Fifty years after Freedom Summer, a landmark civil rights project in Mississippi, acclaimed author Susan Goldman Rubin offers a riveting account of events that stunned the nation.

New York, NY—2014 marks the 50th anniversary of Freedom Summer, the pivotal civil rights project that helped break down and ultimately eliminate barriers that kept African Americans from voting in the state of Mississippi. Multi-award-winning author Susan Goldman Rubin details a series of extraordinary events that stunned the nation in FREEDOM SUMMER: The 1964 Struggle for Civil Rights in Mississippi (Holiday House / May 1, 2014 / $18.95).

In 1964, Mississippi civil rights groups banded together and recruited hundreds of student volunteers from across the United States to come to Mississippi and help fight the Jim Crow laws. In a state where only 6.4 percent of eligible black voters were registered, the Summer Project unleashed an unstoppable wave of determination from black Mississippians and volunteers working together to fight bigotry and demand their civil rights. They helped open Freedom Schools for disenfranchised adults and their children, and went door-to-door to try to reach prospective voters. The project began on a difficult note, with the disappearance and murder of three civil rights workers: Michael Schwerner, James Chaney, and Andrew Goodman. This tragedy became the backdrop and further inspiration for the Summer Project, while Ku Klux Klan and other segregationists incited violence and terror in an effort to maintain the status quo.

Armed with impeccable research and dozens of personal interviews with key participants from this period of the civil rights movement, including Rita Schwerner Bender, widow of Michael Schwerner, Rubin captures in great detail the violent and traumatic accounts of that summer, while illuminating the tremendous amount of hope and bravery that fueled the struggle. Documented with personal photos, artwork, letters, and news articles that were shared with her by former Freedom Summer volunteers, Rubin captures their heroic stories and vividly brings them back to life.
Susan Goldman Rubin is the award-winning author of more than thirty-five books for children including Fireflies in the Dark: The Story of Friedl Dicker-Brandeis and the Children of Terezin, which was a Sydney Taylor Award Honor Book, a SCBWI Golden Kite Honor Book, and a Booklist Top Ten Art Book for Youth. Her other books include a collaboration with Holocaust survivor Ela Weissberger, The Cat with the Yellow Star: Coming of Age in Terezin, an ALA Notable Children’s Book. Susan Golden Rubin is available for interviews and appearances. She lives in Malibu, California.

Praise for The Cat with the Yellow Star: Coming of Age in Terezin
ALA Notable Children’s Book
★ “Rich in detail, yet not overwhelmingly dire, this is a book about remembering, and the importance of sharing one’s stories with the next generation, and the next.”—School Library Journal (starred review)

Praise for The Anne Frank Case: Simon Wiesenthal’s Search for the Truth
Robert F. Sibert Honor Book • ALA Notable Children’s Book • The Christopher Award • Best Children’s Book of the Year, Kirkus Reviews • Booklist Editors’ Choice
Children’s Book Committee at Bank Street College Best Children’s Book of the Year
Smithsonian Notable Book for Children
★ “Even those who have heard of Wiesenthal will be thrilled by this account of his miraculous escape story and then his lifetime goal to bring Nazi war criminals to justice and to create a historical record of Nazi crimes.”—Booklist (starred review)

★ “[A] superb volume.”—Kirkus Reviews (starred review)

For an educator’s guide with questions for classroom discussion, interdisciplinary curriculum connections, and Common Core State Standards, visit our website at www.holidayhouse.com.

FREEDOM SUMMER
The 1964 Struggle for Civil Rights in Mississippi
by Susan Goldman Rubin
Illustrated with photographs, historical documents, maps, and drawings; and also includes a time line with key dates, appendixes of original documents, source notes, a bibliography, and an index.

Ages 10 up • 128 pages • $18.95 • E-book available

Video interview with the author available online at http://youtu.be/iJT4L6f31I8
TIME LINE

1961
The Congress of Racial Equality (CORE) sponsors Freedom Rides, which are interracial sit-ins on bus trips across the South.

Bob Moses becomes field secretary in Mississippi for the Student Nonviolent Coordinating Committee (SNCC).

1962
The Council of Federated Organizations (COFO) is founded to help groups coordinate voter registration in Mississippi. COFO includes CORE, the National Association for the Advancement of Colored People (NAACP), SNCC, and Southern Christian Leadership Conference (SCLC).

1963, June 11:
President John F. Kennedy delivers a speech on civil rights in which he proposes the Civil Rights Act of 1964.

August 31:
Mrs. Hamer and a group of seventeen others try to register to vote in Indianola, Mississippi, and are arrested. Mrs. Hamer is forced to leave her home and job. In September, Bob Moses sends Charles McLaurin to find Mrs. Hamer and recruit her to be a field secretary for SNCC.

Throughout the fall COFO begins to plan the Mississippi Freedom Project, which will bring volunteers from across the United States to Mississippi to work in voter registration drives. Bob Moses is made director of the project.

November 22:
President Kennedy is assassinated and Lyndon B. Johnson becomes president. He pledges to push through the civil rights legislation in Kennedy’s memory.
1964, January 23: The Twenty-fourth Amendment to the United States Constitution is ratified, abolishing the poll tax, which had been used to discourage poor blacks from voting in the South.

March: The Mississippi Democratic Free Party (MFDP) is formed to challenge the all-white Mississippi Democratic Party.

June 13: Freedom Summer volunteers arrive at Western College for Women in Oxford, Ohio, for a week of orientation.

June 20–21: The first group of Freedom Summer volunteers leaves for Mississippi. On June 21, while a second group of volunteers begins orientation, three Freedom Summer workers, Michael Schwerner, James Chaney, and Andrew Goodman, disappear in Neshoba County, Mississippi, after visiting Mount Zion Methodist Church, which had been burned by the Ku Klux Klan.

June 23: The Ford station wagon that the three missing civil rights workers had been driving is found in Bogue Chitto Swamp.

June 28: The second group of Freedom Summer volunteers leaves Oxford for assignments in Mississippi.

July 2: The Civil Rights Act is passed, banning unequal voter registration requirements and racial segregation in public places including schools.

Early August: Bob Moses instructs the Freedom Summer volunteers to focus on signing up Mississippians for the MFDP.

August 3: The bodies of Schwerner, Chaney, and Goodman are found buried at Old Jolly Farm outside of Philadelphia, Mississippi.

August 7: James Chaney is buried in Meridian, Mississippi.

August 9: Funerals for Michael Schwerner and Andrew Goodman are held in New York.

August 16: Freedom School students gather at a conference in Meridian, Mississippi. That evening a memorial service is held for Schwerner, Chaney, and Goodman at the burned-out Mount Zion Methodist Church in Neshoba County.
August 22: The MFDP goes to the Democratic National Convention in Atlantic City and requests to be seated in place of the official state Democratic Party. Mrs. Hamer addresses the Credentials Committee and her testimony is televised nationally.

August 24: The Credentials Committee of the national Democratic Party offers a compromise that would allow the MFDP to seat only two delegates. The MFDP votes to turn down the compromise.

September: Some Freedom Summer volunteers stay in Mississippi to continue the struggle to empower black people. Twenty-four students including Ben Chaney, brother of the slain civil rights worker James Chaney, attempt to enroll in white schools in Meridian, Mississippi.

October 14: Martin Luther King Jr. receives the Nobel Peace Prize for combating racial inequality through nonviolence.

1965, August 6: The Voting Rights Act of 1965 is signed into law, making voting discrimination practices illegal.
Award-winning author Susan Goldman Rubin joins Holiday House in an interview to discuss her new book, *FREEDOM SUMMER: The 1964 Struggle for Civil Rights in Mississippi*. June 2014 marks the 50th anniversary of an event that would alter the course of American history.

**Q:** Susan, please tell us about your book *FREEDOM SUMMER*.

**A:** I’m very excited about this book. The young college students who went down to Mississippi to help with voter registration in the summer of 1964 were just a little bit younger than me. I almost could have been one of those students who helped the civil rights workers on the Student Nonviolent Coordinating Committee (SNCC), who were already trying to organize voting rights for black people in Mississippi. The idea was for these college students to bring national attention to the whole movement.

I thought this was a story that was important to tell. Many people don’t know or remember that this happened. Three of the civil rights workers went missing and were found murdered during the first couple of weeks of the program. This would mark a very important turning point in civil rights history. And I felt that oral histories were the most important part of this project—hearing from those who had gone down as students and from those civil rights leaders who were already there.
**Q:** That leads me to my next question. You conducted many in-depth interviews with primary sources. Tell us about that.

**A:** Oh yes, the interviews were the most exciting part of writing the book. I attended Oberlin College, and I knew that many Oberlin students had been a part of Freedom Summer. I contacted our alumni magazine and the alumni services, and found out the names of those students who had participated. One contact led to another, and they were eager to have me tell this story. I interviewed them in person or on the phone or by e-mail. I also went to Mississippi and met with the leaders who are still there. They talked about the impact of the students: how they helped, how they didn’t help, and how they were welcomed into the community.

I attended a meeting of the Sunflower County Civil Rights Organization in Indianola, Mississippi, a year ago, where I met with civil rights leaders who are still active. They said that the civil rights movement hasn’t ended. There is a continuing struggle toward racial equality. African American students are still fighting for a better education in public schools. Programs have been set up to help them prepare to meet standards and qualify for college, and to assume leadership roles. Freedom Schools in 1964 started a new way to educate people in local communities.

**Q:** So that probably felt very fresh and like you were living a part of history.

**A:** Oh, it was amazing. I was really deeply moved by the responses I got from two people, a man and a woman, both now retired judges. I was amazed at the stories they told, and how this experience got them involved in civil rights and how that changed their lives forever.

**Q:** Tell us about your exclusive interview with Rita Schwerner-Bender.

**A:** I was very, very grateful to have met and talked with Rita Schwerner-Bender. She is the widow of Michael Schwerner, one of the young civil rights workers who was killed. Rita is now remarried and a family lawyer who lives in Seattle. Rita was willing to meet with me because I was winning a prize for a social studies book given by a black organization, and it just happened that I was going to be in Seattle; and she agreed to meet with me, which was amazing. Rita said, “We have to talk more about ‘the unfinished promise of the civil rights movement.’”

**Q:** Oh, that’s fantastic. What would you like today’s young readers to take away from this book?

**A:** I would very much like young people, first of all, to know about what happened, and what is happening, in Mississippi, because black kids are still not able to have the same educational advantages as white kids. I would like them to know about what people can do to help other people. I would also like them to know about the interviewing process, what it is, and how
important oral histories are, so that perhaps they can go out and start doing their own interviewing in their own communities to learn about and chronicle that special history.

A PBS documentary, “Spies of Mississippi,” tells about the Mississippi State Sovereignty Commission, an agency founded in the 1950s that tried to preserve segregation. The film reveals astonishing information about the deaths of the three civil rights workers during Freedom Summer, and I urge readers to see it. One film reviewer wrote, “While there is a New South, even in Mississippi, the old guard has not yet passed.”

The Mississippi Delta remains one of the poorest parts of the United States. There is still a struggle for better living conditions. And a struggle for voting rights. There has been a renewed attempt to set up obstacles making it difficult or even impossible for African Americans to register to vote. I would like to raise awareness of all these issues.

NOTE: A video interview with Susan Goldman Rubin is available online at http://youtu.be/iJT4L6f31I8
Susan Goldman Rubin grew up in the Bronx and dreamed of becoming an artist. She attended the High School of Music and Art in New York City and graduated with honors in English from Oberlin College in Ohio. She illustrated her first three picture books but then turned to writing nonfiction, and is the author of more than fifty-five books for children. Her books have received the Sydney Taylor Book Award and the Carter G. Woodson Award, were named Finalists for the YALSA Award for Excellence in Nonfiction for Young Adults and for the National Jewish Book Award, and have received many other accolades.

Her most recent book is Freedom Summer: The 1964 Struggle for Civil Rights in Mississippi, an impeccably researched volume based on interviews with scores of primary sources. Susan’s other Holiday House books include a number of titles in which she explores Judaica themes. These are Fireflies in the Dark: The Story of Friedl Dicker-Brandeis and the Children of Terezin, illustrated by Bill Farnsworth, an Association for Jewish Libraries’ Sydney Taylor Award Honor Book and Society of Children's Book Writers and Illustrators' Golden Kite Award Honor Book; The Cat with the Yellow Star: Coming of Age in Terezin, an ALA Notable Children’s Book and a Bank Street Best Children’s Book of the Year, coauthored with Ela Weissberger, a survivor of Terezin and the Holocaust; The Anne Frank Case: Simon Wiesenthal’s Search for the Truth and Irena Sendler and the Children of the Warsaw Ghetto, both illustrated by Bill Farnsworth.

In addition to writing, Susan had been an instructor in the UCLA Extension Writers' Program for twenty years. She is also on the permanent faculty of the Pacific Northwest Children’s Book Conference held each summer and sponsored by Portland State University. She enjoys art, reading, theater, jazz and classical music, and speaking to children and adults about her work. Susan has four grown children two stepsons, and seven grandchildren and lives in Malibu, California, with her husband.

Visit Susan online at www.susangoldmanrubin.com.
SUSAN GOLDMAN RUBIN
Books from Holiday House

FREEDOM SUMMER
The 1964 Struggle for Civil Rights in Mississippi
Ages 10 up • HC: 978-0-8234-2920-2 • E-book available

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THE ANNE FRANK CASE: Simon Wiesenthal’s Search for the Truth
illustrated by Bill Farnsworth
Ages 6–10 • HC: 978-0-8234-2109-1 / PB: 978-0-8234-2308-8

THE CAT WITH THE YELLOW STAR: Coming of Age in Terezin
by Susan Goldman Rubin and Ela Weissberger
An ALA Notable Children’s Book

FIREFLIES IN THE DARK: The Story of Friedl Dicker-Brandeis and the Children of Terezin

THE FLAG WITH FIFTY-SIX STARS: A Gift from the Survivors of Mauthausen
illustrated by Bill Farnsworth

IRENA SENDLER AND THE CHILDREN OF THE WARSAW GHETTO
illustrated by Bill Farnsworth

www.HolidayHouse.com
About the Book

In June 1964 volunteers from across the nation answered the call from the Student Nonviolent Coordinating Committee (SNCC) to spend the summer in Mississippi and help register blacks to vote. They accepted the task because they understood the relationship between human rights and civil rights, and they truly believed “all people are created equal.”

At the time, Mississippi was a “closed society” and outsiders weren’t welcome, especially those interested in helping blacks. The Ku Klux Klan was powerful in Mississippi, and most blacks lived in fear of it. Some who were brave enough to open their homes to the volunteers lost their jobs. Homes and churches were torched, and three volunteers were murdered. Still the volunteers worked to canvas voters and establish Freedom Schools so that blacks might learn and grow. Leading the way was Fannie Lou Hamer, a black woman who found her voice and let it be heard across Mississippi and all the way to the nation’s capital.

“Freedom Summer” was a time of terror and hope, and was a pivotal event in the civil rights movement.
Pre-Reading Activity

Questions For Classroom Discussion

1. Explain why the book is dedicated to the memory of Mrs. Fannie Lou Hamer. Analyze the illustration under the dedication. Why is Hamer sitting off to the side? What might she be writing on her pad? Who are her friends in the illustration? What do they represent?

2. Rubin is recognized for her impeccable research. In the Acknowledgments, she states that her research included a trip to Mississippi. Discuss the meaning of the phrase “walk a mile in someone else’s shoes.” How does this phrase apply to Rubin’s belief that an essential part of her research had to occur in Mississippi? What do you think she learned on this trip that she couldn’t have gained from other resources? Discuss how books such as Freedom Summer give readers the opportunity to walk in the shoes of those who lived the experience.

3. The Rev. Martin Luther King Jr. believed that the way to win equality was through “nonviolence.” Discuss how the Freedom Summer volunteers closely followed King’s teachings. Explain how they used “nonviolence” as a weapon. How were they victims of violence? Discuss how “nonviolence” continues to be the best weapon for dealing with bullies of any type.

4. Explain what Mrs. Hamer meant when she said, “All we want is a chance to be part of America” (p. 1). Why did it take Mrs. Hamer so many years to discover her rights as a U. S. citizen? Discuss why the vote was so important to her. Why was the white population so threatened by blacks who tried to vote? How did Mrs. Hamer’s love of reading cause her to question? Discuss why she was the natural leader for the Student Nonviolent Coordinating Committee (SNCC, pronounced “snick”).

5. Andrew Goodman’s mother felt as though she was sending her son off to war when he joined the Freedom Summer volunteers. Why is the war metaphor an appropriate description for what was happening in Mississippi? Who were the enemies? How were they disguised? What rules of war did Goodman and other volunteers learn during their training in Ohio? Discuss how the following car sticker further explains the war metaphor: “You are in occupied Mississippi: Proceed with Caution” (p. 39). Discuss the casualties of the war. Explain how the civil rights volunteers won the war one battle at a time.
Many of the volunteers admitted that they were frightened about going to Mississippi. How did their belief in the cause trump their fear? Charles McLaurin wore dark glasses to mask his fear. Why did he think it important to conceal his fear from the white attackers? How did people like Fannie Lou Hamer give the Freedom Summer volunteers courage? Discuss the courage of the black families who opened their homes to the Freedom Summer volunteers. What consequences did they face?

Explain the symbolism of the uniform of the SNCC staffers: blue denim overalls and a white T-Shirt. What message did this send to government officials such as President Lyndon B. Johnson and Attorney General Robert F. Kennedy, and to American citizens all across the country?

Discuss the following warning that Bob Moses, the director of the Summer Project, related to volunteers: “Don’t come to Mississippi this summer to save the Mississippi Negro. Only come if you understand, really understand, that his freedom and yours are one” (p. 5). How important is the “right motive” in effecting change? The volunteers suffered much brutality. How did it take a true understanding of “freedom for all” for the volunteers to live with fear and complete what they set out to accomplish? What message about individual freedoms should we learn from the efforts of civil rights volunteers?

Cite evidence from the book that Mississippi earned its name as “the Closed Society.” Why did Moses and other volunteers feel that the key to opening the locked door was the vote? How is the vote still the most powerful right afforded U. S. citizens? Discuss why voting is a civic responsibility.

Discuss the attitude of the folks in Mississippi toward outsiders such as Mickey and Rita Schwerner and Andrew Goodman. Mickey Schwerner and Andrew Goodman came from Jewish families. Draw a parallel between the oppression of blacks in the South and the Jews in Hitler’s Europe during World War II.

Discuss the role of the Ku Klux Klan (KKK) in the deaths of Mickey Schwerner, Andrew Goodman, and James Earl Chaney. Explain what Inspector Joseph Sullivan meant when he said, “In spirit, everyone belonged to the Klan” (p. 45). How is the KKK a terrorist organization? How did it terrorize the families of the three murdered volunteers? What was the attitude of Mississippi Governor Paul Johnson toward the murders? Why did it take the federal government so long to enter into the investigation of the deaths?

Correlates to Common Core Language Arts Standards in Reading: Informational Text: Key Ideas & Details RI. 5-8.1, 5-8.2, 5-8.3; Integration of Knowledge & Ideas RI. 5-8.8; Speaking & Listening: Comprehension & Collaboration SL. 5-8.1, 5-8.3; Presentation of Knowledge & Ideas SL. 5-8.4, 5-8.6.
**LANGUAGE ARTS**

- Mickey and Rita Schwerner, Congress of Racial Equality (CORE) workers, turned an old house in Meridian into a Freedom House with a library. It quickly became a lively community center. Freedom Schools and Phyllis Wheatley Community Centers continue to make significant contributions to communities. Instruct students to make an annotated bibliography of ten fiction and ten nonfiction titles about the civil rights movement for a Freedom School or Phyllis Wheatley Center library. Ask them to identify and annotate five pertinent websites. Then have them write a letter to project directors recommending these materials in memory of Mickey Schwerner, Andrew Goodman, and James Earl Chaney.

Correlates to Common Core Language Arts Standards in Reading: Literature: Integration of Knowledge & Ideas RL. 5-8.9; Writing: Text Types & Purposes W. 5-8.3; Production & Distribution of Writing W. 5-8.4

- Discuss the line from the pledge of allegiance: “With liberty and justice for all.” Then ask students to write a guest editorial that Bob Moses, the Summer Project director, might have written for a national newspaper about Freedom Summer. Include the contributions of individuals such as Mrs. Hamer and the many volunteers and citizens who risked their lives “for liberty and justice for all.” Encourage peer editing for clarity, spelling, and grammar.

Correlates to Common Core Language Arts Standards in Writing: Text Types & Purposes W. 5-8.2; Production & Distribution of Writing W. 5-8.4, 5-8.5.

- Read about Marian Wright Edelman and the Children’s Defense Fund: http://www.childrensdefense.org. What is the mission of the organization? Then write a paper that explains how the mission of the organization continues the focus of the Freedom Schools that were begun in the 1960s. How do the schools still rely on volunteers?

Correlates to Common Core Language Arts Standards in Writing: Text Types & Purposes W. 5-8.2; Research to Build & Present Knowledge W. 5-8.7, 5-8.8.

- Students in some Freedom Schools started their own newspaper. As a class, brainstorm the subjects they might have explored and featured. Then have students write and publish a similar newspaper. Include: feature articles, a profile of one Freedom Summer volunteer, an editorial, a political cartoon, letters to the editor, and a feature about the activities of the school. If possible, make the newspaper available on the school’s website.

Correlates to Common Core Language Arts Standards in Writing: Text Types & Purposes W. 5-8.2; Production & Distribution of Writing W. 5-8.4, 5-6.6; Research to Build & Present Knowledge W. 5-8.8.

**SOCIAL STUDIES**

- One of the main purposes of Freedom Summer was to register blacks to vote. Read about the Voting Rights Act (1965) on the following website: http://www.ourdocuments.gov/doc.php?flash=true&doc=100. Discuss why this act was so important to minority populations. Ask students to locate and read articles about the 2013 Supreme Court decision to strike certain provisions from the act. Then sponsor a class debate about the pros and cons of the decision.

Correlates to Common Core Language Arts Standards in Speaking & Listening: Comprehension & Collaboration SL. 8.2, SL. 8.3; Presentation of Knowledge & Ideas SL. 8.6. Language: Convention of Standard English L. 8.1; Knowledge of Language L. 8.3.
Former Washington DC Mayor Marion Barry, Congressman John Lewis, and former NAACP Chairman Julian Bond were members of the Student Nonviolent Coordinating Committee (SNCC) that was formed in the 1960s to organize voter registration for blacks in the southern states. Ask students to research these men and write a profile for an American history textbook that includes their work with SNCC and their continued service to the American people, especially America’s minority populations.

Correlates to Common Core Language Arts Standards in Writing: Text Types & Purposes W. 5-8.2; Research to Build & Present Knowledge W. 5-8.7

Rita Schwerner Bender, the widow of Mickey Schwerner, said, “We have to talk about the unfinished promise of the civil rights movement” (p. 99). Present current civil rights topics from the following website: http://www.civilrights.org/issues. Have students read at least five newspaper or magazine articles (including those delivered via the Internet) that further explore one topic. Then have them write an article called “(Supply specific topic): An Unfinished Promise.” Cite sources at the end of the paper. Allow time to share papers in class.

Correlates to Common Core Language Arts Standards in Writing: Text Types & Purposes W. 5-8.2; Production & Distribution of Writing W. 5-8.4; Research to Build & Present Knowledge W. 5-6.7, 5-8.8, 5-8.9.

Ask students to study the map of Mississippi on page 20. Then have them plan a tour called “Revisiting Freedom Summer” for tourists and civil rights scholars who wish to visit the significant locations of the Freedom Summer activities. Briefly describe each location in an illustrated brochure of the tour.

Correlates to Common Core Language Arts Standards in Reading: Informational Text: Integration of Knowledge & Ideas RI. 5-8.7; Writing: Text Types & Purposes W. 5-8.2.

MATH

Instruct students to survey twenty relatives and neighbors over age eighteen:

Are they registered to vote?
Do they believe that their vote counts?
Is it their civic responsibility to vote?
What is the last local, state and national election in which they voted?

Then report the data on a chart and graph, and write a statistical summary of the survey. Based on the survey, ask students to relay their opinion about attitudes toward voting.

Correlates to Common Core Language Arts Standards in Writing: Text Types & Purposes W. 5-8.1, 5-8.2.

VOCABULARY/USE OF LANGUAGE

Ask students to jot down unfamiliar words and attempt to define them taking clues from the context. Such words may include: deft (p. 8), desolate (p. 24), stoic (p. 29), vigilantes (p. 35), camaraderie (p. 44), cynical (p. 48), canvassed (p. 53), discernible (p. 60), and ludicrous (p. 66). Use a dictionary to check the meanings. How well did you do?

Correlates to Common Core Language Arts Standards in Language: Vocabulary Acquisition & Use L. 5-8.4.
CULMINATING ACTIVITY

2014 marks the 50th anniversary of Freedom Summer. Tape a class documentary that commemorates this event. Include the following:

- A memorial tribute to Fannie Lou Hamer, Mickey Schwerner, Andrew Goodman, and James Early Chaney
- An interpretative dance to “This Little Light of Mine”
- A choral production of civil rights songs, including “We Shall Overcome” and “We’ll Never Turn Back”
- Poetry readings that best convey the themes of Freedom Summer
- Posters that illustrate the provisions of the Civil Rights Act (1964)
- A news report of the day the bodies of the three murdered Freedom Summer volunteers were found
- A final segment that draws a parallel with issues related to civil rights today, especially in regard to prejudice and bigotry related to ethnicity, sex, and religious groups

Correlates to Common Core Standards Writing: Text Types & Purposes W. 5-8.3; Production & Distribution of Writing W. 5-8.6: Research to Build & Present Knowledge W. 5-8.7, 5-8.8, 5-8.9; Speaking & Listening: Presentation of Knowledge & Ideas SL. 5-8.4, 5-8.5, 5-8.6; Social Studies: Integration of Knowledge & Ideas RH. 6-8.7

About the Author

Susan Goldman Rubin is the award-winning author of more than thirty-five books for children including Fireflies in the Dark: The Story of Friedl Dicker-Brandeis and the Children of Terezin, which was a Sydney Taylor Award Honor Book, a SCBWI Golden Kite Honor Book, and a Booklist Top Ten Art Book for Youth. Her other books include a collaboration with Holocaust survivor Ela Weissberger, The Cat with the Yellow Star: Coming of Age in Terezin, an ALA Notable Children's Book. She lives in Malibu, California. For more about Susan, visit her online at www.susangoldmanrubin.com.

Guide prepared by Pat Scales, retired school librarian and independent consultant, Greenville, South Carolina.
KEY TO THE COMMON CORE STATE STANDARDS

READING: INFORMATIONAL TEXT

Key Ideas & Details
RL. 5-8.1 – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL. 5-8.2 – Determine a central idea of a text and how it is conveyed through particular details, provide a summary of the text distinct from personal opinions or judgments.
RL. 5-8.3 – Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

Integration of Knowledge & Ideas
RL. 5-8.7 – Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RL. 5-8.8 – Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

READING: LITERATURE

Integration of Knowledge & Ideas
RL. 5-8.9 – Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

SPEAKING & LISTENING

Comprehension & Collaboration
SL. 5-8.1 – Engage effectively in a range of collaborative discussion (one on one, in groups, and teacher-led) with diverse partners on grade level topics and texts, building on others’ ideas and expressing for their own clearly.
SL. 8.2 – Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.
SL. 5-8.3 – Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge & Ideas
SL. 5-8.4 – Report on a topic or text or present an opinion, sequencing ideas logically, and using appropriate facts and relevant descriptive details to support main ideas.
SL. 5-8.5 – Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL. 5-8.6 – Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

LANGUAGE

Convention of Standard English
L. 8.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language
L. 8.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition & Use
L. 5-8.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content.
WRITING

Text Types & Purposes
W. 5-8.1 – Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W. 5-8.2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W. 5-8.3 – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Productions & Distribution of Writing
W. 5-8.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W. 5-8.5 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W. 5-8.6 – Use technology, including the Internet, to produce and publish writing.

Research to Build & Present Knowledge
W. 5-8.7 – Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W. 5-8.8 – Recall relevant information from experiences or gather relevant information from print and digital sources; summarize information in notes and finished work, and provide a list of sources.
W. 5-8.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.

HISTORY/SOCIAL STUDIES

Key Ideas & Details
RH. 6-8.2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Craft & Structure
RH. 6-8.4 – Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Integration of Knowledge and Ideas
RH. 6-8.7 – Integrate visual information with other information in print and digital texts.