

Lesson
14

Martin Luther King and the Civil Rights Movement: They Wanted More Than the Vote

OVERVIEW

Students will read a book about Martin Luther King and the civil rights movement, and explore the economic injustices they sought to correct.

ECONOMICS CONCEPTS

Economic freedom, choice, costs, unemployment incentives, opportunity cost

US HISTORY CONTENT STANDARDS

Standard 4 - The struggle for racial and gender equality and for the extension of civil liberties

- Grades 5-12 - Explain the resistance to civil rights in the South between 1954 and 1965.
- Grades 7-12 - Analyze the leadership and ideology of Martin Luther King, Jr. and Malcolm X in the civil rights movement and evaluate their legacies.

Standard 4B - Understand the women's movement for civil rights and equal opportunities.

- Grades 5-12 - Identify the major social, economic, and political issues affecting women and explain the conflicts these issues engendered.

ECONOMICS CONTENT STANDARDS

Standard 1: Scarcity

- **Benchmark 6 for 4th grade:** Whenever a choice is made, something is given up.
- **Benchmark 7 for 4th grade:** The opportunity cost of a choice is the value of the best alternative given up.

Standard 2: Marginal Cost/Benefit

- **Benchmark 2 for 4th grade:** A cost is what you give up when you decide to do something.

Standard 4: Role of Incentives

- **Benchmark 1 for 4th grade:** Rewards are positive incentives that make people better off.
- **Benchmark 2 for 4th grade:** Penalties are negative incentives that make people worse off.
- **Benchmark 3 for 4th grade:** Both positive and negative incentives affect people's choices and behavior.
- **Benchmark 1 for 8th grade:** Responses to incentives are predictable because people usually pursue their self-interest.
- **Benchmark 3 for 8th grade:** Incentives can be monetary or non-monetary.

Standard 13: Role of Resources in Determining Income

- **Benchmark 5 for 8th grade:** People's incomes, in part, reflect choices they have made about education, training, skill development, and careers. People with few skills are more likely to be poor.

Standard 19: Unemployment and Inflation

- **Benchmark 2 for 4th grade:** Unemployment exists when people who are willing and able to work do not have jobs.

OBJECTIVES

Students will be able to:

- Define economic freedom
- Cite examples where economic freedom was denied prior to passage of the Civil Rights Act.
- Describe the costs and benefits of being a civil rights activist.
- Describe the economic impact of non-violent protests such as sit-ins and boycotts
- Read titles 1-7 of the Civil Rights Act and identify examples of economic freedoms protected for African Americans, women and other minorities.
- Explain the effect of Title 9 on the participation of women in high school sports and the number of scholarships for women in college sports.

MATERIALS

- Book: *A Dream of Freedom: The Civil Rights Movement from 1954 to 1968* (ISBN-10: 0439576784), by Diane McWhorter (for mature students)
- Book: *If You Lived at the Time of Martin Luther King* (ISBN-10: 059042582X), by Ellen Levine. (for younger students)
- Activity 14A: *Radio and Television Report to the American People on Civil Rights* (transparency)
- Activity 14B: *Economic Freedom*
- Activity 14C: *Examples of Non-Violent Protest*
- Activity 14D: *Non-Violent Protest and Economics*
- Activity 14E: *The March on Washington*
- Activity 14F: *Economic Freedoms Denied*
- Activity 14G: *The Civil Rights Act Becomes a Law*
- Activity 14H: *1964 Civil Rights Act*
- Activity 14I: *Which "Title" Protects this Freedom?*
- Activity 14J: *About Title IX*

PROCEDURE

1. Introduction: Economic Freedom

- a. Ask students which U.S. President introduced the Civil Rights Act? (*John F. Kennedy*)
- b. Display a transparency from *Activity 14A: Radio and Television Report to the American People on Civil Rights*. Explain that this is how he started his televised speech on June 11, 1963.
- c. Ask the following questions:
 - What had happened at the University of Alabama? (*The Alabama National Guard had to enforce the court ruling ordering that two qualified Negro students had to be admitted.*)
 - What rights did he say that Negroes were being denied? (*The opportunity to eat in a restaurant or lunch counter, go to a movie theater, the right to a decent education, the right to attend a state university—even though qualified.*)
- d. Ask if students know the meaning of economic freedom. Take their ideas. Display a transparency from *Activity 14B: Economic Freedom*. Go over the four sections to be sure students understand each.
 - Ask if the examples from the speech would represent a loss of economic freedom. (*yes*)
 - What about the poor education students were getting in many schools that were supposed to be “separate but equal.” What did he say was the economic impact of that? (*Young Negroes were not able to get jobs. Negroes were unemployed at a rate two to three times the rates of whites.*) Explain that **unemployment** exists when people who are willing and able to work do not have jobs
- e. Explain that Kennedy was proposing a Civil Rights Act that would address economic freedom, as well as, the freedom to vote.
- f. Optional: Again display *Activity 14B: Economic Freedom*. Ask students if they had to give up all of those freedoms but one, which would they choose to keep. Place for signs around the room, each representing one of the categories of economic freedom, and instruct students to stand by the freedom they would most want to keep. Let them explain their choices and opportunity costs.

2. The Civil Rights Movement Begins

- a. Explain that there were many leaders in the civil rights movement. Some were pursuing

change through the legal system, some were advocating violence. Ask:

- Why do you think that Martin Luther King wanted his followers to engage in “non-violent” protests? (*Answers may vary.*)
 - What are some examples of nonviolent protests that were used?
- b. Display a transparency from *Activity 14C: Examples of Non-Violent Protest*. Define boycotts, sit-ins, Freedom Rides, marches, and civil disobedience.
 - c. Tell students they will be reading a book about Martin Luther King and the Civil Rights Movement. Tell them to watch for and list examples of economic freedom, boycotts, sit-ins, freedom rides, marches or acts of civil disobedience in the book.
 - d. Define or review the concept of **cost** (what one gives up or loses). Explain that cost can be monetary or non-monetary. For example, the cost of breaking the law might be spending time in jail. Define **opportunity cost** as the value of the best alternative given up; it is one’s next best choice
 - e. Tell students to watch for costs that resulted from some of the activities.
 - f. Continue to display *Activity 14C: Examples of Non-Violent Protest*. Give each student a copy of *Activity 14D: Non-Violent Protest and Economics*. Tell them to keep those questions in mind as they read and complete the handout for class.
 - g. Have students read the [A Dream of Freedom: The Civil Rights Movement from 1954 to 1968](#) by Diane McWhorter or read parts of it aloud to them. Younger students might read [If You Lived at the Time of Martin Luther King](#), by Ellen Levine.
 - h. After the book has been read, have students complete handouts and discuss in groups.
 1. Most African Americans would not speak out about the unfairness of segregation because they were afraid of losing their jobs. What advantage did Martin Luther King have? (*As a minister, he was paid by his congregation and they would not fire him for speaking out.*)
 2. Martin Luther King wanted to use non-violent methods to end segregation and gain equal rights for African Americans. What were some of the methods they used? (*boycotts, sit-ins, strikes, Freedom Rides, civil disobedience*)

3. What is a boycott? (*When people organize and agree not to do business with a certain company, it's called a boycott.*)
 4. On December 1, 1955 a black seamstress named Rosa Parks was arrested in Montgomery, Alabama for sitting in the front section of the bus rather than the back section. The African American community used non-violent protest. What was it? (*They boycotted the buses—almost 50,000 African Americans refused to ride until the rules were changed.*)
 5. What was the **cost** of the boycott to the bus company? (*They lost the money those customers would have paid—and eventually went out of business.*)
 6. What was the **cost** of the boycott to those who refused to ride the bus? (*Most could not afford a car, so they had to walk to work—many had to walk long distances.*)
 7. What were the **costs** that resulted from the sit-ins at lunch counters? (*Lunch counters lost money because they wouldn't serve them. From January 1960 to March there were sit-ins in 125 cities. Protestors may have spent time in jail.*)
 8. What were some of the costs, including **opportunity costs** that resulted from arrests for civil disobedience? (*People who were jailed gave up whatever they might have been doing—**opportunity cost**. Their arrest may have created a criminal record for them. Taxpayers had to pay the police and the expenses of jailing them*)
 9. What were some of the examples of the **economic freedoms** African Americans hoped to gain? (*Answers may include: to be able to go to any restaurant, hotel, movie, swimming pool, water fountain; to sit in any seat on the bus; to be considered equally for any job or college for which they were qualified; to buy a house in any neighborhood where they could afford.*)
 10. The Civil Rights Act was passed to address many of the problems of segregation. When did it pass? (*1964*)
- h. After this, discuss how activists used non-violence to make the public aware of their concerns. Discuss the some of the costs incurred by the activists and those who opposed them.

3. The March on Washington

- a. Display a transparency from *Activity 14E: The March on Washington* and explain that the

“March on Washington for Jobs and Freedom” was the largest political demonstration the country had ever seen. A quarter of a million Americans came by buses and trains. Ask students—what did their buttons say they wanted? Point out that they sold the buttons for 25 cents each to raise money for expenses of the march. Note that King spent his last years working primarily for economic progress for his followers.

- b. **Optional:** Read the organizational handbook for the March on Washington. <http://www.crmvet.org/docs/moworg2.pdf>
Assign the following writing assignment: What did the marchers hope to accomplish?
- c. **Optional:** Listen to the speech Martin Luther King gave during the March on Washington: <http://www.history.com/topics/civil-rights-movement/videos#martin-luther-king-jr-leads-the-march-on-washington>

4. They Wanted More Than the Vote

- a. In the following activity, divide students into groups. Give each group of students a copy of *Activity 14F: Economic Freedoms Denied*.
- b. Tell students to cut the strips from *Part A: Strips (Economic Freedoms)* and place each strip in one of the four corners of their work table. Then have them cut apart the cards from *Part B: Cards (Freedoms Denied)*. Instruct students to read each card and place it the corner corresponding to the economic freedom. (For example—being able to eat in a particular restaurant would fit with the first strip—being able to spend one's money as one chooses.) Ask students to recall examples from the book which are not included on the activity page and made additional cards.
- c. Debrief by discussing which cards seem to fit best in which category.

5. What Freedoms are Actually Protected in the 1964 Civil Rights Act?

- a. Tell students that on signing the bill, July 2, 1964, President Johnson explained to the public why the Civil Rights Act was needed. Distribute copies of *Activity 14G: The Civil Rights Act Becomes a Law*, and have students read it.
- b. Display a transparency from *Activity 14H: 1964 Civil Rights Act*, listing Titles 1-7. Give each group a copy and tell them to paraphrase each one to be sure they understand what freedoms are being protected.

- c. Point out that women and other minorities also gained economic freedoms with African Americans as a result of the Civil Rights Act.
 - d. Give each group a copy of *Activity 14I: Which "Title" Protects this Freedom*. Have students match each freedom with the Title that protects it, then go over answers below:
 - 1. To have the same voter requirements as everyone else. (*Title I*)
 - 2. To be able to access any government public facility. (*Title III*)
 - 3. To go to non-segregated schools (*Title IV*)
 - 4. To be able to stay in any hotel I can afford. (*Title II*)
 - 5. To not be turned down for a job because of my gender (*Title VII*)
 - 6. To not be fired from a job because of my race, gender or national origin. (*Title VII*)
 - 7. To not be discriminated against in any program that is receiving Federal financial assistance. (*Title VI*)
 - 8. To be able to eat in any restaurant I can afford. (*Title II*)
 - 9. To go to any theater I can afford. (*Title II*)
 - 10. To go to any state park. (*Title III*)
 - 11. To go to the Equal Employment Opportunities Commission if an employer is discriminating against me. (*Title V*)
 - 12. To not be turned down for a job because of my race (*Title VII*)
 - 13. To not be turned down for a job because of my national origin. (*Title VII*)
 - e. Review or introduce the concept of **incentives**. Explain that rewards are positive incentives that make people better off and penalties are negative incentives that make people worse off. Incentives encourage or discourage actions.
 - f. Explain that Title VI of the Civil Rights Act prohibited discrimination by organizations that receive federal funds. Ask: How did Title VI act as an incentive to school districts to desegregate? (*If they did not desegregate, they would lose Federal funds.*)
- did this affect economic freedom? (*People could live wherever they could afford to live and not be turned down because of race, color, religion, sex or national origin.*)
- 2. The Age Discrimination in Employment Act of 1967 and its amendments prohibit employment discrimination against people 40 years of age or older. How did this act affect economic freedom? (*It made it easier for older people to keep working and not be rejected because of their age.*)
 - 3. the Equal Pay Act of 1963 prohibits discrimination on the basis of gender in compensation for substantially similar work under similar conditions. How did this act affect economic freedom? (*If women are doing the same work as men, they should be receiving similar compensation. As a result they would earn more money and have the economic freedom to buy more.*)
- b. Discuss the economic impact of Title IX:
 - 1. Display a transparency from *Activity 14J: Title IX and discuss* with students.
 - 2. Explain that Title IX of the Education Act of 1972 forbade gender discrimination in education programs that received federal dollars. What economic impact did this have on girls? (*Ans. More women were able to get into law school, medical school and dental schools—professions previously dominated by men. Although the act did not specify sports, high school and college athletics now provide female students opportunities and scholarships to participate in sports comparable to those provided to male students.*)
 - 3. Display a transparency from *Activity 14K: Some Results of Title IX*, and explain that since the passage of Title IX many more female students participate in sports in both high school and colle. (According to National Women's Law Center: "Title IX has led to greater opportunities for women and girls to participate on athletic teams, receive scholarships, and obtain the benefits of playing sports... Participating in athletics can have an enormous positive impact on the lives of women and girls. Studies show that high school girls who participate in sports have higher grades, higher scores on standardized tests, lower rates of teen pregnancy and are more likely to graduate than non-athletes." www.nwlc.org)

6. More Civil Rights Were Won Later

- a. Present the following information on changes in civil rights legislation and discuss with students:
 - 1. Title VII--In 1968 the Fair Housing Act prohibited discrimination in the sale, rental and financing of dwellings based on race, color, religion, sex or national origin. How

Activity 14A:

Radio and Television Report to the American People on Civil Rights

White House on June 11, 1963

"Good evening my fellow citizens:

This afternoon, following a series of threats and defiant statements, the presence of Alabama National Guardsmen was required on the University of Alabama to carry out the final and unequivocal order of the United States District Court of the Northern District of Alabama. That order called for the admission of two clearly qualified young Alabama residents who happened to have been born Negro."

Later in his speech he described the economic impact on African Americans who did not have civil rights:

"... My fellow Americans, this is a problem which faces us all--in every city of the North as well as the South. Today there are Negroes unemployed, two or three times as many compared to whites, inadequate in education, moving into the large cities, unable to find work, young people particularly out of work without hope, denied equal rights, denied the opportunity to eat at a restaurant or lunch counter or go to a movie theater, denied the right to a decent education, denied almost today the right to attend a State university even though qualified. It seems to me that these are matters which concern us all, not merely Presidents or Congressmen or Governors, but every citizen of the United States...."

Entire speech:

<http://www.jfklibrary.org/Historical+Resources/Archives/Reference+Desk/Speeches/JFK/003POF03CivilRights06111963.htm>

Economic Freedom Refers to The Freedoms of the Marketplace:

- **The freedom of consumers to decide how they wish to allocate their spending among various goods and services;**
- **The freedom of workers to choose to change jobs, join unions and go on strike;**
- **The freedom of individuals to establish businesses and to decide what to produce and when to change their pattern of production;**
- **The freedom of savers to decide when and where to invest their savings.**

econedlink

<http://www.econedlink.org/cyberteach/glossary.php?alpha=ev>

Activity 14C:

Examples of Non-Violent Protest

- **boycotts**—when groups decide not to deal with an organization in order to motivate a change in behavior or policy of that organization
- **march**—a number of demonstrators participate in an organized walk to draw public attention to an issue
- **civil disobedience**—when people refuse to obey civil laws in hopes of bringing about a change in laws
- **sit-ins**—demonstrators sit down in a public place or business and refuse to leave creating a disruption.
- **freedom rides**—interracial civil rights activists rode buses through the south to challenge racial segregation.

Activity 14D:

Non-Violent Protest and Economics

1. Most African Americans would not speak out about the unfairness of segregation because they were afraid of losing their jobs. What advantage did Martin Luther King have?
2. Martin Luther King wanted to use non-violent methods to end segregation and gain equal rights for African Americans. What were some of the methods they used?
3. What is a boycott?
4. On December 1, 1955 a black seamstress named Rosa Parks was arrested in Montgomery, Alabama for sitting in the front section of the bus rather than the back section. The African American community used non-violent protest. What was it?
5. What was the **cost** of the boycott to the bus company?
6. What was the **cost** of the boycott to those who refused to ride the bus?
7. List some of the **costs** that resulted from the sit-ins at lunch counters?
8. What were some of the costs, including **opportunity costs**, that resulted from arrests for civil disobedience?
9. What were some of the examples of the economic freedoms African Americans hoped to gain?
10. The Civil Rights Act was passed to address many of the problems of segregation. When did it pass?

Activity 14E: *The March on Washington*

The “March on Washington for Jobs and Freedom” was the largest political demonstration the country had ever seen. A quarter of a million Americans came by buses and trains.

What did their button say they wanted?



Some of the money needed to organize the march was raised by selling these buttons for 25 cents each.

http://www.core-online.org/History/washington_march.htm

“It was a measure of the civil rights movement’s accomplishments in securing legal equality that King dedicated his last years to fighting for economic equality.”*

*Free at Last: The Civil Rights Movement
<http://www.america.gov/media/pdf/books/free-at-last.pdf>

Activity 14F:

Economic Freedoms Denied

Part A – Strips (Economic Freedoms):

The freedom of consumers to decide how they wish to allocate their spending among various goods and services
The freedom of workers to choose to change jobs, join unions and go on strike
The freedom of individuals to establish businesses and to decide what to produce and when to change their pattern of production
The freedom of savers to decide when and where to invest their savings

Part B – Cards (Freedoms Denied):

1. Some restaurants would not serve African-American customers.	2. Some hotels would not serve African American travelers.	3. Some public swimming pools would not let African-Americans swim.
4. Some employers would not hire African-American workers.	5. Some universities would not let African-American students attend.	6. African-Americans were not allowed to buy houses in some neighborhoods in some cities across the country.
7. The Daughters of the American Revolution refused to let Marion Anderson, a famous African American singer, sing in Constitution Hall.	8. Some banks would not give loans to African-Americans.	9. In some cities, African-Americans had to sit in the seats in the back of the bus.

Activity 14G:
The Civil Rights Act Becomes a Law

On July 2, 1964 President Johnson signed the Civil Rights Act and that evening he made a nationally televised address which included these remarks:

"Americans of every race and color have died in battle to protect our freedom," he told the nation. He continued,

Americans of every race and color have worked to build a nation of widening opportunities. Now our generation of Americans has been called on to continue the unending search for justice within our own borders.

We believe that all men are created equal. Yet many are denied equal treatment.

We believe that all men have certain unalienable rights. Yet many Americans do not enjoy those rights.

We believe that all men are entitled to the blessings of liberty. Yet millions are being deprived of those blessings — not because of their own failures, but because of the color of their skin.

The reasons are deeply imbedded in history and tradition and the nature of man. We can understand — without rancor or hatred — how this all happened.

But it cannot continue. Our Constitution, the foundation of our Republic, forbids it. ... The purpose of the law is simple.

It does not restrict the freedom of any American, so long as he respects the rights of others.

It does not give special treatment to any citizen.

It does say the only limit to a man's hope for happiness, and for the future of his children, shall be his own ability.

It does say that there are those who are equal before God shall now also be equal in the polling booths, in the classrooms, in the factories ...

My fellow citizens, we have come now to a time of testing. We must not fail.

Let us close the springs of racial poison. Let us pray for wise and understanding hearts. Let us lay aside irrelevant differences and make our nation whole. Let us hasten that day when our unmeasured strength and our unbounded spirit will be free.

Free At Last: The U.S. Civil Rights Movement
published by the Bureau of International Information Programs.
<http://www.america.gov/media/pdf/books/free-at-last.pdf>

Activity 14H:

1964 Civil Rights Act

Title I

Barred unequal application of voter registration requirements.

Title II

Outlawed discrimination in hotels, motels, restaurants, theaters, and all other public accommodation interstate commerce; exempted private clubs without defining "private," thereby allowing a loophole.

Title III

State and municipal governments could not deny access to public facilities on grounds of race, religion, gender, or ethnicity.

Title IV

Encouraged the desegregation of public schools and authorized the U.S. Attorney General to file suits to enforce said act.

Title V

Outlawed discrimination in employment in any business exceeding twenty five people and created an Equal Employment Opportunities Commission to review complaints, although it lacked meaningful enforcement powers.

Title VI provides that "no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Title VII made it unlawful for an employer to "fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his compensation, terms, conditions or privileges or employment, because of such individual's race, color, religion, sex, or national origin."

Entire Civil Rights Act:

<http://www.archives.gov/education/lessons/civil-rights-act/images/act-01.jpg> or
http://www.congresslink.org/print_basics_histmats_civilrights64text.htm

Activity 14I

Which "Title" Protects this Freedom?

Title:

- 1. To have the same voter requirements as everyone else.
- 2. To be able to access any government public facility.
- 3. To go to non-segregated schools.
- 4. To be able to stay in any hotel I can afford.
- 5. To not be turned down for a job because of my gender.
- 6. To not be fired from a job because of my race, gender or national origin.
- 7. To not be discriminated against in any program that is receiving Federal financial assistance.
- 8. To be able to eat in any restaurant I can afford.
- 9. To go to any theater I can afford.
- 10. To go to any state park.
- 11. To seek help from the Equal Employment Opportunities Commission if an employer is discriminating against me.
- 12. To not be turned down for a job because of my race
- 13. To not be turned down for a job because of my national

Activity 14J: About Title IX

Title IX

No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of or be subjected to discrimination under any educational program or activity receiving federal financial assistance.

Some Results of Title IX

High School girls playing in varsity sports:

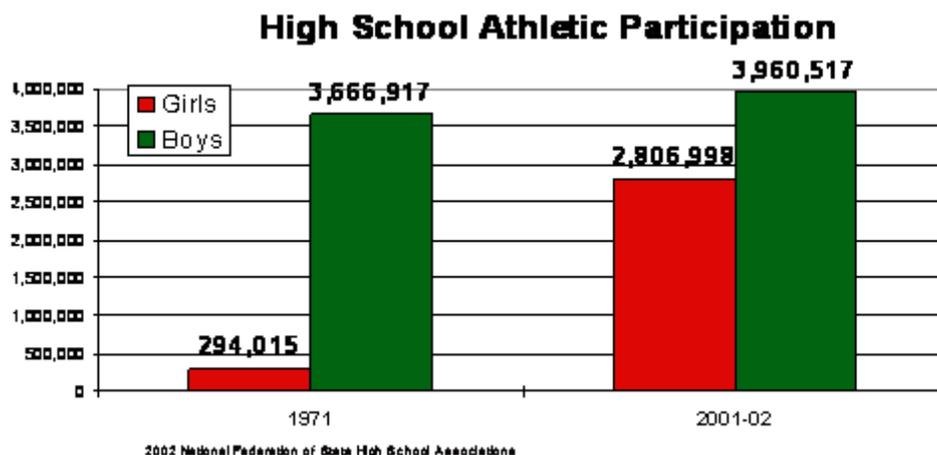
- 1970—one in every 27
- 2009—one in every 2.5

College women's participation in sports:

- 1970—31,000
- Today—128,000

Participation rates have increased for both men and women at the high school and college levels.

www.ncwge.org



www.womenssportsfoundation.org