



**Librarian / Teacher Name(s): Jill Slapnik**

**Primary contact's email address: jslapnik@lex3.k12.sc.us**

**School: Batesburg-Leesville Middle School**

<b>Title of Activity</b>	Youth in the Civil Rights Movement
<b>Overview</b>	As part of a Civil Rights unit, students will participate in a novel study of "The Watsons Go to Birmingham 1963," learning about the bombing of the Sixteenth Street Baptist Church. Prior to beginning the novel, students will read excerpts from, and listen to excerpts from, "We've Got a Job: The 1963 Birmingham Children's March" book that focuses on youth in the Civil Rights movement, sharing experiences of four students who lived through the marches. Students will look at websites, photos, documents, news videos, interviews and use the corresponding primary sources analysis tools to examine them to learn more about the Civil Rights movement and discrimination and segregation of the time period.
<b>Essential Question</b>	What was it like for children growing up in Birmingham, Alabama in the 1960s, and what role did they play in the Civil Rights Movement?
<b>Audience</b>	8th grade
<b>Time Required</b>	3-5 class periods
<b>Goal</b>	Students will look at primary sources and examine them to learn more about the Civil Rights movement and discrimination and segregation of the time period.
<b>Objectives</b>	Students will look at websites, photos, documents, and news videos/interviews and use the corresponding analysis tools to examine them.  Students will write a diary entry or Facebook post for one of the students who lived during the time of the Children's March.  Students will learn reasons that students marched, and will think/reflect on what they would have done if they had lived then.
<b>SC Standards</b>	<b>Standards S.C. Social Studies Standard 8-7: <a href="#">The student will demonstrate an understanding of the impact on South Carolina of significant events of the late twentieth and early twenty-first centuries.</a></b>  <a href="#">8-7.2 Analyze the movement for civil rights</a>  <a href="#">Summarize the successes and failures of Reconstruction in South Carolina, including the creation of political, educational, and social opportunities for African Americans; the rise of discriminatory groups; and the withdrawal of federal protection.</a>

8-5.4 Summarize the policies and actions of South Carolina’s political leadership in implementing discriminatory laws that established a system of racial segregation, intimidation, and violence.

**Social Studies Literacy Skills for the Twenty-First Century**

Interpret parallel time lines from different places and cultures.

Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.

Compare the locations of places, the conditions at places, and the connections between places.

**Social Studies Literacy Skills for the Twenty-First Century**

Identify and describe cause-and-effect relationships. Identify multiple points of view or biases and ask questions that clarify those opinions.

Utilize different types of media to synthesize social studies information from a variety of social studies resources.\*

Explain how political, social, and economic institutions have influenced the state and nation throughout history. \*

Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

**Information Text ELA Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

**Inquiry Based Literacy Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives**

**Writing --Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and wellstructured event sequences.**

**3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: a. develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;**

**AASL Standards**---these will be updated in November 2017

**ISTE Standards**--3b

\*\*\*Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

**Digital and Other Resources**

**Primary sources:**

Colored Passengers-Photographs-Birmingham Public Library Digital Collections  
<http://bplonline.cdmhost.com/digital/collection/p4017coll6/id/1834/rec/402>

Avenue B Cafe-Photographs-Birmingham Public Library Digital Collections  
<http://bplonline.cdmhost.com/digital/collection/p4017coll6/id/1544/rec/2>

Pantages Theatre(Birmingham, Alabama)-Photographs-Birmingham Public Library Digital Collections  
<http://bplonline.cdmhost.com/digital/collection/p4017coll6/id/1653/rec/3>

- Letter to the President Birmingham, Alabama; 9/1963; Collection JFK-RFK: Robert F. Kennedy Papers,. [Online Version, <https://www.docsteach.org/documents/document/letter-to-the-president-birmingham-alabama>, July 25, 2017]

<https://www.docsteach.org/documents/document/letter-to-the-president-birmingham-alabama>

Anti-Parade ordinance of Birmingham, appeared in May 4 , 1963 edition of New York Times, Bill Hudson/AP Photo

A 17-year-old civil rights demonstrator, defying an anti-parade ordinance of Birmingham, Alabama, is attacked by a police dog on May 3, 1963. The photo appeared on the front page of The New York Times the following day.

<https://www.msn.com/en-us/news/photos/iconic-images-of-the-civil-rights-movement/ss-AAmvXE8?fullscreen=true#image=9>

Buy Where Negro Clerks are Hired , Birmingham Police Department, Birmingham, 1963, archives  
<http://bplonline.cdmhost.com/digital/collection/p4017coll6/id/2327/rec/322>

African-American man holding picket sign at Loveman's Department Store, Downtown Birmingham-Loveman's Department Store, Birmingham, 1963 archive

<http://bplonline.cdmhost.com/digital/collection/p4017coll6/id/712/rec/7>

**Birmingham Public Library photo archive of newspaper story, 10 Sticks of Dynamite...4 Dead Children**

<http://bplonline.cdmhost.com/digital/collection/p4017coll2/id/529>

<http://bplonline.cdmhost.com/digital/collection/p4017coll2>

<http://bplonline.cdmhost.com/digital/collection/p4017coll2/id/531>

*Kids in Birmingham, 1963 site* <http://kidsinbirmingham1963.org>

Freeman Hrabowski interview, April 26, 2013, Religion and Ethics Weekly, PBS.org  
<http://www.pbs.org/wnet/religionandethics/2013/04/26/april-26-2013-freeman-hrabowski-extended-interview/16068/>

<p><b>Classroom Materials</b></p>	<p>2 Chromebooks with Internet access per Primary Source Station, so there are 2 Chromebooks for every 4 person group to access the primary documents online.</p> <p>Copy or Copies of:</p> <p><i>We've Got a Job: The 1963 Birmingham Children's March</i> by Cynthia Levinson</p> <p><i>Freedom's Children: Young Civil Rights Activists Tell Their Own Stories</i> by Ellen Levine</p> <p>Copies of LOC primary documents analysis tools for each group  <a href="http://www.loc.gov/teachers/usingprimarysources/guides.html">http://www.loc.gov/teachers/usingprimarysources/guides.html</a> ---<b>Analysis tools for use with primary sources</b></p> <p><a href="https://www.docsteach.org/resources/document-analysis">https://www.docsteach.org/resources/document-analysis</a></p> <p>Document Analysis Tools</p> <p><a href="http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Books_and_Other_Printed_Texts.pdf">http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Books_and_Other_Printed_Texts.pdf</a></p> <p><a href="https://www.archives.gov/files/education/lessons/worksheets/written_document_analysis_worksheet.pdf">https://www.archives.gov/files/education/lessons/worksheets/written_document_analysis_worksheet.pdf</a></p> <p>Oral History Analysis Tool</p> <p><a href="http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Oral_Histories.pdf">http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Oral_Histories.pdf</a></p> <p>Photo Analysis Tools</p> <p><a href="http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf">http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf</a></p> <p><a href="https://www.archives.gov/files/education/lessons/worksheets/photo_analysis_worksheet.pdf">https://www.archives.gov/files/education/lessons/worksheets/photo_analysis_worksheet.pdf</a></p> <p>Newspapers Analysis Tool</p> <p><a href="http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Newspapers.pdf">http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Newspapers.pdf</a></p>
<p><b>Preparation</b></p>	<p>Students will have listened to excerpts from <i>"We've Got a Job"</i> that detail the first person accounts, and also read the online article <a href="http://www.theroot.com/childrens-march-1963-a-defiant-moment-1790896253">http://www.theroot.com/childrens-march-1963-a-defiant-moment-1790896253</a></p> <p>Students will have discussed what a primary document is and viewed a video about primary vs. secondary sources. <a href="https://www.youtube.com/watch?v=pup5eVSbGkE">https://www.youtube.com/watch?v=pup5eVSbGkE</a></p>
<p><b>Procedure</b></p>	<p>Students will work in small groups of four to visit different primary source stations that are already pulled up on the computer station. Students will rotate until they have been to all stations.</p> <p>Station 1 Letter to President Kennedy <a href="https://www.docsteach.org/documents/document/letter-to-the-president-birmingham-alabama">https://www.docsteach.org/documents/document/letter-to-the-president-birmingham-alabama</a></p> <p>Station 2 photos of Birmingham</p> <p>Colored Passengers-Photographs-Birmingham Public Library Digital Collections  <a href="http://bplonline.cdmhost.com/digital/collection/p4017coll6/id/1834/rec/402">http://bplonline.cdmhost.com/digital/collection/p4017coll6/id/1834/rec/402</a></p>

<p>Avenue B Cafe-Photographs-Birmingham Public Library Digital Collections  <a href="http://bplonline.cdmhost.com/digital/collection/p4017coll6/id/1544/rec/2">http://bplonline.cdmhost.com/digital/collection/p4017coll6/id/1544/rec/2</a></p> <p>Pantages Theatre(Birmingham, Alabama)-Photographs-Birmingham Public Library Digital Collections  <a href="http://bplonline.cdmhost.com/digital/collection/p4017coll6/id/1653/rec/3">http://bplonline.cdmhost.com/digital/collection/p4017coll6/id/1653/rec/3</a></p>
<p>Anti-Parade ordinance of Birmingham, appeared in May 4 , 1963 edition of New York Times, Bill Hudson/AP Photo</p>
<p>A 17-year-old civil rights demonstrator, defying an anti-parade ordinance of Birmingham, Alabama, is attacked by a police dog on May 3, 1963. The photo appeared on the front page of The New York Times the following day.</p>
<p><a href="https://www.msn.com/en-us/news/photos/iconic-images-of-the-civil-rights-movement/ss-AAmvXE8?fullscreen=true#image=9">https://www.msn.com/en-us/news/photos/iconic-images-of-the-civil-rights-movement/ss-AAmvXE8?fullscreen=true#image=9</a></p>
<p>Buy Where Negro Clerks are Hired , Birmingham Police Department, Birmingham, 1963, archives  <a href="http://bplonline.cdmhost.com/digital/collection/p4017coll6/id/2327/rec/322">http://bplonline.cdmhost.com/digital/collection/p4017coll6/id/2327/rec/322</a></p>
<p>African-American man holding picket sign at Loveman's Department Store, Downtown Birmingham- Loveman's Department Store, Birmingham, 1963 archive</p>
<p><a href="http://bplonline.cdmhost.com/digital/collection/p4017coll6/id/712/rec/7">http://bplonline.cdmhost.com/digital/collection/p4017coll6/id/712/rec/7</a></p>
<p>Station 3 Newspaper clipping (about church bombing)</p>
<p><a href="http://bplonline.cdmhost.com/digital/collection/p4017coll2/id/529">http://bplonline.cdmhost.com/digital/collection/p4017coll2/id/529</a></p>
<p><a href="http://bplonline.cdmhost.com/digital/collection/p4017coll2/id/531">http://bplonline.cdmhost.com/digital/collection/p4017coll2/id/531</a></p>
<p>Station 4 oral history interview (with Freeman Hrabowski)</p>
<p><a href="http://www.pbs.org/wnet/religionandethics/2013/04/26/april-26-2013-freeman-hrabowski-extended-interview/16068/">http://www.pbs.org/wnet/religionandethics/2013/04/26/april-26-2013-freeman-hrabowski-extended-interview/16068/</a></p>
<p>Station 5 Students will read four first person accounts from four youth from the Kids in Birmingham 1963 site on their own.</p>
<p><a href="http://kidsinbirmingham1963.org">http://kidsinbirmingham1963.org</a></p>
<p>Students and teacher will discuss their findings and observations after all rotations are complete, as a class.</p>

**Assessment/  
Reflection**

Students will write a diary entry or facebook post from the point of view of one of the 4 students featured in "We've Got a Job", OR one of the interviewed subjects from "Freedom's Children" OR the

Birmingham Kids site.

Students will write a reflection/exit ticket on paper or post anonymously on a padlet about whether they would have marched or not, and why.

Students will write down which student they most identified with and why, and which primary source they liked examining the best or the one that impacted them the most.

### **Things to Consider**

**Possible Extension**---In the book, "We've Got a Job:" it was stated that the local newspapers in Birmingham were not covering the Civil Rights movement. At least not on the front page. If it was mentioned, it was on page 2 of the interior. Someone stated they had to watch the national news to find out what was going on in their hometown of Birmingham in 1963. Read this article that explains more. While the *New York Times* had information about the May 2-4 marches, they were not mentioned in the local Birmingham papers. Instead, Carol Burnett getting married was on the front page...

<http://www.npr.org/sections/codeswitch/2013/06/18/193128475/how-the-civil-rights-movement-was-covered-in-birmingham>

When examining primary sources and media coverage, remind students to notice *who* is missing in the coverage and what is *not* being said. African Americans were not interviewed or quoted. Both sides of the story were not being told.

Students can consider and compare the newspaper front page coverage of local Birmingham papers with that of papers that were not local--(like the *New York Times*) as part of the primary documents analysis.

The excerpt from an article in *Journalism History*, states, "In 1988, the Birmingham News admitted its coverage of race relations in the 1960s was characterized "by mistakes and embarrassment." In 2006, the paper reported that a photo intern had found a cardboard box of 5,000 images, which were taken at the height of the civil rights struggle but never published. ..." "A National Disgrace": Newspaper Coverage of the 1963 Birmingham Campaign in the South and Beyond  
By Friedman, Barbara G.; Richardson, John D.

accessed via <https://www.questia.com/library/journal/1P3-1435096561/a-national-disgrace-newspaper-coverage-of-the-1963>