

Understanding the Civil Rights Movement with Primary Sources

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Title of Activity	Civil Rights Movement Analysis: Then & Now
Overview	Students will analyze primary sources of the Jim Crow Era and the Civil Rights Movement, make historical and current event connections, and write a letter and/or give a speech to the leadership of the NAACP in the 1950's and 60's with ideas for how to implement today's technology to help their cause with their analysis of the situation and their ideas for improvement.
Essential Question	What influence have individuals made on society through the Civil Rights Movement? How did activists in the Civil Rights Movement use a message to promote change? How can a group of people create change in society and government?
Audience	8 th Grade South Carolina History Students
Time Required	3-5 class periods
Goal	Introduction to Civil Rights Movement. Students will understand and describe the social and political context for the Civil Rights Movement. Students will analyze the effectiveness of different modes of Civil Rights Activism.
Objectives	Primary Source Analysis, Historical Connections, and Action Plan Synthesis.
SC Standards	8-7.4. Explain the factors that influenced the economic opportunities of African American South Carolinians during the latter twentieth century, including racial discrimination, the Briggs v. Elliott case, the integration of public facilities and the civil rights movement, agricultural decline, and statewide educational improvement.

**Digital and
Other
Resources**

Primary sources:

- **Sources for Jim Crow/Segregation “Status Quo”**
- “What a colored man should do to vote” pamphlet published 190?
<http://www.loc.gov/teachers/classroommaterials/primarysources/civil-rights/pdf/vote.pdf>
- “Jim Crow Car” poem by Rev. Walter H. Brooks published in *Richmond Planet*, September 15, 1900
<https://chroniclingamerica.loc.gov/lccn/sn84025841/1900-09-15/ed-1/seq-8.pdf>
- Cartoon “For the Sunny South” 1913
<http://www.loc.gov/pictures/resource/cph.3b48958/>
- “Negro going in colored entrance of movie house on Saturday afternoon”
<http://www.loc.gov/teachers/classroommaterials/primarysources/civil-rights/pdf/movieHouse.pdf>
- “At the bus station in Durham, North Carolina”
<http://www.loc.gov/teachers/classroommaterials/primarysources/civil-rights/pdf/busStation.pdf>
- “Cafe near the tobacco market in Durham, North Carolina”
<http://www.loc.gov/teachers/classroommaterials/primarysources/civil-rights/pdf/cafe.pdf>
- “Young boys harassing the Baker Family, the first African American family to move into the all white Delmar Village neighborhood in Folcroft, Pennsylvania” August 30, 1963
<http://www.loc.gov/teachers/classroommaterials/primarysources/civil-rights/pdf/boys.pdf>
- “African American children on the way to PS204 (Brooklyn, New York)” Sept. 13, 1965 *New York World-Telegram*
<http://www.loc.gov/teachers/classroommaterials/primarysources/civil-rights/pdf/children.pdf>

- **Sources for Activism - Civil Rights Movement**
- “Demonstrators marching in the street holding signs during the March on Washington, 1963” August 28, 1963 *US News and World Report*
<http://www.loc.gov/teachers/classroommaterials/primarysources/civil-rights/pdf/demonstrators.pdf>
- “Call for a National Conference to address racial inequality Feb. 1909” In January 1909 an interracial group gathered in William English Walling’s New York apartment to discuss proposals for an organization that would advocate the civil and political rights of African Americans. Walling, Mary White Ovington, and Henry Moskowitz were the nucleus of the group. To garner support, the group decided to issue a call for a national conference on the centenary of Abraham Lincoln’s birth, February 12, 1909. Written by Oswald Garrison Villard, “the Call” supposed Abraham Lincoln revisiting the country in 1909 to assess the progress of race relations since the Emancipation Proclamation. It ended with an appeal to “all believers in democracy to join in a national conference for the discussion of present evils,

the voicing of protests, and the renewal of the struggle for civil and political liberty.” “The Call” was sent to prominent white and black Americans for endorsement. Among the sixty signers of the call were Jane Addams, John Dewey, W.E.B. Dubois, Mary Church Terrell, Ida B. Wells-Barnett, Francis J. Grimke, and Ray Stannard

Baker. <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/naacp/pdf/conference.pdf>

- “Saving the Race,” Thurgood Marshall to the NAACP legal staff concerning voting rights cases in Texas, in *Smith v. Allwright*, November 17, 1941. NAACP records. The Texas Democratic Party contended that a political party was a private association that could freely select its membership. This strategy was upheld by the Supreme Court in *Grovey v. Townsend* (1935). But, in *United States v. Classic* (1941) the Court conversely held that a primary was an integral part of the electoral process, not a private activity. Inspired by this decision, Thurgood Marshall decided to launch a new attack on the white primary. His client, Lonnie E. Smith, was a black dentist from Houston who had been denied the right to vote in the 1940 primary by Judge S.E. Allwright. On April 3, 1944, in *Smith v. Allwright* the Supreme Court ruled in favor of Smith, declaring the white primary void as a violation of the Fifteenth Amendment. Indicative of many of the NAACP’s early records, this memorandum reflects Marshall’s grueling travel schedule, as well as his acute sense of humor. <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/naacp/pdf/saving.pdf>
- “NAACP Flag ca. 1938” “A man was lynched yesterday” <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/naacp/pdf/fl ag.pdf>
- “At the ballot box, everybody is equal: register and vote: join the NAACP” poster, NAACP 1970’s <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/naacp/pdf/ ballot.pdf>
- “Idea for a 1941 mass protest for discrimination in the defense industry and armed forces” Philip Randolph to Walter White, March 18, 1941. <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/naacp/pdf/r andolph.pdf>
- “Justice for Emmett Till Flyer” Oct. 21, 1955 http://www.loc.gov/exhibits/naacp/civilrightsera/Assets/na0107_02_enlarge.jpg
- “Negros in Protest March in 5th Ave” New York Times, July 29, 1917 <https://timesmachine.nytimes.com/timesmachine/1917/07/29/96262006.pdf>
- NAACP memos (and background) on Silent Protest Parade <https://nationalhumanitiescenter.org/pds/maai2/forward/text4/silentprotest.pdf>
- Kress 5 and dime removes lunch counter stools to prevent students from integrating with sit ins, Orangeburg, SC 1960 (Cecil J. Williams) <http://www.crmvet.org/crmpics/williams/60wms-kress.jpg>
- Friendship 9 in jail after being arrested at for sitting in at McCrory’s and refusing to pay \$100 bail - from New York Times <https://static01.nyt.com/images/2015/01/27/us/27CAROLINA3/27CAROLINA3-master675.jpg>
- Interview with survivors of the Orangeburg Massacre <https://youtu.be/hWMqf68mLAc>

Classroom Materials

Secondary Sources of SC History Textbook
 writing utensils and/or chromebooks
 printed copies of primary source documents and analysis forms
 ipads or other means of utilizing FlipGrid

Preparation	<p><i>Print copies of the primary source documents students will analyze. Print copies of the primary source analysis forms, Flipgrid assignment, and rubric.</i></p> <p><i>Create FlipGrid topic for responses to Jim Crow/Segregation documents and for the Civil Rights Movement documents.</i></p>
Procedure	<p><i>Day 1:</i></p> <p><i>Teacher will introduce the project.</i></p> <p><i>Students will be in groups of no more than three, analyzing a primary source document showing the Jim Crow/Segregation situation using the Primary Source Analysis sheet.</i></p> <p><i>Teacher will come by and give additional background information, like the title of the photograph/document and background information if needed, and give students the FlipGrid response sheet.</i></p> <p><i>Students will reflect on their document and record a FlipGrid response showing their document and explaining what they understand.</i></p> <p><i>Students will review other groups' FlipGrid responses and react with emojis to give the group feedback if there's time - if not, watch FlipGrid responses as a group. Group discussion of primary sources and explanation of context, if needed.</i></p> <p><i>Day 2:</i></p> <p><i>Students will be in groups of no more than three, analyzing a primary source document showing the activism of the Civil Rights Movement, using the Primary Source Analysis sheet.</i></p> <p><i>Teacher will come by and give additional background information, like the title of the photograph/document and background information if needed.</i></p> <p><i>Students will reflect on their document and record a FlipGrid response showing their document, explaining what they understand.</i></p> <p><i>Students will review other groups' FlipGrid responses and react with emojis to give the group feedback if there's time - if not, watch FlipGrid responses as a group. Group discussion of primary sources and explanation of context, if needed.</i></p> <p><i>Day 3:</i></p> <p><i>Students write a letter to the leadership of the NAACP during the Civil Rights Movement, detailing what they would do to help them using today's technology. Students must include the historical background, "current" efforts by the NAACP, and their examples of their ideas for how to implement modern technology into those efforts.</i></p> <p><i>Option/extension: Students use their letter as the basis of a speech to the NAACP leadership, and record their speech on FlipGrid.</i></p>
Assessment/ Reflection	<p><i>Check for understanding on reflection forms and in class discussion. Use rubric for assessment of letter/speech.</i></p>

Primary Source Analysis

In groups of no more than three, make observations about your photo, document or video, and make your notes in the boxes.

Name:

Title/Description of Source: _____

Observe:

What do you notice first?

What people/objects are shown?

What, if any, words do you see?

Reflect:

When and where do you think it was made?

Who are the people?

What do you think was happening?

Why do you think this is important?

What do you wonder about ...Who? What? When? Where? Why? How?

Name/period:

FlipGrid Response

Using this sheet as a guide, respond to the Student Activism in Civil Rights topic on Flipgrid. Show your primary source and talk about your initial observations and additional observations and inferences you made after you got more information. Include your analysis and questions about the impact of Jim Crow Laws and how it was countered by the Civil Rights Movement.

Title/Description of Jim Crow Era source:

Observe meaningfulness of your source (identify what you see and infer its importance):

Reflect how this source ties in to American history and Jim Crow America:

Questions to ask in order to deepen understandings of this moment in history:

Summary of class discussion while citing different sources (use this as research and evidence for your final product of your action plan and letter/speech)

Title/Description of Civil Rights Movement source:

Observe meaningfulness of your source (identify what you see and infer its importance):

Reflect how this source ties in to American history and the Civil Rights Movement in America:

Questions to ask in order to deepen understandings of this moment in history:

Summary of class discussion while citing different sources (use this as research and evidence for your final product of your action plan and letter/speech)

Next, staple to this page a blank sheet for your letter/speech.

Using today's resources/technology and your knowledge of the Civil Rights Movement, write a properly formatted letter to the NAACP with your ideas for enhancing their approach or changing something to have even more impact. Support your ideas by citing important events and individuals in the Civil Rights Era and elaborate how individuals or groups promoted social change.

Rubric

	1	2	3	4
Letter formatting	Letter does not include main elements and proper formatting.	Letter includes salutation, explanation, and signed	Letter includes salutation, introduction, explanation, and signed.	Letter in appropriate format: date, salutation, introduction, explanation, conclusion, and signed.
Citing specific events and making connections	Letter does not reference more than one specific event and/or has no explanation of how Jim Crow Laws and the Civil Rights Movement is impacting society.	At least 2-3 specific events cited, but does not include clear explanation of how Jim Crow Laws and the Civil Rights Movement is impacting society.	At least 2 specific events cited, and clear explanation of how Jim Crow Laws and the Civil Rights Movement is impacting society.	At least 3 specific events cited, and clear explanation of how Jim Crow Laws and the Civil Rights Movement is impacting society.
Incorporating today's resources and technology	At least 1 use of today's resources and technology, with no examples or ties to real events.	At least 1-2 different uses of today's resources and technology, with no examples or ties to real events.	At least 1 use of today's resources and technology, with student-created examples referencing real events from the Civil Rights Movement.	At least 2 different uses of today's resources and technology, with student-created examples referencing real events from the Civil Rights Movement.