

**Title of Lesson: *Birmingham, 1963: Spring Jubilation Part 2***  
(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.
- The Southern Poverty Law Center has produced and made available free to schools a film entitled *The Children's March*. You may find ordering information for the film and teacher's guide at <http://www.tolerance.org/kit/mighty-times-childrens-march>.

**Overview of lesson:** This lesson is the second in a four-part series on the struggle for civil rights in Birmingham in 1963. This lesson begins with the release of Martin Luther King, Jr. from jail on May 20th, covers the Children's March, and ends with the bombings of the Gaston Motel and the Reverend A. D. King's home.

**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.

[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:

- Analyze photos from the Children's March and predict the outcome of the publication of these photos.
- Explain the role of African American churches and ministers in the Civil Rights Movement.
- Interpret a political cartoon related to the Children's March.
- Evaluate the successes and failures of Project C.

**Time allotted:** 50 minutes

**Materials and Equipment:**

- PowerPoint, "[Birmingham, 1963, Spring Jubilation](#)"
- 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.
- Directions and rubric for student-written diary entry (attached)

**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:**

The teacher will ask, "Is there any cause for which you would be willing to go to jail?" The teacher will remind students that many African Americans, including young people, were willing to do just that in Birmingham in 1963.

<b>Step 1</b>	Show slides one through three of the PowerPoint, " <a href="#">Birmingham, 1963, Spring Jubilation</a> ." Ask, "How can a demonstration also be celebration?"
<b>Step 2</b>	Show slides four and five. Remind students that Bevel was a leader in the Birmingham movement. Ask the following questions: <ul style="list-style-type: none"><li>• "Why would adults not have been willing to participate in demonstrations which could result in being jailed?" Answers other than the one on slide four might include economic repercussions and fear.</li><li>• "Why would school children be willing to participate in demonstrations?"</li><li>• "Why would the leadership of Project C be willing to use children?"</li><li>• "Who was Malcolm X?"</li><li>• "Explain the Malcolm X quote on the slide."</li></ul>

<b>Step 3</b>	Show slides six and seven. Ask, “In what three ways was the upcoming demonstration publicized?”
<b>Step 4</b>	Show slide eight and nine. Ask the following questions: <ul style="list-style-type: none"> <li>• “What was the role of African American church in the civil rights movement?”</li> <li>• “How do you think the children in slide eight felt as they left the church?”</li> <li>• “How would the children in slide nine being feeling differently?”</li> </ul>
<b>Step 5</b>	Show slides ten through fourteen. Ask, “What effect would these pictures have on public opinion?”
<b>Step 6</b>	Show slide fifteen. Allow students time to reflect on the cartoon pictured. Ask the following questions: <ul style="list-style-type: none"> <li>• “What symbols are used in the cartoon?”</li> <li>• “What ironic comment is being made by the cartoonist?”</li> </ul>
<b>Step 7</b>	Show slide sixteen. Ask, “Why did the Kennedy send Burke Marshall to Birmingham?”
<b>Step 8</b>	Show slides seventeen and eighteen. Ask the students to predict the reactions of the black and white communities to the “Points for Progress.” Also ask, “Will there be a different reaction in different segments of the each community?”
<b>Step 9</b>	Show slides nineteen through twenty-one. Ask, “How did President Kennedy react to these incidents of violence?”
<b>Step 10</b>	Show slide twenty two. Ask the students to predict what summer and fall might bring to Birmingham.

### Assessment Strategies:

- Suggested essay questions for unit test:
  - How is public opinion affected by the media? Give a historical example and a recent example.
  - What events led President Kennedy to take steps to activate the Alabama National Guard? Do you believe his responses to the events in Birmingham were justified? Why or why not?
- Have students assume the role of a child who was jailed as a result of participating in the Children’s March. Have each student write a description of his/her experiences during the protest, and being arrested, and while in jail. Rubric for assessment is attached.
- Grade the *Tearing Down Barriers* worksheet for accuracy.

### Extension:

- Research one of the lesser known individuals mentioned in the *PowerPoint*.

### 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***

<b>Event</b>	<b>Barrier(s)</b>	<b>Impact</b>
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***

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

**PowerPoint – Lesson 4, Fall 1963**

<b>Event</b>	<b>Barrier(s)</b>	<b>Impact</b>
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**

## Children's March Diary Entry

Student Name: \_\_\_\_\_

**Directions:**

1. Assume the role of a child who was jailed as a result of participating in the Children's March and write a description of his/her experiences during the march while protesting and being arrested and jailed.
2. The diary should contain entries which describe the meeting at the church, the protest march, and experiences while in jail. (TOTAL: 6 entries)

CATEGORY	4 points	3 points	2 points	1 point	Score
<b>Focus</b>	The entire diary is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the entries are related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the entries are related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.	
<b>Accuracy of Facts</b>	All facts presented in the diary entries are accurate.	Almost all facts presented in the entries are accurate.	At least 70% of the facts presented in the entries are accurate.	Fewer than 70% of the facts in the diary are accurate.	
<b>Creativity</b>	The entries contain many creative details and/or descriptions that contribute to the reader's enjoyment.	The entries contain a few creative details and/or descriptions that contribute to the reader's enjoyment.	The entries contain a few creative details and/or descriptions, but they distract from the story.	There is little evidence of creativity in the story.	
<b>Required Entries</b>	Six or more entries are written and are complete.	Five entries are written and are complete.	Four or three entries are written and are complete.	Less than three entries are written.	
<b>Grammar</b>	The diary is grammatically correct.	The grammar of the diary is at least 90% correct.	The grammar of the diary is at least 80% correct.	The grammar of the diary is less than 80% correct.	

**Total Score** \_\_\_\_\_