

The 1963 Danville Civil Rights Movement The Protests, the People, the Stories

“Injustice anywhere is a threat to justice everywhere.”

~Dr. Martin Luther King, Jr.

Speech at High Street Baptist Church

Danville, Virginia

July 11, 1963

Unit Overview

This unit for high school students taking Virginia and United States History (VA) or American History II (NC) is anchored by a field trip to The 1963 Danville Civil Rights Movement exhibit at the Danvillian Gallery. Through this series of learning experiences, students will engage with the people and events of the Civil Rights Movement in Danville, Virginia, through the conceptual lens of leadership for social change.

Connections to the Protocol for Assessing the Teaching of History (PATH; van Hover, Hicks, & Cotton, 2012; see <http://www.societyforhistoryeducation.org/pdfs/vanHoverHicksandCotton.pdf>) are included in “Teacher Notes” of each learning experience’s instructional plan. (Used with permission from the author.)

Stage 1 Desired Results

Transfer

Students will be able to independently use their learning to...

- Acquire and act upon an understanding of diverse cultures, and of a shared humanity.
- Demonstrate ethical behavior and respect for diversity through daily actions and decision-making.

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Meaning	
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The interplay among ideas, values, and leadership shape the human condition, past, present, and future. • Tensions between freedom, equality, and power have shaped the political and social development of the United States. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What makes a good leader? • How can ordinary citizens, including youth, demonstrate leadership to bring about social change?
Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Key vocabulary <ul style="list-style-type: none"> ○ Nonviolent Direct Action: the strategic use of nonviolent tactics and methods to bring an opponent or oppressive party into dialogue to resolve an unjust situation ○ NAACP: The National Association for the Advancement of Colored People, the largest civil rights organization in the nation, was established in New York State with the purpose of achieving civil rights for all citizens as promised by the U.S. Constitution. • The impact of the <i>Brown v. Board of Education</i> decision and how people in Virginia responded to the decision. • Conflict and compromise have shaped politics and culture in the United States. • The social and political events in Virginia linked to desegregation their relationship to national history. • The strategies of critical readers, including using information from texts to clarify understanding of concepts, drawing conclusions and making inferences, and identifying an author’s purpose. • How to write effectively for a specific audience and purpose. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Analyzing, interpreting, and synthesizing evidence from artifacts and primary and secondary sources to determine characteristics of historical events. • Constructing arguments using evidence from multiple sources. • Considering multiple perspectives. • Analyzing cause-and-effect relationships and explaining how they impact people, places, and events in history. • Analyzing multiple connections across time and place and evaluating the influence of the past on contemporary issues. • Reading and analyzing a variety of nonfiction texts. • Generating, gathering, planning, and organizing ideas for writing to address a specific audience and purpose.

Virginia Standards of Learning

Virginia and United States History

Skills

VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;
- d) constructing arguments, using evidence from multiple sources;
- e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;
- f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;
- g) analyzing multiple connections across time and place;
- j) investigating and researching to develop products orally and in writing.

The United States since World War II

VUS.13 The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by

- b) evaluating and explaining the impact of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded to the decision;
- c) explaining how the **National Association for the Advancement of Colored People (NAACP)**, the 1963 March on Washington, the **Civil Rights Act of 1964**, the Voting Rights Act of 1965, and the Americans with Disabilities Act (ADA) had an impact on all Americans.

English

Communication: Speaking, Listening, Media Literacy

11.1 The student will make informative and persuasive presentations.

- a) Gather and organize evidence to support a position.
- b) Present evidence clearly and convincingly.
- c) Address counterclaims.
- d) Support and defend ideas in public forums.
- f) Monitor listening and use a variety of active listening strategies to make evaluations.
- g) Use presentation technology.
- h) Collaborate and report on small-group learning activities.

Reading

11.5 The student will read and analyze a variety of nonfiction texts.

- a) Use information from texts to clarify understanding of concepts.
- d) Draw conclusions and make inferences on explicit and implied information using textual support.
- e) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.

Writing

11.6 The student will write in a variety of forms, with an emphasis on persuasion.

- a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
- c) Organize ideas in a sustained and logical manner.
- d) Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.
- e) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
- f) Revise writing for clarity of content, accuracy and depth of information.
- g) Use computer technology to plan, draft, revise, edit, and publish writing.

11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.

- f) Synthesize and present information in a logical sequence.
- g) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- i) Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.

North Carolina Essential Standards

American History II

History

AH2.H.1 Apply the four interconnected dimensions of historical thinking to the American History Essential Standards in order to understand the creation and development of the United States over time.

AH2.H.1.1 Use Chronological Thinking to:

- 1) Identify the structure of a historical narrative or story: (its beginning, middle and end).

AH2.H.1.2 Use Historical Comprehension to:

- 4) Analyze visual, literary and musical sources.

AH2.H.1.3 Use Historical Analysis and Interpretation to:

- 1) Identify issues and problems of the past.

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- 2) Consider multiple perspectives of various peoples of the past.
- 3) Analyze cause-and-effect relationships and multiple causation.
- 5) Evaluate the influence of the past on contemporary issues.

AH2.H.1.4 Use Historical Research to:

- 2) Obtain historical data from a wide variety of sources.
- 3) Support interpretations with historical evidence.

AH2.H.4 Analyze how conflict and compromise have shaped politics, economics and culture in the United States.

AH2.H.4.1 Analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., Populism, Progressivism, working conditions and labor unrest, New Deal, Wilmington Race Riots, Eugenics, **Civil Rights Movement**, Anti-War protests, Watergate, etc.).

AH2.H.4.3 Analyze the social and religious conflicts, movements and reforms that impacted the United States since Reconstruction in terms of participants, strategies, opposition, and results (e.g., Prohibition, Social Darwinism, Eugenics, **civil rights**, anti-war protest, etc.).

AH2.H.5 Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.

AH2.H.5.1 Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems since Reconstruction (e.g., **“separate but equal”**, Social Darwinism, social gospel, civil service system, suffrage, Harlem Renaissance, the Warren Court, Great Society programs, American Indian Movement, etc.).

English Language Arts

Speaking and Listening

Comprehension and Collaboration

Grade 11-12 students:

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Reading (Informational Text)

Key Ideas and Details

Grade 11-12 students:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Craft and Structure

Grade 11-12 students:

6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Integration of Knowledge and Ideas

Grade 11-12 students:

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing

Text Types and Purposes

Grade 11-12 students:

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among

complex ideas and concepts.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

Grade 11-12 students:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<p>Ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic <p>Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts <input type="checkbox"/> Provides a concluding statement that follows from and supports the information or explanation presented (e.g., articulating implications for the significance of the topic) <p>Voice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing <p>Word Choice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic 	<p>PERFORMANCE TASK(S):</p> <p>Artistic Response</p> <ul style="list-style-type: none"> • Goal ~ Create an artistic response to the nonviolent direct action efforts aimed at integrating the Danville Public Library and the larger Civil Rights Movement in Danville, Virginia, and the United States. • Role ~ A creative artist. • Audience ~ Patrons of the Danville Museum of Fine Arts & History. • Situation ~ Exhibit and/or open house at the Danville Museum of Fine Arts & History. • Purpose ~ Inform audience of the events of the Civil Rights Movement that took place at this location in the 1960s.

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Conventions

- Edits for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure

Presentation

- Uses computer technology to plan, draft, revise, edit, and publish writing
- Artistic response is appropriate for the given audience, purpose, and context

Research

- Cites sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of MLA or APA

Checklist included in Learning Experience 4.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

These learning experiences are presented in a sequenced progression, however teachers may pick and choose from these learning experiences as they see fit. A suggested order has been provided that moves from analyzing primary source documents to creating an artistic response to events of the Civil Rights Movement in Danville, VA. Included in this unit is a field trip to The 1963 Danville Civil Rights Movement exhibit at the Danvillian Gallery.

Learning Experience 1: “History is an Arch, Not an Epiphany”

Students activate and build background knowledge of the Civil Rights Movement and use online resources to explore the causes and effects of the *Brown v. Board of Education* Supreme Court decision.

Learning Experience 2: Field Trip: The Leaders of the Danville Civil Rights Movement

Students participate in two related activities while visiting The 1963 Danville Civil Rights Movement exhibit. Students identify acts of leadership in response to unjust treatment and explore the theme of leadership through the words of Dr. Martin Luther King, Jr.

Activity A: Exhibit Investigation

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Students engage in an investigation of the exhibit to learn about the events and leaders of the Danville Civil Rights Movement.

Activity B: The Words of a Leader

Students explore the theme of leadership in Dr. Martin Luther King, Jr.'s speech at High Street Baptist Church by creating an original Found Poem.

Learning Experience 3: Courage Displaces Fear; Love Transforms Hate

Through cooperative learning, students explore the principles of nonviolence at the heart of the civil rights movement and connect those principles to the actions of demonstrators in Danville. Students extend those principles to consider possible responses to current injustices.

Learning Experience 4: Leaders with a Willingness to Stand Up for a Cause

In this final activity, students will create an artistic response to primary source documents relating to the Danville Civil Rights movement to demonstrate their understanding that the interplay among ideas, values, and leadership to shape the human condition.

Additional Resources

Background Resources to Support Teachers' Instruction

- Encyclopedia Virginia
 - Massive Resistance: http://www.encyclopediavirginia.org/massive_resistance
 - Danville Civil Rights Demonstrations of 1963: http://www.encyclopediavirginia.org/Danville_Civil_Rights_Demonstrations_of_1963
- Library of Congress
 - Using Primary Sources: <http://www.loc.gov/teachers/usingprimarysources/>
- Mapping Local Knowledge: Danville, Virginia 1945 – 1975
 - The Danville Civil Rights Movement: <http://www.vcdh.virginia.edu/cslk/danville/>
- Teaching Tolerance
 - A Time for Justice: America's Civil Rights Movement: <http://www.tolerance.org/kit/america-s-civil-rights-movement-time-justice>
- Television News of the Civil Rights Era 1950 – 1970
 - 1963: <http://www2.vcdh.virginia.edu/civilrightstv/filmIndex1963.html>
- The King Center
 - Direct Action: <http://www.thekingcenter.org/archive/theme/57876>
- Virginia Historical Society

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- Civil Rights Movement in Virginia: <http://www.vahistorical.org/collections-and-resources/virginia-history-explorer/civil-rights-movement-virginia>

Learning Experience 1:
“History is an Arch, Not an Epiphany”

Relevant Standards (VA)

Virginia and United States History

Skills

VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;

d) constructing arguments, using evidence from multiple sources;

f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;

g) analyzing multiple connections across time and place;

j) investigating and researching to develop products orally and in writing.

The United States since World War II

VUS.13 The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by

b) evaluating and explaining the impact of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded to the decision;

c) explaining how the **National Association for the Advancement of Colored People (NAACP)**, the 1963 March on Washington, the **Civil Rights Act of 1964**, the Voting Rights Act of 1965, and the Americans with Disabilities Act (ADA) had an impact on all Americans.

English

Reading

11.5 The student will read and analyze a variety of nonfiction texts.

a) Use information from texts to clarify understanding of concepts.

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Writing

11.6 The student will write in a variety of forms, with an emphasis on persuasion.

a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.

c) Organize ideas in a sustained and logical manner.

d) Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.

11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.
f) Synthesize and present information in a logical sequence.

Relevant Standards (NC)

American History II

History

AH2.H.1 Apply the four interconnected dimensions of historical thinking to the American History Essential Standards in order to understand the creation and development of the United States over time.

AH2.H.1.1 Use Chronological Thinking to:

1) Identify the structure of a historical narrative or story: (its beginning, middle and end).

AH2.H.1.3 Use Historical Analysis and Interpretation to:

3) Analyze cause-and-effect relationships and multiple causation.

5) Evaluate the influence of the past on contemporary issues.

AH2.H.1.4 Use Historical Research to:

2) Obtain historical data from a wide variety of sources.

3) Support interpretations with historical evidence.

AH2.H.4 Analyze how conflict and compromise have shaped politics, economics and culture in the United States.

AH2.H.4.1 Analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., Populism, Progressivism, working conditions and labor unrest, New Deal, Wilmington Race Riots, Eugenics, **Civil Rights Movement**, Anti-War protests, Watergate, etc.).

AH2.H.4.3 Analyze the social and religious conflicts, movements and reforms that impacted the United States since Reconstruction in terms of participants, strategies, opposition, and results (e.g., Prohibition, Social Darwinism, Eugenics, **civil rights**, anti-war protest, etc.).

AH2.H.5 Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.

AH2.H.5.1 Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems since Reconstruction (e.g., **“separate but equal”**, Social Darwinism, social gospel, civil service system, suffrage, Harlem Renaissance, the Warren Court, Great Society programs, American Indian Movement, etc.).

English Language Arts

Speaking and Listening

Comprehension and Collaboration

Grade 11-12 students:

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2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Reading (Informational Text)

Key Ideas and Details

Grade 11-12 students:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Integration of Knowledge and Ideas

Grade 11-12 students:

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Learning Objectives

- **Students will understand that** the interplay among ideas, values, and leadership shape the human condition, past, present, and future.
- **Students will understand that** tensions between freedom, equality, and power have shaped the political and social development of the United States.
- **Students will know** key vocabulary: NAACP: The National Association for the Advancement of Colored People, the largest civil rights organization in the nation, was established in New York State with the purpose of achieving civil rights for all citizens as promised by the U.S. Constitution. It is the largest civil rights organization in the nation.
- **Students will know** the impact of the *Brown v. Board of Education* decision and how people in Virginia responded to the decision.
- **Students will know** conflict and compromise have shaped politics and culture in the United States.
- **Students will know** the strategies of critical readers, including using information from texts to clarify understanding of concepts, drawing conclusions and making inferences, and identifying an author's purpose.
- **Students will be able to** analyze, interpret, and synthesize evidence from artifacts and primary and secondary sources to determine characteristics of historical events.
- **Students will be able to** construct arguments using evidence from multiple sources.
- **Students will be able to** analyze cause-and-effect relationships and explain how they impact people, places, and events in history.
- **Students will be able to** analyze multiple connections across time and place and evaluate the influence of the past on contemporary issues.
- **Students will be able to** read and analyze a variety of nonfiction texts.
- **Students will be able to** generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.

Background for the Lesson

This lesson serves as an introduction to the Civil Rights Movement and focuses on the causes and effects of the 1954 decision in the Supreme Court Case, *Brown v. Board of Education of Topeka*. As stated by then-co-chairman of President George W. Bush's Brown v. Board of Education 50th Anniversary Commission Brian S. Jones, "History is an arch, not an epiphany," and momentous change seldom takes place in "one pivotal moment," but can be the result of "a confluence of events." This lesson engages students in discovering the chain of events that led to and followed from the *Brown v. Board* decision and connecting local, state, and national events in the Civil Rights Movement and beyond.

This lesson was inspired by the activity "Introducing the Civil Rights Act of 1964 to Students with a Word Cloud" in The Idea Book for Educators—The Civil Rights Act of 1964: A Long Struggle for Freedom (<https://www.loc.gov/teachers/newsevents/idea-book/>). This lesson also draws on the Cause-and-Effect model of instruction detailed in *Instruction: A Models Approach* (Estes, Mintz, & Gunter, 2011).

Assessment Plan

Diagnostic assessment ~ Students complete a Give One, Get One graphic organizer. Student responses and small- and whole-group discussions will illuminate students' initial understandings of the Civil Rights Movement in general. The teacher can use this information throughout the unit to connect what happened in Danville in the summer of 1963 to students' schema.

Formative assessment ~ Monitor students' thinking as they record causes and effects on their graphic organizers. To ensure that students address the essential knowledge in standard VUS.13b and VUS.13c, provide students with a checklist (included below) of key people and ideas to include. Students' graphic organizers can be self-evaluated by students or evaluated by the teacher using this checklist.

Summative assessment ~ At the conclusion of the lesson, students reflect on the words that best reflect the significance of the *Brown v. Board* decision and suggest words that they think should appear in the word cloud but do not. Students should support their thinking with evidence from the provided resources. A rubric for evaluating this activity is included below.

Materials

- Word cloud created from the text of the May 17, 1954 decision of the Supreme Court case, *Brown v. Board of Education of Topeka*
- Cause-and-Effect Model graphic organizer
- Oyez: *Brown v. Board of Education of Topeka* (<https://www.oyez.org/cases/1940-1955/347us483>)

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- Oyez: Thurgood Marshall (https://www.oyez.org/justices/thurgood_marshall)
- Justia: US Supreme Court (<https://supreme.justia.com/cases/federal/us/347/483/>)
- Legal Information Institute: U.S. Constitution – 14th Amendment (<https://www.law.cornell.edu/constitution/amendmentxiv>)
- The Leadership Conference: *Davis v. School Board of Prince Edward County (Virginia)* (<http://www.civilrights.org/education/brown/davis.html>)
- National Park Service: *Davis v. County School Board* (<https://www.nps.gov/brvb/learn/historyculture/virginia.htm>)
- Library of Congress: Causes and Effects of *Brown v. Board* (<https://www.loc.gov/loc/lcib/0402-3/brown.html>)
- The Atlantic: How *Brown v. Board of Education* Changed—and Didn’t Change—American Education (<https://www.theatlantic.com/education/archive/2014/04/two-milestones-in-education/361222/>)
- Cause-and-Effect Checklist
- Word Cloud Summative Assessment Rubric

Instructional Plan / Sequence					
What YOU (the Teacher) Will Do	Teacher Notes				
<ul style="list-style-type: none"> • Activate prior knowledge by inviting students to engage in a “Give One, Get One” about the Civil Rights Movement. Instruct students to make a T-chart with “Give One” on one side and “Get One” on the other. Allow three minutes for students to write as much as they can about what they know about the Civil Rights Movement on the “Give One” side of the chart. As students write, note their initial impressions and consider the ways in which these initial impressions reflect or are in conflict with the big ideas of the Civil Rights Movement. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Give One</td> <td style="text-align: center;">Get One</td> </tr> <tr> <td style="height: 80px;"></td> <td style="height: 80px;"></td> </tr> </table>	Give One	Get One			<p>If students have previously been studying the Civil Rights Movement and the teacher has a sense of students’ background knowledge, the teacher can skip this activating prior knowledge activity and begin the lesson with the word cloud.</p> <p>This chart can be pre-printed and distributed to students as a single sheet of paper or for inclusion in a social studies notebook.</p> <p>PATH dimension: Lesson Components</p> <ul style="list-style-type: none"> • Assessment <ul style="list-style-type: none"> ○ Diagnoses student background
Give One	Get One				

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the text of a significant court decision and explain that the larger words appear more frequently in the text of the decision.

- Working individually or in small groups, invite students to hypothesize what they think the decision sought to address. Encourage students to record their ideas, which they will refer to at the end of the learning experience.
- Inform students that the words displayed in the word cloud come from the text of the syllabus of the May 17, 1954 decision of the Supreme Court case, *Brown v. Board of Education of Topeka* (<https://supreme.justia.com/cases/federal/us/347/483/>).
- Share with students Brian S. Jones’s quote, “History is an arch, not an epiphany.” Invite students to brainstorm what this quote means and how it might relate to the broader narrative of the *Brown v. Board* decision.
- Explain to students that they will be investigating the causes and effects of *Brown v. Board* by exploring a variety of primary and secondary source documents. Present students with the Cause-and-Effect Model graphic organizer (included below) with *Brown v. Board of Education of Topeka, 1954* written in the center column.
- Instruct students to consult the following resources to determine the prior causes, causes, effects, and later effects of the *Brown v. Board* decision:
 - Oyez: *Brown v. Board of Education of Topeka* (<https://www.oyez.org/cases/1940-1955/347us483>)
 - Oyez: Thurgood Marshall (https://www.oyez.org/justices/thurgood_marshall)
 - Justia: US Supreme Court (<https://supreme.justia.com/cases/federal/us/347/483/>)
 - Legal Information Institute: U.S. Constitution – 14th Amendment (<https://www.law.cornell.edu/constitution/amendmentxiv>)
 - The Leadership Conference: *Davis v. School Board of Prince Edward County (Virginia)* (<http://www.civilrights.org/education/brown/davis.html>)
 - National Park Service: *Davis v. County School Board* (<https://www.nps.gov/brvb/learn/historyculture/virginia.htm>)
 - Library of Congress: Causes and Effects of *Brown v. Board* (<https://www.loc.gov/loc/lcib/0402-3/brown.html>)
 - The Atlantic: How *Brown v. Board of Education* Changed—and Didn’t Change—

Students can examine the word cloud individually or in groups, in which one student is the recorder or all students write.

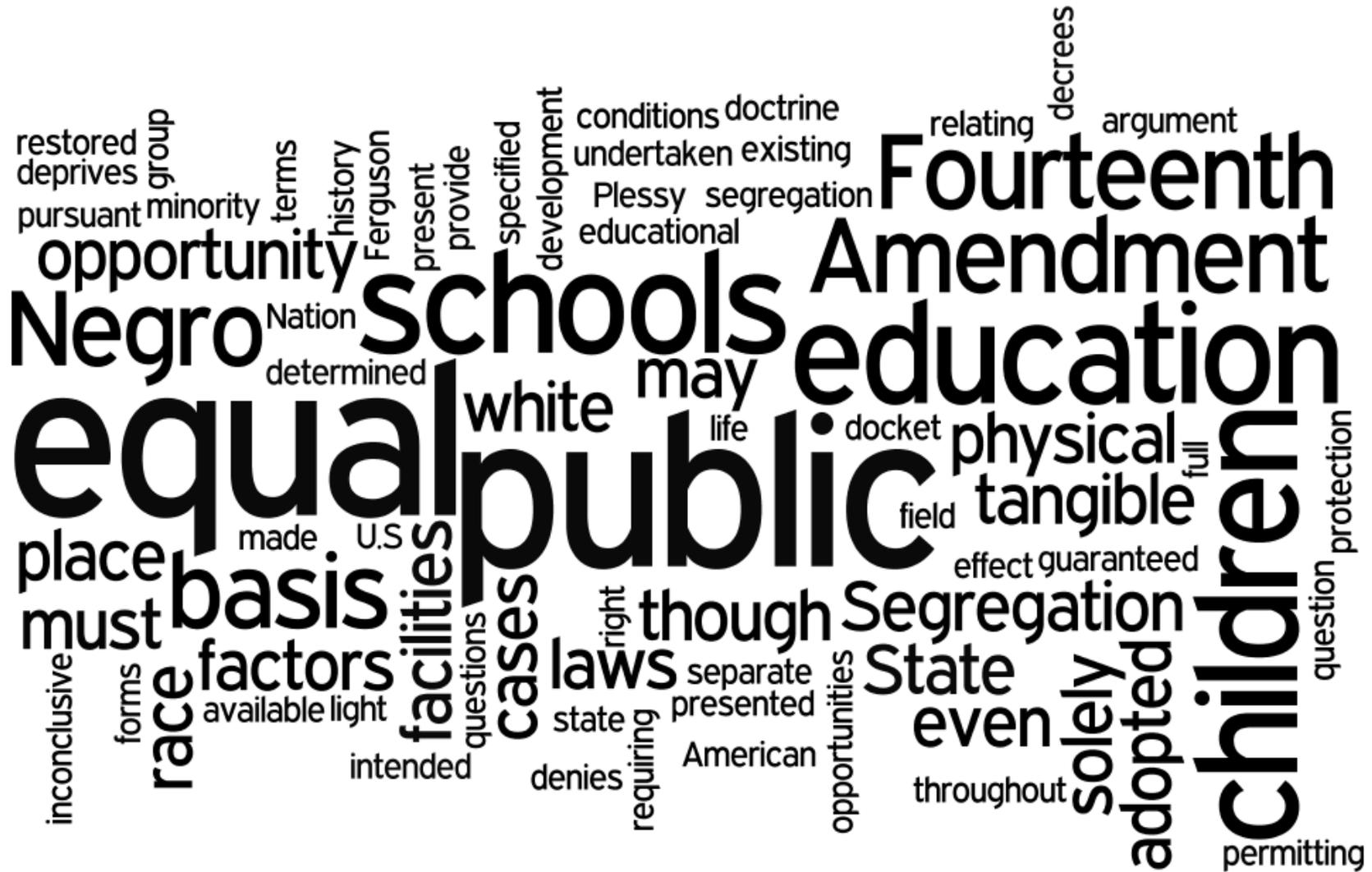
The teacher can decide to have the students work individually or in groups, in which one student is the recorder or all students write.

PATH dimension: Sources

- Selection & Accessibility
 - Models analysis of historical source
 - Scaffolds use of historical sources
- Purpose
 - Extends or reinforces student understanding of a lesson topic
 - Teaches analysis skills
 - Achieves purpose through appropriate questions and facilitation
- Opportunity for Inquiry
 - Students evaluate evidence
 - Students develop conclusions and

The 1963 Danville Civil Rights Movement (high school)

<p>American Education (https://www.theatlantic.com/education/archive/2014/04/two-milestones-in-education/361222/)</p> <ul style="list-style-type: none">• Monitor students' thinking as they record causes and effects on their graphic organizers. Prior causes may include the 14th Amendment to the Constitution or the decision in <i>Plessy v. Ferguson</i>. Causes may include the Virginia case, <i>Davis v. County School Board of Prince Edward</i>, which was combined with four other cases under <i>Brown v. Board</i>. Effects may include "massive resistance" and the closing of some schools rather than integrate them. Later effects may include the Civil Rights Act of 1964, the No Child Left Behind Act, and affirmative action policies. Encourage students to explain their thinking of how the various events link to one another.• Once students have recorded the prior causes, causes, effects, and later effects of <i>Brown v. Board</i> on their graphic organizers, ask them to draw conclusions about the court decision and support their conclusions with evidence.• Invite students to make predictions as to how the decision in <i>Brown v. Board</i>—that "the 'separate but equal' doctrine... has no place in the field of public education"—might play out in the specific context of Danville, VA. Inform students that they will have an opportunity to test their predictions during the next learning experience, a field trip to The 1963 Danville Civil Rights Movement exhibit.• Return students' attention to the word cloud presented at the beginning of the activity. Invite students to highlight five words they think best reflect the significance of the decision and to suggest five words that they think should appear in the word cloud but do not. Ask students to explain their thinking in writing as a formative assessment. Encourage students to include specific evidence to support their thinking.	<p>arguments</p> <p>PATH dimension: Narrative</p> <ul style="list-style-type: none">• Chain of Events<ul style="list-style-type: none">○ Presents accurate temporal sequence○ Identifies and differentiates cause and effect relationships• Opportunity for Synthesis<ul style="list-style-type: none">○ Pulls together themes and concepts
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Cause-and-Effect

4 Prior Causes	2 Causes	1 Topic	3 Effects	5 Later Effects
		<i>Brown v. Board of Education of Topeka, 1954</i>		
6. Conclusions				
7. Predictions				

Cause-and-Effect Checklist

As you complete your Cause-and-Effect graphic organizer, be sure to include these key individuals and ideas:

- Plessy v. Ferguson*
- Davis v. County School Board of Prince Edward*
- Barbara Johns
- Thurgood Marshall
- Oliver W. Hill, Sr.
- Earl Warren
- Massive resistance
- Private academies
- NAACP
- Civil Rights Act of 1964

Cause-and-Effect Checklist

As you complete your Cause-and-Effect graphic organizer, be sure to include these key individuals and ideas:

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- Barbara Johns
- Thurgood Marshall
- Oliver W. Hill, Sr.
- Earl Warren
- Massive resistance
- Private academies
- NAACP
- Civil Rights Act of 1964

Word Cloud Summative Assessment Rubric

Novice (1)	Apprentice (3)	Practitioner (5)
Basic explanation; few details or not based on information from primary or secondary sources	Effective explanation based on information gathered from primary and secondary sources	Exceptional explanation; objective and detailed with multiple references to primary and secondary resources

Learning Experience 2:
Field Trip: The Leaders of the Danville Civil Rights Movement

Relevant Standards (VA)

Virginia and United States History

Skills

VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;

c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;

d) constructing arguments, using evidence from multiple sources;

e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;

f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;

g) analyzing multiple connections across time and place;

j) investigating and researching to develop products orally and in writing.

The United States since World War II

VUS.13 The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by

b) evaluating and explaining the impact of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded to the decision;

c) explaining how the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Americans with Disabilities Act (ADA) had an impact on all Americans.

English

Reading

11.5 The student will read and analyze a variety of nonfiction texts.

a) Use information from texts to clarify understanding of concepts.

d) Draw conclusions and make inferences on explicit and implied information using textual support.

e) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.

Writing

The 1963 Danville Civil Rights Movement (high school)

11.6 The student will write in a variety of forms, with an emphasis on persuasion.

- a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
- c) Organize ideas in a sustained and logical manner.
- d) Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.
- e) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
- f) Revise writing for clarity of content, accuracy and depth of information.

Relevant Standards (NC)

American History II

History

AH2.H.1 Apply the four interconnected dimensions of historical thinking to the American History Essential Standards in order to understand the creation and development of the United States over time.

AH2.H.1.2 Use Historical Comprehension to:

- 4) Analyze visual, literary and musical sources.

AH2.H.1.3 Use Historical Analysis and Interpretation to:

- 1) Identify issues and problems of the past.
- 2) Consider multiple perspectives of various peoples of the past.
- 3) Analyze cause-and-effect relationships and multiple causation.

AH2.H.1.4 Use Historical Research to:

- 2) Obtain historical data from a wide variety of sources.
- 3) Support interpretations with historical evidence.

AH2.H.4 Analyze how conflict and compromise have shaped politics, economics and culture in the United States.

AH2.H.4.1 Analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., Populism, Progressivism, working conditions and labor unrest, New Deal, Wilmington Race Riots, Eugenics, **Civil Rights Movement**, Anti-War protests, Watergate, etc.).

AH2.H.4.3 Analyze the social and religious conflicts, movements and reforms that impacted the United States since Reconstruction in terms of participants, strategies, opposition, and results (e.g., Prohibition, Social Darwinism, Eugenics, **civil rights**, anti-war protest, etc.).

AH2.H.5 Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.

AH2.H.5.1 Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems since Reconstruction (e.g., **“separate but equal”**, Social Darwinism, social gospel, civil service system, suffrage, Harlem Renaissance, the Warren Court, Great Society programs, American Indian Movement, etc.).

English Language Arts

Speaking and Listening

Comprehension and Collaboration

Grade 11-12 students:

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Reading (Informational Text)

Key Ideas and Details

Grade 11-12 students:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Integration of Knowledge and Ideas

Grade 11-12 students:

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing

Production and Distribution of Writing

Grade 11-12 students:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Learning Objectives

- **Students will understand that** the interplay among ideas, values, and leadership shape the human condition, past, present, and future.
- **Students will understand that** tensions between freedom, equality, and power have shaped the political and social development of the United States.
- **Students will know** key vocabulary: nonviolent direct action—the strategic use of nonviolent tactics and methods to bring an opponent or oppressive party into dialogue to resolve an unjust situation.
- **Students will know** conflict and compromise have shaped politics and culture in the United States.
- **Students will know** social and political events in Virginia linked to desegregation and their relationship to national history.
- **Students will know** the strategies of critical readers, including using information from texts to clarify understanding of concepts, drawing conclusions and making inferences, and identifying an author’s purpose
- **Students will be able to** analyze, interpret, and synthesize evidence from artifacts and primary and secondary sources to determine characteristics of historical events.
- **Students will be able to** construct arguments using evidence from multiple sources.
- **Students will be able to** consider multiple perspectives.
- **Students will be able to** analyze cause-and-effect relationships and explain how they impact people, places, and events in history.
- **Students will be able to** analyze multiple connections across time and place and evaluating the influence of the past on contemporary issues.
- **Students will be able to** read and analyze a variety of nonfiction texts.
- **Students will be able to** generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.

Background for the Lesson

This field-trip-based lesson uses the concept of leadership to engage students with The 1963 Danville Civil Rights Movement exhibit at the Danvillian Gallery. Students identify leaders within the movement and the ways in which worked to confront segregation in Danville. During Activity A, students work together to complete the Exhibit Investigation. For Activity B, students explore the theme of leadership in Dr. Martin Luther King, Jr.’s speech at High Street Baptist Church by creating an original found poem.

The 1963 Danville Civil Rights Movement (high school)

Assessment Plan

Formative assessment ~ Students complete The 1963 Danville Civil Rights Movement Exhibit Investigation, discovering instances of segregation and the ways in which Danville Civil Rights Movement leaders attempted to use nonviolent direct action to address segregation. Following the activity, the teacher can check students' graphic organizers to see if students drew clear and accurate connections between instances of segregation in Danville and the ways in which Civil Rights Movement leaders sought to address those injustices.

Formative assessment ~ Students collaborate to create an original found poem drawn from the words of Dr. King's speech at High Street Baptist Church. During this activity the teacher can monitor, prompt, and guide discussion to focus on the ideas of leadership within the text of King's speech.

Materials

- The 1963 Danville Civil Rights Movement Exhibit Investigation graphic organizer (if printed on card stock, students do not need clipboards)
- Clipboards (optional)
- Pencils
- Text of Dr. King's speech
- Highlighters
- Paper strips or index cards
- Markers
- Camera (optional)

Instructional Plan / Sequence

What YOU (the Teacher) Will Do	Teacher Notes
<ul style="list-style-type: none">• The field trip consists of two activities that students can rotate through and complete in any order. Prior to or upon arrival at the Danvillian Gallery, divide students into two groups. One group will begin with Activity A, the Exhibit Investigation, and the other group will begin with Activity B, The Words of a Leader.	Activity A, the Exhibit Investigation, is designed for students to be able to complete on their own in the exhibit gallery. Parent chaperones can monitor this activity. Activity B, The Words of a Leader, includes creating a found poem and is better

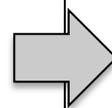
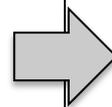
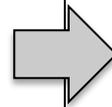
<p>Activity A: Exhibit Investigation</p> <ul style="list-style-type: none">• Students complete The 1963 Danville Civil Rights Movement Exhibit Investigation in partners, small groups, or as a whole class. Provide each student or group of students with copies of the Investigation graphic organizer.• Students read the text panels in the exhibit to identify instances of segregation in Danville and record ways that leaders in the Danville Civil Rights Movement engaged in nonviolent direct action to address segregation. <p>Activity B: The Words of a Leader</p> <ul style="list-style-type: none">• Share with students the video of Dr. Martin Luther King, Jr.'s July 11, 1963 speech at High Street Baptist Church in Danville, Virginia. Students will use the text of King's speech to create a Found Poem.• Provide students with copies of the transcript of King's speech (below). Invite students to read the transcript, paying particular attention to the ways that the idea of leadership is presented in the text. As students read the transcript, encourage them to highlight words or phrases (3 – 5 words) that exemplify the idea of leadership.• Distribute (~3/student) strips of paper or index cards to students and invite them to write one of their words or phrases on each strip or index card.• Have students bring their strips/index cards with them to a whole group circle. Model and explain placing the words and phrases in the middle of the circle to create a Found Poem. Let students know that when it's their turn, they may add, rearrange, or take away words or phrases.	<p>suited for teacher facilitation.</p> <p>PATH dimension: Interpretation</p> <ul style="list-style-type: none">• Analysis & Interpretation<ul style="list-style-type: none">○ Recognition of competing or conflicting accounts○ Acknowledges that historians construct accounts of the past• Perspective Recognition<ul style="list-style-type: none">○ Presents and explores multiple perspectives <p>For a video overview of creating a found poem with students, refer to https://www.teachingchannel.org/videos/creating-found-poems-lesson.</p> <p>PATH dimension: Lesson Components</p> <ul style="list-style-type: none">• Instructional Approaches<ul style="list-style-type: none">○ Includes a variety of instructional strategies and materials○ Effectively supports active participation○ Engages students at an appropriate level of
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The 1963 Danville Civil Rights Movement (high school)

<ul style="list-style-type: none">• Once each student has had at least one opportunity to contribute to the creation of the Found Poem, share the finished product with the group through an expressive reading. Engage students in discussion of what the rearrangement of King’s words through the creation of the Found Poem illuminates about the ideas of leadership.• Share your Found Poem. Take a picture and post it to Facebook and/or Twitter with #Danville1963.	<p>challenge</p> <p>This discussion can take the form of a think-pair-share or whole-group discussion.</p> <p>PATH dimension: Historical Practices</p> <ul style="list-style-type: none">• Discussion<ul style="list-style-type: none">○ Provides opportunity to engage in discussion○ Provides a shared text(s)○ Poses an interpretable framing question○ Teacher facilitates and most talk is from the students○ Provides opportunity for synthesis
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The 1963 Danville Civil Rights Movement Exhibit Investigation

The 1963 Danville Civil Rights Movement	Nearly 10 years after the decision in the case of <i>Brown v. Board</i> , segregation and “separate but equal” persisted in Danville. Note three instances of segregation detailed in the exhibit.	To confront persistent segregation, civil rights leaders organized nonviolent direct action to bring opposing groups into dialogue to resolve an unjust situation. What strategies did leaders use to address the instances of segregation you noted?
	1.	1.
	2.	2.
	3.	3.



On July 11, 1963, Martin Luther King spoke in Danville at High Street Baptist Church, at the height of the Danville civil rights struggle.

“We have certainly been with you in spirit and we have agonized with you as you have faced the brutality and the ruthlessness of a vicious police force. I have seen some brutal things on the part of policemen all across the South in our struggle, but very seldom, if ever, have I heard of a police force being as brutal and vicious as the police force here in Danville, Virginia. And you have stood up amid this with great courage, you have done it with great discipline and great dignity, and I want to commend you for it and to bid you God's speed.

“And since that day when we started out in Birmingham, Alabama, as you know, many things have happened in this civil rights struggle, all over the South, all over the nation. And I'm sure we will all agree that we stand today on the threshold of a most significant break-through in civil rights. I do want to commend you, the leadership of this community, and those who have participated in this powerful, direct-action movement in this community. You have inspired all of us through your courageous efforts, your willingness to suffer, and your willingness to stand-up for a cause which you know, and which we all know, is a righteous cause, and one that will ultimately triumph.

“It is only natural that I would want to be on the scene and that I would want to give the support to the organization that is an affiliate organization of the parent body, the Southern Christian Leadership Conference. But also I am here to let the community know that I am with you as an individual, not only as the president of the Southern Christian Leadership Conference, but as a person concerned about the problems of this community and communities all over the South. And I come here to let you know that you have my full, personal support. Now there's another reason why I am here and that is the simple fact that injustice is here, and I feel that wherever injustice is alive, it is a responsibility for people of good will to take a stand against it, for injustice anywhere is a threat to justice everywhere.

“And as long as this community has problems, as long as the Negro is not free in Danville, Virginia, the Negro is not free anywhere in the United States of America. And I come here to say to you that I am concerned about the injustice in this community.”

Learning Experience 3:
Courage Displaces Fear; Love Transforms Hate

Relevant Standards (VA)

Virginia and United States History

Skills

VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;

d) constructing arguments, using evidence from multiple sources;

e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;

g) analyzing multiple connections across time and place;

j) investigating and researching to develop products orally and in writing.

The United States since World War II

VUS.13 The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by

b) evaluating and explaining the impact of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded to the decision.

English

Communication: Speaking, Listening, Media Literacy

11.1 The student will make informative and persuasive presentations.

a) Gather and organize evidence to support a position.

b) Present evidence clearly and convincingly.

c) Address counterclaims.

d) Support and defend ideas in public forums.

f) Monitor listening and use a variety of active listening strategies to make evaluations.

g) Use presentation technology.

h) Collaborate and report on small-group learning activities.

Reading

11.5 The student will read and analyze a variety of nonfiction texts.

The 1963 Danville Civil Rights Movement (high school)

- a) Use information from texts to clarify understanding of concepts.
- d) Draw conclusions and make inferences on explicit and implied information using textual support.
- e) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.

Writing

11.6 The student will write in a variety of forms, with an emphasis on persuasion.

- a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.

Relevant Standards (NC)

American History II

History

AH2.H.1 Apply the four interconnected dimensions of historical thinking to the American History Essential Standards in order to understand the creation and development of the United States over time.

AH2.H.1.2 Use Historical Comprehension to:

- 4) Analyze visual, literary and musical sources.

AH2.H.1.3 Use Historical Analysis and Interpretation to:

- 2) Consider multiple perspectives of various peoples of the past.
- 5) Evaluate the influence of the past on contemporary issues.

AH2.H.1.4 Use Historical Research to:

- 2) Obtain historical data from a wide variety of sources.
- 3) Support interpretations with historical evidence.

AH2.H.4 Analyze how conflict and compromise have shaped politics, economics and culture in the United States.

AH2.H.4.1 Analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., Populism, Progressivism, working conditions and labor unrest, New Deal, Wilmington Race Riots, Eugenics, **Civil Rights Movement**, Anti-War protests, Watergate, etc.).

AH2.H.4.3 Analyze the social and religious conflicts, movements and reforms that impacted the United States since Reconstruction in terms of participants, strategies, opposition, and results (e.g., Prohibition, Social Darwinism, Eugenics, **civil rights**, anti-war protest, etc.).

English Language Arts

Speaking and Listening

Comprehension and Collaboration

Grade 11-12 students:

The 1963 Danville Civil Rights Movement (high school)

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Reading (Informational Text)

Key Ideas and Details

Grade 11-12 students:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Craft and Structure

Grade 11-12 students:

6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing

Production and Distribution of Writing

Grade 11-12 students:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Learning Objectives

- **Students will understand that** the interplay among ideas, values, and leadership shape the human condition.
- **Students will understand that** tensions between freedom, equality, and power have shaped the political and social development of the United States.
- **Students will know** key vocabulary: nonviolent direction action—the strategic use of nonviolent tactics and methods to bring an opponent or oppressive party into dialogue to resolve an unjust situation.
- **Students will know** the impact of the *Brown v. Board of Education* decision and how people in Virginia responded to the decision.
- **Students will know** conflict and compromise have shaped politics and culture in the United States.
- **Students will know** social and political events in Virginia linked to desegregation and their relationship to national history.
- **Students will know** the strategies of critical readers, including using information from texts to clarify understanding of concepts, drawing conclusions and making inferences, and identifying an author’s purpose.
- **Students will be able to** analyze, interpret, and synthesize evidence from artifacts and primary and secondary sources to determine characteristics of historical events.
- **Students will be able to** construct arguments using evidence from multiple sources.
- **Students will be able to** consider multiple perspectives.
- **Students will be able to** analyze multiple connections across time and place and evaluating the influence of the past on contemporary issues.
- **Students will be able to** read and analyze a variety of nonfiction texts.
- **Students will be able to** generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.

Background for the Lesson

This lesson focuses on nonviolence, which was at the heart of the modern civil rights movement and is adapted from the lesson “Nonviolence” from the Teaching Tolerance unit, *A Time for Justice: America’s Civil Rights Movement* (<http://www.tolerance.org/kit/america-s-civil-rights-movement-time-justice>). According to *A Time for Justice*:

“Three constitutional amendments extending rights to African Americans—on paper at least—were ratified during Reconstruction. They ended slavery, made African Americans citizens and extended voting rights to former slaves and their descendants. Despite this, African Americans, particularly in the South, were often denied these rights. They endured segregation, were often prevented from voting, and

The 1963 Danville Civil Rights Movement (high school)

faced intimidation, threats and violence, all of which made it difficult—often impossible— to live freely.

“Civil rights activists in the 1950s and 1960s chose nonviolence as a way to secure and exercise legal rights for African Americans. Inspired by the successes of Mohandas Gandhi in the Indian independence movement, civil rights leaders like Martin Luther King, Jr. came to believe that a nonviolent approach was the best way to address African American inequality. Why did they choose nonviolence? How did they implement it? In this lesson, students learn what nonviolence means, identify different nonviolent strategies that civil rights activists used, and explore why those strategies were so often successful.”

The adaptation of this lesson plan brings in opportunities to connect the nonviolent aspect of the broader Civil Rights struggle to the specific context of Danville in the summer of 1963.

Due to the complexity of some of the texts, this lesson has also been adapted to utilize the jigsaw cooperative learning strategy in order to facilitate differentiation. For additional information about the jigsaw cooperative learning model, refer to Filkins (2016, <http://www.readwritethink.org/professional-development/strategy-guides/using-jigsaw-cooperative-learning-30599.html>) and Reilley (2010, <http://edtech2.boisestate.edu/reilleyd/502/jigsaw.html>).

At the conclusion of the lesson, students will Take A Stand regarding demonstrators’ uses of nonviolent techniques during the Danville Civil Rights Movement. For additional information about the Take A Stand model, refer to Facing History and Ourselves (2015, <https://www.facinghistory.org/for-educators/educator-resources/teaching-strategies/barometer-taking-stand-contro>).

This lesson will likely take three class sessions to complete.

Assessment Plan

Diagnostic assessment ~ Students brainstorm their initial ideas of what it means to be nonviolent. In the discussion of nonviolent strategies used both in India by Mohandas Gandhi and during the American Civil Rights Movement, the teacher can refer back to students’ initial ideas.

Formative assessment ~ After students share primary source documents in their learning groups, they will answer two questions that require synthesizing information from the three documents and connecting their contents to the broader context of the Civil Rights Movement. The teacher can evaluate these broadly on the basis of students’ ability to draw conclusions and make generalizations and interpret the documents from different perspectives.

The 1963 Danville Civil Rights Movement (high school)

Formative assessment ~ Students reflect on the Take a Stand activity by writing how their views changed or were solidified by the discussion. Any misconceptions evidenced by students' reflections should be addressed prior to the final learning experience.

Summative assessment ~ Using the Nonviolent Strategies for Current Injustices Presentation Checklist (below), students can self-assess their presentations, as well as provide peer feedback to one another. The teacher can also use the checklist to evaluate students' presentations.

Materials

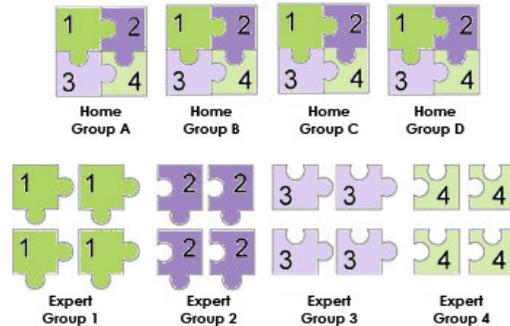
- Handout: Six Principles of Nonviolence (<http://www.tolerance.org/sites/default/files/general/theory%20of%20nonviolence.pdf>)
- SNCC Statement of Purpose (<http://nationalhumanitiescenter.org/pds/maai3/protest/text2/snccstatementofpurpose.pdf>)
- CORE Rules for Action (<http://crmvet.org/docs/corerules.pdf>)
- Workshops in Nonviolence—Why? (www.crmvet.org/docs/nv_core_workshop.pdf)
- Primary Source Document Analysis ~ Text tool (1 per student)
- Learning Group Questions
- Nonviolent Strategies for Current Injustices Presentation Checklist
- “Danville” article from the Virginia Historical Society’s *Civil Rights Movement in Virginia* (<http://www.vahistorical.org/collections-and-resources/virginia-history-explorer/civil-rights-movement-virginia/danville>)

Multimedia Resources

- Danville Demonstrations, Sit-In at Howard Johnson’s Restaurant (WDBJ Television, Roanoke, VA) (1:28) (http://www2.vcdh.virginia.edu/civilrightstv/wdbj/segments/WDBJ04_20.html)
- WDBJ Interview with Reverend Lawrence Campbell (WDBJ Television, Roanoke, VA) (0:33) (http://www2.vcdh.virginia.edu/civilrightstv/wdbj/segments/WDBJ04_23.html)
- WDBJ Interview with Reverend Lawrence Campbell (2:47) (http://www2.vcdh.virginia.edu/civilrightstv/wdbj/segments/WDBJ04_24.html)
- SNCC Training (WDBJ Television, Roanoke, VA) (0:42) (http://www2.vcdh.virginia.edu/civilrightstv/wdbj/segments/WDBJ04_21.html) ~ This video has no narration, so the teacher needs to be sure to explain to students that this video shows a training session rather than students actually being beaten.
- Peaceful Demonstration Threatened by Fire Hoses (WDBJ Television, Roanoke, VA) (2:38) (http://www2.vcdh.virginia.edu/civilrightstv/wdbj/segments/WDBJ04_28.html) ~ Includes a great quote at the end: “There’s not enough water in heaven and earth to quench the flame of freedom that burns in our hearts.”

Instructional Plan / Sequence	
What YOU (the Teacher) Will Do	Teaching Notes
<ul style="list-style-type: none"> • Write the word “nonviolence” on the board. Invite students to brainstorm what they think it means to be nonviolent. List ideas on the board. • Inform students that an important leader in the development of nonviolence as a political strategy was Mohandas Gandhi, who led India’s successful nonviolent struggle for independence from Britain in the early 20th century. Martin Luther King, Jr. was greatly influenced by Gandhi’s teachings; through Reverend King, nonviolence became a cornerstone of the movement for African-American equality in the mid-20th-century. Much of what you will learn about nonviolence in this lesson can be traced back to Gandhi. • Share with students the handout, “Six Principles of Nonviolence” (http://www.tolerance.org/sites/default/files/general/theory%20of%20nonviolence.pdf). After students have read aloud the six principles of nonviolence, compare these six items to the list your class brainstormed, revising your class list as necessary. • Invite students to think about what the theory of nonviolence looked like when civil rights activists used it. To find out, students will read different primary source documents—that is, documents that were actually written during the civil rights movement—and participate in a jigsaw cooperative learning activity to share their knowledge with other students. • Introduce students to/remind students of the Jigsaw Cooperative Learning Model. Let 	<p>Options for recording students’ brainstorming include the form of a list or a word web.</p> <p>PATH dimension: Lesson Components</p> <ul style="list-style-type: none"> • Assessment <ul style="list-style-type: none"> ○ Diagnoses student background knowledge using verbal or written approaches <p>PATH dimension: Narrative</p> <ul style="list-style-type: none"> • Chain of Events <ul style="list-style-type: none"> ○ Draws attention to historical context ○ Identifies and differentiates cause and effect relationships • Opportunity for Synthesis <ul style="list-style-type: none"> ○ Pulls together themes and concepts <p>The teacher may choose to randomly call on six students to read aloud the principles of nonviolence by drawing from a deck of cards with a student’s name on each card as a way to ensure that students are chosen randomly.</p>

students know that they will be working in two different groups of three—an expert group and a learning (home) group. Each expert group will analyze their primary source document and record their observations, reflections, and questions on the Primary Source Document Analysis sheet.



(Reilly, 2010)

- Document 1 for Expert Group 1: *SNCC* [pronounced “Snick”] *Statement of Purpose* (<http://nationalhumanitiescenter.org/pds/maai3/protest/text2/snccstatementofpurpose.pdf>). The Student Nonviolent Coordinating Committee started in 1960, formed by students—both black and white—who had been involved in the lunch-counter sit-ins to oppose segregation.
- Document 2 for Expert Group 2: *CORE Rules for Action*: (<http://crmvet.org/docs/corerules.pdf>). CORE is the Congress on Racial Equality. It was founded in 1942 and was a key source of training and support for nonviolent activists up until the mid-1960s.
- Document 3 for Expert Group 3: *Workshops in Nonviolence—Why?* (www.crmvet.org/docs/nv_core_workshop.pdf). This one is from CORE, too.

Unlike the model shown, this jigsaw will engage students in working in groups of three.

PATH dimension: Lesson Components

- Instructional Procedures
 - Includes a variety of instructional strategies and materials
 - Effectively supports active participation
 - Engages students at an appropriate level of difficulty

These documents are presented in order from shortest to longest, least to most complex. The teacher may choose to group students homogeneously for expert groups based on reading ability.

PATH dimension: Sources

- Selection & Accessibility
 - Selects appropriate and relevant sources
 - Scaffolds use of historical sources
- Purpose
 - Extends or reinforces student understanding of a lesson topic
 - Illustrates a point or perspectives
 - Achieves purpose through appropriate questions and facilitation

PATH dimension: Historical Practices

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- Once the expert groups have compiled their information on the Primary Source Document Analysis sheet, students will meet in learning groups composed of a member from each expert group. Pooling their knowledge, students answer the following questions:
 1. Look for clues to the point of view of the person or people who created these texts. Discuss what someone with an opposing or differing point of view might say about the issues described in them. How would the information be presented differently?
 2. Examine a section of one of the texts. Think about what you already know about this period in history. How does the text support or contradict your current understanding of this period? What clues illuminate the point of view of the person who created this text?
- In order to help students consider what those principles of nonviolence looked like in practice, share the “Danville” article from the Virginia Historical Society’s *Civil Rights Movement in Virginia* (<http://www.vahistorical.org/collections-and-resources/virginia-history-explorer/civil-rights-movement-virginia/danville>). After reading about the Danville Civil Rights movement, invite students to discuss the actions of the demonstrators of Danville in light of the *Six Principles of Nonviolence*. How was each principle a part of their actions? To what extent did they seem to adhere to the principles?
- Discussions of demonstrations—and even demonstrations themselves—were captured on film by WDBJ, a television station in Roanoke, VA. A selection of these videos is outlined under Multimedia Resources above. Consider sharing some or all of these videos with students to provide an additional view of what the protests looked like in Danville.

- Discussion
 - Provides opportunity to engage in discussion
 - Provides a shared text(s)
 - Poses an interpretable framing question
 - Teacher facilitates and most talk is from the students
 - Students support statements with evidence
 - Provides opportunity for synthesis
- **PATH dimension: Interpretation**
- Perspective Recognition
 - Recognizes people in the past may be different from today
 - Presents and explores multiple perspectives
- The teacher may decide to read this article aloud to the whole class or have students read it in their learning groups.
- **PATH dimension: Narrative**
- Chain of Events
 - Presents accurate temporal sequence
 - Draws attention to historical context
 - Identifies and differentiates cause and effect relationships
- Opportunity for Synthesis
 - Pulls together themes and concepts

- Present the statement, “The demonstrators in Danville followed the *Six Principles of Nonviolence*.” Invite students to physically Take A Stand, lining up to indicate the extent to which they agree or disagree with that statement. Once students have lined themselves up, ask the students to explain why they have chosen to stand where they are standing. Encourage students to refer to evidence and examples when defending their stance. It is probably best to alternate from one end to the middle to the other end, rather than allowing too many voices from one stance to dominate. After about three or four viewpoints are heard, ask if anyone wishes to move. Encourage students to keep an open mind; they are allowed to move if someone presents an argument that alters where they want to stand on the line. Run the activity until you feel most or all voices have been heard, making sure that no one person dominates.

Classroom Snapshot

Mrs. McGraw has invited her students to Take A Stand regarding the statement, “The demonstrators in Danville followed the *Six Principles of Nonviolence*.”

Mrs. McGraw: Catherine, I see you disagree with the statement. Can you tell us why you disagree?

Catherine: Well, the *Six Principles of Nonviolence* say that they’re supposed to reject hatred, but I just can’t see how they wouldn’t have hated the people who turned the fire hoses on them.

Mrs. McGraw: You’re certainly thinking about how you would have felt in that situation. We can also think about the fact that the past is different from today and people may have felt differently than we do. Did anyone notice any evidence from their documents that the demonstrators felt hatred toward the police?

Jennifer: I read about “Workshops in Nonviolence” and they talked about needing to “blow off steam”. That makes me think maybe they were angry about how they were being treated.

PATH dimension: Comprehension

- Facilitation
 - Reinforces and extends student understanding
 - Promotes student dialogue
- Student Expression
 - Students have an opportunity for a variety of interaction and expression
 - Students develop arguments and explanations

PATH dimension: Interpretation

- Perspective Recognition
 - Establishes that the past is different from today
 - Recognizes people in the past may be different from today

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Melissa: And they were definitely suffering when the hose thing happened. Their clothes got blown off! But it didn't say they fought back, so I agree that they were nonviolent even if they felt angry and even hated the people that did that to them.

- As a formative assessment for this lesson, provide students the opportunity to write about how their thinking about the statement, "The demonstrators followed the *Six Principles of Nonviolence*," changed or was solidified by the Take A Stand discussion.
- To evaluate the influence of the past on contemporary issues, invite students to think about how nonviolence might be a way to approach injustice today. As a class, brainstorm some current examples of injustice. The problems might be in your own community—for example, there might be homeless people living on the street—or they might be larger-scale—for example, racial profiling by police or workplace discrimination. Have pairs or small groups of students choose one of the problems to focus on. Encourage them to recall the different nonviolent strategies that were used during the civil rights movement. Ask students to consider which, if any, of these strategies might be useful for addressing the problem? Why do you think they would or would not be useful? Have groups prepare to share their assessment of how well nonviolence might work in dealing with the problem. After all groups have shared, discuss the following: How effective might nonviolence be in dealing with current problems?

Groups could share presentations, using software such as PowerPoint, Google Slides, or Prezi.

Primary Source Document Analysis ~ Text

Observe	Reflect	Question
Describe what you see. What do you notice first? Describe anything you see on the page besides words. Describe anything about this text that looks strange or unfamiliar. What do you see that you didn't notice before?	What is the purpose of this text? Who created it? Who do you think was its audience? Can you tell anything about what was important at the time it was made? What is the larger story within which this was printed?	What do you wonder about who, what, where, when, why, and/or how?

Learning Group Questions

1. Look for clues to the point of view of the person or people who created these texts. Discuss what someone with an opposing or differing point of view might say about the issues described in them. How would the information be presented differently?

2. Examine a section of one of the texts. Think about what you already know about this period in history. How does the text support or contradict your current understanding of this period? What clues illuminate the point of view of the person who created this text?

Learning Group Questions

1. Look for clues to the point of view of the person or people who created these texts. Discuss what someone with an opposing or differing point of view might say about the issues described in them. How would the information be presented differently?

2. Examine a section of one of the texts. Think about what you already know about this period in history. How does the text support or contradict your current understanding of this period? What clues illuminate the point of view of the person who created this text?

<p>Your name _____</p> <p>Evaluation of _____</p> <p>_____</p> <p>Nonviolent Strategies for Current Injustices</p> <p>Presentation Checklist</p> <ul style="list-style-type: none"><input type="checkbox"/> Evaluates the influence of the past on a contemporary issue<input type="checkbox"/> Presents evidence clearly and convincingly<input type="checkbox"/> Addresses counterclaims<input type="checkbox"/> Supports and defends ideas<input type="checkbox"/> Uses presentation technology effectively <p>Notes:</p>	<p>Your name _____</p> <p>Evaluation of _____</p> <p>_____</p> <p>Nonviolent Strategies for Current Injustices</p> <p>Presentation Checklist</p> <ul style="list-style-type: none"><input type="checkbox"/> Evaluates the influence of the past on a contemporary issue<input type="checkbox"/> Presents evidence clearly and convincingly<input type="checkbox"/> Addresses counterclaims<input type="checkbox"/> Supports and defends ideas<input type="checkbox"/> Uses presentation technology effectively <p>Notes:</p>
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Learning Experience 4:
Leaders with a “Willingness to Stand Up for a Cause”

Relevant Standards

Virginia and United States History

Skills

VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;

d) constructing arguments, using evidence from multiple sources;

e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;

g) analyzing multiple connections across time and place;

j) investigating and researching to develop products orally and in writing.

The United States since World War II

VUS.13 The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by

b) evaluating and explaining the impact of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded to the decision.

English

Reading

11.5 The student will read and analyze a variety of nonfiction texts.

a) Use information from texts to clarify understanding of concepts.

d) Draw conclusions and make inferences on explicit and implied information using textual support.

e) Analyze two or more texts addressing the same topic to identify authors’ purpose and determine how authors reach similar or different conclusions.

Writing

11.6 The student will write in a variety of forms, with an emphasis on persuasion.

a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.

c) Organize ideas in a sustained and logical manner.

d) Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.

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- e) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
 - f) Revise writing for clarity of content, accuracy and depth of information.
 - g) Use computer technology to plan, draft, revise, edit, and publish writing.
- 11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.
- f) Synthesize and present information in a logical sequence.
 - g) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
 - i) Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.

Relevant Standards (NC)

American History II

History

AH2.H.1 Apply the four interconnected dimensions of historical thinking to the American History Essential Standards in order to understand the creation and development of the United States over time.

AH2.H.1.2 Use Historical Comprehension to:

4) Analyze visual, literary and musical sources.

AH2.H.1.3 Use Historical Analysis and Interpretation to:

1) Identify issues and problems of the past.

2) Consider multiple perspectives of various peoples of the past.

5) Evaluate the influence of the past on contemporary issues.

AH2.H.1.4 Use Historical Research to:

2) Obtain historical data from a wide variety of sources.

3) Support interpretations with historical evidence.

AH2.H.4 Analyze how conflict and compromise have shaped politics, economics and culture in the United States.

AH2.H.4.1 Analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., Populism, Progressivism, working conditions and labor unrest, New Deal, Wilmington Race Riots, Eugenics, **Civil Rights Movement**, Anti-War protests, Watergate, etc.).

AH2.H.4.3 Analyze the social and religious conflicts, movements and reforms that impacted the United States since Reconstruction in terms of participants, strategies, opposition, and results (e.g., Prohibition, Social Darwinism, Eugenics, **civil rights**, anti-war protest, etc.).

AH2.H.5 Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.

AH2.H.5.1 Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of

American political and economic systems since Reconstruction (e.g., “**separate but equal**”, Social Darwinism, social gospel, civil service system, suffrage, Harlem Renaissance, the Warren Court, Great Society programs, American Indian Movement, etc.).

English Language Arts

Speaking and Listening

Comprehension and Collaboration

Grade 11-12 students:

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Reading (Informational Text)

Key Ideas and Details

Grade 11-12 students:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Craft and Structure

Grade 11-12 students:

6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Integration of Knowledge and Ideas

Grade 11-12 students:

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing

The 1963 Danville Civil Rights Movement (high school)

Text Types and Purposes

Grade 11-12 students:

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

Grade 11-12 students:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Learning Objectives

- **Students will understand that** the interplay among ideas, values, and leadership shape the human condition, past, present, and future.
- **Students will understand that** tensions between freedom, equality, and power have shaped the political and social development of the United States.
- **Students will know** key vocabulary: nonviolent direct action—the strategic use of nonviolent tactics and methods to bring an opponent or oppressive party into dialogue to resolve an unjust situation.
- **Students will know** the impact of the *Brown v. Board of Education* decision and how people in Virginia responded to the decision.
- **Students will know** conflict and compromise have shaped politics and culture in the United States.
- **Students will know** social and political events in Virginia linked to desegregation and their relationship to national history.
- **Students will know** the strategies of critical readers, including using information from texts to clarify understanding of concepts, drawing conclusions and making inferences, and identifying an author’s purpose.
- **Students will know** how to write effectively for a specific audience and purpose.
- **Students will be able to** analyze, interpret, and synthesize evidence from artifacts and primary and secondary sources to determine characteristics of historical events.
- **Students will be able to** draw conclusions and make generalizations.
- **Students will be able to** construct arguments using evidence from multiple sources.
- **Students will be able to** consider multiple perspectives.
- **Students will be able to** analyze multiple connections across time and place and evaluating the influence of the past on contemporary issues.
- **Students will be able to** read and analyze a variety of nonfiction texts.
- **Students will be able to** generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.

Background for the Lesson

This lesson uses the service learning IPARD cycle (investigate, plan, act, reflect, demonstrate; see <https://training.fws.gov/programs/education-outreach/DOI-Service-Learning-Toolkit-Spring-2014.pdf>) to engage students in recognizing and addressing a community need. Students draw on primary source documents to create an artistic response to the efforts to integrate the Danville Public Library in 1960. Ultimately, students’ artistic responses can be displayed in the Danville Museum of Fine Arts & History, which occupies the Sutherlin Mansion, the same building that housed the Danville Public Library from 1928 to 1972.

Assessment Plan

Formative assessment ~ Monitor students as they fill out the Primary Source Document Analysis tools. Provide support and ask prompting questions to encourage them to extract as much detail from the documents as possible. Students provide formative feedback to each other through peer review; students self-assess using the Artistic Response Checklist.

Formative assessment ~ Students reflect on the service learning process using the What? So what? Now what? format. Students can self-assess and the teacher can evaluate students' reflection using the Reflection Rubric below.

Summative assessment ~ Evaluate students' literary portraits using the Artistic Response Checklist below.

Materials

- Primary Source Document Analysis ~ Website tool
- Primary Source Document Analysis ~ Newspaper tool
- Primary Source Document Analysis ~ Oral History tool
- Primary Source Document Analysis ~ Website tool
- Reflection Rubric
- Artistic Response Checklist

Multimedia Resources

Website

- Danville Museum of Fine Arts & History (<http://www.danvillemuseum.org/>)

Newspaper articles

- The Bee: Danville, Va., Monday, July 18, 1955
- The Bee: Danville, Va., Saturday Afternoon, March 19, 1960
- The Bee: Danville, Va., Monday Afternoon, April 4, 1960
- The Bee: Danville, Va., Wednesday Afternoon, May 4, 1960 (front)
- The Bee: Danville, Va., Wednesday Afternoon, May 4, 1960 (back)
- The Bee: Danville, Va., Thursday Afternoon, May 19, 1960

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- The Bee: Danville, Va., Saturday Afternoon, May 21, 1960
- The Register, Danville, Va., Wed., March 7, 1962

Oral history

- Dan River Region Stories: Doris Wilson Interview (<http://historyunited.org/resources/dan-river-region-stories/#vfh-tabpane-0-1>)
- Dan River Region Stories: DanRiverHistory – 2014 Danville StoryCorps – Larry Campbell & Lawrence Campbell, Sr. (<http://historyunited.org/resources/dan-river-region-stories/#vfh-tabpane-0-1>)
- Mapping Local Knowledge: Danville, Virginia 1945 – 1975: Robert A. Williams (http://www.vcdh.virginia.edu/cslk/danville/bio_williams.html)

Secondary source

- Global Nonviolent Action Database: Black high school students sit-in, desegregate public libraries in Danville, VA, 1960 (<http://nvdatabase.swarthmore.edu/content/black-high-school-students-sit-desegregate-public-libraries-danville-va-1960>)

Instructional Plan / Sequence	
What YOU (the Teacher) Will Do	Teacher Notes
<ul style="list-style-type: none"> • Investigate: In this initial phase, students build knowledge and investigate community strengths and challenges in order to identify an area of need in which they will focus their efforts throughout the subsequent stages of the service learning process. • Guide students to the Danville Museum of Fine Arts & History website (http://www.danvillemuseum.org/). Encourage students to explore the website and pay particular attention to several pages: <ul style="list-style-type: none"> ○ About Us (http://www.danvillemuseum.org/about-us) ○ History (http://www.danvillemuseum.org/history) ○ Our Mission and Vision (http://www.danvillemuseum.org/mission) ○ Exhibits (http://www.danvillemuseum.org/feature/all/id/1) • As students explore the website, encourage them to examine it as they have the primary source documents explored previously in the unit. Students can use the Primary Source Document Analysis ~ Website tool (below) to record their observations, reflections, and questions. • Once they have had time to process the website, engage students in a discussion of what 	<p>PATH dimension: Lesson Components</p> <ul style="list-style-type: none"> • Instructional Approaches <ul style="list-style-type: none"> ○ Includes variety of instructional strategies and materials ○ Effectively supports active participation ○ Engages students at an appropriate level of difficulty <p>PATH dimension: Historical Practices</p> <ul style="list-style-type: none"> • Writing <ul style="list-style-type: none"> ○ Provides opportunity to engage in

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they observed, reflected on, and wondered about the website. Invite students to consider the ideas and perspectives that are not represented in the text and pictures of the site. This idea will be developed further as the lesson progresses.

- Inform students that they are going to dig more deeply into the period during which the Sutherlin Mansion served as the Danville Public Library. Provide students with the following resources to explore—individually or in small groups—to learn more about the Sutherlin Mansion and its role in the Danville Civil Rights Movement:
 - Newspaper articles
 - The Bee: Danville, Va., Monday, July 18, 1955
 - The Bee: Danville, Va., Saturday Afternoon, March 19, 1960
 - The Bee: Danville, Va., Monday Afternoon, April 4, 1960
 - The Bee: Danville, Va., Wednesday Afternoon, May 4, 1960 (front)
 - The Bee: Danville, Va., Wednesday Afternoon, May 4, 1960 (back)
 - The Bee: Danville, Va., Thursday Afternoon, May 19, 1960
 - The Bee: Danville, Va., Saturday Afternoon, May 21, 1960
 - The Register, Danville, Va., Wed., March 7, 1962
 - Oral history
 - Dan River Region Stories: Doris Wilson Interview (<http://historyunited.org/resources/dan-river-region-stories/#vfh-tabpane-0-1>)
 - This video can be found on the Dan River Region Stories page, under the Video tab, on the second page
 - Dan River Region Stories: DanRiverHistory – 2014 Danville StoryCorps – Larry Campbell & Lawrence Campbell, Sr. (<http://historyunited.org/resources/dan-river-region-stories/#vfh-tabpane-0-1>)
 - This SoundCloud audio file can be found on the Dan River Region Stories page, under the Audio tab
 - Mapping Local Knowledge: Danville, Virginia 1945 – 1975: Robert A. Williams (http://www.vcdh.virginia.edu/cslk/danville/bio_williams.html)

writing

- Historical question or prompt explored
- Historical sources used as evidence
- Scaffolds and monitors writing process

PATH dimension: Interpretation

- Perspective Recognition
 - Explains that people in the past were the product of their own time
 - Presents and explores multiple perspectives

PATH dimension: Sources

- Selection & Accessibility
 - Selects appropriate and relevant sources
 - Scaffolds use of historical sources
- Purpose
 - Extends or reinforces student understanding of a lesson topic
 - Illustrates a point or perspectives
 - Explores why people in the past acted as they did
 - Teaches analysis skills
 - Achieves purpose through appropriate questions and facilitation
- Opportunity for Inquiry
 - Students develop conclusions and arguments

The 1963 Danville Civil Rights Movement (high school)

<ul style="list-style-type: none">○ Secondary source<ul style="list-style-type: none">▪ Global Nonviolent Action Database: Black high school students sit-in, desegregate public libraries in Danville, VA, 1960 (http://nvdatabase.swarthmore.edu/content/black-high-school-students-sit-desegregate-public-libraries-danville-va-1960)• Support students' exploration of these resources by providing them with specialized Primary Source Document Analysis tools for Newspapers and Oral Histories or—if students are adept at primary source document analysis and need less scaffolding—a generic Primary Source Document Analysis tool (all included below).• Gather the students as a whole group and again invite students to consider the ideas and perspectives that are not represented in the text and pictures of the Danville Museum of Fine Arts & History website. Guide students to notice that while there is brief mention of the fact that the mansion served as the Danville Public Library from 1928 to 1972, there is no mention of the efforts to desegregate the library in the 1960s. This history is also absent from the exhibits on display at the museum.• Clarify for students that although the 1954 decision in <i>Brown v. Board</i> held that “separate but equal” facilities are inherently unequal and violate the protections of the Equal Protection Clause of the Fourteenth Amendment, many facilities in Virginia were still segregated in the decade that followed the decision.• Plan: Now that students recognize that this story is missing from the history of Danville that the museum tells, they can plan how they will address filling this need. Given the time allotted and the teacher's comfort level with service learning, the amount of student voice in addressing this need can vary considerably. Outlined here is one approach to addressing this problem.• Inform students that they will be creating an artistic response to the Civil Rights Movement in Danville—and the efforts to desegregate the Danville Public Library in particular—to be displayed at the Danville Museum of Fine Arts & History.• Introduce students to the idea of an artistic response. Explain that the purpose of this artistic response is to create an artistic representation based on primary source documents and that the artistic response can take many forms, including visual art (e.g.,	
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painting, collage, sculpture), literary work (e.g., poem, story), or performance (song, movie, dance). Some examples of artistic responses that may inspire students include:

- “Asylum”: An Edgy Artistic Response to the Refugee Crisis (<http://www.paperspecs.com/paper-profiles/iggesund-asylum/>)
- 8th Grade Artistic Response to Executive Order on Immigration (<https://scgstl.org/8th-grade-artistic-response-excecutive-order-immigration/>)
- An Artistic Response to the Waging of Wars (<http://indaily.com.au/arts-and-culture/2016/07/26/an-artistic-response-to-the-waging-of-wars/>)
- Takeshi’s Artistic Response to Global Warming (<http://www.trendhunter.com/trends/melting-polar-bears-takeshis-artistic-response-to-global-warming>)
- The Artistic Response to 9/11 (http://www.rferl.org/a/the_artistic_response_to_911/24323730.html)

- **Act:** Once a plan is established for addressing the identified need, students engage in enacting the plan. Using the newspaper, oral history and secondary sources outlined above, students create their artistic response. The teacher can provide materials such as magazines, paints, or clay for student use.
- In addition to creating their artistic response, students will write a label to accompany their creative piece, interpreting the ways in which historical elements from the primary source documents are represented in their artistic response.
- Have students share their artistic responses and corresponding labels in partners, small groups, or with the whole class in order to receive peer feedback.
- Provide opportunities for students to revise and polish the written labels for publication.
- Evaluate students’ artistic responses and written labels using the Artistic Response Checklist below.
- **Reflect:** Provide students opportunities for reflection at various points throughout the service learning process. At any point, the What? So what? Now what? activity can help students reflect on a shared experience in a way that builds understanding and spurs coordinated action. The following questions can be posed to students individually, in small groups, or as a whole class and invite students to respond orally or in writing (a

For additional information on museum labels, see [this lesson plan](#) compiled by the National Portrait Gallery, Smithsonian Institution.

PATH dimension: Historical Practices

- **Writing**
 - Provides opportunity to engage in writing
 - Historical question or prompt explored
 - Historical sources used as evidence
 - Scaffolds and monitors writing process

Students can self-evaluate their artistic responses and explanations using the Checklist and make revisions prior to completing their

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simple rubric for evaluating reflections is included below):

- What?
 - What happened?
 - What did you observe?
 - What was your role?
 - What issue is being addressed?
 - What were your initial expectations?
- So what?
 - Did you learn a new skill or clarify an interest?
 - How is your experience different from what you expected?
 - What impacts the way you view the experience?
 - What did you like/dislike about the experience?
 - What did you learn about the people/community?
- Now what?
 - What other work is currently happening to address this issue?
 - What learning occurred for you in this experience?
 - How can you apply this learning?
 - What follow-up is needed to address any challenges or difficulties?
 - If you could do the project again, what would you do differently?
- **Demonstrate:** Bring closure to the experience with a demonstration and allow students to share what they have learned and accomplished. This may involve displaying students' artistic responses at the Danville Museum of Fine Arts & History and hosting an open house where students can share performances and showcase their work.

final draft.

PATH dimension: Lesson Components

- Assessment
 - Monitors student progress towards objectives using verbal or written approaches

For additional information on the What? So what? Now what? reflection strategy, see <http://www.liberatingstructures.com/9-what-so-what-now-what-w/>.

Primary Source Document Analysis ~ Website

Observe	Reflect	Question
What do you notice first? Find something small but interesting. What do you notice that you didn't expect? What do you notice that you can't explain?	Why do you think somebody made this? Who do you think the audience is? What can you learn from examining this? What perspectives are missing?	What do you wonder about who, what, where, when, why, and/or how?

Primary Source Document Analysis ~ Newspaper

Observe	Reflect	Question
Describe what you notice. What do you notice first? What text do you notice first? What do you see other than news articles? How is the text and other information arranged on the page?	Who do you think was the audience for this publication? What can you tell about what was important at the time and place of publication? What can you tell about the point of view of the people who produced it?	What do you wonder about who, what, where, when, why, and/or how?

Primary Source Document Analysis ~ Oral History

Observe	Reflect	Question
Describe what you notice. What do you notice first? What format is used for the oral history you're examining (audio, video, written transcript)? Is it an interview or conversation?	What do you think was the purpose of this oral history? What can you tell about the person telling the story and about that person's point of view? What is the significance of this oral history?	What do you wonder about who, what, where, when, why, and/or how?

Primary Source Document Analysis

Observe	Reflect	Question

Reflection Rubric

Developing toward Expectations	Meets Expectations with Room to Grow	Exceeds Expectations ~ A Role Model for Others
Cursory discussion without elaboration or “why” or “how”	Deeper observation, but still limited in context or application	Complex application, understanding, and articulation

Artistic Response Checklist

Ideas

- Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic

Organization

- Uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts
- Provides a concluding statement that follows from and supports the information or explanation presented (e.g., articulating implications for the significance of the topic)

Voice

- Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing

Word Choice

- Uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic

Conventions

- Edits for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure

Presentation

- Uses computer technology to plan, draft, revise, edit, and publish writing
- Artistic response is appropriate for the given audience, purpose, and context

Research

- Cites sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of MLA or APA