

Southern Christian Leadership Conference (SCLC)

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Overview

The Southern Christian Leadership Conference (SCLC) is an American civil rights organization. The very beginnings of the SCLC can be traced back to the Montgomery Bus Boycott that began after Rosa Parks was arrested for refusing to give up her seat to a white man on the bus. The boycott lasted 381 days from December 5, 1955 and ended on December 21, 1956.

Although the Montgomery Bus Boycott ended in integration of the busses, bus boycotts spread across the South and leaders of various protest groups met in Atlanta on January 10–11, 1957, to form a regional organization and coordinate protest activities across the South. Sixty people from ten states assembled and announced the founding of the Southern Leadership Conference on Transportation and Nonviolent Integration. They issued a document declaring that civil rights are essential to democracy, that segregation must end, and that all Black people should reject segregation absolutely and nonviolently.

In 1957 the organization shortened its name to Southern Leadership Conference and established an Executive Board of Directors, and elected officers, including Dr. Martin Luther King, Jr. as President, Dr. Ralph David Abernathy as Financial Secretary-Treasurer, Rev. C. K. Steele of Tallahassee, Florida as Vice President, Rev. T. J. Jemison of Baton Rouge, Louisiana as Secretary, and Attorney I. M. Augustine of New Orleans, Louisiana as General Counsel.

SCLC is now a nationwide organization made up of chapters and affiliates with programs that affect the lives of all Americans: north, south, east and west. In this lesson, students will gain an understanding of the pivotal role the SCLC played during the Civil Rights Movement.

Adapted from www.sclcnational.org

New Words/Terms/Names

Greensboro sit-ins, Medgar Evers, discrimination, Second Reconstruction, Jim Crow laws, Jackie Robinson, segregation, separate but equal, Thurgood Marshall, Martin Luther King, Jr., Bloody Sunday, Watts riots, Black Panthers, Brown v. Board of Education of Topeka, NAACP, Montgomery bus boycott, John F. Kennedy, freedom riders, The Civil Rights Act of 1969, desegregation, Little Rock Nine, Rosa Parks, James Meredith, Malcolm X, The Voting Rights Act of 1965

Grade Level

Middle and Upper Grade Levels

Primary Learning Objectives

The students will:

- identify dimensions of the Civil Rights Movement, 1945-1970.
- analyze the impact of social change movements and organizations of the 1960s.

- examine the methods of the Southern Christian Leadership Conference (SCLC) and Martin Luther King Jr. and its effectiveness in achieving civil rights for African Americans.

Approximate Duration of Lesson

Two days

Materials and Equipment Needed:

Paper, pencil or pen, overhead projector and transparency, or a chalkboard, computers and projector, copies of articles and handouts

Background/Preparation:

The teacher should read background information on the Southern Christian Leadership Conference and gather all necessary materials for the lesson, including copies of online resources and worksheets found at the end of this lesson. The teacher should also be sure to read through the entire lesson in advance and create examples of the work expected from the students.

Procedures/Activities

Day One:

- The teacher will distribute copies of Taxonomy of the SCLC. Explain to students that a taxonomy is an Alphabetical list of terms related to a topic or subject that develops skills of categorization.
- The students can use the worksheet found at the end of this lesson, or make their own taxonomy by writing the alphabet down the left side of a piece of paper. Then, students will write one word across from each letter of the alphabet that indicates something associated with the topic of discussion. For example, “A – Agitate” or “B – Boycott.” Students work for three or four minutes without talking to anyone in the class.
- Students then collaborate by forming small groups and share their words, adding them to their personal Taxonomies.
- Next, the whole class should come together to “cross-pollinate” or share their work with others.
- Students contribute words to the group by saying, “I have a word on the topic of _____. The word is _____.”
- Everyone adds the word to his or her Taxonomy.

Day Two:

- The teacher will post several causes on posters around the classroom.
- The teacher will invite each student to stand next to the poster with the cause most important to them. Then each group standing near a particular poster, will come up with three ideas to further their cause. This could be social media, alliances with other organizations, or a lobbying plan. The students will share the ideas with the entire class.
- The students will read at least three articles from the references and additional resources in the lesson to add information to their taxonomies started the previous day.

Assessment Strategies

- Students will use the complete taxonomy to write an expository essay on the SCLC.
- The students may also choose to create a five-minute infomercial on the SCLC.

Extension

- Students will write letters to the politicians that represent their concerns.
- The student can also use the information to create a movie trailer for a fictitious movie about the SCLC that would debut nationwide.

Remediation:

Students can use the information at the following link to review digested notes:

<http://www.sparknotes.com/biography/mlk/section4.rhtml>

The students can also review vocabulary at <http://dynamo.dictionary.com/42942/civil-rights-vocabulary/print> and <http://www.neok12.com/vocabulary/Civil-Rights-Movement-01.htm> .

Additional Resources

The Southern Christian Leadership Conference

<http://vi.uh.edu/pages/buzzmat/sclc.html>

The Encyclopedia of Alabama: The Southern Christian Leadership Conference

<http://www.encyclopediaofalabama.org/face/Article.jsp?id=h-1909>

References

SCLC National Website

<http://sclcnational.org/our-history/>

Wikipedia: SCLC

http://en.wikipedia.org/wiki/Southern_Christian_Leadership_Conference

Georgia Encyclopedia: SCLC

<http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2743>

Women of the SCLC

<http://www.sclcwomeninc.org/history.html>

Alphabet Taxonomy

Place words or phrases in the box that corresponds to their first letter.

A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	
M	
N	
O	
P	
Q	
R	
S	
T	
U	
V	
W	
X	
Y	
Z	

Ideas for using Alphabet Taxonomy:

Before Reading:

Have students brainstorm words/phrases they already know about the topic, placing those words/phrases in the box that corresponds to the first letter of that word.

During Reading:

Students can keep track of people/characters or important literary devices (symbols, plot points).
Students can keep track of important or unknown vocabulary words.

After Reading:

Students receive a blank taxonomy template. First, they brainstorm everything they remember from the unit. Then, in a second color of pen, they use their textbooks and/or a partner to find everything they missed. They then primarily study the information in the second color.

Other:

Students can brainstorm synonyms for a given word. For example, students can brainstorm words that mean, "To move from place to place."

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 12. 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.