A PROTEST SONG

Sit-ins and voter registration movements of the 1960s were usually accompanied by singing. Reverend Martin Luther King, Jr., said, “The freedom songs are playing a strong and vital role in our struggle. They give the people new courage and a sense of unity. I think they keep alive a faith . . . particularly in our most trying hours.” The words of songs were usually changed to fit the situation. Tunes were often adapted from folk music or rhythm and blues familiar to the participants. One folksinger tried to write the words as he listened to the singing. A woman laughed, “Don’t you know you can’t write down freedom songs?” Another said, “Man, there are no words, you just make them up.”

Directions: Below are some of the words from the 1960s version of a protest song that was originally sung in the 1940s. Read the lyrics, and then answer the questions on a separate sheet.

HALLELUJAH! I'M A-TRAVELIN'

Stand up and rejoice! A great day is here!
We're fighting Jim Crow and the victory's near.

Chorus
Hallelujah, I'm a-travelin'
Hallelujah, ain't it fine.
Hallelujah, I'm a-travelin' down freedom's main line.

In Nashville, Tennessee, I can order a coke,
And the waitress at Woolworth's knows it's no joke. [Chorus]

In old Fayette County, set off and remote,
The polls are now open for Negroes to vote. [Chorus]

In 1954 our Supreme Court said,
"Look a-bere Mr. Jim Crow,
it's time you were dead." [Chorus]

I walked in Montgomery,
I sat in Tennessee,
And now I'm riding for equality. [Chorus]

I'm paying my fare on the Greyhound Bus line,
I'm riding the front seat
to Montgomery this time. [Chorus]

I'm travelin' to Mississippi
on the Greyhound Bus line,
Hallelujah, I'm riding
the front seat this time. [Chorus]

1. Why would protest leaders encourage their followers to “Stand up and rejoice”?

2. Who was Mr. Jim Crow, and why was it time he was dead?

3. Why was the front seat of the Greyhound bus significant?

4. What had happened at Woolworth's to cause it to be mentioned in the song?

5. What was happening in the mid-1960s that could have prompted the phrase, “I’m riding for equality”?

6. To what does “I walked in Montgomery” probably refer?

7. How could singing a song such as this one help the participants in a protest?
THE SOUTHERN MANIFESTO

Directions: Read the document below and then answer the questions on a separate sheet.

The following document was signed in March 1956 by nineteen U.S. senators and eighty-one U.S. representatives from the South.

The “Southern Manifesto” - 102 Cong. Rec. 4515-16 (1956)

We regard the decision of the Supreme Court in the school cases as a clear abuse of judicial power. It climaxes a trend in the Federal judiciary undertaking to legislate, in derogation of the authority of Congress, and to encroach upon the reserved rights of the States and the people.

The original Constitution does not mention education. Neither does the 14th amendment nor any other amendment. The debates preceding the submission of the 14th amendment clearly show that there was no intent that it should affect the systems of education maintained by the States.

The very Congress which proposed the amendment subsequently provided for segregated schools in the District of Columbia.

When the amendment was adopted, in 1868, there were 37 States of the Union. Every one of the 26 States that had any substantial racial differences among its people either approved the operation of segregated schools already in existence or subsequently established such schools by action of the same lawmaking body which considered the 14th amendment.

Though there has been no constitutional amendment or act of Congress changing this established legal principle almost a century old, the Supreme Court of the United States, with no legal basis for such action, undertook to exercise their naked judicial power and substituted their personal political and social ideas for the established law of the land.

This unwarranted exercise of power by the Court, contrary to the Constitution, is creating chaos and confusion in the States principally affected. It is destroying the amicable relations between the white and Negro races that have been created through 90 years of patient effort by the good people of both races. It has planted hatred and suspicion where there has been heretofore friendship and understanding.

With the gravest concern for the explosive and dangerous condition created by this decision and inflamed by outside meddlers:

We reaffirm our reliance on the Constitution as the fundamental law of the land.

We decry the Supreme Court’s encroachments on rights reserved to the States and to the people, contrary to established law and to the Constitution.

We commend the motives of those States which have declared the intention to resist forced integration by any lawful means. . . .

We pledge ourselves to use all lawful means to bring about a reversal of this decision which is contrary to the Constitution and to prevent the use of force in its implementation.

Source: Carl Vinson Institute of Government, The University of Georgia.

1. What issue is addressed in the Southern Manifesto?
2. Why did Southern congressmen oppose the Supreme Court rulings regarding school integration?
3. What constitutional amendment is cited as a reason for not integrating schools?
4. What action did Southern representatives pledge?
5. Name the Supreme Court decision that prompted this document.
6. List three ways the document defends segregation.
7. What effects did the document allege?
8. Write the desired outcome.
"LIFT EVERY VOICE AND SING"

Directions: Written in 1900 by James Weldon Johnson, "Lift Every Voice and Sing" was originally written for a celebration of Abraham Lincoln’s birthday at a Jacksonville, Florida, school program. Today it is often referred to as the black national anthem. Read the lyrics and then answer the questions that follow.

_Lift Every Voice and Sing_

Lift every voice and sing, till earth and Heaven ring,
Ring with the harmonies of liberty;
Let our rejoicing rise, high as the listening skies,
Let it resound loud as the rolling sea.
Sing a song full of the faith that the dark past has taught us,
Sing a song full of the hope that the present has brought us;
Facing the rising sun of our new day begun,
Let us march on till victory is won.

Stony the road we trod, bitter the chastening rod,
Felt in the days when hope unborn had died;
Yet with a steady beat, have not our weary feet,
Come to the place for which our fathers sighed?
We have come over a way that with tears has been watered,
We have come, treading our path through the blood of the slaughtered;
Out from the gloomy past, till now we stand at last
Where the white gleam of our bright star is cast.

God of our weary years, God of our silent tears,
Thou Who hast brought us thus far on the way;
Thou Who hast by Thy might, led us into the light,
Keep us forever in the path, we pray.
Lest our feet stray from the places, our God, where we met Thee.
Lest our hearts, drunk with the wine of the world, we forget Thee.
Shadowed beneath Thy hand, may we forever stand,
True to our God, true to our native land.

1. What is the meaning of the first stanza? ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

2. Why do you think it was chosen the black national anthem? ____________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
EXECUTIVE ORDER NO. 12

Directions: The following document — Executive Order No. 12 — was signed by Governor John J. McKeithen on September 15, 1964. After reading the document, complete the activities that follow on a separate sheet of paper.

WHEREAS, the State of Louisiana, in continuing to improve the economic condition of all of our citizens, must utilize the highest skills of all citizens; and
WHEREAS, the women of the State of Louisiana have made outstanding contributions to the growth and welfare of this state and have made further contributions to the social advancement of our state; and
WHEREAS, the full utilization of women's talents and the full realization of women's rights as full citizens should be respected and enhanced in this full partnership; and
WHEREAS, The President of the United States of America has recognized the distinguished service of women through the creation of the President's Commission on the Status of Women;
NOW, THEREFORE, by virtue of the authority vested in me as Governor by the Constitution and Statutes of the State of Louisiana, it is ordered as follows:
There is hereby established the Governor's Commission on the Status of Women, referred herein as the "Commission."
Said Commission to be composed of twenty members appointed by the Governor from among persons with a competency in the area of public affairs and women's activities. State Departments are directed to cooperate with the Commission in the performance of its duties. The Governor shall designate from among the membership a chairman, honorary vice-chairman, executive vice-chairman, and secretary.
The Commission shall meet at the call of the Chairman.
The Commission shall conduct studies and develop recommendations for constructive action in the following areas:
a. Public and private employment policies and practices within the State.
b. State labor laws pertaining to hours, wages and working conditions of women.
c. Legal rights of women in regard to political and civic responsibilities, property rights and family relations.
d. New and expanded services for women as wives, mothers and workers.
e. Policies and practices with respect to education of women.
The Commission shall submit a final report of its recommendations to the Governor.

1. This document includes some words that may be unfamiliar to you. Identify five important vocabulary words in this document and define them.

2. The term whereas is a formal word introducing the reasons for this order. In your own words explain the four whereas phrases in this document.

3. This order establishes a Governor's Commission. What group of Louisiana citizens is to be studied by this commission?

4. What are the goals of this commission?

5. Suppose the current governor established a commission to study the status of children in Louisiana today. List three goals that you think should be a part of this study.
CIVIL RIGHTS VOCABULARY

Directions: Match each description on the left with the correct term on the right. Write the letter of your answer in the space provided.

1. The removal of federal rules and restrictions
   - A. bill of rights

2. A section of the constitution that guarantees basic rights
   - B. boycott

3. Neighborhoods on the outer edges of cities
   - C. Brown v. the Board of Education of Topeka

4. Transporting students to schools out of their neighborhoods in order to create racially balanced schools
   - D. busing

5. Ideas, facts, or rumors spread to help a cause or to hurt an opposing cause
   - E. Citizens' Council

6. Multilane, limited-access highways that extend through more than one state
   - F. Civil Rights Act of 1964

7. A refusal to deal with a person, store, or organization, usually to show disapproval or to force the acceptance of certain conditions
   - G. code of ethics

8. The 1954 U.S. Supreme Court case that resulted in the ruling that segregation was unconstitutional
   - H. deregulation

9. The process of opening facilities to people of all races or ethnic groups without restrictions
   - I. integration

10. An organization formed after the Brown decision to support segregation
    - J. interposition

11. A federal law that ended segregation by prohibiting discrimination in public facilities and in employment
    - K. interstate highways

12. The idea that the state legislature could place itself between the federal government and the people
    - L. National Association for the Advancement of Colored People

13. A written description of the rules or standards of good conduct under which an organization or profession should operate
    - M. propaganda

14. A federal law passed in 1965 that outlawed literacy tests and poll taxes and that sent registrars into the southern states to register black voters
    - N. sit-in

15. An organization formed in 1909 to work for equal rights for African Americans
    - O. suburbs

16. A law that requires all government meetings, involving both elected and appointed groups, to be public
    - P. sunshine law

17. A demonstration where a person or group enters a facility and refuses to leave until they are recognized or their demands are met
    - Q. Voting Rights Act