

“In Pursuit of Freedom”

by William Mahoney

A graphic consisting of three overlapping triangles in orange, blue, and red, forming a larger triangular shape. The text 'Complex 1' is in a white box on the orange triangle, and '1280L' is in a white box on the blue triangle.

Complex 1

1280L

Text Selection: In his essay “In Pursuit of Freedom,” William Mahoney discusses the discrimination and hardships he and other civil rights activists encountered during the 1961 Freedom Rides. By reading and rereading “In Pursuit of Freedom” closely and focusing their reading through a series of questions and discussions about the text, students will identify the struggles that civil rights activists faced and the reasons they chose to endure imprisonment as they worked to end segregation. When combined with writing about the text, students will analyze Mahoney’s choices in recounting his experiences and understand how much they can learn from a firsthand account of historical events.

Workshop Connection: Like the historical documents in the Workshop 9 readings, “In Pursuit of Freedom” gives an eyewitness account of the fight for equal rights and justice during the civil rights movement.

Words and Phrases to Know: Congress of Racial Equality, cordoned off, inevitable, integrated, misdemeanors, moral duty, morale, moralist, trepidation

Workshop Vocabulary: accomplish, enforce, influential, *protest, register

CCSS: RI.9–10.1, RI.9–10.2, RI.9–10.3, RI.9–10.4, RI.9–10.6, RI.9–10.10, W.9–10.1, W.9–10.2, W.9–10.4, W.9–10.6, W.9–10.7, SL.9–10.1, SL. 9–10.5, RI.11–12.1, RI.11–12.3, RI.11–12.4, RI.11–12.10, W.11–12.1, W.11–12.2, W.11–12.4, W.11–12.6, W.11–12.7, SL.11–12.1, SL.11–12.5

* appears in *“In Pursuit of Freedom”*

"In Pursuit of Freedom"

Lesson Overview:

- Whole Group:**
- Have students silently read paragraph 1. (5 minutes)
 - Read entire text aloud to students. (15 minutes)
- Small Group:**
- Lead discussion about paragraphs 1–5, using Guided Questions 1–5. (20 minutes)
 - Use Think-Pair-Share and QuickWrite to encourage active participation by all students.

Whole Group: Reading	Text	Definitions
<p>Introduce the text.</p> <ul style="list-style-type: none"> • Hand out the Student Packet. • Announce the title and author of the text included in the Student Packet. <p>Have students read independently.</p> <ul style="list-style-type: none"> • Ask students to read paragraph 1 silently. • Point out that definitions are provided for words and phrases underlined in the text. <p>Read aloud the text.</p> <ul style="list-style-type: none"> • Read the <u>entire text</u> aloud to students, asking students to follow along. • Use the <u>Oral Cloze Routine</u> to encourage students to read the text as you read it aloud. 	<p>¶1 In early May I heard from fellow Howard University students that the <u>Congress of Racial Equality</u> was <u>looking</u> for volunteers to ride from Washington, D.C., to New Orleans by bus to determine whether bus station facilities were <u>integrated</u> in compliance with Supreme Court rulings. I was sympathetic to the <u>idea</u>, but approaching final examinations.</p> <p>...</p> <p>[read the intervening paragraphs]</p> <p>¶17 . . . These three philosophies—political, emotional, and <u>moralist</u>—represent the <u>three</u> major viewpoints I found while spending forty days in various Mississippi prisons. END</p>	<p><i>a civil rights organization</i></p> <p><i>having ended the practice of separating people by race</i></p> <p><i>having very strong beliefs about what is right and wrong, and about how people should behave</i></p>

“In Pursuit of Freedom”

Small Group: Text-Based Questioning	Text	Definitions
<p>(Q1) Think-Pair-Share <i>What is the meaning of compliance? What context clues helped you figure out the meaning?</i></p> <ul style="list-style-type: none"> • Provide sentence starters: <ul style="list-style-type: none"> o “Compliance” means _____. (the act of obeying a rule or law) o Context clues such as _____ and _____ helped me figure out the meaning. (“determine,” “Supreme Court Rulings”) • Be sure students recognize that the volunteers were planning to check, or “determine,” that the “rulings” to integrate were being followed. • Guide students to infer from paragraph 1 that some bus stations must have resisted being integrated if volunteers were checking on whether they were in “compliance” with the Supreme Court rulings. <p>(Q2) <i>In paragraph 2, why does Mahoney include a description of what he saw in the morning papers?</i></p> <ul style="list-style-type: none"> • Help students to recognize and articulate that Mahoney includes the description to explain how he went from forgetting about the Freedom Ride to feeling “infuriated.” 	<p>¶1 In early May I heard from fellow Howard University students that the Congress of Racial Equality was looking for volunteers to ride from Washington, D.C., to New Orleans by bus to determine whether bus station facilities were integrated in compliance with Supreme Court rulings. I was sympathetic to the idea, but approaching final examinations. . . .</p> <p>¶2 I forgot about the CORE-sponsored trip, known as the Freedom Ride, until Monday, May 15th, when the morning papers were delivered to the dormitory desk at which I was working and I saw pictures of a fellow Howard student with whom I had participated the past year and a half in the Non-Violent Action Group (N.A.G.) of Washington, leaving a flaming bus on the outskirts of Anniston, Alabama. The caption said that the student . . . had been struck on the head as he left the bus. I was infuriated.</p>	<p><i>a civil rights organization</i></p> <p><i>having ended the practice of separating people by race</i></p>

“In Pursuit of Freedom”

Small Group: Text-Based Questioning	Text	Definitions
<p>(Q3) <i>How is the author’s action in paragraph 3 connected to the information in paragraph 2?</i></p> <ul style="list-style-type: none"> • Guide students to understand that the author “boarded” a bus because he was affected by what he had seen in the morning paper. He was “infuriated” to learn that a student “had been struck on the head as he left the bus.” <p>(Q4) <i>What can you infer from the use of the word “confronted” in paragraph 4 when discussing the rest stations? Why does the author contrast the “White” rest station with the “Colored” one?</i></p> <ul style="list-style-type: none"> • Help students determine that “confronted” means “to face someone and act as if you are going to attack the person.” • Guide students to infer that experiencing “separate but equal” was upsetting for Mahoney; that it felt like an attack; and that this might have been the first time he experienced “separate but equal.” • Prompt students to recognize that Mahoney contrasts the two rest stations to illustrate how the policy of “separate but equal” did not actually mean that the separate facilities were equal. The “White” station was “gleaming.” The “Colored” one was “filthy, in need of repair.” 	<p>¶3 At 11 p.m. on Friday, May 26th . . . I boarded a Greyhound bus in Washington with tickets for Montgomery. . . .</p> <p>¶4 At our first stop in Virginia . . . I [was] confronted with what the Southern white has called “separate but equal.” A modern rest station with gleaming counters and picture windows was labeled “White,” and a small wooden shack beside it was tagged “Colored.” The colored waiting room was filthy, in need of repair, and overcrowded. When we entered the white waiting room Frank [Hunt] was promptly but courteously, in the Southern manner, asked to leave. Because I am a fair-skinned Negro I was waited upon. I walked back to the bus through the cool night trembling and perspiring. . . .</p>	

“In Pursuit of Freedom”

Small Group: Text-Based Questioning	Text	Definitions
<p>(Q5) QuickWrite <i>Review paragraphs 4 and 5. How did Mahoney react as he left the white waiting room? What can you infer from his reaction? Cite evidence from the text to support your answer.</i></p> <ul style="list-style-type: none"> • Provide sentence starters: <ul style="list-style-type: none"> o <i>Mahoney was _____ as he left the white waiting room. I can infer from this that he was _____. Details such as that _____ and that _____ support my inference.</i> • Possible responses include: <ul style="list-style-type: none"> o <i>“trembling and perspiring”</i> o <i>nervous and scared that someone would recognize he was African American and ask him to leave, or even hurt him</i> o <i>he was waited on because he was “fair-skinned”</i> o <i>Frank had been asked to leave</i> 	<p>¶5 The Montgomery bus station was surrounded by Army jeeps, trucks, and the National Guard in battle gear. . . . We found the people from the Christian Leadership Council who had been sent to meet us and drove away cautiously, realizing that the least traffic violation would be an excuse for our arrest.</p>	

"In Pursuit of Freedom"

Lesson Overview:

- Whole Group:**
- Revisit the text, then have students silently read paragraph 6. (10 minutes)
 - Read paragraphs 6–10 aloud to students. (10 minutes)
- Small Group:**
- Lead discussion about paragraphs 6–10, using Guided Questions 1–5. (20 minutes)
 - Use Think-Pair-Share and Idea Wave to encourage active participation by all students.

Whole Group: Reading	Text	Definitions
<p>Revisit the text.</p> <ul style="list-style-type: none"> • Remind students of the title and author of the text. • Use the <u>Summary Routine</u> or ask a volunteer to summarize what they read the previous day. Provide sentence starters: <ul style="list-style-type: none"> o <i>In the first part of the text, Mahoney describes how _____.</i> o <i>One detail the author includes is _____.</i> <p>Have students read independently.</p> <ul style="list-style-type: none"> • Ask students to read paragraph 6 silently. • Point out that definitions are provided for words and phrases underlined in the text. <p>Read aloud the text.</p> <ul style="list-style-type: none"> • Read paragraphs 6–10 aloud to students, asking students to follow along. • Use the <u>Oral Cloze Routine</u> to encourage students to read the text as you read it aloud. 	<p>¶6 Once across the [Mississippi] state line we passed a couple of police cars, which began to follow us. At our first stop the station was cordoned off a block in every direction. A police officer jumped on the bus and forbade anyone to move. One woman, who was a regular passenger, frantically tried to convince the police that she was not involved with us. After checking her ticket the police let her get off.</p> <p>[read the intervening paragraphs]</p> <p>¶10 The thirty or more of us occupied five cells and a dining hall on the top floor. At night we slept on lumpy bags of cotton and were locked in small, dirty, blood-spattered, roach-infested cells. Days were passed in the hot, overcrowded dining room playing cards, reading, praying and, as was almost inevitable, fighting among ourselves over the most petty things. . . .</p>	<p><i>surrounded by police officers, soldiers, or vehicles to protect or enclose an area</i></p> <p><i>certain to happen</i></p>

“In Pursuit of Freedom”

Small Group: Text-Based Questioning	Text	Definitions
<p>(Q1) Think-Pair-Share <i>According to paragraph 6, what did the police do to the Freedom Riders? What can you infer from the actions of the police?</i></p> <ul style="list-style-type: none"> • Provide sentence starters: <ul style="list-style-type: none"> o <i>One thing the police did was _____. (“follow” the Freedom Riders)</i> o <i>They also _____. (“cordoned off” an area; “jumped on their bus and forbade anyone to move”)</i> o <i>From this, I can infer that the police _____. </i> • Help students infer from these actions that the police, and likely the community, did not want the Freedom Riders checking their bus stations. <p>(Q2) <i>What is the meaning of “frantically” (in a very worried, frightened, or anxious manner)? What can you infer from Mahoney’s use of the word?</i></p> <ul style="list-style-type: none"> • Guide students to understand that Mahoney’s use of “frantically” suggests the woman was very worried that the police would punish her if they thought she was part of the Freedom Ride. • Point out that what she was doing “frantically” was trying “to convince the police that she was not involved with” the Freedom Riders. 	<p>¶6 Once across the [Mississippi] state line we passed a couple of police cars, which began to follow us. At our first stop the station was <u>cordoned off</u> a block in every direction. A police officer jumped on the bus and forbade anyone to <u>move</u>. One woman, who was a regular passenger, frantically tried to convince the police that she was not involved with us. After checking her ticket the police let her get off.</p>	<p><i>surrounded by police officers, soldiers, or vehicles to protect or enclose an area</i></p>

“In Pursuit of Freedom”

Small Group: Text-Based Questioning	Text	Definitions
<p>(Q3) <i>What does the author achieve by listing the things that made the Freedom Riders’ hearts leap? Why was being arrested a relief?</i></p> <ul style="list-style-type: none"> • Help them recognize that the things (“every blocked-off street,” “every back road taken,” and “every change in speed”) suggest confrontation and the attempts to avoid confrontation with the police and angry white citizens. • Point out the author’s use of repetition by starting each description with “every,” and prompt students to explain how that repetition helps create a sense of suspense or anticipation that something bad, but unknown, is soon going to happen to the Freedom Riders. • Guide students to understand that being arrested was “a relief” because the author finally knew what was going to happen to him. <p>(Q4) <i>What clues in the text suggest that going to court was a significant event for Mahoney?</i></p> <ul style="list-style-type: none"> • Guide students to recognize that Mahoney includes both the exact time and date (“2 P.M. on May 29th”) that he went to court, suggesting it was a significant moment in his life. 	<p>¶7 As we rolled toward Jackson, every blocked-off street, every back road taken, every change in speed caused our hearts to leap. Our arrival and speedy arrest in the white bus station in Jackson, when we refused to obey a policeman’s order to move on, was a relief.</p> <p>¶8 At 2 P.M. on May 29th, after spending the night in a barracks-like room of which I can only remember, with <u>trepidation</u>, a one-foot-high sign written on the wall in blood, “I love Sylvia,” our group joined nine other Freedom Riders in court.</p>	<p><i>a feeling of anxiety or fear about something that may happen</i></p>

“In Pursuit of Freedom”

Small Group: Text-Based Questioning	Text	Definitions
<p>(Q5) Idea Wave <i>What clues does the author provide to support the notion that it was “inevitable,” or almost certain, that the Freedom Riders—people doing something brave and noble—would begin to fight over “petty things”?</i></p> <ul style="list-style-type: none"> • Provide a sentence starter: <i>o One clue the author provides is that ____.</i> • Possible responses include: <ul style="list-style-type: none"> <i>o “thirty or more” of the Freedom Riders stayed in only “five cells”</i> <i>o they had to sleep on “lumpy bags of cotton”</i> <i>o they “were locked in small, dirty, blood-spattered, roach-infested cells”</i> <i>o they passed the days in “the hot, overcrowded dining room”</i> • Be sure that students conclude that these are the kinds of conditions that make people feel stressed and cranky, and thus more likely to fight over “petty things.” 	<p>¶9 We were charged with a breach of the peace and then the tall, wiry state prosecutor examined Police Chief Wray, the only witness called to the stand. Chief Wray said that we had been orderly but had refused to move on when ordered to do so by his men.</p> <p>¶10 The thirty or more of us occupied five cells and a dining hall on the top floor. At night we slept on lumpy bags of cotton and were locked in small, dirty, blood-spattered, roach-infested cells. Days were passed in the hot, overcrowded dining room playing cards, reading, praying and, as was almost inevitable, fighting among ourselves over the most petty things. . . .</p>	<p><i>certain to happen</i></p>

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Lesson Overview:

- Whole Group:**
- Revisit the text, then have students silently read paragraphs 11–12. (10 minutes)
 - Read paragraphs 11–14 aloud to students. (10 minutes)
- Small Group:**
- Lead discussion about paragraphs 11–14, using Guided Questions 1–5. (20 minutes)
 - Use Idea Wave and Think-Pair-Share to encourage active participation by all students.

Whole Group: Reading	Text	Definitions
<p>Revisit the text.</p> <ul style="list-style-type: none"> • Remind students of the title and author of the text. • Use the <u>Summary Routine</u> or ask a volunteer to summarize what they read the previous day. Provide sentence starters: <ul style="list-style-type: none"> o <i>In yesterday's section, we read about Mahoney's experiences _____.</i> o <i>Mahoney also describes _____.</i> <p>Have students read independently.</p> <ul style="list-style-type: none"> • Ask students to read paragraphs 11–12 silently. • Point out that definitions are provided for words and phrases underlined in the text. <p>Read aloud the text.</p> <ul style="list-style-type: none"> • Read paragraphs 11–14 aloud to students or have a confident student reader read the paragraphs aloud. • Ask students to follow along as you read the text aloud. 	<p>¶11 Time crawled painfully, 15 days becoming 45 <u>meals</u>, 360 hours, 100 card games or 3 letters from home. The killing of a roach or the taking of a shower became major events, the subjects of lengthy debate. But <u>morale</u> remained <u>high</u>; insults and brutality became the subject of jokes and skits. The jailers' initial hostility was broken down by responding to it with respect and with good humor.</p> <p>[read the intervening paragraphs]</p> <p>¶14 In cell 14 was a middle-aged art dealer from Minneapolis who had three <u>dollars</u> to his name and had come . . . "because it is one way of fighting a system which not only hurts the Negro but is a threat to world peace and prosperity." . . .</p>	<p><i>the good, bad, or confident feeling a person or group has about a situation</i></p>

“In Pursuit of Freedom”

Small Group: Text-Based Questioning	Text	Definitions
<p>(Q1) Idea Wave <i>What does Mahoney mean when he says that “time crawled painfully”? What details does he provide to support this statement?</i></p> <ul style="list-style-type: none"> • Provide sentence starters: <ul style="list-style-type: none"> o <i>Mahoney means that _____. (time felt like it was slowing down; the days passed by slowly)</i> o <i>One detail the author provides to support his statement is _____. (how he sees the days in terms of “45 meals,” “360 hours,” “100 card games,” and “3 letters from home,” and how minor events such as “killing” a roach or “taking a shower became major events”)</i> • Prompt students to recognize that the author’s perception of time changed while he was in jail. <p>(Q2) The Freedom Riders broke down their jailers’ “initial hostility.” How did they do that? What can you conclude about the jailers’ behavior after their “hostility” was broken down?</p> <ul style="list-style-type: none"> • Help students identify that they broke down the “initial hostility” with “respect and good humor.” • Guide students to conclude that the jailers were likely respectful and friendlier after their “hostility” was broken down. 	<p>¶11 Time crawled painfully, 15 days becoming 45 meals, 360 hours, 100 card games or 3 letters from home. The killing of a roach or the taking of a shower became major events, the subjects of lengthy debate. But morale remained high; insults and brutality became the subject of jokes and skits. The jailers’ initial hostility was broken down by responding to it with respect and with good humor.</p>	<p><i>the good, bad, or confident feeling a person or group has about a situation</i></p>

“In Pursuit of Freedom”

Small Group: Text-Based Questioning	Text	Definitions
<p>(Q3) <i>Why does the author include the detail about “Southern whites” seeing “Mississippi Negroes” as “happy”?</i></p> <ul style="list-style-type: none"> • Help students understand that including this detail highlights just how segregated the South was; the disconnect between white people and African Americans was so great, that white Southerners actually thought African Americans were “happy” living under segregation. • Guide students to recognize that the Mississippi African Americans were actually so unhappy with segregation, that the “jails began to bulge” with more prisoners, because so many “Mississippi Negroes” joined “the protest,” and that some prisoners had to be put in a “state penitentiary” despite the “law” against it to “relieve the crowding.” 	<p>¶12 The jails began to bulge as even Mississippi Negroes, who according to Southern whites are happy, began to join in the protest. To relieve the crowding, about fifty of us were piled into trucks at 2 A.M. June 15th and sped off into the night. It was rumored that in spite of a law against putting persons convicted of <u>misdemeanors</u> into a penitentiary, we were going to the state penitentiary.</p>	<p><i>a crime that is not very serious, such as reckless driving</i></p>

“In Pursuit of Freedom”

Small Group: Text-Based Questioning	Text	Definitions
<p>(Q4) <i>What “punishment” is the author referring to in paragraph 13?</i></p> <ul style="list-style-type: none"> • Help students understand that the author is referring to being jailed and enduring harsh conditions in the prisons, particularly being sent to the “state penitentiary.” (paragraph 12) <p>(Q5) <i>Think-Pair-Share Mahoney includes a quotation by the art dealer in paragraph 14. What does the author achieve by including someone else’s words in his essay?</i></p> <ul style="list-style-type: none"> • Provide a sentence starter: <ul style="list-style-type: none"> ◦ <i>By including the quote, Mahoney is able to _____. (offer another perspective on the reasons why people joined the protest; help make that person seem real to the reader; emphasize the “art dealer’s” effect on him)</i> • Guide students to recognize that this is the first time the author quotes another person. Have them consider the effect these words had on the author when he first heard them; the author joined the protest for personal reasons—the photo of his friend; now he hears ideas that relate the protest to “world peace and prosperity.” 	<p>¶13 Questions have been raised as to the character of the people who willingly withstand such punishment. . . .</p> <p>¶14 In cell 14 was a middle-aged art dealer from Minneapolis who had three dollars to his name and had come . . . “because it is one way of fighting a system which not only hurts the Negro but is a threat to world peace and prosperity.” . . .</p>	

“In Pursuit of Freedom”

Lesson Overview:

- Whole Group:**
- Revisit the text, then have students silently read paragraphs 15–17. (10 minutes)
 - Read paragraphs 15–17 aloud to students. (10 minutes)
- Small Group:**
- Lead discussion about paragraphs 15–17, using Guided Questions 1–4. (20 minutes)
 - Use QuickWrite and Think (Write)-Pair-Share to encourage active participation by all students.

Whole Group: Reading	Text	Definitions
<p>Revisit the text.</p> <ul style="list-style-type: none"> • Remind students of the title and author of the text. • Use the <u>Summary Routine</u> or ask a volunteer to summarize what they read the previous day. Provide sentence starters: <ul style="list-style-type: none"> o <i>Yesterday, we learned how the author _____.</i> o <i>Mahoney also tells about _____.</i> <p>Have students read independently.</p> <ul style="list-style-type: none"> • Ask students to read paragraphs 15–17 silently. • Point out that definitions are provided for words and phrases underlined in the text. <p>Read aloud the text.</p> <ul style="list-style-type: none"> • Read paragraphs 15–17 aloud to students or have a confident student reader read the paragraphs aloud. • Ask students to follow along as you read the text aloud. 	<p>¶15 My cellmate, a Negro worker, came because he had been chased <u>home</u> by white toughs once too often, because his sister was determined to come, and because a friend of his, William Barbee, had been almost killed by a mob while on a Freedom Ride. He admits that his behavior is not ordinarily disciplined, but he readily accepted any restrictions required of <u>him</u> by the movement. . . .</p> <p>[read the intervening paragraph]</p> <p>¶17 These three philosophies—political, emotional, and <u>moralist</u>—represent the <u>three</u> major viewpoints I found while spending forty days in various Mississippi prisons. END</p>	<p><i>having very strong beliefs about what is right and wrong, and about how people should behave</i></p>

“In Pursuit of Freedom”

Small Group: Text-Based Questioning	Text	Definitions
<p>(Q1) QuickWrite <i>What does Mahoney highlight by noting that his cellmate’s behavior was “not ordinarily disciplined”?</i></p> <ul style="list-style-type: none"> • Provide a sentence starter: <ul style="list-style-type: none"> ◦ <i>By noting that his cellmate’s behavior was “not ordinarily disciplined,” Mahoney highlights that ____.</i> • Be sure students’ responses note that people’s feelings about the “movement,” or the protest against segregation, were so strong, that even a man who was not used to being disciplined or used to following strict rules “readily accepted any restrictions required of him” in order to participate in the “movement.” <p>(Q2) <i>What does the author achieve by repeating the word “because” before each reason he gives for his cellmate joining the movement?</i></p> <ul style="list-style-type: none"> • Prompt students to recognize that by repeating the word “because,” the author emphasizes that his cellmate had multiple reasons (“chased home by white toughs,” “his sister,” a friend who had “been almost killed by a mob while on a Freedom Ride”) for joining the “movement.” 	<p>¶15 My cellmate, a Negro worker, came because he had been chased home by white toughs once too often, because his sister was determined to come, and because a friend of his, William Barbee, had been almost killed by a mob while on a Freedom Ride. He admits that his behavior is not ordinarily disciplined, but he readily accepted any restrictions required of him by the movement. . . .</p>	

“In Pursuit of Freedom”

Small Group: Text-Based Questioning	Text	Definitions
<p>(Q3) <i>In paragraph 16, the author describes how he and the art dealer disagreed with the man in cell 12. What sentence is the central point of this section?</i></p> <ul style="list-style-type: none"> • Guide students to recognize that the sentence “We never changed each other’s views but the arguments passed time and gave us mental exercise” is the central point of this section. <p>(Q4) Think (Write)-Pair-Share <i>What three “philosophies,” or viewpoints, does the author say he found while in prison? How did the author present these viewpoints earlier in the text?</i></p> <ul style="list-style-type: none"> • Prompt students to identify “political, emotional, and moralist” as the three philosophies, or viewpoints, found by the author. • Encourage students to recall that in earlier paragraphs, the author told the reasons three of his fellow prisoners gave for joining the protest. Each of these reasons represents one of the three viewpoints the author mentions in paragraph 17: the “art dealer” gave a “political” viewpoint; the “cellmate” gave an “emotional” viewpoint; and the “son of a well-to-do business man” gave a “moralist” viewpoint. 	<p>¶16 On my right, in cell 12, was the son of a well-to-do business man who had come because it was his <u>moral duty</u>. His aim was to “change the hearts of my persecutors through the sympathy and understanding to be gained by non-violent resistance.” He spoke proudly of his father who had fought hard and “made it,” and was constantly defending North America’s economic and political system from the attacks made upon it by myself and the art dealer. We never changed each other’s <u>views</u> but the arguments passed time and gave us mental exercise.</p> <p>¶17 These three philosophies—political, emotional, and <u>moralist</u>—represent the <u>three</u> major viewpoints I found while spending forty days in various Mississippi prisons. END</p>	<p><i>a responsibility to the principles of what is right and wrong behavior</i></p> <p><i>having very strong beliefs about what is right and wrong, and about how people should behave</i></p>


"In Pursuit of Freedom"

Lesson Overview:

- Whole Group:**
- Revisit the text. (5 minutes)
 - Preview the writing prompts. (5 minutes)
 - Have students read silently, marking up the text. (10 minutes)
- Small Group:**
- Guide students to select a writing prompt and prepare for writing. (20 minutes)

Whole Group: Writing	Text	Definitions
<p>Revisit the text.</p> <ul style="list-style-type: none"> • Remind students of the title and author of the text. • Use the <u>Summary Routine</u> or ask a volunteer to summarize the entire text. Provide sentence starters: <ul style="list-style-type: none"> o <i>William Mahoney's essay tells about _____.</i> o <i>One detail he includes is _____.</i> <p>Preview the writing prompts on page 19.</p> <ul style="list-style-type: none"> • Read both writing prompts aloud for students. • Remind students of the purposes of informational and argument writing. <p>Have students read independently, marking up the text.</p> <ul style="list-style-type: none"> • Ask students to read the entire text silently. • Have them mark up the text or make notes on a separate paper with questions and observations about the text as they read, keeping the writing prompts in mind. 	<p>¶1 In early May I heard from fellow Howard University students that the <u>Congress of Racial Equality</u> was looking for volunteers to ride from Washington, D.C., to New Orleans by bus to determine whether bus station facilities were <u>integrated</u> in compliance with Supreme Court rulings. I was sympathetic to the idea, but approaching final examinations.</p> <p>...</p> <p>[intervening paragraphs]</p> <p>¶17 These three philosophies—political, emotional, and <u>moralist</u>—represent the three major viewpoints I found while spending forty days in various Mississippi prisons. END</p>	<p><i>a civil rights organization</i></p> <p><i>having ended the practice of separating people by race</i></p> <p><i>having very strong beliefs about what is right and wrong, and about how people should behave</i></p>

“In Pursuit of Freedom”

Small Group: Writing	Text	Definitions
<p>Unlock the writing prompts.</p> <ul style="list-style-type: none"> • Reread the writing prompts aloud to students. • Make sure students understand the type of writing they would use to answer each prompt. • Help them recognize the audience/purpose for each prompt. • Ask students if they have any questions about either writing prompt. <p>Guide students to select a writing prompt.</p> <ul style="list-style-type: none"> • Ask students what they find interesting about each writing prompt. • Then have them choose a prompt. <p>Brainstorm</p> <ul style="list-style-type: none"> • Ask students to review the reading and the notes they made during Whole Group. • Have students use their notes to list ideas or create an idea web to help them narrow the focus of their writing. • Prompt students to discuss and share their ideas for their writing. 	<p>¶1 In early May I heard from fellow Howard University students that the <u>Congress of Racial Equality</u> was looking for volunteers to ride from Washington, D.C., to New Orleans by bus to determine whether bus station facilities were <u>integrated</u> in compliance with Supreme Court rulings. I was sympathetic to the idea, but approaching final examinations.</p> <p>...</p> <p>[intervening paragraphs]</p> <p>¶17 These three philosophies—political, emotional, and <u>moralist</u>—represent the three major viewpoints I found while spending forty days in various Mississippi prisons. </p>	<p><i>a civil rights organization</i></p> <p><i>having ended the practice of separating people by race</i></p> <p><i>having very strong beliefs about what is right and wrong, and about how people should behave</i></p>

“In Pursuit of Freedom”**Choice A: Informational Summary**

Review the reading. Then write a four-paragraph informational summary comparing one of the following key ideas in the essay and the Workshop readings.

- reactions by police and white segregationists to the Freedom Riders
- sacrifices made on the front lines of justice
- personal change and growth while participating in the civil rights movement

State the plan for your summary in a focus statement in the introduction. Support your focus statement with at least three details and examples from the texts.

End your summary with a concluding statement that restates the focus statement and adds an interesting final thought.

Choice B: Argument Essay

Is “In Pursuit of Freedom” a good title for William Mahoney’s essay? Review the reading. Then write a five-paragraph argument essay explaining why or why not.

Begin your essay with an introductory statement that presents your claim. Include at least three convincing reasons or relevant evidence from the text to support your claim. Include a reason or piece of evidence from the Workshop readings, if possible.

Be sure to address an opposing argument to your claim. If your claim is that “In Pursuit of Freedom” is not a good title for the essay, offer an alternative title and explain why your title is better.

Restate your claim and offer a recommendation to readers in your conclusion.

“In Pursuit of Freedom”

Extension Reading	Extension Research	Extension Project
<p>Have students go to the library and look up books and articles about the Freedom Riders. Tell them to look for information on individual Freedom Riders, such as Diane Nash, Ralph Abernathy, and James Zwerg.</p> <p>Encourage students to compare and contrast the experiences of Nash, Abernathy, Zwerg, or others to the experiences William Mahoney describes in his essay “In Pursuit of Freedom.”</p>	<p>Tell students that music played an important part in the civil rights movement.</p> <p>Prompt students to research one of the following topics:</p> <ul style="list-style-type: none"> • How did Freedom Riders use music as a form of protest and motivation when they were in prison? • What role did the song “We Shall Overcome” play in the civil rights movement? • How did popular singers such as Harry Belafonte, Mahalia Jackson, and The Staple Singers use music to support the civil rights movement? <p>Ask students to summarize their findings in a short report that they present to the class. Encourage them to play recordings of any of the songs they discuss in their report.</p>	<p>Have students use an online map site to create a digital map that shows the route of the first Freedom Ride, which left Washington, D.C., on May 4, 1961.</p> <p>Suggest that students include call outs on their maps to tell about important events that took place along the route during the first Freedom Ride. Remind students to include labels on their maps for cities, states, and other landmarks.</p> <p>Have students present their maps to the class.</p>