Leadership in 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 upper elementary students is anchored by a field trip to The 1963 Danville Civil Rights Movement exhibit. 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>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to independently use their learning to...</td>
</tr>
<tr>
<td>• Acquire and act upon an understanding of diverse cultures, and of a shared humanity.</td>
</tr>
<tr>
<td>• Demonstrate ethical behavior and respect for diversity through daily actions and decision-making.</td>
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</tbody>
</table>
Leadership in the 1963 Danville Civil Rights Movement (upper elementary)

<table>
<thead>
<tr>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNDERSTANDINGS</strong></td>
</tr>
<tr>
<td><em>Students will understand that...</em></td>
</tr>
<tr>
<td>• The interplay among ideas, values, and leadership shape the human condition, past, present, and future.</td>
</tr>
<tr>
<td><strong>ESSENTIAL QUESTIONS</strong></td>
</tr>
<tr>
<td>• What makes a good leader?</td>
</tr>
<tr>
<td>• How can ordinary citizens, including children, demonstrate leadership to bring about social change?</td>
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<table>
<thead>
<tr>
<th>Acquisition</th>
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</thead>
<tbody>
<tr>
<td><strong>Students will know...</strong></td>
</tr>
<tr>
<td>• Key vocabulary:</td>
</tr>
<tr>
<td>o Segregation: the separation of people, usually based on race or religion.</td>
</tr>
<tr>
<td>o Discrimination: an unfair difference in the treatment of people.</td>
</tr>
<tr>
<td>o 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.</td>
</tr>
<tr>
<td>o 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.</td>
</tr>
<tr>
<td>o 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.</td>
</tr>
<tr>
<td>o SCLC: Organized in 1957 under the leadership of 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.</td>
</tr>
<tr>
<td>o 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.</td>
</tr>
<tr>
<td>• The effects of segregation and “Jim Crow” on life in Virginia.</td>
</tr>
<tr>
<td>• The social and political events in Virginia linked to desegregation and Massive</td>
</tr>
</tbody>
</table>

| Students will be skilled at... |
| • Interpreting primary source documents. |
| • Drawing conclusions and making generalizations. |
| • Making connections between past and present. |
| • Interpreting ideas and events from different historical perspectives. |
| • Evaluating and discussing ideas orally and in writing. |
| • Identifying and asking questions that clarify various points of view. |
| • Focusing, organizing, and elaborating to construct an effective message for the reader. |
| • Crafting and controlling language to demonstrate awareness of the intended audience. |
| • Selecting specific information to guide readers purposely through a piece of writing. |
Leadership in the 1963 Danville Civil Rights Movement (upper elementary)

<table>
<thead>
<tr>
<th>Resistance and their relationship to national history.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The strategies of critical readers, including analyzing point of view, determining theme, and drawing conclusions from text.</td>
</tr>
<tr>
<td>• How to write effectively for a particular purpose.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Virginia Standards of Learning</th>
</tr>
</thead>
</table>

**Virginia Studies**

**Skills**

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

a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;

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

c) recognizing points of view and historical perspectives;

d) comparing and contrasting ideas and cultural perspectives in Virginia history;

e) explaining connections across time and place;

f) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities;

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

**Civil War and Postwar Eras**

VS.8 The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by

b) identifying the effects of segregation and “Jim Crow” on life in Virginia for American Indians, whites, and African Americans.

**Virginia: 1900 to the Present**

VS.9 The student will demonstrate an understanding of Virginia during the twentieth century and beyond by

c) describing the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history.

**United States History to 1865**

**Skills**

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

a) analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history;

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

c) using evidence to draw conclusions and make generalizations;

d) comparing and contrasting historical, cultural, and political perspectives in United States history;
Leadership in the 1963 Danville Civil Rights Movement (upper elementary)

g) explaining connections across time and place;
j) investigating and researching to develop products orally and in writing.

**English**

**Communication: Speaking, Listening, Media Literacy**

4.1 The student will use effective oral communication skills in a variety of settings.
b) Contribute to group discussions across content areas.
c) Seek ideas and opinions of others.
d) Use evidence to support opinions.
f) Communicate new ideas to others.
g) Demonstrate the ability to collaborate with diverse teams.

5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.
a) Participate in and contribute to discussions across content areas.
b) Organize information to present in reports of group activities.
c) Summarize information gathered in group activities.
d) Communicate new ideas to others.

**Reading**

4.6 The student will read and demonstrate comprehension of nonfiction texts.
d) Identify the main idea.
e) Summarize supporting details.
f) Draw conclusions and make simple inferences using textual information as support.
i) Use prior knowledge to build additional background knowledge as context for new learning.

5.6. The student will read and demonstrate comprehension of nonfiction texts.
b) Use prior knowledge and build additional background knowledge as a context for new learning.
d) Identify the main idea of nonfiction texts.
e) Summarize supporting details in nonfiction texts.
g) Locate information to support opinions, predictions, and conclusions.

**Writing**

4.7 The student will write cohesively for a variety of purposes.
d) Organize writing to convey a central idea.
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- Utilize elements of style, including word choice and sentence variation.
- Include supporting details that elaborate the main idea.
- The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.
- Organize information to convey a central idea.
- Use precise and descriptive vocabulary to create tone and voice.
- Include supporting details that elaborate on the main idea.

<table>
<thead>
<tr>
<th>North Carolina Essential Standards</th>
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</thead>
</table>

**English Language Arts**

**Reading Standards for Informational Text (RI.5)**

**Key Ideas and Details**

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**Integration of Knowledge and Ideas**

9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**Writing Standards (W.5)**

**Text Types and Purposes**

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
   b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
   c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
   d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
   e. Provide a conclusion that follows from the narrated experiences or events.

**Production and Distribution of Writing**

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

**Research to Build and Present Knowledge**

8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**Speaking and Listening Standards (SL.5)**
Leadership in the 1963 Danville Civil Rights Movement (upper elementary)

**Comprehension and Collaboration**

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
   b. Follow agreed-upon rules for discussions and carry out assigned roles.
   c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
   d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### Stage 2 – Evidence

<table>
<thead>
<tr>
<th>Evaluative Criteria</th>
<th>Assessment Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas</td>
<td><strong>PERFORMANCE TASK:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Literary Portrait</strong></td>
</tr>
<tr>
<td></td>
<td>• Goal ~ Create a literary portrait of a student leader of the 1963 Danville Civil Rights Movement.</td>
</tr>
<tr>
<td></td>
<td>• Role ~ A student leader in the 1963 Danville Civil Rights Movement.</td>
</tr>
<tr>
<td></td>
<td>• Audience ~ Peers and other potential leaders in the struggle for justice.</td>
</tr>
<tr>
<td></td>
<td>• Situation ~ During and following engagement in nonviolent demonstrations.</td>
</tr>
<tr>
<td></td>
<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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th><strong>Primary Source Document Analysis</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice</td>
<td>Students will analyze primary sources at multiple points across the unit. In order to support students’ developing proficiency with primary source document analysis, provide formative feedback—written or verbal, using the rubric or narrative—to allow students to access the sources at a higher level than they could on their own.</td>
</tr>
<tr>
<td>Word Choice</td>
<td><strong>Question</strong></td>
</tr>
<tr>
<td></td>
<td>• Questions asked lead to deeper understanding</td>
</tr>
</tbody>
</table>

Rubric included in Learning Experience 4.

Rubric included in Learning Experience 1.
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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 Who Let Their Lights Shine
Students participate in two related activities while visiting The 1963 Danville Civil Rights Movement exhibit. Students identify leaders within the movement and the ways in which they themselves can be leaders for social action.

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: This Little Light of Mine
Students connect Dr. King’s decree, “Wherever injustice is alive, it is a responsibility for people of good will to take a stand against it,” to the message of This Little Light of Mine and brainstorm actions they can take to let their lights shine and work toward justice everywhere.

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.
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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

<table>
<thead>
<tr>
<th>Background Resources to Support Teachers’ Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Encyclopedia Virginia</td>
</tr>
<tr>
<td>o Massive Resistance: <a href="http://www.encyclopediavirginia.org/massive_resistance">http://www.encyclopediavirginia.org/massive_resistance</a></td>
</tr>
<tr>
<td>• Library of Congress</td>
</tr>
<tr>
<td>o Using Primary Sources: <a href="http://www.loc.gov/teachers/usingprimarysources/">http://www.loc.gov/teachers/usingprimarysources/</a></td>
</tr>
<tr>
<td>• Mapping Local Knowledge: Danville, Virginia 1945 – 1975</td>
</tr>
<tr>
<td>o The Danville Civil Rights Movement: <a href="http://www.vcdh.virginia.edu/cslk/danville/">http://www.vcdh.virginia.edu/cslk/danville/</a></td>
</tr>
<tr>
<td>• Teaching Tolerance</td>
</tr>
<tr>
<td>• Television News of the Civil Rights Era 1950 – 1970</td>
</tr>
<tr>
<td>o 1963: <a href="http://www2.vcdh.virginia.edu/civilrightstv/filmIndex1963.html">http://www2.vcdh.virginia.edu/civilrightstv/filmIndex1963.html</a></td>
</tr>
<tr>
<td>• The King Center</td>
</tr>
<tr>
<td>o Direct Action: <a href="http://www.thekingcenter.org/archive/theme/57876">http://www.thekingcenter.org/archive/theme/57876</a></td>
</tr>
<tr>
<td>• Virginia Historical Society</td>
</tr>
<tr>
<td>o Civil Rights Movement in Virginia: <a href="http://www.vahistorical.org/collections-and-resources/virginia-history-explorer/civil-rights-movement-virginia">http://www.vahistorical.org/collections-and-resources/virginia-history-explorer/civil-rights-movement-virginia</a></td>
</tr>
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Learning Experience 1:
Primary Source Document Analysis

Relevant Standards (VA)

**Virginia Studies**

**Skills**

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d) comparing and contrasting ideas and cultural perspectives in Virginia history;

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

**United States History to 1865**

**Skills**

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

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**English**

**Communication: Speaking, Listening, Media Literacy**

4.1 The student will use effective oral communication skills in a variety of settings.

b) Contribute to group discussions across content areas.

c) Seek ideas and opinions of others.

5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.

a) Participate in and contribute to discussions across content areas.
Leadership in the 1963 Danville Civil Rights Movement (upper elementary)

**Relevant Standards (NC)**

*English Language Arts*

**Speaking and Listening Standards (SL.5)**

*Comprehension and Collaboration*

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
   
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
   
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**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
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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 ~ 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. The teacher can choose to evaluate students’ analysis using the Primary Source Document Analysis Rubric (below) or can use the indicators on the rubric to provide verbal or narrative feedback.

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

Instructional Plan

<table>
<thead>
<tr>
<th>What YOU (the Teacher) Will Do</th>
<th>Teacher Notes</th>
</tr>
</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</td>
<td>• This chart can be pre-printed and distributed to students as a single sheet of paper</td>
</tr>
</tbody>
</table>
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- 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>
<thead>
<tr>
<th>Give One</th>
<th>Get One</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

- After three minutes, invite students to work in groups of three to four to share their initial thinking about the Civil Rights Movement. As students listen to their group members share, they should add new ideas to the “Get One” side of the chart. As groups share, continue to note students’ impressions and consider the ways in which these developing impressions reflect or are in conflict with the big ideas of the Civil Rights Movement.

- Once groups have had a chance to share, invite volunteers to share highlights or insights from their small group conversation with the whole group. Students should continue to add new ideas to the “Get One” side of the chart. Again, note students’ developing impressions and consider the ways in which these impressions reflect or are in conflict with the big ideas of the Civil Rights Movement.

- Engage students in analyzing the photograph by drawing on their prior knowledge of primary sources—the raw materials of history. Encourage students to consider the paper or for inclusion in a social studies notebook.

**PATH dimension: Lesson Components**
- Assessment
  - Diagnoses student background knowledge using verbal or written approaches

**PATH dimension: Historical Practices**
- Discussion
  - Provides opportunity to engage in discussion
  - Teacher facilitates and most talk is from the students
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:
  o Where does your eye go first?
  o What do you see that you didn’t expect?
  o Upon closer examination, what do you see now that you didn’t notice before?
  o What powerful ideas are expressed?
  o Encourage students to think about their personal response to the source.
  o 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:
  o What do you think was happening during this time period?
  o What was the creator’s purpose in taking this photograph?
  o What does the creator do to get his or her point across?
  o What was this primary source’s audience?
  o What biases or stereotypes do you see?
  o How does this picture test your assumptions about the past?

• 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
  o Models analysis of historical source
  o Scaffolds use of historical sources
• Purpose
  o Extends or reinforces student understanding of a lesson topic
  o Teaches analysis skills
  o Achieves purpose through appropriate questions and facilitation
• Opportunity for Inquiry
  o Students evaluate evidence
  o Students develop conclusions and arguments
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- 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 this photo raises. 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
## 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>
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.
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### 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><strong>Observe</strong></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><strong>Reflect</strong></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><strong>Question</strong></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>
</tr>
</tbody>
</table>
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Learning Experience 2:
Field Trip: The Leaders Who Let Their Lights Shine

Relevant Standards (VA)

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

Civil War and Postwar Eras
VS.8 The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by
b) identifying the effects of segregation and “Jim Crow” on life in Virginia for American Indians, whites, and African Americans.

Virginia: 1900 to the Present
VS.9 The student will demonstrate an understanding of Virginia during the twentieth century and beyond by
c) describing the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history.

United States History to 1865
Skills
USI.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
a) analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history;

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

d) using evidence to draw conclusions and make generalizations;

j) investigating and researching to develop products orally and in writing.
Leadership in the 1963 Danville Civil Rights Movement (upper elementary)

**English**

**Communication: Speaking, Listening, Media Literacy**
4.1 The student will use effective oral communication skills in a variety of settings.
   b) Contribute to group discussions across content areas.
   f) Communicate new ideas to others.
5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.
   a) Participate in and contribute to discussions across content areas.
   b) Organize information to present in reports of group activities.
   c) Summarize information gathered in group activities.
   d) Communicate new ideas to others.

**Reading**
4.6 The student will read and demonstrate comprehension of nonfiction texts.
   f) Draw conclusions and make simple inferences using textual information as support.
   i) Use prior knowledge to build additional background knowledge as context for new learning.
5.6. The student will read and demonstrate comprehension of nonfiction texts.
   b) Use prior knowledge and build additional background knowledge as a context for new learning.

**Relevant Standards (NC)**

**English Language Arts**

**Reading Standards for Informational Text (RI.5)**

**Key Ideas and Details**
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**Integration of Knowledge and Ideas**
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**Speaking and Listening Standards (SL.5)**

**Comprehension and Collaboration**
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
## Leadership in the 1963 Danville Civil Rights Movement (upper elementary)

### 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.

### Background for the Lesson

This field-trip-based lesson uses a teacher read-aloud 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 connect the text of *This Little Light of Mine* to the words of Dr. King and his call to end injustice.

### 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 brainstorm actions they can take to let their lights shine and work toward securing justice. Review students’ responses and consider ways to connect students’ ideas to the ideas in the Learning Experience 3: Courage Displaces Fear; Love Transforms Hate.
Leadership in the 1963 Danville Civil Rights Movement (upper elementary)

### 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
- *This Little Light of Mine* illustrated by E. B. Lewis (donated by Amy Speckart)
- Whiteboard and markers OR sticky notes and pencils

### 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, <em>This Little Light of Mine.</em></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, <em>This Little Light of Mine,</em> includes a read-aloud 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 group. 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

**PATH dimension: Interpretation**

- Analysis & Interpretation
  - Recognition of competing or conflicting accounts
  - Acknowledges that historians construct accounts of the past
- Perspective Recognition
### Activity B: This Little Light of Mine

- Share with students that in his July 11, 1963 speech at High Street Baptist Church in Danville, Virginia, Dr. Martin Luther King, Jr. said, “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.”

- Read *This Little Light of Mine* to students, directing them to pay particular attention to the illustrations. Periodically stop and ask students to share the ways in which the boy in the story “shines his light” on other people.

- At the conclusion of the book, engage students in a discussion about the ways in which *This Little Light of Mine* connects with Dr. King’s words, “it is a responsibility for people of good will to take a stand against [injustice].” In what ways do the boy’s simple acts reflect taking a stand against injustice?

- Invite students to brainstorm small actions that they can take to let their lights shine and work toward securing justice everywhere. Have them post their pledges for action on a whiteboard or sticky notes. Teachers may also post responses to Facebook or Twitter with #Danville1963.

### PATH dimension: Lesson Components

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

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

### PATH dimension: Historical Practices

- 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
  - Provides opportunity for synthesis

- Presents and explores multiple perspectives
Leadership in the 1963 Danville Civil Rights Movement (upper elementary)

Learning Experience 3:
Courage Displaces Fear; Love Transforms Hate

Relevant Standards (VA)

Virginia Studies
Skills
VS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;
d) recognizing points of view and historical perspectives;
e) comparing and contrasting ideas and cultural perspectives in Virginia history;
g) explaining connections across time and place;
i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities;
j) investigating and researching to develop products orally and in writing.

Civil War and Postwar Eras
VS.8 The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by
b) identifying the effects of segregation and “Jim Crow” on life in Virginia for American Indians, whites, and African Americans.

Virginia: 1900 to the Present
VS.9 The student will demonstrate an understanding of Virginia during the twentieth century and beyond by
c) describing the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history.

United States History to 1865
Skills
USI.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
a) analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history;
d) using evidence to draw conclusions and make generalizations;
e) comparing and contrasting historical, cultural, and political perspectives in United States history;
g) explaining connections across time and place;
j) investigating and researching to develop products orally and in writing.
**English**

**Communication: Speaking, Listening, Media Literacy**
4.1 The student will use effective oral communication skills in a variety of settings.
   b) Contribute to group discussions across content areas.
   c) Seek ideas and opinions of others.
   d) Use evidence to support opinions.
   f) Communicate new ideas to others.
   g) Demonstrate the ability to collaborate with diverse teams.

5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.
   a) Participate in and contribute to discussions across content areas.
   b) Organize information to present in reports of group activities.
   c) Summarize information gathered in group activities.
   d) Communicate new ideas to others.

**Reading**
4.6 The student will read and demonstrate comprehension of nonfiction texts.
   d) Identify the main idea.
   e) Summarize supporting details.
   f) Draw conclusions and make simple inferences using textual information as support.
   i) Use prior knowledge to build additional background knowledge as context for new learning.

5.6. The student will read and demonstrate comprehension of nonfiction texts.
   b) Use prior knowledge and build additional background knowledge as a context for new learning.
   d) Identify the main idea of nonfiction texts.
   e) Summarize supporting details in nonfiction texts.
   g) Locate information to support opinions, predictions, and conclusions.

**Writing**
4.7 The student will write cohesively for a variety of purposes.
   d) Organize writing to convey a central idea.

5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.
   c) Organize information to convey a central idea.
### Relevant Standards (NC)

**English Language Arts**

**Reading Standards for Informational Text (RI.5)**

**Key Ideas and Details**
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**Integration of Knowledge and Ideas**
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**Writing Standards (W.5)**

**Research to Build and Present Knowledge**
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**Speaking and Listening Standards (SL.5)**

**Comprehension and Collaboration**
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
   b. Follow agreed-upon rules for discussions and carry out assigned roles.
   c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
   d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### 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.
Leadership in the 1963 Danville Civil Rights Movement (upper elementary)

- 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). 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? 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).
Leadership in the 1963 Danville Civil Rights Movement (upper elementary)

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 ~ 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. The teacher can choose to evaluate students’ analysis using the Primary Source Document Analysis Rubric (Learning Experience 1) or can use the indicators on the rubric to provide verbal or narrative feedback.

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.

Materials

- Handout: Six Principles of Nonviolence (http://www.tolerance.org/sites/default/files/general/theory%20of%20nonviolence.pdf)
- CORE Rules for Action (http://crmvet.org/docs/corerules.pdf)
- Workshops in Nonviolence—Why? (www.crmvet.org/docs/nv_core_workshop.pdf)
Leadership in the 1963 Danville Civil Rights Movement (upper elementary)

• Primary Source Document Analysis ~ Text sheet (1 per student)
• Learning Group Questions
• “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 (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)
• 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) ~ 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

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<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>

PATH dimension: Lesson Components

• Assessment
  o Diagnoses student background knowledge using verbal or written approaches

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.

PATH dimension: Narrative
- Chain of Events
  - Draws attention to historical context
  - Identifies and differentiates cause and effect relationships
- Opportunity for Synthesis
  - Pulls together themes and concepts
Leadership in the 1963 Danville Civil Rights Movement (upper elementary)


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:

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

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 readiness.

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
Leadership in the 1963 Danville Civil Rights Movement (upper elementary)

1. What do the students 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 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 discussion.

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

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

PATH dimension: Comprehension
- Facilitation
  - Reinforces and extends student
Leadership in the 1963 Danville Civil Rights Movement (upper elementary)

stance. 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 understanding
  o Promotes student dialogue
• Student Expression
  o Students have an opportunity for a variety of interaction and expression
  o Students develop arguments and explanations

PATH dimension: Interpretation
• Perspective Recognition
  o Establishes that the past is different from today
  o Recognizes people in the past may be different from today
Leadership in the 1963 Danville Civil Rights Movement (upper elementary)

<table>
<thead>
<tr>
<th>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.</th>
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</thead>
</table>


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>
<tr>
<td>Learning Group Questions</td>
<td>Learning Group Questions</td>
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<td></td>
</tr>
<tr>
<td>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?</td>
<td>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?</td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td>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?</td>
<td></td>
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</table>
Leadership in the 1963 Danville Civil Rights Movement (upper elementary)

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

Relevant Standards (VA)

Virginia Studies
Skills
VS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;
c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;
d) recognizing points of view and historical perspectives;
j) investigating and researching to develop products orally and in writing.

Civil War and Postwar Eras
VS.8 The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by
b) identifying the effects of segregation and “Jim Crow” on life in Virginia for American Indians, whites, and African Americans.

Virginia: 1900 to the Present
VS.9 The student will demonstrate an understanding of Virginia during the twentieth century and beyond by
c) describing the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history.

United States History to 1865
Skills
USI.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
a) analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history;
c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;
d) using evidence to draw conclusions and make generalizations;
j) investigating and researching to develop products orally and in writing.

English
Writing
4.7 The student will write cohesively for a variety of purposes.
d) Organize writing to convey a central idea.
i) Utilize elements of style, including word choice and sentence variation.
Leadership in the 1963 Danville Civil Rights Movement (upper elementary)

k) Include supporting details that elaborate the main idea.
5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.
c) Organize information to convey a central idea.
f) Use precise and descriptive vocabulary to create tone and voice.
i) Include supporting details that elaborate on the main idea.

Relevant Standards (NC)

*English Language Arts*

*Writing Standards (W.5)*

**Text Types and Purposes**

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
e. Provide a conclusion that follows from the narrated experiences or events.

*Production and Distribution of Writing*

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

*Research to Build and Present Knowledge*

8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**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.
Leadership in the 1963 Danville Civil Rights Movement (upper elementary)

- 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/)).

**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. The teacher can choose to evaluate students’ analysis using the Primary Source Document Analysis Rubric (below) or can use the indicators on the rubric to provide verbal or narrative feedback.

Formative assessment ~ 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 that severely limited protest activity. Courtesy, Library of Virginia.
Leadership in the 1963 Danville Civil Rights Movement (upper elementary)

- **Image 3:** Danville police and firemen used clubs and fire hoses to dispel protesters. Photo by Leon Townsend. Courtesy, *Danville Register & Bee*.
- **Image 4:** In 1963, Langston High School students join other protesters to sing freedom songs and to demonstrate on the steps of the Danville Municipal Building. Courtesy, Library of Virginia.
- Primary Source Document Analysis ~ Image tool
- Literary Portrait Rubric

### Instructional Plan / Sequence

<table>
<thead>
<tr>
<th><strong>What YOU (the Teacher) Will Do</strong></th>
<th><strong>Teacher Notes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td><strong>PATH dimension: Interpretation</strong></td>
</tr>
</tbody>
</table>
| 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. | - Perspective Recognition  
  - Explains that people in the past were the product of their own time  
  - Presents and explores multiple perspectives  
- The teacher may also assign images to students. |
| 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. | **PATH dimension: Historical Practices** |
| 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. | - Writing  
  - Provides opportunity to engage in writing |
Leadership in the 1963 Danville Civil Rights Movement (upper elementary)

- 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.

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

Students can peer and 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
Leadership in the 1963 Danville Civil Rights Movement (upper elementary)

Courtesy, Danny Lyon/Magnum Photos.
Leadership in the 1963 Danville Civil Rights Movement (upper elementary)

Courtesy, Library of Virginia.
Leadership in the 1963 Danville Civil Rights Movement (upper elementary)

## 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>

| | | |
### Literary Portrait Rubric

<table>
<thead>
<tr>
<th></th>
<th>Novice (1)</th>
<th>Apprentice (3)</th>
<th>Practitioner (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></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><strong>Organization</strong></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><strong>Voice</strong></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><strong>Word Choice</strong></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>