



# Birmingham Civil Rights Institute Curriculum and Lesson Plans

## Selma-to-Montgomery March

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### Overview:

According to the Alabama Department for Archives and History, the Civil Rights Act of 1866 granted citizenship and voting rights to all native-born Americans, with the exception of American Indians. However, this act was not enforced. Thus, in 1868, the 14<sup>th</sup> Amendment to the Constitution was ratified, which extended citizenship and voting rights to African-Americans. The following year, in 1869, the 15<sup>th</sup> Amendment was added, forbidding discrimination in voting based on race, color, or previous condition of servitude. Numerous African-Americans were then elected to local, state, and federal offices as Blacks exercised their right to vote. Nevertheless, when Reconstruction ended, however, almost all of the rights bestowed upon African-Americans with the 15<sup>th</sup> Amendment were reversed. Alabama accomplished this reversal with its 1901 Constitution, effectively disfranchising almost all African-American voters in Alabama.

By 1960 Lowndes and Wilcox Counties in the Alabama Black Belt, where African-Americans comprised 80% or more of the population, there were almost no Blacks registered to vote. In February 1965, after attending a voting rights rally in a church in Marion, AL, the parishioners were attacked by state troopers as they exited the church. Jimmie Lee Jackson was shot point blank and killed by two of the troopers while attempting to protect his mother. Almost immediately after the funeral of Jackson plans began to be made to march from Selma to Montgomery to petition for a redress of wrongs by the State of Alabama.

The Selma-to-Montgomery March effected great change in Alabama and the nation. President Lyndon B. Johnson signed the Voting Rights Act of 1965 on August 6, prohibiting most of the barriers that prevented African Americans from voting. By the end of 1960 there were 53,336 black voters in Alabama. In 1990 this number had risen to 537,285.

In this lesson, students will examine the role of the Selma to Montgomery March during the Civil Rights Movement.

### New Words:

Civil liberties, Great society, Civil disobedience, Freedom riders, Sit-in, boycott, Student nonviolent coordinating committee, nonviolence, national association for the advancement of colored people "NAACP", civil rights movement, civil rights, Brown vs. Board of Education, segregation, Jim Crow Laws end of the Civil War until the mid-1950s, Ku Klux Klan, Fourteenth amendment

### **Grade Level:**

Middle or Upper Grade Levels

### **Primary Learning Objective(s):**

The Students Will:

- identify some of the methods Alabama, and other states, used to prevent African Americans from exercising their right to vote.
- analyze the effect the events in Selma had on Federal voting rights legislation.
- describe the events that occurred during the course of the marches of March 7, March 9, and March 21-25, 1965.

### **Approximate Duration of Lesson:**

Three to five days

### **Materials and Equipment Needed:**

Computer with Internet access if possible, handouts, organizers, articles, writing supplies, white/black board or chart paper and markers

### **Background/Preparation:**

Teacher will gather all supplies listed above. The teacher will complete and insert the declarative statements into the anticipation guide. An anticipation guide is a comprehension strategy that is used **before** reading to activate students' prior knowledge and build curiosity about a new topic. Before reading, students listen to or read several statements about key concepts presented in the text; they are often structured as a series of statements with which the students can choose to agree or disagree. Anticipation guides stimulate students' interest in a topic and set a purpose for reading. Teacher will need to have anticipation guide handouts and video prepared, along with copies of the websites if computers are not available.

### **Procedures/Activities:**

Day One

- Teacher writes several declarative statements about the topic, in this case the Selma to Montgomery March. Sample statements may be, "The television coverage of the violence shocked the nation. It provoked an outpouring of support for the voting rights movement from white religious and labor leaders as well as ordinary citizens" or "The Selma-to-Montgomery March effected great change in Alabama and the nation. President Lyndon B. Johnson signed the Voting Rights Act of 1965 on August 6, prohibiting most of the barriers that prevented African-Americans from voting." Another example would be, "At times history and fate meet at a single time in a single place to shape a turning point in man's unending search for freedom."
- Students decide if they agree or disagree with the statements. They will record their original thoughts on the anticipation guide form found at the end of this lesson or create their own anticipation guide using the following directions:
  - The students will create three-column chart on a sheet of paper. The teacher will give the students six or seven statements to write in the middle columns. The students will

respond to each statement twice: once before reading and again after reading. Write “A” if you agree with the statement. Write “D” if you disagree with the statement.

- Groups share and debate ideas; teacher moderates, does not give hints.

### Day Two

- To prepare for today’s lesson, students view the movie *Selma, Lord, Selma* or a newsreel about the Selma to Montgomery March found at: <http://www.youtube.com/watch?v=T8reaKQgwKg> or <http://www.youtube.com/channel/HCdsdtGAomOdA>
- *Selma, Lord, Selma* is a 1999 American film based on true events that happened in March 1965, known as “Bloody Sunday” in Selma, Alabama. The film tells the story through the eyes of an 11-year-old African American girl named Sheyann Webb (Jurnee Smollett). It premiered as a television movie on ABC on January 17, 1999.
- Students review statements, and /or revise the statements from their anticipation guide; discuss how their thinking has changed after viewing the movie.

### Day Three

#### **Assessment Strategies:**

The students will use the notes from their anticipation guide to write a persuasive essay based on the following guidelines:

- Write your first paragraph
  - Introduce the topic
  - Inform the reader of your point of view
  - Entice the reader to continue with the rest of the paper
  - Focus on three main points to develop
- Write the next 3-5 paragraphs
  - Elaborate on the three main points introduced in the first paragraph
  - Establish flow from paragraph to paragraph
  - Keep your voice active
  - Quote sources to establish authority
  - Stay focused on your point of view throughout the essay
  - Focus on logical arguments
  - Don't lapse into summary in the development--wait for the conclusion
- Conclusion
  - Summarize, then conclude, your argument
  - Refer to the first paragraph/opening statement as well as the main points
    - Does the conclusion restate the main ideas?
    - Does it reflect the succession and importance of the arguments and logically conclude their development?

**Extension:**

Historical Marker Database: The Selma to Montgomery March

<http://www.hmdb.org/marker.asp?marker=62747>

Selma to Montgomery March: Marching Along the Voting Rights Trail

<http://www.artvisionexhibitions.com/SelmaToMontgomeryMarch.html>

**Remediation:**

Students can review the vocabulary for this lesson at

<https://flashcards.engage.com/httpcrmflashcardsengage> .

**Additional Resources:**

Selma to Montgomery March (1965)

<http://mlk->

[kpp01.stanford.edu/index.php/encyclopedia/encyclopedia/enc\\_selma\\_to\\_montgomery\\_march/](http://kpp01.stanford.edu/index.php/encyclopedia/encyclopedia/enc_selma_to_montgomery_march/)

Selma to Montgomery March

<http://www.encyclopediaofalabama.org/face/Article.jsp?id=h-1114>

**References:**

Selma-to-Montgomery March

<http://www.alabamamoments.state.al.us/sec59det.html>

Persuasive Essay

<http://teachers.sheboygan.k12.wi.us/elee/documents/PartsofthePersuasiveEssay.pdf>

Name \_\_\_\_\_ Date \_\_\_\_\_

Title of Story \_\_\_\_\_ Author \_\_\_\_\_

## ANTICIPATION GUIDE

Use the following anticipation guide to preview a story before you read it. Before reading, mark whether or not you agree or disagree with each statement. After reading the story, fill in the page number where you found the answer to each statement, tell whether or not you were right, and reflect on what you found.

STATEMENT FROM STORY	AGREE OR DISAGREE	PAGE #	WHERE YOU RIGHT?	REFLECTION

Adapted from:

[http://www.readwritethink.org/files/resources/lesson\\_images/lesson226/anticipation.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson226/anticipation.pdf)



## Birmingham Civil Rights Institute Lesson Plan-Standards

### Selma-to-Montgomery March

#### 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.