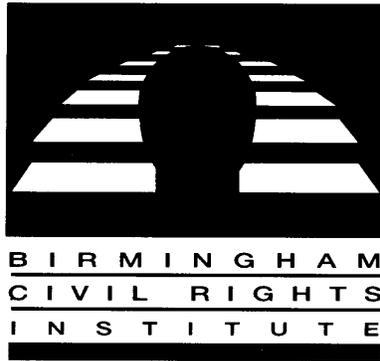


BIRMINGHAM CIVIL RIGHTS INSTITUTE

MAKING CONNECTIONS

**A Curriculum Guide For
Grades K-12**

New and Expanded Edition



*Inspired By The Past
A Vision For The Future*

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TABLE OF CONTENTS

Director’s Statement.....	4
Acknowledgements.....	5
Historical Overview	6
How To Use This Guide	8
General Overview of 4MAT Model	9
K-12 Student Outcomes and Lesson Plan	13
Kindergarten Curriculum Project	14
First Grade Curriculum Project	15
Kindergarten and First Grade Lesson Plan.....	16
Second Grade Curriculum Project.....	19
Third Grade Curriculum Project.....	23
Fourth Grade Curriculum Project.....	27
Fifth Grade Curriculum Project.....	31
Sixth Grade Curriculum Project.....	36
Seventh Grade Curriculum Project.....	40
Eighth Grade Curriculum Project	45
Ninth Grade Curriculum Project.....	50
Tenth Grade Curriculum Project.....	55
Eleventh Grade Curriculum Project.....	59
Twelfth Grade Curriculum Project.....	69
Richard Arrington, Jr. Resource Gallery Lesson Plan.....	73
Richard Arrington, Jr. Resource Gallery Holdings.....	77
Appendices.....	102



*Inspired By The Past
A Vision For The Future*

Dear Educators and Colleagues:

The Birmingham Civil Rights Institute is both a museum and an institute. The dramatic historical depictions in our galleries make up the museum portion. Our Archives and Education Divisions, which organize special seminars and programs featuring nationally known scholars, are key functions of the institute. This facility is dedicated to the countless individuals who dared to confront racial discrimination and bigotry during the 1960s. Through a multimedia presentation, it affords its many visitors an opportunity to experience this courageous story.

I sincerely hope this new and expanded curriculum guide provides you with helpful information as you prepare to visit our facility. The founders of this Institute wanted Birmingham's unique role in the nation's struggle for racial equality shared and used as a vehicle for reflection and hope.

Please use this document in preparation for a visit to the Institute. It will help you understand the story that is depicted in our galleries. I'll see you soon.

Sincerely,

Lawrence J. Pijeaux, Jr., Ed.D.
Executive Director

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The Birmingham Civil Rights Institute owes its sincerest thanks to the following individuals who contributed to the development of this curriculum guide.

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HISTORICAL OVERVIEW

The Birmingham Civil Rights Institute is the centerpiece of the city's historic Civil Rights District, which also includes the Sixteenth Street Baptist Church, Kelly Ingram Park, the Alabama Jazz Hall of Fame and Carver Theatre, and the Fourth Avenue Business District.

In 1963, when you thought of race relations in Birmingham, Alabama, several images came to mind-- police dogs lunging at youthful civil rights marchers, signs pointing to racially segregated public facilities, and powerful fire hoses pinning freedom fighters against buildings. You saw the faces of four young girls who had their lives savagely taken away in a church bombing early one Sunday morning.

Indeed, events in Birmingham, Alabama during the 1960s stirred the conscience of the nation and influenced the course of civil and human rights around the world. The Birmingham Civil Rights Institute captures the spirit and drama of the countless individuals--some well known, most unsung--who dared to confront racial discrimination and bigotry. The Institute also commemorates the international dimension of the struggle for freedom and justice.

Since those bitter days, many rights have been won and the city's people have moved from confrontation to reconciliation. One of the most vocal citizens in favor of reconciliation was David Vann, who publicly proposed the creation of a museum about the Civil Rights Movement. David Vann was a lawyer and principal negotiator between black and white civic leaders during the protest demonstrations in 1963. It was David Vann, as Mayor, who in early 1979 first publicly proposed the idea of creating a museum about the Civil Rights Movement.

In October 1979, upon his election as Mayor, Richard Arrington, Jr., pledged that the city would honor David Vann's commitment. A citizens' committee drew up a proposal--in 1982, recommending that the City Council establish a civil rights museum. However, funding was not available and the idea languished until 1986, when Mayor Arrington appointed a Civil Rights Museum Task Force composed of a broad spectrum of civil and human rights leaders.

I chaired the Task Force with the Chamber of Commerce President at the time, Frank Young, III. We developed a mission statement, recommended the name Birmingham Civil Rights Institute, and oversaw the development of the preliminary building design and the thematic program.

In January 1990, the mayor and council appointed a Board of Directors, which included most Task Force members. I accepted the responsibility to serve as President and Chief Executive Officer through the development process. The Board managed the work of builders, designers and consultants serving as liaison with the Mayor's office. The Board developed a financial plan, obtaining funds from the city and county government and the private sector. The city of Birmingham funded the Institute building through general revenue bonds and leased it to the Birmingham Civil Rights Institute Inc.

Principal building and design consultants involved in the construction of the Institute were:

Bond Ryder (NY) and R.L. Brown (Atlanta), Architects
American History Workshop (NY), Thematic Program
Joseph A. Wetzel (Boston), Principal Designers and Managers of Installation
1220, Inc. (Nashville), Primary Fabricators and Installers
Southern Custom Exhibits (Piedmont, AL), Fabricators of the Human Rights Exhibition
Jacqueline Shearer (NY), Madison Lacy (NY) and Donna Lawrence Production, Inc.
(Louisville), Film and Multi-Media Producers.

Dedicated on November 15, 1992, the Institute is a community's commitment to the courageous souls who walked to freedom. It is also a testament to building bridges of understanding among all people.

The Exhibitory Program

The Exhibitory Program is literally a movement through the history of African-American life and the struggle for civil and human rights worldwide. Visitors experience for themselves the drama of this courageous story as it is reenacted in the permanent displays.

The Birmingham Civil Rights Institute is a living institution, which views the lessons of the past as crucial to understanding our heritage and defining our future. Its programs and services intend to promote research, provide information and encourage discussion on civil and human rights locally, nationally, and internationally.

*Ms. Odessa Woolfolk
President Emeriti
Birmingham Civil Rights Institute*

HOW TO USE THIS GUIDE

The Birmingham Civil Rights Institute documents the history of Birmingham's role in the Civil Rights Movement and creates an awareness of human rights issues worldwide. It is especially important to both the Board of Directors and staff that young people walk away with a full understanding of the dramatic events that took place in this city and country just over thirty-seven years ago.

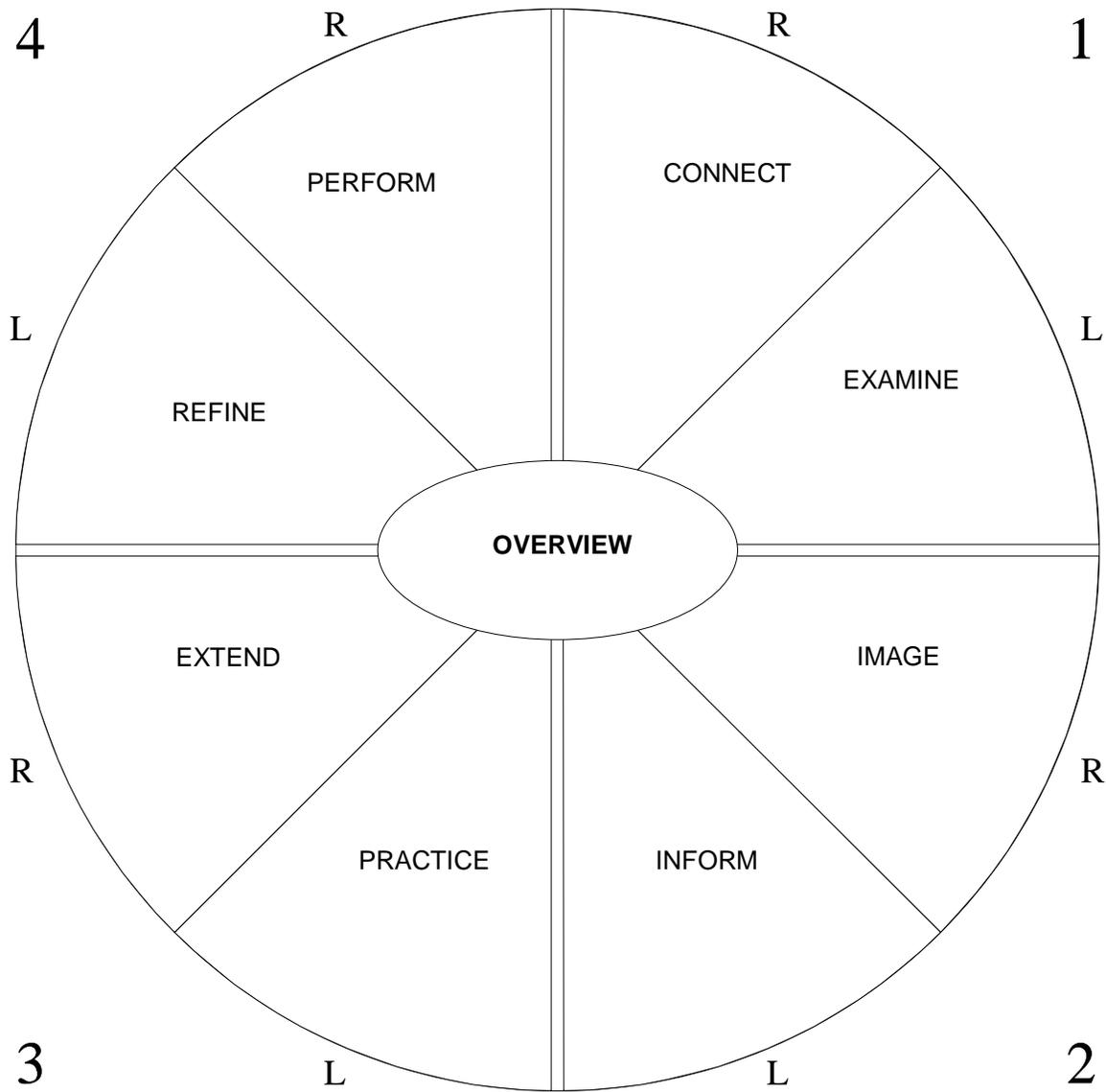
As an organization dedicated to education and research, the Institute called together a group of educators to aid in the development of this curriculum guide. The Institute's executive director and director of education met with Dr. Bruce Wright, Superintendent of Jefferson County (AL) Schools and asked for his assistance with this project. Dr. Wright's support of this project connected the Institute with several teachers in the Jefferson County School System who wanted to assist with this undertaking. We targeted the Jefferson County School System because their teachers were working with a new curriculum known as 4MAT. Dr. Bernice McCarthy, creator of the internationally used 4MAT System, had this to say about the instructional design:

"4MAT is an open-ended teaching model. It is designed to raise teacher awareness as to why some things work with some learners and other things do not. It is adaptable to the developmental level of the learners, the content being taught, and the artistry of the moment. It is a most useful framework for restructuring schools by exploring the wholeness of systems. If, at any time or in any way, 4MAT becomes a hindrance to the authority and efficacy of the teacher, its use should be reconsidered."

The following pages contain a model of the 4MAT plan and details on how it can be used as an instructional vehicle. We certainly hope the lesson plans contained in this curriculum will assist you in preparing students for a successful visit to the Birmingham Civil Rights Institute. Also, as educators, this guide will aid in your development of successful instruction on the Civil Rights Movement and African American life and history.

Ms. Angela Fisher Hall
Director of Education
Birmingham Civil Rights Institute

GENERAL OVERVIEW OF THE 4MAT INSTRUCTIONAL MODEL



Objective: To provide a detailed explanation of each of the eight steps of the 4MAT® System cycle of instruction.

About the Author: Bernice McCarthy developed the 4MAT® System in 1979.

Required Resources: McCarthy, Bernice, *the 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques*, Barrington, IL: Excel, Inc., 1987.

GENERAL OVERVIEW

Quadrant 1, Right Mode

Objective: To create an experience. To enter into the experience, to engage the Self, and to connect personal meaning with experience.

Activity:

- Connect students directly to the concept in a personal way.
- Capture students' attention by initiating a group problem-solving activity before delivery of instruction.
- Begin with a situation that is familiar to students and builds on what they already know.
- Construct a learning experience that allows diverse and personal student responses.
- Facilitate the work of cooperative teams of students.
- Elicit non-trivial dialogue from students.

Evaluation: Engagement, imagination and idea generation of students.

Quadrant 1, Left Mode

Objective: Examine the experience.

Activity:

- Encourage students to share their perceptions and beliefs.
- Guide students to reflection and analysis of the experience.
- Summarize and review similarities and differences.
- Establish a positive attitude toward the diversity of different people's experience.
- Clarify the reasons for the learning.

Evaluation: The quality of students' analysis of their collective subjective world of experience. Students' ability to explore stated feelings by listening, listing, patterning, prioritizing, stating their own reflections.

Quadrant 2, Right Mode

Objective: Integrating personal experiences into conceptual understanding.

Activity:

- Provide a metaview, lifting students into a wider view of the concept.
- Use another medium (not reading or writing) to connect students' personal knowing to the concept (i.e. visual arts, music, movement, etc.)
- Involve learners in reflective production that blends the emotional and the cognitive.
- Transform the concept yet to be taught into an image or experience, a "sneak preview" for the students
- Deepen the connection between the concept and its relationship to the students' lives
- Relate what the students already know to what the experts have found.

Evaluation: Quality of student production and reflection.

GENERAL OVERVIEW

Quadrant 2, Left Mode

Objective: Define theories and concepts.

Activity:

- Provide “acknowledged body of knowledge” related to the concept
- Emphasize the most significant aspects of the concept in an organized, organic manner
- Present information sequentially so students see continuity
- Draw attention to important, discrete details; don’t swamp students with myriad facts
- Use a variety of delivery systems: interactive lecture, text, guest speakers, films,
- visuals, CAI, demonstrations, etc. when available

Evaluation: Teacher verbal and/or written checking for student understanding.

Quadrant 3, Left Mode

Objective: Working on Defined Concepts (Reinforcement and Manipulation)

Activity:

- Provide hands-on activities for practice and mastery.
- Check for understanding of concepts and skills by using relevant standard materials, i.e. worksheets, text problems, workbooks, teacher prepared exercises, etc.
- Provide opportunities for students to practice new learning, perhaps in multi-modal ways (learning centers, games fostering skill development, etc.
- Set high expectations for skills mastery.
- Use concept of mastery learning to determine if re-teaching is necessary and how it will be carried out.
- Students may create additional multi-modal practice for each other.

Evaluation: Quality of student work, perhaps an objective quiz.

Quadrant 3, Right Mode

Objective: “Messing Around” (Adding Something of Themselves)

Activity:

- Encourage tinkering with ideas/relationships/connections.
- Set up situations where students have to find information not readily available in school texts.
- Provide opportunity for students to design their own open-ended explorations of the concept.
- Provide multiple options so students can plan a unique “proof” of learning.
- Require students to organize and synthesize their learning in some personal, meaningful way.
- Require students to begin the process of planning how their project will be evaluated, identifying their own criteria for excellence.

Evaluation: Students’ on-task behavior and engagement in their chosen options.

GENERAL OVERVIEW

Quadrant 4, Left Mode

Objective: Evaluating for Usefulness and Application.

Activity:

- Give a guidance and feedback to students' plans, encouraging, refining, and helping them to be responsible for their own learning.
- Help students analyze their use of the learning for meaning, relevance, and originality.
- Maintain high expectations for completion of chosen options.
- Help mistakes become learning opportunities.
- Summarize by reviewing the whole, bringing students "full circle" to the experience with which the learning began.

Evaluation: Students' willingness and ability to edit, refine, rework, analyze, and complete their own work.

Quadrant 4, Right Mode

Objective: Doing it themselves and sharing what they do with others.

Activity:

- Support students in learning, teaching and sharing with others.
- Establish a classroom atmosphere that celebrates the sharing of learning.
- Have the opportunity for students to practice new learning.
- Make student learning available to the larger community, i.e. books students write are shared with other classes; students report in school paper; student work is displayed throughout the school; etc.
- Leave students wondering (creatively) about further possible applications of the concept, extending the "what ifs" into the future.

Evaluation: Students' ability to report and demonstrate what they have learned. Expressions of student enjoyment in the sharing of their learning. Quality of student final products.

K-12
Student Outcomes
and
Lesson Plans

KINDERGARTEN CURRICULUM PROJECT

FOCUS: SHARING

Student Outcome(s): #4, #5, #7, #11

STUDENT OUTCOMES

Primary Students (Kindergarten) Will:

#4. Locate new information and express understanding of the new information in various classroom projects.

Example: Projects: creating a variety of table top models of houses from around the world, designing local neighborhoods using large appliance boxes, constructing animal homes utilizing various resources
Research resources: pictures, posters, charts, storybooks, fact books, trade books, songs, music, maps and globes, cooperative planning, media center use, computer and technological tools, guest speakers, field trips

#5. Develop awareness that school is a safe place for learning and working.

Example: *Will I have a friend?* by Miriam Cohen
Annabelle Swift, Kindergartner by Amy Schwartz

#7. Exhibit behaviors that are part of responsible civic life in the school setting resulting in harmonious and socially satisfying relationships with others.

- **Sharing**
- **Using good manners**
- **Taking turns**
- Doing chores
- Following rules and laws
- Accepting consequences

#11. Discover characters and events from literature that demonstrate the impact of one person's behavior upon another.

- **Consequences of helping others**
 - **Consequences of hurting others**
- Example: *Rainbow Fish* by Marcus Pfister

FIRST GRADE CURRICULUM PROJECT

FOCUS: RESPECT

Student Outcome(s): #4, #5,

STUDENT OUTCOMES

Primary Students (First Grade) Will:

#4. Extend the range of behaviors, rights, and courtesies that are part of responsible civic life within the school setting.

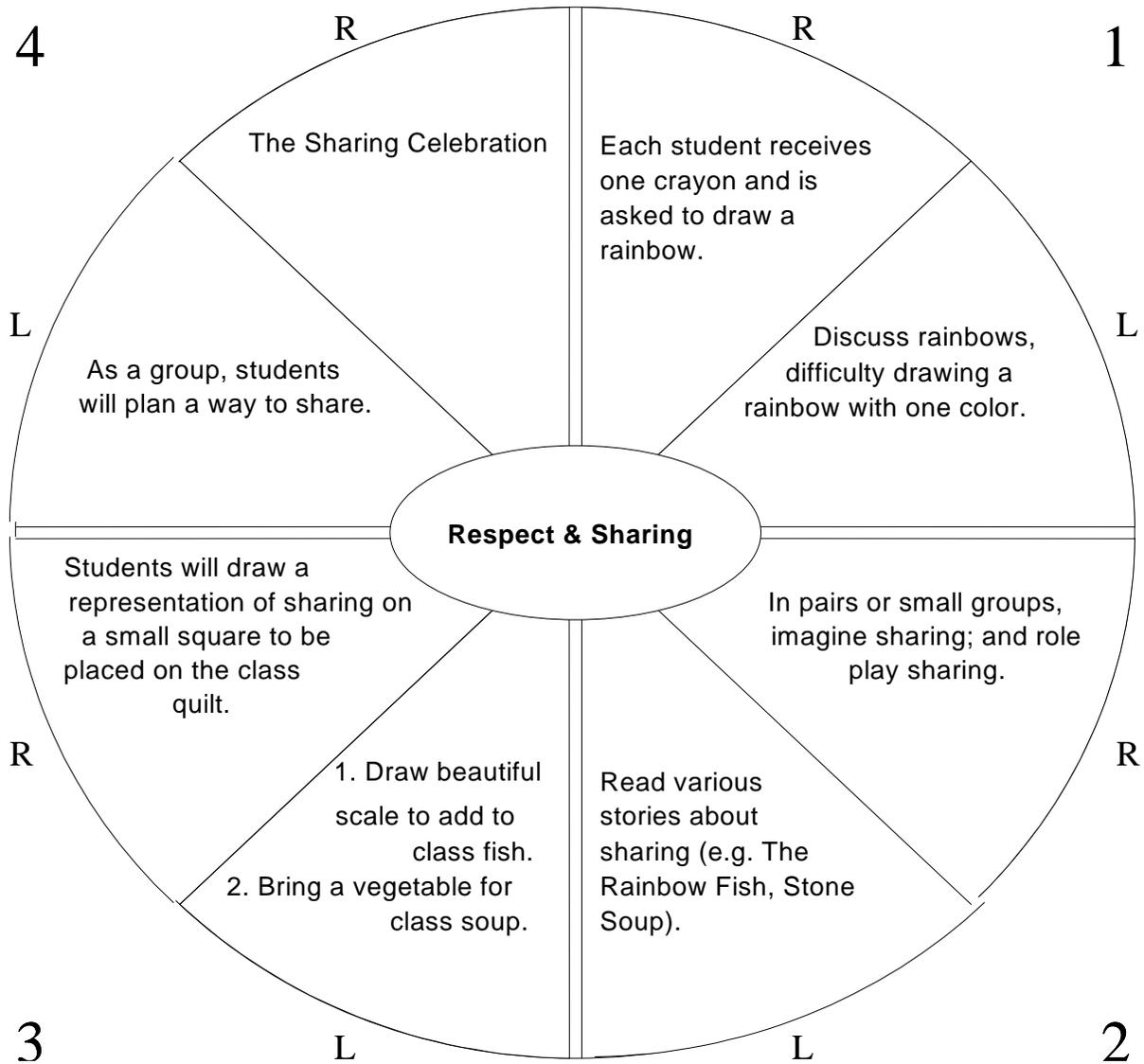
- Working cooperatively
- Respecting opinions of others
- Proposing actions to benefit the group
- Proposing solutions to classroom problems

#5. Demonstrate problem-solving behavior

Example: role-playing

Lesson Plan

Kindergarten & Grade 1



Objective: Students will be able to share and experience how working with others and sharing is important to their lives.

About the Authors: Dr. Mara Jambor and Martha Bouyer are social studies supervisors for the Jefferson County Board of Education. Both are national consultants for **About Learning Inc.**, developers of the 4MAT instructional model.

Required Resources: Brown, Marcia, *Stone Soup*, Aladdin Books, Macmillan Publishing Company, New York, NY, 1986. and Pfister, Marcus, *The Rainbow Fish*, North South Books, New York.

Kindergarten & Grade 1

Quadrant 1, Right Mode

- Objective:** Students will experience how sharing enhances an art activity.
- Activity:** Students are given one crayon and asked to draw a rainbow.
- Evaluation:** Students notice that you cannot make a rainbow with one color.

Quadrant 1, Left Mode

- Objective:** To allow children to reflect on their experience.
- Activity:** Discuss with students: How does your rainbow look? Do you like your rainbow? How could you make your rainbow better? Encourage students to come up with ideas to make their rainbow better (share crayons with classmates).
- Evaluation:** Children discover that it takes sharing to accomplish some tasks.

Quadrant 2, Right Mode

- Objective:** To have the children conceptualize sharing.
- Activity:**
- 1) Work in pairs or small groups. Through guided imagery, have students imagine a time when they share.
 - 2) Use movement to communicate sharing (children have thought in their head and then act on their idea). Example: bounce ball back and forth, jump rope, play with toys.
- Evaluation:** Evaluate how the child's movement portrays sharing.

Quadrant 2, Left Mode

- Objective:** Determine critical attributes of sharing
- Activity:**
- 1) Read various stories about sharing (e.g., The Rainbow Fish, Stone Soup).
 - 2) Lecture about sharing and critical attributes of sharing: must involve another person or animal, there must be a need.
 - 3) List similarities/attributes on a chart
- Evaluation:** Examine responses on wall chart.

Kindergarten & Grade 1

Quadrant 3, Left Mode

Objective: Practice.

Activity:

- Students will work independently to color a large scale made of construction paper.
- Students can draw a picture of sharing on the scale.
(Option: Students may prefer to create their own Rainbow Fish. These could then be placed in class sea.)
- Students plan which vegetables they want to contribute for the class' stone soup recipe.

Evaluation: Student engagement in the art activity.

Quadrant 3, Right Mode

Objective: Students will relate new learning to their own lives.

Activity:

Given a square of construction paper and crayons or markers to work with, student will create a representation of sharing. (Small cloth squares can be used and sewn into a real quilt!)

Evaluation: Students will explain how their project represents sharing.

Quadrant 4, Left Mode

Objective: To plan how students will share an activity.

Activity:

- As a group, students will plan a way to share their work with other classes.
- For example, the large class Rainbow Fish and the class quilt can be displayed in the hall.
- Students can make invitations for other classes to view their work.
- Students can plan how they share the task of providing refreshments for their guests.

Evaluation: Students participate in planning.

Quadrant 4, Right Mode

Objective: To experience sharing.

Activity:

Invited classes visit the class Rainbow Fish and quilt. They are treated to cookies and drinks, or whatever the class determined would be provided.

Evaluation: Participation and sharing in the activity.

SECOND GRADE CURRICULUM PROJECT

FOCUS: SYMBOLS

Student Outcome(s): #1 & #2

STUDENT OUTCOMES

Second Grade Students Will:

#1 Develop map and globe skills appropriate to developmental level and grade level.

- Features:

Demonstrate a working knowledge of maps and globes in classroom activities

- Hemispheres
- North Pole
- South Pole
- Continents
- Equator
- Arctic Circle
- Antarctic Circle

Example: Creating salt maps

- **Symbols: Become aware of symbols used in map legends.**

Example: Compass rose

- **Symbols: Be able to invent symbols to represent objects in student-made maps.**

- Location: Be able to locate on maps and globes major land masses and bodies of water associated with characters encountered in fiction and non-fiction.

- **Location: Be able to locate sites on a map** associated with food production, transportation, and sale.

Example: Locating production sites found on the labels of canned foods.

- **Directions: Apply knowledge of cardinal directions in classroom activities.**

Examples: Going on a treasure hunt, driving toy car on a large floor map, *Roxaboxen* by Alice McLerran, *Make Way For Ducklings* by Robert McCloskey

- Scale: Be able to evaluate several routes on simple maps to find the shortest route between two points.

Example: *As the Crow Flies* by Gail Hartman

#2 Develop the ability to interpret and display information in graphic form.

- Maps
- Globes
- Charts

Example: creating a chart to display types of transportation used to move people now and long ago, *I Go with My Family to Grandma's* by Rikki Levinson

- Graphs

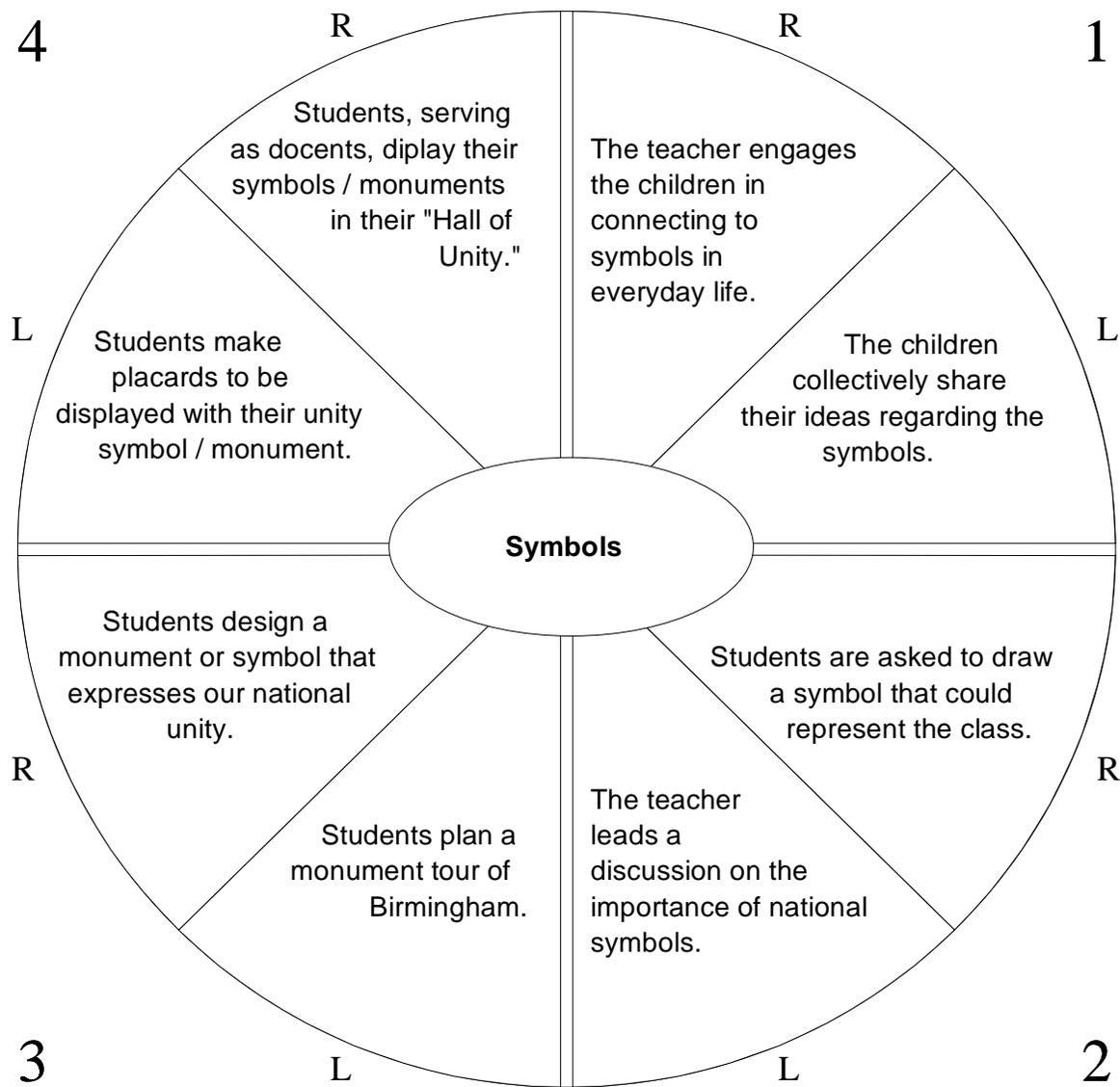
Example: Graphing a number of students in the class born in the local area versus students born out of the area

- Time lines

Example: Developing a time displaying significant events in family histories, class histories, and historic events

Lesson Plan

Grade 2



Objective:

Students will learn about national symbols and how they serve to unite the diverse groups of Americans as a nation. Our common heritage will be examined as we look at our national symbols. It is hoped that this lesson will bring about a sense of belonging and the need to build upon our strengths as a nation.

About the Authors:

Dr. Mara Jambor and Martha Bouyer are social studies supervisors for the Jefferson County Board of Education. Both are national consultants for **About Learning Inc.**, developers of the 4MAT Instructional model.

Required Resources:

Pictures of symbols noted in the lesson plan. Art supplies.

Grade 2

Quadrant 1, Right Mode

Objective: To connect the lives of the students with symbols and the importance of symbols in our lives.

Activity: Sitting in circle groups, the teacher will share pictures of things that the children can easily identify and know the meaning of without having to use words. Some common examples may include, Kmart, Wal-Mart, Golden Arches of McDonalds, a church steeple, a valentine, and Pizza Hut. The children will discuss what these symbols mean. Special symbols stand for something much deeper and more important than the symbol itself. Explore this idea with the students.

Evaluation: Teacher observation of the student interaction and participation during the activity.

Quadrant 1, Left Mode

Objective: To allow the student to share their ideas regarding the various symbols.

Activity: Bring students back together as a class, place all of their ideas on the chalkboard and allow them to share as a group. Allow the students to discuss the symbols and their importance as a way to synthesize all of the ideas they generated. This may be a new experience for the students so please be understanding if they all want to talk at the same time.

Evaluation: The lively exchange of ideas reflects that the students are engaged in the activity.

Quadrant 2, Right Mode

Objective: To allow students an opportunity to express themselves artistically.

Activity: Students are asked to draw and color a symbol that could be used to represent their class.

Evaluation: Each student will turn in the representative class drawing/symbol to the teacher.

Quadrant 2, Left Mode

Objective:

- To allow students an opportunity to explore some of our national symbols.
- To examine symbols of Birmingham past and present.
- To explore the historical background of the symbols.
- To develop in the student a sense of national unity and pride.

Activity: Using slides, transparencies, or pictures the students will examine symbols of our nation and the City of Birmingham. Suggested symbols include: the flag, the Bald Eagle, Liberty Bell, Statue of Liberty, The Constitution, The Washington Monument, Vulcan, Brother Bryan Statue, Sixteenth Street Baptist Church, the Birmingham Civil Rights Institute and Sloss Furnaces. The teacher will discuss the importance of the national symbols and how they unite all Americans, regardless of background, as one nation.

Evaluation: Teacher observation of the students during the presentation.

Grade 2

Quadrant 3, Left Mode

- Objective:** To allow the students to reflect upon the importance of symbols/monuments by designing a tour of Birmingham.
- Activity:** Using the information gained from the teacher discussion, the students will work in pairs or in groups of threes to plan a monument tour of Birmingham, Alabama. The students must explain why the monuments they selected are included in the tour.
- Evaluation:** Students will turn in their "tour guide" to the teacher.

Quadrant 3, Right Mode

- Objective:** Allow students the opportunity to work with a local artist. Contact the Birmingham Museum of Art to arrange to have an artist visit the school. Allow students an opportunity to develop their creative genius by designing a national monument or symbol that represents all Americans.
- Activity:** Each student will design a monument or symbol to reflect our national unity. The symbol/monument may be made using modeling clay, wood, or construction paper.
- Evaluation:** Students must turn in a draft of their monument/symbol to the teacher.

Quadrant 4, Left Mode

- Objective:** To give students an opportunity to reflect on the symbols/monuments they created. To improve their writing skills.
- Activity:** Each student will make a placard to explain the significance / meaning of their monument/symbol.
- Evaluation:** Students will turn in their placards to the teacher. The placards will be placed with the monuments/symbols.

Quadrant 4, Right Mode

- Objective:**
- To give students an opportunity to share their work with others
 - To develop an appreciation for what it means to belong to a nation.
 - To help students understand and express that what unites us as a nation is stronger than what divides us as people.
 - To improve writing skills.
- Activity:** Students will display their work in the "Hall of Unity." Students will serve as docents in the "Hall of Unity" as they share what they have learned regarding symbols/monuments.
- Evaluation:** Each student will turn in a paragraph to the teacher explaining what he or she learned as a result of this experience. The teacher will note the interaction of the students as they explain their monuments/symbols to other students.

THIRD GRADE CURRICULUM PROJECT

FOCUS: COOPERATION

Student Outcome(s): #2, #16, #18

STUDENT OUTCOMES

Third Grade Students Will:

#2. Know how to interpret and display information and data using various graphic organizers.

- Maps
- Globes
- **Charts**
- Graphs
- **Time lines**
- Tables

Example: Creating an illustrated time line tracing events associated with European and African settlements.

#16. Describe natural features.

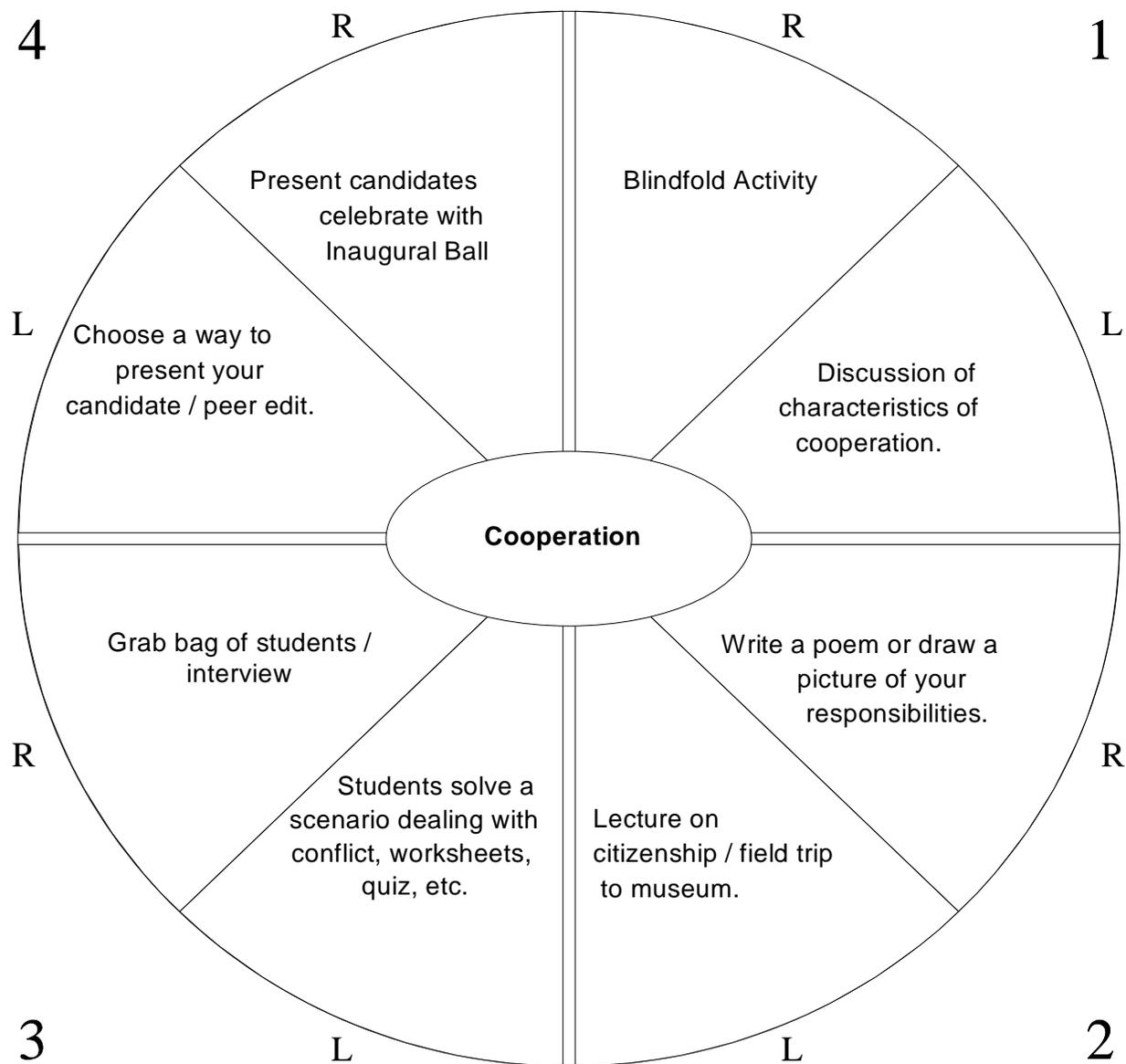
- Physical characteristics
- Natural Resources
- **Interdependency**

#18. Identify land rights and responsibilities of citizens.

Examples: public parks, home ownership, public buildings

Lesson Plan

Grade 3



Objective: Students will be able to identify the characteristics of a good citizen. Students will learn ways to resolve conflicts.

About the Author: Jane Schoel, a 4MAT Trainer, is a fifth grade teacher at Irondale Community School.

Required Resources: Third Grade Social Studies Text, *Share the World* Chapter 11, citizenship simulation booklet, puzzles, computers -- Internet.

Grade 3

Quadrant 1, Right Mode

- Objective:** Students will be able to put together a puzzle with the guidance of a partner.
- Activity:** Pair students with a partner. Give each pair a puzzle to put together. One student needs to be blindfolded while the other student will give directions as to how to put the puzzle together. Have students swap places and try the experiment again.
- Evaluation:** Student cooperation and belief in their partner. Success in putting puzzles together.

Quadrant 1, Left Mode

- Objective:** Students will discuss the characteristics of cooperation.
- Activity:** Have students discuss what was hard and what made it successful when only being guided through the steps of putting the puzzle together. How did you rely on your partner? How could they have helped you more? Mindmap these on the board for students to see. How did you and your partner cooperate?
- Evaluation:** Student participation.

Quadrant 2, Right Mode

- Objective:** Students will create a poem or a picture showing participation.
- Activity:** Have students draw a picture showing responsibilities that they have at home or at school. They may write a poem or a song about their responsibilities if they would prefer. Have them show their pictures and poems with either a small group or whole group. Remind them that the activity done in quadrant one was a responsibility to their partner in order for them to be successful. Responsibilities are not just individual; they affect others and their performances.
- Evaluation:** Quality of work and effort shown.

Quadrant 2, Left Mode

- Objective:** To help students to become better citizens by learning ways to resolve conflicts.
- Activity:** Teacher will use text to lecture on resolving conflict. A correlation between conflict and the way it was solved in civil rights should be included. A field trip to the Birmingham Civil Rights Institute would be appropriate at this point. Teacher should emphasize that learning to solve conflicts is part of being a good citizen.
- Evaluation:** Teacher observation of attention and note taking.

Grade 3

Quadrant 3, Left Mode

- Objective:** Students will be able to solve a scenario about conflict.
- Activity:** Give students a pretend situation that involves a conflict. Have them write a solution to the conflict using the steps outlined in the lecture. Write it from the other person's point of view. Use worksheets and quiz. Role play a situation and assess the students' ability to resolve conflicts and come to an agreement.
- Evaluation:** Quality of student work and participation.

Quadrant 3, Right Mode

- Objective:** Students will create and write their own campaign for a fellow classmate.
- Activity:** Put all names of classmates in a grab bag and have students take one. Students will choose how they would like to campaign for their candidates for the best class citizen. Students should first interview the classmate to find out why they feel they should win the award. Next, they should choose a way to express this information. They could draw a poster, write a campaign speech, conduct a reporter-type interview, record an interview, or choose one of their own ideas.
- Evaluation:** Teacher observation/student participation.

Quadrant 4, Left Mode

- Objective:** Students will refine projects and peer edit.
- Activity:** Students should work with their candidate to perfect their campaign.
- Evaluation:** Checklist for students/teacher evaluation.

Quadrant 4, Right Mode

- Objective:** Students present their candidates for good class citizenship.
- Activity:** Students will present their candidate and have a mock Inaugural Ball. All will celebrate by receiving a certificate for becoming good citizens.
- Evaluation:** Quality of student work.

FOURTH GRADE CURRICULUM PROJECT

FOCUS: SEGREGATION

Student Outcome(s): #2, #3, #33, #34, #43, #44

STUDENT OUTCOMES

Fourth Grade Students Will:

#2. Interpret and display information and data using various graphic organizers.

- Maps
- Globes
- **Charts**
- Graphs
- **Illustrations**
- Tables
- **Time lines**

#3. Apply reference skills in independent investigations of selected topics.

- Atlas
- Electronic resources
- Dictionary
- Encyclopedia
- Media center

#33. Describe aspects of Alabama society in the late nineteenth century

- **Race relations**
- **Culture**
- **Lifestyles of people**
- Politics
- Economic development

#34. Explain the impact of the voting rights revision in the Constitution of 1900.

- Restriction of eligible voters
Example: rights and responsibilities

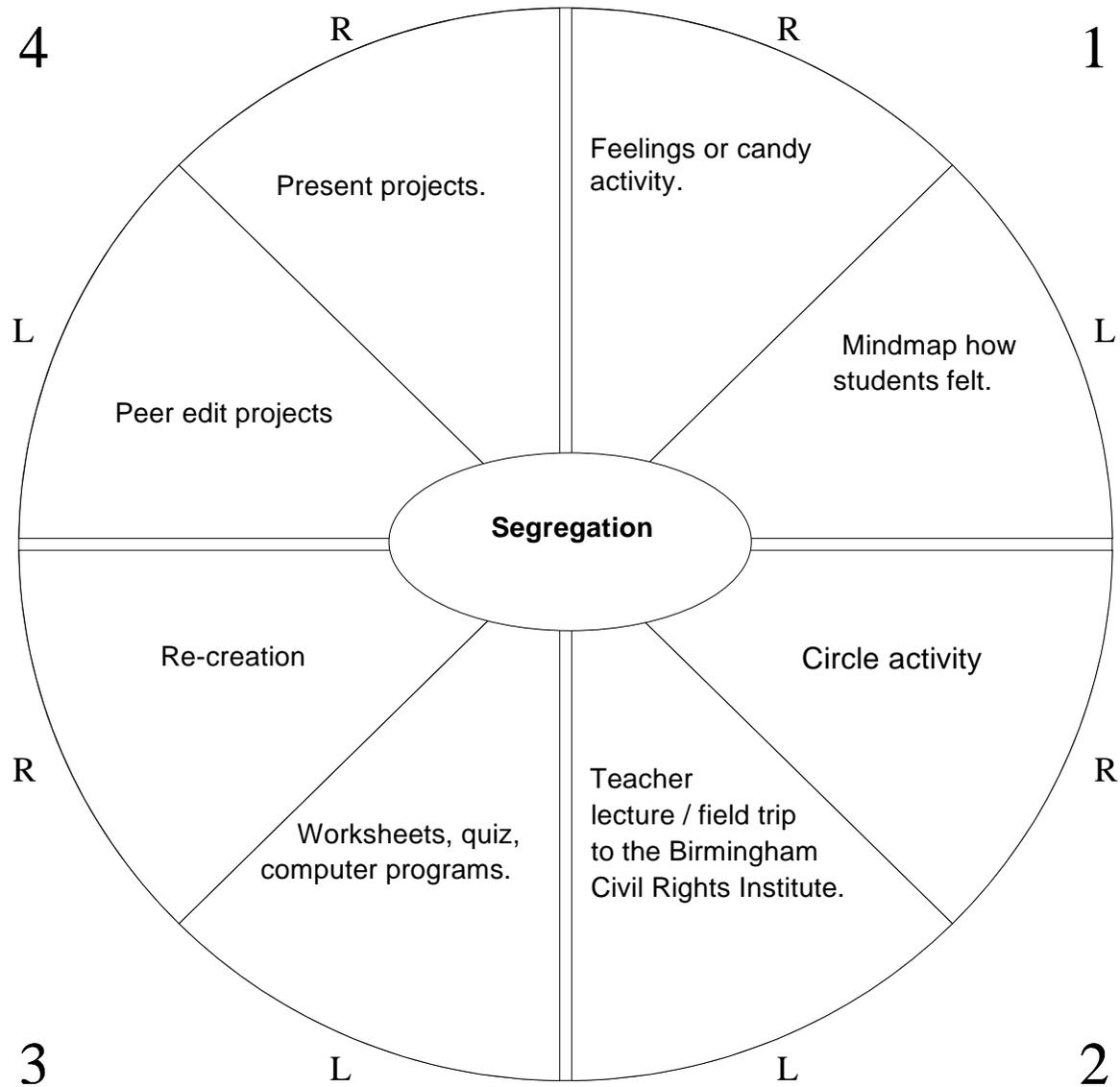
#43. Describe significant aspects of the Civil Rights Movement in Alabama.

- **People**
Examples: **Martin Luther King, Jr.; George C. Wallace; Frank M. Johnson; Rosa Parks**
- **Events**
Examples: **Montgomery Bus Boycott, Birmingham church bombing,
Selma-to-Montgomery March**
- **1964 Civil Rights Act**
- **1965 Voting Rights Act**

#44. Summarize the impact of the Civil Rights Movement on life in Alabama

- **Politics**
- **Culture**
- **Economics**

Grade 4 Lesson Plan



Objective: To show students how society overcame segregation and blacks reclaimed their citizenship.

About the Author: Jane Schoel, a 4MAT Trainer, is a fifth grade teacher at Irondale Community School.

Required Resources: *The Alabama Journey*, teacher's manual and student text, computer Internet sites of Martin Luther King Jr.'s "I Have A Dream", George Wallace standing in the door of University of Alabama, and Rosa Parks bus ride.

Grade 4

Quadrant 1, Right Mode

- Objective:** Students will have an understanding of segregation.
- Activity:** As students enter the room the teacher will tell some students very complimentary remarks, "I like your hair today, You look good today, That is a beautiful shirt or dress, etc." Other students will be treated rather distantly. For example, they would be told to, "hurry up and sit down, don't talk, why did you sit there? did you do the assignment?" Negative remarks and not positive feedback. "Sit in the back. Face the other way. Don't talk to your neighbor."
****This could be done with giving some children candy as they first enter the room and others not. (You would give the other children candy later after the experiment was over). Let them eat it immediately.*
- Evaluation:** Student participation and teacher observation.

Quadrant 1, Left Mode

- Objective:** Students will discover why they felt left out.
- Activity:** Have students mindmap why they felt left out and set apart from the rest of the class.
- Evaluation:** Student participation.

Quadrant 2, Right Mode

- Objective:** To give students a greater awareness of integration.
- Activity:** Have students move quietly around the room, whispering, visiting with each other. Call time and all the students must stop where they are and hold hands with the other students on each side of them. They will be all tangled up and will have to get untangled by going over or under each other's hands. Their hands should never be released while doing this. The end result will be a circle of children holding hands. Remind students that integration is the combining of different things. At this time they are combining hands and children to form a circle.
- Evaluation:** Students forming a complete circle.

Quadrant 2, Left Mode

- Objective:** Students will identify how blacks overcame segregation and restored their citizenship.
- Activity:** Teacher will use the text, *Alabama Journey*, Chapter 24, to lecture about the Civil Rights Movement. Students will tour the Birmingham Civil Rights Institute to add to the information given by the teacher. Teacher should provide a seek-and-find lesson for students to do in the Institute's museum. Students may want to record information by using a camera / digital camera to use later in their projects.
- Evaluation:** Teacher observation and student participation in seek-and-find lesson.

Grade 4

Quadrant 3, Left Mode

- Objective:** Students will practice information given in the lecture.
- Activity:** Students will practice by doing worksheets that correlate with the text and by taking a chapter quiz. Teacher will provide students with Internet sites to expand information base and students should complete the teacher-made Hyperstudio stack. This will be a stack of cards that need completion such as matching people with events.
- Evaluation:** Grades from worksheets, quiz, and Hyperstudio.

Quadrant 3, Right Mode

- Objective:** Students will create a project to express an understanding of the Civil Rights Movement.
- Activity:** Students will choose events for which they will create a play about civil rights. Students need to be put into groups according to what choice they would like (writer, actor, etc.) Each student will choose which part they would like to have. Some will be characters, writers, prop-makers, etc. This is a self-assigned task that needs to include all students in the group. Teacher will need to oversee each group and to have a list of everyone's choices. Students make plans to bring necessary materials to begin project.
***Give the option to students of writing poems, speeches (if they want to do a single character), or artistic representations of events. Set criteria for each project by using a rubric.
- Evaluation:** Checklist of behavior on groups and participation.

Quadrant 4, Left Mode

- Objective:** Students share information and peer edit.
- Activity:** Students share their part and put things together for a trial run. Some students may want to use a digital camera to record their project. Others may want to put it on computer programs such as PowerPoint. Have students work in their groups to refine and edit.
- Evaluation:** Checklist made with students for students to use in their groups.

Quadrant 4, Right Mode

- Objective:** Students will share and celebrate their plays on civil rights.
- Activity:** Students will perform their plays for the class. Students will attach a symbol to a timeline where their play would occur in history according to the event role-played.
- Evaluation:** Teacher will use a rubric to grade the projects.

FIFTH GRADE CURRICULUM PROJECT

FOCUS: THE STRUGGLE FOR FREEDOM

Student Outcome(s): #2, #3, #17, #18, #38, #39, #40

STUDENT OUTCOMES

Fifth Grade Students Will:

#2 Read, Interpret, and organize information using a variety of sources and tools.

- Charts
- Globes
- Graphs
- **Illustrations**
- **Maps**
- **Time lines**
- Tables

#3 Apply reference skills in independent investigations of selected topics.

- Atlases
- **Electronic resources**
Example: accessing information on the Internet
- **Dictionaries**
- **Reference**
- Media Centers
- Newspapers
- Databases

#17 Discuss colonial trade routes and their impact on society.

- **Triangular Trade (slave trade)**
Example: *The first Passage: Blacks in the Americas 1502-1617* by Colin Palmer
- Cotton/indigo trade in the southern colonies

#19 Describe the culture of the African slaves in Colonial America.

Examples: food, clothing, shelter, roles as workers, recreation, education, Ancient Africa and the Atlantic slave trade: *Voices in African American History*, compiled by Modern Curriculum Press, *The Kidnapped Prince: The Life of Olaudah Equiano* by Ann Cameron

#38 Analyze sectionalism in the America during the first half of the nineteenth century.

- **Slavery**
Examples: *Memoir and Poems and a Native African and a Slave* by Phillis Wheatly
- States' rights
- Personalities
Examples: John C. Calhoun, Robert Brooks, and John Brown
- Economic differences
Examples: King Cotton versus factories
- **Geographic influences**
Examples: rural, industrial, plantations

Grade 5

#39. Examine major struggles within the nation and the resulting compromises.

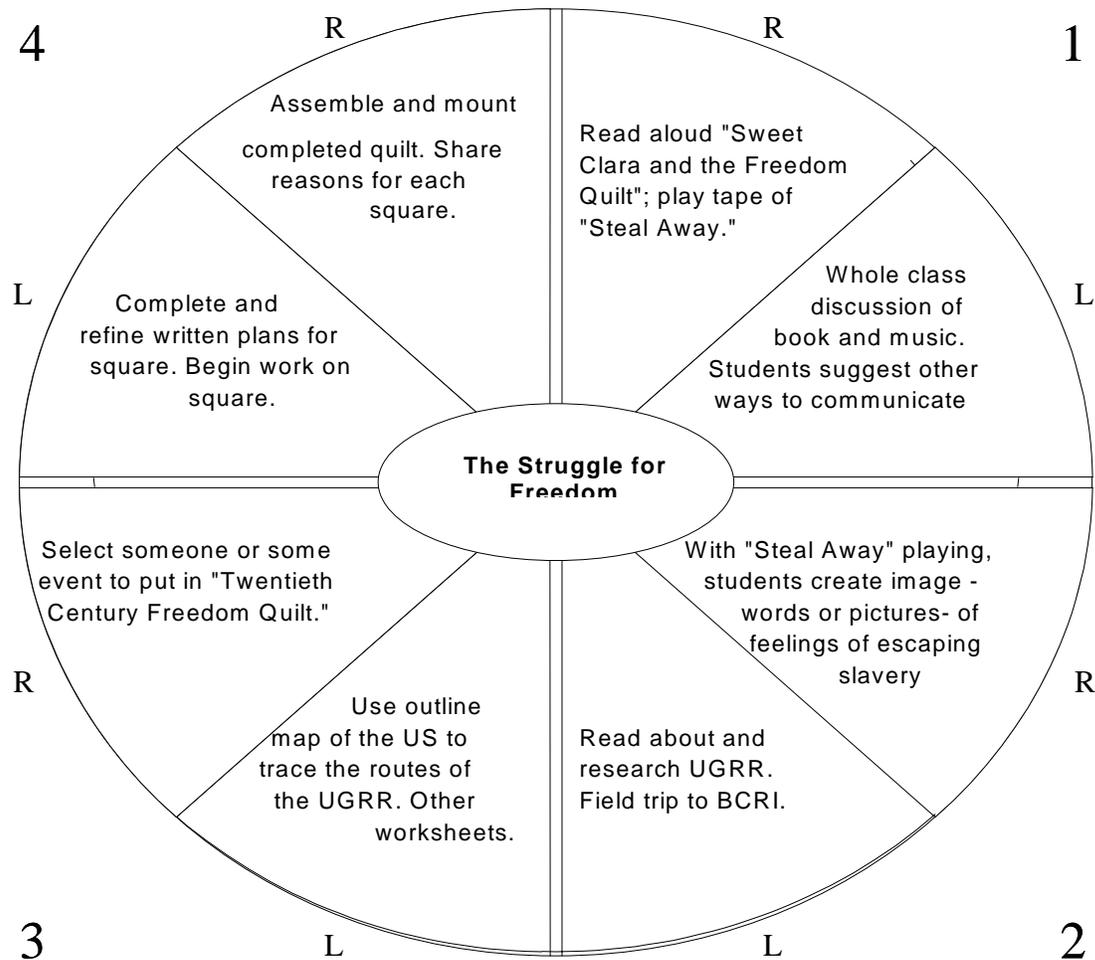
- Texas statehood (Alamo)
- **Compromise of 1850**
- **Fugitive Slave Act**
- “Bleeding Kansas”
- Nebraska Act
- Dred Scott

#40. Identify and discuss some American activist before the Civil War.

Examples: *The Liberator* by William Lloyd Garrison, Elizabeth Cady Stanton, Harriet Tubman, Harriet B. Stowe, *Narrative of the Life of Frederick Douglass* by Frederick Douglass, Henry Clay, John C. Calhoun, Sojourner Truth, Horace Mann, Dorthea Dix

Lesson Plan

Grade 5



Objective: Students will learn about the Underground Railroad and make connections to the need for freedom that impelled the runaway slaves before emancipation with the motives behind the fight for equality and equal rights in the 1950's and 1960's.

About the Author: Patricia K. Cleino is a middle school teacher with 25 years experience in secondary education. She has an Ed.S degree in history and gifted education. She teaches at Hewitt-Trussville Middle School, part of the Jefferson County System in Alabama. She is also a SUPER teacher with the Alabama Humanities Foundation and a member of the Jefferson County Curriculum Steering Committee.

Required Resources: Any textbook with a description of the Underground Railroad. Outline maps of the United States on which students can trace the routes of the railroad. A copy of *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson (available at most libraries in the children's picture book area); suggested, but not required. A tape or CD of African-American spirituals that were used by slaves to notify each other that a conductor of the UGRR was coming into the area.

Grade 5

Quadrant 1, Right Mode

- Objective:** To introduce the ideas of the many ways in which slaves or any unfree people communicate with each other without outsiders being aware of the message or even that communication is taking place
- Activity:** As students come into the room, play a tape of *Steal Away*. Explain briefly how it was used to as a signal for arrival of the conductor of the Underground Railroad (UGRR). Read the book *Sweet Clara* and the *Freedom Quilt* by Deborah Hopkinson.
- Evaluation:** Student reaction to the music and the story.

Quadrant 1, Left Mode

- Objective:** To debrief book and music and stimulate interest in ways in which people can engage in communication without an oppressive power being aware of what is going on. Students should also begin to appreciate the kinds of intelligence and ability needed by non-literate people in stressful situations.
- Activity:** Hold class discussion of the book and music. Have students suggest other ways of communication. Consider how much knowledge and ability had to go into making that kind of quilt. Mention that quilts were also used as signals. Talk about what kinds of ability had to be used in following that nature.
- Evaluation:** Quality of student responses and involvement.

Quadrant 2, Right Mode

- Objective:** Students will reflect on the book and discussion and create an image of their idea of the feelings of an escaping slave.
- Activity:** With the tape of *Steal Away* playing, students will either write about (in any genre) or draw a picture of what it might feel like to be a runaway slave. The pictures and written descriptions should be displayed around or just outside the classroom.
- Evaluation:** Quality of student pictures or descriptions.

Quadrant 2, Left Mode

- Objective:** Students will read and learn more about the UGRR and begin to compare it to the 20th Century Civil Rights Movement.
- Activity:** Students will read about the UGRR in textbooks, on the Internet, or in other books as available (e.g. a biography of Harriet Tubman or others involved in the UGRR). The class will take a field trip to the BCRI. Class questions to be answered after the trip will be centered on how the UGRR and the Movement of the 1950's and 60's are alike. Students should identify 20th Century leaders who moved ahead to guide others and methods used to lead African-Americans to equality.
- Evaluation:** Tests on text and class material to evaluate student knowledge of basic information.

Grade 5

Quadrant 3, Left Mode

- Objective:** To reinforce student knowledge of the UGRR and techniques used to escape; to complete comparisons and connections to the 20th Century.
- Activity:** Students will outline maps of the United States to trace the routes of the UGRR. (These are available on the Internet and in many textbooks.) The teacher will ask students to answer questions posed before going to the BCRI. The class (or students working in groups) will then develop a list of 20th Century leaders and events that helped people find freedom and equality. A reason must be given for each person or event on the final list.
- Evaluation:** Maps and suggestions may be graded for accuracy or for the quality of ideas exhibited.

Quadrant 3, Right Mode

- Objective:** Students will make a selection from the list developed by the class to be their square on a "Twentieth Century Freedom Quilt."
- Activity:** Working individually or in small groups, students will make their selection for the "20th Century Freedom Quilt." This quilt will show leaders and methods used to help move African-Americans and other minorities toward a fuller participation in society. Students must be able to explain the reason for each choice.
- Evaluation:** Reasons given for each choice.

Quadrant 4, Left Mode

- Objective:** Students will complete, and then revise their plans for their individual squares in the Twentieth Century Freedom Quilt.
- Activity:** Students will complete written or drawn plans for their squares; then revise and refine their plans working with a peer editor. Once the plan has been edited, students may begin work on their squares. Each square must communicate with a minimum of words (e.g. the leaders name is used, but no lengthy explanation of the role the item or person pictured played). Symbols or pictures may be used.
- Evaluation:** The individual squares may be graded based on any rubric the teacher chooses. The rubric should be given to the student or posted in the room as the planning and work go forward.

Quadrant 4, Right Mode

- Objective:** Students will finish the final quilt, hang or mount it for display.
- Activity:** Student squares will be completed and the quilt assembled. Each student or group will share their square with the class. If more than one class is involved, then the other squares should be presented by the teacher if the other classes cannot come together. To extend the lesson, the teacher might ask the students what they see as the next step that needs to be taken in the movement towards equality of all peoples. Students might also be asked what they as individuals can contribute to this process. Quilts should be displayed as prominently as possible. Other classes, school administrators, parents, etc, might be invited to view the quilt and share their ideas with the students.
- Evaluation:** The reaction of students to the final quilt. Students might also be asked to do a written evaluation of the unit including the story and the music.

SIXTH GRADE CURRICULUM PROJECT

FOCUS: RACIAL DISCRIMINATION

Student Outcome(s): #2, #22, #32

STUDENT OUTCOMES

Sixth Grade Students Will:

#2. Read interpret, and organize information using a variety of sources and tools.

- **Charts**
- Globes
- Graphs
- Illustrations
- **Maps**
- **Time lines**
- Tables
- State

#22. Analyze racial and ethnic conflict during the 1920s and 1930s.

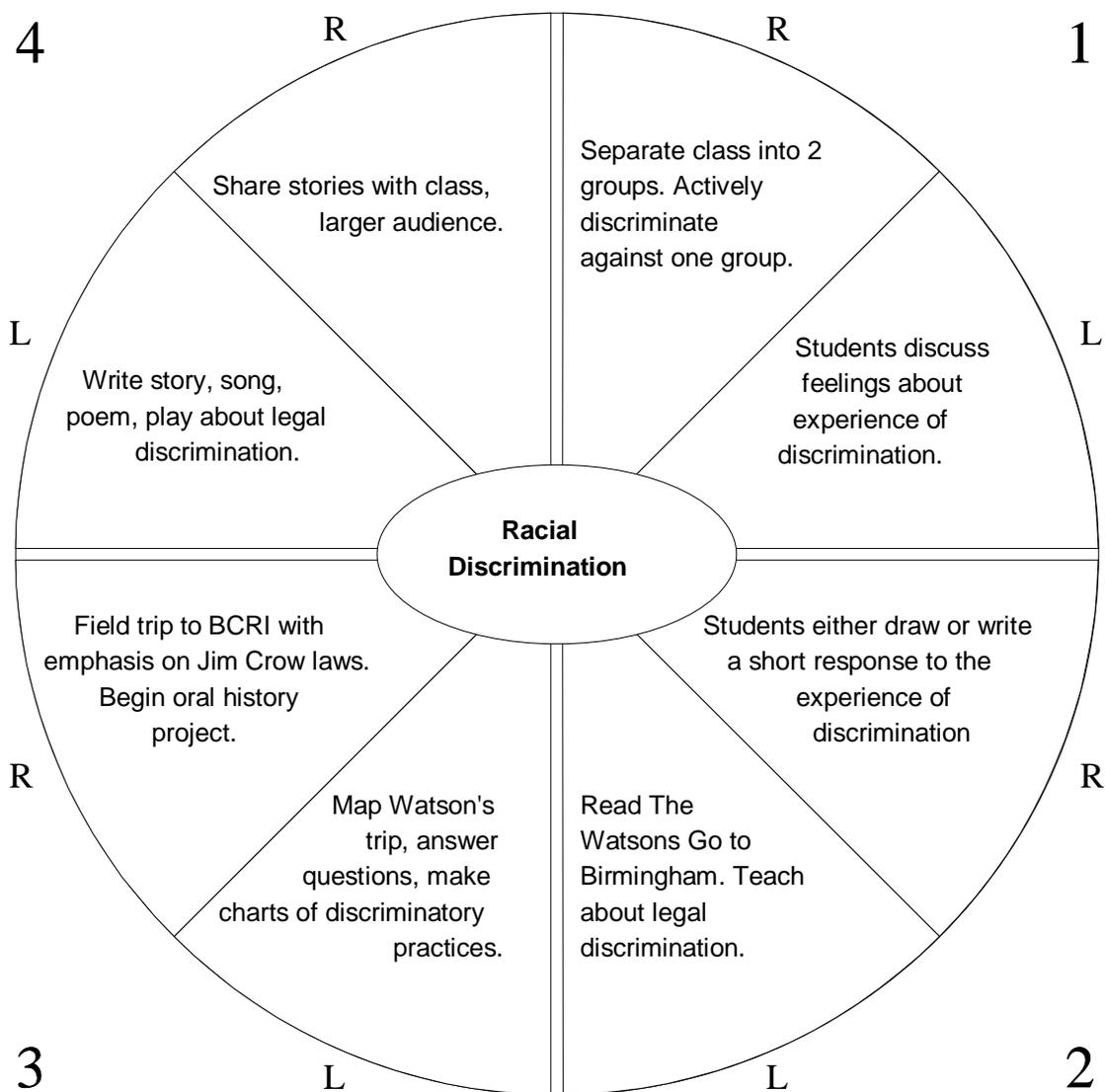
Examples: Red scare, Ku Klux Klan activities, Black migration to northern cities, Immigrants

#32. Understand the key events and people in the Civil Rights Movement.

- National
 - ***Brown v. Board of Education of Topeka, Kansas***
 - Dwight Eisenhower
 - March on Washington
 - **Martin Luther King**
 - **Civil Rights Act of 1964**
 - **Lyndon B. Johnson**
 - Voting Rights Act of 1965
 - "The Year of Chaos: 1968"
- State
 - **Montgomery Bus Boycott**
 - **Rosa Parks**
 - The Selma March
 - **Freedom Riders**
 - **George Wallace**
 - Birmingham Church Bombing
 - **Eugene Bull Connor**
 - The University of Alabama

Lesson Plan

Grade 6



Objective: By working with students in a controlled environment, they will experience “racial discrimination” first hand and its consequences.

About the Author: Patricia K. Cleino is a middle school teacher with 25 years experience in secondary education. She has an Ed.S degree in history and gifted education. She teaches at Hewitt-Trussville Middle School, part of the Jefferson County System in Alabama. She is also a SUPER teacher with the Alabama Humanities Foundation and a member of the Jefferson County Curriculum steering Committee

Required Resources: Curtis, Christopher Paul, *The Watsons Go To Birmingham*, 1963. *Birmingham Racial Segregation Ordinances*, available at the Birmingham Civil Rights Insitute.

Grade 6

Quadrant 1, Right Mode

- Objective:** To set the mood and allow students to experience discrimination.
- Activity:** Separate the class into two groups based on anything you choose (hair color, shoe style, - whatever you choose for a given class) and actively favor one group at the expense of the other. Continue this for an entire class period or day if possible. If you continue beyond one day, try reversing the groups.
- Evaluation:** Student reaction and involvement.

Quadrant 1, Left Mode

- Objective:** To debrief students about their experience with discrimination.
- Activity:** Class discussion of experience. The teacher might also share how it felt to have to discriminate against a large group for an extended period.
- Evaluation:** Quality of student participation and response.

Quadrant 2, Right Mode

- Objective:** Students will express their feelings about discrimination.
- Activity:** Students may draw or write a poem or song expressing their feelings about being a victim of discrimination.
- Evaluation:** Quality of student responses. Poems and drawings should be displayed.

Quadrant 2, Left Mode

- Objective:** Students will learn about nature and extent of Jim Crow Laws and other discriminatory practices used in U.S. before 1965.
- Activity:** Using text and other resources students will learn about legal discrimination. Students will read *The Watsons Go to Birmingham - 1963* by Christopher Paul Curtis.
- Evaluation:** Test of knowledge and participation in discussions centered around book.

Quadrant 3, Left Mode

- Objective:** Students will apply skills to knowledge about Jim Crow laws.
- Activity:** Students will map route for the Watsons, answer questions and make about Jim Crow Laws.
- Evaluation:** Work graded for accuracy.

Grade 6

Quadrant 3, Right Mode

- Objective:** Students will examine Jim Crow laws on a more personal basis.
- Activity:** Class field trip to BCRI. Students will be asked to pay particular attention to Jim Crow exhibits at facility. Students should also ask parents, grandparents, and friends about their experiences with Jim Crow laws before 1965. Information could be part of an oral history project.
- Evaluation:** Student reaction to field trip and information they bring back in.

Quadrant 4, Left Mode

- Objective:** Students will express feelings and knowledge of Jim Crow laws and experience of discrimination.
- Activity:** Students will write poem, song, play, or story based on trip to BCRI and oral history information they have collected. Work could be done individually or in small groups.
- Evaluation:** Quality of student work. Students should be given a rubric by which they will be graded.

Quadrant 4, Right Mode

- Objective:** Group sharing of feelings and work.
- Activity:** Within classes or, if possible, in a larger group, students will share their work. Parents, other classes or school administrators might be invited.
- Evaluation:** Have students write an evaluation of the entire experience, listing at least four things they have learned as well as what they liked or disliked.

SEVENTH GRADE CURRICULUM PROJECT

FOCUS: JOURNEYS

Student Outcome(s): #6, #8, #19 from citizenship and #1, #2, #5, #6, #9, from world geography

STUDENT OUTCOMES

Seventh Grade Students Will:

Citizenship Correlations:

#6. Describe the organization, functions, and jurisdiction of courts within the American judicial system

- Local, state, national
- Juvenile, adult
- Civil, criminal

#8. Explain the constitutional rights of citizens.

- Due process
Examples: Search and seizure, arrest, preliminary hearing, appeal of verdicts, parole
- Habeas Corpus
- Speedy and public trial
- Right to counsel
- Trial by jury
- Right against self-incrimination
- Religious expression
- Freedom of speech
- Freedom of press
- Freedom of association and assembly
- Right to privacy
- Right to equal protection
- Right to bear arms

#19. Apply a civic problem-solving model.

- Identifying a problem
- Gathering information
- Generating possible solutions
- Selecting the most appropriate solution
- Developing an action plan
- Implementing the plan

Examples: Recycling, revitalization of neighborhoods, tax support for public services, curfews, and teen issues.

Grade 7

World Geography Correlations:

#1. Explain map essentials: Type, size, shape, distance, direction, location, scale, and symbols.

- Reference and thematic maps, topographic and planimetric maps
- Globes
- Map projections
- Aerial photographs
- Satellite images
- Latitude and longitude
- Cardinal and intermediate directions
- Fractional, graphic, and verbal scale
- Conventional symbols used in atlases

#2. Illustrate spatial information using data, symbols, and colors to create thematic maps.

Examples: Patterns of population, economics, rainfall, vegetation, landforms, hurricane tracks over several seasons, international trade in commodities.

#5. Locate selected countries, cities, and physical features on maps, globes, and satellite images.

#6. Identify physical and human criteria used to define regions at different spatial scales.

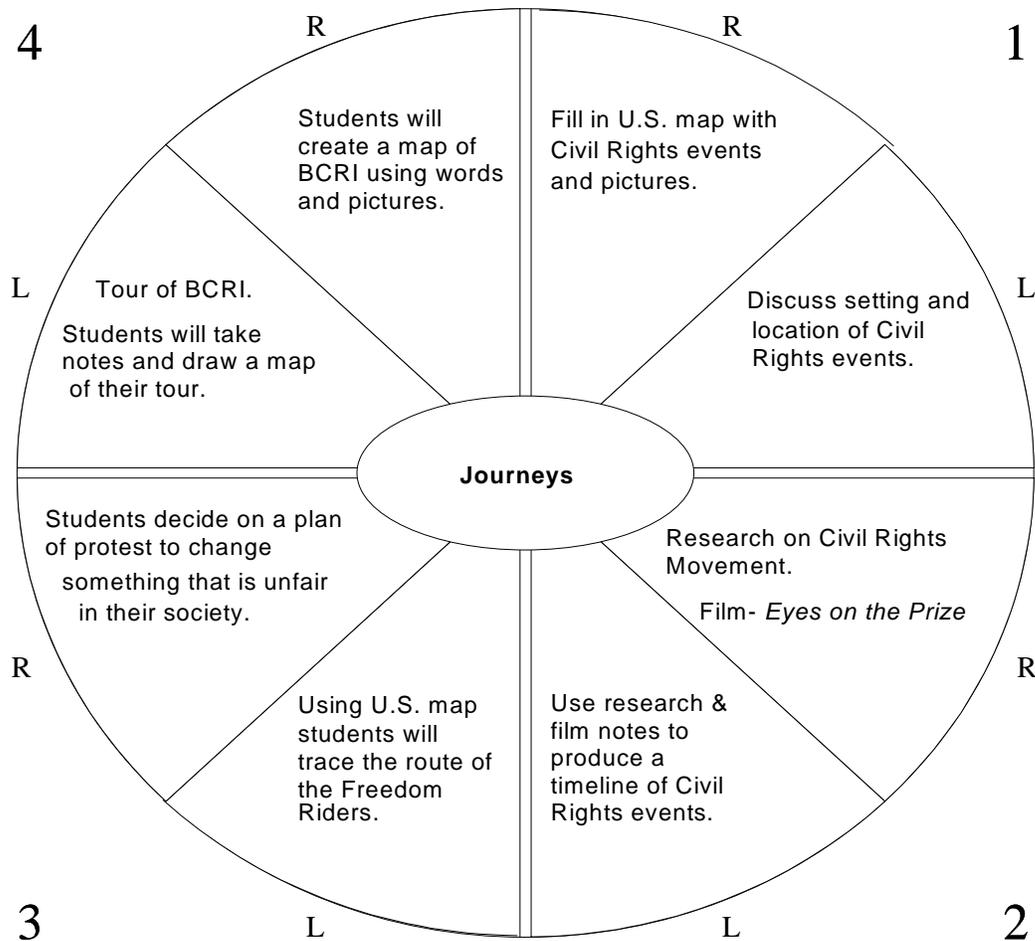
Examples: hemispheres, regions within continents or countries, city boundaries, school districts, developed and less developed regions of the world

#9. Relate place names with cultural and/or political perspectives.

Example: names given to places or regions to symbolize an event or principle or to honor a person or cause

Lesson Plan

Grade 7



Objective: To expose students to major civil rights events and share and understanding of events and locations.

About the Author: Laneta Evans is a seventh grade teacher at Rudd Middle School.

Required Resources: The PBS documentary “Eyes On The Prize.”

Grade 7

Quadrant 1, Right Mode

- Objective:** Students will develop an overall view of event locations during the Civil Rights Movement.
- Activity:** Students will be provided with a U.S. map with a list of “civil rights events” to place on the map (e.g. place image of Edmund Pettus Bridge in Selma, Alabama). Students will be given cards with civil rights events on them and will have to give clues to partner in order to identify event.
- Evaluation:** Student participation and responses to teacher made questions.

Quadrant 1, Left Mode

- Objective:** Students discuss results of games and transfer information to larger scale of locations.
- Activity:** Students will be provided with a set of coordinates and a political map of the United States. Students will use latitude and longitude to identify various areas of relevance (Washington D.C.; Atlanta and Albany, Georgia; Nashville and Memphis, Tennessee; Selma, Montgomery and Birmingham, Alabama; Greensboro, North Carolina; Jackson and Philadelphia, Mississippi) to the movement.
- Evaluation:** Successful location of all civil rights locales.

Quadrant 2, Right Mode

- Objective:** Students will examine the relevance of civil rights locales.
- Activity:** Before film, students do research on the Civil Rights Movement. Students will view excerpts from the documentary “Eyes on the Prize”. Students will take notes on the presentation. Class will match their list of sites to events in documentary.
- Evaluation:** Completion of matching exercises.

Quadrant 2, Left Mode

- Objective:** Students will gain an appreciation of the Civil Rights Movement.
- Activity:** Students will use notes and matching list to develop a time line of the movement. Timelines should include both events and locations related to the Civil Rights Movement.
- Evaluation:** Development of timelines.

Grade 7

Quadrant 3, Left Mode

Objective: Students will trace the route the freedom riders used during their travels through the South.

Activity: Students will use political maps of the time, lecture notes, as well as the Internet to plot the routes taken by the Freedom Riders of CORE. Routes should include major stops and events for “Riders”. Students work in groups or alone to draw their own maps on posters, tracing routes of Freedom Riders.

Evaluation: Examination of information contained in routes.

Quadrant 3, Right Mode

Objective: Students will gain an appreciation of the skills necessary to plan any major event requiring the coordination of large numbers of people.

Activity: Teacher will ask class to share ideas to improve their home -town. Teacher will let class vote on the most viable changes they wish to see brought to fruition. Teacher will tell the students that the local government will not support their desired changes and instruct students to plan a protest. Class will be divided into groups to work out the logistics of their action. Plan should include route(s), transportation, time, and instructions for participants.

Evaluation: Completion of plans.

Quadrant 4, Left Mode

Objective: Students will examine the events surrounding the Civil Rights Movement.

Activity: Students will tour the Birmingham Civil Rights Institute. Students will pay special attention to the methods used by demonstrators in different situations. Students will make journal notes to be used in Q 4, Right Mode. Journals should be inclusive of the variety of actions employed by demonstrators.

Evaluation: Inclusion of relevant materials in journals.

Quadrant 4, Right Mode

Objective: Students will create a map of the Civil Rights Movement.

Activity: Teacher will provide class with a blank map of the United States. Class will be instructed to identify cities on the map associated with, or connected to the Movement. Teacher will instruct students to develop a title and legend to explain their map. Legends should reflect the types of events that occurred in locations cited on map.

Example: the color green representing a boycott or a star denoting mass demonstration. Teacher should display select maps where possible.

Advanced students should attempt to develop a scale to be used with their maps.

Evaluation: Completion of informative maps.

EIGHTH GRADE CURRICULUM PROJECT

FOCUS: SOCIAL INEQUALITY

Student Outcome(s): #3, #11,

STUDENT OUTCOMES

Eighth Grade Students Will:

#3. Compare the development of major world religions, philosophies, and their key tenets.

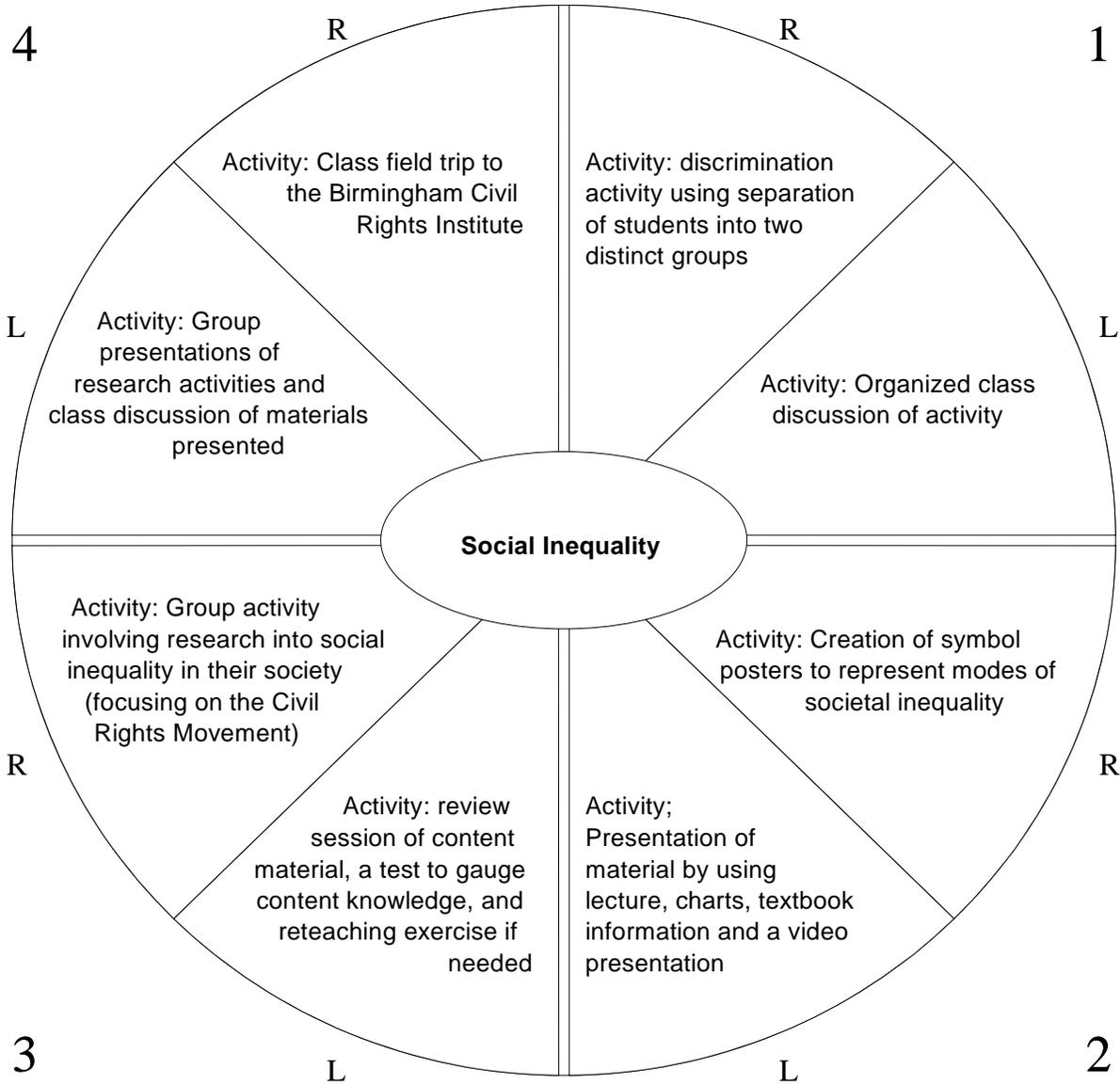
- Judaism
- **Hinduism**
- Confucianism and Taoism
- Christianity
- Buddhism

#11. Interpret elements of classical civilization in India.

- **Religions**
- Arts and literature
- **Philosophies**
- Empires
- **Social Structures**
 Example: caste system

Lesson Plan

Grade 8



Objective: To have students understand the theme of social inequality and how this theme is ingrained into many societies around the world, including our own. Students will learn about the caste system of India and will be able to relate this institution to the situation present in our country before the Civil Rights Movement.

About the Author: Joni Crowe is an eighth grade teacher at Hewitt-Trussville Junior High School in Trussville, Alabama.

Required Resources: Social studies textbook.

Grade 8

Quadrant 1, Right Mode

Objective: To create an experience in the classroom where a certain group of students experience social discrimination and isolation.

Activity: Upon entering the classroom, students will be asked to draw a colored circle of paper and a safety pin from a box held by the teacher. Students will be instructed to pin this circle to the front of their shirt. When they go to find their seats, only those with the green (or whatever color you choose) circles will be allowed to sit in their desks. All others must sit on the floor. Those in the desks will receive a soft drink or other extra incentives while those in the floor receive nothing. The teacher should begin to conduct class as normal over the loud protests from students on the floor. The teacher should explain to them that because they have a different color that they would be treated differently. This scenario should continue for around five minutes.

Evaluation: The effectiveness of the activity in alienating one group of students and having that group express their feelings of inequality and unfairness.

Quadrant 1, Left Mode

Objective: To discuss what happened in the activity and share feelings and reactions from both groups involved in the simulation.

Activity: Allow students from both groups to share their perspectives on the activity in an organized, teacher led class discussion. Ask students in each group how they felt about their position and the factors that led them to be labeled as a part of a certain group (luck of the draw). Have students express their views on why this simulation was held in the first place and what they learned from this activity.

Evaluation: The ability of the students to express their feelings and views on the inequality that existed between each group.

Quadrant 2, Right Mode

Objective: To have students visualize the various ways in which societies separate and discriminate against certain groups of people.

Activity: Students will be organized into groups of 3-4 people. Each group will be given a poster board and a set of markers. Each group is to create visual representations of ways in which certain groups in society experience inequality. The teacher must isolate the groups so that no groups swap ideas or suggestions. Students may not use words or letters, only images. This activity requires students to think about the activity a bit more in depth. When finished, each group will present their work to the class and discuss their depictions of societal inequality. Eighth graders can be very insightful and should develop a variety of useful images. Lower ability classes may need a bit of guidance from the teacher in the form of examples.

Evaluation: The creation of images and the insight shared by the students on inequality in society.

Grade 8

Quadrant 2, Left Mode

- Objective:** To teach textbook material on India and the caste system and to introduce material about the Civil Rights Movement.
- Activity:** Use a variety of instructional methods to teach curriculum material including lecture, charts and graphs, textbook information, and a video presentation on the caste system in India. Students will understand how this system began, why it persists, who makes up its various components, and how at one point in the history of the United States we had a system that in many ways was very similar to the caste system in India.
- Evaluation:** Verbal discussions with students and a possible quiz or written assignment to check for knowledge.

Quadrant 3, Left Mode

- Objective:** To check for student retention of content knowledge.
- Activity:** The teacher should hold a review session and supplement the lesson with activities designed to generate and stimulate higher order thinking skills. A test should then be administered for an overall evaluation. Reteach material if necessary.
- Evaluation:** Objective test.

Quadrant 3, Right Mode

- Objective:** To allow students an opportunity to discover how social inequality has had a great impact on their own society and community and discover factors that caused this social split between races.
- Activity:** Students will be organized into groups of 3-4. Each student will receive a teacher created handout that supplies basic background information on certain events that occurred in the United States which demonstrate how racial segregation was used in our society. Students will read these in their groups and answer 3-5 questions at the bottom of the page based on their reading. Each group will then prepare a short presentation to the class based on their event. Students will then swap group members and will be assigned to research key events and figures of the Civil Rights Movement. Students must prepare a five-minute oral and visual presentation using charts, posters, and costumes to present their information to the class. Students must be able to relate this experience in American history to caste system of India in use today.
- Evaluation:** The shared knowledge on causes of the Civil Rights Movement and student information shared with the class.

Grade 8

Quadrant 4, Left Mode

- Objective:** To present student created and organized lessons on key events and figures of the Civil Rights Movement and to tie this activity in with information presented on the caste system of India.
- Activity:** In their groups, students will present their research activities to the class. Students must present the information orally and visually.
- Evaluation:** The ability of the students to present a well organized and researched presentation to the class using visual aids to stimulate interest in the activity.

Quadrant 4, Right Mode

- Objective:** To allow students to broaden their knowledge and overall perspective on the Civil Rights Movement.
- Activity:** A class field trip to the Birmingham Civil Rights Institute will be organized. Students will tour the facility and will be required to spend research time in the Richard Arrington Jr. Resource Gallery. Students will be required to listen to the oral history of one person involved in the Civil Rights Movement. Oral histories are located in the Resource Gallery in a program on the monitors provided for student use. By completing this assignment, students get the opportunity to actually hear a first-hand account of the struggles endured by those who endured through these turbulent times in our history. Students will bring their information back to class and will have the opportunity to share what they discovered with other class members.
- Evaluation:** The ability of the students to choose, organize, and research a topic through a field trip to the Birmingham Civil Rights Institute. Quality of the presentation.

NINTH GRADE CURRICULUM PROJECT

FOCUS: EQUALITY

Student Outcome(s): #7, #8, #9, #12, #19, #26,

STUDENT OUTCOMES

Ninth Grade Students Will:

#7. Compare significant ideas of the Enlightenment.

- Political and economic
 - Locke**
 - Montesquieu**
 - Voltaire
 - Smith
- Philosophy and Philosophers
 - Voltaire
 - Diderot
 - Rousseau
- Neo-classicism
- New religious and anti-religious currents

#8. Analyze the French Revolution and its impact on Transformations in Europe.

- Causes
- Political evolution
 - Constitutional monarchy
 - Reign of terror
 - Napoleon

Social evolution

- Liberty
- Equality**
- Fraternity
- Diffusion of nationalism and literalism

#9. Analyze the revolutions in Latin America.

- Haitian revolution
 - Toussaint L'Ouverture
- Columbia and Venezuela
 - Sim'on Bol'ivar
- Argentina and Chile
 - San Martin and O'Higgins
- Mexico
 - Hidalgo and Morelos
- **Established elites**
 - Racial and Social inequality**
- Nineteenth Century urbanization

Grade 9

#12. Explain the search for political democracy and social justice.

- **European revolutions o 1848, classes, ideologies in conflict**
- **United States**
 - Slavery
 - Emancipation
- Russia
 - Emancipation of serfs
- Geography of emigration/immigration
- **Quest for universal manhood suffrage**
- **Extending suffrage to women**

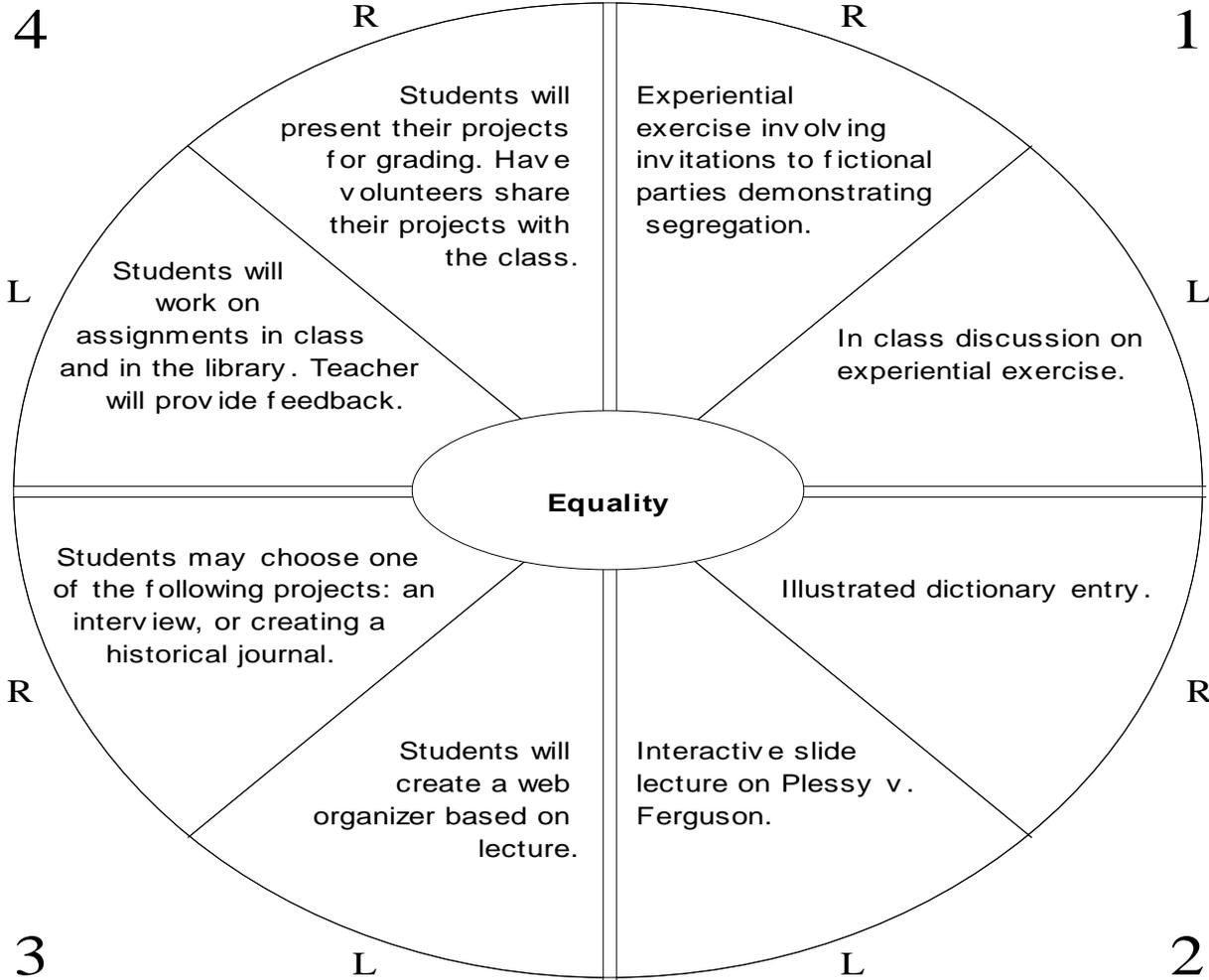
#19. Explain the rise of militarist and totalitarian states.

- Italy
 - Mussolini and Fascism
- **Germany**
- **Hitler and Nazi Theory**
 - Soviet Union
 - Stalin and the Soviet State
 - Japan
 - Tojo, Autocracy, militarism

#26. Evaluate world prospects for political democracy and social justice.

- Economic, demographic, and environmental challenges
- Expansion of women's and minorities' rights and roles
- Human rights' violations around the world
 - South Africa
 - North Korea
 - China
 - Northern Ireland

Lesson Plan Grade 9



Objective: Students will create a final project demonstrating knowledge of the Civil Rights Movement.

About the Author: Sheila Painter teaches Social Studies at Hueytown High School.

Required Resources: *Twentieth Century Alabama*

Grade 9

Quadrant 1, Right Mode

- Objective:** Upon completion of this activity, students should be able to describe their invitations.
- Activity:** Teacher will use an experiential exercise. Prepare two types of invitations to a fictional party sponsored by one of the school's organizations. The first "type" will be given only to those involved in athletics. Their invitations will describe a catered steak dinner with a live band providing entertainment. The rest of the students will receive invitations describing a party that is providing hot dogs and chips. Entertainment will be provided via the radio.
- Evaluation:** How do the students react when they realize that there are two "separate but equal" parties?

Quadrant 1, Left Mode

- Objective:** Upon completion of this activity, students should be able to investigate and analyze the legitimacy of two "separate but equal" parties.
- Activity:** Have the students compare their invitations. Discuss their reactions to the different invitations. Are they fair? Why or why not? Point out that both groups are having a party and food and entertainment is provided. Explain that we will be learning about a very important court case that legitimized segregation.
- Evaluation:** Student discussion.

Quadrant 2, Right Mode

- Objective:** Upon completion of this activity, students should be able to define and illustrate equality.
- Activity:** Students will create an illustrated dictionary entry for equality. They must provide a definition, an antonym, and a synonym. Afterwards, they will draw an illustration representing equality.
- Evaluation:** Cooperative group discussions of their illustrations.

Quadrant 2, Left Mode

- Objective:** Upon completion of this activity, students should be able to define and analyze the effects of Plessy v. Ferguson.
- Activity:** Interactive slide lecture on the causes and effects of Plessy v. Ferguson. Be sure to include references to Jim Crow laws, separate facilities, and of the Civil Rights Act of 1964.
- Evaluation:** In class discussion based on lecture.

Grade 9

Quadrant 3, Left Mode

- Objective:** Upon completion of this activity, students should be able to generalize and organize slide lecture.
- Activity:** Students will create a web organizer of the material presented in lecture.
- Evaluation:** Teacher based evaluation of web organizer.

Quadrant 3, Right Mode

- Objective:** Upon completion of this activity, students should be able to put the information together in a new way.
- Activity:** Students may choose from one of the following activities: Interview someone who lived during the Civil Rights Movement focusing primarily on segregation. Or, create a historical journal pretending that they are an American citizen opposed to the court ruling. Both assignments should be historically accurate and provide examples of newsworthy events that happened during this period.
- Evaluation:** Teacher will provide feedback on student's progress.

Quadrant 4, Left Mode

- Objective:** Upon completion of this activity, students should be able to examine their work and analyze it for relevance.
- Activity:** Students will work on their assignments in the school library and at home.
- Evaluation:** Teacher directed feedback.

Quadrant 4, Right Mode

- Objective:** Upon completion of this activity, students should be able to critique their individual assignments.
- Activity:** Students will present their projects for grading. Have volunteers share their assignments with the class. Students' work will be displayed in the media center.
- Evaluation:** Students will grade themselves before turning them in. Teacher will then evaluate projects based on evaluation form given to students before completing assignments.

TENTH GRADE CURRICULUM PROJECT

FOCUS: CHANGE, REVOLUTION

Student Outcome(s): #5, #6, #7, #24,

STUDENT OUTCOMES

Tenth Grade Students Will:

#5. Explain the impact of North American Slavery on colonial life.

- **Indentured servants**
- Atlantic slave trade and the middle passage
- **Southern plantation system**

#6. Analyze the roles of free blacks and women in colonial America.

- **Political**
Example: lack of voting rights
- **Economic**
Examples: lack of property rights, lack of job opportunities
- **Cultural**
Example: lack of educational opportunities

#7. Analyze colonists' relationship with Native Americans

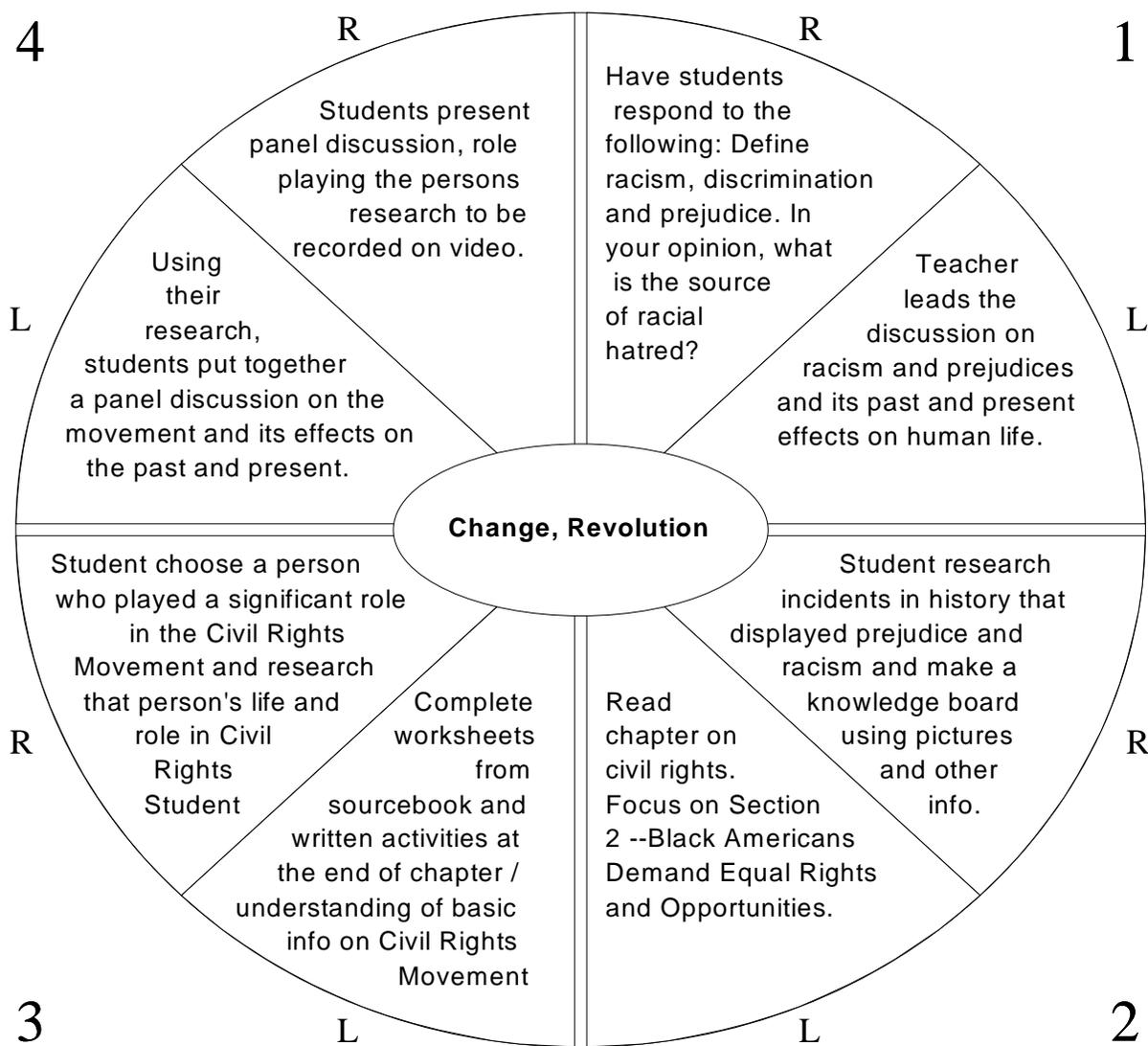
- Exchange of goods and services
- **Rising hostilities**
 - King Philip's War
 - Bacon's Rebellion
- **Expansion into Native American Land**
- Rival alliances and locations
 - French and Hurons
 - British and Iroquois

#24. Discuss the impact of social reformers on American society before the Civil War.

- **Women and women's rights**
Examples: Elizabeth Cady Stanton, Sojourner Truth, Susan B. Anthony, Cult of Domesticity, Seneca Falls Convention, Declaration of Sentiments
- **Abolitionist**
Examples: William Lloyd Garrison, Harriet Beecher Stowe, Frederick Douglass, Harriet Tubman, and the Underground Railroad
- **Other:**
Examples: Dorothea Dix, temperance, Utopian communities

Lesson Plan

Grade 10



Objective: Students will define racism, prejudice and discrimination and learn about key elements that made the Civil Rights Movement the largest social movement of this century.

About the Author: Sheila Painter teaches Social Studies at Hueytown High School.

Required Resources: Any title selected by teacher that will give broad history of the Civil Rights Movement.

Grade 10

Quadrant 1, Right Mode

- Objective(s):** To define racism, prejudice, and discrimination. To allow students to respond to and think about the origins of racial hatred.
- Activity:** Write the following question on the board and have students respond to it: Define racism, discrimination and prejudice. In your opinion what is the source of racial hatred?
- Evaluation:** Student response to prepared prompts

Quadrant 1, Left Mode

- Objective:** To discuss racism and discrimination in the past and present.
- Activity:** Teacher leads discussion on racism and prejudices; their past and present effects on human life.
- Evaluation:** Student participation in class discourse.

Quadrant 2, Right Mode

- Objective:** Provide students the opportunity to read and study racism and discrimination in different settings.
- Activity:** Students research incidents in history that displayed prejudice or racism and make a knowledge board using pictures and information.
- Evaluation:** Completion of knowledge board exhibiting relevant material.

Quadrant 2, Left Mode

- Objective:** To examine concepts, vocabulary, key personalities, and integral events of the Civil Rights Movement.
- Activity:** Students will read the information selected by the teacher on Black Americans and their demand for equal rights and opportunities. Upon completion of selection, teacher will lead class discussion.
- Evaluation:** Participation in class discussion.

Quadrant 3, Left Mode

- Objective:** To evaluate students' understanding of concepts, vocabulary, key personalities, and selected events of the Civil Rights Movement.
- Activity:** Students complete work sheet prepared by teacher and written activities.
- Evaluation:** Performance on written assignment.

Grade 10

Quadrant 3, Right Mode

- Objective:** Students will gain extensive knowledge regarding the life and contributions by a chosen personality.
- Activity:** Students choose a significant civil rights leader/activist. Students will conduct research on the selected individual.
- Evaluation:** Teacher will monitor research for content and relevance.

Quadrant 4, Left Mode

- Objective(s):** Students will participate in cooperative learning. Student groups will role-play a panel discussion.
- Activity:** Students will use their research to create a panel discussion. The panel should feature events and personalities covered previously.
- Evaluation:** Completion and rehearsal of the panel discussion.

Quadrant 4, Right Mode

- Objective:** Students will make a video presentation of the “mock” panel discussion.
- Activity:** Students will present panel discussion on the Civil Rights Movement. Selected students will take responsibility for videotaping the presentation.
- Evaluation:** The accurate portrayal of characters on the panel and the completed video.

ELEVENTH GRADE CURRICULUM PROJECT

FOCUS: INTOLERANCE AND STEREOTYPES

Student Outcome(s): #1, #3, #7, #8, #11, #12, #15, #16, #18

STUDENT OUTCOMES

Eleventh Grade Students Will:

#1. Evaluate the accomplishments and limitations of the Progressive Movement.

- Characteristics of Progressivism
-
- Role of women
- Muckrakers
Example: *History of Standard Oil Company* by Ida Tarbell, *The Shame of the Cities* by Lincoln Stevens, *The Jungle* by Upton Sinclair
- Municipal state reforms
- Public education
- The Niagara Movement
 - W.E.B. DuBois
 - NAACP (National Association for the Advancement of Colored People)
- Atlanta Exposition/Compromise
- Plessy v. Ferguson
- Alabama's 1901 Constitution
-

#3. Describe how constitutional amendments reflected the ideals of the progressive movement.

- Sixteenth Amendment
- Seventeenth Amendment
- Eighteenth Amendment
- **Nineteenth Amendment**
-

#7. Analyze major characteristics of American culture during the Roaring Twenties.

- Arts and humanities
 - American writers
 - **Harlem Renaissance**
 - Jazz AgeExample: W.C. Handy
 - Mass entertainment
- Technological innovations
Example: aviation, automobiles, home appliances
- Underside of the 1920s
Examples: poverty, unorganized labor force, decline in farm incomes, **conditions in Alabama, invalidation of child labor laws, prohibition, racism**
- Women's issues
Examples: **Margaret Sanger- birth control; flappers-Zelda Fitzgerald**

#8. Analyze racial and ethnic conflict during the 1920s and 1930s in the state and the nation.

- Red Scare
- **Sacco and Vanzetti case**
- **Ku Klux Klan activities**

Grade 11

- **Black migration to northern cities**
- **Racial violence**
Examples: riots, lynchings
- **Immigration laws of the 1920s**

#11. Analyze America's involvement in World War II.

- Causes of the war
 - Gathering troops in Europe /Asia
 - Invasion of Pearl Harbor
- Neutrality and isolationism
- Home front
- Military Participation
Examples: Stalingrad and Leningrad, Coral Sea and Midway, North Africa, invasion of Normandy, MacArthur and the Philippines, Hiroshima and Nagasaki
- Military and political leaders
- **Holocaust**
- Participation in the peace process
- Alabama's involvement
Example: **Tuskegee Airmen**, Alabamians in the war, Aliceville POW Camp, growth of Mobile, Birmingham Steel, Military Bases

#12. Analyze the effect of World War II on life in America.

- Industrialization
- **Women in the work force**
- **Black and white immigration from the South**
- **Racial and ethnic tensions in the country**
- Expanding middle class
- Veterans benefits

#15. Examine change and conflict in American culture after 1945 (Baby Boom).

- Arts and humanities
- **Ethnic and Racial**
 - ***Brown v. Board of Topeka, Kansas***
 - **Rosa Parks and the bus boycott**
 - **Martin Luther King, Jr.**
 - **Desegregation**
 - **Little Rock Central High School**
- Family and social life
Examples: Beat generation, Consumer culture, and television age
- Alabama Politics
 - One-party political system
 - **Poll tax**
 - **Dixiecrats**

#16. Examine the political and social significance of John F. Kennedy's administration (New Frontier)

- New Frontier
- Peace Corps

Grade 11

- Space Programs (NASA)
Examples: Alabama Space and Rocket Center, Werner von Braun
- **Civil Rights Movement**
- **Role of Black political groups**
Examples: NAACP, CORE, SCLC, and SNCC
 - **Birmingham demonstrations**
 - **King's March on Washington**
 - **Alabama's response**Examples: George Wallace, Eugene "Bull" Connor, and Martin Luther King, Jr.
- Cold War
 - Bay of Pigs
 - Cuban Missile Crisis
 - Nuclear Test Ban Treaty
 - Berlin Wall
 - Vietnam – 16,000 military advisors
 - Assassination

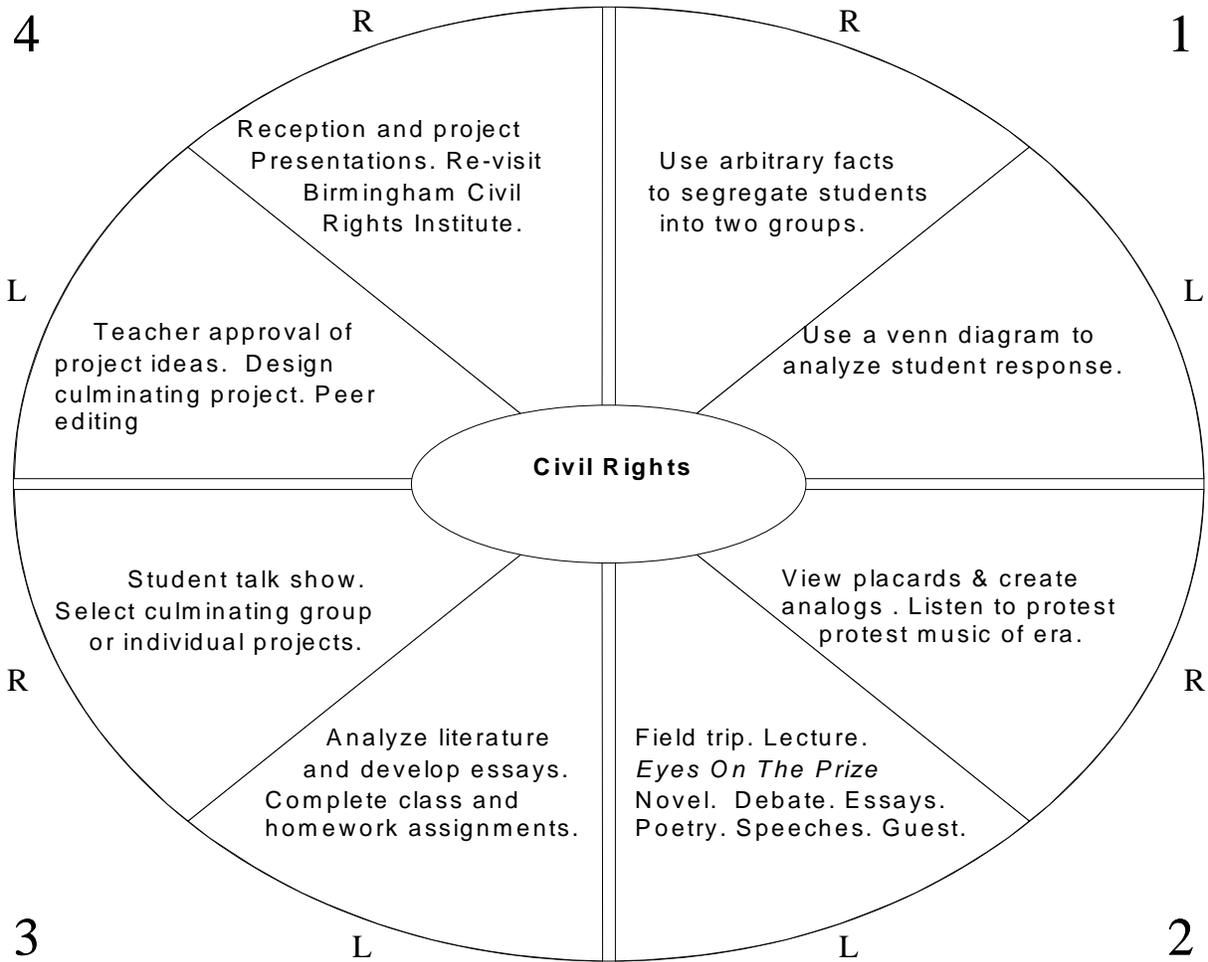
#17. Analyze domestic and foreign policies of Lyndon B. Johnson's presidency (Great Society)

- **Civil Rights Movement**
 - **Civil Rights Act of 1964**
 - **Selma –to- Montgomery March 1965**
 - **Voting Rights Act of 1965**
 - **Martin Luther King, Jr.'s assassination**
 - **Watts riot**
- "Great Society"
 - Medicare and Medicaid
 - Office of Economic Opportunity
 - Job Corps
 - Housing and urban renewal
 - Head Start
 - Education aid
- Vietnam War
 - Gulf of Tonkin Resolution
 - Opposition to Vietnam War
 - Tet offensive
 - Alabamians and the warExample: Jeremiah Denton

#18. Examine the social and cultural upheavals of the 1960's and 1970's and their long- lasting consequences.

- Selective Service /draft
- **Ethnic and racial relations**
 - Urban upheaval
 - **Black Power movement**
 - **Hispanic and Native American militancy**
- Family and social life
 - Youth and academic culture
 - Decline of traditional nuclear family
- **Feminism**

Lesson Plan Grade 11



Objectives:

- To develop an appreciation and understanding of equality and citizenship by examining the struggle of African Americans to obtain basic civil and human rights.
- To improve the skills in written and oral communication.
- To develop an appreciation for various writing styles.
- To become familiar with different works of literature and types of music and the roles that they played in the Civil Rights Movement.
- To allow students to develop creative skills by demonstrating mastery of the content through creative, artistic, or technological mediums.
- To use a variety of historical resources to explore the issues of civil/human rights.
- To examine the universal struggle for civil/human rights with a special emphasis on this struggle in Birmingham, Alabama during the 1960s.

Grade 11

About the Authors: Martha Bouyer is the Secondary Social Studies Supervisor for the Jefferson County Board of Education in Birmingham, Alabama.

Patricia Dudley is the Secondary Language Arts Supervisor for the Jefferson County Board of Education in Birmingham, Alabama.

Required Resources:

- 20th Century United States History textbook.
- Copies of the literary works and music referenced in the lesson plan.
- Video series *Eyes On The Prize*
- Internet Connection
- History Alive! Units on the Civil Rights Movement and contemporary United States History
- Video or audio clip of the "I Have A Dream Speech" by Dr. Martin Luther King, Jr.
- Poem by Dudley Randal titled "Ballad of Birmingham." This poem appears in the book *The Black Poets* edited by Dudley Randall. Bantam Books first published the collection in 1971.

Bibliography:

<http://www.stanford.edu/group/King/does/>

This website at Stanford University contains some of Dr. King's most famous speeches including "Letter From A Birmingham Jail."

<http://indigo.lib.lsu.edu/lib/chem/display/srs215.html>

This website at Louisiana State University contains a plethora of sources including books by and about Dr. Martin Luther King, Jr.

<http://www.historyplace.com/speeches/rfk.htm>

This website contains speeches of famous Americans that can be heard online. Robert Kennedy's address upon learning of the death of Dr. Martin Luther King, Jr. can be downloaded in print or audio format. This website is a rich source of information, photographs, timelines, etc., in American history.

Teachers' Curriculum Institute History Alive! Contemporary Society

This program contains five lessons that explore U.S. History from the 1950s-1980s. Teachers will especially enjoy unit three. "Tradition Under Siege." The unit contains music, transparencies, slides and detailed lesson plans.

Teachers' Curriculum Institute History Alive! The Civil Rights Movement

This program contains six lessons that explore the Civil Rights Movement by examining American society from many distinct vantage points. Attention is given to the struggle for civil rights as they exist today by examining the rights of women and new immigration policies. The unit contains music, transparencies, slides and detailed lesson plans. Of particular interest is the section that deals with building and improving skills in the social studies.

Thoreau, Henry David. "On Civil Disobedience."

Holt, Rhinehart, and Winston anthologize this selection in most 11th grade literature texts including *Adventures In American Literature* (Pegasus editor).

Grade 11

Quadrant 1, Right Mode

- Objective:** The students will understand what it means to be treated differently.
- Activity:** The teacher will set up the classroom with a broad aisle. Students will be separated based on their date of birth. Students born on even numbered dates will sit on one side and receive special privileges. Students born on odd numbered dates will sit on the other side and will receive none of the special privileges.
- Evaluation:** Teacher observation of student reaction.

Quadrant 1, Left Mode

- Objectives:**
- To allow students an opportunity to reflect upon and analyze their quadrant one experience
 - To develop an understanding of segregation and its impact upon people.
- Activities:**
- Students will participate in a free response writing to debrief the activity.
 - Using Venn diagrams, the teacher and students will analyze and discuss the simulation experiences of each group.
- Evaluation:** The students will turn in their writing assignments. Student participation in the creation and analysis of the diagrams will also be used as an evaluative tool.

Quadrant 2, Right Mode

- Objectives:**
- To help students develop an appreciation for and an understanding of the music of the Civil Rights Movement and the role that music played in uniting people of all races.
 - To examine pictorial records of the Civil Rights Movement.
- Activities:**
- Students will listen to music associated with the Civil Rights Movement. Suggested songs include: “If I had A Hammer,” “We Shall Overcome,” “Blowing In The Wind,” “This Is My Country” and “Say It Loud: I’m Black and I’m Proud.” Other works may also be used. Students will write one word to describe the message of each song.
 - Using placards from the History Alive Civil Rights Unit, students will take a “gallery walk” around the classroom and create an analog for each placard.
- Evaluation:** Students will turn in their listening and gallery assignments.

Grade 11

Quadrant 2, Left Mode

Objectives:

- To explore the meaning of citizenship, duty, responsibility, human rights and civil rights.
- To examine the contributions of early “pioneers” like A. Phillip Randolph in the struggle to obtain basic human and civil rights.
- To compare and contrast the civil rights movement directed by Ghandi with that of Dr. Martin Luther King, Jr.
- To examine the causes, directions, impact, and achievements of the Civil Rights Movement in the United States with special emphasis on Birmingham, Alabama.
- To become familiar with leaders of the Movement and their contributions.
- To view the struggle to obtain civil rights and human rights from a universal perspective. Special attention will be given to emerging world democracies.

Activities:

- Interactive slide lectures based upon the History Alive! Model.
- Students will view segments of the film series *Eyes On The Prize* to get a first hand account of the era.
- Students will read a novel on the Civil Rights Movement; *The Watsons Go To Birmingham*.
- Students will take a tour of the Birmingham Civil Rights Institute and the Sixteenth Street Baptist Church. Following the tour, they will begin research using material available at the Institute on the subject, “The Struggle for Civil Rights During The Twentieth Century.”
- Guest speakers from the Birmingham Civil Rights Institute and the local area will be invited to share their experiences and knowledge with the students.
- Students will take a field trip to the Southern History Department of the Birmingham Public Library. At the library, students will use new film footage, microfilm, and other archival resources to explore the subject, “The Struggle For Civil Rights During The Twentieth Century.” Based on sources available and student interest, the research could center on Birmingham, Alabama. The United States, South Africa, Germany, Northern Ireland, Eastern Europe or China. This is a very broad range, but it will show the universal nature of the struggle to obtain civil/human rights.

Evaluation:

Each student will be required to use an interactive notebook. Students will record lecture notes on the right hand side and will create graphic illustrations on the left-hand side to reflect their understanding of the material covered during the lecture. Student participation in Q/A sessions with the guests will be used for evaluation. Class discussions and tests on the novel/lectures will also be used as evaluation tools. Students will prepare research journals based on their visit to the Southern History Department of the Birmingham Public Library. The journals must contain at least twenty annotated and illustrated entries. The illustrated entries afford students an opportunity to develop and apply the skills they developed using their interactive notebooks. Journals will be graded based on a rubric developed by the teacher. Students will be given tests and quizzes on the novel, lectures, videos, and reading assignments.

Grade 11

Quadrant 3, Left Mode

Objectives:

- The student will analyze the author's use of diction, word choice, tone, and various literary devices to develop a specific purpose for his/her writing. Purposes for writing include the following: to inform, to elicit empathy, and to persuade.
- The student will explain the Biblical and philosophical allusions used by Dr. Martin Luther King, Jr. in "Letter From Birmingham Jail" to justify his position on civil disobedience and "extremism."
- The student will recognize the influence of Thoreau's position on civil disobedience on Dr. Martin Luther King's support of non-violent protest and civil disobedience.

Activities:

- The student will compare and contrast Mark Antony's funeral oration on the death of Julius Caesar with Robert Kennedy's speech on the death of Martin Luther King, Jr.
- The student will evaluate MLK's persuasive techniques in "Letter From A Birmingham Jail."
- Students will divide into small groups to research the sources of the following biblical and philosophical allusions: St. Thomas Aquinas, St. Paul, Jesus Christ, Shadrach/Meschack/Abednego, Socrates, Martin Bauber, Martin Luther, John Bunyan, Thomas Jefferson, and Abraham Lincoln. Groups will provide a summary of their findings in a brief report that includes the source of the allusion and its relevance to King's "Letter." Using the jigsaw technique, spokespersons from each group will engage in group discussions of these allusions and their persuasive purposes in King's "Letter." (The jigsaw allows students to work in cooperative groups becoming experts on a subject. Having mastered the subject, students leave the expert groups, form a second group made up of experts from all the areas and share what they have learned with one another.)
- Taking the roles of MLK and Malcolm X, students will use the narrow ridge model to develop a conversation/debate that reflects the respective points of view of these two civil rights leaders. (The narrow ridge model is basically a metaphor for giving equal consideration to both sides of an issue before formulating an opinion.)
- After reading Thoreau's essay "On Civil Disobedience," students will list examples from King's "Letter" which reflect Thoreau's philosophies.
- Using the Reader's Theatre approach, the student will analyze the empathetic qualities of "Ballad Of Birmingham."
- The student will examine the influence of adding music to protest poetry to strengthen its emotional impact.

Evaluation:

The evaluation will be multi-faceted. Part of the final grade will be based upon the student's participation in and completion of above activities. In addition, based on the skills taught, students will develop an expository composition in which they analyze the literary qualities of MLK's "I Have A Dream" speech.

Essay grades will be based on rubrics developed by the teacher and students.

Grade 11

Quadrant 3, Right Mode

Objectives:

- To improve students' creative writing skills.
- To enhance students' technology skills.
- To improve students' organization skills.
- To allow students an opportunity to develop their creative abilities through a wide range of activities which demonstrate mastery of the subject.

Activities:

Based on their studies, their historical imaginations and the benefit of historical perspective, students will assume the identity of key figures and ordinary citizens of the era. Using a talk show format, students will be given an opportunity to “meet” people associated with the Civil Rights Movement.

Following the “talk show,” students may select one of the following as a culminating project:

1. Write, illustrate, and edit an oral history booklet on the Civil Rights Movement
2. Produce a video documentary of the Civil Rights Movement.
3. Produce a fictional video based on the Civil Rights Movement.
4. Write a short story, play, or collection of poetry which reflects the era;
5. Develop a Power Point presentation to summarize key events of the Civil Rights Movement
6. Create editorial cartoons that depict the political and social climate of the people.
7. Create and maintain a web page for the purpose of collecting and archiving stories about the Civil Rights Movement.

Evaluation:

Students will select a project from the above list or propose a comparable activity of special interest to them. The teacher will use an assignment calendar to monitor student progress.

The teacher and students will design rubrics for each project.

Quadrant 4, Left Mode

Objectives:

- To develop cooperative group skills.
- To improve time management.
- To allow students an opportunity to plan and carry to fruition the project ideas as outlined in quadrant 3R.

Activities:

- Students will meet with the teacher to get final approval of their culminating projects.
- Working in cooperative groups, students will share and refine their work.
- A cooperative group will be formed of students doing individual projects so that they may also have benefit of peer support.

Evaluation:

Leaders of each cooperative group will report to the teacher the status of the group by turning in a group checklist at various stages of the project development.

Grade 11

Quadrant 4, Right Mode

Objective: To give students an opportunity to share what they have learned with fellow students, parents, administrators, and civil leaders.

Activities:

- The students will re-visit the Birmingham Civil Rights Institute on their time.
- Students will plan and host a reception/autograph party to share their work with others.

Evaluation: The projects produced by the students will serve as the final evaluation.

TWELFTH GRADE CURRICULUM PROJECT

FOCUS: ECONOMIC CHANGE

Student Outcome(s): #1, #4, #6, #7, #8, #13

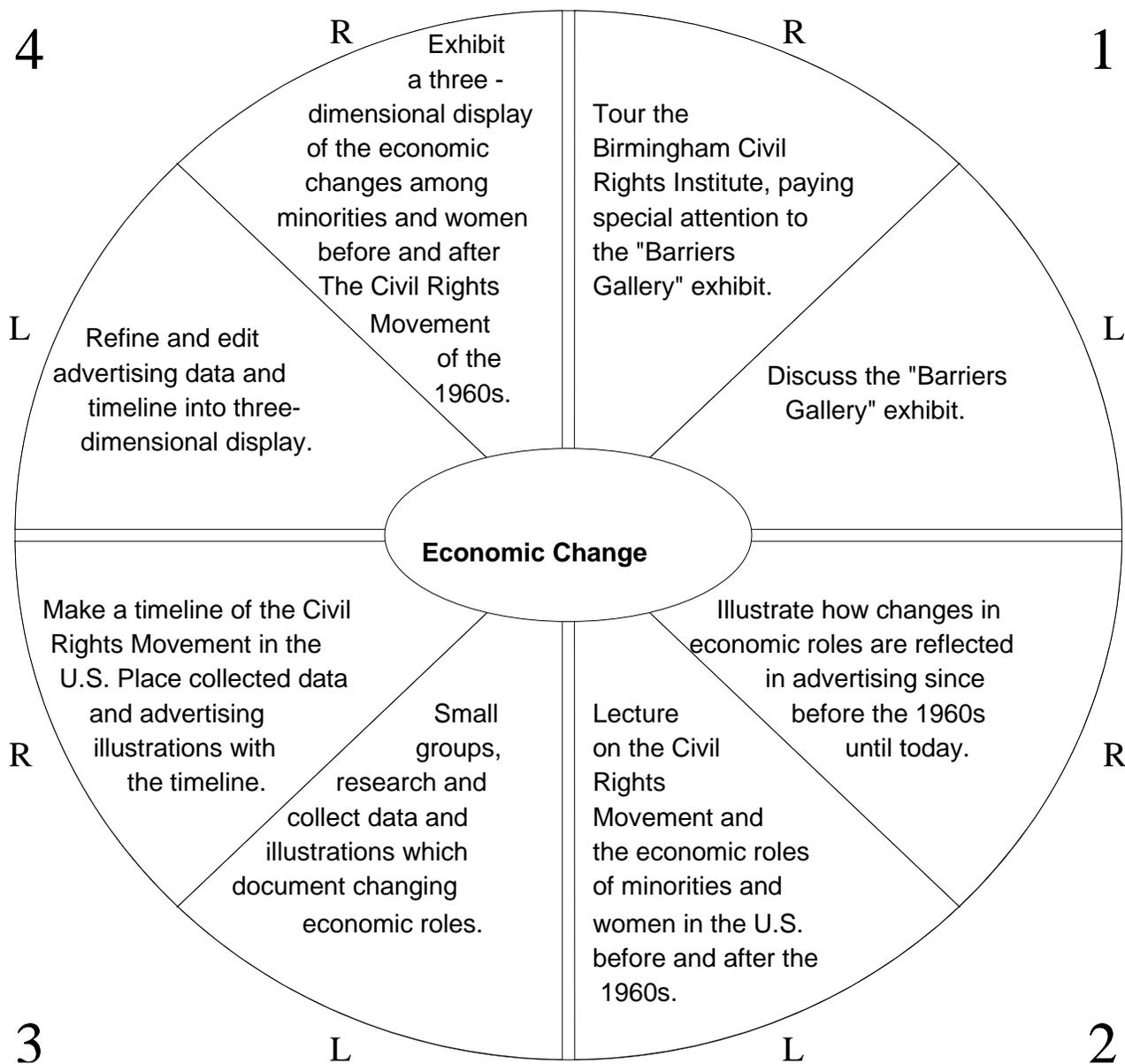
STUDENT OUTCOMES

Twelfth Grade (American Government) Students Will:

- #1. Explain the origins and functions of government.
- #4. Assess the impact of the rule of law on groups and on the individual.
 - Divine law
 - Natural law
 - **Common law**
 - **Constitutional law**
 - **Statute law**
 - International law
- #6. Analyze basic American documents associated with the founding of the federal system.
 - The fundamental orders of Connecticut
 - The Declaration of Independence
 - The Articles of Confederation
 - **The Constitution**
 - The Federalist and the anti-Federalist Papers
 - **The Bill Of Rights**
- #7. Describe the purposes, organization, and functions of American government as outlined in the Constitution.
 - Legislative Branch
 - Executive Branch
 - Judicial Branch
- #8. Analyze the relationship among national, state, and local governments.
- #13. Analyze the relationship between right and responsibilities of citizens.
 - Example: due process, rights of the accused, property rights, voting rights, patriotism, and military service

Lesson Plan

Grade 12



Objective: Students will study how economics gains have been made as a result of slavery and other practices of injustice and inequality.

About the Author: Betty Holland is an eleventh and twelfth grade teacher at McAdory High School.

Required resources: A visit to the Barriers Gallery of the Birmingham Civil Rights Institute.

Grade 12

Quadrant One; Right Mode

- Objective:* The learner will visually experience what life for minorities was like in the South before the 1960's Civil rights Movement.
- Activity:* Take the class on a field trip to the Civil Rights Institute. Through the video presentation and focusing on the "Barriers Gallery", students should have a visual experience of what daily and economic life for minorities was like before the Civil Rights legislation in the 1960's. [Students can use the computerized data center to conduct research while they are there.]
- Evaluation:* Student participation

Quadrant One; Left Mode

- Objective:* The learner will reflect on and discuss experiences from the "Barriers Gallery."
- Activity:* After visiting the Civil Rights Institute, conduct a class discussion of students' reactions and reflections from their visit to the Institute. Emphasize the economic differences between minorities and whites, especially males, during this time period. Have them write a journal entry on their observations.
- Evaluation:* Student participation in the discussion. Student journal entry.

Quadrant Two; Right Mode

- Objective:* The learner will illustrate changes in economic roles as reflected in advertising.
- Activity:* The teacher should provide magazine pictures, Internet access, library reference materials, CD-ROM programs such as the "Time Almanac" etc. for students to find advertising and pictures illustrating the economic roles of minorities and women before the Civil Rights legislation in the 1960s and since those changes. If they know before their field trip to the Institute, they can obtain some of these illustrations from the archives there.
- Evaluation:* Illustrations gathered by students.

Quadrant Two; Left Mode

- Objective:* The learner will take notes from the teacher's lecture in the acquisition of knowledge.
- Activity:* The teacher will lecture on the Civil Rights Movement, civil Rights legislation of the 1960s, and the economic roles of both minorities and women in the U.S. before and after these changes.
- Evaluation:* Student notes taken.

Grade 12

Quadrant Three; Left Mode

Objective: The learner will gather data to document the changing economic roles of minorities and women in the U.S. before and after the Civil Rights Movement.

Activity: Divide students into small groups. Have them research to collect data and illustrations on the economic roles of minorities and women before the Civil Rights Movement and after the legislation of the 1960s. They may use the Internet, Census information, almanacs, media center reference materials, *National Geographic*, textbooks, etc. The collected data should be collated.

Evaluation: Small group participation and evidence of research by data collected.

Quadrant Four; Left Mode

Objective: The learner will work in a small group to refine and edit the timeline and data into a display

Activity: Small groups will use their timeline, collected and collated data, and illustrations and advertisements to make a three-dimensional exhibit on the changing economic roles of minorities and women since the Civil rights Movement and legislation in the 1960s. They will refine and edit their work to make a meaningful display.

Evaluation: Small group participation. Completed three-dimensional exhibit.

Quadrant Four; Right Mode

Objective: The learner will display his / her group's exhibit for others to see.

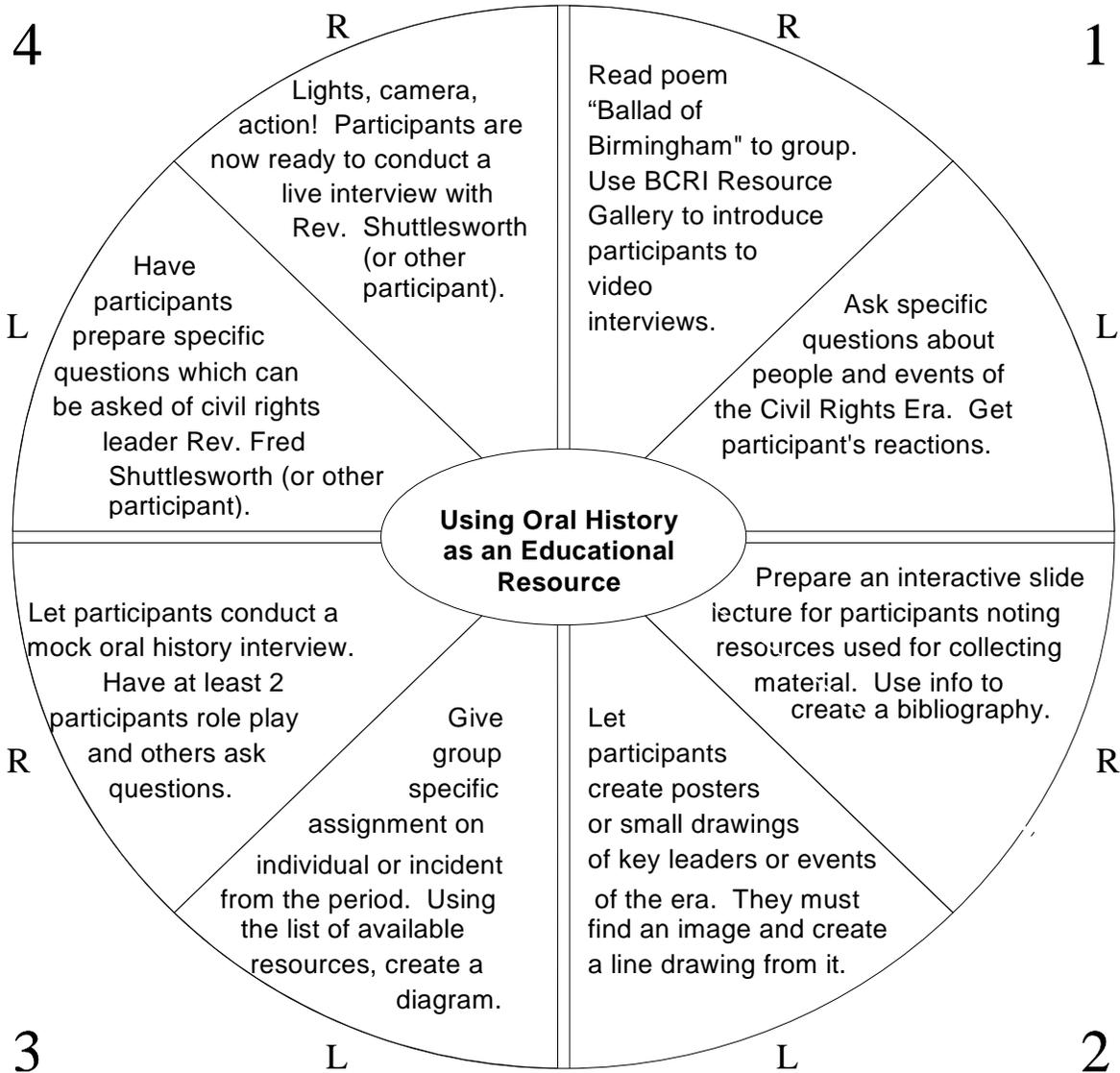
Activity: Display the groups' exhibits in the media center or other central location as an educational and enrichment tool for others to learn about the changes in economic roles of minorities and women before and after the Civil Rights Movement. Allow students to speak on specific topics to other students if there is an appropriate audience.

Evaluation: Student exhibits and speeches.

**The Richard
Arrington, Jr.
Resource Gallery
Of the Birmingham Civil Rights Institute**

**A Lesson Plan For Conducting Research
And Orientation To The Gallery**

Lesson Plan for Richard Arrington Jr., Resource Gallery Grades 3-12



Objective: Resources, whether primary or secondary, are vitally important in conducting research. Students should have a very clear understanding of how to use these resources and in the process acquire a broad knowledge of how segregation was overcome and blacks reclaimed their citizenship.

About the Authors: Angela Fisher-Hall is Director of Education for the Birmingham Civil Rights Institute. Laneta Evans is a seventh grade teacher at Rudd Middle School.

Required Resources: A visit to the Richard Arrington, Jr. Resource Gallery at the Birmingham Civil Rights Institute in Birmingham, Alabama.

Richard Arrington, Jr. Resource Gallery

Grades 3-12

Quadrant 1, Right Mode

- Objective:** Build background and focus on the Civil Rights Movement.
- Activity:** Participants will play the Civil Rights Trivia Game based on video interviews from the Richard Arrington, Jr. Resource Gallery.
- Evaluation:** Observe verbal and non-verbal participation.

Quadrant 1, Left Mode

- Objective:** Analyze the Q1 activity by group discussion.
- Activity:** Ask participants how they felt and why.
- Evaluation:** Participants responses to class discussion.

Quadrant 2, Right Mode

- Objective:** Create a bibliography and videography of resource material available on the Civil Rights Movement and its participants.
- Activity:** Participants will listen to poems and view slide/video presentation focusing on the Civil Right Movement.
- Evaluation:** Participants write a “diary” entry to express what they learned.

Quadrant 2, Left Mode

- Objective:** Participants will realize that individuals and events of the Civil Rights Era have historical importance.
- Activity:** Participants should be provided with materials on the Civil Rights Movement (books, magazines, videos, guest speakers; BCRI has an active speakers bureau). Upon completion of presentation, class should be instructed to express key ideas artistically, create posters, drawings, murals or compose songs short stories or poems.
- Evaluation:** Participation in art activity.

Richard Arrington, Jr. Resource Gallery

Grades 3-12

Quadrant 3, Left Mode

- Objective:** Participants will complete five (5) index cards.
- Activity:** Participants will use the resources of the school or public library to select a particular aspect of the Civil Rights Movement they would like to research. The selections should be focused on the State of Alabama and the City of Birmingham.
- Evaluation:** Participants will complete five (5) index cards that give full bibliographic information regarding their subject. This information should be annotated (giving some idea of what information is contained in the material).

Quadrant 3, Right Mode

- Objective:** Participants will work in cooperative groups to share and brainstorm their research plans using the information in the index cards.
- Activity:** Participants will listen to information on how to conduct oral history interviews—how information is researched before an interview can take place. Participants will use the gallery's database to investigate the topics selected in Q3. Participants will be required to document research for later use.
- Evaluation:** Examine participants' research.

Quadrant 4, Left Mode

- Objective:** Participants compile research into journal and edit. Journals may be used as power point, video or written entries.
- Activity:** Participants cooperatively edit research into journals containing several participants' contributions. Note participants should be grouped based upon the relatedness of their material.
- Evaluation:** Examination of completed journals. Each cooperative group will turn in a teacher-made form indicating they have completed their editing assignment.

Quadrant 4, Right Mode

- Objective:** Participants share the result of their findings.
- Activity:** Participants, based on ability, will conduct mock orientations to the Birmingham Civil Rights Institute, give overview of the resource gallery, and share sources of related material. Some participants can conduct an interview with noted, local civil rights activist.
- Evaluation:** The effectiveness of tours and tutorial. The completion of interview conducted by participants.

**What You
Can Expect
To Find In The
Richard
Arrington, Jr.
Resource
Gallery**

WELCOME TO THE **RICHARD ARRINGTON, JR. RESOURCE GALLERY**

The Richard Arrington, Jr. Resource Gallery is a research facility that provides access to information on the Civil Rights Movement, African American history, and the international human rights struggle. The highlight of the Resource Gallery is an online connection to the Birmingham Civil Rights Institute's Oral History Project. The Main Computer Room allows visitors to experience a multimedia presentation of interviews and trackball mouse pointers. In addition, other programs are provided to enhance visitors' knowledge of an important period from our past. The Research Computer Room, located on the right side of the Gallery, gives visitors access to seven different CD-ROM research and educational programs – from the United Nations' Refworld resource on refugee-related information to interactive presentations on the African American struggle for freedom. Internet access is also available from the seven computers in this room.

To experience all features of the Resource Gallery's multimedia system, please familiarize yourself with the program menu in the lower right corner of the touch activated monitors in the Main Computer Room. The four buttons of the menu will open an exciting array of informational resources. The trackball mouse at the right of each monitor can also be used to access choices. Headphones with adjustable volume knobs must be used to hear all audio. With the click of a mouse, the Research Computer Room offers direct connection to the World Wide Web and a variety of CD-ROM programs. Printouts from these computers, available for 15 cents per page, may be picked up at the Information Desk. Please direct all questions to the Gallery Attendant on duty.

Enjoy your visit to the Birmingham Civil Rights Institute's Richard Arrington, Jr. Resource Gallery.

- * The Birmingham Civil Rights Institute asks visitors to please use discretion when accessing the World Wide Web. Respect, courtesy, and common sense should guide and limit Internet use. Internet access is intended for research purposes only. BCRI staff reserves the right to monitor Internet use and ask patrons abusing these resources to leave.

Richard Arrington, Jr. Resource Gallery

BCRI ORAL HISTORY INTERVIEWS & OTHER RESOURCES

(11/99)

OVERVIEW

The overview introduces the oral history project that comprises much of the computer program's offerings. People embody the culture and history they experience. The oral histories here are stories indicative of life in Birmingham during the Civil Rights Movement of the 50s and 60s. By listening to the interviews, one becomes better acquainted with the psychology and anatomy of the "Johannesburg of the South." A thorough study of the oral histories reveals the lives of the characters whose struggles helped bring Birmingham from backwardness to betterment.

Oral History

1. Migration to Birmingham
 - A. Sandy Jackson, Jr.
 - B. Rev. Caliph Washington
 - C. James Pullom
2. Men (in the Civil Rights Movement)
 - A. Lamar Weaver
 - B. Dr. James T. Montgomery
 - C. Calvin Woods
3. Women (in the Civil Rights Movement)
 - A. Pinkie Shortridge
 - B. Emma Young
 - C. Eileen Walbert
4. Children (in the Civil Rights Movement)
 - A. Merriam McClendon
 - B. Audrey Hendricks
 - C. George Hunter III
5. Ministers
 - A. Rev. John Cross
 - B. Rev. Milton Stollenwerck
 - C. Rev. John T. Porter
6. Education
 - A. Edward Thompson
 - B. Helen George Heath
 - C. Cleopatra Goree
7. Civic and Business Leaders
 - A. Charles Morgan, Jr.
 - B. David Vann
 - C. Jerome Cooper
 - D. Charles Zukoski

8. Labor (Organizing) and Work Experience
 - A. Col. Stone Johnson
 - B. Reuben Davis
 - C. Rosa P. Washington
9. Movement Choir and Guards
 - A. Carlton Reese
 - B. Mabel Donner
 - C. Nims Gay
10. Officers of the Alabama Christian Movement for Human Rights (ACMHR)
 - A. Rev. Fred Shuttlesworth
 - B. Rev. Fred Shuttlesworth Part II
 - C. Lola Hendricks
 - D. Rev. Abraham Woods
 - E. James Armstrong
 - F. N.H. Smith
11. Miles College
 - A. Dr. Elizabeth Fitts
 - B. Frank Dukes
 - C. Joe Dickson

Newspaper Articles 1956-1963

- 1956 - NAACP Banned in Alabama / ACMHR formed
 From "Birmingham World" June 8, 1956
Ala. NAACP Held "Foreign"; Enjoined From Activities
Alabama Muzzle on NAACP Called Menace to Freedom of Assembly and Protest
- 1957 - Shuttlesworth Home Bombed
 From "Birmingham World" January 2, 1957
Unsolved Bombing
- 1960 - "Fear and Hatred Grip Birmingham" -NY Times
 "The New York Times" No date
Fear and Hatred Grip Birmingham, Racial Tension Smoldering After Belated Sit-downs
 From the "Birmingham World" Saturday, April 23, 1960
Shuttlesworth, Times Being Sued by City of Montgomery in a \$500,000 Libel Piece;
Three Other Ministers Also Named in the Suit
- 1961 - Freedom Riders Attacked in Birmingham
 No paper named.
Freedom Riders Attacked, Hospitalized in Alabama
- 1962 - Miles College – Selective Buying Campaign
 No paper named.
Students Set Area-Wide Meet for Tuesday, May 22
- 1963 - 4 Bombs Found in Birmingham
 From the "Mobile Register" No date.
Ready to Explode in Birmingham 4 Bombs Quickly Disarmed

Audio

MLK – “I Have a Dream”

Fred Shuttlesworth Radio Interview

MLK – “Letter from the Birmingham Jail”

Video

Inspired by the Past, A Vision for the Future

The Week in Review

Going Up to Birmingham

Bus Ride to Freedom

The Birmingham Pledge

BCRI On-line

The African-American Mosaic

Alabama Archives

American Visions

The Amistad Research Center

Amnesty International

Birmingham Civil Rights Institute

Birmingham Library

Black History Museum

The Global Center

MLK

Moorland Springarn Research Center

NAACP—the National Association for the Advancement of Colored People

National Archives

National Civil Rights Museum

The National Urban League

Refworld

Schomburg Center for Research in Black Culture

Timeline of the American Civil Rights Movement

The United States Commission on Civil Rights

Richard Arrington, Jr. Resource Gallery

CD-ROM TITLES & INTERNET ACCESS

(11/99)

United Nations UNHCR Refworld

Opens to the Main Menu with options to use document browser, document view, table of contents, search results, or picture viewer.

I. Main Menu

Explanation of the UNHCR and CDR, both with links for further information
link to UNCHR publications

C. Pathfinders (guide to selected resources from KIMS) for these subjects:

1. Children
2. Comprehensive and Regional Approaches to Refugee Problems
3. Development Issues
4. Emergency Response
5. Environmental Issues
6. Family Reunification
7. Human Rights and Refugee Protection
8. Information by and about NGO's
9. Information by and about Governments
10. Internally Displaced Persons
11. International Cooperation/MOUs
12. Learning about UNHCR and Refugee Problems
13. Persons with Disabilities
14. Refugee Programming
15. Refugee Statistics
16. Resettlement
17. Safe Third Country
18. Security Issues
19. Stateless Persons
20. Voluntary Repatriation
21. Women

II. UNHCR

A. About UNHCR

1. Link to Public Statements by the High Commissioner for Refugees
2. 1999 Global Appeal with Table of Contents

B. UNHCR Executive Committee

1. Documents and the Executive Committee of the High Commission
2. Standing Committee Documents
3. UNCHR Executive Committee (EXCOM) Conclusions on
International Protection – List of Conclusions
4. Notes on International Protection – List of Documents
5. Reports to the Sub-Committee of the Whole on International Protection
6. Reports to the Sub-Committee on Administrative and Financial
Matters

- C. Historical Documents
 1. Ad Hoc Committee on Statelessness and Related Problems – List of Documents
 2. Conference of Plenipotentiaries on the Status of Refugees and Stateless Persons – List of Documents
 3. Colloquium on the Development in the Law of Refugees – List of Documents
 4. Historical General Assembly documents
 5. UNHCR Annual Reports (1952-1998) – List of Documents
 6. General Assembly Resolution and Documents
 7. ECOSCO Resolutions and Documents
 - D. Conferences
 1. Conference Papers
 - E. UNHCR Publications
 1. The State of the World’s Refugees (1995)
 2. The State of the World’s Refugees (1993)
 3. Annual Refugee Statistics
 4. Refugee Survey Quarterly
 5. Operational Guidance Materials
 6. International Thesaurus of Refugee Terminology
- III. United Nations
- A. Security Council
 - B. General Assembly
 - C. Economic and Social Council
 - D. Commission on Human Rights
 - E. Sub-Commission on Prevention of Discrimination and Protection of Minorities
 - F. Treaty Bodies
 - G. Human Rights Instruments
- IV. Country
- A. UNHCR Sources
 1. CDR Background Papers on Asylum-Seekers
 2. UNHCR Fiches de Pay
 - B. NGO Sources
 1. Amnesty International
 2. Human Rights Watch
 3. International Crisis Group
 4. Lawyers Committee for Human Rights
 5. Norwegian Refugee Council
 6. Open Society Institute
 7. United States Committee for Refugees
 8. WRITENET
 - C. Government Sources
 1. Canada: Research Directorate of the Immigration and Refugee Board (REFQUEST Country Papers (English), REFQUEST Country Papers (French), REFINFO Responses to Information Requests)
 2. Swiss Federal Office for Refugees Country Information Sheets
 3. United States Department of State
 4. United States Immigration and Naturalization Service

- D. United Nations Sources
 - 1. Commission on Human Rights
 - 2. Treaty Bodies
 - 3. Human Rights Instruments
- V. Legal
 - A. International Instruments
 - B. National Legislation
 - C. Case Law
 - D. Refugee Policy and Practice
 - E. Memoranda of Understanding (MOUs)
- VI. Reference
 - A. Publications
 - B. Refugee Research Network
 - C. Refugee Statistics
 - D. Operational Guidance Materials
 - E. International Thesaurus of Refugee Terminology
- VII. Bibliographic
 - A. REFLIT (Refugee Literature)
 - 1. Search REFLIT
 - 2. Search Monographs
 - 3. Search Articles
 - 4. Search UNHCR Documents
 - B. REFPERIO (Refugee-related periodicals)
 - 1. Search REFPERIO
- VIII. Maps
 - A. Africa
 - B. Americas
 - C. Asia
 - D. Europe
 - E. Middle East

The legal, reference, Country, and United Nations information sections can all be searched in addition to the "Search Results" that is available to the whole program.

American Journey – The African-American Experience

I. Search Options

- A. Full Text Search (search on any word)
- B. Index Terms Search (search on index terms and document types)
- C. Timeline (view documents and pictures by time period)
- D. Map (view documents and pictures by geographical region)
- E. Lists (A-Z) (view lists of pictures, documents, and audio clips)

II. Picture Album (sampling of pictures on disc with accompanying information)

III. Historical Overview*

- A. Creating A Founding Myth
- B. Recovering The African-American Past
- C. Beyond South, Beyond Slavery
- D. What The Recovery Of African-American History Means
- E. A Tradition Of Inclusion, A Tradition Of Separatism
- F. This Presentation Of The African-American Experience
- G. A Note On Naming

IV. Key Topics**

- A. African Americans in the Colonial Period
- B. The Final Century of Slavery in the United States
- C. Free African Americans: 1619-1860
- D. The Debate over Slavery in America
- E. African Americans and the Civil War
- F. Reconstruction and the Rise of Jim Crow
- G. African Americans and the Law
- H. A History of African Canadians
- I. African Americans in the Military
- J. The Education of African Americans
- K. African Americans in Political Office
- L. African Americans on the Frontier
- M. African-American Newspapers and Periodicals
- N. Migration, Industrialization, and the City
- O. The African-American Religious Experience
- P. The African-American Family
- Q. African-American Intellectuals and Leaders
- R. African-American Folklore and Folkways
- S. African Americans in the Sciences
- T. The History of African-American Music
- U. The African-American Literary Experience
- V. The Art of African Americans
- W. Civil Rights: Nonviolence to Black Power
- X. African-American Labor History
- Y. One Family's Story

V. About This Disc (help and information about the program)

* -- *The Historical Overview Section also has an "Other Resources" button that provides bibliographies for each of the subcategories.*

*** -- The Key Topics Section also contains a bibliography for each subcategory. In this section there is also a "Related Item" button that contains pictures and documents related to each of the subcategories.*

African-American History: Heroism, Struggle, and Hope

This program is a multi-media presentation with text provided to match the audio. In addition to the presentation, there are indexes, glossaries, and quiz questions that accompany the program. Some words are highlighted in blue and green. The blue words are linked directly to the index. The green words are linked directly to the glossary. Quizzes are available that correspond with each of the sections of the program. There are encyclopedias to access additional information about subjects addressed in the presentation.

Part I: The Struggle for Freedom

- I. Slave Trade
- II. Slavery and Plantation Life
- III. Rebels and Abolitionists

Encyclopedias:

- African-American History and Culture
- American Concise Encyclopedia
- The Struggle for Freedom Specialized Indexes
 - 1. Colonial American Index
 - 2. Martin Luther King Index
 - 3. Portugal in the Age of Discovery Index
 - 4. Slavery Index
 - 5. U.S. History Index
 - 6. World History Index

Part II: The Struggle for Equal Rights

- I. The Civil War and New Racism
- II. African American Achievement
- III. Civil Rights and African American Pride

Encyclopedias:

- African American History and Culture
- American Concise Encyclopedia
- The Struggle for Equal Rights Specialized Indexes
 - 1. African American History and Culture Index
 - 2. Civil War and Reconstruction Index
 - 3. Martin Luther King Index
 - 4. Slavery Index
 - 5. U.S. History Index
 - 6. Vietnam War Index
 - 7. World History Index
 - 8. World War I Index
 - 9. World War II Index

African-American History Slavery to Civil Rights

- I. The Colonial Period
- II. The Abolitionists
- III. The Civil War
- IV. Reconstruction
- V. The Harlem Renaissance
- VI. The Depression
- VII. The Kerner Commission
- VIII. Protests Movements
- IX. Narrated Text
 - A. Quest for Freedom
 - B. Black Voices
 - C. Supreme Court Decisions

*Each topic is a multi-media presentation accompanied by quiz questions.
There is also a subject and year index available.*

Encarta Africana

Opens to Home Screen with these features: Find, Home, Features, Options, Help, and Research Organizer.

I. Articles

The Article Screen is where you read encyclopedia articles. The Article Screen has three primary areas—the outline, media, and article frames—that you can display in different combinations. You can print or copy selected text, entire articles, images, or captions. You can also have articles read aloud to you using Text-to-Speech technology.

II. Timeline

The Timeline is an interactive chronology of events in the history of Africa and people of African descent. The Timeline employs vivid multimedia to help you learn about important historical events and trace the patterns of dispersion of the African people during a broad sweep of time: from four million years ago to the present.

III. Africana on Camera

Africana on Camera is a series of video presentations by noteworthy African and African-American personalities. For example, hear Maya Angelou explain the history of the African Diaspora—the dispersion of the African people throughout the world. Or listen as Quincy Jones discusses the importance of African-American music in history.

IV. Interactive Africa Map

Discover the richness of the African continent through the Interactive Africa Map. See the habitats of Africa's native plants and animals, discover where Africa's different ethnic groups live, learn about Africa's topographical features, and view the locations of some of Africa's most important artistic achievements.

V. Historic Sites in Africa

These videos show footage of sites in Africa that are rarely seen by outsiders but are extremely important to the history and culture of Africa and Africans. Dr. Henry Louis Gates, Jr.—the Chairman of Harvard University's Afro-American Studies program, director of the W.E.B. DuBois Institute, and co-editor-in-chief of Encarta Africana—hosts your trip through Great Zimbabwe, Tomboctou, the Slave Coast, the Swahili Coast, the Kingdom of Kush, and the rock-hewn churches of Lalibela.

VI. From Africa to the Americas

This feature maps the dispersion of African people to the Americas. You'll explore this topic across several time periods, from the early 1500s to the late 1800s, and see how cultural themes in the Americas had their roots in Africa.

VII. Virtual Tours

Virtual Tours take you to exciting places with lifelike reality. On each virtual tour, 360 degree views let you explore such historic and exciting places as Harlem, Havana, and Paris. You'll enjoy close-up photographs and read vivid descriptions. It's the next best thing to being there!

VIII. Topic Treks

Take a guided tour through groups of related articles. Themes include: People, Places, Events, Ideas, Music and Musicians, Did You Know?, and Masters of the Game. For example, one Trek takes users to articles associated with gospel music and musicians.

IX. Media Gallery

The Media Gallery helps you find and display any or all media—photos, videos, sounds, maps, and more. Search for media on a particular topic or for a specific kind of media. Then browse through the media in your list using the Slide Show controls.

X. Sidebars

Do you want to know the story behind the story? Designed to add another perspective to encyclopedia topics, Sidebars attached to selected articles offer a different angle on the articles' subject. News stories, magazine features, historic documents, excerpts from literature, and thought-provoking essays offer engaging enhancements to the topic you're exploring.

Gandhi—Apostle of Peace and Nonviolence

- I. Index
- II. The Early Years (1869-1892)
 - A. Birth and Parentage
 - B. School Days and Boyhood Impressions
 - C. Marriage
 - D. As a Teenager
 - E. To England for Law Study
 - F. Law Student in London
 - G. Decision to Go to South Africa
- III. In South Africa (1893-1914)
 - A. Arrives at Durban
 - B. Life's Turning Point
 - C. Natal Indian Congress Born
 - D. Mob Attack at Durban
 - E. Man of Peace at War
 - F. Phoenix Farm
 - G. Zulu Rebellion
 - H. Satyagraha Against Black Act
 - I. Mass Burning of Certificates
 - J. Tolstoy Farm
 - K. Visit of Gokhale
 - L. The 'Great March'
 - M. Farewell to South Africa
- IV. Mission: Free India (1915-1948)
 - A. Back to India: Ashram Formed
 - B. Enters Local Politics
 - C. Rowlatt Bills Opposed
 - D. Jallianwala Bagh Massacre
 - E. Adopts Loin Cloth
 - F. The Great Trial
 - G. Operated for Appendicitis
 - H. My Mission
 - I. Gandhi's Spinning Wheel
 - J. 'Poorna' Swaraj Demanded
 - K. Salt March
 - L. Jailed Without Trial
 - M. Gandhi-Irwin Pact
 - N. To London in Loincloth
 - O. Round Table Conference Fails
 - P. Gandhi in Europe
 - Q. Arrested and Detained
 - R. Tour for Harijan Work
 - S. Shifts for Sevagram
 - T. Temple Entry by Harijans
 - U. World War II and Cripps' Mission
 - V. Japanese Invasion
 - W. 'Quit India' Resolution

- X. The Last Imprisonment
- Y. Gandhi-Jinnah Talks
- Z. Simla Conference
- AA. Southern Tour
- BB. British Cabinet Mission
- CC. Muslim Communal Fury
- DD. Peace Mission in Noakhali
- EE. Hindu Retaliation in Bihar
- FF. Lord Mountbatten Arrives
- GG. At Asian Relations Conference
- HH. Partition of India Inevitable
- II. Freedom Fete Sans Gandhi
- JJ. Communal Riots Flare Up
- KK. Back in Delhi
- LL. Refugee Influx
- MM. Kashmir Problem
- NN. The Last Fast
- OO. Bomb Explosion
- PP. Assassinated
- QQ. Funeral Procession
- RR. The Eternal Gandhi
- V. Special Topics
 - A. Boycotts
 - B. Fasts
 - C. Imprisonments
 - D. Marches
 - E. Satyagraha Movements
 - F. Thought and/or Teachings
- VI. Home Movie Theater (same subtopics as I-IV)
- VII. Photo Album (same subtopics as I-IV)

Available is a complete list of all the photos, a return to presentation button, as well as the capability to set up a slide show.

VIII. Voice of Gandhi

- A. A Magnificent Failure
- B. At Asian Relations Conference
- C. 'From Calm to Storm'
- IX. Maps

Different maps are available highlighting different places associated with Gandhi's life.

Sections I-IV are multimedia presentations about different periods of Gandhi's life. From these sections, the home movie theater, photo albums, and maps can be accessed. Additionally, from the main page, these three sections can be accessed separately. Throughout the presentation, unfamiliar terms are boxed. Click the box to read informative definition of the term. This program can be enjoyed with or without sound effects.

Birmingham Civil Rights Institute Web Page

- I. Home
- II. General Information (Facility Usage Fees)
 - A. Hours, Admissions
 - B. Map
 - 1. Permanent Exhibition Map
 - 2. Street Map
 - A. Membership
 - B. Volunteer
 - C. Guest Book
 - D. Board Members
 - E. Staff
- III. Activities
 - A. Calendar
 - B. Special Events
 - C. Annual Events
- IV. Permanent Exhibitions
 - A. Introductory Theatre
 - B. Barriers Gallery
 - C. Confrontation Gallery
 - D. Movement Gallery
 - E. Processional Gallery
 - F. Milestones
 - G. Human Rights Gallery
- V. Richard Arrington, Jr. Resource Gallery
- VI. Special Exhibitions
 - A. Special Exhibitions Proposal
 - B. Guidelines
- VII. Traveling Exhibits
 - A. Changing Gallery
 - B. Community Gallery
- VIII. Archives Division
 - A. Collections Guide
 - B. Complete Collections Guide
- IX. Education and Public Programs
 - A. Curriculum Guide
 - B. Outreach
- X. Gift Shop
- XI. Copyright Information

Birmingham Civil Rights Institute

Richard Arrington, Jr. Resource Gallery

Regulations for Access to Technology Resources and Internet Use

PLEASE READ THIS DOCUMENT CAREFULLY.

The Birmingham Civil Rights Institute will permit access to and use of developing technology resources, including but not limited to the Internet. Such access and use shall be for purposes of enhanced educational and research objectives for the staff of the Institute and visitors to the Richard Arrington, Jr. Resource Gallery.

What is the Internet?

The Internet is a global network that connects thousands of computers around the world and includes millions of individual subscribers. Through the Internet, users will have access to:

1. Electronic mail communication with people around the world/
2. Information from university library catalogs, electronic journals, government sources, and news;
3. Public domain software and shareware of all types;
4. Discussion groups on a variety of topics.

The Birmingham Civil Rights Institute restricts access to and use of its computers and the Internet to educational and research purposes. However, given the nature of technology, it is impossible to ensure that a user intent upon doing so will not be able to gain access to unsuitable material and data through misuse of computers or the Internet. When detected, misuse of equipment in order to access prohibited or otherwise inappropriate Internet sites is a violation of the Institute's regulations on technology resources and Internet use. Violations of these regulations may result in denial or cancellation of access privileges. Internet users are also subject to any civil penalties or criminal sanctions that may arise from unlawful use of the Internet.

Regulations Regarding the Use of Internet Resources

1. **Acceptable Use.** The use must be in support of education or research. Transmission or receipt of any material in violation of any state or federal law is prohibited.
2. **Privileges.** The use of computers and the Internet is a privilege, not a right, and their unauthorized or inappropriate use may arise in a cancellation of those privileges.
3. **Network and E-Mail Guidelines.** Internet users are expected to abide by the generally accepted rules of network etiquette. All Internet users are expected to act in a considerate and responsible manner. The following infractions are not permitted on any Institute computer, computer network, or the Internet:
 - Sending, displaying, or downloading offensive, profane, or prurient messages or pictures;
 - Using obscene language;
 - Harassing, insulting, or attacking others;
 - Damaging computers, computer systems, or computer networks (this includes changing workstation and printer configurations, and erasing or reattributing files);

- Violating copyright laws;
 - Using another user's password;
 - Trespassing in another user's files, folders, or work;
 - Intentionally wasting limited resources;
 - Using the network for commercial or political purposes;
 - Revealing personal information (i.e. photographs, addresses, phone numbers);
 - Disrupting the use of the network by other users;
 - Uploading or creating computer viruses.
4. **Security.** Users who discover or suspect a security problem within the computer system should notify the Institute staff person on duty in the Resource Gallery and should not discuss the problem with or demonstrate it to other users. Users may not log on the network as a system administrator. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.

Upon reading this document, visitors to the Richard Arrington, Jr. Resource Gallery agree to abide by all that is contained within this statement of regulations. Violation of any regulation may result in revocation of access privileges, disciplinary action, or other legal consequences.

Video Holdings of the Richard Arrington, Jr. Resource Gallery

(11/99)

African-American Heroes of World War II

46 min.

This videotape uses photographs, film footage, and radio recordings to tell the story of the military training program at Tuskegee Institute in Alabama, which prepared the first African-American military aviators for their careers. The video also includes excerpts from a black radio show that was broadcast across the Armed Forces Radio Network during World War II.

Africans in America: America's Journey Through Slavery

6 hr. series

Find out about the history of slavery in America as you view this four-part series, narrated by Academy Award nominee Angela Bassett. Discover the economic roots of the New World slave trade, and learn about the shocking conditions that Africans endured during and after their passage to the Americas. Examine the ironies of the Revolutionary War, which freed a country that was actually still dedicated to enslavement. Learn about the abolitionists whose powerful stands against the institution of slavery led to the American Civil War.

America's 20th Century: Black History

1 hr., 45 min.

Bill Moyers, Ruby Dee, and Ossie Davis reflect on the African-American experience in the 20th century, moving from New Years Day 1901 to the early 1980s in their exploration.

Amistad Revolt: 'All We Want is Make Us Free'

33

min.

Actress Vinie Burrows tells the compelling story of the Amistad slave revolt, describing the dramatic trial and the abolitionist movement that the trial sparked in New England.

Marian Anderson

1 hr.

Actor Avery Brooks narrates this PBS documentary about the career of Marian Anderson, whose contralto voice has made her one of the most famous African-American performers of the twentieth century

Birmingham Black Barons Documentary

53 min.

Five former players speak about their time on the Black Barons team, which first played at Birmingham's Rickwood Field in the early part of the 20th century and was one of the last Negro League teams to dissolve in 1962.

Black American Conservatism

58 min.

Learn about the history of the “Black Conservative” ideology. Features *Chicago Tribune* columnist Clarence E. Page.

Black Panthers

31 min.

Documentary about the “Free Huey” rally on February 17, 1968, an event sponsored by the Black Panther Party to show support for Party founder Huey Newton in the wake of his arrest. The rally inspired a new level of nationwide support for the Party. Speakers included Eldridge Cleaver, Bobby Seale, James Forman, Stokely Carmichael, and Party leaders. Watch this footage to find out more about the Party’s goals in the late 1960s and about their strategies for dealing with Newton’s imprisonment.

Black Panther Newsreel (same cassette as Black Panthers)

15 min.

“Newsreel” was an alternative media source in California during the 1960s. This “Newsreel” focuses on race relations in the state during 1968, and features an in-jail interview with Huey Newton.

Black Wall Street: A Black Holocaust in America
min.

1 hr., 2

Find out about the 1921 bombing of North Tulsa, Oklahoma, an affluent African-American community that was known as “Black Wall Street.” The neighborhood was burned to the ground, causing thousands of people to become homeless. The death toll is unknown.

Claiming Open Spaces

1 hr., 27 min.

This video explores the intersection of urban spaces and African-American culture in the 20th century. Learn about African-American urban experiences in five cities, including Birmingham. Features interview with Ms. Odessa Woolfolk, President Emeritus of the Birmingham Civil Rights Institute Board of Directors.

Dear Kitty: Anne Frank

25 min.

This documentary combines quotes from Anne Frank’s diary with photographs depicting Anne’s family, her hiding place, and the society in which she lived. The film also provides historical background, but does not show atrocities.

Declining Dollar: Anne Frank

APT news show “For the Record” provides coverage of an Anne Frank exhibit that visited the Birmingham Civil Rights Institute.

Frederick Douglass: When the Lion Wrote History
30 min.

1 hr.,

This biography allows viewers to learn about the life and work of Frederick Douglass, a former slave who became an activist for the rights of African-Americans and women. Narration by actors Alfre Woodard and Charles Dutton.

W. E. B. DuBois of Great Barrington

1 hr.

Learn about the life and works of William Edward Burghardt Du Bois, known as a pioneer in the field of sociology and a founder of the NAACP. The biography primarily examines Du Bois's early years.

Ethnic Notions

56 min.

Deals with cultural depictions of African-Americans that have permeated American culture during the 20th century. This video encourages viewers to think about the media forces, which serve to mold our perceptions of reality. It also reminds us that our national consciousness may be best illustrated by the cultural images we consume.

Eyes on the Prize Commemorative Series

This fourteen-volume series of videos deals with civil rights in America from 1954 to the mid-1980s. Each volume covers a specific period or theme of the Movement in an hour-long segment. We have an accompanying book, *Voices of Freedom* by Henry Hampton and Steve Fayer, as well as a CD, *Sing for Freedom*.

Awakenings (1954-1956)

Emmett Till; Rosa Parks; MLK, Jr.'s beginnings

Fighting Back (1957-1962)

Little Rock; James Meredith at 'Ole Miss'

Ain't Scared of Your Jails (1960-1961)

Sit-ins; SNCC; Freedom Riders

No Easy Walk (1961-1963)

Albany; Birmingham; Tuscaloosa; March in Washington, D.C.

Mississippi: Is This America? (1962-1964)

Medgar Evers; Freedom Summer; MS Freedom Democratic Party

Bridge to Freedom (1965)

Selma; Montgomery; "We Shall Overcome"

The Time Has Come (1964-1966)

Malcolm C; Black Panthers; Stokely Carmichael

Two Societies (1965-1968)

Watts riots; Chicago; Detroit

Power! (1966-1968)

Carl Stokes; Black Panther Party; Brooklyn

The Promised Land (1967-1968)

Vietnam; the Poor People's Campaign; King's death in Memphis

Ain't Gonna Shuffle No More (1964-1972)

Reclaiming and celebrating black heritage

A Nation of Law? (1968-1971)

Black Panther Party

The Keys to the Kingdom

Busing; Atlanta's first black mayor; Affirmative Action

Back to the Movement

Miami's Overtown; Chicago; Harold Washington

Flyers in Search of a Dream

1 hr.

This PBS documentary focuses on America's first black aviators, including Bessie Coleman, William J. Powell, Herbert Julian, and James Herman Banning. The aviators' stories are told through use of film footage, photographs, and dramatic vignettes.

Martin Luther King: I Have A Dream (from The Speeches Collection) 1 hr.

Excerpts from some of King's most famous speeches.

King Week '94: The March Goes On...

1 hr., 7 min.

This production of Georgia Power Television is a celebration of the life, works, and philosophy of Dr. Martin Luther King, Jr., in honor of King Week '94. Features interviews with Coretta Scott King (Dr. King's widow and the Director of the King Center for Non-Violent Change in Atlanta) and Hon. John Lewis (who served in SNCC [Student Non-Violent Coordinating Committee] and in the U.S. House of Representatives).

Paul Robeson Films

Emperor Jones

1 hr., 12 min.

Based on Eugene O' Neill's play, in which a Pullman porter jumps ship and is subsequently named ruler of an island nation.

Emperor Jones/Tribute to an Artist

1 hr., 12 min./ 29 min.

This cassette includes *The Emperor Jones*, followed by an Oscar-winning tribute to Paul Robeson. Uses rare footage of Robeson.

Jericho (Dark Sands)

1 hr., 15 min.

A soldier, the victim of an unfair accusation, flees. He becomes a sheik after joining an African tribe, and eventually saves his white comrades.

Proud Valley

1 hr., 17 min.

A sailor assists with the re-opening of a Welsh coal mine, but loses his life in the process.

Sanders of the River

1 hr., 20 min.

A British Commissioner, trying to keep order with the blacks in his territory, requires the cooperation of a native leader.

Song of Freedom

1 hr., 10 min.

A renowned performer seeks his roots in Africa.

The Tallest Tree in Our Forest

1 hr., 30 min.

This biography deals with Robeson's life, works, and politics.

Soul of the Game

1 hr., 35 min.

This movie is based on the story of three well-known Negro League baseball players who sought to cross the "color line" in professional baseball during the 1940s: Satchel Paige, Josh Gibson, and Jackie Robinson.

Still Holding On: Dorothy Love Coates & the Original Gospel Harmonettes **57 min.**

Birmingham native Dorothy Love Coates is one of the most prolific musicians in the contemporary African-American sacred music business. Coates has recorded twenty albums and published hundreds of songs. The Rolling Stone Record Guide referred to her as "one of the great writers of gospel's golden era."

Tuskegee Airmen

1 hr., 47 min.

Learn about the first squadron of black American pilots to fight in World War II.

The World at War

52 min.

Dramatic footage from World War II. Looks at the daily lives of civilian and military people in various areas of the world affected by the war. This film also addresses the genocide that occurred under the Nazi regime, examining Hitler's ideas about Aryan superiority. Narrated by Laurence Olivier.

Universal Declaration of Human Rights

20 min.

Animated program describing the articles of the Universal Declaration of Human Rights. Produced by Amnesty International. Also available for viewing in our Human Rights Gallery.

What's Allowed In Birmingham

38 min.

Area high school students talk about contemporary race relations in the Magic City.

4 Little Girls

103 mins.

This HBO documentary was filmed in remembrance of the bombing that occurred at Sixteenth Street Baptist Church in Birmingham on September 15, 1963. A moving tribute to Denise McNair, Carole Robertson, Cynthia Wesley, and Addie May Collins.

Interested in viewing one of these videos?

Stop by the Information Desk in the Richard Arrington, Jr. Resource Gallery.

APPENDICES

BIRMINGHAM CIVIL RIGHTS INSTITUTE HEROES FROM THE MOVEMENT

Listed below are the names of a small percentage of individuals who were active in the Civil Rights Movement both locally and nationally. Others are some of our heroes involved in the development of the Birmingham Civil Rights Institute.

Abernathy, Rev. Ralph	Hamer, Fannie Lou
Arrington, Richard, Jr.	Hamilton, Herschell
Bates, Daisy	Hendricks, Lola
Battle, Rev. William	Hudson, Hosea
Bevel, James	Jackson, Rev. Jessie
Black, Hugo	Johnson, Colonel Stone
Bond, Julian	Johnson, Frank M.
Brown, Linda	Kennedy, John F.
Brown, Oliver	Kennedy, Robert
Carmichael, Stokely	King, Dr. Martin Luther, Jr.
Chaney, James	LaMonte, Edward S.
Clemon, U.W.	Lawson, James
Collins, Addie Mae	Lewis, John
Colvin, Claudette	Little, Malcolm
Cooper, Jerome A.	Lucy, Autherine
Davis, Benjamin O.	McNair, Christopher
Dennis, Dave	McNair, Denise
Evers, Charles	Marshall, Thurgood
Evers, Medgar	Meredith, James
Evers, Myrlie	Motley, Constance Baker
Gardner, Rev. Edward	Nash, Diane
Gaston, A.G.	Parks, Rosa
Goodman, Andrew	Patton, W.C.
Gray, Fred	Peck, James A.
Grooms, H.H.	Person, Charles

**MAKING CONNECTIONS: A CURRICULUM GUIDE
APPENDICES**

Porter, Rev. John T.

Randolph, A. Philip

Reese, Carlton

Robertson, Carole

Schwerner, Michael

Shores, Arthur

Shuttlesworth, Rev. Fred

Till, Emmett

Vann, David

Walker, Wyatt T.

Warren, Earl

Wesley, Cynthia

Woods, Rev. Abraham L., Jr.

Woolfolk, Odessa

Young, Andrew

Young, Frank M., III

Zellner, Bob

Zwerg, James

BIRMINGHAM CIVIL RIGHTS INSTITUTE ORGANIZATIONS

The following organizations were active in Birmingham and surrounding communities during the Civil Rights Movement.

Alabama Christian Movement For Human Rights (ACMHR)

Organization founded by Rev. Fred Shuttlesworth in Birmingham in 1956, after the NAACP was banned in Alabama. Purpose of group was to fight against discrimination in the city of Birmingham.

Anti-Injustice Committee (AIC)

Student organization started at Miles College in 1962, whose purpose was to challenge racial injustice in the city of Birmingham.

Congress of Racial Equality (CORE)

Student group founded in 1942, which originated and participated in the Freedom Rides in 1961, challenging segregation in interstate travel in the South.

National Association for the Advancement of Colored People (NAACP)

Organization started in 1910 dedicated to challenging laws that were unjust to Black Americans. This organization was responsible for encouraging the *Brown vs. Board of Education* lawsuit.

Senior Citizens Committee (SCC)

Organization, representing the Birmingham Chamber of commerce, formed to act as a negotiating committee with local Black protesters.

Southern Christian Leadership Conference (SCLC)

Founded in 1957 by Southern Black ministers headed by Dr. Martin Luther King, Jr. and Rev. Ralph Abernathy. The purpose of this organization was to work toward advancing the cause of freedom and justice in America and nonviolent protest. Members were responsible for massive protests in Birmingham and Selma.

Student Non-Violent Coordinating Committee (SNCC)

An Interracial student group formed in 1960 to speed up school desegregation, to enact fair employment laws, and to ensure the right to vote. They were largely responsible for the voter registration drives in the Deep South.

**NON-PROFIT ORGANIZATIONS CONCERNED WITH
TOLERANCE ISSUES IN BIRMINGHAM, ALABAMA
A PARTIAL LISTING**

BIRMINGHAM URBAN LEAGUE

Elaine Jackson, Executive Director
1717 4th Avenue North
P.O. Box 11269
Birmingham, Alabama 35202
Phone: (205) 326-0162

The mission of the Birmingham Urban League is to assist all persons, particularly minorities and the economically disadvantaged, in the achievement of social and economic equality. The League accomplishes this mission through research, advocacy, building race relationships and program services.

COALITION AGAINST HATE CRIMES

Rev. Abraham L. Woods, Jr.
500 9th Avenue North
Birmingham, AL 35204
Phone: (205) 326-2113

Rodney Max
P.O. Box 55727
Birmingham, AL 35255
Phone: (205) 930-5174

The Coalition Against Hate Crimes is an organization of Christians, Jews, Muslims, and other faiths, blacks, whites, Asians, and other races, colors and national origins. The organizations came together out of diversity to stand up against hate crimes and in support of victims of such acts.

COMMUNITY AFFAIRS COMMITTEE OF OPERATION NEW BIRMINGHAM

Michael Calvert, Executive Director
Suite 102
290 21st Street North
Birmingham, AL 35203
Phone: (205) 324-8797

The creation of a humane and just racial and ethnic society in the Birmingham Metropolitan area is the primary mission of the Community Affairs Committee (CAC). Organization leaders believe that if the Metropolitan Birmingham area is to ever be a truly multi-racial community, it will require the energy and imagination of leaders of genuine good will. To achieve its mission, the CAC will serve as a primary catalyst, building coalitions around specific community issues; it will actively seek public and private support for improvement in identified problem areas. Its programs shall focus on how racial barriers, which continue to exist, can be broken down. It will encourage those programs and policies in both the public and private sectors that promote both racial harmony and justice in the Birmingham Metropolitan area. The CAC, likewise, stands ready to criticize and oppose any programs and policies, which obstruct the creation of a multi-racial metropolitan Birmingham community.

**MAKING CONNECTIONS: A CURRICULUM GUIDE
APPENDICES**

GREATER BIRMINGHAM MINISTRIES

Scott Douglas, Executive Director
2304 12th Avenue North
Birmingham, AL 35234
Phone: (205) 326-6821

Greater Birmingham Ministries is an ecumenical, interfaith, and interracial urban ministry that seeks to solve emergency conditions of the poor while addressing systems that affect the poor unjustly.

MAJIC (METRO AREA JUSTICE INTERFAITH COMMITTEE)

Rev. Lawton Higgs
P.O. Box 10931
Birmingham, AL 35202
Phone: (205) 324-6402

MAJIC is an interfaith voice for the issue of racial and economic justice.

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE (NAACP)

Hezekiah Jackson
President/Jefferson County Branches
1630 4th Avenue North
Birmingham, AL 35203
Phone: (205) 322-0708

The NAACP story is one dedicated to winning the struggle to obtain racial justice for all Americans. The Association was formed in 1909 by a group of black and white citizens appalled at the injustices that some Americans suffered solely because of their race. The Association has grown steadily since then and is today the largest and most influential civil rights organization in the country.

NATIONAL COALITION BUILDING INSTITUTE (NCBI), BIRMINGHAM

Caryn Corenblum and Smith Williams
P.O. Box 131058
Birmingham, AL 35213
Phone: (205) 320-1963

NCBI, Birmingham is dedicated to ending the mistreatment of every group whether it stems from nationality, race, class, gender, religion, sexual orientation, age, physical ability, job, or life circumstance. NCBI trains community leaders from every field in the skills of prejudice reduction, intergroup conflict and coalition building.

NATIONAL CONFERENCE FOR COMMUNITY AND JUSTICE (NCCJ)

Lamarse Washington
P.O. Box 55911
Birmingham, AL 35255
Phone: (205) 322-4100

The National Conference, founded in 1927 as the National Conference of Christians and Jews or NCCJ, is a human relations organization dedicated to fighting bias, bigotry, and racism in America. The Conference promotes understanding and respect among all races, religions and cultures through advocacy, conflict resolution and education.

**MAKING CONNECTIONS: A CURRICULUM GUIDE
APPENDICES**

SOUTHERN CHRISTIAN LEADERSHIP CONFERENCE (SCLC)

Rev. Abraham L. Woods, Jr.
President/Birmingham Chapter
500 9th Avenue North
Birmingham, AL 32504
Phone: (205) 326-2113

The SCLC is a nonsectarian coordinating and service agency for local organizations seeking full citizenship rights, equality and the integration of African-Americans in all aspects of life in the U.S. and subscribing to the Ghandian philosophy of nonviolence. The organization works primarily in 16 southern and border states to improve civic, religious, economic and cultural conditions and fosters nonviolent resistance to all forms of racial injustice, including state and local laws and practices.

This is only a partial listing of tolerance organizations operating in Metropolitan Birmingham. The Institute is in the process of gathering information on others. If you are aware of additional agencies, please send any available material to the: Birmingham Civil Rights Institute, Education Department, 520 Sixteenth Street North, Birmingham, AL 35203.

BCRI GROUP AND TOUR TIPS

SCHEDULING A TOUR

1. Tours of the permanent exhibition last approximately 45 minutes.
2. The permanent exhibition visit is designed to be **SELF-GUIDED**. School groups are greeted by Institute staff for a brief orientation. Post-visit discussions can be arranged upon request.
3. The museum can accommodate a maximum of 50 students per tour. However, students should be assigned to smaller groups with an adult chaperon (1 adult per 6 in grades K-5 and 1 adult per 8 in grades 6-12).
4. A written confirmation will be sent prior to arrival. Teacher packets can be sent upon request.

CANCELLATIONS

PLEASE NOTIFY THE INSTITUTE IMMEDIATELY IF YOU MUST CHANGE YOUR PLANS AT (205) 328-9696.

ARRIVAL PROCEDURES

1. Notify the staff person in the Ticket Booth facing Sixteenth Street North of your arrival before unloading the bus. Please present your confirmation letter.
2. An Institute staff person will greet you. Please unload your students in groups assigned to an adult chaperon.
3. Buses may unload at the front entrance on the Sixteenth Street side of the building and park in the back parking lot at Fifteenth Street.
4. **IF YOUR GROUP IS LATE, YOU MAY BE UNABLE TO TOUR IMMEDIATELY AND MAY HAVE TO WAIT UNTIL YOUR GROUP CAN BE ACCOMMODATED.** Groups are scheduled at one-half hour intervals and the gallery accommodates only a limited number of visitors.

MUSEUM MANNERS

DO NOT TOUCH! Please do not touch, sit or stand on exhibit items. Even a gentle touch will harm the artifacts and displays. Please use your eyes to touch rather than your hands.

NO FOOD, DRINK, OR GUM is allowed in the galleries.

STAY TOGETHER/NO RUNNING! The adult chaperon should keep the group of students together at all times. **WALK**--for your safety and the safety of others.

LOOK, LISTEN, TALK SOFTLY! The exhibition includes many audio and video programs. Please talk softly.

PHOTOS--cameras and video recording devices **are not** allowed.

BEFORE AND AFTER

1. If possible, group leaders and teachers should visit the Institute before scheduled group tour.
2. Prepare your students or group members with pre-visit discussions.
3. Follow-up your visit with classroom and group activities.

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VOCABULARY

ABOLITIONIST

BAN

BARRIER

BIAS

BOYCOTT

BROTHERHOOD

BRUTALITY

BUSING

CIVIL LIBERTIES

CIVIL RIGHTS

CIVIL RIGHTS MOVEMENT

COLORED SECTION

COMMUNITY

CONTRAST

CULTURE

DEMONSTRATE

DISCRIMINATION

EMPOWER

EQUALITY

ETHNIC GROUP

FREEDOM

FREEDOM SONGS

HATE

HUMAN RIGHTS

IMMIGRANT

INTEGRATION

JIM CROW LAWS

JUSTICE

LOVE

MARCH

MENIAL

MILITANT

MINORITY

NONVIOLENT

PEACE

PROTEST

RACISM

RESISTANCE

SEGREGATION

**MAKING CONNECTIONS: A CURRICULUM GUIDE
APPENDICES**

SIT-IN

SLAVERY

STEREOTYPE

STRUGGLE

UNDERGROUND RAILROAD

UNITY

VOTE