



★ ★ ★ ★ ★ BY ROBERT SCHENKMAN ★ ★ ★ ★

history theatre

Play Guide

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Playwright Robert Schenkkan

Schenkkan is the author of 12 full-length plays, two full-length musicals and a collection of short plays. *The Kentucky Cycle* was the result of several years of development, starting in New York at New Dramatists and the Ensemble Studio Theatre. The two-part epic was later work-shopped at the Mark Taper Forum in Los Angeles, the Long Wharf Theatre and the Sundance Institute. The complete cycle was awarded the largest grant ever given by the Fund for New American Plays and had its world premiere at the Intiman Theatre in Seattle where it set box office records. It was the centerpiece of the Mark Taper Forum's 25th Anniversary Season where it was awarded the Pulitzer Prize for Drama, the first time in the history of the award that a play was so honored that had not been first produced in New York. It also won both the PEN Centre West and the LA Drama Critics Circle Awards for Best Play. Later it appeared at the John F. Kennedy Center in Washington, D, C, and opened on Broadway where it was nominated for a Tony, a Drama Desk and Outer Critics Circle awards.

His other plays include *Lewis and Clark Reach the Euphrates*, *By the River of Babylon*, *The Marriage of Miss Hollywood* and *King Neptune*, *Heaven on Earth* and *Final Passages*. His musicals are *A Night at the Alhambra Café* (book and lyrics) and *The Twelve* (book and lyrics.)

All the Way premiered at the Oregon Shakespeare Festival under the direction of Artistic Director Bill Rauch. It won the inaugural Edward M. Kennedy Prize for Drama inspired by American History and the Steinberg National American Theatre Critics Award for Best New Play in 2012. It premiered in New York in 2013 and won the Tony for Best Play and a Tony Award for Bryan Cranston as Best Actor in a Drama.

Robert Schenkkan was born in Chapel Hill, North Carolina but grew up in Austin, Texas. As a Plan II Honors Student, he received a B. A. in Drama from the University of Texas at Austin (Magna Cum Laude, Phi Beta Kappa, Most Distinguished Young Alumnus) and an M.F. A. in Theatre from Cornell University.

<http://kennedyprize.columbia.edu/winners/2013/schenkkan/page/biography>

Synopsis of the Play

It's not personal, Dick, it's just politics." — LBJ, All the Way

After the assassination of John F. Kennedy in Dallas on November 22, 1963, Lyndon Baines Johnson took the oath of office as President of the United States. With the country still in shock, LBJ, mindful that he was an "accidental president", was determined to carry on the Kennedy legacy by manipulating a reluctant Congress into passing a Civil Rights Bill. LBJ had to reassure Hubert Humphrey, Martin Luther King, Jr. and other senators and Civil Rights leaders that he was serious about passing this bill. At the same time, he was forced to contend with the Southern Democratic bloc, including Senators Richard Russell of Georgia, James Eastland of Mississippi and Strom Thurmond of South Carolina who wanted to preserve segregation at all costs. In this play, from November 1963 to October 1964, LBJ uses his power and personality in a covert, intrigue-filled battle to gain the necessary votes to ratify the Civil Rights Bill.

TIMELINE OF EVENTS IN THE PLAY

11/22/1963—President John F. Kennedy is assassinated. Lyndon B. Johnson becomes president; he has one year until he must face election on his own.

11/27/1963—In his first address to a joint session of Congress, LBJ vows he will pass Kennedy’s civil rights bill, which had been stalled in committee in the House of Representatives.

February 1964—The bill is released from Judge Howard Smith’s House Rules Committee and passes the House of Representatives by a vote of 290 to 130. The bill moves to the Senate, where segregationist southern Senators led by Richard Russell delay it with committee maneuvers and then mount a filibuster to block its adoption.

February 1964—Frustrated with the lack of progress on voting rights for African-Americans, civil rights organizations plan the “Freedom Summer” to register voters in Mississippi.

April-December 1964—FBI Director J. Edgar Hoover mounts a smear campaign against Dr. Martin Luther King Jr. to undermine King and the Civil Rights Movement.

April-May 1964—Alabama Governor George Wallace gets 30% of the vote in the northern Democratic primaries of Wisconsin, Indiana and Maryland. This puts pressure on LBJ to placate segregationist concerns.

6/10/1964—The Senate votes to end the filibuster and allow the civil rights bill to go forward. This is the first time in history that the Senate voted to break a filibuster on a civil rights bill.

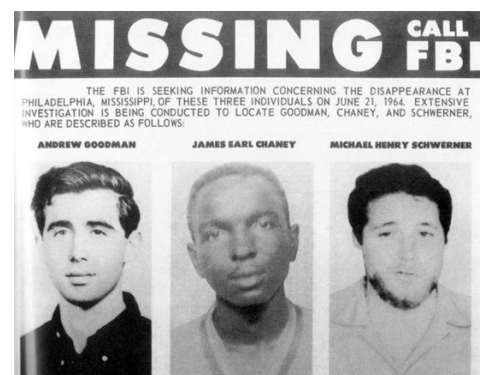
6/19/1964—By a vote of 73-27, the Senate votes to pass the civil rights bill.

6/21/1964—Three Freedom Summer civil rights workers in Mississippi, Michael Schwerner, James Cheney and Andrew Goodman, go missing. LBJ moves to investigate their disappearance.

7/2/1964—LBJ signs the Civil Rights Act of 1964 into law.

7/13/1964—Conservative Senator Barry Goldwater is chosen as the Republican candidate for President. This marks a historic shift to the right by the GOP.

8/2/1964—The U.S.S. Maddox engages three North Vietnamese torpedo boats in the Gulf of Tonkin off the coast of North Vietnam.



8/4/1964—The U.S.S. Maddox is involved in another incident in the Gulf of Tonkin; conflicting visual and electronic reports leave doubt as to whether any Vietnamese ships were present.

8/4/1964—The bodies of the three murdered civil rights workers are discovered buried on a farm in Mississippi.

8/7/1964—In response to the incidents on August 2 and 4, Congress passes the Gulf of Tonkin Resolution, which grants LBJ broad powers to escalate America’s involvement in the war in Vietnam.

8/21/1964—At the Democratic Convention, the Mississippi Freedom Democratic Party attempts to seat African-American delegates instead of an all-white delegation. This results in a threat of a walkout by all southern delegates.

10/7/1964—Martin Luther King wins the Nobel Peace Prize. This results in an escalation of J. Edgar Hoover’s campaign against King.

11/3/1964—LBJ defeats Goldwater by 16 million votes. While LBJ’s 61.1% of the popular vote is the largest percentage in history, Goldwater wins five states in the Democratic “Solid South”, signaling a shift in party alignment there that has endured to this day.



WHOSE WHO IN THE PLAY

Ralph Abernathy (1926-1990)

A fellow minister and close associate of King, who was instrumental in spearheading nonviolent protests and became leader of the SCLC after King's death in 1968.

Stokely Carmichael (1941-1998)

(1941-1998) Civil Rights activist who served as field organizer and eventually National Chairman of SNCC. After leaving SNCC in 1967, he moved in a more radical direction, dropping his allegiance to nonviolent resistance and becoming a leader in the Black Power Movement.

Everett Dirksen (1896-1969)

U.S. Representative from Illinois from 1933-49, then a Senator from 1951-69. He served as Senate Minority Leader from 1959-1969, and, during that decade, was a major voice in Republican politics and a strong supporter of the war in Vietnam.

James Eastland (1904-1966)

U.S. Senator from Mississippi in 1941 and again from 1943-1978. Member of the conservative coalition of Democrats and opponent of the Civil Rights Movement.

Barry Goldwater (1909-1998)

U.S. Senator from Arizona from 1953-65 and from 1969-87. He became the Republican nominee for President in 1964, opposing LBJ. Longtime conservative leader, and along with Ronald Reagan, often credited for sparking the resurgence of the American conservative movement in the 1960s.

Fannie Lou Hamer (1917-1977)

Civil Rights Activist who was brutally beaten by police in 1963. Was a leader in Mississippi's "Freedom Summer" and was a major figure in the Mississippi Freedom Democratic Party's challenge of LBJ at the 1964 Democratic convention.

J. Edgar Hoover (1895-1972)

Director of the FBI from 1924-1972. He is celebrated for founding and building the FBI and modernizing police technology and procedures. He is also a controversial figure because of widespread accusations and evidence of misusing his authority and employing illegal tactics, especially the harassment of civil rights leaders.

Hubert Humphrey (1911-1978)

U.S. Senator from Minnesota from 1949-1964 and 1971-1978. and LBJ's Vice-President from 1964-1968. In 1968 he became the Democratic nominee for President, losing to Richard M. Nixon. He was the longtime leader of the liberal wing of the Democratic party.

Muriel Humphrey (1912-1998)

The wife of Senator and Vice President Hubert Humphrey from 1936 until his death in 1978, at which point, she was appointed to finish the remainder of his term in the U.S. Senate, becoming the first female Senator from Minnesota.

Walter Jenkins (1918-1965)

The top aide to Lyndon Johnson beginning in his days as a congressman in the 1930's.

Lyndon Baines Johnson (1908-1973)

Thirty sixth President of the United States. After a long and successful career in the House and Senate, he served as John F. Kennedy's Vice President until becoming Commander in Chief after JFK's assassination in 1963. During his tenure as President, he strove to eliminate poverty and racial injustice, and escalated America's involvement in the Vietnam War.

Lady Bird Johnson (1912-2007)

First Lady of the United States during the presidency of her husband. She bankrolled LBJ's first campaign for Congress, was the first First Lady to embark on a solo whistle-stop speaking tour in support of the Civil Rights Act of 1964, and was a lifelong advocate for the beautification of America's cities and highways. She was also an advocate for Women's Rights and the Head Start Program.

Coretta Scott King (1927-2006)

Wife of Dr. Martin Luther King Jr. and fellow leader in the Civil Rights Movement. After her husband's death, she took on more of a leadership role in the struggle for racial equality, as well as supporting women's rights, LGBT rights and other causes.

Dr. Martin Luther King Jr. (1929-1968)

First President of the Southern Christian Leadership Conference (SCLC) and leader of the Civil Rights Movement until his assassination in 1968.

Stanley Levison (1912-1979)

Jewish businessman from New York who was a close friend and advisor to King, and was a subject of close FBI scrutiny because of his history with the American Communist Party.

Robert McNamara (1916-2009)

He was Secretary of Defense under John F. Kennedy and Lyndon B. Johnson from 1961-1968. He played a significant role in the escalation of American involvement in the Vietnam War.

Mike Mansfield (1903-2001)

U.S. Representative from Montana from 1943-1953, then Senator from 1953-77; finally Ambassador to Japan from 1977-88. After succeeding LBJ in 1961, he became the longest serving Senate Majority Leader in history (1961-77).

Bob Moses (1935-)

Field Secretary for the Student Nonviolent Coordinating Committee (SNCC) and chief architect of SNCC's Mississippi Project, the "Freedom Summer" of 1964.

Richard Russell, Jr. (1897-1971)

Governor of Georgia from 1931-33, and U.S. Senator from 1933-71. He was founder and leader of the conservative coalition of Democrats who dominated Congress from 1937-63 and opposed the Civil Rights Movement.

Judge Howard Smith (1883-1976)

U.S. Representative from Virginia from 1931-67. He was a member of the conservative coalition of Democrats, opponent of civil rights and Chairman of the House Rules Committee which controlled the flow of legislation in the House of Representatives.

Strom Thurmond (1902-2003)

The governor of South Carolina from 1947-51. U.S. Senator from 1954-2003. He switched from the Democratic to Republican party because of his opposition to the liberalization of the Democratic party. He ran for President in 1948 on a segregationist platform.

George Wallace (1919-1998)

Governor of Alabama from 1963-67, 1971-79 and 1983-87. A Southern populist Democrat, he ran for President four times, challenging LBJ in the 1964 Democratic primaries on a platform of segregation.

Lurleen Wallace (1926-1968)

She was governor of Alabama from 1967 until her death in 1968, succeeding her husband George, who was 1971-79 and 1983-87 constitutionally barred from seeking a second consecutive term. Alabama's first, and to date only female Governor.



LYNDON BAINES JOHNSON

“I didn’t choose to be guardian of the gate, but there is no one else.”

—Lyndon Baines Johnson

Lyndon was born in 1906 in Stonewall, in rural Texas, to a struggling businessman who went on to serve six terms in the Texas state legislature. His father taught Lyndon business skills and endowed him with an entrepreneurial spirit though the father went bankrupt. His mother gave him idealism and a sense of progressive thinking. LBJ was determined not to repeat his father’s misfortunes. After a trip to California, Lyndon entered Southwest Texas State Teachers’ College in 1927. He mobilized a secret society to overthrow the rule of athletes at the school, which gave him experience in practical politics. When he became a teacher at a Mexican-American school in Cotulla Texas (between San Antonio and the border), his care for the children proved him an effective teacher. After Cotulla, he taught at Sam Houston High School in Houston, Texas where he was the debate coach and bought school supplies for many of his students.

His political life began when he became secretary to Representative Richard Kleberg in 1931. Kleberg, a member of the family who owned the King Ranch, was not interested in legislating, but Johnson took the opportunity to examine Washington ways, to make contacts in the House and to cultivate a friendship with Sam Rayburn. When he was offered a position as lobbyist with General Electric, he turned it down in order to pursue higher political office.

He married Claudia (Lady Bird) Taylor in 1934; daughter of a prosperous merchant, she was raised as a Southern gentlewoman, bright and well-educated. Lyndon pursued her across the country with love letters until she finally succumbed. In the meantime, LBJ was courting Sam Rayburn, future speaker of the house, who got LBJ a job as director of the Texas National Youth Administration that secured part time jobs for high school students to keep them in school. LBJ found life in Washington, D.C. to his liking. As Representative from his district in Texas, he secured help from Franklin

Delano Roosevelt to get passage of a flood control dam. He raised money for the Democratic Party. In 1940, he enlisted in the Air Force in the midst of World War II; his service consisted of fact finding missions for General Douglas MacArthur. In the meantime, he and his wife began buying radio stations in Texas.

In 1948 he was elected Senator from Texas. He made a study of other members for their strengths and weaknesses while working 15 hours a day. In 1951, he was elected majority whip; in 1954 minority leader, and majority leader in 1955. He transformed this position into one of the most powerful positions in American government. Employing masterful skills, he knew when to schedule debates and manipulated other members to his side with the “Johnson treatment”, a nose-to-nose, cheek-to-cheek lecture. He was instrumental in censuring Joseph McCarthy, the Communist hunter. He was also a founder of NASA, National Aeronautics and Space Administration, with headquarters in Houston.

As John F. Kennedy's vice-president, he found his position reduced to powerlessness. He attended ribbon cuttings and made round the world good will trips. He was not always invited to Cabinet meetings and was mostly ignored by JFK's administration who had been grounded in Eastern establishment.

LBJ's personality has been described by Nick Kotz, author of *Judgment Days* as "... a man of stunning contradictions, enormous attributes and deep flaws. At other times, a driven man, tormented and unpredictably volatile. He was hampered by a tremendous ego, deeply rooted insecurities, and a personal neediness that no accomplishment could ever completely satisfy."



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A BRIEF BIOGRAPHY

DR. MARTIN LUTHER KING JR.

“Our lives begin to end the day we become silent about the things that matter.”
—Martin Luther King Jr

King was born in 1929 in Atlanta, Georgia to Alberta and Michael King Sr., a Southern Baptist minister. He never experienced poverty and was shielded by his parents from the blows of a segregated society. Still he had to give up his seat to a white passenger on a cross- country road trip.

Martin attended Morehouse College in Atlanta where his grades were only mediocre; however, he was known as a sharp dresser for his sport coats and brimmed hats. He wanted to be a lawyer, but switched to the ministry at his father’s suggestion. After Morehouse, he attended Crozer Theological Seminary in Pennsylvania where he became a serious scholar. He then went to Boston, achieving his doctorate at Boston University in political and religious studies in 1951. Though he dated both black and white women, he was smitten when he met Coretta Scott, a concert singer working on a Master’s Degree at the New England Conservatory of Music. Fifteen months later they were married at her home in Alabama on 1953. She agreed to give up her career to become a stay-at-home wife and mother.

King accepted a position at the Dexter Avenue Baptist Church in Montgomery, Alabama in 1953. In 1955, Rosa Parks refused to give up her seat on the bus and the Montgomery bus boycott began. King was chosen leader of the Civil Rights Movement and urged the use of non-violent resistance as practiced by Mahatma Gandhi in India. As leader, King gave inspirational speeches and sermons, telling the city of Birmingham. “We will meet your physical force with soul force. We will not hate you, but we will not obey your evil laws.”

King drove himself physically, often ending up in the hospital with physical and mental exhaustion. As described by Nick Kotz in *Judgment Days*, King “felt a sense of unworthiness about the honors he received (including the Nobel Prize) and his brief moments of pleasure with the Southern Leadership Conference fellows. He prayed daily, wanting to lead a peaceful and prayerful life. However, he worried about his marital infidelities and other transgressions.”

Both Johnson and King were united in their passion for democracy, the knowledge of their place in history and their affinity for the South.

learningtogive.org.

http://learning_togive.org/papers/paper193.html

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STEPS TO CIVIL RIGHTS



The South after the Civil War lay in ruins; four years of combat had devastated their economy and infrastructure. The Emancipation Proclamation and the 13th, 14th, and 15th amendments outlawed slavery upon which the Southern economic system had depended.

However, these gains for freed slaves were short-lived. A series of legislative barriers were enacted denying black people the right to vote. Called "Jim Crow" laws (named after a minstrel show character), they included the poll tax, literacy tests, strict residency requirements, and other restrictive measures disenfranchising blacks.

At the end of the 19th century discrimination was prevalent in the South. Segregation prevailed with "separate but equal" facilities erected for African Americans. These included restaurants, schools, bathrooms, movie theatres, water fountains, hospitals and courts. Many attempts were made to challenge these laws. One of these came in 1896, after Homer Plessy was arrested for refusing to leave the whites-only car on a train bound for New Orleans. The case reached the Supreme Court where in a 7 to 1 decision, the Court ruled that segregation was constitutional as long as facilities provided were of equal quality. After World War II a more favorable climate developed for civil rights. First, there had been a great migration to the north by African Americans to find better employment. Second, black units of the military had served admirably in the war and were determined to change things.

They had been treated with courtesy and tolerance in Europe. Third, President Truman signed an order integrating all military units. Finally, news of Jewish extermination camps shocked people into thinking about equal rights for all. Early steps began with challenging unjust laws. The National Association for the Advancement of Colored People (NAACP) had been pursuing court dispensed justice since their formation in 1909. In 1951, fifteen black parents in Topeka, Kansas challenged the School Board's policy of segregated schools. In a case called *Brown versus the Board of Education*, Thurgood Marshall argued for the NAACP and *Plessy versus Ferguson* was overturned. Other challenges took place when President Eisenhower sent in troops to integrate Little Rock Central High School in Arkansas over the protest of Governor Orville Faubus. In addition, the Virginia state legislature refused to fund any integrated schools. However, court cases could not cure all ills. Losing faith in the legal system, organizations such as the Student Non-violent Coordinating Committee (SNCC) and the Congress of Racial Equality (CORE) started a campaign of "civil disobedience", the refusal to comply with unjust laws. These protests were effective in gaining media attention when people were beaten or arrested.

The Civil Rights Act of 1964 mandated the integration of all public establishments connected with the Interstate Commerce Commission such as railroad stations, hotels, restaurants, taverns, etc. There would be no discrimination in federally funded programs or in any jobs connected with the Interstate Commerce Commission. Most importantly, all public schools would desegregate.

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<http://www.lawcornelledu/wex/civil-rights>

THE LEGISLATIVE PROCESS

HOW BILLS BECOME LAWS

The United States Congress considers thousands of bills each session. Only a small percentage of them will ever reach the President's desk for approval or veto. Along the way to the White House, bills traverse a maze of committees and subcommittees, debates and amendments in both chambers of Congress.

Step one is the introduction of the bill. Only a member of Congress (House or Senate) can introduce a bill for consideration; the representative who introduces the bill becomes its "sponsor". Other legislators who support the bill or work on its preparation can ask to be listed as "co-sponsors". Important bills usually have several co-sponsors. A bill of resolution has officially been introduced when it has been assigned a number (HR# for House Bills or S# for Senate bills) and printed in the *Congressional Record* by the Government Printing Office.

In step two the bill is referred to one or more House or Senate committees according to their specific rules. In step three the committee considers the bill in detail. For example, the powerful House Ways and Means Committee and Senate Appropriations Committee will consider a bill's potential impact on the Federal Budget. If the committee approves the bill, it moves on in the legislative process. Committees reject bills by simply not acting on them. Bills that fail to get committee action are dead for now.

In step four the committee sends some bills to subcommittees for further study and public hearings. Just about anybody can present testimony at these hearings. Government officials, industry experts, the public, and anyone with an interest in the bill can give testimony either in person or in writing. Notice of these hearings, as well as instructions for presenting testimony, is officially published in the *Federal Register*. The subcommittee may make changes to the bill called "mark-up".

In step five the committee now reviews the deliberations and recommendations of the subcommittee. The committee can conduct further review, hold more public hearings or simply vote on the subcommittee's report. If the bill is to go forward, the full committee prepares and votes on its final recommendations to the House or Senate. Once a bill has successfully passed this stage, it is said to have been "ordered reported" or simply "reported".

Once the bill has been reported, a report about the bill is written and published. The report will include the purpose of the bill, its impact on existing laws, budgetary considerations, and any new tax increases that will be required by the bill. The report also typically contains transcripts from public hearings, as well as the opinions of the committee for and against the proposed bill.

In step seven the bill will now be placed on the legislative calendar of the House or Senate and scheduled in chronological order for "floor action" or debate before the full membership. The House has several legislative calendars; the Speaker of the House and House Minority Leader decide the order in which

reported bills will be debated. The Senate, having only 100 members and considering fewer bills, has only one legislative calendar.

Debate for and against the bill is step eight. The debate proceeds before the House or Senate according to strict rules of consideration. Once debate has ended and any amendments to the bill have been approved, the full membership will vote for or against the bill. Methods of voting allow for a voice vote or a roll-call vote.

In step nine the bill approved by one chamber of Congress now is sent to the other chamber where they will follow the same track of committees to debate to vote. The other chamber may approve, reject, ignore or amend the bill. If the second chamber wishes to change it significantly, a "conference committee" made up of members of both chambers will be formed. This committee works to reconcile differences between the House and Senate versions of the bill. If a compromise is reached, the committee prepares a report detailing the changes they have proposed; both the House and Senate must approve this report or it goes back to committee for further work. If no compromise is reached, the bill dies.

The last step is called "Enrollment". Once the House and Senate have approved the bill, it is sent to the President of the United States for consideration. The President can sign the bill into law or he can wait ten days while Congress is in session and the bill will automatically become law. If the President is opposed to the bill, he can veto it. Congress can attempt to override a presidential veto, but it takes a 2/3 vote by members of both House and Senate.

<http://usgovinfo.about.com/od/usCongress/a/legprocess.htm>

Activities



QUESTIONS AND ACTIVITIES

Pre Performance Questions

What prior knowledge do you have about President Lyndon Baines Johnson's legacy? Which moments from his presidency do you expect to see highlighted in the play?

How do we evaluate the impact of past Presidents' actions? Do the criteria for evaluating a President change with the times and/or the issues and problems faced or does it stay relatively static?

What artistic license does a playwright/artist have when telling a story about a historical figure? How does chronological time and production time condense?

Post Performance Questions

How does the technology and the technical direction of the production influence the story?

How would you describe the character Lyndon Johnson in the production? Does this change your initial ideal of who he was?

Why does President Johnson refer to himself as the "Accidental President?" What was the "Texas Twist" and how did he exert this?

How would you describe the relationships that certain groups and people had with Lyndon Baines Johnson and how were they portrayed in this production? With Senator Richard Russell and the Southern Democrats? With Martin Luther King and his allies? With J. Edgar Hoover and FBI?

Why does J. Edgar Hoover go after Martin Luther King, Jr.?

Why do Martin Luther King Jr. and his allies have feelings of mistrust with the Civil Rights Act of 1964? Why does President Johnson deny the inclusion of the Voting Rights Act?

How did President Johnson's first job out of college influence his decision to push for ratification of the Civil Rights Act?

What was the problem with seating the different delegates at the Democratic Convention?

How are the political and societal issues raised in *All the Way* reflected in our nation today?

Historic Timeline

Ask students to research significant events in Colorado, the United States and the world leading up to, during and following the play *All the Way* and to place them in chronological order.

Create a timeline using the information gathered.

Discuss: What changes or innovations were happening during these times?

How was the world changing? How are these historical events included in the play *All the Way*? What are the parallels of these significant United States events to global events?

All the Way Character Timeline

Ask students to chart the events of a certain character's life before and after the production of *All the Way*.

Use the timeline from the study guide as a starting point and add other historical/ social, both national and international during the time of the play.

Discuss: Why were these events important to the individual character? Did these events affect the character's life, the nation and the world? In what ways are these events represented or omitted from *All the Way*?

All the Way Character Timeline

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Use the timeline from the study guide as a starting point and add other historical/ social, both national and international during the time of the play.

Discuss: Why were these events important to the individual character? Did these events affect the character's life, the nation and the world? In what ways are these events represented or omitted from *All the Way*?

Legislative Bill Committee

Split the class into smaller groups.

Have each group select a “Bill Sponsor” to lead the group, designate assignments and make any decisions, if the need arises.

Each group will then select a topic to create a legislative bill. Topics can range from contemporary issues such as gun control, from past issues such as civil rights or from issues/concerns within their school or community. Once the topic is selected, the group will start compiling research.

Each group will list three to five ideas that they would like in the bill that would support their stance/cause.

Each group will then list three to five ideas about the topic that they anticipate would be an argument against their bill.

With both the pros and cons now identified, the groups then create a short document or presentation for their legislative bill.

Each group then shares its proposed bill with the class.

Following each group’s sharing, discuss the proposal and reasoning behind the proposal identifying who is for, against or undecided and why.

Return to the smaller groups and, from the responses and information gathered in the discussion, discuss if there were additions, edits, or deletions to the proposed bill? If time allows, have each group present their bill again and discuss revisions, if any.

In closing, share experiences on the process. Which points were based on fact and which points were based on personal feelings? How were personal views represented or omitted in the wording of the bill? What was the role of compromise within group discussion and writing?

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