



*Sit-in Demonstration Sites*

## ECONOMIC DECISION MAKING

### Essential Question

How did cultural patterns and economic decisions during the '60s influence the environment and daily lives of African Americans living in Louisville during that time?

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# LOUISVILLE CIVIL RIGHTS TRAIL: ECONOMIC DECISION MAKING

## Essential Question

How did cultural patterns and economic decisions during the '60s influence the environment and daily lives of African Americans living in Louisville during that time?

## Lesson Summary

Students will learn about the events leading to the “Nothing New for Easter” Campaign that targeted discriminatory practices by Louisville businesses.

## College, Career, and Civic-Ready Anchor Standards

### Economic Decision Making

Analyze and explain how resource availability, opportunity cost, and incentives are an essential part of economic decision making.

## STUDENT LEARNING TARGETS

### Students will know:

- economic choices and policies impact individuals and groups.

### Students will be able to:

- explain how economic decisions affect the well-being of individuals and society.

### Materials

- Resource 3A: Nothing New for Easter primary sources
- CSPAN Video Clip w/ Dr. Blaine Hudson <http://www.c-span.org/video/?307367-1/book-discussion-two-centuries-black-louisville> (Begin video at the 3 minutes and 38 seconds mark and play to the 4 minutes and fifty-six seconds mark)
- Louisville Defender Newspaper Articles
- Compare and Contrast graphic organizer <http://www.readingquest.org/pdf/compare.pdf>

### Content Vocabulary

**Boycott:** to refuse to buy, use, or participate in (something) as a way of protesting; to stop using the goods or services of (a company, country, etc.) until changes are made

### Nothing New for Easter Campaign:

Campaign organized to boycott downtown businesses engaged in discriminatory practices

**Jim Crow:** the former practice of segregating African-American people in the United States

## CLASSROOM INSTRUCTIONAL FRAMEWORK

### Establishing Engagement/Fostering Connections (entering activity/anticipatory set)

1. Remind students that in the previous lesson they learned how communities are affected by civic movements.
2. Ask students in what ways were local citizens mobilizing in the community to make a difference?
3. Let students know that in today's lesson they will continue to learn about some of the tactics used by local community members to bring attention to unfair Jim Crow practices. Revisit anchor chart of tactics.



## CLASSROOM INSTRUCTIONAL FRAMEWORK

4. Ask students to get them thinking, if they have ever wanted something new before (i.e., a new game, pair of shoes, outfit). What would they do if they went to buy that item and the salesperson ignored them or refused to wait on them? How would they feel? How would they resolve the issue of not being treated fairly?
5. Revisit the term boycott. Ask students to recall their ideas of what the term means and provide examples (e.g., Montgomery Bus Boycott). Let students know that boycotting was an effective tactic used throughout the Civil Rights Movement, locally and nationally. In today's lesson they will learn about another boycott known as the Nothing New for Easter Campaign.

**Literature Connection:** Consider sharing the story, *Goin' Someplace Special*, by Patricia C. McKissack. The book can be used to further develop the concept of Jim Crow practices.

### Deepening Understanding (guided practice)

1. Share the CSPAN video clip. What did students learn from listening to Dr. Hudson? Let students know they will be working in small groups to further explore primary sources to learn about the Nothing New for Easter Campaign. Note: Consider sharing the entire video with students at an alternate time.
2. Divide students into pairs and give each group a copy of Resource 3A: Nothing New for Easter Primary Sources. After students have discussed the sources, have them share their analysis with the class.
  - What did the documents reveal about the Nothing New for Easter Campaign?
  - How did this tactic impact the city economically?
  - How did access to resources (i.e., downtown businesses) influence economic decisions of community members?
  - How did community activists' actions influence economic decisions of downtown businesses?
  - What was the opportunity cost of community members?
3. Invite students to continue to gather relevant information from multiple sources by examining Louisville Defender newspaper articles of the time period, after students have examined the sources related to the Nothing New for Easter Campaign. Have students explain how economic decisions made by protestors (African Americans and whites) and consumers during this time period affected the well-being of community members?

### Constructing Meaning (closure/independent practice)

1. Remind students that they have learned many ways individuals engaged in civic action to demand needed changes in their community.
2. Have students as an exit slip, reflect on their personal understanding of the Nothing New for Easter Campaign. How was this campaign similar to/different from the Voter Registration Campaign? Memphis Sanitation Workers Strike? Consider using a compare/contrast organizer to help students organize their thinking <http://www.readingquest.org/pdf/compare.pdf>.



Resource 3A: Nothing New for Easter Primary Sources



SOURCE A

**Nothing New for Easter**

Civil rights activists organized a boycott of selected downtown Louisville department stores in 1961. The campaign urged customers to buy “nothing new for Easter” from any store that practiced discrimination.

<http://www.ket.org/civilrights/gallery07.htm>

Use the chart below to list the people, objects, and/or activities observed in the photograph:

People	Objects	Activities

Based on your observations, what inferences can you make about the photograph?

- 1.
- 2.
- 3.

What questions does this photograph raise?

Where could you find the answers to your questions?



## Resource 3A: Nothing New for Easter Primary Sources

### SOURCE B

#### Raoul Cunningham Transcript

**CUNNINGHAM:** There was not a period of time you know, we didn't go through that period of being angry they immediately once they realized that we were down there and they knew we were going-it was really funny that morning, my mother told me, "You've got to make some decisions" because we had been down there the week before and we had closed Stewarts every day. And she advised, "Stewarts are not going to let you continue to close them. There is going to come a time when you when they are going to arrest you. Are you prepared for that? Do you think you can continue to take the non-violent pledge?" "Yes." We went down, we were arrested, there were some who couldn't and therefore they did not participate with us. As I said that day there were eighteen of us, the next day there were about forty-five of us. The next day seventy-five and we built up to as many as three hundred and fifty people demonstrating.

**BRINSON:** And what do you mean close Stewarts?

**CUNNINGHAM:** Stewarts was a department store. They had a restaurant in the basement. We would go to the restaurant and close it down. We had enough bodies to place at every door-entrance into the restaurant. As we began to grow we then could take on the movie theatres and Blue Boar, and by the Third week of demonstrations we could take on the entire downtown area where we could close it. And that was our after school activity, from February through March, into April. Easter was coming up, CORE and NAACP adult chapters got together with the youth, and we decided we would try an economic boycott and our slogan became "Nothing New for Easter" and it was successful. We did decide not to demonstrate during Derby. And it was then that we began to get some pledges from the local politicians that they would support a public accommodations ordinance in Louisville.

University of Louisville Anne Braden Institute for Social Justice Research: Louisville's 1961 Civil Rights Demonstrations – The Interviews [http://exhibits.library.louisville.edu/omeka/archive/files/cunningham\\_video\\_transcript\\_6ac0793a23.pdf](http://exhibits.library.louisville.edu/omeka/archive/files/cunningham_video_transcript_6ac0793a23.pdf)

1. List three things from the interview that you think are important.
2. What does this interview reveal about life in Louisville for African Americans during this time? What evidence from the text supports your ideas?
3. What questions would you like to ask Mr. Cunningham if given the opportunity?