Overview
Sunday, September 15, 1963 brought the world together as they mourned the loss of six young lives as a result of senseless murders. No matter your race or religion; no matter your politics or social status – everyone paused upon hearing that the Sixteenth Street Baptist Church was bombed, killing four little girls and providing a whole new perspective on how deeply one can hate. Killed by the blasts that morning were Addie Mae Collins, 14; Denise McNair, 11; Carole Robertson, 14; and Cynthia (Morris) Wesley, 14. While this event received a great deal of attention, as it rightly deserved, there were two young men who were also killed that day, and are oftentimes left out of the tale.

16-year old Johnny Robinson was shot in the back and killed by a police officer during the chaos which ensued after the church explosion. 13-year old Virgil Ware was the sixth and final child to be killed that day; shot in the chest and the cheek while riding on the handle bars of his brother’s bicycle.

This lesson will encourage students to analyze the data found in an image of the bombing.

New Words
Ensue, mourn, senseless, chaos, analyze, analysis, unearth

Grade Level
Middle to Upper

Primary Learning Objectives
The Students Will:
- Analyze primary documents to unearth data.
- Summarize their findings in small groups.

Approximate Duration of Lesson
One class period.

Materials and Equipment Needed
Computer with Internet access, copies of NYT article, copies of bombing image, copies of photo analysis worksheet (students can also create their own), writing supplies
**Background/Preparation**
The teacher should identify a short video clip to introduce students to the 16th Street Baptist Church bombing; one suggested video from the History Channel can be found in the resource section. The teacher should also familiarize themselves with the New York Times article and the articles about Virgil Ware and Johnny Robinson posted at the end of this lesson. By following the link for the article found in the reference section, teachers can identify the actual text from the article. The teacher should also make copies of the enlarged image from the NYT article for each student. The image can also be found at the end of this lesson. Finally, teachers should reproduce the Photo Analysis Worksheet for students or be prepared to guide students in recreating their own on blank sheets of paper.

**Procedures/Activities**
- The teacher should ask students what they know about September 15, 1963. There is a good chance that most students will not know the significance, unless the teacher has somehow prompted the lesson prior to the start of this discussion.
- If they are unaware, explain to students that this was the day that the 16th Street Baptist Church was bombed. Assuming this may have triggered a response in students, ask them to now share anything they may know about this event.
- If it has not already come up in conversation, ask students if they knew that children died that day. Ask them how many died and if they can name the individuals. If necessary, share the names and ages of each: Addie Mae Collins, 14; Denise McNair, 11; Carole Robertson, 14; and Cynthia (Morris) Wesley, 14.
- Next, ask them if those were the only people who died. Tell them that in fact, two young men died that day as well: 16-year old Johnny Robinson and 13-year old Virgil Ware. You can share the information discussed in the introduction to this lesson or additional information that you may have gained from reading the articles listed in the reference section of this lesson.
- Ask students how outsiders may have learned about the events of that day. You should expect answers like, from the newspapers, magazines, television, radio, etc.
- Tell students that they will analyze a newspaper article and photograph published on the front page of the New York Times. They will look for critical clues about the incident.
- Distribute the copies you made for students: newspaper article, photograph, analysis worksheet.
- Have students fold the image of the bombing into four sections by folding the paper in half length wise, and then folding it in half again. Once they have creased the paper in quadrants, have them open it up and write a number: 1, 2, 3, or 4 in each of the quadrants on both the front and back of the picture, taking care not to cover up any important images.
- Next, have students answer the questions and go through the exercise as instructed on the Photo Analysis Worksheet. To save paper, the teacher can instruct the students to turn the photograph over and write their answers to Part One: Observation, in each of the quadrants as shown in the diagram.
After students have completed their analysis independently, allow them to work in small groups to compare their observations. To wrap up, have students discuss out loud their findings with the whole class.

Assessment Strategies
The answers provided on the Photo Analysis Worksheet should serve as the method of assessment for this lesson. The students should not be critiqued on what they may or may not have seen, per se, but should be graded for their level of analysis.

Extension
Students can create their own newspaper article reporting their findings and conclusions about the events that unfolded on September 15, 1963. Students may even choose to focus their articles on Virgil Ware and Johnny Robinson since they are oftentimes an afterthought of this bloody day.

Remediation
Students can read or listen to, Birmingham Sunday, by Larry Dane Brimmer, and respond with a journal entry, illustration or essay.

Additional Resources
VIDEO: History Channel’s “Bombingham”
https://www.youtube.com/watch?v=q-MuWDsv5pg

Birmingham Sunday, by Larry Dane Brimmer

References
Johnny’s Death: The Untold Story in Birmingham

The Legacy of Virgil Ware
http://www.time.com/time/magazine/article/0,9171,1005718,00.html

New York Times article on Bombing
PHOTO ANALYSIS WORKSHEET

STEP ONE: OBSERVATION
A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual details. Next, divide the photo into quadrants (fourths) and study each section to see what new details become visible. Document your observations for each quadrant.

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STEP TWO: INFERECE
Based on what you have observed above, list three things you might infer from this photograph:

1.

2.

3.

STEP THREE: QUESTIONS
A. What questions does this photography raise in your mind?

B. Where could you find answers to your questions?

Adapted from:
BIRMINGHAM BOMB KILLS 4 NEGRO GIRLS IN CHURCH; RIOTS FLARE; 2 BOYS SLAIN

Full-Scale F.B.I. Hunt On in Birmingham Bombing

WASHINGTON, Sept. 15—The Federal Government responded today in the sheets shooting of Birmingham, Ala., in which four girls were killed, by placing in the city today the FBI's first full-scale investigation of any racial incident.

Guard Summoned

By CLAUDE W. WRIGHT

BIRMINGHAM, Ala., Sept. 15—The Federal Government today summoned a negro civilian guard to a meeting here in connection with the investigation into the shooting of negro children in Birmingham, Ala., yesterday.

Signals Relay Bose in Orbit

Washington, Sept. 15—President Truman today placed in orbit a new signal system to aid in the collection of information from the United States Army's new atomic bomb.
Enlarged photo used in the previous New York Times article. The teacher may choose to copy and paste the image on a blank document and turn the page orientation to landscape to make the image larger.

The “Four Little Girls”

Dolore McNeil
November 17, 1931 - September 15, 1963

Carrie Robertson
April 24, 1948 - September 15, 1963

Cynthia Wesley
April 26, 1948 - September 15, 1963

Addie Mae Collins
April 18, 1948 - September 15, 1963

Virgil Ware

Johnny Robinson
September 15, 1963 Lesson Plan - Standards
Lesson Plan developed by Samantha Elliott Briggs, Ph.D.

Grade Level – Middle to Upper

Social Studies Course of Study Standards

SIXTH GRADE
Standard 13. Describe the role of major civil rights leaders and significant events occurring during the modern Civil Rights Movement.
   Examples: civil rights leaders—Rosa Parks; Martin Luther King, Jr.; events—Brown versus Board of Education; Montgomery bus boycott; student sit-ins; march on Washington, D.C.; Freedom Rides; Civil Rights Act of 1964; Malcolm X; voter registration efforts; Selma-to-Montgomery march.

SEVENTH GRADE – Citizenship
Standard 11. Describe examples of conflict, cooperation, and interdependence of groups, societies, and nations, using past and current events.
   • Tracing the political and social impact of the modern Civil Rights Movement from 1954 to the present, including Alabama’s role. Extension to consider the impact.

ELEVENTH GRADE
Standard 14. Trace events of the modern Civil Rights Movement from post-World War II to 1970 that resulted in social and economic changes, including the Montgomery bus boycott, the desegregation of Little Rock Central High School, the march on Washington, and the Freedom Rides.
   • Tracing the federal government’s involvement in the modern Civil Rights Movement, including the abolition of the poll tax, the desegregation of the armed forces, the nationalization of state militias, Brown versus Board of Education, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965
   • Explaining contributions of individuals and groups to the modern Civil Rights Movement, including Martin Luther King, Jr., James Meredith, Medgar Evers, the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC), and the Congress of Racial Equality (CORE)
   • Identifying people and events in Alabama that influenced the modern Civil Rights Movement, including Rosa Parks, Autherine Lucy, John Patterson, George C. Wallace, Vivian Malone, Fred Shuttlesworth, the Children’s March, the Sixteenth Street Baptist Church bombing, and the Selma-to-Montgomery march
   • Describing the development of a Black Power movement, including the change in focus of the SNCC, the rise of Malcolm X, and Stokely Carmichael and the Black Panther Movement
   • Describing the impact of African-American entrepreneurs on the modern Civil Rights Movement Examples: S. B. Fuller, A. G. Gaston
English Language Arts Course of Study - Appendix D:

Reading Standards for Literacy in History/Social Studies 6-12

Key Ideas and Details
Standard 1.
Grades 6-8. Cite specific textual evidence to support analysis of primary and secondary sources.
Grades 9-10. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
Grades 11-12. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Integration of Knowledge and Ideas
Standard 7.
Grades 6-8. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
Grades 9-10. Integrate visual information (e.g., in charts).
Grades 11-12. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. With extensions to lesson plan to include additional sources of information in diverse formats and media.

Writing Standards for Literacy in History/Social Studies 6-12

Research to Build and Present Knowledge
Standard 9.
Grades 6-12. Draw evidence from informational texts to support analysis, reflection, and research.

English Language Arts Course of Study

Speaking and Listening Standards

Comprehension and Collaboration
[SL.6-12.1] Engage [initiate and participate – grades 9-12] effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.
[SL.6.2] Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
[SL.7.2] Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. With extensions to lesson plan.
[SL.8.2.] Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. With extensions to lesson plan.
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), in order to make informed decisions and solve problems, - grades 11-12, evaluating the credibility and accuracy of each source (and noting any discrepancies among the data) - grades 11-12. *With extensions to lesson plan.*

**Language Standards**

**Vocabulary Acquisition and Use**

[L.6-8.6]. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.