



Sit-in Demonstration Sites

GEOGRAPHIC REASONING

Essential Question

How did cultural patterns and economics 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: MAPPING YOUR COMMUNITY-GEOGRAPHIC REASONING

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 how concerned citizens in Louisville organized in efforts to integrate public accommodations in downtown Louisville. Through examining geographical representations of the locations where sit-in demonstrations took place, students will be able to critically analyze the actions of individuals as they relate to time and space.

College, Career, and Civic-Ready Anchor Standards

Geographic Reasoning – Human Populations: Spatial Patterns and Movement

- Analyze the movements of spatial patterns of human populations (size, composition, distribution) to determine the relationships between these spatial patterns and physical, political, economic, and technological phenomenon.
- Create and utilize maps and other geographical representations to seek and communicate new knowledge that is personally and socially useful.

STUDENT LEARNING TARGETS

Students will know:

- communities are affected by civic movements.
- communities shape political change.

Students will be able to:

- explain spatial patterns in their community as well as changes in cultural and/or environmental characteristics using geographical representations.
- construct geographical representations of their community and analyze the spatial patterns regarding cultural and/or environmental characteristics.

Materials

- Sanitation Workers Remember King's Last Stand <http://www.npr.org/templates/story/story.php?storyId=89361277>
- Resource 2A: Mapping Our Community
- Resource 2B: Map of Our Community – Downtown Businesses locations 1960s
- Louisville's desegregation efforts 50 years ago were led by children <http://archive.courier-journal.com/article/20130510/NEWS01/305100074/Louisville-s-desegregation-efforts-50-years-ago-were-led-by-children>
- Resource 2C - Aubespain Video Transcript

Content Vocabulary

Tactic: an action or strategy carefully planned to achieve a specific end (e.g., boycotts, sit-ins, strikes, voter registration campaigns)

Physical characteristics: characteristics that describe the natural environment of a place (e.g. landforms, bodies of water, weather, and climate)

Human characteristics: characteristics that describe the people of a place (past and present), their languages, religions, economic activities, political systems, population distribution, and their modifications of the environment

CLASSROOM INSTRUCTIONAL FRAMEWORK

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

1. Remind students that in the previous lesson they learned ways local community members demonstrated a commitment to social justice.
2. Have students listen to *Sanitation Workers Remember King's Last Stand* <http://www.npr.org/templates/story/story.php?storyId=89361277>. Begin with the main story, then have students listen to the voices of Herb Kneeland, Rev. George Turks, Ella Owens, and Kathy Evans. It might be useful to also share additional primary sources related to Martin Luther King and the Memphis Sanitation Workers from the National Archives <http://www.archives.gov/education/lessons/memphis-v-mlk/>.
3. Pose the following questions, based on the information highlighted in the audio clips and primary sources:
 - What democratic concepts were in jeopardy in Memphis during this time?
 - If you were an African-American Sanitation Worker during this time, how would the city's practices and treatment of African-American workers have affected your way of life?
 - What civic actions did you hear in the audio clip and interviews?
 - How do you think these actions impacted changes in the city of Memphis and in the lives of the sanitation workers?
4. Ask students to consider what walls/boundaries the sanitation workers faced. Emphasize with students that the Sanitation Workers Strike was organized to secure job safety, better wages and benefits, and union recognition. In addition, these protests were linked to Martin Luther King's campaign, which promoted economic opportunity and equality.
5. Ask students to consider the presence of walls or boundaries in our community – past or present. What purpose do they/did they serve? Invite students to share their ideas, making connections to the previous lesson when appropriate. It may be useful to share/discuss what students know about the Montgomery Bus Boycotts (see literature connection) and draw parallels with segregation being a wall or boundary during that time.

Literature Connection: Consider sharing the picture book, *Boycott Blues*, by Andrea Davis Pinkney. The book explores tactics of boycotting, focusing on the Montgomery Bus Boycotts. It might be useful to create an anchor chart, highlighting tactics used throughout the Civil Rights Movement, locally and nationally. As students uncover a new tactic, it can be added to the chart.

CLASSROOM INSTRUCTIONAL FRAMEWORK

Deepening Understanding (guided practice)

1. Let students know that by examining the past, they will discover that, like Memphis, many communities, including our own, have powerful examples of civic action. At this time, invite students to share responses they previously collected (from parents, grandparents, caregivers, or adult) on the following question: “What do you think has been the biggest change in our community during the past 50 years?”
 - Discuss how the changes are reflected in our community today. How has the landscape of our community changed?
2. Let students know they will be continuing to learn ways local citizens in our community organized in efforts to shape political changes in our community.
3. Distribute Resource 2A Mapping Our Community. Have students answer questions from their perspective, based on their personal beliefs about the community. In addition, invite students to construct a geographic representation of their community on a separate piece of paper – including features and concepts they identified. Have students think-pair-share with a partner, discussing their maps (e.g., similarities and differences) and analyzing observable cultural and/or environmental characteristics.
4. Visit the Courier-Journal weblink archive: Louisville’s desegregation efforts 50 years ago were led by children <http://archive.courier-journal.com/article/20130510/NEWS01/305100074/Louisville-s-desegregation-efforts-50-years-ago-were-led-by-children>.
5. View the short video clip of Raoul Cunningham recalling events of local lunch counter sit-ins.
6. Ask students, after they have listened to Mr. Cunningham, what they learned about what life was like in Louisville for African Americans in the 1960s. What connections can they make to the Memphis Sanitation Workers Strike? What do they still want to know?
7. Revisit Question No.3, Resource 2A Mapping Our Community - Are there monuments/ memorials/historic landmarks/historical markers? Where are they located? Why were they built? Invite students to share their responses.
8. Show students Resource 2B – Map of Downtown Business Locations – 1960s. Ask students to share their observations. Let students know that the stars on the map represent places where sit-in demonstrations took place. Ask students to consider where these locations fit in relationship to the maps they have created and their response to Question No.3. Give students a copy of Resource 2C: Aubespain Video Transcript. Let students know that Mr. Aubespain was an active participant in local civil-rights demonstrations for public accommodations in 1961. Note: Emphasize with students that during the ‘60s, there was no mall in Louisville. The downtown business corridor along 4th Street was where community members did their shopping and dining.
9. Have students highlight references to locations in our community in the transcript, cross-referencing Resource 2B with the description provided by Aubespain in Resource 2C.
10. Ask students to share their thoughts on the purpose of civic action by local citizens during the ‘60s. What goal were they working toward? Why?

CLASSROOM INSTRUCTIONAL FRAMEWORK

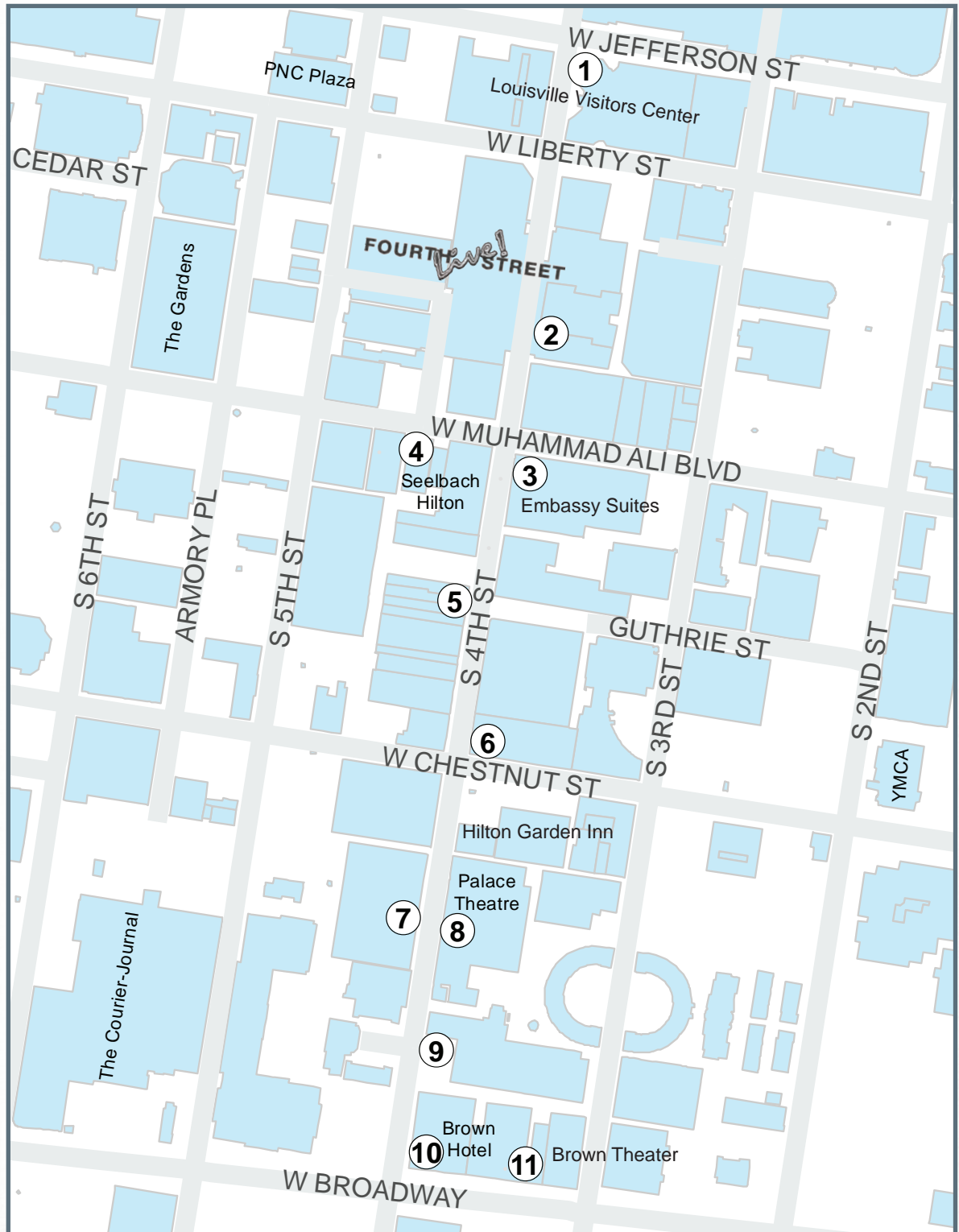
Constructing Meaning (closure/independent practice)

1. Remind students that they have learned multiple ways communities (e.g., Greensboro, Memphis) have been affected by civic movements and how communities, including our own, have worked toward shaping political change. In the next lesson, they will continue to explore ways community members sought to end discriminatory practices in our community.
2. Have students, as an exit slip, reflect on the following prompt:
Revisit the map you created and the map of Downtown Business Locations (1960s). Do the maps have similar points of interests? Have students explain the spatial patterns between the places in both maps as well as changes in cultural and environmental characteristics (using available geographical representations). What changes have occurred in the communities over time? How were these changes shaped?

Resource 2A: Mapping Our Community

1. Describe the community in which you live.
2. What physical and human characteristics define your community (i.e., buildings, streets, physical features)?
3. Are there monuments/memorials/historic landmarks/historical markers? Where are they located? Why were they built?
4. What are the housing patterns like? Where do different groups of people live?
5. Where does your community begin and end? What provides the borders? Are these borders actual physical structures or are they just understood by the community?
6. Where are decisions made about community issues?
7. What are some of the biggest changes that occurred in your community over the past 10, 20,..50 years?
8. What improvements would you like to see in your community?
9. How could individuals facilitate the improvements listed in Question No.8?

Resource 2B: Map of Our Community – Downtown Businesses locations 1960s



Resource 2C Aubespain Video Transcript

AUBESPAIN: Ahm, we weren't isolated as in some areas in Mississippi and Alabama and what have you, when people were out here doing voter registration drives that often led them to taking trips on lonely roads at night. We were going downtown, so that wasn't a problem at all. We knew where we were. We were familiar with the terrain and although we weren't welcome many of the business establishments on fourth street we know how to get there and how to get out of there, so we just took our time. And you know, we focused in sometimes on just one or two or three restaurants that put forth the biggest resistance. Ahm, the Blue Boar was one of those restaurants. It was located at fourth and what is now Mohammed Ali but was Walnut at the time. And was a big popular restaurant-kind of a cafeteria style restaurant that was very popular. The owner of that restaurant was the President of the Louisville Restaurant Association. The strategy was if you got him to open up then most of the other members of that organization would. And I mean this is how we would do it, so we just didn't pick thing at random and do it. We were very focused. You know, you-you had downtown stores like Kaufman's and others that had restaurants in them. And your focus was, if they can take my money for clothes and why can't I eat in here; so you would focus on them> And it wasn't a new thing because earlier demonstrations had been started by another group of young people a few years earlier who had tried to see "Porgy and Bess" downtown. And that was basically led by the NAACP youth group, who started that movement. () playing at the Brown Theatre, and the Brown Theatre was not admitting African- American's. And Louisville was unique also in that most of the larger cities in the south, although they had segregated facilities; they accommodated the African-American customers by sending them to an area of the theatre so they could at least see the movie. But there were no special places in the Louisville theatres, so you just didn't see them. And they expected you to go to one of the African American theatres like the Grand or the Lyric which basically showed movies that had second-run movies.