

Mandy Shackelford
EDSE 642 Spring, 2005
April 13, 2005

"On the Road Again"

Time Frame: 3-4 days for research; 3-4 days for creation and presentation of a new route for the Freedom Riders.

Applicable Subjects: English, Geography

Competencies: Research, Map reading skills

Objectives:

Procedures:

Day 1—The teacher will explain what the purpose of the Freedom Riders' rides to students while showing them a map of the different routes taken. The teacher will also explain the significance of each city chosen for stops on the route.

Days 2-4—The students will be placed in groups of 3-4 and will begin to research the South and major cities that could be chosen as possible stop sites for a "New Freedom Ride." The teacher may choose to require each student to research 5-6 cities on their own and then bring their research back together to create the group project.

List of cities central to the Freedom Rides: Washington, D.C., Anniston, Ala., Montgomery, Ala., Jackson, Miss., Birmingham, Ala., New Orleans, La., and Nashville, Tenn. Resources on the Freedom Rides, the Freedom Riders, and maps of the routes taken during the summer of 1961 are listed below.

Students will need to know the significant history of each city chosen, who the leaders of those cities were during the '60s, and what routes will be taken on the new ride. The teacher may choose to assess the students as they progress through the research process. Students will be required to choose 15 new cities as stopping points on the route and should be able to explain the significance of each chosen site.

Days 5-7—Students will work in their pre-assigned groups to create their “New Freedom Ride.” Each group project should contain the following elements: a map of the overall South with the new route shown; a more detailed map showing the route with details of specific road that would have been used to get from city to city; a historical background of each city including names of mayors and/or other important dignitaries to be addressed while in that city; any other information the group deems necessary to be presented.

Days 8-until--- Students, in their groups, will present their projects to the class. After all projects have been presented, classes will vote on which new route they feel will have the most impact on the citizens of the towns/cities visited.

Suggested Assessment: The teacher can create tests and/or quizzes to use during the period of research. The teacher can also create a rubric to grade the projects created by the student groups. The rubric should include the completion of required elements in the project and should also consider artwork and presentation. The teacher may also choose to grade the students for individual work as well as group achievement.

Materials & Resources: Students can use their school as well as public libraries to collect information on their chosen cities. The internet may also be used to help gather information. One website that may be helpful is www.50states.com, which includes information on each of the states as well as state histories.

Students may also consult www.freedomridersfoundation.org for additional information on the Freedom Riders. Students should also consult www.outreach.olemiss.edu/Freedom_Riders as another source of information. A map of the Freedom Rides' routes can be found at www.loc.gov/exhibits/odyssey/archive/09/0904003r.jpg