

Education Guide

Freedom's Sisters

EDUCATION GUIDE TO THE EXHIBITION

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SPONSOR STATEMENT

Ford Motor Company Fund is proud to underwrite *Freedom's Sisters*, a groundbreaking and powerful exhibition that celebrates the contributions and achievements of twenty incredible African American women.

The American dream of opportunity for all, regardless of race, class, or national origin, still resonates with people around the world. Serving as Ford Motor Company's philanthropic arm since 1949, Ford Fund supports projects that recognize our key corporate values of community, diversity, innovation, family and inclusion. Ford champions programs that preserve America's treasures and educate our youth about this nation's important legacy.

The twenty women honored in *Freedom's Sisters* have changed history. We thank them and recognize them, not only for what they have done in the past but for the positive impact they will have in the future, as others follow on the paths they have forged.

We challenge everyone to build upon the legacies of our Freedom Sisters and continue to make our world a better place. For our part, we pledge that Ford Motor Company Fund will be there to forge ahead with you.

OVERVIEW OF THE EXHIBITION

Freedom's Sisters tells the stories of 20 outstanding African American women who have fought for human rights from the 1800s to the present. "Meeting" each one of these women personally encourages students to explore the democratic process, to think about values, and to better understand cultural differences. The exhibition gives students the opportunity to discover and develop their own creative thinking, writing abilities and problem-solving skills. It reinforces the message that, like these 20 amazing women, every person can be a hero. *Freedom's Sisters* seeks to encourage and motivate the next generation to become leaders who will make a difference in their communities.

The exhibition opens with a video inviting students to walk into history and become part of the story. The opening text panel summarizes the exhibition. It reads:

There have always been heroes among us.

There have always been women who longed for an America as good as its promise. Women who fought for the ideals of the Declaration of Independence and the U.S. Constitution. Women who heard songs of freedom in their hearts.

They lived in the time of your great-great grandmother. And yesterday. And they live today.

Here are the stories of 20 African American women whose work for liberty and equality continues to push aside limitations that constrict Americans.

Join us as we walk through history with Freedom's Sisters, and dare to dream, inspire lives, serve the public, and look to the future.

Let these women show you new ways to hope, to dream, and to be.

The 20 featured women are grouped under four themes in order to connect their stories and reveal ways their actions have complemented each other.

- **DARE TO DREAM:** Harriet Tubman, Ella Jo Baker, Fannie Lou Hamer, Ida B. Wells-Barnett, Coretta Scott King, Mary Church Terrell
- **INSPIRE LIVES:** Mary McLeod Bethune, Dorothy Height, Sonia Sanchez, Betty Shabazz, C. Delores Tucker, Frances Watkins Harper
- **SERVE THE PUBLIC:** Rosa Parks, Barbara Jordan, Constance Motley, Shirley Chisholm
- **LOOK TO THE FUTURE:** Charlayne Hunter-Gault, Septima Clark, Kathleen Cleaver, Myrlie Evers-Williams

Students visiting the exhibition will walk into history through giant "book pages" containing pictures and information about each of the 20 women. Each giant page has a Fast Fact that will help visitors learn unique and interesting facts about each woman. Interactive displays such as the re-creation of Rosa Parks' bus and a sing-along area will help students to better understand and connect to the exhibition and the experiences of the various Freedom Sisters. Students will also have the opportunity to assemble a take-home book with a photo and story about each woman and add a page with their own photo to emphasize the importance of their own contributions to the continuing story.

While this exhibition highlights the actions of 20 African American women, anyone can be inspired to do heroic work. Many of the Freedom Sisters were married to men who were very supportive of their work or were themselves freedom fighters. Others had sons, nephews and other relatives who became important to their cause. All of the Freedom Sisters worked to help improve the lives of boys and girls, men and women.



OVERVIEW OF THE EDUCATION GUIDE

This education guide is organized into four sections reflecting the major themes in the exhibition. Each section includes a synopsis of the featured Freedom Sisters. (**Please note** that, throughout the guide, the exhibition is italicized as *Freedom's Sisters*, and the women themselves are called the Freedom Sisters.) Learning objectives, activities connected to National Standards, and background information are also included. Additional teacher resources appear at the end of the guide. The activities are designed to reinforce and apply information learned in the exhibition. They are appropriate for students in grades 4 through 12.

The National Standards addressed in this exhibition include the following general categories:

National Language Arts – Understanding the human experience, Developing research skills, Reading for perspective, Communication skills

National History Standards –The world in spatial terms, Civil War and Reconstruction and postwar United States, Historical analysis and interpretation

National Social Studies Standards – Other nations and world affairs, Values of principles and democracy

ACTIVITIES

This guide provides suggestions for activities that extend and enrich the exhibition experience. Please note that there are also many hands-on activities for students contained within the exhibition itself.

Pre-Visit Activities

Looking at milestones relating to the rights of individuals will prepare your students for their visit to *Freedom's Sisters*. For example, a team of students could investigate one of the following events, discovering its cause and the effect it had on American history.

- The Emancipation Proclamation 1863
- 15th Amendment
- 1964 Civil Rights Act

Any of the following topics could also provide a framework for class discussion.

- Identifying some of the causes of the modern civil rights movement
- Considering the effects of stereotyping and prejudice, racism and discrimination in society
- Discussing the individual rights that are contained in the Bill of Rights in the U. S. Constitution

Activities to do while visiting *Freedom's Sisters*

The following are questions for your students to reflect on during your visit to the Freedom's Sisters exhibition.

- What do the Freedom Sisters have in common?
- What careers have the Freedom Sisters followed to promote their messages?
- Make a list of words that could be used to describe the Freedom Sisters. Which of these words would you like to describe you? Explain.
- What contributions have these men made to the advancement of the civil rights movement?
 - Dr. Martin Luther King, Jr.
 - Eldridge Cleaver
 - Medgar Wiley Evers

NATIONAL EDUCATION STANDARDS ADDRESSED IN *FREEDOM'S SISTERS*

National Language Arts Standards

NL-ENG. 4-12.1 Reading for perspective

NL-ENG. 4-12.2 Understanding the human experience

NL-ENG. 4-12.4 Communication skills.

Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.

NL-ENG. 4-12.12 - Applying language skills

National Language Arts Standards

NL-ENG. 4-12.3: Evaluation Strategies

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

National Language Arts Standards

NL-ENG. 4-12.9 – Multicultural understanding

National Language Arts Standards

NL-ENG. 4-12.2: Understanding the human experience

NL-ENG. 4-12.6: Applying knowledge

NL-ENG. 4-12.8: Developing research skills

National Social Studies Standards

NSS-C. 4-12– 4.2 Values of Principles and Democracy

How can people work together to promote the values and principles of American democracy?

What are the benefits of diversity in the United States?

National Social Studies Standards

NSS-C. 5-12.4 Other Nations and World Affairs

How has the United States influenced other nations and how have other nations influenced American politics and society?

NSS.G. 4-12.1 The World in Spatial Terms

Understand how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

National Social Science Standards in Civics

NSS-C. 5-8.5: Roles of the Citizen

What are the roles of the citizen in American democracy?

National History Standards

Era 5: Civil War and Reconstruction (1850-1877)

The social experience of the war on the battlefield and home front.

Era 7: An Age of Revolution 1750-1914

Thinking Standard 3 – Historical Analysis and Interpretation

National History Standards (Values of democracy – religion)

Standards NS- 5-12: Era 9: Postwar United States (1945-1970s)

The Warren court's role in addressing civil liberties and equal rights.

National History Standards

Era 9: Postwar United States (1945-1970s)

Thinking Standard 4: Historical Research Capability

The struggle for racial and gender equality and for the extension of civil liberties. The student understands the “Second Reconstruction” and its advancement of civil rights.

Dare to Dream

Harriet Ross Greene Tubman

Circa 1820-1913

Born into slavery, Harriet Tubman escaped in 1849 and immediately vowed to lead her family and other enslaved black people to freedom.

Ella Jo Baker

1903-1986

Ella Baker built a network of civil rights organizations that promoted communication and cooperation among all black people – including the working class and young.

Fannie Lou Hamer

1917-1977

Nothing – not even a brutal beating in jail – stopped this determined wife and mother from fighting to secure black people's constitutional right to vote.

Ida B. Wells-Barnett

1862-1931

This fearless investigative journalist risked her life to expose the evils of lynching.

Coretta Scott King

1927-2006

Wife of Dr. Martin Luther King, Jr., this courageous woman was a leader in her own right – the “First Lady” of the civil rights movement.

Mary Church Terrell

1863-1954

This gifted orator marched for women's rights and forced Washington, D.C., restaurants to open their doors to black people.

DARE TO DREAM NATIONAL STANDARDS

National Language Arts Standards

NL-ENG. 4-12.1 Reading for perspective

NL-ENG. 4-12.2 Understanding the human experience

NL-ENG. 4-12.4 Communication skills.

Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.

NL-ENG. 4-12.12 - Applying language skills

National History Standards

Era 5: Civil War and Reconstruction (1850-1877)

The social experience of the war on the battlefield and home front.

Era 7: An Age of Revolution 1750-1914

Thinking Standard 3 – Historical Analysis and Interpretation

National Social Science Standards in Civics

NSS-C. 5-8.5: Roles of the Citizen

What are the roles of the citizen in American democracy?

ACTIVITY 1 *Discover the Quotations* Pre- or Post-exhibition Visit, Grades 6 -8

Dare to Dream

OBJECTIVE

Students learn to use quotations to explore the human experience and to express themselves in a group setting. Use the following quotations to explore these topics in a group discussion.

CURRICULUM CONNECTIONS: *Discover the Quotations*

Directions for students:

A. Consider the six quotations below and decide which one best supports each of the topics in the list at the bottom. Explain your choices.

1. “If the society today allows wrongs to go unchallenged, the impression is created that those wrongs have the approval of the majority.” – Barbara Jordan, 1936-1996
2. “Be calm, be steadfast, be courageous.” – Mary McLeod Bethune, 1875-1955
- 3 “As the first black and first woman, I am proving in everything I do that blacks and women are as capable as anyone.” – Constance Baker Motley, 1921-2005
- 4 “Our country needs women’s idealism and determination, perhaps more in politics than anywhere else.” – Shirley Chisholm, 1924-2005
5. “Struggle is a never ending process. Freedom is never really won; you earn it and win it in every generation.” – Coretta Scott King, 1927-2006
6. “No one ever asks what is a man’s role in the revolution.” – Kathleen Cleaver, 1945 -

Topics

- Courage
- Right versus wrong
- Women in high-level positions
- Standing up for something you believe in
- Proving your self-worth
- Working for the common good of all people

B. Discuss the following excerpt from Darlene Clark Hine’s *Black Women in America: An Historical Encyclopedia* (Bloomington and Indianapolis: Indiana University Press, 1993). Do you understand the feelings described? Do you think the challenges still remain great for many African Americans?

History has its own power and Black women more than ever before need its truths to challenge hateful assumptions, negative stereotypes, myths, lies, and distortions about our own role in the progress of time. Black women need to know the contradictions and ironies that their unique status presents to a country founded on the proposition that all men are created equal and endowed with the inalienable rights to life, liberty, and opportunity to pursue happiness. Yet it is not enough only to know about the injustices and exploitation Black women endured. We also owe it to ourselves to experience the thrill of knowing about the heroism of Harriet Tubman, share in the pride of Madam C. J. Walker’s business acumen, and delight in the tremendous creative artistry of a pantheon of Black women writers, performers, and thinkers. As we garner the inspiration contained in past and present Black women’s lives, we acquire the power to take history further and the will to use the power of history to construct a better future.

ACTIVITY 2 Learning from Original Documents

Post-exhibition Visit, Grades 6-12

OBJECTIVE

Students will learn to use primary resources to explore, understand and interpret historical information.

BACKGROUND INFORMATION

Harriet Tubman – First woman to command a military raid; army nurse and spy.

An interactive computer game in the exhibition highlights the famed 1863 Combahee River Raid in South Carolina's rice plantation country. During the Civil War, Harriet Tubman worked for the Union Army as a nurse and spy. The Combahee River Raid marked a turning point in Tubman's life. Up to this point, she led her successful attacks and rescues anonymously. But in 1863, Tubman successfully guided a gunboat up the Combahee River. The fate of 150 black soldiers and Colonel James Montgomery rested in her hands. She navigated past Confederate torpedoes (stationary mines planted below the surface of the water) and brought the soldiers to safety. This event was recorded in Yankee newspapers. A front-page story in *The Commonwealth*, an antislavery journal in Boston, led to international fame for Tubman's work in the Underground Railroad and in the Union Army.

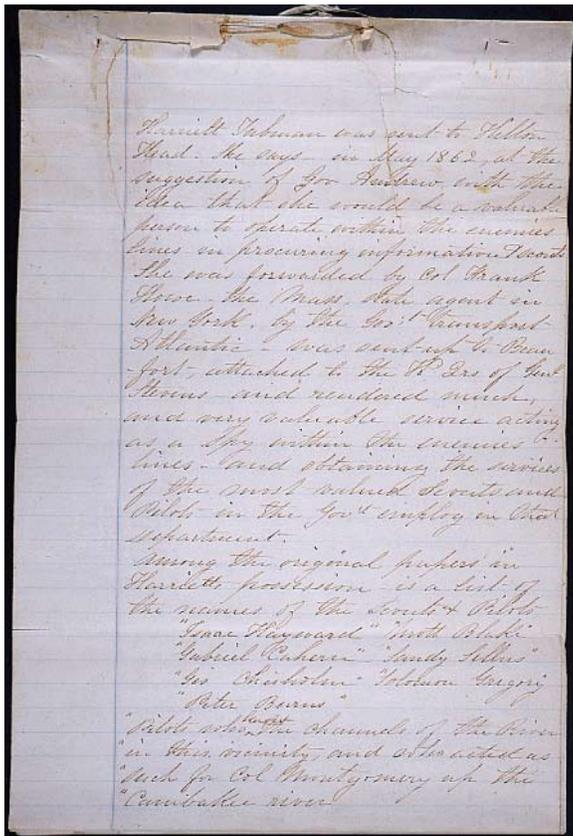
Tubman also served as a nurse for black Union troops and worked as a spy. She often disguised herself as a man to secure useful information for such high-ranking Union military officials as General Rufus Saxton and Colonel Thomas W. Higginson.

Harriet Tubman hoped to receive a pension for her military services. With the aid of a letter from Charles Wood written on her behalf, she eventually was awarded a monthly retirement stipend, as explained in the January 19, 1899, House of Representatives Bill, H.R. 4982.

CURRICULUM CONNECTIONS: *A letter written by Charles Wood on behalf of Harriet Tubman to help her secure a military pension.*

Directions for students:

A. Analyze and discuss the letter written by Charles Wood in support of granting a pension, or monthly retirement stipend, to Harriet Tubman. What is the significance of the letter requesting a pension for her military services?



Harriet Tubman was sent to Hilton Head—she says—in May 1862, at the suggestion of Gov. Andrew, with the idea that she would be a valuable person to operate within the enemies' lines—in procuring information & scouts. She was forwarded by Col. Frank Howe—the Mass. State agent in New York, by the Gov't transport Atlantic—was sent up to Beaufort, attached to the HQrs of Gen'l Stevens—and rendered much, and very valuable service acting as a spy within the enemies lines—and obtaining the services of the most valued Scouts and Pilots in the Gov't employ in that Department.

Among the original papers in Harriet's possession—is a list of the names of the Scouts and Pilots "Isaac Hayward, "Gabriel Cahern, "Geo Chisholm", "Peter Burns", "Mott Blake", "Sandy Sellus", "Solomon Gregory". Pilots who know the channels of the River in this vicinity, and who acted as such for Col. Montgomery up the Combahee River: "Chas Simmons" "Saml Hayward"

Endorsed R. Saxton, Brig. General

Unconscious of the great value of the official documents she had from the several officers at different times, Harriet has lost some of them—and the first documentary proof we have of her service in the Department of the south is a pass issued by Gen'l Hunter—a copy of which is hereto appended:

FROM GENERAL HUNTER

Headq's Dep't of the South, Hilton Head, Port Royal, S.C.
Feb. 19, 1863

Pass the bearer, Harriet Tubman, to Beaufort, and back to this place, and wherever she wishes to go, and give her passage at all times on all Government transports. Harriet was sent to me from Boston, by Gov. Andrew, of Mass., and is a valuable woman. She has permission, as a warrant of the Government, to purchase such provisions from the commissary as she may need.

D. HUNTER
Maj. Gen. Com'g.
H.Q. Dep't of the South
July 1, 1863

Dare to Dream

ACTIVITY 2 Learning from Original Documents (cont.)

The text in right hand column (of the previous page) is a transcription, or printed copy, of the first page and a half of Wood's to the second page of the letter (not pictured here). That clipping is signed "D. Hunter."

All pages of the Charles Wood letter are available in digital format online at:

www.archives.gov/research/arc

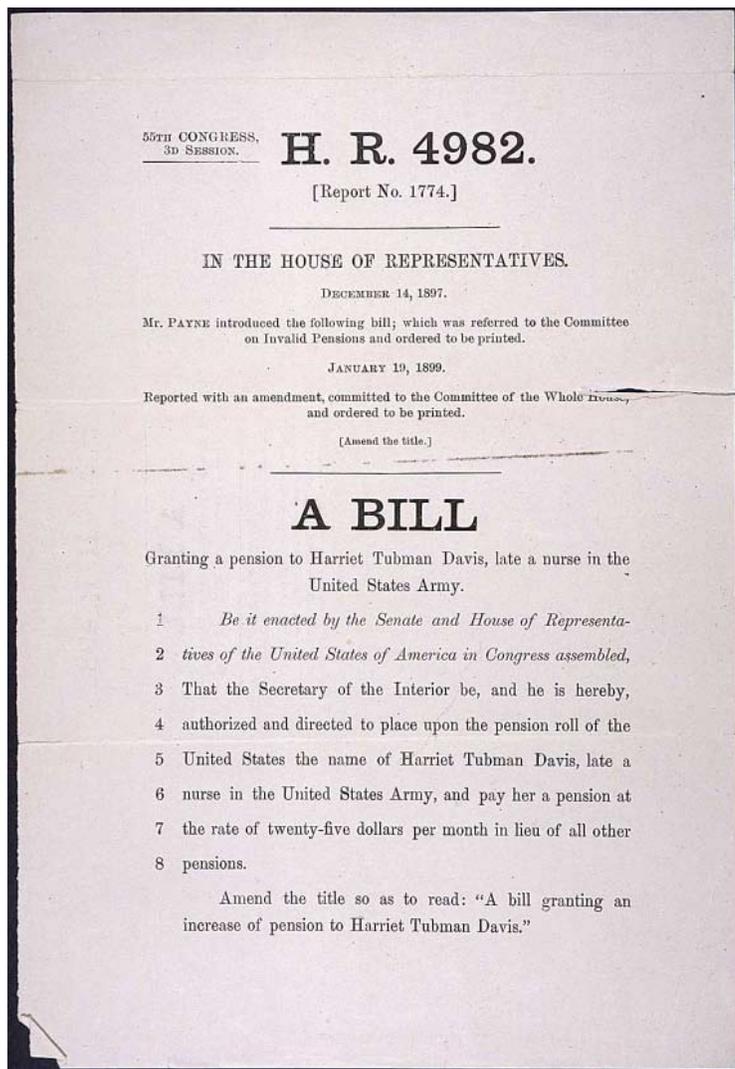
In the search box, type "Harriet Tubman."

The specific document is titled: "A history concerning the pension claim of Harriet Tubman written by Charles Wood, 6/01/1888," ARC Identifier 306575

House of Representatives bill "H.R. 4982" (see below) is also at that site.

CURRICULUM CONNECTIONS: *A bill from the House of Representatives concerning Harriet Tubman*

B. Analyze and discuss the original document H.R. 4982, a bill passed by the U.S. House of Representatives to grant Harriet Tubman a monthly retirement stipend. Why is this document significant in history? Discuss why it is important in doing research to use original letters or documents ("primary sources") as well as information from scholars who have studied and interpreted original documents ("secondary resources").



ACTIVITY 3 Awards and Recognition

Post-exhibition Visit, Grades 4-8

OBJECTIVE

By designing their own award for service and learning about the Presidential Medal of Freedom, students will recognize the importance of showing appreciation for the service of others and, at the same time, become aware of the many awards earned by the Freedom Sisters.

BACKGROUND INFORMATION

The Presidential Medal of Freedom is the highest civilian award in the United States recognizing exceptional service.

President John F. Kennedy authorized the practice of awarding Presidential Medals of Freedom to persons contributing to “(1) the security or national interests of the United States, or (2) world peace, or (3) cultural or other significant public or private endeavors.”

Both Rosa Parks and Dorothy Height were awarded the Presidential Medal of Freedom. In fact, all of the Freedom Sisters received many awards throughout their lives in recognition of their extraordinary work.

Here are a few examples:

Septima Clark – Living Legend Award, awarded by President Jimmy Carter in 1979

Dorothy Height – Congressional Gold Medal, awarded in 2004

Rosa Parks – Presidential Medal of Freedom, awarded by President Bill Clinton in 1996

Charlayne Hunter Gault – An Emmy Award in 1983 and two Peabody Awards, 1986 and 1999

Myrlie Evers-Williams – Phoenix Award, awarded by the U.S. Congressional Black Caucus in 1997

CURRICULUM CONNECTIONS: *Awards and Recognition*

Directions for students:

A. Create an award for someone in your class, family or community who has dared to dream, inspired others or served the public. The award can be a work of art, sculpture, medallion, plaque, ribbon or certificate.

B. Read this sentence that Frederick Douglass, a famous African American abolitionist, wrote in a personal note to Harriet Tubman dated August 28, 1868.

The midnight sky and the silent stars have been the witness of your devotion to freedom.

Discuss why it is important for people today to recognize and acknowledge the outstanding achievements of others.

C. What is the Presidential Medal of Freedom?



- Research how the Presidential Medal of Freedom came into being. Did President Kennedy work with Congress to have a law passed? Have there been other Presidential medals in the past? What extraordinary service did they recognize?
- Discover another person who has been awarded the Presidential Medal of Freedom. Write a one-page essay about that person

Mary McLeod Bethune

1875-1955

Daughter of former slaves, Mary McLeod Bethune became a college president, founder of the National Council of Negro Women, and a prominent government official.

Dorothy Irene Height

1912 –

A prominent civil rights leader for nearly half a century, Dorothy Height fought for equal rights for both African Americans and women.

Sonia Sanchez

1934 –

As a child, Sonia Sanchez was shy and spoke with a stutter, but she found her voice in poetry and influenced a generation of writers.

Frances Watkins Harper

1825-1911

This internationally acclaimed author and lecturer used stirring poetry and prose to inspire social activism and integrity.

Betty Shabazz

1936-1997

After witnessing her husband's assassination, Betty Shabazz raised six children alone, earned a Ph.D., and built a career in health services and education.

C. Delores Tucker

1927-2005

After co-founding the National Congress of Black Women, this longtime civil rights advocate led a campaign against offensive lyrics in hip-hop music.

INSPIRE LIVES NATIONAL STANDARDS

National Language Arts Standards

NL-ENG. 4-12.12 - Applying language skills

NL-ENG. 4-12.1 - Reading for perspective

NL-ENG. 4-12.4 - Communication skills

NL-ENG. 4-12.9 – Multicultural understanding

National History Standards

Thinking Standard 4: Historical Analysis and Interpretation

National History Standards

Standards 5-12: Era 9: Postwar United States (1945-1970s)

The Warren court's role in addressing civil liberties and equal rights

National Social Studies Standards

NSS-C. 4-12– 4.2 Values of Principles and Democracy

How can people work together to promote the values and principles of American democracy?

What are the benefits of diversity in the United States?

ACTIVITY 1 *Find the Fast Fact*

On-site and Post-exhibition Visit, Grades 4-8, 9-12

OBJECTIVE

The activity of finding little-known (and, at times, commonplace) facts about each of the women allows students to further explore the stories of the 20 Freedom Sisters and “meet” them as real people who made a difference. It reinforces the message that, like these 20 amazing women, any person, from any background, can be a hero.

CURRICULUM CONNECTIONS: *Find the Fast Fact*

Directions for students:

A. Match the name of each Freedom Sister with the Fast Fact. Here are the 20 *Freedom’s Sisters* Fast Facts:

1. Her father taught her to be truthful, her mother taught her to never be afraid.

2. All through school – from elementary to college – she had perfect attendance.

3. She was chosen Girl of the Year in high school.

4. When she was little, she gave music lessons to other kids for 25 cents.

5. She wrote her first poem when she was six years old.

6. Her favorite song was “This Little light of Mine.”

7. She was a close friend of First Lady Eleanor Roosevelt, wife of President Franklin D. Roosevelt.

8. Dropping out of school to care for her grandmother, she finally earned her diploma at age 21.

9. She often disguised herself as a man while leading escaped slaves on the Underground Railroad.

10. She refused to sing spirituals to entertain an all white group who visited her college campus.

11. In 1965 she was the highest-ranking, best-paid black woman in the U.S. government.

12. As a young girl, she lived with her grandmother on the Caribbean island of Barbados and attended British schools.

13. She left America in support of her husband, and had one child in Algeria and one in North Korea.

14. As a girl, she walked three miles to school every day after feeding chickens and milking a cow.

15. She named one son in honor of Jomo Kenyatta, former President of Kenya in East Africa.

16. In 1965 she traveled to Mecca on a spiritual pilgrimage with other Muslims.

17. She spoke three languages – German, English and Italian.

18. Her state license plate – 3 – said she was the third most powerful person in Pennsylvania government.

19. She was a longtime friend and colleague of Sojourner Truth.

20. She read Shakespeare and loved classical music.

B. Use information from the Fast Facts or other biographical information about the Freedom Sisters to write a haiku, limerick, acrostic or rhyming poem about one of the women.

[Answers to Fast Facts: 1-Clark, 2-H.-Gault, 3-Jordan, 4-Height, 5-Sanchez, 6-Hamer, 7-Bethune, 8-Parks, 9-Tubman, 10-Baker, 11-Motley, 12-Chisholm, 13-Cleaver, 14-King, 15-E.-Williams, 16-Shabazz, 17-Turrell, 18-Tucker, 19-Harper, 20-W.-Barnett]

ACTIVITY 2 Tolerance
Post-exhibition Visit, Grades 6-12

OBJECTIVE

Discussion of the First Amendment right to religious freedom can encourage students to think about the implications of this essential freedom afforded American citizens.

BACKGROUND INFORMATION

A common thread among all of the Freedom Sisters was their faith and belief in a higher power. Religious organizations working together (exhibiting tolerance) often had a major influence on all aspects of the civil rights movement from providing music to supporting marches.

CURRICULUM CONNECTIONS: Tolerance

Directions for students:

Discuss the importance of the rights that are protected by the First Amendment, including freedom of religion, freedom of speech, freedom of the press and the right of petition and assembly. Research and write a report on how one of these freedoms applies to the civil rights movement. Answer the question, “Why is the practice of tolerance important in our society today?” Use a variety of resources and support the main idea with facts, details, examples and explanations. Document your sources.

ACTIVITY 3 Acts of Kindness
Post-exhibition Visit, Grades 4-8

OBJECTIVE

To reinforce the exhibition’s message that anyone can make important contributions in their daily lives.

BACKGROUND INFORMATION

Simplified definitions suggested for use in this activity:

Kind. Doing good; friendly; sympathetic; showing a generous, considerate attitude toward others.

Kindness. 1. The practice of being or the capability to be sympathetic and compassionate. 2. An act that shows consideration and caring.

For activity “B” below, if students write their acts of kindness on index cards, these could be collected and the suggestions shared.

CURRICULUM CONNECTIONS: Acts of Kindness

Directions for students:

A. Write a letter to a person that you consider a hero of the civil rights movement or a modern day social justice hero. In your letter, explain why you chose this person and what attributes they possess that you would like to develop in yourself.

B. Discuss how you can change the world by practicing simple acts of kindness. Write one act of kindness that you can do.

Write an act of kindness below that you can do today.

ACTIVITY 4 *Connecting Music to History*

Post-exhibition Visit, Grades 4-8

OBJECTIVE

To understand how music can influence and shape social change.

BACKGROUND INFORMATION

Much of the music that sustained and inspired the civil rights movement through the years came from traditional black churches. Many songs were inspired by hymns, given new words, and sung by those fighting for justice. Singing took place during the mass meetings held before and after demonstrations. Singing brought a sense of strength and purpose during demonstrations and sit-ins, and united those that were arrested and placed in separate jailhouse cells.

Some of the Freedom Sisters drew inspiration from music. **Fannie Lou Hamer** sang her favorite song, *This Little Light of Mine*, before every speech she delivered.

This little light of mine, I'm gonna let it shine.

This little light of mine, I'm gonna let it shine.

This little light of mine, I'm gonna let it shine.

Let it shine, let it shine, let it shine.



Coretta Scott King was an accomplished singer who studied at Antioch College in Yellow Springs, Ohio, and at the New England Conservatory of Music in Boston. She organized and performed at more than 30 “Freedom Concerts” to raise money for the civil rights movement.

In the exhibition, you can sing along with one of the most famous civil rights songs – *We Shall Overcome*. The song was first heard in African American Baptist and Methodist churches as *I Will Overcome*. It was transformed into a protest song by black union workers who passed it on to white union workers in the 1940s. At the Highlander Folk School in Tennessee, music director Zilphia Horton taught it to folk singer/activist Pete Seeger.

There are many variations of lyrics to this song. The version below appears in *Freedom's Sisters*. Words in parentheses are embellishments added by the performers. The Freedom Singers – Charles Neblett, Bernice Johnson, Cordell Reagon, and Rutha Mae Harris – recorded this version in Chicago in 1963.

Lyrics to *We Shall Overcome*

We shall overcome, (my Lord)

We shall overcome, (my Lord)

We shall overcome someday (my Lord)

Oh, deep in my heart

(I know that) I do believe

Oh, we shall overcome someday.

We are not alone (my Lord)

We are not alone (my Lord)

We are not alone today

Oh, deep in my heart

(I know that) I do believe

Oh, we shall overcome someday.

The truth shall make us free (my Lord)

The truth shall make us free (my Lord)

The truth shall make us free someday (my Lord)

Oh, deep in my heart

(I know that) I do believe

Oh, we shall overcome someday.

We shall overcome (my Lord)

We shall overcome (my Lord)

We shall overcome someday

Oh, deep in my heart

(I know that) I do believe

Oh, we shall overcome someday.

CURRICULUM CONNECTIONS: *Connecting Music to History*

Directions for students:

Learn about *We Shall Overcome* and its messages about the civil rights movement. Analyze the words of the song and the feelings expressed. What is the goal of the song's lyrics? Use this information to create your own song or poem about social injustice.

What other songs inspired activists and protesters during the civil rights movement?

FREEDOM'S SISTERS

Serve the Public

Rosa Louise McCauley Parks

1913-2005

Rosa Parks broke a law when she refused to give up her bus seat – a courageous act that changed the law and brought international attention to the civil rights movement.

Barbara Charline Jordan

1936-1996

High moral standards, dedicated public service, and galvanizing speeches made this U.S. congresswoman an inspiration to all Americans.

Constance Baker Motley

1921-2005

After winning nearly every landmark civil rights case of the 1950s and 1960s, this intrepid attorney became a high-ranking judge.

Shirley Chisholm

1924-2005

Declaring herself “unbought and unbossed,” Shirley Chisholm made history as a presidential candidate and the first black woman elected to Congress.

***SERVE THE PUBLIC* NATIONAL STANDARDS**

National Language Arts Standards

NL-ENG.K-12.3: Evaluation Strategies

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

ACTIVITY 1 *Artifact Search* **On-site or Post-exhibition Visit, Grades 4-8**

OBJECTIVES FOR ACTIVITIES IN THIS SECTION

Investigating the various roles and contributions of each Freedom Sister will help students better understand each woman's significance in American history and her connection to the real world. Solving the crossword puzzle and searching for the artifacts in the exhibition provide opportunities to pull together and evaluate information about all of the Freedom Sisters.

BACKGROUND INFORMATION

The artifacts, or real objects, displayed in the exhibition reflect events or accomplishments important to the Freedom Sisters. These include:

- Two official replicas of Dorothy Height's Congressional Medal of Honor, awarded in 2004, displaying both front and back information
- A campaign button from Shirley Chisholm's 1972 bid for the Presidency and her picture on the cover of *Jet* magazine
- Fannie Lou Hamer's 1964 button for the Mississippi Freedom Democratic Party at the 1964 Democratic Convention and a Democratic platform booklet from that convention
- A press pass from Charlayne Hunter-Gault
- Kathleen Cleaver's pins from 1960's period of social activism

CURRICULUM CONNECTIONS: *Artifact Search*

For Educators, suggestions for directing a class activity:

A. Divide students into four groups to collect specific information about the women in each of the four sections of the *Freedom's Sisters* exhibition. Instruct students to look for the artifacts listed below. Students should record information about how each artifact is symbolic of a major contribution to the modern civil rights movement. They should also place the artifact into the context of the corresponding Freedom Sister's story. Back in the classroom, collect additional information about the artifacts from books, magazines, newspapers, and other sources.

(See next page for guide to artifacts)

ACTIVITY 1 Artifact Search (cont.)

On-site or Post-exhibition Visit, Grades 4-8

For the Public



Chisholm – Campaign Button and magazine cover

NOTES:



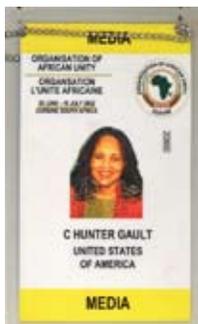
Cleaver – Two pins – Eldridge Cleaver and Black Power



Height – Congressional Medal of Honor



Hamer – Political button and platform brochure



Hunter-Gault –
Badge (Press Pass)

ACTIVITY 2 *Extra! Extra! Read all about it!* **Post-exhibition Visit, Grades 4-8**

CURRICULUM CONNECTIONS: *Extra! Extra! Read all about it!*

Directions for students – Chose one of the following:

- Create a poster that illustrates important facts about a Freedom Sister. Include quotations, important information, and drawings to tell her story.
- Act out or write a monologue about a major event in the life of a Freedom Sister.
- Imagine that you are a Freedom Sister. Write a diary or story reflecting on your life and its significance.

ACTIVITY 3 Crossword Puzzle

Post-exhibition Visit, Grades 4-8, 9-12

CURRICULUM CONNECTIONS: *Crossword Puzzle*

Directions for students – Chose from the following words or names:

- | | | | | | | | | | |
|--------|---------|-------|--------|---------|--------|--------|---------|--------|---------|
| Rights | Rosa | King | Hamer | Spy | Poems | Wells | Sanchez | Evers | Bethune |
| Tucker | Shirley | NAACP | Africa | Septima | Motley | Height | Cleaver | Jordan | Shabazz |

ACROSS

2. Last name of the second woman ever elected chair of the NAACP Board of Trustees.
4. First name of the woman who refused to give up her seat on a Montgomery, Alabama bus.
5. Wife of the most famous civil rights leader of the 1960s.
6. Last name of the Pennsylvania politician who later fought against the offensive lyrics in gangsta rap music.
7. Last name of the woman who helped to organize the Mississippi Freedom Democratic Party.
8. She wrote her first poem when she was six years old.
10. Harriet Tubman worked for the Union Army as a nurse and a _____.
12. What continent is the subject of Charlayne Hunter-Gault's latest book and her work at CNN?
13. Last name of the woman who wrote and spoke out against lynching.
14. First name of the woman who taught reading, writing and math to thousands in the Citizenship Schools.
16. She organized the first national Black Family Reunion Celebration in 1986.
18. A former high-ranking official in the Black Panther Party who graduated from Yale Law School.
19. Last name of the wife of Black Nationalist and Muslim leader Malcolm X.

DOWN

1. Last name of the Freedom Sister who started a school that became a college in Florida.
3. First name of the first African American to run for President of the United States in 1972.
4. All of the Freedom Sisters fought for women's and civil _____. (The opposite of wrong.)
9. What letters stand for the National Association for the Advancement of Colored People?
11. Sonia Sanchez and Frances Watkins Harper are known for writing these.
15. First female African American federal judge. She lived in New York.
17. This U.S. Congresswoman came from Texas and was known for her great speeches.

ACTIVITY 3 Crossword Puzzle (cont.)

Post-exhibition Visit, Grades 4-8, 9-12

ANSWERS TO CROSSWORD PUZZLE

Across:

2. Evers
4. Rosa
5. King
6. Tucker
7. Hamer
8. Sanchez
10. Spy
12. Africa
13. Wells
14. Septima
16. Height
18. Cleaver
19. Shabazz

Down:

1. Bethune
3. Shirley
4. Rights
9. NAACP
11. Poems
15. Motley
17. Jordan

FREEDOM'S SISTERS

Look to the Future

Charlayne Hunter-Gault

1942-

In 1961, Charlayne Hunter-Gault made headlines when she integrated the University of Georgia. Today, this award-winning journalist writes her own headlines.

Septima Poinsette Clark

1898-1987

This passionate educator taught thousands of African Americans how to achieve personal and political empowerment.

Kathleen Cleaver

1945-

This dedicated activist improved the lives of countless African Americans – first as a radical revolutionary, later as a respected scholar and educator.

Myrlie Evers-Williams

1933 –

Widow of a prominent activist, Myrlie Evers-Williams built her own legacy – eventually becoming chair of the National Association for the Advancement of Colored People (NAACP).

LOOK TO THE FUTURE NATIONAL STANDARDS

National Language Arts Standards

NL-ENG. 4-12.4: Communication skills.

Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.

NL-ENG. 4-12.2: Understanding the human experience

NL-ENG. 4-12.6: Applying knowledge

NL-ENG. 4-12.8: Developing research skills

National History Standards

Era 9: Postwar United States (1945-1970s)

Thinking Standard 4: Historical Research Capability.

The struggle for racial and gender equality and for the extension of civil liberties. The student understands the “Second Reconstruction” and its advancement of civil rights.

National Social Studies Standards

NSS-C. 5-12.4: Other Nations and World Affairs

How has the United States influenced other nations and how have other nations influenced American politics and society?

NSS.G. 4-12.1 The World in Spatial Terms

Understand how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

National Social Science Standards

NSS-C. 4-4.2: Values of Principles and Democracy

ACTIVITY 1 *Fighting for Freedom Today*

Post-exhibition Visit, Grades 6-8, 9-12

OBJECTIVES FOR “LOOK TO THE FUTURE” ACTIVITIES

Students will research the struggle for racial and gender equality to extend civil liberties. They will use spoken, written, and visual language to communicate their research to a variety of audiences. They will consider using geographic representations such as maps and charts to report their information.

CURRICULUM CONNECTIONS: *Fighting for Freedom Today*

Directions for students:

- A.** Research the career of journalist and author Charlayne Hunter-Gault. Explore the facts about her experiences that led to her recent role as National Public Radio Africa correspondent. Imagine that you are a reporter; research and write a television report about a part of the world where unjust practices are limiting freedom for groups of people. Include maps, charts and other geographic information in your report. Share your report with your class.
- B.** Select an article from a local or national newspaper that describes a social injustice. Research the topic and debate/discuss possible problem-solving solutions. Distinguish between facts and opinions when presenting your viewpoint.
- C.** Interview people in your community: your family, members of community organizations, even local city officials. Discuss ways in which citizens can promote the common good and influence their local government. Include activities such as voting, communicating with officials, participating in organizations and doing volunteer work.

ACTIVITY 2 *Additional Freedom Sisters*

Post-exhibition Visit, Grades 4-8, 9-12

CURRICULUM CONNECTIONS: *Additional Freedom Sisters*

Directions for students:

A. Select a woman from the roster listed below. Research and record two or three of her accomplishments and the role she played in advancing civil rights.

B. For Educators, a plan for class interaction: Divide the class into pairs. Ask each pair of students to select a woman from the roster below. Ask the students to brainstorm questions they would like to ask that woman in person. Have each pair role-play, with one student acting as a reporter and the other student acting as the woman selected from the list. Trade roles after 3 minutes. The interview should examine the goals and accomplishments of the woman selected by each pair of students.

Sojourner Truth

Marian Anderson

Angela Davis

Nikki Giovanni

Mahalia Jackson

Eleanor Holmes Norton

Minnijean Brown Trickey

Phillis Wheatley

Diane Nash

Zora Neale Hurston

Madame C. J. Walker

Rev. Willie T. Barrow

Marian Wright Edelman

Vivian Malone Jones

Roslyn Brock

CURRICULUM EXTENSION *Create an Exhibition -- “Curator’s Corner”*

OBJECTIVE

The goal of this activity is to spark students’ curiosity about what it takes to create an exhibition, suggesting talents they can use to produce an exhibition themselves. The activity could conceivably suggest future potential career opportunities that may be of interest to students.

Extension A allows students to use their knowledge about exhibitions to create one of their own. Extension B describes many of the other jobs necessary for building, advertising, and moving an exhibition, if it is designed to “travel” to different cities once it is created.

BACKGROUND INFORMATION

There are an estimated 17,500 museums in the United States. A museum is a place to display collections, artifacts, specimens or other interesting material. The four cornerstones of modern public museums are research, collections, exhibitions, and education. A curator is a person who acts as an administrative director of a museum collection or a library. To develop an exhibition, the curator conducts research and helps direct the focus of the exhibition.

Look to the Future

ACTIVITY Curator's Corner, Extension A Post-exhibition Visit, Grades 6-8, 9-12

Directions for students: Two possibilities

1. Imagine creating a new museum of women's history. What would be important to include in your museum? Name five women, five photographs and ten objects that must be represented in your museum's collection. Enhance your list with pictures from magazines, newspapers and other visual sources.
2. Create an exhibition that tells a story about people in your city or town. If space permits, create a small exhibition in your school.

Museum Curator
Student's Name): _____

Museum Name
Create a name for your museum of women's history): _____

Name of Permanent Exhibition
(Create a name for the main exhibition in this museum): _____

Five women featured in the exhibition:

Describe the goal and scope of the permanent exhibition:

ACTIVITY *Curator's Corner, Extension B*

Post-exhibition Visit, Grades 6-8, 9-12

Curator's Corner Extension B

It takes a team of many people with many types of skills to create a museum exhibition. The list below describes some of the behind-the-scenes activities and expertise of team members who designed and created *Freedom's Sisters* and prepared it to travel around the country.

- **Curator** – conducts research, provides overall direction for the exhibition story
- **Sponsor** – provides financial backing
- **Project manager** – oversees the work of everyone on the exhibition team
- **Touring manager** – plans the tour of the exhibition from one museum to another
- **Designer** – creates the overall look of the exhibition and the exhibition graphics
- **Architect** – provides plans for construction
- **Writers, editors and proof readers** – write and edit the labels and exhibition text
- **Registrar/collection manager** – cares for the artifacts (real objects) in the exhibition
- **Budget manager** – keeps track of finances
- **Evaluator** – tests to see if hands-on activities work
- **Production staff** (“fabricators”) – build the physical exhibition (includes carpenters, painters, finishers, model makers, electronics/audio-video-specialists, welders, video producer)
- **Public relations staff** – advertise the exhibition

Directions for students:

Choose the job from the list above that sounds most interesting to you. What kind of exhibition do you imagine you would like to create? What kind of education and training do you think you would need for that chosen career? Write a fact sheet describing yourself (a resume) and include your name, educational experience, extracurricular activities, jobs you've held and volunteer experience you have done and a paragraph explaining why you would be a good person to do one of the jobs listed above.

CREDITS

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Graphic design by Brain Sells
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FREEDOM'S SISTERS SELECTED BIBLIOGRAPHY AND RESOURCES (cont.)

ADDITIONAL RESOURCES

Dare To Dream Section

www.pbs.org/parents/raisingboys/school (view video: Raising Cain, Boys in Focus; suggested to help boys connect to women's studies)

www.pbs.org/kcts/videogamerevolution/inside/how/index.html (making video games related to the Harriet Tubman model)

www.mtsu.edu (article on African American Women's Lives during the Civil War)

www.archives.gov/education/lessons/blacks-civilwar/ (article on Black soldiers in the Civil War)

www.archives.gov/about/info/what's-an-archives.html (understanding the use of documents)

Inspire Lives Section

www.wikihow.com/write-a-poem

www.noi.org/history (African Americans in the Nation of Islam organization)

www.noi.org/muslim_program.htm

www.islam-guide.com (understanding Islam)

www.brainpopjr.com (for lessons on citizenship and The Bill of Rights)

www.pbs.org/wnet/getupstandup/music_overcome1.html (article on the history of revolutionary music)

Look To The Future Section

<http://filemaker.mcps.k12.md.us/aad> (Recommended Titles on Africa for Children and Young People compiled by Brenda Randolph)

www.lib.msu.edu/limb/a-z/az.html (An A-Z of African Studies on the Internet)

www.yale.edu/ynhti/curriculum/units/1997/3/97.03.10.x.html (more resources on African American women who shaped the civil rights movement from Yale University)

MUSEUM AND GENERAL HISTORICAL RESOURCES

www.aam-us.org (AAM – The American Association of Museums official site)

www.blackmuseums.org (AAAM – The Association of African American Museums official site)

www.nmaahc.si.edu (NMAAHC – The Smithsonian National Museum of African American History and Culture)

www.americanhistory.si.edu

www.sites.si.edu (SITES – Smithsonian Traveling Exhibition Service)

www.smithsonianeducation.org

www.cincymuseum.org (CMC - Cincinnati Museum Center)

www.archives.gov

www.nps.gov/mamc/historyculture/mamc_nabwh.htm
(National Archives for Black Women's History)