

**Title of Lesson: *Women of the Movement: Civil Rights Movement in Alabama***  
(Suggested grade levels: 4, 6)

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**Background Information:**

Information about the Civil Rights movement in Alabama can be found at the following:

- <http://www.alabamamoments.alabama.gov/sec59det.html>
- <http://www.alabamamoments.alabama.gov/sec60det.html>
- <http://www.alabamamoments.alabama.gov/sec55det.html>
- <http://www.encyclopediaofalabama.org/face/Article.jsp?id=h-1580>
- A list of web sites that can provide additional information about the Civil Rights movement in Alabama can be found at: <http://www.archives.alabama.gov/teacher/netres.html#Civilrights>

**Overview of lesson:** This is a research-based project in which students will use primary sources to complete an assignment on Alabama women involved in the Civil Rights movement. After a brief introduction to the Civil Rights movement, students will choose a woman involved in the movement about whom to create a project. Included in the project will be three aspects of the woman's life: her early years—(biographical and education information), her participation in the movement, and her later years—(honors, memorials). Each student will choose one aspect of a woman's life and design a paper quilt piece to be a part of an overall class quilt of Women of the Civil Rights movement. (Photos of an example of a quilt are attached.)

**Content Standards**

[Alabama Course of Study: Social Studies](#) (Bulletin 2004, No. 18)  
Fourth Grade: Standard 14, p. 33

[National Standards for History, 1996](#)

Standards in History for Grades 5-12 (p. 125)

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.

4B – The student understands the women's movement for civil rights and equal opportunities.

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

Standard 5: Individuals, Groups, and Institutions (p. 108)

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

**Primary Learning Objectives:**

- The student will be able to explain the impact women had on the Civil Rights movement in Alabama.
- The student will describe how these women's actions affected Alabama socially, politically, and economically.

### Additional Learning Objectives:

- The student will understand from his/her research that while men were at the forefront of the Civil Rights Movement, many women (black and white) risked their lives as well.
- The student will learn to work cooperatively with other students.

**Time allotted:** 90 minutes

### Materials and Equipment:

- Unlined paper
- Lined paper
- Selection cards (see attached) (These can be printed, cut, and folded to be used in Step 1.)
- Bulletin board paper or scrap piece of material for quilt border
- Pencils, crayons, or colored pencils
- Materials from home or the classroom that the student chooses to use on his/her quilt piece
- Quilt rubric

### Technological Resources:

- Computer
- Internet access
- Digital projector

### Background/Preparation:

- The students should have already been introduced to the Civil Rights movement and some of the major events of the movement.
- The students should be familiar with conducting research on the internet.

### Procedures/Activities:

**Engagement/Motivation Activity:** Students will watch the *APTPLUS* video: [Marching into History, Part 1: Segregation in Alabama](#). Lead students in a discussion of the video. Additional segments of the video *Marching into History* can be used by students to gather information for their quilt pieces. These videos can be found at <http://www.aptv.org/aptplus/digitallibrary/digitalmediashow.asp?ConceptID=13>.

<b>Step 1</b>	Use the following seven women to make 21 cards: Johnnie Carr, Virginia Foster Durr, Coretta Scott King, Viola Gregg Liuzzo, Juliette Hampton Morgan, Rosa Parks, and Amelia Boynton Robinson. For each woman, make a card with the following headings, (or print the attached selection card document): (1) Early Life – biographical and education information, (2) Contribution to the Movement, and (3) Later Years – honors, memorials. From these 21 cards, have students select a card. The assignment for the students will be to research the woman and the specified aspect of her life in order to portray it on a quilt square.
<b>Step 2</b>	As a class, make a <a href="#">KWL</a> chart on each woman. Complete the K(now) part about each woman. Have students with the same woman's name form a group and complete the W(ant to Know) part of the chart for their woman. This segment will be the information based

	upon the aspect of the woman’s life that the students have on their assigned cards. Explain that the students will fill in the L(earned) part after each student’s presentation of his/her quilt piece. Explain to students that they will portray the assigned woman by drawing, writing, and using pictures or other materials to describe the aspect of her life they are assigned. Remind students that the finished quilt pieces will be combined to make a <i>Women of the Movement</i> quilt.
<b>Step 3</b>	Students will use primary sources from designated Web sites to gather information on the assigned woman and topic. Students may work in groups or individually. The following are links to articles and primary sources that may be used: <ul style="list-style-type: none"> <li>• <a href="#">Mrs. Johnnie Carr, National Public Radio story on Mrs Carr</a></li> <li>• <a href="#">Virginia Foster Durr, Women’s History Month information on Mrs. Durr, Photograph of Mrs. Durr with Mrs. Rosa Parks, Alabama Women’s Hall of Fame article</a></li> <li>• <a href="#">Coretta Scott King, Photograph of Mrs. King marching with her husband, Postcard from Mrs. King to Mr. and Mrs. Durr, Photograph of Mrs. King at her husband’s funeral</a></li> <li>• <a href="#">Viola Gregg Liuzzo</a></li> <li>• <a href="#">Juliette Hampton Morgan, Photograph of Ms. Morgan</a></li> <li>• <a href="#">Rosa Parks, Alabama Women’s Hall of Fame article, Encyclopedia of Alabama article on Mrs. Parks</a></li> <li>• <a href="#">Amelia Boynton Robinson, Mother of the Voting Rights Movement</a></li> </ul>
<b>Step 4</b>	Students will use the information they find to complete their quilt pieces and attach the pieces to the teacher-provided quilt frame.
<b>Step 5</b>	Each student or group of students will present his/her information to the class after which time the L(earned) part of that woman’s KWL chart will be completed.
<b>Step 6</b>	Students and teacher may invite anyone they know who may have been a part of the Civil Rights movement to come in, speak to class, and react to the class quilt.

### Assessment Strategies:

Use the attached rubric to evaluate the quilt pieces. Each piece should include the woman’s name and corresponding information according to the aspect of her life the student was assigned—biographical/education information, participation/contribution to the movement, or honors/memorials. Some type of drawing, picture, or symbol should be a part of each quilt piece.

### Extension:

Students can do research on the [Gee’s Bend Quilters](#) to seek information on the meanings behind their quilts. Students can relate individual women to different parts of the movement—for example, bus boycott, Birmingham demonstrations, and Selma-to-Montgomery march.

### Remediation:

Students experiencing difficulty finding resources will be given time to visit the computer lab and get assistance from the lab teacher on finding Web sites where information can be found.

**Accommodation:**

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

**Modification:**

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

**Johnnie  
Carr**

**Early Life  
(Biographical  
and Education  
Information)**

**Johnnie  
Carr**

**Contribution  
to the  
Movement**

**Johnnie  
Carr**

**Later Years  
(Honors and  
Memorials)**

**Virginia  
Foster Durr**

**Early Life  
(Biographical  
and Education  
Information)**

Virginia  
Foster Durr

Contribution  
to the  
Movement

Virginia  
Foster Durr

Later Years  
(Honors and  
Memorials)

Coretta  
Scott King

Early Life  
(Biographical  
and Education  
Information)

Coretta  
Scott King

Contribution  
to the  
Movement

Coretta  
Scott King

Later Years  
(Honors and  
Memorials)

Viola  
Gregg  
Liuzzo

Early Life  
(Biographical  
and Education  
Information)

Viola  
Gregg  
Liuzzo

Contribution  
to the  
Movement

Viola  
Gregg  
Liuzzo

Later Years  
(Honors and  
Memorials)

**Juliette  
Hampton  
Morgan**

**Early Life  
(Biographical  
and Education  
Information)**

**Juliette  
Hampton  
Morgan**

**Contribution  
to the  
Movement**

**Juliette  
Hampton  
Morgan**

**Later Years  
(Honors and  
Memorials)**

**Rosa  
Parks**

**Early Life  
(Biographical  
and Education  
Information)**

Rosa  
Parks

Contribution  
to the  
Movement

Rosa  
Parks

Later Years  
(Honors and  
Memorials)

Amelia  
Boynton  
Robinson

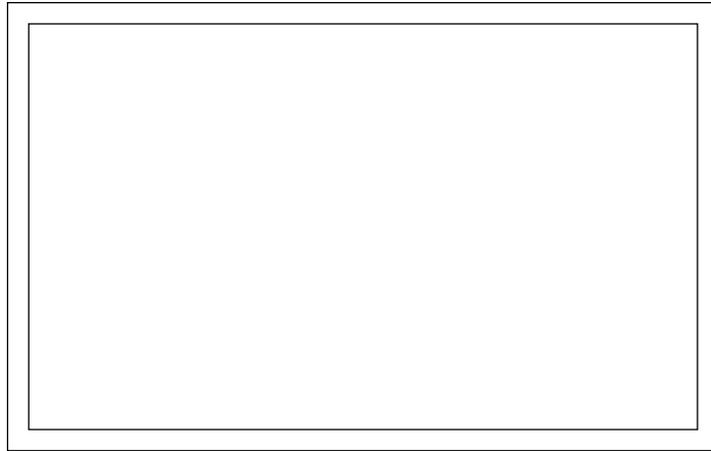
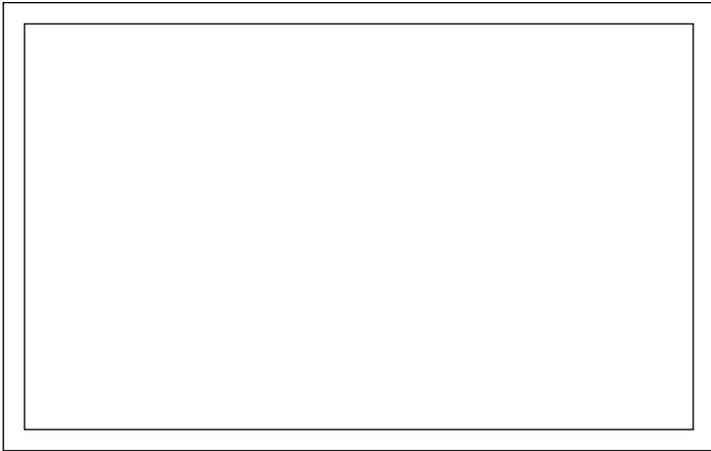
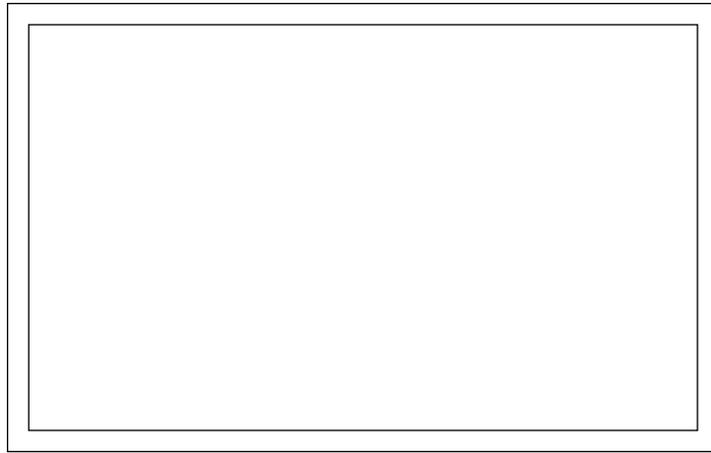
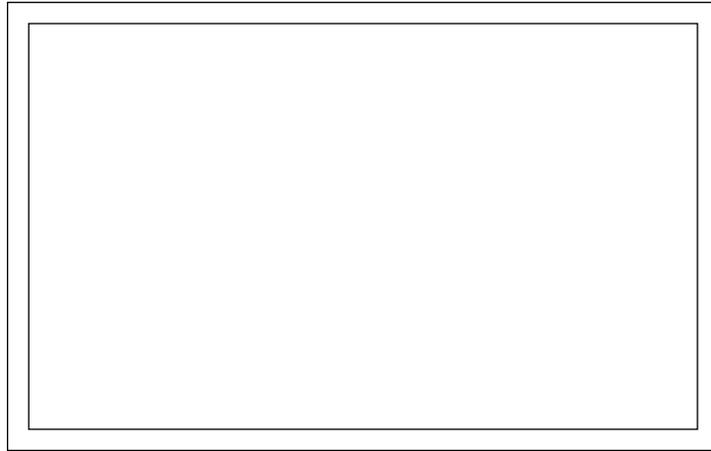
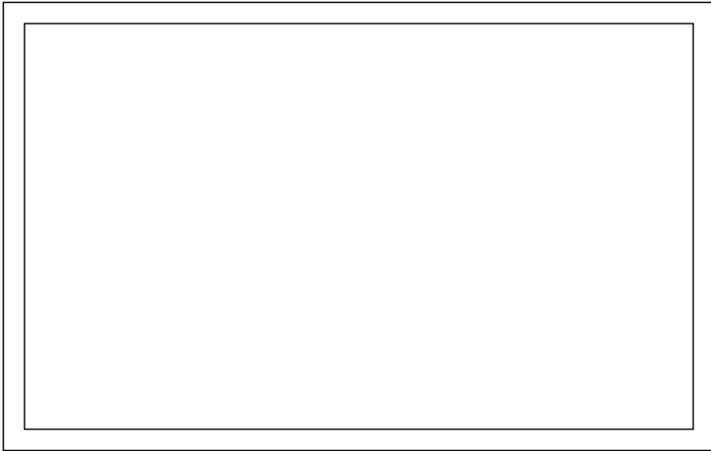
Early Life  
(Biographical  
and Education  
Information)

Amelia  
Boynton  
Robinson

Contribution  
to the  
Movement

**Amelia  
Boynton  
Robinson**

**Later Years  
(Honors and  
Memorials)**





# Women of the Civil Rights Movement

## Quilt Rubric

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

**Directions:** You will design a quilt square using the information gathered in your group. Your group must:

- Clearly identify the assigned woman
- Provide a drawing, photograph, or symbol as an illustration
- Write at least four pieces of information about the woman including:
  - Her early life-biographical and education information
  - Her contribution to the Civil Rights movement
  - Memorials or honors awarded to her
  - One quote by her related to the Civil Rights movement

Category	4 points	3 points	2 points	1 point	Score
<b>Required elements</b>	Quilt piece clearly identifies the assigned woman and contains at least four pieces of information about her.	Quilt piece clearly identifies the assigned woman and contains at least three pieces of information about her.	Quilt piece identifies the assigned woman and contains at least two pieces of information about her.	Several required elements are missing.	
<b>Content</b>	Facts included on the quilt piece are accurate and demonstrate an in-depth knowledge by the student. Information is given in the student's own words.	Facts on the quilt piece are accurate and show good knowledge of the woman by the student. Information is given in the student's own words.	Most of the facts on the quilt piece are accurate and show some knowledge of the woman by the student. Information is given in the student's own words.	Several inaccurate facts are included, and insufficient knowledge of the woman is demonstrated by the quilt piece. Student copies information directly from other sources without giving credit.	
<b>Attractiveness</b>	Quilt piece has excellent design, layout, and visual impact.	Quilt piece has good design, layout and visual impact.	Quilt piece is a bit messy but has acceptable design and layout.	Quilt piece is messy and poorly designed.	
<b>Originality</b>	Quilt piece is creative and shows a great amount of original thought.	Quilt piece demonstrates some original thought.	Quilt piece has little original thought in its execution.	Quilt piece lacks creatively and mimics other students' ideas.	
<b>Participation</b>	Completed assigned personal research and contributed to every part of the project.	Completed assigned personal research and contributed to 3 elements of the project.	Completed half of assigned personal research for project and contributed 2 elements to the project.	Did not complete assigned personal research or did not contribute to the project.	