

Selective Buying Campaign

Ursula Thomas, Ed.D.

Overview:

Modeling after the Montgomery Bus Boycott, protest actions began in the spring of 1963 to affect the second busiest shopping season of the year. Dr. Martin Luther King, Jr. and the leaders of the boycott planned a 6-week abstinence from Blacks shopping in the downtown business district. Organizers walked downtown to make sure Blacks weren't shopping in stores that promoted or tolerated segregation. If Black shoppers were found in these stores, organizers confronted them and shamed them into participating in the boycott.

Dr. King recalled, "We decided to center the Birmingham struggle on the business community, as we knew that the Negro population had sufficient buying power so that its withdrawal could make the difference between profit and loss for many businesses." After several business owners in Birmingham took down "White Only" and "Colored Only" signs, Commissioner Eugene "Bull" Connor threatened business owners should any of them not follow the segregation ordinances, they would lose their business licenses.

The Campaign used a variety of nonviolent methods of confrontation, including sit-ins at libraries, kneel-ins by Black visitors at local white churches, and a march to the county building to mark the beginning of a drive to register voters.

Dr. Elizabeth Hayes Fitts was the secretary of the Student Non-Violent Coordinating Committee (SNCC) in Birmingham and participated in the campaign. Her interview is housed in the archives of the Birmingham Civil Rights Institute. In this lesson, students will examine the contributions made by Dr. Fitts and the impact of economic buying power.

New Words

See economic vocabulary game word list.

Grade Level

Middle Grades

Primary Learning Objectives

The students will:

- Identify context that created the environment for the Selective Buying Campaign.
- Analyze the strategic planning that set the stage for the Selective Buying Campaign to be effective.
- Evaluate the effectiveness of the campaign and what changes occurred as a result of the Selective Buying Campaign.

Approximate Duration of Lesson

120 minutes

Materials and Equipment Needed

Computer, Internet access, copies of articles, handouts, writing supplies

Background/Preparation

After reading the available information on the Selective Buying Campaign, the teacher will need to prepare case scenario cards; each detailing a situation where people of color are discriminated against in a business establishment (to include restaurants, clothing stores, drug stores, etc). A sample card can be found at the end of this lesson.

The teacher will need to print out copies of the Selective Buying Campaign article for students to read in advance of this lesson. The article can be found at <http://www.teachersdomain.org/resource/iml04.soc.ush.civil.dukesbuy/>.

The teacher will also need to print out a copy of the Eleventh Amendment flyer found at http://www.teachersdomain.org/assets/wgbh/iml04/iml04_doc_11thcom/iml04_doc_11thcom.pdf.

Finally, the teacher will need to print out copies of the Problem Solving Chart located at the end of this lesson or prepare the materials necessary for students to create their own chart.

Procedures/Activities

- The teacher should introduce the students to the Selective Buying Campaign and engage them in a whole group discussion about it.
- Students will be presented with case scenario cards, each detailing a situation where people of color are discriminated against in a business establishment (to include restaurants, clothing stores, drug stores, etc).
- The group will discuss their reactions to the conflict in the case scenarios.
- Students will view the interview with Dr. Elizabeth Fitts at <http://rg.bcri.org/gallery/> and discuss the problems and solutions for the Selective Buying Campaign.
- As a follow up, the students will then complete the Problem Solving Chart located at the end of this lesson or students create their own by making a two-column chart with one column labeled “possible problems” and the other labeled “possible solutions.”
- The teacher should now distribute or introduce students to the Eleventh Amendment Flyer via Smart Board (Promethean Board, ELMO, overhead or the like). The flyer is located at the end of this lesson
- Students will generate three to five questions about the Eleventh Amendment flyer: and discuss if this would be effective today and why.

Assessment Strategies

Students will use the graphic organizers to write a five-paragraph essay based on the information learned.

Extension

Students can play economic vocabulary game found at this link

http://www.teachervision.fen.com/tv/printables/TCR/1576903133_279-287.pdf

References

Selective Buying Campaign: 1968-1969

<http://www.durhamcountylibrary.org/dcrhp/selective.php>

Selective Buying Campaign: 1968-1969 (Flyer)

<http://www.durhamcountylibrary.org/dcrhp/selective1.php>

Birmingham Campaign

http://bhamwiki.com/w/Project_C

Letter from Mrs. Wade H. Gentry to Chancellor Singletary

<http://library.uncg.edu/dp/crg/item.aspx?i=1385>

Name _____

Date _____

PROBLEM SOLVING CHART

List story problems in the first column. List solutions in the right column.

POSSIBLE PROBLEM	POSSIBLE SOLUTION
Woolworth's refusal to allow Blacks to eat at the lunch counter.	In Greensboro, NC, a small group of black students decided to take action. On February 1, 1960, Franklin McCain, David Richmond, Joseph McNeil and Ezell Blair, started a student sit-in at the restaurant of their local Woolworth's store, which had a policy of not serving Black people. In the days that followed they were joined by other Black students until they occupied all the seats in the restaurant. The students were often physically assaulted, but following the teachings of King they did not hit back.

Selective Buying Campaign

Lesson Plan - Standards

Lesson Plan developed by Ursula Thomas, Ed.D.

Grade Level

Middle Grades

Social Studies Course of Study Standards

FOURTH GRADE

Standard 14. Describe the social, political, and economic impact of the modern Civil Rights Movement on Alabama.

- Identifying important people and events of the modern Civil Rights Movement

Examples: people—Martin Luther King, Jr., George C. Wallace, Rosa Parks; events—Montgomery bus boycott, Birmingham church bombing, Selma-to-Montgomery march

- Identifying benefits of the 1964 Civil Rights Act and the 1965 Voting Rights Act

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.*

Start here.....

Social Studies / English Language Arts Course of Study - Appendix D:

Satisfaction of these standards in this lesson depends on how students accomplish step #2- Prepare for the instructional conversation, in the “grand conversation”. It might be

- *just listening to the teacher present information, or*
- *the students may read an informational book or selection from a content-area textbook, or*
- *the students might visit somewhere such as the Birmingham Civil Rights Institute to get historical information related to the historical fiction book, including analysis of primary and secondary sources.*

Reading Standards for Literacy in History/Social Studies 6-8

Key Ideas and Details

Standard 1.

Cite specific textual evidence to support analysis of primary and secondary sources.

Craft and Structure

Standard 4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Range of Reading and Level of Text Complexity

Standard 10.

By the end of Grades 6-8, read and comprehend history / social studies texts in the Grades 6-8 text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies 6-8

Research to Build and Present Knowledge

Standard 9.

Draw evidence from informational texts to support analysis, reflection, and research.

English Language Arts Course of Study

Reading Standards for Literature

Key Ideas and Details

[RL.6-7.1] Cite {several pieces of *grade 7*} textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[RL.8.1] Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

[RL.6.3] Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

[RL.7.3] Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

[RL.8.3] Analyze how particular lines of dialogue or incidence in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Range of Reading and Level of Text Complexity

[RL.6-8.10] By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text

Satisfaction of these standards in this lesson depends on how students accomplish step #2- Prepare for the instructional conversation, in the "grand conversation". It might be just listening to the teacher present information, or the students may read an informational book or selection from a content-area textbook.

Key Ideas and Details

[RI.6-7.1] Cite {several pieces of *grade 7*} textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[RI.8.1] Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Range of Reading and Level of Text Complexity

[RI.6-8.10] By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards

Research to Build and Present Knowledge

[W.6.9] Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply *Grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

b. Apply *Grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

[W.7.9] Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply *Grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

b. Apply *Grade 7 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

[W.8.9] Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply *Grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

b. Apply *Grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

Range of Writing

[W.6-8.10] Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. *This standard is related to the learning log and book review in this lesson plan.*

Speaking and Listening Standards

Comprehension and Collaboration

[SL.4.1] Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade level topics and texts*, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

[SL.6-8.1] Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 6-8 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- b. Follow rules for collegial discussions {set – *grade 6*} {track progress toward – *grades 7-8*} specific goals and deadlines, and define individual roles as needed.

Presentation of Knowledge and Ideas

These standards could be satisfied with the optional activity in the lesson plan of videotaping student reviews for the school newscast or YouTube videos.

[SL.6-7.4] Present claims and findings, {sequencing ideas logically – *grade 6*} {emphasizing salient points in a focused, coherent manner – *grade 7*} and using pertinent descriptions, facts, and details to accentuate main ideas or theme; use appropriate eye contact, adequate volume, and clear pronunciation.

[SL.8.4] Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

[SL.6.5] Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

[SL.7.5] Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

[SL.8.5] Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

[SL.6-8.6] Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 6-8 Language standards **[L.6-8.1]** and **[L.6-8.2]** for specific expectations.

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.