



SNCC: Youth in Action

Objectives:

By the end of the lesson, students will be able to:

1. Know how segregation was carried out in the U.S.
2. Understand the contributions and impact of young people during the Civil Rights Movement.
3. Demonstrate how a group of students working together can make a difference.

Materials Needed Prior:

1. A symbol(s) of the club, team, or organized group the teacher is a part of.
2. Students should bring a symbol of the club, team, or group they are a part of.

Materials During Lesson:

1. Examples of college fraternities

Vocabulary

- Black Codes
- Jim Crow Laws
- School Segregation
- Civil Rights Movement
- Freedom Riders
- Passive resistance

| Bloom Taxonomy | Affective Domain | Gardner's Multiple Intelligences |
|---|--|---|
| <ul style="list-style-type: none"> • Knowledge • Understanding • Application | <ul style="list-style-type: none"> • Receiving • Responding • Valuing | <ul style="list-style-type: none"> • Linguistic • Interpersonal |

Introduction/Motivation:

- Share with students a club, a team, or an organized group you are a part of. Share the details such as the frequency of meetings, requirements for the group and how you got into the group. If you have any items to show your affiliation, bring them to class and show the students.
- Ask students if they are a part of any clubs, team, or organized group. Ask students to share.
- Tell students that **today we are going to learn about a group of young people that worked as a team called the Student Non-violent Coordinating Committee, SNCC, and how they impacted the Civil Rights Movement.**

For older students 1#:

- Review college fraternities with students by showing examples.
- Review a few of the requirements to get into a college fraternity.
- Discuss college hazing and the Penn State incident of Tim Piazza: <https://www.cnn.com/2019/04/03/us/tim-piazza-fraternity-member-hazing-sentences/index.html> (Link also has a video)
- Tell students that **today we are going to learn about a group of young people that were a part of a club called the Student Non-violent Coordinating Committee, SNCC, and how they impacted the Civil Rights Movement.**

For older students 2#

- Ask students to define the word, “gang”.
- Ask students why would a young person want to be in a gang?
- Show short CNN clip of MS:13 America’s Most Dangerous Gang: <https://www.youtube.com/watch?v=fiEJgJwo7-E>
- Discuss video.
- Tell students that **today we are going to learn about a group of young people who organized for social justice. The group was called the Student Non-violent Coordinating Committee, SNCC. SNCC had a great impact on the Civil Rights Movement and today we are going to learn how.**

Background on segregation:

- Segregation first originated in the form of Black Codes in 1865. These Black Codes controlled where African Americans could work and live. Thus, it allowed African Americans to earn very little and work only certain types of jobs.
- Once segregation became official policy, legislators separated African American and white from all public spaces like public parks, theaters, pool areas, cemeteries, and jails.

- **Public transportation such as buses, trains and taxis were segregated.** These prohibitions were called Jim Crow Laws approved by the separated but equal doctrine.

Background on the Student Nonviolent Coordinating Committee:

- The Student Non-Violent Coordinating Committee, SNCC, was a civil-rights group set up by Ella Baker. Ella Baker was a director of the Southern Christian Leadership Conference, SCLC.
- SNCC was created to give young people an active role in the Civil Rights Movement.
- SNCC was instrumental in organizing marches and **Freedom Rides**.
- The **Freedom Riders** were groups of SNCC members and white students that took bus trips through the South in 1961 to protest the segregated bus terminals.
- The Freedom Riders also protested by eating at, “white only” lunch counters and using, “white only” restrooms.
- **Although the Freedom Riders were brutally attacked by white protestors and confronted by police officers they did not fight back.**
- The members of the Freedom Riders had excessive training on **passive resistance** so they would be prepared to meet opposition.
- The efforts of the Freedom Riders gained international attention to the Civil Rights Movement.

Body:

- Share background on segregation and SNCC.
- Remind students that members of the SNCC experience violence during the Freedom Rides and protests but did not fight back because they practiced **passive resistance**.
- Ask students what they think **made the young members of SNCC risk their lives** during the Freedom Rides, during the marches and protests?
- Have students identify examples of **passive resistance** (historical or present day). This can be a 15-minute individual assignment in which students present examples afterwards.

Activity 1#

Proposal Project

- Have students survey their community (students can also survey their home as well) and identify a need.
- Students will make a proposal to address the need.
- The proposal should:
 1. Give a background on the community or home.
 2. Identify the need.
 3. Create a plan of how the need will be met.
 4. Proposal should be presented.

- Class selects/votes on a proposal.
- Class performs the proposal.
- Steps to complete the proposal should be documented by photos or a video.

Activity 2#

Compare and Contrast Research

- Have older students discuss, in groups or individually, the similarities and differences between the protests during the summer of 2020 (ignited by the murder of George Floyd) and the SNCC protests. Have students conduct research and present the research through a visual aid or report. Students should include passive resistance in the research.

Links:

- <https://www.history.com/topics/black-history/sncc>
- <https://www.history.com/topics/black-history/freedom-rides>
- <https://www.britannica.com/topic/Student-Nonviolent-Coordinating-Committee>
- <https://www.archives.gov/research/african-americans/black-power/sncc>