

An Integrated Curriculum For The Washington Post Newspaper In Education Program

The Dream — Then and Now



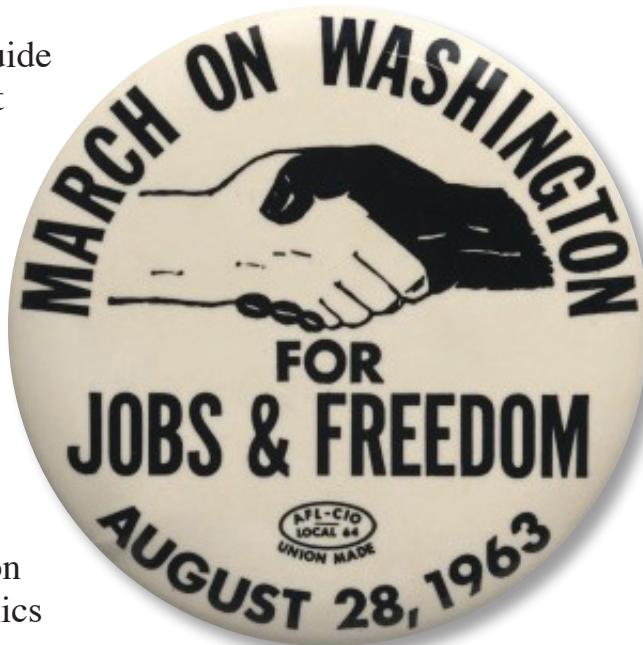
- Research Activity: Women Who Led Behind the Men
- Student Activity: August 28, 1963
- Think Like a Reporter: Use Primary Sources — March on Washington
- Student Activity: Figure the Economic Gap
- Student Activity: 14th Street Revival
- Map Resource: “14th Street extreme makeover”

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When A. Philip Randolph called for a March on Washington for Jobs and Freedom, leaders of black organizations, labor unions and religious denominations eventually came together. In August 1963, more than 250,000 Americans, black and white, young and old, leaders and workers, gathered on the Mall, exercising their First Amendment rights to secure rights for all. When the largest mass demonstration in U.S. history concluded with ten demands and pledges by those who gathered to fight for them, a turning point in the struggle for civil rights took place.

Student activities suggested in this guide focus on the program that was held at the Lincoln Memorial and the role of women in the civil rights movement. The Think Like a Reporter activity leads students through many types of primary sources to get a more accurate and full story of the August 28 program. It re-enforces newsgathering, synthesis and analytic skills. Reading graphs and contrasting data to get the economic pictures, then and now, are based upon Washington Post informational graphics and reliable sources.

The last resource in this guide takes students on a stroll along 14th Street in D.C. *Then*. On the evening of April 4, 1968, crowds gathered at 14th and U streets as word of the assassination of Martin Luther King, Jr., spread. Subdued at first, the gathering grew in size and anger. Looting, fires and deaths took place over five days. Economic recovery took years, some not until the Metro stations at U Street and Columbia Heights opened, others not until more recently. *Now*. What are the aspirations of 14th Street?



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Women Who Led Behind the Men

Think back to the 1950s and 1960s. The accepted role of women in society was to stay at home, raise children, and work in the church but not serve as leaders. For black women, who often worked in the homes of white families, this role of working but being hidden carried into the civil rights movement.

This was even true when it came to the program for the March on Washington for Jobs and Freedom in 1963. It took a protest to get a “Tribute to Negro Women Fighters for Freedom” added. As *The Washington Post*'s Krissah Thompson wrote, “Female activists, many of whom had risked their lives alongside men, were assigned to walk with the wives of civil rights leaders on that day.”

In her article, “The sisters were almost forgotten,” Thompson quotes Martin Luther King, Jr.’s daughter Bernice King: “We must ensure that the story of women in the movement is told and the record is accurate.”

This is your assignment. Select one of the women listed below. Research her story — the situation and conditions that existed, her organization and focus, participation and involvement in the struggle for equality, and the impact of her actions. You are to use three or more reliable sources. When possible, read what she had to say about her reasons for making a stand and acting on her beliefs.

Maya Angelou
 Joan Baez
 Ella Baker
 Josephine Baker
 Daisy Bates
 Anne Braden
 Mary Fair Burks
 Septima Poinsette Clark
 Thelma Daley
 Doris Derby
 Marian Wright Edelman

Myrlie Evers
 Fannie Lou Hamer
 Patricia Roberts Harris
 Anna Arnold Hedgeman
 Dorothy Height
 Lena Horne
 Zilphia Horton
 Mahalia Jackson
 Barbara Rose Johns
 Coretta Scott King
 Mrs. Herbert Lee

Anne Moody
 Pauli Murray
 Diane Nash
 Eleanor Holmes Norton
 Rosa Parks
 Gloria Richardson
 Bernice Robinson
 JoAnn Robinson
 Eleanor Roosevelt
 Modjeska Monteith Simkins
 Ruth Turner

August 28, 1963

The official program of the events scheduled at the Lincoln Memorial had been planned in two months. Bayard Rustin, a trusted associate of A. Philip Randolph, was in charge of details and organization of the March on Washington. He worked with a core staff of 200 volunteers who organized the largest peaceful demonstration in U.S. history.

MARCH ON WASHINGTON FOR JOBS AND FREEDOM

AUGUST 28, 1963

LINCOLN MEMORIAL PROGRAM

- | | |
|---|---|
| 1. The National Anthem | <i>Led by Marian Anderson.</i> |
| 2. Invocation | The Very Rev. Patrick O'Boyle, <i>Archbishop of Washington.</i> |
| 3. Opening Remarks | A. Philip Randolph, <i>Director March on Washington for Jobs and Freedom.</i> |
| 4. Remarks | Dr. Eugene Carson Blake, <i>Stated Clerk, United Presbyterian Church of the U.S.A.; Vice Chairman, Commission on Race Relations of the National Council of Churches of Christ in America.</i> |
| 5. Tribute to Negro Women Fighters for Freedom Daisy Bates Diane Nash Bevel Mrs. Medgar Evers Mrs. Herbert Lee Rosa Parks Gloria Richardson | Mrs. Medgar Evers |
| 6. Remarks | John Lewis, <i>National Chairman, Student Nonviolent Coordinating Committee.</i> |
| 7. Remarks | Walter Reuther, <i>President, United Automobile, Aerospace and Agricultural Implement Workers of America, AFL-CIO; Chairman, Industrial Union Department, AFL-CIO.</i> |
| 8. Remarks | James Farmer, <i>National Director, Congress of Racial Equality.</i> |
| 9. Selection | Eva Jessye Choir |
| 10. Prayer | Rabbi Uri Miller, <i>President Synagogue Council of America.</i> |
| 11. Remarks | Whitney M. Young, Jr., <i>Executive Director, National Urban League.</i> |
| 12. Remarks | Mathew Ahmann, <i>Executive Director, National Catholic Conference for Interracial Justice.</i> |
| 13. Remarks | Roy Wilkins, <i>Executive Secretary, National Association for the Advancement of Colored People.</i> |
| 14. Selection | Miss Mahalia Jackson |
| 15. Remarks | Rabbi Joachim Prinz, <i>President American Jewish Congress.</i> |
| 16. Remarks | The Rev. Dr. Martin Luther King, Jr., <i>President, Southern Christian Leadership Conference.</i> |
| 17. The Pledge | A Philip Randolph |
| 18. Benediction | Dr. Benjamin E. Mays, <i>President, Morehouse College.</i> |

"WE SHALL OVERCOME"

Name _____

Date _____

1. These individuals were active in the civil rights movement. Do more reading to learn their stories and the role that individuals and organizations played in achieving their aspirations.



» **Marian Anderson**, vocalist, broke barriers African American for performers.



» **John Lewis**, National Chair, Student Nonviolent Coordinating Committee (SNCC)



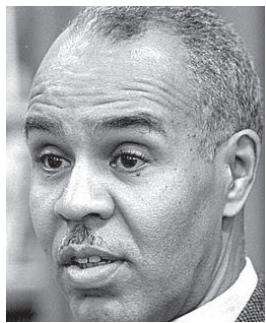
» **Mrs. Medger Evers**, widow and author, sought justice for her husband's murder.



» **Mahalia Jackson**, gospel singer, had an international audience.



» **A. Philip Randolph**, Director, March on Washington for Jobs and Freedom; president, Brotherhood of Sleeping Car Porters; president, Negro American Labor Council; vice president, AFL-CIO



» **Roy Wilkins**, Executive Secretary, National Association for the Advancement of Colored People (NAACP)



» **Whitney M. Young, Jr.**, Executive Director, National Urban League



» **Rev. Dr. Martin Luther King, Jr.**, President, Southern Christian Leadership Conference (SCLC)

» **Bayard Rustin**, strategist and organizing genius

2. What is the significance of the other individuals who were on the program — The Very Rev. Patrick O'Boyle, Dr. Eugene Carson Blake, Walter Reuther, Rabbi Uri Miller, Mathew Ahmann, Rabbi Joachim Prinz and Dr. Benjamin E. Mays?

3. At the end of the day, the “Top Ten” leaders of the march met with President John F. Kennedy at the White House. They discussed the day’s events and the proposed civil rights legislation. What events would take place before passage of the comprehensive bill on July 2, 1964.

RESOURCES

<http://civilrights.jfklibrary.org/Chapter-Read-More/The-March-on-Washington-for-Jobs-and-Freedom.aspx>;
<http://civilrights.jfklibrary.org/Chapter-Read-More/The-Civil-Rights-Bill.aspx>;
<http://civilrights.jfklibrary.org/Media-Assets/The-March-on-Washington-for-Jobs-and-Freedom.aspx#Planning-the-March>

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Use Primary Sources — March on Washington

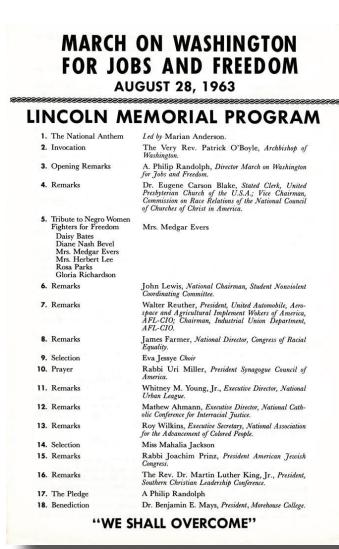
How do you know what really happened? If a friend is sharing an experience, you assume that she is relating what really happened — or you know when he is embellishing the story. If you are eyewitness to a fight, can you relate the events that took place in chronological order — or was your line of vision limited?

When reporters and historians write of events, what do they use for their sources? Were they eyewitnesses? Who is a reliable source of information? What documents and data support the news? This activity gives you experience in using primary and reliable sources. We begin with the official program for the August 28, 1963, Lincoln Memorial program.

USING PRIMARY SOURCES

Documents

Official documents are essential research tools. These include deeds, records of sales, concert programs and inserts to programs, police records and election results.



① <http://www.ourdocuments.gov/doc.php?flash=true&doc=96>
Official Program for the March on Washington (1963)

Read the official program for the speakers and others who were scheduled for the end-of-day event.

1. You are to write the first paragraph of a news story about the program that took place at the end of the March on Washington. What essential information is provided in the program?

Who:

What:

Where:

When:

Why:

How:

2. As you begin to draft your paragraph, remember you are to use only the information you can gain from the official program. Write the lede of a news story.

Name _____ Date _____

USING PRIMARY SOURCES

Recordings of the March on Washington, August 28, 1963

Before the invention of cameras and voice recorders, artists captured events in block prints, pen and ink drawings, oil paintings and other media. If reporters were not eyewitnesses, they interviewed those who were there as observers or participants, they read official reports and added historic perspective.

- ❶ http://www.wgbh.org/history/march_on_washington_livestream_broadcast_schedule.cfm
and [http://openvault.wgbh.org/catalog?f\[pbcore_pbcoreTitle_series_s\]\[\]=March+on+Washington&f\[ri_collection_ancestors_s\]\[\]=info%3Afedora%2Forg.wgbh.mla%3Amarch](http://openvault.wgbh.org/catalog?f[pbcore_pbcoreTitle_series_s][]=March+on+Washington&f[ri_collection_ancestors_s][]=info%3Afedora%2Forg.wgbh.mla%3Amarch)

March on Washington for Jobs and Freedom — 1963 Broadcast and Schedule

From The Educational Radio Network (ERN)

The Educational Radio Network, a precursor to NPR, began its 15-hour broadcast at 9:00 a.m. WGBH retained the original broadcast materials and made them available unedited on August 28, 2013. Go to this site (for the broadcast schedule) and to the WGBH Open Vault for available audio.

- ❷ <http://whitehousetapes.net/clip/john-kennedy-roy-wilkins-philip-randolph-floyd-mckissock-march-washington>
March on Washington — Presidential Recordings Program

Listen to the recordings of the Lincoln Memorial program.

1. Do they substantiate the details of the printed official program?

2. What “sound bites” and ambient sound add to your understanding of the day?

3. Do you hear any changes from the official printed program?

4. Why is it important for reporters and historians to use video and audio recordings to report on events?

Name _____ Date _____

USING PRIMARY SOURCES

Speeches

Printed advance copies and taped live speeches are valid primary sources. A comparison and contrast of one speaker's speech may give insight into forces placed upon the speaker or how the spirit of the event and response of the audience can change wording.

John Lewis

- ❶ <http://voicesofdemocracy.umd.edu/john-lewis-speech-at-the-march-on-washington-28-august-1963/Lewis>,
“Speech at the March on Washington,” Speech Text

John Lewis, 23, was the youngest speaker at the Lincoln Memorial. Leader of the Student Nonviolent Coordinating Committee, Lewis gained attention because of his planned use of “revolution” and “masses.” The text of his speech is provided by the NEH project Democracy, The U.S. Oratory Project. Textual authentication is provided.

- ❷ <http://www.npr.org/2013/08/28/216259218/50-years-after-march-on-washington-john-lewis-still-fighting>
50 Years After March on Washington, John Lewis Still Fights

John Lewis is interviewed about the draft of his August 28, 1963, speech and the decision to edit it.

- ❸ <http://lightbox.time.com/2013/01/29/this-is-the-day-the-1963-march-on-washington/#1>
Out There, Tuesday, January 29, 2013, “This is the Day: The 1963 March on Washington

Julian Bond, chairman emeritus of the NAACP and American University professor, recalls the March on Washington, when he was SNCC’s communications director, and pressure was placed on John Lewis to edit his speech.

Martin Luther King, Jr.

- ❶ <http://www.thekingcenter.org/archive/document/draft-i-have-dream#>
Draft of I Have a Dream, text

The King Center provides the five-page draft of the speech Martin Luther King, Jr., planned to present on August 28.

- ❷ <http://www.thekingcenter.org/archive/document/i-have-dream-3>
Draft of King’s “I Have a Dream” speech that reflects edits.

- ❸ <http://www.thekingcenter.org/archive/document/i-have-dream-1>
“I Have a Dream” speech transcribed from the recording, “The Great March on Washington,”
November 1983, by the King Library and Archives.

Read either the John Lewis or the Martin Luther King speech. Both speeches were presented on August 28, 1963, at the Lincoln Memorial.

1. Who was the target audience of the speech?
2. What is the tone of the speech? Include words or phrases to support your idea.
3. Describe the changes made in the speaker’s speech.
4. Why is it important that reporters and historians are aware of changes made to speeches that have been released to the press before events? Include the edits made to the original speech.

Name _____ Date _____

USING PRIMARY SOURCES

Letters

Official and personal letters add insight into the reasons behind actions and inaction. Reports might provide the leaders' record of events as they wish them to be remembered; letters from those involved give the personal story of fighting a battle, facing famine or enduring floods. The Library of Congress, the National Archives and historical societies and museums are chief repositories for letters that are primary sources.

- ① <http://www.thekingcenter.org/archive/document/message-james-farmer-about-march-washington-jobs-and-freedom#>

Message from James Farmer About March on Washington for Jobs and Freedom

The King Center provides a typed letter sent from James Farmer. As the national director of the Congress of Racial Equality, Farmer was one of the six leaders of civil rights groups scheduled to speak on August 28.

Read James Farmer's letter.

1. What insight does it give to the accuracy of the official program document?

2. In what ways does this information change the reporting of the event?

USING RELIABLE SOURCES

Media Coverage/Interviews

The Washington Post publisher Philip Graham called the daily newspaper the “first rough draft of history.” Local, national and international reporters act as eyewitnesses to events to give as thorough as possible coverage. Over the years, as the expectations of accurate, objective reporting and clarity of expression have been refined, the use of reliable sources remains a hallmark. This is true of news coverage and reflective pieces.

- ① <http://thewashingtonpostnie.newspaperdirect.com/epaper/showlink.aspx?bookmarkid=74C95TON5RP4>

“The sisters were almost forgotten,” Krissah Thompson, *The Washington Post*, August 23, 2013



- ② <http://apps.washingtonpost.com/g/page/local/post-front-page-march-on-washington/381/>

The Washington Post Thursday, August 29, 1963, front page article and photograph

- ③ <http://thewashingtonpostnie.newspaperdirect.com/epaper/showlink.aspx?bookmarkid=Z2ZTF7R38W92>

“An overlooked dream, now remembered,” Robert G. Kaiser

Read media coverage of the event, both at the time of the event and in retrospect.

Name _____ Date _____

USING RELIABLE SOURCES

Memories of participants

While time may dim memory, there are certain events that remain vivid. It is not too late to interview individuals weeks or years after events to get a fuller picture of the event. For some, time gives permission to tell more details. For others, the import of what seemed insignificant at the time, now has perspective. Certainly, it is a means to learn the impact of an event.

① <http://whospeaks.library.vanderbilt.edu/>

Robert Penn Warren's Who Speaks for the Negro?

Interviews conducted by Robert Penn Warren in 1964 when he traveled across the U.S. In addition to leaders in the civil rights movement, Penn Warren interviewed individuals who worked "in the trenches of the movement whose names might otherwise be lost to history."

② <http://www.theroot.com/views/memories-march>

Memories From the March: The Root spoke to young organizers of the 1963 march

③ http://www.washingtonpost.com/national/on-faith/memories-of-the-march-10-voices-recall-1963-march-on-washington/2013/08/23/e86be22a-0c08-11e3-89fe-abb4a5067014_story.html

Memories of the March: 10 voices recall 1963 March on Washington

Listen to or read one of the above reliable sources.

1. What confirmation of information did you get?

2. What new insight did you get from a source?

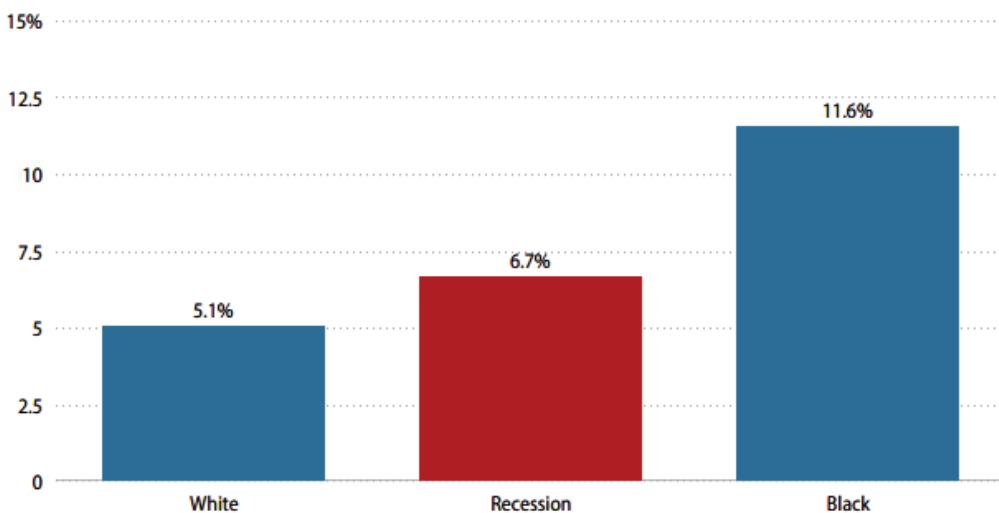
CONCLUSIONS

1. Why should reporters, historians and students involved in research projects use more than one primary source?
2. How does a range of interviewees add to the telling of the full story? Leaders, participants, eyewitnesses and those who clean up after events, senior citizens and children — all offer different perspectives on the story. Give a specific example from the March on Washington, indicating the sources used.
3. If you were to write an opinion piece/commentary or write a history book section on the 1963 March on Washington, what would be the focus of your writing? What type of sources or which of the sources to which you were introduced in this activity would you include?

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Figure the Economic Gap

Annual unemployment rate of whites and blacks (1963–2012 average) compared with average annual national unemployment rate during recessions since 1963



Note: White and black data before 1979 include Hispanics.

Source: Data from 1963 to 1966 come from the Statistical Abstract of the United States (U.S. Census Bureau 1968); "black" is "nonwhite" data. Data from 1967 to 1971 come from the Statistical Abstract of the United States (U.S. Census Bureau 1973); "black" is "Negro and other" data. Data from 1972 to 1978 come from the Bureau of Labor Statistics Current Population Survey public data series. Data after 1978 are based on the author's analysis of basic monthly Current Population Survey microdata.

ECONOMIC POLICY INSTITUTE

Background

The March on Washington in 1963 focused on jobs and freedom. A. Philip Randolph, who called upon leaders to mobilize in D.C., was well aware of the economic disparities and was dedicated to improving the economic condition of black Americans. Have changes taken place? In “For Obama, 50 years after historic march, economic equality the path to racial justice, Zachary Goldfarb writes: “Fifty years ago, the unemployment rate was 5 percent for whites and 10.9 percent for blacks, according to the Economic Policy Institute. Today, it is 6.6 percent for whites and 12.6 percent for blacks.”

Read More and Look Closer

1. What were the employment and economic conditions in 1963?
2. To what extent are there parallels between 1963 and 2013 conditions?
3. Using the bar graph (above), what do unemployment averages indicate?
4. Read reports of the Economic Policy Institute, U.S. census data, and Goldfarb’s August 17, 2013, Washington Post article. Select an area to discuss. Prepare a graph to accompany your presentation.

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RICKY CARIOTI/THE WASHINGTON POST

Diners at Estadio at 1520 14th Street, NW.



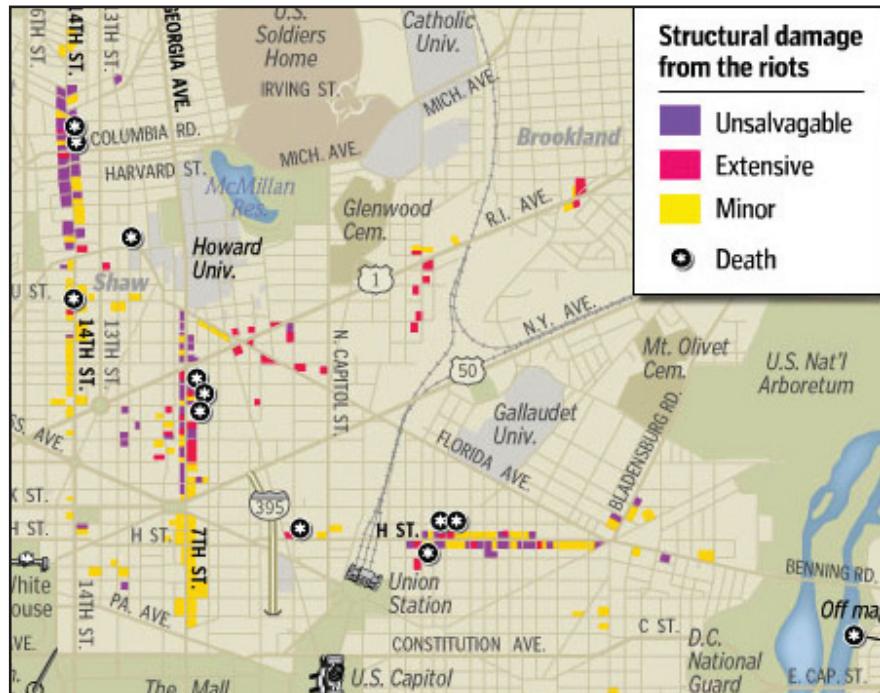
Eugene Hughes, owner of Midtown Youth Academy, has been helping teens for years at his 14th Street location. He trained as a boxer, since 1952, in the same building.

14th Street Revival

After days of grief and anger, looting and loss of life, despair and destruction, the future of 14th Street was uncertain. Some wanted it to remain burned out and broken as a symbol. Others wanted it to be rebuilt and renewed.

Read “A City in Turmoil,” chronological, interactive maps that relate the events that began the evening of April 4, 1968, when news of the assassination of Dr. Martin Luther King, Jr., spread. These riots and tough economic times of the 70s and 80s tested businesses. Some like Ben’s Chili Bowl remained in business. Others never returned or moved to the suburbs.

Study the “14th Street’s extreme makeover” maps. Discuss the benefits and drawbacks of revitalization. What kinds of businesses and structures are altering the corridor? What are the economic stimuli and personal challenges of urban renewal?



GRAPHIC GENE THORP, MEG SMITH, NATHANIEL VAUGHN KELSO, LARRY NISTA/THE WASHINGTON POST

SOURCE: www.washingtonpost.com/wp-srv/metro/specials/mlk40/map

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