



Sit-in Demonstration Sites

HISTORICAL THINKING

Essential Question

How did grassroots activists work together to end Jim Crow practices in public businesses?

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LOUISVILLE CIVIL RIGHTS TRAIL: HISTORICAL THINKING

Essential Question

How did grassroots activists work together to end Jim Crow practices in public businesses?

Lesson Summary

In this lesson, students will complete a time-line activity to better understand key events of the Civil Rights Movement in Louisville and throughout the state. Students also will use primary sources to compare and contrast the role of youth in the Civil Rights Movement (e.g., Greensboro, Louisville, and Birmingham). In addition students will understand the significance of the Commemorative Civil Rights Marker and have the opportunity to create their own commemorative markers.

College, Career, and Civic-Ready Anchor Standards

Historical Thinking

- Evaluate historical developments by analyzing a multiplicity of points of view to gain a broader historical perspective of regional, national and global processes.

STUDENT LEARNING TARGETS

Students will know:

- factors that influenced the perspectives of African Americans living in Louisville during the '60s

Students will be able to:

- analyze factors that influenced the perspectives of African Americans living in Louisville during the '60s and explain how and why perspectives of people have changed over time.
- interview people who participated in the local Civil Rights Movement and contribute to an exhibit based on the oral histories (for the Heritage Center).

Materials

- KET Civil Rights Timeline <http://www.ket.org/civilrights/timeline.htm>
- Video Clip – Children’s Crusade of 1963 <http://www.biography.com/news/black-history-birmingham-childrens-crusade-1963-video>
- Louisville’s 1961 Civil Rights Demonstrations: The Interviews <http://exhibits.library.louisville.edu/omeka/sitins/interviews.html>
- Civil Rights Movement in Kentucky Oral History Project http://205.204.134.47/civil_rights_mvt/media.aspx?p=3
- Resource 4A Louisville’s 1961 Civil Rights Demonstrations: The Interviews

- Resource 4B Comparison Chart
- The Children’s Crusade Marker <http://www.hmdb.org/marker.asp?marker=73017>
- Louisville Historical Markers (Need Images)
- Resource 4C Marker Planning Sheet
- Sample Oral History Interview Questions <http://www.ket.org/civilrights/questions.htm>

Content Vocabulary Grassroots activists: concerned citizens who work diligently toward solving problems facing their community by influencing legislation or persuading or changing public opinion

CLASSROOM INSTRUCTIONAL FRAMEWORK

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

1. Remind students that in the previous lesson, they learned about the Nothing New for Easter Campaign. How did this add to their understanding of the Civil Rights Movement that was taking place in Louisville?
2. Ask students to recall what they have learned about the role of Louisville in the local Civil Rights Movement. How does this relate to the national movement?
3. Share the KET Civil Rights Timeline. Provide a brief overview of events from 1959 to 1962.
4. Ask student what conclusions they can draw from the events. What were some of the challenges faced by African Americans living in Louisville and/or Kentucky during this time? What were some victories or successes?

Literature Connection: Consider sharing *How a Photograph Changed the Fight for Integration: Little Rock Girl 1957* by Shelley Tougas. Help students think about how this event is situated chronologically against the events in the KET Civil Rights Timeline. How do these events compare to events uncovered in previous lessons?

Deepening Understanding (guided practice)

Day 1

1. Let students know that the youth in Louisville, inspired by the Greensboro Sit-ins and movements across the country, played a key role in bringing about change in Louisville. Revisit what students learned about the Greensboro sit-ins in the Civic Mindedness lesson. How do they think these events inspired Louisville youth?
2. Have students, now that they have reflected on the impact of the Greensboro sit-ins, continue to explore primary sources from local grass-roots activists to learn more about what life was like during that time (e.g., beliefs, attitudes). Visit Louisville's 1961 Civil Rights Demonstrations: The Interviews <http://exhibits.library.louisville.edu/omeka/sitins/interviews.html>. Listen to the following clips or provide transcripts: Mickey Carroll, Evelyn Glass, Louis Mudd, Runnette Robinson, and Gerald White. What perspectives do the individuals bring? To offer additional perspectives, have students listen to Mort Childress, a White policeman in Louisville during the '60s and the two audio clips by Mervin Aubespain by visiting the Civil Rights Movement in Kentucky History Project http://205.204.134.47/civil_rights_mvt/media.aspx?p=3. Have students use Resource 4A to organize their ideas after listening to each interview.
3. Invite students to think-pair-share their reactions to the interviews. Guide students in analyzing the factors that influenced the perspectives of African Americans living in Louisville during the '60s and explain how and why perspectives of people have changed over time.
 - What inferences can students draw about the beliefs/attitudes of the young community members during this time?
 - Were they surprised by any of the interviews? Who? Why?
4. Make another relevant connection to the Civil Rights Movement by sharing the video clip – Children's Crusade of 1963 <http://www.biography.com/news/black-history-birmingham-childrens-crusade-1963-video>. How does Janice Kelsey's story compare to the accounts by Mickey Carroll, Evelyn Glass, Louis Mudd, Runnette Robinson, and Gerald White?

CLASSROOM INSTRUCTIONAL FRAMEWORK

5. Have students complete Resource 4B Comparison Chart to compare/contrast the Greensboro sit-ins, Louisville protests, and Birmingham protests (children). Share student responses.
6. Revisit the time line. How are these events situated within the time line?

Day 2

1. Remind students that in the previous lesson they learned more about the Louisville Civil Rights Movement through examining primary sources. They also situated Louisville's Civil Rights efforts among the National Movement (e.g., Greensboro and Birmingham).
2. Project the Children's Crusade Marker by visiting <http://www.hmdb.org/marker.asp?marker=73017>. Ask students to think about the perspective revealed and purpose of the marker. Explore other markers associated with the Children's Crusade by doing a simple Google images search. Discuss findings. Ask students to share other markers/monuments/memorials they know of or have observed or visited.
3. Let students know they will be examining markers related to the Civil Rights Movement in Louisville. Let students know that the city has designated 12 marker sites to commemorate where sit-in demonstrations took place in Louisville. Remind students that in the Geographic Reasoning lesson, they observed a map of downtown business locations highlighting demonstration sites. The markers reflect these locations. Divide students into pairs and assign each pair one of the 12 markers to analyze their assigned marker.
4. Lead students in thinking about how the marker(s) honors the actions of community activists. Pose the following questions:
 - What message does the marker convey about the events being remembered?
 - What perspectives are revealed?
 - When was it created or dedicated?
 - What is the purpose of the marker(s)?
5. Have students work in pairs do develop additional markers. They can choose one of the events from the KET time line or choose their own. The markers should commemorate some aspect of the Civil Rights Movement in Louisville. Provide Resource 4C: Commemorative Marker Planning Sheet for students to organize their ideas.

Day 3

1. Revisit student markers and what they revealed about students' understanding of the past.
2. Encourage students to continue to learn about their community's past. One way they can do this is by researching the past and interviewing individuals who participated in the local Civil Rights Movement.
3. Ask students to brainstorm places where they can find information on this topic. Possible answers may include libraries, museums, historical societies, local university archives, newspaper archives, and long-time residents of the community.
4. Guide students in identifying individuals to interview and share the *Sample Oral History Interview Questions* <http://www.ket.org/civilrights/questions.htm> with students to give them ideas of appropriate interview questions.

CLASSROOM INSTRUCTIONAL FRAMEWORK

5. Support students in working toward completing audio- or video-taped interviews to share with the class and possibly contribute to an exhibit at the Kentucky Center for African-American Heritage.

Constructing Meaning (closure/independent practice)

1. Revisit concepts covered over past several days. How did grassroots activists demonstrate individual responsibility and a commitment to social justice?
2. Have students think of the current examples of individuals engaging in civic action to make changes in their community (i.e., the Hand's Up Don't Shoot Movement, I Can't Breathe). How do these movements demonstrate a commitment to social justice?
3. What actions can they take in their own community to demonstrate a commitment to social justice?

Resource 4A

LOUISVILLE'S 1961 CIVIL RIGHTS DEMONSTRATIONS: THE INTERVIEWS

Grass-roots activists	Notes/Ideas from interview
Mickey Carroll	
Evelyn Glass	
Louis Mudd	
Runnette Robinson	
Gerald White	
Mort Childress	

Resource 4B

PROTEST COMPARISON CHART

	Greensboro Sit-Ins	Louisville Protests	Birmingham Children's Crusade
Location			
Why were individuals protesting?			
What challenges did they face?			
What tactics were used?			

Resource 4C

COMMEMORATIVE MARKER PLANNING SHEET

1. What perspective does your monument/marker reflect?
(e.g., African-American youth protestor, African-American adult, White civil-rights activist)
2. Where will your monument/marker be located? Why?
3. What text would appear on your monument/marker?
(Research using online and text resources.)
4. Explain why you chose your text.
5. How does this reflect your perspective?
6. Sketch your monument/marker in the space below.