

A “Counter Revolution:” The Fight Against Segregated Dining

“By sitting down, we were standing up for the very best of the American tradition,” Rep. John Lewis

Overview

It’s a simple act, sitting down and sharing food with another person. But throughout the American south and especially before the 1960s, this was not the case. According to local customs and city ordinances under the oppressive system of Jim Crow, it was taboo and illegal for black people and people of color to dine with whites in public. That is, until engaged and courageous “ordinary” people changed all that. In this lesson, students will explore the sit-in movement that challenged and eventually toppled segregation in food service facilities, from the 1960 Greensboro sit-ins to the less well-known Royal Ice Cream Parlor in Durham.

Grades

8-11

Essential Questions

- What is segregation and what effects did it have on southern communities?
- How did the sit-in movement start and what were its goals and strategies?
- How did nonviolent direct-action expose the injustice of segregation?
- What impact did the Greensboro sit-ins have (locally and nationally?)
- Why is it important to study, remember and honor the actions of civil rights activists such as those who participated in the “Long Civil Rights Movement?”

Materials

- The Greensboro Sit-In Power Point, located in Carolina K-12’s Database of K-12 Resources at <https://k12database.unc.edu/files/2012/04/GreensboroSitInsCounterRevolutionPPT.pdf>
- To view this PDF as a projectable presentation, save the file, click “View” in the top menu bar of the file, and select “Full Screen Mode”; upon completion of presentation, hit ESC on your keyboard to exit the file
- To request an editable PPT version of this presentation, send a request to CarolinaK12@unc.edu
- Reflections on the Greensboro Sit Ins, 6 min. video https://www.youtube.com/watch?v=uFQ3ZCagAA0&feature=emb_logo
- The Moment When Four Students Sat Down to Take a Stand, abridged article attached
- OPTIONAL article/audio: [Black Protest & the Integration of Restaurants in Durham](#)
- OPTIONAL story/short film: [The Chapel Hill Nine](#)
 - On Sunday, February 28, 1960, nine young men from Chapel Hill's all-black Lincoln High School sat at a booth in the Colonial Drug Store and sought the same service that was given to white customers. Their courageous step sparked a decade of direct-action civil rights demonstrations in Chapel Hill. This is their story.
- Assignment Sheet: Organizing for Civil Rights, attached

Duration

60 minutes

Preparation

- Students should have a basic understanding of the period of Jim Crow and segregation. See Carolina K-12’s lessons available [here](#).
- While Jim Crow and segregation are sensitive topics to discuss with students, it is important for students to explore these historical events and understand how engaged community members fought such injustice.

Tackling topics such as racism and violence, while difficult, represents a part of our state's and nation's past and present that students must learn about in order to gain a comprehensive understanding of where we have been, where we are, and where we need to go. To ensure students are able to respectfully and empathetically discuss such topics, teachers must ensure a foundation of considerate dialogue and tolerance is present in the classroom. For techniques on building such a classroom community, see Carolina K-12's classroom management activities in the Database of K-12 Resources under the "[Activities](#)" section and our [Tips for Tackling Sensitive History & Controversial Current Events in the Classroom](#).

Procedure

Segregation in Dining

1. As a warm up, project [SLIDE 2](#) of the accompanying PowerPoint and instruct students to examine the image provided (which is a menu from 1960.) Discuss:
 - What does this item appear to be? What evidence makes you think this?
 - (As a fun question...) What on the menu sounds good to you? Do you enjoy going out to eat at restaurants? What is your favorite restaurant?
 - Is this a menu that you might find at a restaurant today, or do you think it's from the past? What evidence makes you think this? (While many of the menu items could be from today, students should note that the prices are not.) What year might this menu be from?
 - Where is the menu from? Have any of you ever heard of Woolworth's? What do you already know about it?
2. Let students know that Woolworth's was a popular department store chain with a lunch counter where shoppers could get a bite to eat. Or, at least *some* shoppers. Project the image on [SLIDE 3](#) and ask students to comment on what they see. What do they first notice? What is pictured? What year and from where do they think this image is from and why? Let students know that the image is of a café in Durham, NC in 1940, clearly showing separate entrances and services for black and white people. Ask students to review what they already know about segregation ([SLIDE 4](#)), and discuss that due to segregation in the Jim Crow south and the racist policies of various businesses, black people and people of color were not allowed to eat together. This included Woolworth's, where black people and people of color were prohibited from sitting at the lunch counter and being served.

A Counter Revolution

3. Tell students that in today's lesson, they will learn about segregation in North Carolina and throughout the south, particularly in dining facilities such as restaurants and lunch counters. Ask students if they already know anything about the ways segregation was challenged in North Carolina and elsewhere, as well as whether any students can share anything about Greensboro's February 1, 1960 sit-ins. Move to [SLIDE 5](#) and share the brief 6 minute video at https://www.youtube.com/watch?v=uFQ3ZCagAA0&feature=emb_logo and discuss:
 - Why do you think the students strategically decided to you non-violent action, even when it meant not retaliating against threats or even physical abuse?
 - What were the students risking by taking a seat at the lunch counter?
 - How and why did the movement spread?
 - Why does Diane Nash laugh at the idea that people called her brave?
 - Why do you think Diane Nash makes a point to highlight that this was a "people's movement," that is was "ordinary people?"

The Moment When Four Students Sat Down to Take a Stand

4. Next, provide the attached reading and questions about the Greensboro sit-in movement; have students read individually or in reading partners. (Note: Teachers seeking a shorter reading, or an audio reading of

text, can alternatively utilize [Black Protest & the Integration of Restaurants in Durham](#). This page contains shorter text and offers a recording of the text that students can listen to.) After students read individually or in reading partners, discuss the reading and corresponding questions as a class.

Royal Ice Cream Parlor

5. While many people think the Greensboro Woolworth's sit-ins were the first, sit-ins had already occurred in a number of locations across country. In the South, there were sit-ins in Washington, D.C., in 1943 and 1944; in Baton Rouge, La., between 1954 and 60; and in Miami in 1959. In North Carolina in the summer of 1954, Reginald Hawkins, a Charlotte dentist and ordained minister, and others sat down at the restaurant in the new Douglas Airport. As the article mentioned, the less-known 1957 sit-in at Royal Ice Cream Parlor also took place in Durham, NC, and in some ways set the stage for Greensboro. Project [SLIDE 6](#) and share that on June 23, 1957, Rev. Douglas Moore, pastor of Asbury Temple Methodist Church, and six others assembled at the church to plan the protest. The young African Americans moved over to Royal Ice Cream and took up booths. When they refused to budge, the manager called the police who charged them with trespassing. Newspaper coverage in the Durham-Raleigh area was mixed. The Durham papers printed the story on the front-page the next day but it was buried inside the *Raleigh News and Observer*; *The Carolinian*, an African American newspaper, placed it on the front page.

On June 24 the protestors were found guilty of trespassing and each fined \$10 plus court costs. On appeal the case went to Superior Court and a jury trial. An all-white jury rendered a guilty verdict of trespass on each defendant. The case was appealed to the [North Carolina Supreme Court](#) that upheld the law regarding segregated facilities. On July 15, 1958, the seven protestors paid fines totaling \$433.25. Attorneys appealed the decision to the U.S. Supreme Court but the High Court refused to hear the case.

Not to be deterred, the boycott and pickett protest campaign against Royal Ice Cream in Durham continued into the early 1960s. In 1962, as the Durham School Board began a plan for school desegregation, African American School Board member E. Eric Moore also protested a city contract that purchased ice cream for schools from the Royal Ice Cream Company. Although the sit-in did not get a lot of support, it did set the stage for future protests. It is documented that the February 1, 1960, Greensboro Woolworth's protesters, who ignited lunch counter sit-ins throughout the South, knew about and were perhaps inspired by the Royal Ice Cream sit-in. ([NCpedia](#))

The Role of HBCU Bennett College for Women

6. Project [SLIDE 7](#) and ask students to discuss what they notice about the photo. (Make sure to elevate points such as the fact that the majority of the protestors are young women, and also that they appear to be quietly studying/reading.) Point out that critical to both the planning and success of the Greensboro sit-ins were the black women students from HBCU Bennett College. However, due to the sexism of the time and even within the civil rights movement, the important role of women is often overlooked. Share with students that with an active chapter of the NAACP at Bennett College, young women committed to justice and equality were meeting constantly throughout September – November of 1959. They were opposed to the racial injustices and the racist status quo that permeated Greensboro and the south, and spent the fall and winter discussing potential strategies to desegregate various public spaces.

Though seldom credited, after months of discussion, research and planning, the young activists from Bennett strategically chose Woolworth's lunch counter as the ideal first site for the sit-in. They then invited male students from A & T to join in the conversation. Together, the growing group of college students discussed, debated, and finalized the strategy.

Project and discuss [SLIDE 8](#): "What occurred on February 1, 1960 was not the result of a casual dormitory conversation on the campus of A. and T. College. February 1, 1960 was the culminating point of an idea rigorously thought through, meticulously researched, and enthusiastically debated and refined by a handful of courageous young Black women on the campus of an all-woman's college where learning and social activism were inextricably intertwined and endorsed." ([Source](#))

The Sit-In Movement Spreads and Results in Change

7. Explain that the sit-ins continued to spread. Teachers may want to share the example from Chapel Hill, NC by playing the short 9-minute video about [The Chapel Hill 9](#), when on February 28, 1960, nine young men from Chapel Hill's all-black Lincoln High School sat at a booth in the Colonial Drug Store and sought the same service that was given to white customers. Students can also discuss the image on [SLIDE 9](#), which is from 1962 Durham. That August 1962, four students, including Joycelyn McKissick and Guytana Horton, protested racial segregation at Howard Johnson's Restaurant, and were arrested and sentenced to 30-day jail terms. In response, over 1000 persons staged a massive demonstration at Howard Johnson's later that month. The protests reached a crescendo in May 1963, when over 4,000 demonstrators converged on Howard Johnson's in the largest protest in Durham's history, demanding the integration of all public facilities in the city. (Read more [here](#).) There are examples such as this in North Carolina towns all over the state, and in states throughout the South.
8. Share the information on [SLIDES 10-14](#) with students, ending with an explanation that because of the brave and "ordinary" people that stood up to segregation, by 1968 the Supreme Court had declared all forms of segregation unconstitutional. By 1970, formal racial discrimination was illegal in school systems, businesses, the American military services and the government. Separate bathrooms, water fountains and schools all disappeared. Yet, this is not history that happened hundreds of years ago. This is recent history – and in many ways we still see the residual effect of the racist laws and customs at play in society today. Ask students to identify any ways they see in which our society and systems today are still impacted by this very recent history. It is also important to highlight for students that we often mistakenly assume the civil rights movement is something that took place throughout the 60s – that there was a fight for integration and then everything was "fixed." This is not at all accurate for numerous reasons. The ongoing struggle for civil rights can be dated back to the origination of American slavery, when enslaved people continuously resisted their unjust situation, through the earliest protests regarding segregation in the 1800s, and to the first wave of the modern-day concept of the civil rights movement in the 1940s. Many argue that the fight continues today, with movements such as "Black Lives Matter" being the newest form of civil rights advocacy and protest.
9. Move to [SLIDE 15](#), which depicts the preserved lunch counter from Woolworths, one section of which is located in the Smithsonian and the other in the Greensboro Civil Rights Museum. Discuss:
 - Why do you think effort was made to preserve sections of the Woolworth counter? Why is it important to study the events of 1960 still today?
 - Some people are uncomfortable talking about racism, or controversial and unjust history such as this. Why do you think that is? Regardless, why is it so important to bravely face our shared past history, and talk about these issues?
 - Why it is important to remember the actions of the AT&T, Bennett College, and other students who stood up against Jim Crow?

Culminating Assignment: Organizations Promoting Civil Rights & Nonviolence

10. Pass out the attached assignment sheet, "Organizations Promoting Civil Rights & Nonviolence," and explain to students that organization and the use of non-violent direct action was a large part of the U.S. Civil Rights Movement throughout the 1950s and 1960s, including the student sit-ins that occurred in Greensboro, NC. Discuss that beyond spontaneous and planned student sit-ins, several organizations were formed to organize and fight for civil rights. Three of the most influential groups - the Congress of Racial Equality, the Southern Christian Leadership Conference, and the Student Nonviolent Coordinating Committee - were pivotal in bringing about social change in America.

11. Tell students that in small groups, they will be assigned one of these three groups and that they will be responsible for researching the group and preparing a project that will teach their classmates about the group's mission, goals, tactics, etc. (Teachers should determine whether or not to allow students to choose their group mates, as well which organization that they work on. The organizations will be repeated among various groups.) Go over the assignment sheet, sharing additional specifications and allowing students to ask questions. Let students know when their final product is due and how much class and homework time will be provided to work on it.

Additional Activities

- Allow students to further explore the Greensboro sit-ins and other prominent events and people pertaining to African American history in NC by examining the "SERVICE" mural, a painting commissioned by the School of Government at UNC-Chapel Hill. The mural, which depicts key black leaders in North Carolina and is centered around the "Greensboro Four," is a stunning visual for teaching students about our state's African American history. Carolina K-12's lesson plan on the mural is available here: "[African American Leadership & Service in North Carolina.](#)"
- Show the documentary, "February One," in class. Purchasing information as well as a curricular guide can be found at: <http://www.februaryonedocumentary.com/>
- Use Carole Weatherford's book "Freedom on the Menu, The Greensboro Sit-Ins" as a read aloud in class. While it is a picture book, the content is still relevant and appropriate for an 8th grade audience, and middle school students still greatly enjoy being read to. Have students create their own picture books based on their study of segregation and civil rights.
- Take your students for a visit to Greensboro's International Civil Rights Center & Museum; go to <http://www.sitinmovement.org/> for information
- A related story to share with students is that of the "Friendship Nine," who were arrested for their sit-in in Rock Hill, SC (only 30 min. from Charlotte, NC) on Jan. 31, 1961. The 1961 movement also began the "Jail, No Bail" philosophy, which meant civil rights activists who were arrested refused to pay or accept bail. While this meant they would remain behind bars, it also meant the cities enforcing racist laws would not profit from bail money. An excellent 25 minute documentary on the Rock Hill, SC events is available at http://www.scetv.org/index.php/carolina_stories/show/jail_no_bail/.

The Moment When Four Students Sat Down to Take a Stand

By Christopher Wilson | SMITHSONIANMAG.COM | Jan. 31, 2020

In the late afternoon of Monday, February 1, 1960, four young black men entered the F. W. Woolworth store in Greensboro, North Carolina. The weather had been warm recently but had dropped back into the mid-50s,

and the four North Carolina A&T students were comfortable in their coats and ties in the cool brisk air as they stepped across the threshold of the department store. Like many times before, **Joseph McNeil, Franklin McCain, David Richmond and Jibreel Khazan** browsed the store's offerings and stepped to the cashier to buy the everyday things they needed—toothpaste, a notebook, a hairbrush. Five and dime stores like Woolworth's had just about everything and everyone shopped there, so in many ways this trip was not unique. They stuffed the receipts into their jacket pockets, and with racing hearts turned to their purpose.

They had stayed up most of Sunday night talking, but as they walked toward the social centerpiece of the Woolworth's store, its ubiquitous lunch counter, fatigue was replaced by the rush of adrenaline. Khazan says he tried to regulate his breathing as he felt his temperature increase; his shirt collar and his skinny, striped tie stiffen around his neck.

They could smell the familiar aroma of ham or egg salad sandwiches. They could hear the whirr of the soda fountain and its milkshakes and ice cream sodas above the low chatter of diners relaxing over an afternoon cup of coffee or a slice of apple pie. In addition to the sounds and smells of the lunch counter, the four freshmen college students could also sense something else as they looked at one another and silently agreed to walk forward. The friends could feel the invisible line of separation between the shopping area open to everyone and the dining area that barred blacks from taking a seat. They knew, as all blacks in the South did, that stepping over that line might get them arrested, beaten or even killed.

All four then moved forward in silence together and sat. It took a few moments for anyone to notice, but the change within the freshmen was immediate. The Greensboro Four, as they would come to be known, had not embarked on a deep study of Gandhi's nonviolent action like other activists, but they experienced the first change it intended to create—a change that takes place within the people taking action. Just as the African American community of Montgomery, Alabama, following Rosa Parks' arrest in 1955, discovered their power, the Greensboro Four experienced a transformative strength.

McCain, who died in 2014 at the age of 73, has spoken about how he had been so dispirited and traumatized living under segregation that he felt suicidal as a teenager. He often told of how the experience of sitting down in the simple chrome stool with its vinyl seat immediately transfigured him. "Almost instantaneously, after sitting down on a simple, dumb stool, I felt so relieved. I felt so clean, and I felt as though I had gained a little bit of my manhood by that simple act."

The four students politely asked for service and were refused. The white waiter suggested they go to the "stand-up counter" and take their order to go, which was the policy for black customers. The activists begged to differ as they pulled out their receipts and told her they disagreed with her. "You do serve us here, you've served us already, and we can prove it. We've got receipts. We bought all these things here and we just want to be served," McCain remembered saying.

By now there was no sound in the dining area. The voices of patrons were hushed with just the clink of silverware audible as the four sat in silence. "It was more like a church service" than a five-and-dime store, according to McCain. An older black Woolworth's employee, probably worried about her job or maybe their safety, came out of the kitchen and suggested the students should follow the rules. The four had discussed night after night in their dorm rooms their mistrust of anyone over 18 years old. "They've had a lifetime to do something," McCain remembered, but he and his close friends felt they had seen little change, so they were indifferent to the reprimand and suggestion not to cause any trouble. Next, the store manager came over and beseeched the students to rethink their actions before they got into trouble. Still, they remained in their seats.

Eventually, a police officer entered the store and spoke with Harris. When he walked behind the four students and took out his Billy club, McCain recalled thinking: "This is it." The cop paced back and forth behind the activists, hitting his night stick against his hand. "That was unsettling," McNeil told me, but the four sat still and

the threat elicited no response. After he had paced back and forth without saying a word or escalating the situation, the activists began to understand the power they could find in nonviolence as they realized the officer didn't know what to do, and soon left.

The last person to approach the Greensboro Four on that first day was an elderly white lady, who rose from her seat in the counter area and walked over toward McCain. She sat down next to him and looked at the four students and told them she was disappointed in them. McCain, in his Air Force ROTC uniform was ready to defend his actions, but remained calm and asked the woman: "Ma'am, why are you disappointed in us for asking to be served like everyone else?" McCain recalled the woman looking at them, putting her hand on Joe McNeil's shoulder and saying, "I'm disappointed it took you so long to do this." There was no stopping the sit-in now.

By simply taking a seat at the counter, asking to be served, and continuing to sit peacefully and quietly, the Greensboro Four had paralyzed the store, its staff, its patrons and the police for hours that Monday afternoon. None of them expected to freely walk out of Woolworth's that day. It seemed much more likely they'd be carted off to jail or possibly carried out in a pine box, but when a flummoxed Harris announced that the store would close early and the young men got up to leave, they felt victorious. "People take on religion to try to get that feeling," McCain said.

The action of the Greensboro Four on February 1 was an incredible act of courage, but it wasn't unique. There had been previous sit-ins. In 1957, for instance, seven African Americans staged one at the segregated **Royal Ice Cream Parlor** in Durham, North Carolina. What made Greensboro different was how it grew from a courageous moment to a revolutionary movement. The combination of organic and planned ingredients came together to create an unprecedented youth activism that changed the direction of the Civil Rights Movement and the nation itself.

By February 4, the campaign had grown to hundreds of students. Students from **A & T, Bennett College and Dudley High School** joined the movement, as well as a few white students from the Woman's College of the University of North Carolina (now UNC-G). Within a few days, press coverage had spread and was firing the imaginations of students across the country. By the second week of sit-ins, the burgeoning movement was getting headlines in the *New York Times* and thousands of students in dozens of cities were roused into action.

Instrumental in the growth of the action of the **Greensboro Four** and the students who joined them at Woolworth's in early February 1960 was the strategy and planning that occurred more than a year earlier and 400 miles away in Nashville, Tennessee, when college students such as **Diane Nash** and **John Lewis** began taking weekly classes on nonviolent action, creating a strategy to challenge segregation and planning for action following the steps and principles set forth by Gandhi. The Nashville group created their strategy and planned for action following the steps and principles set forth by Gandhi. They conducted test sit-ins in downtown Nashville during the fall of 1959 as part of the investigative phase of their planning—they sat down and violated the segregation policy.

Nash said she was surprised and overjoyed when she heard that the Greensboro Four had taken action. Because of her group's unrelated strategizing and planning, they were able to quickly respond and organize sit-ins of their own in Nashville beginning on February 13. "Greensboro became the message," Lewis said. "If they can do it in Greensboro, we too can do it." By March, the activism had spread like wildfire to 55 cities in 13 states.

The campaign grew and transformed into a general movement organized and driven by students in large part through the leadership of **Ella Baker**. Historian Cornell West has suggested: "There is no Civil Rights Movement without Ella Baker." Baker was born in December 1903 in Norfolk, Virginia. As a young girl she was influenced greatly by the stories of her grandmother who resisted and survived slavery. After graduating from Shaw

University in Raleigh, Baker moved to New York and began working for social activist organizations, eventually moving to Atlanta in 1957 to help lead Martin Luther King's Southern Christian Leadership Conference (SCLC). When the student sit-ins started in 1960, however, she left SCLC to organize a conference to unite student activists from across the country. The April 1960 meeting at Shaw University established the **Student Nonviolent Coordinating Committee** of which Lewis, Lawson and Nash were founding members.

The campaign ultimately succeeded in desegregating many public facilities. At the Woolworth's lunch counter in Greensboro on July 25, 1960, African American kitchen workers Geneva Tisdale, Susie Morrison and Aretha Jones removed their Woolworth's aprons and became the first African Americans to be served. Nash maintains the biggest effect of this campaign was the change it produced in the activists themselves, who began to understand their own power and the power of nonviolent direct action.

Segregation would not become illegal until the passage of the **1964 Civil Rights Act**, but Nash said it ceased to exist in 1960 everywhere when blacks decided that "we were not segregatable" any longer.

Source: <https://www.smithsonianmag.com/smithsonian-institution/lessons-worth-learning-moment-greensboro-four-sat-down-lunch-counter-180974087/>

Discuss and answer:

1. Why had Franklin McCain, as a young black man, "felt so dispirited and traumatized" that he was suicidal? Why do you think we don't often acknowledge the feelings and potential long-lasting trauma experienced by black people and people of color due to Jim Crow and its lasting legacy?
2. Why was it such a revolutionary action for a black person to sit down at a "whites-only" lunch counter in 1960 North Carolina? What were the students risking by taking that seat for the first time?
3. Why was Woolworth's strategically chosen for the sit-in?
4. Why didn't the police officer know how to handle the situation when the students refused to vacate the seats?
5. Evaluate the use of "nonviolence" in the sit-in movements. Why was this method strategically chosen? Do you believe it was effective? Explain.
6. Despite complex feelings of anger, fear, trauma, etc., thousands of black people resisted the injustice they were experiencing. How would you characterize David Richmond, Franklin McCain, Ezell Blair, Joseph McNeil – and the thousands of other young people who participated in the sit-ins?
7. In your opinion, what are the components that need to come together for change?

Assignment: Organizing for Civil Rights

Name: _____

At the heart of the U.S. Civil Rights Movement in the 1950s and 1960s was the use of organization and nonviolent direct-action protest, including the student sit-ins that occurred in Greensboro, NC and many other states. Inspired by the teachings of Mahatma Gandhi during India's struggle for independence, black church and community leaders and student groups in the United States began advocating the use of non-violence in their own struggle. Beyond spontaneous and planned student sit-ins, several organizations were formed to fight for civil rights using Gandhi's model of nonviolent dissent and action. Three of the most influential

groups—the Congress of Racial Equality, the Southern Christian Leadership Conference, and the Student Nonviolent Coordinating Committee—were pivotal in bringing about social change in America.

The Congress of Racial Equality (CORE) was founded in Chicago in 1942 to promote better race relations and end racial discrimination in the United States. One of their first nonviolent actions was a protest against segregation at a Chicago coffee shop in 1943, one of the earliest known sit-ins of that era. During the height of the Civil Rights Movement, CORE was instrumental in some of the era’s most powerful protests, including voter registration drives and challenges to interstate transportation practices. One of CORE's most successful projects was sending more than 1,000 “Freedom Riders” on buses throughout the South in 1961 to test segregation laws, which ultimately ended segregation on interstate bus routes. CORE was also one of the sponsors of the 1963 Civil Rights March on Washington.

The Southern Christian Leadership Conference (SCLC) was organized in 1957 by Dr. Martin Luther King, Jr. and others to create a base of operation in the South and build a national platform upon which to speak about segregation and civil rights. Based on principles of nonviolence and civil disobedience, SCLC quickly became a major force in the movement. Working primarily in the South, SCLC conducted leadership training programs and citizen education projects. The organization played a major part in the Civil Rights March on Washington in 1963, where King gave his famous “I Have a Dream” speech. Some of SCLC’s most influential work was the coordination of voter registration drives in Albany, Georgia, and Birmingham and Selma, Alabama in the early 1960s. Those campaigns eventually led to passage of the federal Civil Rights Act of 1964 and the Voting Rights Act of 1965.

The Student Nonviolent Coordinating Committee (SNCC) was organized in 1960 at Shaw University in Raleigh, North Carolina. Marion Barry, who would later become the mayor of the District of Columbia, served as its first chairman in 1961. Directly inspired by the Greensboro sit-ins and its nonviolent approach, members of SNCC conducted numerous other sit-ins throughout the South. They also participated in “Freedom Rides” to end segregation on interstate buses, and they sponsored voter registration and citizenship education drives during the Mississippi Freedom Summer of 1964. While SNCC had been devoted to nonviolent resistance, some members began to rebel. Under the leadership of Stokely Carmichael (who coined the phrase “black power”) in the mid-1960s, SNCC was influenced more by the idea of Black Nationalism and radical tactics. The group began to dissolve and it disbanded in 1970.

Source: <http://www.pbs.org/independentlens/februaryone/civilrights.html>

Your group will be responsible for teaching your classmates about one of the three groups listed above. Your final presentation can be in the format of: An informational brochure; a short documentary; or a poster. It should include:

- The organization’s mission, philosophy, and goals
- Prominent people involved with the organization; key members and their actions
- Tactics utilized by the organization
- Important events organized and supported by the organization
- Successes and challenges experienced by the organization
- Additional interesting or inspirational information of your choice