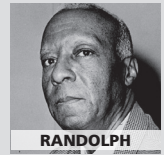
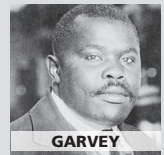
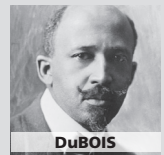


The Albert Shanker Institute is publishing lesson plans and materials on the historic 1963 March on Washington for Jobs and Freedom that K-12 teachers across the country can use in their classrooms. These lessons highlight figures such as A. Philip Randolph and Bayard Rustin, as well as the demands and organization of the March including the alliance between the civil rights movement and the labor movement, which was so crucial to the success of the March and the broader freedom struggle.

HIGH SCHOOL

- Whose strategy for advancing the African-American freedom struggle—that of Booker T. Washington, W. E. B. DuBois, Marcus Garvey or A. Philip Randolph—was most effective?
- What was the 1963 March on Washington really about?
- Are the leaders and organizers of the March on Washington for Jobs and Freedom, an important milestone in winning full rights for African-Americans, role models for us today?
- How did Dr. Martin Luther King Jr’s “I Have a Dream” speech differ from the one he had prepared? Why did he change his prepared speech?
- Which text makes a more persuasive case for overcoming racism—Martin Luther King’s “I Have a Dream” speech or the trial closing argument of Atticus Finch in *To Kill a Mockingbird*?



MIDDLE SCHOOL

- Why has Bayard Rustin, the main organizer of the 1963 March on Washington and an important leader in the civil rights movement, been hidden from American history?
- What would be required to organize a March on Washington today, 50 years after the 1963 March?
- Why did the organizers of the 1963 March on Washington demand jobs as well as freedom for African-Americans?

