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 middle school students taking United States History: 1865 to the Present (VA) or North Carolina and the United States: Creation and Development of the State and Nation (Colonization to Contemporary Times) (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

<table>
<thead>
<tr>
<th>Transfer</th>
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<tbody>
<tr>
<td>Students will be able to independently use their learning to...</td>
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<tr>
<td>• Acquire and act upon an understanding of diverse cultures, and of a shared humanity.</td>
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<tr>
<td>• Demonstrate ethical behavior and respect for diversity through daily actions and decision-making.</td>
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</tbody>
</table>
### Meaning

**UNDERSTANDINGS**

*Students will understand that...*

- The interplay among ideas, values, and leadership shape the human condition, past, present, and future.

**ESSENTIAL QUESTIONS**

- What makes a good leader?
- How can ordinary citizens, including youth, demonstrate leadership to bring about social change?

### Acquisition

**Students will know...**

- **Key vocabulary:**
  - Segregation: the separation of people, usually based on race or religion.
  - Discrimination: an unfair difference in the treatment of people.
  - 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.
  - SNCC: The Student Nonviolent Coordinating Committee formed in 1960 by students—both black and white—who had been involved in lunch-counter sit-ins to oppose segregation.
  - CORE: The Congress on Racial Equality founded in 1942 was a key source of training and support for nonviolent activists up until the mid-1960s, when a change in leadership advocated a different approach.
  - SCLC: Organized in 1957 under the leadership the Reverend Dr. Martin Luther King, Jr., the Southern Christian Leadership Conference, based in Atlanta, Georgia, coordinated nonviolent direct action campaigns and voter registration drives across the South in the 1960s.
  - 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 effects of segregation and “Jim Crow” on life in Virginia.
  - The social and political events in Virginia linked to desegregation and Massive
Resistance and their relationship to national history.

- The strategies of critical readers, including analyzing point of view, determining theme, and drawing conclusions from text.
- How to write effectively for a particular purpose.

**Virginia Standards of Learning**

*United States History: 1865 to the Present*

**Skills**

USII.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to:

a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present.
b) make connections between the past and the present.
c) sequence events in United States history from 1865 to the present.
d) interpret ideas and events from different historical perspectives.
e) evaluate and debate issues orally and in writing.

*Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s*

USII.4 The student will demonstrate knowledge of how life changed after the Civil War by:

c) describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South.

*The United States since World War II*

USII.9 The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by:

a) examining the Civil Rights Movement and the changing role of women.
c) identifying representative citizens from the time period who have influenced America scientifically, culturally, academically, and economically.

*English*

*Communication: Speaking, Listening, Media Literacy*

6.1 The student will participate in and contribute to small-group activities.

a) Communicate as leader and contributor.
The 1963 Danville Civil Rights Movement (middle school)

7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.
a) Communicate ideas and information orally in an organized and succinct manner.

Reading
6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.
e) Draw conclusions and make inferences based on explicit and implied information.
g) Identify main idea.
h) Summarize supporting details.
7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.
d) Draw conclusions and make inferences on explicit and implied information.
f) Identify the source, viewpoint, and purpose of texts.
h) Identify the main idea.
i) Summarize text identifying supporting details.

Writing
6.7 The student will write narration, description, exposition, and persuasion.
d) Establish a central idea and organization.
f) Write multiparagraph compositions with elaboration and unity.
g) Select vocabulary and information to enhance the central idea, tone, and voice.
7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.
d) Establish a central idea and organization.
f) Write multiparagraph compositions with unity elaborating the central idea.
g) Select vocabulary and information to enhance the central idea, tone, and voice.

North Carolina Essential Standards

North Carolina and the United States: Creation and Development of the State and Nation (Colonization to Contemporary Times)

History
8.H.1 Apply historical thinking to understand the creation and development of North Carolina and the United States.
1) Construct charts, graphs, and historical narratives to explain particular events or issues.
2) Summarize the literal meaning of historical documents in order to establish context.
3) Use primary and secondary sources to interpret various historical perspectives.
4) Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data
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from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).
8.H.3 Understand the factors that contribute to change and continuity in North Carolina and the United States.
3) Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.
4) Compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the United States.

Civics and Government
8.C&G.2 Understand the role that citizen participation plays in societal change.
1) Evaluate the effectiveness of various approaches used to effect change in North Carolina and the United States (e.g. picketing, boycotts, sit-ins, voting, marches, holding elected office and lobbying).
2) Analyze issues pursued through active citizen campaigns for change (e.g. voting rights and access to education, housing and employment).

English Language Arts
Speaking and Listening
Comprehension and Collaboration
Grade 8 students:
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
   a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
   b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
   d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Reading (Informational Text)
Key Ideas and Details
Grade 8 students:
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
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Craft and Structure
Grade 8 students:
6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Writing
Text Types and Purposes
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
   a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
   b) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
   c) Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
   d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
   e) Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing
Grade 8 students:
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

<table>
<thead>
<tr>
<th>Stage 2 - Evidence</th>
<th>Assessment Evidence</th>
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<tbody>
<tr>
<td>Rubric included in Learning Experience 4.</td>
<td>PERFORMANCE TASK(S):</td>
</tr>
<tr>
<td>Literary Portrait</td>
<td>• Goal ~ Create a literary portrait of a student leader of the 1963 Danville Civil Rights Movement.</td>
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<td>• Role ~ A student leader in the 1963 Danville Civil Rights movement.</td>
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<td></td>
<td>• Audience ~ Peers and other potential leaders in the struggle for justice.</td>
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<td>• Situation ~ During and following engagement in nonviolent demonstrations.</td>
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<td>• Purpose ~ Inform audience of the context of the struggle and what it takes to be an effective leader in the quest for justice.</td>
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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 writing about The 1963 Danville Civil Rights Movement from the perspective of those involved. Included in this unit is a field trip to The 1963 Danville Civil Rights Movement exhibit at the Danvillian Gallery.

Learning Experience 1: Primary Source Document Analysis
Students use primary source document analysis skills to draw conclusions and make generalizations about a photograph from the 1963 Danville Civil Rights Movement.

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 leaders within the movement and explore the theme of leadership through the words of Dr. Martin Luther King, Jr.

Activity A: Exhibit Quest
Students engage in a Quest—an educational treasure hunt—to learn about the individuals and organizations that led 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.

Learning Experience 4: Leaders with a Willingness to Stand Up for a Cause
In this final activity, students will write a literary portrait from the perspective of a participant in the Danville Civil Rights Movement to demonstrate their understanding that the interplay among ideas, values, and leadership shape the human condition.
## Additional Resources

*Background Resources to Support Teachers’ Instruction*

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<tbody>
<tr>
<td><strong>Encyclopedia Virginia</strong></td>
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<td>•</td>
<td>Massive Resistance: <a href="http://www.encyclopaedia-virginia.org/massive_resistance">http://www.encyclopaedia-virginia.org/massive_resistance</a></td>
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<tr>
<td><strong>Library of Congress</strong></td>
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<td>•</td>
<td>Using Primary Sources: <a href="http://www.loc.gov/teachers/usingprimarysources/">http://www.loc.gov/teachers/usingprimarysources/</a></td>
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<tr>
<td><strong>Mapping Local Knowledge: Danville, Virginia 1945 – 1975</strong></td>
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<td>•</td>
<td>The Danville Civil Rights Movement: <a href="http://www.vcdh.virginia.edu/cslk/danville/">http://www.vcdh.virginia.edu/cslk/danville/</a></td>
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<tr>
<td><strong>Teaching Tolerance</strong></td>
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<tr>
<td><strong>Television News of the Civil Rights Era 1950 – 1970</strong></td>
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<td>•</td>
<td>1963: <a href="http://www2.vcdh.virginia.edu/civilrightstv/filmIndex1963.html">http://www2.vcdh.virginia.edu/civilrightstv/filmIndex1963.html</a></td>
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<tr>
<td><strong>The King Center</strong></td>
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<td>•</td>
<td>Direct Action: <a href="http://www.thekingcenter.org/archive/theme/57876">http://www.thekingcenter.org/archive/theme/57876</a></td>
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<tr>
<td><strong>Virginia Historical Society</strong></td>
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</table>
The 1963 Danville Civil Rights Movement (middle school)

Learning Experience 1:
Primary Source Document Analysis

Relevant Standards (VA)

United States History: 1865 to the Present
Skills
USII.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from
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d) interpret ideas and events from different historical perspectives.
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English
Communication: Speaking, Listening, Media Literacy
6.1 The student will participate in and contribute to small-group activities.
a) Communicate as leader and contributor.
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Relevant Standards (NC)

North Carolina and the United States: Creation and Development of the State and Nation (Colonization to Contemporary Times)
History
8.H.1 Apply historical thinking to understand the creation and development of North Carolina and the United States
2) Summarize the literal meaning of historical documents in order to establish context.
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4) Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).
The 1963 Danville Civil Rights Movement (middle school)

**English Language Arts**

**Speaking and Listening**

*Comprehension and Collaboration*

Grade 8 students:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.

   b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

   d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**Learning Objectives**

- **Students will understand that** the interplay among ideas, values, and leadership shape the human condition, past, present, and future.
- **Students will know** the events that linked to desegregation and the Virginia government’s policy of Massive Resistance.
- **Students will be able to** interpret primary source documents.
- **Students will be able to** draw conclusions and make generalizations.
- **Students will be able to** interpret ideas and events from different historical perspectives.
- **Students will be able to** evaluate and discuss ideas orally.
- **Students will be able to** identify and ask questions to clarify various points of view.
Background for the Lesson

This lesson serves as an introduction to primary source document analysis. By “priming the pump” for the primary source document analysis skills of Observe, Reflect, and Question prior to the field trip to The 1963 Danville Civil Rights Movement exhibit, students have the potential to be more observant of and thoughtful about the images and words on display.

From the Library of Congress, *Using Primary Sources* (http://www.loc.gov/teachers/usingprimarysources/):

“Primary sources are the raw materials of history — original documents and objects which were created at the time under study. They are different from secondary sources, accounts or interpretations of events created by someone without firsthand experience. Examining primary sources gives students a powerful sense of history and the complexity of the past. Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills.”

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 to connect what happened in Danville in the summer of 1963 to students’ schema.

Formative assessment ~ At the conclusion of the lesson, students reflect using the “I used to think..., but now I think...” prompt. Evaluate the reflections for accuracy and level of detail. Clarifications and misconceptions can be addressed at the beginning of the next lesson, which continues to utilize this primary source.

Materials

- Primary Source Document Analysis ~ Image tool
- Photograph of Dr. Martin Luther King, Jr. and Chuck Moran
- Primary Source Document Analysis Rubric
- Southern Christian Leadership Conference Newsletter, April 1962 (optional)
### Instructional Plan / Sequence

<table>
<thead>
<tr>
<th>What YOU (the Teacher) Will Do</th>
<th>Teacher Notes</th>
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</thead>
<tbody>
<tr>
<td>• 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.</td>
<td>This chart can be pre-printed and distributed to students as a single sheet of paper or for inclusion in a social studies notebook.</td>
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</tbody>
</table>
| | | PATH dimension: Lesson Components
| | | • Assessment
| | |   o Diagnoses student background knowledge using verbal or written approaches
| | | Groups can be self-selected, randomly assigned, or teacher-selected. |
| | | PATH dimension: Historical Practices
| | | • Discussion
| | |   o Provides opportunity to engage in discussion
| | |   o Teacher facilitates and most talk is from the students
| | | |

<table>
<thead>
<tr>
<th>Give One</th>
<th>Get One</th>
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<tr>
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The 1963 Danville Civil Rights Movement (middle school)

| the big ideas of the Civil Rights Movement. |
| • Engage students in analyzing the photography by drawing on their prior knowledge of primary sources—the raw materials of history. Encourage students to consider the differences between a primary source (a photograph, for example) and a secondary source (a textbook, for example). |
| • Distribute to each student or group of students a Primary Source Document Analysis sheet and a copy of the photograph of Dr. Martin Luther King, Jr. and Chuck Moran. Invite students to carefully observe the photograph. Spark their observations and attention to key details by asking the following questions: |
|   - Where does your eye go first? |
|   - What do you see that you didn’t expect? |
|   - Upon closer examination, what do you see now that you didn’t notice before? |
|   - What powerful ideas are expressed? |
|   - Encourage students to think about their personal response to the source. |
|   - What feelings and thoughts does the primary source trigger in you? |
| • Allow students time to discuss their observations of the image in small groups and record their observations on the Primary Source Document Analysis sheet. |

**Misconception Alert!**

Students sometimes jump to making inferences instead of observations. For example, a student might make the inference, “Those girls are really angry!” Guide the student to identify the observations that lead to that inference. You might ask, “What makes you think they’re angry? Can you describe how their faces look?”

• Promote student inquiry by encouraging students to speculate about each source, its creator, and its context. Facilitate their reflection by asking the following questions:
  - What do you think was happening during this time period?
  - What was the creator’s purpose in taking this photograph?
  - What does the creator do to get his or her point across?
  - What was this primary source’s audience?

**Students can conduct the primary source document analysis individually or in groups, in which one student is the recorder or all students write. If this is students’ first experience with primary source document analysis, consider modeling first and gradually releasing responsibility to the students.**

**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 arguments
The 1963 Danville Civil Rights Movement (middle school)

- What biases or stereotypes do you see?
- How does this picture test your assumptions about the past?

- Allow students time to discuss their reflections on the image in small groups and record their reflections on the Primary Source Document Analysis sheet.
- Ask students, what questions does this photo raise? Allow students time to identify and discuss questions for further investigation in their small groups and record their questions on the Primary Source Document Analysis sheet.
- Assess how students apply critical thinking and analysis skills to primary sources by inviting them to complete the reflection “I used to think..., but now I think....” as a way to have students summarize what they’ve learned. Encourage students to include specific evidence to support their conclusions.

To incorporate an additional primary source document, page 4 of the SCLC Newsletter from 1962 mentions that “Chuck Moran, a white lad of nine, came forward and gave his hand to Dr. King as his gesture to join the nonviolent struggle.”

PATH dimension: Lesson Components

- Assessment
  - Monitors student progress towards objectives using verbal or written approaches
The 1963 Danville Civil Rights Movement (middle school)

## Primary Source Document Analysis ~ Image

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
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</thead>
<tbody>
<tr>
<td>Describe what you see. What do you notice first? What do you see that you didn’t notice before?</td>
<td>What’s happening in the image? Why do you think this image was made? What can you learn from examining this image?</td>
<td>What do you wonder about who, what, where, when, why, and/or how?</td>
</tr>
</tbody>
</table>
Chuck Moran, age 11, of Charlottesville, volunteers for the SCLC Freedom Corps at a rally in Lynchburg, Va., March 27, 1963. Freedom Corps volunteers were asked to help with voter registration drives and nonviolent direct action campaigns. Courtesy, Wyatt Tee Walker.
### Primary Source Document Analysis Rubric

<table>
<thead>
<tr>
<th></th>
<th>Novice (1)</th>
<th>Apprentice (3)</th>
<th>Practitioner (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe</td>
<td>Basic description; few details or not objective</td>
<td>Effective description based on observable details</td>
<td>Exceptional description; objective and detailed</td>
</tr>
<tr>
<td>Reflect</td>
<td>Little or no interpretation and analysis; inferences are not based on observations</td>
<td>Effective interpretation and analysis; inferences based on observations</td>
<td>Exceptional interpretation and analysis; perceptive inferences clearly connected to observations</td>
</tr>
<tr>
<td>Question</td>
<td>Few or cursory questions asked</td>
<td>Some questions asked that could lead to deeper understanding</td>
<td>Several thoughtful questions asked to deepen understanding</td>
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Learning Experience 2:
Field Trip: The Leaders of the Danville Civil Rights Movement

Relevant Standards (VA)

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English Language Arts

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**Reading (Informational Text)**

*Key Ideas and Details*

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1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**Writing**

*Production and Distribution of Writing*

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

- **Students will understand that** the interplay among ideas, values, and leadership shape the human condition, past, present, and future.
- **Students will know** key vocabulary, including segregation, discrimination, SNCC, SCLC, NAACP.
- **Students will know** the effects of segregation and “Jim Crow” on life in Virginia.
- **Students will know** social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history.
- **Students will be able to** interpret artifacts and primary sources.
- **Students will be able to** draw conclusions and make generalizations.
- **Students will be able to** make connections between past and present.
- **Students will be able to** evaluate and discuss ideas orally and in writing.
The 1963 Danville Civil Rights Movement (middle school)

Background for the Lesson

This field-trip-based lesson uses a Found Poem and a Quest—an educational treasure hunt—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 they themselves can be leaders for social action. During Activity A, students work together to read the Quest, follow directions, and solve puzzles to find the “treasure” ~ knowledge of the leaders of the Danville Civil Rights Movement and what they can do to further the cause of justice. 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.

Assessment Plan

Formative assessment ~ Students complete The 1963 Danville Civil Rights Movement Quest, discovering important individuals and organizations who led the movement and decoding what they can do to “secure justice everywhere.” Students will be able to self-assess the accuracy of the fill-in-the-blanks of the quest by decoding the final clue.

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 Quest (available in a separate document; 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

<table>
<thead>
<tr>
<th>What YOU (the Teacher) Will Do</th>
<th>Teacher Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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 Quest, and the other group will begin with Activity B, The Words of a Leader.</td>
<td>Activity A, the Exhibit Quest, 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 suited for teacher facilitation.</td>
</tr>
</tbody>
</table>

### Activity A: Exhibit Quest

- Students complete The 1963 Danville Civil Rights Movement Quest in partners, small groups, or as a whole class. Provide each student or group of students with copies of the Quest.
- Students take turns reading stanzas of the Quest and finding the answers to the fill-in-the blank clues in The Danville 1963 Civil Rights Movement exhibit. Once students find the first three answers, they can decode the fourth and final answer.
  - Answers:
    - Student Nonviolent Coordinating Committee
    - National Association for the Advancement of Colored People
    - Southern Christian Leadership Conference
    - Let your light shine

### Activity B: The Words of a Leader

- 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.

### PATH dimension: Interpretation

- Analysis & Interpretation
  - Recognition of competing or conflicting accounts
  - Acknowledges that historians construct accounts of the past
- Perspective Recognition
  - Presents and explores multiple perspectives
The 1963 Danville Civil Rights Movement (middle school)

- 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.

- 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 discussing 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.

For a video overview of creating a found poem with students, refer to https://www.teachingchannel.org/videos/creating-found-poems-lesson.

PATH dimension: Lesson Components
- Instructional Approaches
  o Includes a variety of instructional strategies and materials
  o Effectively supports active participation
  o Engages students at an appropriate level of challenge

This discussion can take the form of a think-pair-share or whole-group discussion.

PATH dimension: Historical Practices
- Discussion
  o Provides opportunity to engage in discussion
  o Provides a shared text(s)
  o Poses an interpretable framing question
  o Teacher facilitates and most talk is from the students
  o Provides opportunity for synthesis
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.”
The 1963 Danville Civil Rights Movement (middle school)

Learning Experience 3:
Courage Displaces Fear; Love Transforms Hate

Relevant Standards

United States History: 1865 to the Present
Skills
USII.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from
1865 to the present.
b) make connections between the past and the present. (Extension ~ Nonviolence Today)
d) interpret ideas and events from different historical perspectives.
e) evaluate and debate issues orally and in writing.

Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s
USII.4 The student will demonstrate knowledge of how life changed after the Civil War by
c) describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South.

The United States since World War II
USII.9 The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early
twenty-first centuries by
a) examining the Civil Rights Movement and the changing role of women.
c) identifying representative citizens from the time period who have influenced America scientifically, culturally, academically, and
economically.

English
Communication: Speaking, Listening, Media Literacy
6.1 The student will participate in and contribute to small-group activities.
a) Communicate as leader and contributor.
7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.
The 1963 Danville Civil Rights Movement (middle school)

a) Communicate ideas and information orally in an organized and succinct manner.

Reading
6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.
e) Draw conclusions and make inferences based on explicit and implied information.
g) Identify main idea.
h) Summarize supporting details.
7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.
d) Draw conclusions and make inferences on explicit and implied information.
f) Identify the source, viewpoint, and purpose of texts.
h) Identify the main idea.
i) Summarize text identifying supporting details.

Writing
6.7 The student will write narration, description, exposition, and persuasion.
d) Establish a central idea and organization.
7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.
d) Establish a central idea and organization.

Relevant Standards (NC)

North Carolina and the United States: Creation and Development of the State and Nation (Colonization to Contemporary Times)

History
8.H.1 Apply historical thinking to understand the creation and development of North Carolina and the United States
2) Summarize the literal meaning of historical documents in order to establish context.
3) Use primary and secondary sources to interpret various historical perspectives.
4) Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).
8.H.3 Understand the factors that contribute to change and continuity in North Carolina and the United States.
3) Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.
4) Compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the United States. (Extension ~ Nonviolence Today)

Civics and Government
The 1963 Danville Civil Rights Movement (middle school)

<table>
<thead>
<tr>
<th>8.C&amp;G.2</th>
<th>Understand the role that citizen participation plays in societal change.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Evaluate the effectiveness of various approaches used to effect change in North Carolina and the United States (e.g. picketing, boycotts, sit-ins, voting, marches, holding elected office and lobbying).</td>
</tr>
<tr>
<td>2)</td>
<td>Analyze issues pursued through active citizen campaigns for change (e.g. voting rights and access to education, housing and employment).</td>
</tr>
</tbody>
</table>

**English Language Arts**

**Speaking and Listening**

**Comprehension and Collaboration**

Grade 8 students:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
   a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
   b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
   d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**Reading (Informational Text)**

**Key Ideas and Details**

Grade 8 students:

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**Craft and Structure**

Grade 8 students:

6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**Writing**

**Research to Build and Present Knowledge**

Grade 8 students: 
The 1963 Danville Civil Rights Movement (middle school)

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Learning Objectives**

- **Students will understand that** the interplay among ideas, values, and leadership shape the human condition.
- **Students will know** key vocabulary, including segregation, discrimination, nonviolent direct action, SNCC, and CORE.
- **Students will know** the effects of segregation and “Jim Crow” on life in Virginia.
- **Students will know** social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history.
- **Students will know** the strategies of critical readers, including analyzing point of view, determining theme, and drawing conclusions from text.
- **Students will be able to** interpret artifacts and primary source documents.
- **Students will be able to** draw conclusions and make generalizations.
- **Students will be able to** interpret ideas and events from different historical perspectives.
- **Students will be able to** evaluate and discuss ideas orally and in writing.
- **Students will be able to** identify and ask questions that clarify various points of view.

**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](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 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?
The 1963 Danville Civil Rights Movement (middle school)

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 two 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.

Summative assessment ~ As the final activity, students reflect on the Take a Stand activity by completing an exit ticket describing 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.
The 1963 Danville Civil Rights Movement (middle school)

### Materials
- Workshops in Nonviolence—Why? ([www.crmvet.org/docs/nv_core_workshop.pdf](http://www.crmvet.org/docs/nv_core_workshop.pdf))
- Primary Source Document Analysis ~ Text tool (1 per student)
- Learning Group Questions

### Multimedia Resources (for optional extensions)
- 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](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](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](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](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](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

<table>
<thead>
<tr>
<th>What YOU (the Teacher) Will Do</th>
<th>Teaching Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write the word “nonviolence” on the board. Invite students to brainstorm what they think it means to be nonviolent. List ideas on the board.</td>
<td>Options for recording students’ brainstorming include the form of a list or a word web.</td>
</tr>
</tbody>
</table>
• 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 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.
The 1963 Danville Civil Rights Movement (middle school)

(Reilley, 2010)


- 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.

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:

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**
- Discussion
  - Provides opportunity to engage in
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 allow you to infer 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?

• 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

The teacher may decide to read this article aloud to the whole class or have students read it in their learning groups.

PATH dimension: Interpretation
• Perspective Recognition
  o Recognizes people in the past may be different from today
  o Presents and explores multiple perspectives

PATH dimension: Narrative
• Chain of Events
  o Presents accurate temporal sequence
  o Draws attention to historical context
  o Identifies and differentiates cause and effect relationships
• Opportunity for Synthesis
  o Pulls together themes and concepts

PATH dimension: Comprehension
• Facilitation
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.

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 the closure and summative assessment for this lesson, provide students with an exit card to share how their thinking about the statement, “The demonstrators followed the Six Principles of Nonviolence,” changed or was solidified by the Take A Stand discussion.

**Extension ~ Nonviolence Today:** 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

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
<td>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?</td>
<td>What do you wonder about who, what, where, when, why, and/or how?</td>
</tr>
</tbody>
</table>
The 1963 Danville Civil Rights Movement (middle school)

### 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 allow you to infer 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 allow you to infer the point of view of the person who created this text?
The 1963 Danville Civil Rights Movement (middle school)

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

### Relevant Standards

**United States History: 1865 to the Present**

**Skills**

USII.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to

a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present.

b) sequence events in United States history from 1865 to the present.

c) interpret ideas and events from different historical perspectives.

e) evaluate and debate issues orally and in writing.

**Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s**

USII.4 The student will demonstrate knowledge of how life changed after the Civil War by

c) describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South.

**The United States since World War II**

USII.9 The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by

a) examining the Civil Rights Movement and the changing role of women.

c) identifying representative citizens from the time period who have influenced America scientifically, culturally, academically, and economically.

**English**

**Writing**

6.7 The student will write narration, description, exposition, and persuasion.

d) Establish a central idea and organization.

f) Write multiparagraph compositions with elaboration and unity.
The 1963 Danville Civil Rights Movement (middle school)

g) Select vocabulary and information to enhance the central idea, tone, and voice.

7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.
d) Establish a central idea and organization.
f) Write multiparagraph compositions with unity elaborating the central idea.
g) Select vocabulary and information to enhance the central idea, tone, and voice.

**Relevant Standards (NC)**

*North Carolina and the United States: Creation and Development of the State and Nation (Colonization to Contemporary Times)*

**History**

8.H.1 Apply historical thinking to understand the creation and development of North Carolina and the United States.
1) Construct charts, graphs, and historical narratives to explain particular events or issues.
2) Summarize the literal meaning of historical documents in order to establish context.
3) Use primary and secondary sources to interpret various historical perspectives.
4) Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).

8.H.3 Understand the factors that contribute to change and continuity in North Carolina and the United States.
3) Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.

**Civics and Government**

8.C&G.2 Understand the role that citizen participation plays in societal change.
2) Analyze issues pursued through active citizen campaigns for change (e.g. voting rights and access to education, housing and employment).

**English Language Arts**

**Writing**

*Text Types and Purposes*

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
c) Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show
The 1963 Danville Civil Rights Movement (middle school)

d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
e) Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing
Grade 8 students:
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Learning Objectives

- **Students will understand that** the interplay among ideas, values, and leadership shape the human condition, past, present, and future.
- **Students will know** key vocabulary including segregation, discrimination, nonviolent direct action, SNCC, CORE, SCLC, NAACP.
- **Students will know** the effects of segregation and “Jim Crow” on life in Virginia.
- **Students will know** social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history.
- **Students will know** how to write effectively for a particular purpose.
- **Students will be able to** interpret primary source documents.
- **Students will be able to** draw conclusions and make generalizations.
- **Students will be able to** interpret ideas and events from different historical perspectives.
- **Students will be able to** evaluate and discuss issues orally and in writing.
- **Students will be able to** focus, organize, and elaborate to construct an effective message for the reader.
- **Students will be able to** craft and control language to demonstrate awareness of the intended audience.
- **Students will be able to** select specific information to guide readers purposefully through a piece of writing.

Background for the Lesson

This lesson focuses on the use of primary sources to expand students' perceptions of the Civil Rights era. Photographic images reflect, communicate, and influence human perspectives of historical events. Specifically, the lesson helps students to view the Civil Rights era through a student’s eye, rather than from an adult perspective. Students reveal their understanding of a student’s perspective in a literary portrait. This lesson is adapted from the Library of Congress lesson, *The Civil War Through a Child’s Eye* ([http://www.loc.gov/teachers/classroommaterials/lessons/childs-eye/](http://www.loc.gov/teachers/classroommaterials/lessons/childs-eye/)).
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**Assessment Plan**

Formative assessment ~ Monitor students as they fill out the Primary Source Document Analysis tool. Provide support and ask prompting questions to encourage them to extract as much detail from their chosen image as possible. Students provide formative feedback to each other through peer review; students self-assess using the Literary Portrait Rubric.

Summative assessment ~ Evaluate students’ literary portraits using the Literary Portrait Rubric below.

**Materials**

- Image 2: On June 10, 1963, Danville police arrested Thurman Echols, Jr., a local high school student, and other civil rights demonstrators for violating an injunction by Danville Corporation Court judge Archibald M. Aiken, Jr. that severely limited protest activity. Courtesy, Library of Virginia.
- Image 3: Danville police and firemen used clubs and fire hoses to dispel protesters. Photo by Leon Townsend. Courtesy, Danville Register & Bee.
- Primary Source Document Analysis ~ Image tool
- Literary Portrait Rubric

**Instructional Plan / Sequence**

<table>
<thead>
<tr>
<th>What YOU (the Teacher) Will Do</th>
<th>Teacher Notes</th>
</tr>
</thead>
</table>
| • Introduce students to the idea of a literary portrait. Explain that the purpose of the literary portrait is to step into a participant’s perspective of the Danville Civil Rights Movement. | PATH dimension: Interpretation  
• Perspective Recognition  
  o Explains that people in the past were the product of their own time  
  o Presents and explores multiple |
The 1963 Danville Civil Rights Movement (middle school)

- Provide students with the four primary source images from which to choose. Students will use the Primary Source Document Analysis tool to analyze their chosen image.
- Emphasize to students the importance of using their responses to the Primary Source Document Analysis tool to compose a literary portrait of their chosen leader. Emphasize that the literary portrait needs to match the student-selected image and the importance of vivid word choice when describing the leader.
- Have students write the literary portrait (first person characterization) of the selected leader. Encourage students to identify the participant’s leadership attributes that were observed or inferred from the photo analysis, as well as the historical context.
  - Goal ~ Create a literary portrait of a student leader of the 1963 Danville Civil Rights Movement.
  - Role ~ A student leader in the 1963 Danville Civil Rights movement.
  - Audience ~ Peers and other potential leaders in the struggle for justice.
  - Situation ~ During and following engagement in nonviolent demonstrations.
  - Purpose ~ Inform audience of the context of the struggle and what it takes to be an effective leader in the quest for justice.
- Have students share their literary portraits in partners, small groups, or with the whole class in order to receive peer feedback.
- Provide opportunities for students to revise and polish the portraits for publication in print or digital form. The student-selected photograph may accompany the final draft of the literary portrait.
- Evaluate students’ literary portraits using the Literary Portrait Rubric below.

The teacher may also assign images to students.

**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 literary portraits using the Rubric and make revisions prior to completing their final draft.

**PATH dimension: Lesson Components**
- Assessment
  - Monitors student progress towards objectives using verbal or written approaches
The 1963 Danville Civil Rights Movement (middle school)

Courtesy, Danny Lyon/Magnum Photos.
The 1963 Danville Civil Rights Movement (middle school)
The 1963 Danville Civil Rights Movement (middle school)

Courtesy, Danville Register & Bee.
The 1963 Danville Civil Rights Movement (middle school)

Courtesy, Library of Virginia.
## Primary Source Document Analysis ~ Image

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe what you see. What do you notice first? What do you see that you didn’t notice before?</td>
<td>What’s happening in the image? Why do you think this image was made? What can you learn from examining this image?</td>
<td>What do you wonder about who, what, where, when, why, and/or how?</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th>Novice (1)</th>
<th>Apprentice (3)</th>
<th>Practitioner (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas</td>
<td>The writing has no clear sense of purpose or central theme. The reader must make inferences based on sketchy or missing details.</td>
<td>The writing has a loosely defined topic, even though development is still basic or general.</td>
<td>This writing is clear and focused. It holds the reader’s attention. Relevant details enrich the main idea.</td>
</tr>
<tr>
<td></td>
<td>Fails to include social and political events related to the civil rights movement in Danville, Virginia.</td>
<td>Includes social and political events related to the civil rights movement in Danville, Virginia.</td>
<td>Incorporates specific and properly sequenced social and political events related to the civil rights movement in Danville, Virginia.</td>
</tr>
<tr>
<td>Organization</td>
<td>The writing lacks a clear sense of direction.</td>
<td>The organizational structure is strong enough to move the reader through the text without too much confusion.</td>
<td>The organizational structure of the writing enhances and showcases the central idea or theme; includes a catchy introduction and a satisfying conclusion.</td>
</tr>
<tr>
<td>Voice</td>
<td>The writer seems uninvolved with the topic and the audience.</td>
<td>The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling.</td>
<td>The writer of this paper speaks directly to the reader in a manner that is individual, compelling, engaging, and shows respect for the audience.</td>
</tr>
<tr>
<td></td>
<td>Lacks a clear historical perspective.</td>
<td>Presents ideas and events from an historical perspective.</td>
<td>Presents ideas and events from an authentic historical perspective that transports the reader back in time.</td>
</tr>
<tr>
<td>Word Choice</td>
<td>The writer struggles with a limited vocabulary.</td>
<td>The language is functional, even if it lacks much energy. Includes vocabulary relating to the civil rights movement.</td>
<td>Words convey the intended message in a precise, interesting, and natural way. Includes new and challenging vocabulary relating to the civil rights movement.</td>
</tr>
</tbody>
</table>