Lesson Template:

1. Title of Lesson:
   U.S. Civil Rights Movement; 1963 Birmingham Children’s Crusade Let The Children March

2. Lesson description:
   Teaching Civil Rights with direct access to eye witnesses. What would you do? Students hear from four of the young people who were growing up in Birmingham when that city became the center of the U.S. Civil Rights Movement for a short time. Then students reflect on whether they would have joined the march or sat it out.

   In May 1963, the Civil Rights Movement made a leap forward with the Birmingham Children’s Crusade and the jailing of thousands of young people. The nation’s attention was riveted by the images of police dogs and firehoses trained on children and teenagers who were peacefully marching to end the city’s strict “Jim Crow” segregation laws. Students will read the personal accounts of four people who were children, teenagers, or youth in 1963 (primary sources, assembled around the time of the 50th anniversary of the events); discuss how Birmingham’s kids, black and white, experienced and assessed the Children’s Crusade; make inquiry into the choices those youths made; and imagine how they themselves would respond if given the chance to take action for social justice.

3. Grade level/subject:
   - 9th Grade - US Government
   - Multi-grade 9th - 12th - African American Studies
   - 10th grade - U.S. History

4. Collaboration Planning Steps:
   - Define the project
     - Our library received the picture book Let the Children March by Monica Clark-Robinson in our book order. After reading the book I immediately contacted Ms. Ward about collaborating with her using the book as a lead in about the Birmingham Children’s Crusade.

   - Teacher/Librarian Planning:
     - We brainstormed by email, text and in person to determine how we wanted to approach the project.
     - We identified the content, process skills and concepts for the unit based on state and national standards.
     - Developed student information graphic organizers
     - Determine core information for direct instruction.
We made a list of possible book resources and online resources.
We decided what online program we would use to present the project to the students. (Wakelet)

5. **Instructional Roles for School Librarian:**
- Prepare and maintain Wakelet [https://wke.lt/w/s/1UbzNo](https://wke.lt/w/s/1UbzNo)
- Introduce Lesson by showing Images: On Wakelet
- Read: Let the Children March by Monica Clark-Robinson
- Co-Teach, Guide and instruct students through Wakelet
- Curating educational resources
- Instructing students about digital citizenship
- Guide learners to maintain focus throughout the inquiry process
- Facilitate collaboration with teacher
- Foster active participation in learning situations
- Help learners develop through experiences and reflection

6. **Instructional Roles for Teacher(s):**
- Build Background Knowledge
- Introduce project to class with pre-lesson in classroom
- Continue discussion of Children’s Crusade with post lessons in classroom
- Co-Teach, Guide and instruct students through Wakelet
- Track students progress toward completion
- Guide learners to maintain focus throughout the inquiry process
- Foster active participation in learning situations
- Help learners develop through experiences and reflection

7. **Subject Area Standards Met:**
  - IE.6.AAH.3 Examine various ways African Americans participated in the Civil Rights Movement and the effects of their actions using a variety of primary and secondary sources (e.g., sit-ins, boycotts, marches, speeches, music, methodologies, organizations)
- USHistory.7 The student will analyze the cause and effects of significant domestic events and policies from 1945 to 1975.
  - USH.7.1 Analyze the major events, personalities, tactics and effects of the Civil Rights Movement.
B. Evaluate the events arising from separate but equal, policies, such as poll taxes and literacy tests, violent responses such as the Birmingham church bombing and the assassination of Dr. Martin Luther King, Jr., and conflicts over segregation.

C. Compare the viewpoints and the contributions of civil rights leaders and organizations linking them to events of the movement, including Dr. Martin Luther King, Jr. and his I Have a Dream speech, the leadership of Malcolm X, the role of organizations such as the Black Panthers; describe the tactics used at different times including civil disobedience, non-violent resistance, sit-ins, boycotts, marches, and voter registration drives.

- USGovernment.5 The student will be able to evaluate the significance of civic participation in order to ensure the preservation of our constitutional government.
  - USGovernment.5.3 Analyze how our system of government provides citizens opportunities to monitor and influence the actions of the government and hold elected officials accountable.

8. AASL/State standards for Learners met:
   a. Inquire:
      - Learners display curiosity and initiative by:
        - 2. Recalling prior and background knowledge as context for new meaning.

      - Learners engage with new knowledge by following a process that includes:
        - 1. Using evidence to investigate questions.
        - 2. Devising and implementing a plan to fill knowledge gaps.
        - 3. Generating products that illustrate learning

   b. Include:
      - Learners adjust their awareness of the global learning community by:
        - 1. Interacting with learners who reflect a range of perspectives.
        - 2. Evaluating a variety of perspectives during learning activities.
        - 3. Representing diverse perspectives during learning activities

      - Learners exhibit empathy with and tolerance for diverse ideas by:
○ 1. Engaging in informed conversation and active debate.
○ 2. Contributing to discussions in which multiple viewpoints on a topic are expressed.

c. Collaborate:
  ● Learners actively participate with others in learning situations by:
    ○ 1. Actively contributing to group discussions.
    ○ 2. Recognizing learning as a social responsibility.

d. Curate:
  ● Learners act on an information need by:
    ○ 1. Determining the need to gather information
  ● Learners gather information appropriate to the task by:
    ○ 2. Collecting information representing diverse perspectives

e. Explore:
  ● Learners engage with the learning community by:
    ○ 1. Expressing curiosity about a topic of personal interest or curricular relevance.
    ○ 2. Co-constructing innovative means of investigation.

f. Engage:
  ● Learners follow ethical and legal guidelines for gathering and using information by:
    ○ 1. Responsibly applying information, technology, and media to learning.
    ○ 2. Understanding the ethical use of information, technology, and media.

  ● Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:
    ○ 1. Ethically using and reproducing others’ work.
    ○ 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. 3. Including elements

  ● Learners engage with information to extend personal learning by:
    ○ 1. Personalizing their use of information and information technologies.
    ○ 2. Reflecting on the process of ethical generation of knowledge.
    ○ 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.
9. Activities and Procedures for completion:

Day 1

**Introduce the topic** (5-10 minutes)
https://wke.lt/w/s/1UbzNo  Wakelet created by librarian

**Show Images:** Have students get out a piece of paper and pencil (teacher and Librarian led)
- What do you see?
- What do you notice?
- What do you wonder?

**Students will record,** on their own,
- What do they see?
- Notice?
- Wonder?

**Students share** their thoughts and feelings on a piece of paper.

**Teacher or Librarian Ask:** “What historical event do you think we'll be discussing today?”
Ask students to share their ideas with the whole class.

**Read:** Let the Children March by Monica Clark-Robinson (Librarian) (15-30minites)

**Ask** students to think about what they know about a present-day movement for social justice such as LGBTQ rights, women's rights, Black Lives Matter, Muslim rights, Latino or Hispanic rights, women’s rights, others.

Then have students turn to a classmate close by to share what they know about any one of these movements

Next, ask several students to share with the class what they know about the present-day movement they are discussing.

**Finish:** While students are passing in their exit tickets (written response to the images) explain that students will be learning about another movement from history, the Children’s Crusade of Birmingham, Alabama in May 1963

Tell students that as they learn about the Birmingham Children’s Crusade,
they should be thinking about connections between that historic event and these current social justice movements.

Day 2:

Review the Book Let the Children March (5 minutes)

- Choose 4-6 of the list of points below. Say, Let's find out a bit about who you are and what your relationship has been to civil rights in the U.S. Please stand if you: (5-10 minutes)
  - Have ever studied the Civil Rights Movement
  - Have talked with someone who was part of the Civil Rights Movement
  - Have ever been in Birmingham, Alabama
  - Can name someone besides Dr. King, Jr., who fought for civil rights
  - Can name a woman—besides Rosa Parks—who fought for civil rights
  - Ever felt like an outsider
  - Ever experienced injustice because of race or ethnicity, age, sex, sexual orientation, religion, or language
  - Ever stood up for someone who was mistreated for one of those
  - In the past month, been someplace where everyone was like you
  - In the past month, been someplace where no one was like you
  - Ever joined a march or a protest for a cause you believe in

For each point, ask some of the students who stand to say a bit about the reason they answered “yes.” Suggest that students look around too to learn more about the other students’ experiences.

Introduce the historical event and the primary sources on 1963’s Children’s Crusade in Birmingham, Alabama (5-10 minutes)

- Use the brief description “Why this history matters,” to set the scene for the lesson (also ON WAKELET)
  - Why this history matters:
    Martin Luther King, Jr., had begun to see Birmingham, Alabama, as “probably the most segregated city in America.” In the spring of 1963 he brought his organization, the Southern Christian Leadership Council (SCLC), to Birmingham at the invitation of the local activist Rev. Fred Shuttlesworth. The plan for Birmingham was called Project C, for Confrontation. The activists conducted pickets
and marches to pressure the downtown department stores to change racist policies that allowed blacks to spend their money at the stores, but not to try on clothes before they purchased them, eat at the lunch counters, or use the public restrooms. Still, some African Americans were opposed to the actions, and progress was slow. All that changed when one of King’s young lieutenants suggested that the children lead the marches. For several days in early May 1963, thousands of Birmingham’s children and youth enthusiastically skipped school to march. Facing dogs and firehoses, they sang and clapped as they were led off to fill the jails. Within days, the businessmen had agreed to the blacks’ modest demands, and the movement declared a success.

How important was the Children’s Crusade? It was critical for the Birmingham demonstrations to succeed. Award-winning author and Birmingham native Diane McWhorter says, “Although the gains won in Birmingham may seem minor, Project C brought about one of the most dramatic shifts in the history of the country. The Movement…forced the country to admit that segregation was morally unacceptable.” (McWhorter 2004) Some historians say that the Birmingham movement led directly to passage of the 1964 Civil Rights Act.

- Students answer the question: What was the Children’s Crusade?

**Discuss Primary and Secondary Sources:** (5 -10 minutes)
- What is a Primary Source?
- What is a Secondary Source?

**Begin to Read Primary Source Stories** (17 -27 minutes)
Count off students 1-4. Students will read one person’s story (links to each story on Wakelet and in the Resources Used Section) Using the graphic organizer (copy attached), each individual student will fill in the row corresponding to that story—filling in:
- **Storyteller’s age** in 1963
Day 3

Students complete reading storytellers stories.
- Students who have completed their assigned story will continue to read other storyteller stories and fill in graphic organizer.

Present the four stories to the class for analysis (15-30 minutes)
Call on groups or individual to respond to the following questions:
- Which people choose to participate?
- Which people chose not to participate?
- What were the reasons for participating?
- What were the reasons for not participating?
- What were the ways they participated?
- What are some other ways of participating that were mentioned in the stories?

- Once all four stories have been reviewed, ask students to describe these storytellers—in terms of race, age, and choices they made. This is a chance to point out that two of the young people, one black and one white, marched; and two did not, one black and one white. You may also remind students that the black youths and the white youths may never have had the chance to know one another since Jim Crow laws required them to be in separate schools, separate places of worship, separate restaurants, swimming pools, libraries, and parks. They would not have played on the same sports teams.

Reread: *Let the Children March* by Monica Clark-Robinson (15 minutes)

Encourage personal reflection (10-15 minutes)
- Ask students to take a few minutes of quiet reflection to consider what choices they would have made had they lived in Birmingham in 1963. They should imagine that they—as they are today—are transported to that time and place. (That is, they should not try to imagine they are someone else.)
○ Ask students to stand on a continuum and indicate their choices in writing. (For example, “If you believe you would definitely choose to protest. If you would definitely choose not to protest,; if you are pretty sure you’d choose to protest, if you’re pretty sure you wouldn’t.”)

- **Prompt Used:**
- **Reflection:**

Consider what choices you would have made if you lived in Birmingham in 1963. Imagine that you - as you are today - were transported to that time and place. Each of the people we read about had good reasons for the choices they made. There is no single “right” answer for everyone.

- Remind students that each of the people had good reasons for the choices they made. There is no single “right” answer for everyone. They were responding not just to their beliefs at the time, but to their families’ situations and wishes.

- Students discuss their reasons for placing themselves there. Ask for students to share out. Be sure that all students’ choices are affirmed as reasonable choices.

**Wrap up and close the lesson: (5-10 Minutes)**

- Ask students to consider and share what they have learned from the stories and the exercise. Encourage them to talk about relationships they see between the situation in Birmingham in 1963 and the current situation—helping them to make links with present-day movements for social justice such as LGBTQ rights, Black Lives Matter, Muslim rights, Latino or Hispanic rights, women’s rights, others. Be alert to how your students of different racial, cultural, and ethnic groups may be responding to the lesson, noting that the issue in Birmingham was viewed as “black and white,” with few other ethnic groups present.

- Close the lesson by reminding students that the voices of young people can make a difference. The Children’s Crusade in Birmingham in 1963 drew the attention of leaders throughout the country, including President Kennedy. The events of Birmingham are credited with contributing to the passage the next year of the Civil Rights Act of 1964. Knowing this history may help today’s young people weigh the risks and opportunities of taking action for social justice.

10. **Resources:** (please designate all books, videos, online resources, websites, etc. by title/name)

- Video to provide background on the Birmingham Children’s Crusade and its historical importance. [https://youtu.be/WV0k-3Hkjsw](https://youtu.be/WV0k-3Hkjsw)
● Primary Source images of the Birmingham Children’s Crusade
● Primary source first-person accounts from four people who were kids in Birmingham during 1963. Linked on Wakelet
   ○ Ingrid Kraus http://bit.ly/2tPBafl

● Graphic organizer (attached)
● Picture Book: Let The Children March by Monica Clark-Robinson
  Illustrated by Frank Morrison
● The Children’s March Video https://youtu.be/BT-QkNkMZjk
● Teaching Tolerance

11. Evaluation methods used:

   a. For evaluating students’ comprehension:
      i. Whole Class participation
      ii. Formative Assessment
         1. Learners displayed curiosity and initiative by asking questions and participating in pair/think/share activities.
         2. Daily Exit Tickets
            a. Day 1 Written response to images
               i. what do you see?
               ii. what do you notice?
               iii. What do you wonder
            b. Day 2 Written response in graphic organizer to storytellers
            c. Day 3 Written personal response to prompt:
               i. Consider what choices you would have made if you lived in Birmingham in 1963. Imagine that you - as you are today - were transported to that time and place. Each of the people we read about had good reasons for the choices they made. There is no single “right” answer for everyone

   b. For evaluating the unit:
      i. After analyzing student reflection piece, we gained knowledge about:
         1. A student’s current knowledge, attitudes, and skills about the subject matter
         2. Strengths, weaknesses, and learning styles
         3. If need for further, or special, assistance
c. For evaluating contributions by learning team members:
   i. Self-evaluations, self-monitoring, and self-regulation enabled us to identify areas where we could improve each of our contributions to the team
   ii. Peer evaluations allowed us to assess each others’ strengths and weakness and collectively discuss how our performance could be improved
   iii. Generated clear and understandable team goals
   iv. Used discussion and reflection to compare team performance to goals

12. Reflection on any changes needed in unit or modification after the unit was first taught:

   a. How were the unit’s goals met?
      i. Students engaged in informed conversation and active debate
      ii. The students evaluated the significance of civic participation in order to ensure the preservation of our constitutional government.
      iii. Learners displayed curiosity and initiative by asking questions and participating in pair/think/share activities

   b. How were the unit’s goals modified?
      i. We added a music piece to the unit.
         1. We discussed the importance of music during the Civil Rights Movement. While students worked on their graphic organizer and reflection piece we played music from the said time period.

   c. How did the unit’s goals exceed?
      i. Overall Ms. Ward and I were extremely satisfied with our collaboration. We were pleased to have 100% participation. The students had true buy in and avid interest. The students exceeded our expectations and expanded their knowledge through self reflection. Students did extra research and read other storyteller stories. Students were fully engaged and enacted new understanding through real-world connections.

13. Follow-Up- an extension for future research, inquiry:
   ● Study the Kids in Birmingham site’s 1963 Timeline for a quick glance at the events – in Birmingham and elsewhere – that allowed the civil rights movement to usher in the end of Jim Crow laws. The book, Let the Children March, also has an excellent timeline in the front matter and end matter of the book.
   ● Teach a unit about the bombing of the Sixteenth Street Baptist Church, which took place on September 15, 1963.
- Help students consider questions to pose to the storytellers – and then have them “interview” a storyteller by sending an email to KidsInBirmingham1963@gmail.com.
- Research the Oklahoma City Katz Drug Store Sit Ins in 1958 with Clara Luper and her students.

14. **Student Work**
   a. Please submit no more than two examples of student work from this unit. Please remove last names prior to scanning or provide a link to view the examples.
   Attached as PDF
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<thead>
<tr>
<th></th>
<th>Description</th>
<th>Participated?</th>
<th>Reasons</th>
<th>Impact</th>
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<tbody>
<tr>
<td>1.</td>
<td>Marti Turnipseed Age:</td>
<td></td>
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<tr>
<td>2.</td>
<td>Freeman Hrabowski Age:</td>
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<td>3.</td>
<td>Harold Jackson Age:</td>
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<td>4.</td>
<td>Ingrid Kraus Age:</td>
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Reflection

I think I would try to participate in the protest but I am not sure if my mom would let me. But I would do anything I can to help the protest but still listen to my mom. But if I could participate I would do all the things like marching, go to jail, sit-in, and do everything I can to try to let people be free of segregation. I would participate because I think everyone should be treated equally. And I think they shouldn't hurt someone based on their skin color, race, or religion.

But if I couldn't participate I would help the kids get out of the school safely. Or give them food when they need it and coats and blankets to be warm. I could also help them if the teachers are holding them back. I would follow them secretly while they march and write what is going on to show it to other people. And I could go to the church and see what they are talking about and participate in that.

But I think I would participate because everyone deserves equal rights no matter what race, religion, or gender everyone is equal. People that are judged don't deserve to be treated unfairly just because they were born the way they are. Today people are still being judged based on their looks. When the person who is judging them doesn't even know them. I think you should get to know a person before you judge them because you don't know if they are going through a rough time.

Dellard Thoughts
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<tr>
<th>Description</th>
<th>Participated?</th>
<th>Reasons</th>
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<tbody>
<tr>
<td>Marti was a white female that attended college. She was also the first white female to join the lunch counter sit-in.</td>
<td>No</td>
<td>Marti did not participate because she participated in a different way. She still wanted everything to be equal.</td>
<td>After Marti when to lunch and did the sit-in she was kicked out of college for doing it. She also went to a Martin Luther King Jr rally at a church. She passed away a year later.</td>
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<tr>
<td>Freeman was at the age of 13 when he had to experience bombing and lose friends during the middle-class growing up. After everything, Freeman grew up to become a very smart man and president of a university.</td>
<td>Yes</td>
<td>Friend of his passed away after a bombing at a church and he had nightmares after that. He did attend the March and was one of the leaders. After hearing that his parents couldn’t attend because they couldn’t get fired, he chose to join to get equality.</td>
<td>Freeman had both good and bad impacts because he witnessed his friend pass away from a bomb and feared everything about what would happen. He still managed to graduate and got his PhD at the age of 24. He became President of WYPR.</td>
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<tr>
<td>Harold Jackson was always a victim of racism. Harold was really young so he never really knew why white people hated him so much.</td>
<td>No</td>
<td>White people were going around killing innocent black kids. They were going around calling people bad and throwing stuff at them. Harold didn’t understand why white people hated black people so much. His parents were strict about them going to school.</td>
<td>Harold had a good and bad impact. When he was young he witnessed girls and boys dead from all the violence. He also had a good impact because he later became a writer and won prizes and was able to tell the truth.</td>
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<tr>
<td>Ingrid Kraus's mom did not want Ingrid to participate in the March.</td>
<td>No</td>
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