="list-style-type: none">● Troops block Negro students at school● Stunned By Her Thunder: Fannie Lou Hamer● Fannie Lou Hamer, Mississippi Freedom Democratic Party delegate, at the Democratic National Convention, Atlantic City, New Jersey, August 1964● Excerpt from Elizabeth Eckford, <i>Little Rock, 1957: The First Day</i>, 1979 <i>Southern Exposure</i> article (see below)● Experts from the Little Rock Nine Encyclopedia● Excerpt from Fannie Lou Hamer’s testimony at the Democratic National Convention, 1964
Instruction for Task(s):	<ul style="list-style-type: none">● See lesson plan below
Student Work:	<ul style="list-style-type: none">● Provide an exemplar of a student’s completed the task.● Please remove their name.

Images:

Additional Materials

Understanding the Civil Rights Movement (Social)
The goal of this primary source activity is to use critically analyze emotional reactions for primary sources to better understand the powerful role that the interactions of race, emotions, and resistance, and oppression.

Directions:

- Use the emotions wheel to analyze the primary source pictured to the right by filling in the columns below.
 - I think Elizabeth Eckford is feeling scared because she was walking alone.
 - I think Hazel Bryan is feeling angry because she doesn't want to go to school with Black people.

Source: <https://www.loc.gov/pictures/item/0064907/>

2. Next, read the following two quotes, highlight any emotions described, and answer the questions below:

<p>Elizabeth Eckford on entering Little Rock High School Excerpt from Elizabeth Eckford, <i>Little Rock, 1957: The First Day</i>, 1970 <i>Southern Exposure</i> article</p> <p>Quote One: "I stood looking at the school—it looked so big! Just then the guards let some white students through. The crowd was quiet. I guess they were waiting to see what was going to happen. When I was able to <u>move</u> I walked up to the guard who had let the white student in. He didn't move. When I tried to squeeze past him, he raised his hand and then the other guards moved in and they raised their bayonets. They glared at me <u>and they were</u> and they were <u>glaring</u> at me. I don't know what to do. I turned around and the crowd came toward me. They moved closer and closer. Somebody started yelling, 'Don't let her over this line!'"</p>	<p>Experts from the Little Rock Nine Encyclopedia https://encyclopediaofkansas.net/entries/little-rock-nine-723</p> <p>Quote Two: Eckford later said, "I tried to see <u>somebody</u> somewhere in the mob—someone who maybe would help. I looked into the face of an old woman and it <u>seemed like she was</u> but when I looked at her again, she spit on me."</p> <p>On September 23, the Nine entered the school for the first time. The crowd outside chanted, "Two, four, six, eight... We ain't gonna integrate!" and chanted and beat <u>the Black reporters</u> who were covering the events. The increasingly unruly mob in front of the school removed the Nine later that morning. They once again returned home and waited for further information on when they would be able to attend school.</p>
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to sleep with our telephone off of the books because our lives are because we want to live as decent human beings, in America?"

3. Based on your reading and critically analyses of emotions with the sources above, please answer the following questions:

- What caused the plantation owner to become angry in this account? Why might this situation have triggered anger from someone in a position of authority?
Black people wanted to vote, they were being poorer than white citizens.
- Fannie Lou Hamer describes being threatened with violence because she attempted to register to vote. Why do you think she persisted rather than stopping?
She was fighting for a longer career, others (Black) should not experience her fears.
- How would you feel if you were violently threatened for trying to vote? Would you continue or stop? Why?
I would be scared & I would not try to vote.
- How do these excerpts illustrate the relationship between emotions, power, resistance, and systemic racism during the Civil Rights Movement?
Emotions & who is feeling the emotions often inform our actions.

What Happened Next?

Despite constant threats and FEAR of violent attacks,	Fannie Lou Hamer, along with many other Black activists, organizers, and everyday people continued to fight for the right to vote.	In 1965, President Lyndon B. Johnson signed the Voting Rights Act of 1965. The act sought to solidify the right to vote for racial minorities.
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Image of Fannie Lou Hamer giving her testimony at the Democratic National Convention, 1964

Directions:

- Analyze the picture of Fannie Lou Hamer, who is giving testimony at the Democratic National Convention, 1964, and write down three emotions you think she might be feeling.
Determined, scared, tired
- Read the following three quotes by the Elizabeth Little Rock Nine and then read the quote below. When reading the excerpts highlight any emotions associated with being in the situation.

Excerpt from Elizabeth Eckford's testimony at the Democratic National Convention, 1964
Source: Fannie Lou Hamer, *Speech at the 1964 Democratic National Convention*, August 21, 1964. Available online: <https://www.kanahistory.org/press-releases/2014/08/21/fannie-lou-hamer-speech-at-the-1964-democratic-national-convention/>


Excerpt from Hazel Bryan's testimony at the Democratic National Convention, 1964
Source: Hazel Bryan, *Testimony at the 1964 Democratic National Convention*, August 21, 1964. Available online: <https://www.kanahistory.org/press-releases/2014/08/21/hazel-bryan-testimony-at-the-1964-democratic-national-convention/>

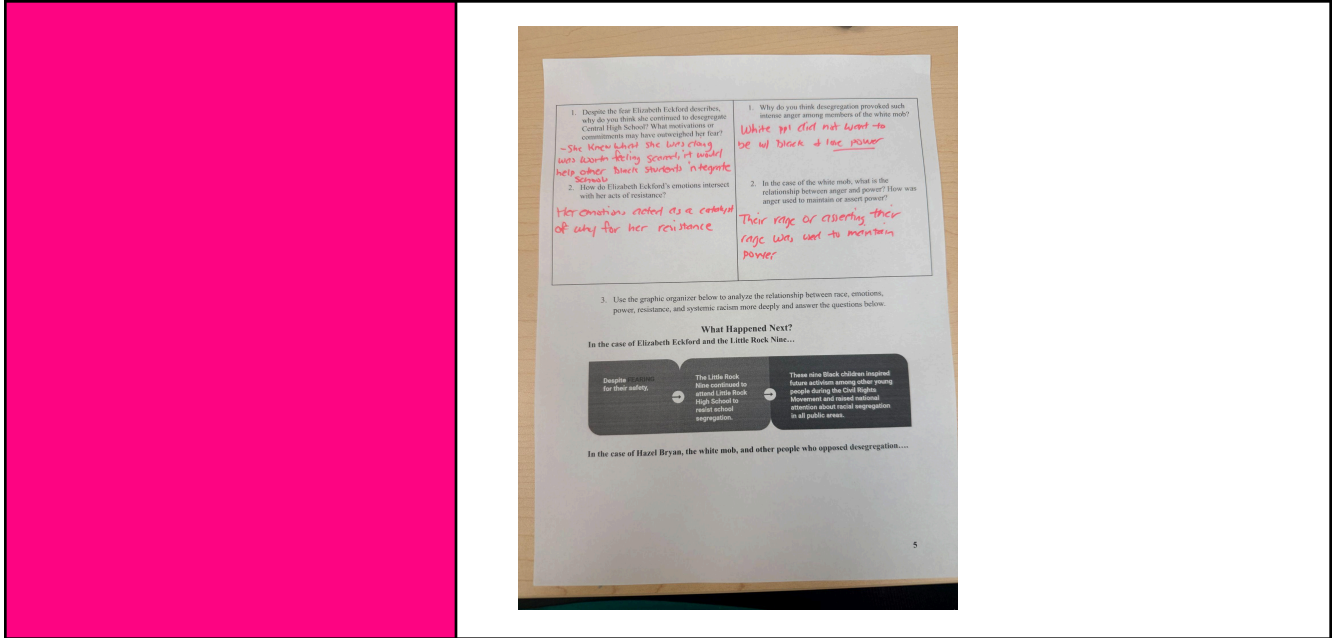
Excerpt from Fannie Lou Hamer's testimony at the Democratic National Convention, 1964
Source: Fannie Lou Hamer, *Speech at the 1964 Democratic National Convention*, August 21, 1964. Available online: <https://www.kanahistory.org/press-releases/2014/08/21/fannie-lou-hamer-speech-at-the-1964-democratic-national-convention/>

Directions:

- Based on the graphic organizers, what relationship do you see between the four emotions of Black protesters, activists, and organizers and their continued commitment to resistance during the Civil Rights Movement?
Black people's fear is resistance.
- After based on the graphic organizers, what is the relationship between the rage expressed by white people who opposed desegregation and the power they held or sought to possess?
White rage -> involuntary aggression & oppression.
- In both cases, how do emotions shape access to and expressions of power? How is power asserted differently by Black who are oppressed to white opponents of desegregation?
Emotions, especially the conviction of emotions & rage, often shape our actions, reactions, & interactions.

Understanding the Civil Rights Movement (Public)
The goal of this primary source activity is to use critically analyze emotional reactions in primary sources to better understand the powerful role that the interactions of race, emotions, and resistance, and oppression.





Examining Race, Power, Resistance, and Systemic Racism During the Civil Rights Movement

Materials:

- [Wheel of Emotions](#)
- Projector
- White Board
- Additional Materials (Below)

Components

Teacher Activity

Opening Snapshot

1. Place a long piece of tape on the floor across the classroom. Label one end of the tape **AGREE** and the opposite end **DISAGREE**.
2. Explain to students that you will display four statements, one at a time. After each statement, students will stand along the tape to indicate whether they agree or disagree. Inform students that they should be prepared to explain their reasoning.
3. Let students know that they may stand anywhere along the tape—including the middle—if their thinking falls between agreement and disagreement.
4. Display the following statements individually on the board, allowing time for movement and discussion after each:
 - a. *Race is something that people made up to separate people (but it affects our lives).*
 - b. *Resistance only leads to violence.*

	<p>c. <i>Social power is the ability to control resources or people.</i></p> <p>d. <i>Systemic racism has not had a significant role in U.S. history.</i></p> <p>5. After students have shared their perspectives, revisit each statement to provide additional clarification and historical grounding. You may want to emphasize the following points bolded below:</p> <ul style="list-style-type: none"> a. Race is something that people made up to separate people. <ul style="list-style-type: none"> i. While racial categories were socially constructed to create and maintain hierarchies, race continues to shape people’s lived experiences and can result in unequal treatment and outcomes depending on one’s racialized identity b. Resistance always only leads to violence. <ul style="list-style-type: none"> i. Throughout history, people have resisted injustice in many ways, including nonviolent protest, legal challenges, cultural expression, and community organizing—not only through violence. c. Social Power is the ability to control resources or people. <ul style="list-style-type: none"> i. While social power involves control over resources and people, access to power is uneven and structured by race, class, gender, and other social identities. d. Systemic Racism has not had a significant role in U.S. history. <ul style="list-style-type: none"> i. Systemic racism has shaped U.S. history in profound ways, particularly for people of color. Examples include Indian Residential Schools, Jim Crow laws, and the Chinese Exclusion Act of 1882. <p>6. Display an emotional wheel to provide students with language for identifying emotions. Ask students to silently reflect on the following prompts:</p> <ul style="list-style-type: none"> a. How would you feel—or how have you felt—if someone treated you differently because of your race? b. How would you feel—or how have you felt—when resisting something you believed was unjust? c. How would you feel—or how have you felt—if you had little power or control over where you could go or what you could do in your neighborhood?
<p>Development</p>	<ul style="list-style-type: none"> 1. Explain to students that emotions, power, resistance, and systemic racism were central to the Civil Rights Movement. Let them know that today’s lesson will focus on analyzing how race and emotions shaped power, resistance, and systemic racism during this period. 2. Place students into groups of four (adjust as needed based on class size). 3. Each group will analyze primary sources to examine how race and emotions influenced power, resistance, and systemic racism during the Civil Rights Movement through both social and political lenses (see Additional Materials). 4. Inform students that one representative from each group will share their group’s insights during a whole-class discussion.

Whole Group Discussion

1. After groups complete their analyses, facilitate a whole-group conversation using the following guiding questions:
 - a. Historically, how have racialized emotions and feelings influenced resistance?
 - b. Historically, how have racialized emotions and feelings shaped systemic racism?
 - c. Historically, how have racialized emotions affected who holds power and how power is exercised?

Additional Materials

Understanding the Civil Rights Movement (Social)

The goal of this primary source activity is to use critically analyze racialized emotions for primary sources to better understand the powerful role that the intersections of race, emotions, and resistance, and oppression.



Directions:

1. Use the emotions wheel to analyze the primary source pictured to the right by filling in the sentences below.

a. I think Elizabeth Eckford is feeling _____ because_____.

b. I think Hazel Bryan is feeling _____ because_____.

Source <https://www.loc.gov/pictures/item/00649675/>

2. Next, read the following two quotes, highlight any emotions described, and answer the questions below:

<p>Elizabeth Eckford on entering Little Rock Highschool</p> <p>Excerpt from Elizabeth Eckford, <i>Little Rock, 1957: The First Day</i>, 1979 <i>Southern Exposure</i> article</p>	<p>Experts from the Little Rock Nine Encyclopedia</p> <p>https://encyclopediaofarkansas.net/entries/little-rock-nine-723/</p>
<p>Quote One:</p> <p>“I stood looking at the school— it looked so big! Just then the guards let some white students through. The crowd was quiet. I guess they were waiting to see what was going to happen. When I was able to steady my knees, I walked up to the guard who had let the white students in. He didn’t move. When I tried to squeeze past him, he raised his bayonet and then the other guards moved in and they raised their bayonets. They glared at me with a mean look and I was very frightened and didn’t know what to do. I turned around and the crowd came toward me. They moved closer and closer. Somebody started yelling, Drag her over this tree!”</p>	<p>Quote Two:</p> <p>Eckford later said, “I tried to see a friendly face somewhere in the mob—someone who maybe would help. I looked into the face of an old woman and it seemed a kind face, but when I looked at her again, she spat on me.”</p> <p>On September 23, the Nine entered the school for the first time. The crowd outside chanted, “Two, four, six, eight... We ain’t gonna integrate!” and chased and beat Black reporters who were covering the events. The Little Rock police, fearful that they could not control the increasingly unruly mob in front of the school, removed the Nine later that morning. They once again returned home and waited for further information on when they would be able to attend school.</p>

<ol style="list-style-type: none"> 1. Despite the fear Elizabeth Eckford describes, why do you think she continued to desegregate Central High School? What motivations or commitments may have outweighed her fear? 2. How do Elizabeth Eckford's emotions intersect with her acts of resistance? 	<ol style="list-style-type: none"> 1. Why do you think desegregation provoked such intense anger among members of the white mob? 2. In the case of the white mob, what is the relationship between anger and power? How was anger used to maintain or assert power?
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3. Use the graphic organizer below to analyze the relationship between race, emotions, power, resistance, and systemic racism more deeply and answer the questions below.

What Happened Next?

In the case of Elizabeth Eckford and the Little Rock Nine...



In the case of Hazel Bryan, the white mob, and other people who opposed desegregation....



1. Based on the graphic organizers, what relationship do you see between the fear experienced by Black protesters, activists, and organizers and their continued commitment to resistance during the Civil Rights Movement?
2. Also based on the graphic organizers, what is the relationship between the rage expressed by white people who opposed desegregation and the power they held or sought to protect?
3. In both cases, how do emotions shape access to and expressions of power? How is power asserted differently by Black activists compared to white opponents of desegregation?

Understanding the Civil Rights Movement (Political)

The goal of this primary source activity is to use critically analyze racialized emotions for primary sources to better understand the powerful role that the intersections of race, emotions, and resistance, and oppression.



Image of Fannie Lou Hamer giving her testimony at the Democratic National Convention, 1964
Source: <https://www.loc.gov/pictures/resource/ppmsc.01267/>

Directions:

1. Analyze the picture of Fannie Lou Hamer, who is giving a testimony at the Democratic National Convention, 1964, and write down three emotions you think she might be feeling.
2. Read the following blog, [Stunned By Her Thunder: Fannie Lou Hamer](#) and then read the excerpt below. When reading the excerpts highlight every time an emotion or feeling is mentioned.

Excerpt from Fannie Lou Hamer’s testimony at the Democratic National Convention, 1964

Source: Fannie Lou Hamer, Speech at the 1964 Democratic National Convention. August 22, 1964. Available online

via Mississippi Department of Archives and History

(<https://www.mdah.ms.gov/new/wp-content/uploads/2014/08/Lesson-Five-Mississippi-in-1964-A-Turning-Point.pdf>)

It was the 31st of August in 1962 that 18 of us traveled twenty-six miles to the county courthouse in Indianola to try to register to try to become first-class citizens. We was met in Indianola by Mississippi men, highway patrolmen, and they only allowed two of us in to take the literacy test at the time. After we had taken this test and started back to Ruleville, we was held up by the City Police and the State Highway Patrolmen and carried back to Indianola, where the bus driver was charged that day with driving a bus the wrong color. After we paid the fine among us, we continued on to Ruleville, and Reverend Jeff Sunny carried me four miles in the rural area where I had worked as a timekeeper and sharecropper for eighteen years. I was met there by my children, who told me that the plantation owner was angry because I had gone down to try to register.

...And in June the 9th, 1963, I had attended a voter registration workshop, was returning back to Mississippi. Ten of us was traveling by the Continental Trailway bus. When we got to Winona, Mississippi, which is in Montgomery County, four of the people got off to use the washroom, and two of the people—to use the restaurant—two of the people wanted to use the washroom. The four people that had gone in to use the restaurant was ordered out. During this time I was on the bus. But when I looked through the window and saw they had rushed out, I got off of the bus to see what had happened, and one of the ladies said, “It was a State Highway Patrolman and a chief of police ordered us out.” I got back on the bus and one of the persons had used the washroom got back on the bus, too. As soon as I was seated on the bus, I saw when they began to get the four people in a highway patrolman’s car. I stepped off of the bus to see what was happening and somebody screamed from the car that the four workers was in and said, “Get that one there,” and when I went to get in the car, the man told me I was under arrest, he kicked me. ...All of this is on account 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 of the hooks because our lives be threatened daily because we want to live as decent human beings, in America?

3. Based on your reading and critically analyzes of emotions with the sources above, please answer the following questions:
- What caused the plantation owner to become angry in this account? Why might this situation have triggered anger from someone in a position of authority?
 - Fannie Lou Hamer describes being threatened with violence because she attempted to register to vote. Why do you think she persisted rather than stopping?
 - How would you feel if you were violently threatened for trying to vote? Would you continue or stop? Why?
 - How do these excerpts illustrate the relationship between emotions, power, resistance, and systemic racism during the Civil Rights Movement?

What Happened Next?

