

# Brain in Gear



Glue this picture in your book then annotate around it:

**Who** can you see?

**What** can you see?

**Where** is this happening?

**Why** is this happening?

**Why** is this an important photograph?

**CHALLENGE:** In what way does this link to our last lesson?



## Fundamental British Values: Respect and Tolerance

09/12/2020

Today's Title:

# How did people protest non-violently?

Previous lesson:

Martin Luther King

This lesson:

Peaceful Protest

Next lesson:

Malcolm X

What are the  
limitations of  
peaceful  
protest?

Learning Outcomes:

- **Describe** the actions of civil rights organisations
- **Explain** the reasons for and impact of their actions
- **Evaluate** which group/which method were most effective

Key Words:

**Activist** – Someone who tries to raise awareness for a political issue

**Tactic** – A short term method of achieving your goals

# Civil Rights Movement

<https://www.youtube.com/watch?v=S64zRnn4Po>

Watch the video and answer the questions you have been given about the peaceful protests of the Civil Rights Movement.

**Aim for at least 5 facts.**

**Aim for at least 7 facts.**

**Aim for at least 7 facts  
and rank what fact you  
think is the most  
important.**

## Civil Rights Movement

1. What was life like in the period before the 1950s?
2. What did W.E.B DuBois create in the 1900s?
3. What were their goals?
4. What happened in schools from 1951 to 1957?
5. What was Little Rock?
6. What was passed in 1964 and by who?
7. Who were the SNCC and what did they do?
8. What did Lyndon B Johnson bring in after violence against African Americans?

Challenge: Which of these is the most important event in the movement in your opinion?

# Peaceful Protest

After Martin Luther King proved how successful peaceful protest could be during the Montgomery Bus Boycott other black activists began to form groups and protest across America.

Two of these groups became famous for the actions they took:

- The **Congress for Racial Equality (CORE)** took action by staging “Freedom Rides” across dangerous parts of America.
- The **Student Non-Violent Co-ordinating Committee (SNCC)** who organised “Sit-ins” outside racist businesses and institutions.



How does  
this link to  
British  
values?

# Peaceful Protest – Sit-ins and Freedom Rides

Over two pages make **two spider diagrams**.

One student should make notes on the **SNCC** and Sit-Ins

Another student should make notes on **CORE** and Freedom Rides

After 10 minutes use your notes to teach your partner about what **YOU** have learned.



Challenge:

What is **similar or different** about these two groups? Explain in a paragraph.

Answer these questions in the back of your books...

1. Which group (SNCC / CORE) was open to members of any age?
2. How many students sat in the white section of Woolworths on the first day?
3. What economic impact did the sit-ins have for Woolworths?
4. Who did the police side with, the protestors or the white locals?
5. Why did the Freedom Riders carry out their actions?
6. What is one **specific** example of violence against the Freedom Riders?
7. Give evidence to show that JFK both helped and hindered the Civil Rights movement

# GCSE Focus – Explain how civil rights activists protested peacefully in the period 1957-1962.

“One example of how civil rights activists protested peacefully was the actions of CORE, they... (describe in detail their actions)... one consequence of their actions was... another consequence was... they were significant because...

“Another important example of peaceful protest was... (repeat the same paragraph structure as P1)”

**TIP: Include these second order concept phrases:**

...this was **caused** by...

...a **consequence** of this was...

...was **significant** because...

...showed a **change** because...

...showed **continuity** because...

...this was **typical** for...

...this was **unusual**...

On your whiteboards...

Who do you think was more **effective**, the SNCC or CORE?  
Explain your answer in a full sentence.

