

City of St. Jude Catholic Church/Hospital
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Overview

Students will gain an understanding of the pivotal role played by the City of Saint Jude during the Civil Rights Movement.

New Words

Racism, Civil Rights, Segregate, Integrate, Jim Crow Laws, Poll Tax, Literacy Tests, BPP (Black Panther Party), CORE (Congress of Racial Equality), NAACP (National Association for the Advancement of Colored People), NUL (National Urban League), SCLC (Southern Christian Leadership Conference), SNCC (Student Nonviolent Coordinating Committee), Sit-ins, Rioting, Law Suits, Boycotts

Grade Level

Middle and Upper Grades

Primary Learning Objectives

The students will:

- create their own version of a “safe haven” for children and homeless people.
- discuss the elements and services that the safe haven would provide.
- create an aerial map of the safe haven with a key or legend to help interpret the safe haven map.

Approximate Duration of Lesson

Three day lesson

Materials and Equipment Needed

Computer with Internet access, copies of articles and handouts, poster boards, markers, magazines, newspapers, tape, glue.

Background/Preparation

The teacher will collect the materials named above. A few weeks before the debate(s), give students the topic(s) to be covered. In the case of this lesson, the debate will be over which of three proposed locations for a third civil rights interpretive center within the state of Alabama would be most appropriate.

Procedures/Activities

Day One:

- The teacher will engage students in a “Read, Talk, Write” activity by first pairing students off. Once in their pairs, the partners should decide who will be “A” and who will be “B” (the letters represent whose turn it is throughout the collaboration).
- Students will then be instructed to silently read the “About Us” section of an article about the City of St. Jude. The article can be found at <http://cityofstjude.org/>. Once they are finished, they should place the article to the side.
- Student A (or student B) should now spend 60 seconds telling their partner what they read. After the first student is done, their partner should take their turn.

- Next, students should write an independent response to what they learned about the City of St. Jude, without looking at the article.

Day Two (and Day Three if necessary):

- Students will participate in a debate on the best place for an historic museum and center after reading the article found at http://blog.al.com/live/2010/03/three_alabama_sites_compete_fo.html
The will use the following format to frame the debate: <http://www.at-bristol.com/cz/teachers/Debate%20formats.pdf> or the teacher can use the following directions:

1. Introduce debates by sharing the rubric found at the end of this lesson with students so that they know in advance what will be expected of them.
2. Create debate teams consisting of an equal number of students for each side of your debate: pro, con and an audience.
3. Before you hand the debate assignments out, explain that some students might be debating positions opposite to their beliefs. This is an important skill for them to learn.
4. On the day of the debate, give students in the 'audience' a blank rubric. Explain that it is their job to judge the debate objectively.
5. Begin the debate with the pro side speaking first. Allow them 5-7 minutes of uninterrupted time to explain their position. Both members must participate equally.
6. Repeat step number six for the con side.
7. Give both sides about three minutes to confer and prepare for their rebuttal.
8. Begin the rebuttals with the con side and give them three minutes to speak. Both members must participate equally.
9. Repeat step number 9 for the pro side.

Assessment Strategies

Students' debate responses will be assessed using the debate rubric found at the end of this lesson.

Extension

- The students will create their own power point or story board shows using the photos found at the website below: <http://www.crmvet.org/images/imgmont.htm>
- Students can examine the trials of Montgomery's first black doctors and St. Jude's role in their careers at http://fredferg.blogs.com/appendix/2006/08/19990223_medica.html and <http://www.encyclopediaofalabama.org/face/Article.jsp?id=h-2410> or <https://sites.google.com/site/earlyblackdocsalabama/>

Additional Resources

New Word Definitions

http://tr008.k12.sd.us/New%20Folder/Government/Civil%20Rights/civil_rights_vocabulary%20defined.htm

References

The City of St. Jude

<http://cityofstjude.org/>

City of St, Jude Historic District

<http://www.nps.gov/nr/travel/civilrights/al5.htm>

Encyclopedia of Alabama

<http://www.encyclopediaofalabama.org/face/Article.jsp?id=h-1086>

CLASSROOM DEBATE RUBRIC

Criteria	Levels of Performance			
	1	2	3	4
1. Organization and Clarity:	Most viewpoints and responses are not clearly outlined or orderly.	Some viewpoints and responses are clearly outlined and orderly.	Most viewpoints and responses are clearly outlined and orderly. Grabs attention.	All viewpoints and responses are clearly outlined and orderly. Electrifies and convinces audience.
2. Use of Arguments:	Few or irrelevant reasons are given to support the viewpoint.	Some relevant reasons are given to support the viewpoint.	Most reasons given to support the viewpoint are relevant.	All reasons given to support the viewpoint are relevant.
3. Use of Examples and Facts:	Lack of relevant examples and facts to support reasons for viewpoint.	Few relevant examples/facts are given to support reasons for viewpoint.	Most examples/facts given to support reasons for viewpoint are relevant.	All supporting examples and facts given to support reasons for viewpoint are relevant.
4. Use of Rebuttal:	No effective counter-arguments are made to respond to arguments by other teams.	Few effective counter-arguments are made to respond to arguments by other teams.	Some effective counter-arguments are made to respond to arguments made by other teams.	Effective counter-arguments are made to respond to arguments made by other teams.
5. Presentation Style:	Tone of voice, use of gestures, and level of enthusiasm are not used to convince the audience.	Tone of voice, use of gestures, and level of enthusiasm are sometimes used to convince the audience.	Most tones of voice, use of gestures, and level of enthusiasm is convincing to the audience.	Tone of voice, use of gestures, and level of enthusiasm is used effectively to convince the audience.
6. Teamwork	Arguments were overlapping, repetitive, or contradictory. Many members did not participate.	Each member presented a different argument, with minimal overlap and repetition.	Each member presented different but complementary arguments.	Each member presented an argument that built on the arguments of those that came earlier.

During the debate remember the following things:

- No put downs
- Teams lose 1 point for each interruption or whispering
- Table tent and signpost for your team
- Rephrase and validate opposing ideas! Think, plan, defend your argument!
- Actively Listen!
- Focus on team agreement

You will be given a grade for your active participation in the debate. We will use the rubric to grade your performance. Remember to stick to what the team thinks is important.

Time Table

Opening statements = 3-5 minutes

Arguments = 3 minutes

Rebuttal conference = 1 minute

Rebuttals = 2 minutes

Closing statements = 3 minutes

Adapted from: http://teachersnetwork.org/teachnet-lab/berkowitz/debate/page_5.htm

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

Integration of Knowledge and Ideas

Standard 7. *Integration of information from Walking Tour, sculptures, and original photographs.*

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.

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

Research to Build and Present Knowledge

Standard 7.

Grades 6-8. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Grades 9-10. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Grades 11-12. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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.

Information from Walking Tour, sculptures, and original photographs.

[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.*

[SL.9-12.2] 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.