

Title of Lesson: *Beyond Birmingham, Summer 1963*

(Suggested grade level: 11)

This lesson was created as a part of the Alabama History Education Initiative, funded by a generous grant from the Malone Family Foundation in 2009.

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Background Information:

Background information for teacher:

- An excellent resource for teachers is *But for Birmingham* by Glenn T. Eskew, Chapel Hill, North Carolina: University of North Carolina Press, 1997.
- Another resource for teachers is *The Schoolhouse Door: Segregation's Last Stand at the University of Alabama* by E. Culpepper Clark, Oxford University Press, 1995.
- The Encyclopedia of Alabama provides an article about the [Stand in the Schoolhouse Door](#) by Governor George Wallace.
- NPR produced a brief article concerning the impact of the assassination of [Medgar Evers](#) upon the practice of segregation on June 10, 2003. It may be accessed at: <http://www.npr.org/templates/story/story.php?storyId=1294360>
- A copy of Bob Dylan's "Only a Pawn in Their Game" can be found at <http://www.bobdylan.com/#/songs/only-pawn-their-game>. This song decries the assassination of Medgar Evers. (If you have access to *YouTube*, you can watch a performance of this song by Bob Dylan at <http://www.youtube.com/watch?v=4xGe0zfTqM0>)
- The complete transcript of John F. Kennedy's "Special Message to the Congress on Civil Rights and Job Opportunities" can be found at <http://www.presidency.ucsb.edu/ws/index.php?pid=9283>.
- A transcript of the speech, I Have a Dream by Martin Luther King, Jr., is available through Stanford University's Martin Luther King Jr. Papers Project Speeches at http://mlk-kpp01.stanford.edu/kingweb/publications/speeches/address_at_march_on_washington.pdf The audio for this speech is also available at: http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_august_28_1963_i_have_a_dream/ or <http://www.americanrhetoric.com/speeches/mlkihaveadream2.htm>

Overview of lesson: This lesson is the third in a four-part series on the struggle for civil rights in Birmingham, Alabama, and the nation in 1963. This lesson begins with the enrollment of two African American students in the University of Alabama and ends with the August 1963 March on Washington.

Content Standards

[Alabama Course of Study: Social Studies](#) (Bulletin 2004, No. 18)
Eleventh Grade: Standard 12, (p.79)

[National Standards for History, 1996](#)

Standards in History for Grades 5-12 (p. 121)

Era 9, Standard 4 – The struggle for racial and gender equality and for the extension of civil liberties

4A – The student understands the "Second Reconstruction" and its advancement of civil rights.

National Curriculum Standards for Social Studies, (Bulletin 111, 2010)

Standard 5 – Individuals, Groups, and Institutions (p. 139)

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

[National Standards for Civics and Government](#), (1994)

Standard II – What are the foundations of the American political system? (p. 99)

Students should be able to evaluate, take, and defend positions about issues concerning the disparities between American ideals and realities.

Primary Learning Objective(s):

The student will be able to:

- Describe the successful and peaceful integration of the University of Alabama.
- Predict the reaction to Medgar Evers' assassination.
- Recall the goals of the August 1963 March on Washington.
- Give an example of the role of the federal government in achieving civil rights for African Americans.

Time allotted: 50 minutes

Materials and Equipment:

- *PowerPoint*, "[Beyond Birmingham, Summer, 1963](#)"
- The attached *Tearing Down Barriers* worksheet is provided for use with all four lessons on Birmingham in 1963. However, it can also be used if only one of the lessons is taught.

Technological Resources:

- Computer with internet access
- *PowerPoint* (v. '97-2003) - If you have a newer version, [a viewer](#) (free) can be downloaded from the internet.
- Digital projector

Background/Preparation:

- The students should have an understanding of:
 - Thirteenth, Fourteenth, and Fifteenth Amendments
 - Jim Crow
 - *Plessy v Ferguson*
 - *Brown v Board of Education, Topeka, Kansas*
 - Montgomery bus boycott
 - Little Rock school integration
 - Freedom Riders

Procedures/Activities:

Engagement/Motivation Activity:

Show *PowerPoint* slide sixteen, and ask students the following questions:

- "What do you see in this picture?"
- "Where was this picture taken?" "What landmark(s) do you recognize?"

- “What events might have occurred that would have resulted in 250,000 people gathering in Washington, D.C.?”

Step 1	Show slides one through three of the <i>PowerPoint</i> , “ Beyond Birmingham, Summer, 1963. ” Ask, “Who do you think the four men on slide three are?” If necessary, identify the four men for the students, and explain that these four men will play key roles in the struggle for civil rights during the summer of 1963. (top left, Gov. George Wallace, top right, Pres. John F. Kennedy, bottom left, Medgar Evers, bottom right, Rev. Martin L. King)
Step 2	Show slides four through seven. Ask the following questions: <ul style="list-style-type: none"> • “Why did Wallace ‘stand in the schoolhouse door’ to block the enrollment of James Hood and Vivian Malone?” • “What does ‘orchestrated the enrollment’ mean?” • “Why would the Kennedy administration have been willing to stage the enrollment of Malone and Hood?” • “What argument did Wallace use to justify blocking the entrance of Hood and Malone to the University of Alabama?” • “What does ‘federalize’ mean?” • “How could both Wallace and Kennedy claim victory?”
Step 3	Show slides eight and nine. Give students an opportunity to react to and discuss the following quote: “...this is the land of the free, except for the Negroes...Now the time has come for this Nation to fulfill its promise.”
Step 4	Show slides ten and eleven. Ask the following questions: <ul style="list-style-type: none"> • “Why would Medgar Evers have been targeted by segregationists?” • “What was the effect of his assassination?” If time permits, share Bob Dylan’s “ Only a Pawn in Their Game. ”
Step 5	Show slide twelve. Ask for volunteers to read each Title, allowing time for discussion after each. Explain to the students that this proposed legislation would become the basis for the Civil Rights Act of 1964, the most significant civil rights legislation since the Fifteenth Amendment.
Step 6	Show slides thirteen through eighteen. Ask the following questions: <ul style="list-style-type: none"> • “What was the purpose of the march?” • “What were the goals of the march?” Tell students that knowledge of these goals will be necessary on the unit test. Explain to the students that although Kennedy supported the goals of the march, he feared violence would erupt during the march. In fact 3,900 police officers from D.C. and neighboring cities were on duty. They were not needed because of the careful planning of each speech. Ask, “What would have been the nature of the speeches that would have kept the march a peaceful protest?”
Step 7	Show slides nineteen and twenty. Read excerpts from the speech or listen to audio of the speech. Ask, “How did the ‘ I Have a Dream ’ speech epitomize the peaceful nature of the march?”

Assessment Strategies:

- Suggested essay questions for unit test:
 1. Give the student the following quotes, and ask the students to explain how the achievement of the goals of the March on Washington would accomplish the intent of each quote.

“...this is the land of the free, except for the Negroes...Now the time has come for this Nation to fulfill its promise.”

“I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.”
 2. Why was the March on Washington a peaceful protest?
 3. How did the integration of the University of Alabama fulfill one of the goals of the March on Washington?
 4. Give an example of the role of the federal government in achieving civil rights for African Americans.
- Grade the *Tearing Down Barriers* worksheet for accuracy.

Extension:

- Using Article VI, the Supremacy Clause, and the Tenth Amendment, have students explore the tension that exists between the federal government and state governments.
- Analyze the “[I Have a Dream Speech](#)” based on the following devices:
 - Metaphors
 - Alliteration
 - Repetition
 - Allusion (Gettysburg Address)

Remediation:

- Allow students to take copies of the *PowerPoint* home for additional study.

Accommodation:

- Review Individualized Education Plans, 504 Plans, and Gifted or ELL Plans for instructional and assessment accommodations or modifications.

Modification:

- Provide multiple opportunities for students to demonstrate comprehension and mastery of appropriate learning objectives.

Tearing Down Barriers Worksheet

Student Name _____

As you watch each *PowerPoint*, analyze the events being described as to whether or not the event was instrumental in tearing down barriers to equality for African Americans. Examine the outcome of each event in terms of these categories: economic barriers, social barriers, political barriers, and educational barriers. Fill in the table below with your analysis. Remember that some events may have impacted more than one category and defend your analysis with facts.

PowerPoint – Lessons 1 and PowerPoint – Lesson 2, Spring 1963

Event	Barrier(s)	Impact
Albany Movement		
Project C Adult protests		
“Letter from Birmingham Jail”		
Project C Children’s March		
Use of dogs and fire hoses by “Bull” Conner		
President Kennedy’s Intervention in Birmingham		

PowerPoint – Lesson 3, Summer 1963

Event	Barrier(s)	Impact
Assassination of Medgar Evers		
Integration of the University of Alabama		
March on Washington		
“I Have a Dream” speech		

PowerPoint – Lesson 4, Fall 1963

Event	Barrier(s)	Impact
Bombing of the Sixteenth Street Baptist Church		
Death of Johnny Robinson		
Death of Virgil Ware		
Assassination of John F. Kennedy		
Civil Rights Act of 1964		

Tearing Down Barriers Analysis Worksheet

As you study the events in Alabama and specifically in Birmingham in 1963, examine each event that is presented in the *PowerPoint* to determine how the event impacted the struggle to remove barriers for African Americans.

Economic barriers

Political barriers

Educational barriers

Social barriers