On February 5, 2014 the National Museum of American History (NMAH), in partnership with the National Endowment for the Humanities, PBS’s American Experience series, Verizon Thinkfinity, and Smithsonian Affiliations, presented the National Youth Summit on Freedom Summer. The Summit was presented in conjunction with Stanley Nelson’s documentary film *Freedom Summer*, which will broadcast on PBS on June 24, 2014. More than 10,200 students and teachers joined together to discuss the history and legacy of the 1964 Mississippi Summer Project, when more than a thousand young people from all over the country along with activists from Mississippi faced intimidation, terrorism, beatings, and death as they tried to end the race-based inequities in voting and education in the state. Summit participants deliberated and explored the lessons of Freedom Summer as they contemplated how they could use history to inspire and inform their work for equality and change today.

Because Freedom Summer was so integrally tied to Mississippi’s history, for the first time the National Youth Summit was held outside of Washington, DC at the Old Capitol Museum in Jackson, Mississippi. In addition to the live audience in Jackson, the Summit brought students together from across the United States at eleven Smithsonian Affiliate Museums where they could also participate in the program’s webcast. The Summit featured a live
webcast from Jackson that allowed students to engage with a remarkable panel of Freedom Summer veterans and modern day activists to discuss the history and legacy of the 1964 Freedom Summer. The webcast was hosted by three college students who spent a semester at the Smithsonian learning about Freedom Summer, expanding their communication skills, and interviewing history makers in the National Museum of American History’s Freedom School Internship Program. The Freedom School Scholars interviewed Greensboro Four activist Major General Joe McNeil, a group of 1961 Freedom Rides veterans, and hip hop artist, Macklemore, winner of the 2014 Grammy for best rap album. Macklemore discussed the importance of music and the arts as well as the importance of learning history in creating social change as was seen in the Civil Rights Movement. Macklemore also participated in a video that invited students nationwide to participate in the Summit. Thousands of students watched the Summit at their schools and homes and engaged electronically through an online chat.

The Summit was preceded by a premiere screening of the film, Freedom Summer, on February 1, 2014. Screening was held in NMAH’s Warner Bros. Theater and included an interview with Freedom Summer veterans.

“We learned that if we stand up for what isn’t fair that it can be changed, even if there are some risks along the way... We learned that things can get better no matter how bad it is”

Online participant Katherine Lawton

More than 2700 students participated in the program at eleven Smithsonian Affiliate Museums across the nation.

The Summit succeeded in inspiring thousands of young people to learn about and discuss with one another this significant moment in American history and consider how its lessons can be used to create change within their own communities.
The Summit was promoted in social media through several promotional videos, blog posts, and podcasts:

**FREEDOM SUMMER INTERNET VIDEOS**

Click on the link to view the video.

- **DO YOU KNOW WHAT THE FREEDOM SUMMER WAS?**
  - Video created in collaboration with American University’s School of Communication
  - [http://www.youtube.com/watch?v=SAt-x_nOzkU&list=PLZxSSLX6InCSxGEWEResQKq4PbSO6bB5I](http://www.youtube.com/watch?v=SAt-x_nOzkU&list=PLZxSSLX6InCSxGEWEResQKq4PbSO6bB5I)

- **Macklemore Promotional Video**
  - [http://www.youtube.com/watch?v=sQV0EkhMYhQ](http://www.youtube.com/watch?v=sQV0EkhMYhQ)

- **Go Tell It on the Mountain Promotional Video**
  - [http://www.youtube.com/watch?v=tYylp7jo2YQ&list=PLZxSSLX6InCSxGEWEResQKq4PbSO6bB5I](http://www.youtube.com/watch?v=tYylp7jo2YQ&list=PLZxSSLX6InCSxGEWEResQKq4PbSO6bB5I)

- **Macklemore on Education through History and Music**
  - [https://www.youtube.com/watch?v=5gqo9-1shJk&list=UUcBeQ2q6YopOaUREG-Z3pg](https://www.youtube.com/watch?v=5gqo9-1shJk&list=UUcBeQ2q6YopOaUREG-Z3pg)
# Social Media Promotion and Impact

## Blog Posts

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<td>McComb Student is Featured Speaker on National Freedom Summer Panel</td>
<td><a href="http://mccomblegacies.org/2014/02/noah-martin/">http://mccomblegacies.org/2014/02/noah-martin/</a></td>
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<tr>
<td>Five blog posts developed by Freedom School Interns:</td>
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<td>Five things to know about Marshall Ganz</td>
<td>blog.americanhistory.si.edu/osaycanyousee/2014/01/5-things-to-know-about-freedom-summer-veteran-dr-marshall-ganz.html</td>
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<td>Remembering the civil rights movement at the grassroots</td>
<td><a href="http://blog.americanhistory.si.edu/osaycanyousee/2013/12/remembering-the-civil-rights-movement-at-the-grassroots.html">http://blog.americanhistory.si.edu/osaycanyousee/2013/12/remembering-the-civil-rights-movement-at-the-grassroots.html</a></td>
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<td>Macklemore does more than thrift shop</td>
<td><a href="http://blog.americanhistory.si.edu/osaycanyousee/2013/12/macklemore-does-more-than-thrift-shop.html">http://blog.americanhistory.si.edu/osaycanyousee/2013/12/macklemore-does-more-than-thrift-shop.html</a></td>
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<td>From carousels to buses, Glen Echo Amusement Park and the training of an activist</td>
<td><a href="http://blog.americanhistory.si.edu/osaycanyousee/2013/11/from-carousels-to-buses-glen-echo-park-and-the-training-of-an-activist.html">http://blog.americanhistory.si.edu/osaycanyousee/2013/11/from-carousels-to-buses-glen-echo-park-and-the-training-of-an-activist.html</a></td>
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<td>Cracking the closed society of higher education: Integrating the University of Mississippi</td>
<td><a href="http://blog.americanhistory.si.edu/osaycanyousee/2013/10/cracking-the-closed-society-of-higher-education-.html">http://blog.americanhistory.si.edu/osaycanyousee/2013/10/cracking-the-closed-society-of-higher-education-.html</a></td>
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## Podcasts

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<td>Five podcasts developed by Freedom School Interns:</td>
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<td>Courtland Cox on This Generation’s Challenge</td>
<td><a href="http://americanhistory.si.edu/connect/podcasts/history-explorer-courtland-cox-generations-challenge">http://americanhistory.si.edu/connect/podcasts/history-explorer-courtland-cox-generations-challenge</a></td>
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<td>Memorializing Martin Luther King, Jr.</td>
<td><a href="http://americanhistory.si.edu/connect/podcasts/history-explorer-memorializing-martin-luther-king-jr">http://americanhistory.si.edu/connect/podcasts/history-explorer-memorializing-martin-luther-king-jr</a></td>
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<tr>
<td>Fighting for My Rights: Zoharah Simmons</td>
<td><a href="http://americanhistory.si.edu/connect/podcasts/history-explorer-fighting-my-rights-zoharah-simmons-0">http://americanhistory.si.edu/connect/podcasts/history-explorer-fighting-my-rights-zoharah-simmons-0</a></td>
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<td>Fighting for My Rights: June Johnson</td>
<td><a href="http://americanhistory.si.edu/connect/podcasts/history-explorer-fighting-my-rights-june-johnson">http://americanhistory.si.edu/connect/podcasts/history-explorer-fighting-my-rights-june-johnson</a></td>
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<td>Fighting for My Rights: Martha Prescott Norman</td>
<td><a href="http://americanhistory.si.edu/connect/podcasts/history-explorer-fighting-my-rights-martha-prescott-norman">http://americanhistory.si.edu/connect/podcasts/history-explorer-fighting-my-rights-martha-prescott-norman</a></td>
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ONLINE CHAT, TWITTER AND FACEBOOK

Participants joined via an online chat using Cover-It-Live, which included an online moderator and David Goodman, brother of Andrew Goodman and President of the Andrew Goodman Foundation.

A few sample comments from the chat are included below:

From Lily
I liked listening about the history of freedom summer, and being able to view some of other people’s questions about freedom summer. This is because it expanded what I thought about. I also liked being a part of the conversation.

From Katherine Lawton
I think we learned that if we stand up for what isn’t fair. That it can be changed even if there are some risks you have to take along the way. I also think we learned that things can get better no matter how bad it is.

From tinkertour
Thank you so much for keeping the story of Freedom Summer alive — The lessons are very relevant today, when kids are speaking up, and standing up, again!

From Sara Philips
We can make a change. We don’t have to sit on the sidelines to accomplish what needs to be accomplished to better our nation.

From Jana Lewis Harkins
Thank you, informative & definitely a call for action!

Participants also shared comments via Twitter. Sample tweets are included below, and a full account of activity on Twitter is available here: http://storify.com/americanhistory/national-youth-summit-on-freedomsummer
SOCIAL MEDIA
PROMOTION AND IMPACT

INSTAGRAM

WORD CLOUD FROM TWEETS

ONLINE ARTICLES

RAFU SHIMPO
JANM Joins Smithsonian National Youth Summit
February 4, 2014
http://www.rafu.com/2014/02/janm-joins-smithsonian-national-youth-summit-on-freedom-summer/

Denver Post
Civil rights leaders urge Denver students to continue their legacy
February 19, 2014

CBS Pittsburgh
Students Take Part In History Center’s “From Slavery To Freedom” Panel Discussion
February 4, 2014
http://pittsburgh.cbslocal.com/2014/02/05/students-take-part-in-history-centers-from-slavery-to-freedom-panel-discussion/
Dr. Robert Moses

Robert “Bob” Moses served as the director of the 1964 Mississippi Summer Project and played a significant role in the Civil Rights Movement as a field secretary for the Student Non-Violent Coordinating Committee (SNCC). He went on to work for the Ministry of Education in Tanzania, West Africa, serving as a teacher and chairperson of the Samé School math department. Later, as a MacArthur Foundation Fellow, Moses went on to found the Algebra Project, an organization dedicated to bringing quality mathematics education to urban communities and youth.

Dr. Marshall Ganz

Marshall Ganz worked as a civil rights activist throughout the Civil Rights Movement and continues to teach people today about the importance of organizing for change as a Senior Lecturer in Public Policy at the Kennedy School of Government at Harvard University. In 1964, Ganz left Harvard as a student in order to participate in Freedom Summer. After his work as a civil rights organizer in Mississippi, Ganz joined Cesar Chavez in California fighting for the rights of farm workers and went on to continue helping groups organize to tackle union and community issues. Twenty eight years after leaving Harvard, Ganz returned to obtain his PhD and now researches, writes and teaches on social movement strategies, leadership and organization.

Dr. Michelle Deardorff

Michelle Deardorff currently serves as Professor and Department Head of Political Science at the University of Tennessee, Chattanooga. Previously, Deardorff served as Professor and Chair of Political Science at a historic Black university in Mississippi, Jackson State University. Deardorff has co-edited and written many books and publications on politics in contemporary America.

Larry Rubin

Larry Rubin is a former Student Non-Violent Coordinating Committee (SNCC) staffer and labor activist. During the summer of 1964, Rubin worked as an SNCC field secretary in Mississippi, helping to register voters and prepare for the establishment of Freedom Schools. Following his involvement in the Civil Rights Movement, Rubin worked as a labor movement organizer and political advocate. Today, he is the Communications Director and DC-area Political Director for the Mid-Atlantic Regional Council of Carpenters.

Noah Martin

Because of his personal dedication to learning and teaching the history of Mississippi and the Civil Rights Movement to youth, McComb high school student Noah Martin was chosen to participate in the Summit’s panel this year. In the past, Martin has engaged in youth summer programs put on by the Fannie Lou Hamer Institute and McComb Legacies, a leadership program for youth based on teachings about the Civil Rights Movement and labor history. Martin is able to share stories of Mississippi’s history with other teens as a tour-guide in McComb.

David Goodman

David Goodman is the brother of Andrew Goodman and President of The Andrew Goodman Foundation, an organization that mobilizes leaders through programs that promote civil engagement. The foundation uses the past to help leaders today turn their passions into creative and productive ideas.

http://www.andrewgoodman.org/
Joy Lyman, Online Moderator

Joy Lyman is a 2013 graduate of the University of Michigan with a degree in history, English, and secondary education. During her undergraduate years, Joy was a writing peer tutor at the University as well as a student teacher in diverse settings in and around Detroit. Joy hopes to return to public school teaching in Detroit after the internship, but is also considering museum work or higher education. Joy served as the K-12 education lead for the Freedom School internship program and was the online moderator for the National Youth Summit on Freedom Summer.

Harry Clarke, Moderator

Harry Clarke is a 2013 graduate of the University of Mississippi with a degree in history and an interest in social media and in higher education. Harry became involved with the Summit in order to learn more about the history his home state Mississippi as well as the Deep South in general. Harry served as the social media lead for the Freedom School internship program and was the co-moderator of the National Youth Summit on Freedom Summer.

Nicholas Nchamukong, Moderator

Nicholas Nchamukong is a junior history major from the University of California, Irvine with a passion for documentary and media, and a specific interest in race and class issues. Nicholas served as the audiovisual lead for the Freedom School internship program and was a co-moderator of the National Youth Summit on Freedom Summer. Nicholas hopes that his experience in the Freedom School Internship will help him to present educational lessons to those affected by adverse conditions in a more effective manner.
In addition to webcasting from the field, a unique aspect of this year’s program was the Freedom School Internship Program, which trained two recent college graduates and one current college student in civil rights history and interviewing skills to prepare them to serve as moderators for the National Youth Summit.

The Freedom School at the Smithsonian internship program ran from September to December 2013 at the National Museum of American History. This unique educational experience provided a once-in-a-lifetime opportunity for three young people to not only learn history at the National Museum, but to expand their talents, increase their confidence, and inspire them to actively participate in creating a more humane future. The students received training in interviewing and moderation for challenging conversations from staff from the Search for Common Ground, a nonprofit organization in Washington, DC devoted to promoting dialogue on race; received behind-the-scenes tours and conversations with curators; participated in a weekly discussion session on civil rights history with Museum education staff; visited local museums and historic sites to learn about civil rights history; and interviewed veterans of the movement. The students also digitized material from past programs at the Museum in order to create new educational resources.

On February 5, Harry Clarke and Nicholas Nchamukong served as the moderators of the live webcast, and Joy Lyman served as the online moderator. Reflections from each student are included below, along with links to the interns’ two minute personal introductions, which were part of their interview process for the program, and were available online prior to the webcast.

Freedom School at the Smithsonian
https://www.youtube.com/watch?v=2YWTzYRlWg
Harry Clarke: Without a doubt this internship has been one of the most incredible and fascinating opportunities of my life. I have learned so much, grown in my awareness of social issues, and had the opportunity to work at one of the most interesting and prestigious institutions in the world. While getting to see objects like the Ruby Slippers and the Greensboro lunch counter every day on my way into the office is quite spectacular in its own right, I think the most rewarding part of the internship has been the people that I had the opportunity to talk to and hear from ranging from curators to Museum staff, fellows, and the various figures from the civil rights movement that we had the privilege to meet due to their connections to the Museum. The two biggest examples of this are probably meeting Joe McNeil, one of the Greensboro Four to talk about his experiences in the civil rights movement and then also getting to talk to Bill Yeingst, the curator who worked to acquire the counter for the museum. It was fascinating to see the interplay between meeting the actual historical icon and hero and getting to see how the museum not only acquired the famous lunch counter but also how they use it to tell a larger part of the American story.

Indeed the biggest takeaway of this whole experience for me is about telling stories, those of history and those of people, in a nuanced way that does justice to the complexity of events and of the people involved but also in a way that everyday people can connect to and understand.

Joy Lyman: I’ve enjoyed my time as K-12 Education Lead for the Freedom School so much. Learning about the different stories of the civil rights movement, from multiple perspectives and at great length, has made me change my ideas about teaching and about social movements in general. The readings that we did as a part of the Freedom School were extremely informative and interesting, and they exposed me to aspects of the civil rights movement that I had never learned about before. I very much enjoyed getting deeper into the subject and exposing the layers and nuance of the movement to gain a fuller picture of its historical significance. Getting to interview civil rights activists and icons was humbling and very informative. Getting to know the people on a more personal level changes the way you see the history, makes it more real and human. I also really enjoyed working with students and teachers. Taking my new knowledge and using it to inform others was very rewarding, and I feel I have become a better educator because of it.

I am so grateful to have had this opportunity. It was an amazing learning experience.
Nicholas Nchamukong: I had the chance to go behind-the-scenes and see centuries-old objects and parts of history that have broadened my perspective of history and brought me closer to our past. More specifically, I was able to delve into the civil rights movement, but that did not mean seeing pins actually used during the 1963 March on Washington for Jobs and Freedom – though that actually happened. It was the readings on the civil rights movement that offered multiple perspectives that brought me closer to history. It was the pieces that compared the efforts for social justice in the ’60s to an unnamed movement like the Deaf President Now protest that raised questions as to how the fight for disabilities compared to that of the Blacks which made this internship so dynamic. Further, the discussion we were able to have with peers and our knowledgeable supervisors about the readings created a healthy environment for learning. The chance to meet the ever-passionate Joan Mulholland and Freedom Riders Dion Diamond and Rev. Reginald Green was just as awesome. The others interviews we conducted with Larry Rubin, and Joe McNeil made this internship all the more awesome by combining my love for broadcasting and history.

I was also able to employ the experience I had with media by digitizing archival footage for future use as well as creating podcasts that I had fun editing.

Then there was our meeting with Macklemore, where he not only came in to see the “Changing America” exhibit but sat down to talk to us about his views on civil rights.

Overall it’s been an amazing experience that gave me some insight on what it’s going to take for me to educate the youth back home. The knowledge to be able to better educate was a goal I had set for myself and I have undoubtedly learned how to do so through all of the activities we engaged in during these three months.
Related educational content produced as a part of the Freedom School

The Freedom School scholars conducted interviews with veterans of some of the seminal events of the Civil Rights Movement, including the 1960 Greensboro Sit-ins, the 1961 Freedom Rides, and Freedom Summer.

The students met with retired Major General Joe McNeil, whose 1960 sit-in at the segregated lunchcounter at the F. W. Woolworth store in Greensboro, North Carolina inspired thousands of young people to get involved in the Civil Rights Movement.

They also spoke with former SNCC field secretary, Larry Rubin, who worked in Mississippi to organize the Freedom Summer, conducted voter registration, set up Freedom Schools and organized and educated local Mississippi residents.

Dion Diamond, Rev. Reginald Green and Joan Mulholland shared with the Freedom School scholars their stories of the violence and hate they faced as Freedom Riders traveling on buses through the South to protest segregated interstate transportation.

Interview with Greensboro Four member Joseph McNeil

http://www.youtube.com/watch?v=XYv0XVLt8
http://www.youtube.com/watch?v=wyvdxBeizmA
http://www.youtube.com/watch?v=D5h8tbwB4E0

Interview with Freedom Summer activist Larry Rubin

http://www.youtube.com/watch?v=icLTx9x4LEk
http://www.youtube.com/watch?v=dcnlqeztT7c
http://www.youtube.com/watch?v=eD9yAdRv2UQ
http://www.youtube.com/watch?v=jAW9QIPucUE
Senator John Heinz History Center

In Pittsburgh, Pennsylvania, the History Center hosted over 300 students in an inspiring and energetic panel discussion and a Call to Action workshop that allowed students to personally analyze regional history primary sources. The panel included veterans of the Civil Rights Movement Mike Flournoy, Gail Falk, Sala Udin, and Robert Lavelle and Ralph Proctor, a scholar of Ethnic and Diversity Studies. The audience included a range of schools, with both urban Pittsburgh Public Schools and suburban school districts represented. The History Center was able to provide teachers and students with a valuable program that highlighted an important historic movement that has deep resonance for youth activism today.

History Colorado

In Colorado, over 250 students and teachers gathered at one of the largest student gatherings hosted at History Colorado since the center opened its doors in the spring of 2012. The majority of students came from metro partner Title One schools. History Colorado’s program highlighted student activism today and the lessons that could be learned from Freedom Summer. The program brought together student activists, history professors, a hip hop group, and a former Freedom Summer participant and colleague of Martin Luther King for a panel discussion and individual conversations with student groups at the event.

Institute of Texan Cultures

In Texas, over 60 students from two high schools, Sam Houston High School in San Antonio Texas and Lifegate Christian School in Seguin Texas came together for a powerful program featuring a presentation from Joe Berra, an attorney with the Texas Civil Rights Project, on the history and meaning of the movement. After participating in the Summit webcast, students engaged in a discussion with two local civil rights activists about how they can become involved and make a difference in their own communities.
Japanese American National Museum

In California, 144 eleventh grade students from the Academy for Medical Arts at Carson High School gathered at the Japanese American National Museum of Los Angeles to participate in the National Youth Summit on Freedom Summer. The students in Los Angeles had the opportunity to hear from documentary photographer and Freedom Summer participant Tamio Wakayama. Moderated by Leslie Ivie, Esq., the program was interactive and provided opportunity for Mr. Wakayama to share his photographs and experiences and for students to ask questions about his time in the South.


In Philadelphia, Pennsylvania, the National Museum of American Jewish History and African-American Museum of Philadelphia joined together to host an event for students from Sankofa Freedom Academy, Barrack Hebrew Academy, and the Academy of Palumbo. Students had the opportunity to participate in a tour on activism, which incorporated the stories of individuals from the 1600s through the 1960s about whom they could learn in NMAJH’s core exhibition. Students also participated in a panel discussion with Professor Elliot Ratzman, who teaches the popular “Race and Judaism” course at Temple University, Rashaun “DJ Reezy” Williams, President & co-founder of Phresh Perspectives, an organization which advances social entrepreneurial thought leadership among teens and Cierra Mallette, a Philadelphia high school student and a representative from Youth United for Change (YUC).

North Carolina Museum of History

In North Carolina, 155 local students and teachers from Broughton High School, Raleigh, NC discussed activism and making change with local civil rights experts. The dynamic and distinguished panel included Rev. Dr. David C. Forbes Sr., Joseph H. Holt Jr., and Mr. S. Cameron, and was moderated by civil rights attorney and professor of law, Irving Joyner, from the North Carolina Central University School of Law. The Summit provided the museum a unique and important opportunity to reach out into its community and build new relationships with a local high school.
Oklahoma History Center

In Oklahoma, 49 students had an amazing opportunity to delve into civil rights history during a discussion with Dr. Jeanette Davidson, director of the African and African American Studies program at the University of Oklahoma, Charles McLaurin, Freedom Summer veteran, and Bruce Fisher, historian at the Oklahoma Historical Society.

Arab American National Museum

In Michigan, over 40 students from Martin Luther King Jr. High School in Detroit and Fordson High School in Dearborn traveled to the Arab American National Museum in Michigan to participate in a Regional Youth Summit on Freedom Summer. The students were joined by three panelists, John W. Hardy, Dorothy Dewberry Aldridge, and Marilyn Lowen, veterans of Student Nonviolent Coordinating Committee’s organizing efforts in the South. After listening to the moving stories of the panelists, students discussed what they could do personally to build a more equitable society. The Summit closed by embracing the promise of America through song, with the group singing folk and freedom songs like “This Land is Your Land,” by the late Pete Seeger.

American Jazz Museum

In Missouri, 20 students from Wyandotte High School in Kansas City, Kansas and Center High School in Kansas City, Missouri toured the American Jazz Museum’s Convergence exhibit where they experienced the works of over 60 Black artists before tuning in to the Summit’s webcast. Following the screening, students spoke with one of the world’s leading authorities on the subject of African American Art, Dr. David C. Driskell, who spoke to the adversity he faced while pursuing his education and beginning his career while emphasizing the role of the artist as a catalyst for social change. Students left having thought about their own ways to create change like the change seen throughout Freedom Summer.
**National Underground Railroad Freedom Center**

In Cincinnati, Ohio, the Freedom Center held a panel discussion for 1,600 students and teachers from three high schools, which featured local historian Dr. Eric Jackson, from Northern Kentucky University and Freedom Center scholars, Carl Westmoreland and Richard Cooper. The panel explored the rich story of Cincinnati’s connection to the history of Freedom Summer.

**Western Reserve Historical Society**

In Cleveland, Ohio, the Western Reserve Historical Society hosted the U.S. history class and the African American history class from the Shaker Heights High School in Ohio. The students spoke with four scholars currently involved in youth and community outreach programs within urban African American communities who helped them better understand the relevance of Freedom Summer in their lives today.