



Black Churches and the Civil Rights Movement: Leadership and Memory

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This curriculum unit is recommended for:
American History, African American History, or AP US Government and Politics,
grades 10 - 12

Keywords: Dr. Martin Luther King, Jr., Rev. Ralph Abernathy, Rev. Fred Shuttlesworth, Dexter Ave Baptist Church, Sixteenth St Baptist Church, Bethel Baptist Church, First Baptist Church, Freedom Riders, Sit-ins, Montgomery Bus Boycott, NAACP, SNCC, SCLC, First Amendment, John Lewis

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit. (Insert a hyperlink to Appendix 1 where you've stated your unit's main standards.)

Synopsis: This curriculum unit will have students looking at the Civil Rights Movement through the lens of the Black Churches. Students will explore why groups like SNCC and SCLC were formed, and how they mobilize Blacks and Whites to stand up and speak out against inequalities faced by Blacks in the South. Students will be able to understand why so many of the Civil Rights Leaders became Reverends, and how they will use the First Amendment to fight back against their oppressors. Students will examine the various Civil Rights Churches and the impact they had on the movement and their impact in today's society. Students will research the role North Carolina's Black Churches and their leaders played in the Civil Rights movement and share their findings with their peers through a product of their choice.

I plan to teach this unit during the coming year to 46 students in American History (Unit 8) and AP US Government and Politics (Unit 3).

I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.

Introduction

School Demographics

I am a high school history teacher at Independence High School in Charlotte, North Carolina. Charlotte is a metropolitan city with a population of 873,570 people as of 2020. There is a diverse population living in Charlotte with about 41% of the population being White, 34% being Black or African American, 14 % being Hispanic, and 10% being Asian. Eight-nine percent of the population in Charlotte are U.S. citizens. The median age is 34 with an average income of \$65,359.

I teach American History, AP United States Government and Politics, and AP Psychology to tenth, eleventh, and twelfth graders. In North Carolina, all public school students are required to take American History whether they take it in the form of a standard, honors, or Advanced Placement (AP) class. AP Government and Politics can be taken in place of the new Civics course called, Founding Principles of the United States of America and North Carolina: Civic Literacy. If a student does not take AP Government in place of their Civic Literacy course, they can take it as an elective just like the AP Psychology course.

Independence High School is a large urban high school with an enrollment of just over 2,036 students and approximately 130 full-time teachers. The school sits on the boundary between urban Charlotte and the community of Mint Hill. Mint Hill, also in Mecklenburg County, is a traditionally working-class community with rural roots. Independence High School is also diverse with 43% of the student population being Hispanic, and 29% of the student population being African American. Only 19% of the student population is White while 6% is Asian and 3% identify as other. Many of our students receive services in one of the following programs; English Learners (EL), Exceptional Children (EC), and/or Academically Intelligently Gifted (AIG). Independence has 403 students who receive support as an EL student, 246 students receive services for EC, and there are 159 students who are labeled as AIG learners. Thirty-three percent of the students are economically disadvantaged with 31% qualifying for free or reduced lunch. Over the past three years, Independence High School has increased their enrollment for AP (Advanced Placement) courses for minority students. While my AP classes do include several AIG students, I do not have any EL students in those classes. I do have a couple (about 1%) of EC and EL students in my standard American History classes, and only two students in my AP class who receive EC services.

Independence has a construction, automotive, and engineering magnet oriented towards vocational training. The medical and health sciences magnet is supplemented with several Advanced Placement courses. Many students are relatively affluent while several others experience grinding poverty. In 2021, Independence had 16 students listed as homeless and received extra services under the program McKinney-Vento.

Rational

Since attending an HBCU (Historically Black Colleges and Universities) school in the mid 1990s, I have been captivated with the stories, actions, and achievements many African Americans had before, during and after the Civil Rights Movement. I fell in love with learning about people, places, and events that were not taught to me while I was growing up. Even the stories/lessons I did hear were not always what they seemed. An example is Rosa Parks. I was taught that she was tired from working all the time and that is why she would not give up her seat on a bus, for a white man. I was then told Dr. King went to the jail to meet with her for the first time, and that is when and why he started the Montgomery Bus Boycott. This account of events is not exactly how the events played out on December 1st, 1955. In fact, Rosa was not the first to be arrested for not giving up her seat to a white person. Nine months before, Claudette Clover was arrested for not giving up her seat on a bus for a white woman. Claudette was only 15 years old; however, she did not have the image African Americans needed to get the movement started. She would have been seen as a young rowdy teenager bucking the system. This is where Rosa Parks comes in. She had been the secretary of the local NAACP chapter for twelve years, and helped found the NAACP Youth Council in the 1940s. According to Dr. Martin Luther King, Jr.; “Parks is a fine Christain person, unassuming, and yet there is integrity and character there.”¹ Mrs. Parks had the image they needed to start the movement in Montgomery. Her not giving up her seat was a chance to capitalize on the movement and opportunity to bring Dr. King in as the face and leader of the Civil Rights Movement. Now this does not make her story and the events that follow any less important. In fact, to me, it makes it more important and worth making sure it is told correctly.

I have had the pleasure of going to several Civil Rights museums and historical sites, attended professional developments on the Civil Rights Movement, and even met some famous people over the last thirty plus years. Some of the most notable ones were Rosa Parks, Coretta Scott King and daughter, Yolanda, Rev. Jesse Jackson, three of the Greensboro Four (Ezell Blair, Jr., Franklin McCain, and Joseph McNeil), Maya Angelou, and Andrew Young. This past summer I had the opportunity to participate in an educational Civil Rights trip to LaGrange, Georgia, Montgomery and Birmingham, Alabama, and Memphis, Tennessee. On this trip, I learned even more about the Civil Rights Movement including the reason why the SCLC (Southern Christain Leadership Conference) and SNCC (Student Nonviolent Coordinating Committee) were created, and the major role they played in the movement when the NAACP (National Association for the Advancement of Colored People) was outlawed in Alabama and a few other areas. While listening to the stories of the tour guides, something else struck me as interesting and noteworthy and that was the number of Reverends and why so many became Reverends. Putting all of this information together led to a more complete understanding of why

¹ King, Jr. Martin L. *Address to First Montgomery Improvement Association (MIA) Mass Meeting*, at Holt Street Baptist Church in Montgomery, AL., December 5th, 1955.

so many Black churches were and still are targeted. White Supremacist and the KKK (Klu Klux Klan) specifically targeted churches because they were being used as an organizational and resistance building centers. To this day, Black churches are still targeted for these same reasons by hate groups.

Another event that many of us have heard is the event of the Sixteenth Street Baptist Church bombing on September 15th, 1963 and the four young ladies who were killed. However, many might not know the story of how one little girl, Sarah Collins, survived and still lives today with her injuries that she suffered that day (lost her eye). On that same day, two more young people were killed in the area by Klans members. Again, I was only taught about the four little girls and didn't learn until several years ago there was more to this tragic event. I have always taught the Civil Rights Movement with the same basic men and women that most others teach; however, there are more people that deserve and need to be mentioned because without them, this movement would not have been as successful. There are also events and other people that should be taught before teaching the Civil Rights Movement. This movement didn't start in 1950s like many want to believe, it started the moment Africans were taken from their homelands and enslaved into the Americas; however, for this unit, I want to focus on the role of the Black Churches and how they used the 1st Amendment to gain voting rights without paying a poll tax or taking a literacy test, how they desegregated the schools and businesses, and how they continue to fight for equality for themselves and others.

My goal is to help students understand the Movement through the heart of it and that was and is through the Black churches. Students will start by checking their prior knowledge through a pre-assessment that will check their understanding about the work Frederick Douglass, Booker T. Washington, W.E.B. DuBois, and Ida B. Wells did during the Antebellum and Progressive Eras. They will also be assessed on what they know about the Civil Rights Movement with Dr. Martin Luther King, Jr, Rosa Parks, Thurgood Marshall, and Malcolm X. If there are any people the students don't know, the teacher should conduct a mini lesson to teach these famous people and what they did and stood for with civil rights and equality. Next, students will use one of the interactive maps on the Civil Rights Trail to explore some of the major events in Montgomery, Selma, and Birmingham, Atlanta, Memphis, Raleigh, Greensboro, Little Rock, and Jackson. Students will need to complete a graphic organizer of the events that took place in these areas. They will need to note which rights were violated (amendments). It is worth nothing here depending on when the course is taught, students may not know their amendments. The teacher may need to review the amendments with emphasis being on the ones that include specific rights and liberties like the First and Fourteenth Amendments.

Once students have reviewed previously learned material or learned about the Civil Rights Movement with their teacher, my goal is to have them use a Hyperdoc to engage, explore, and explain their knowledge about the role the Black churches played in the Civil Rights movement. Students will apply and share their knowledge by researching one local person to

North Carolina (mostly Charlotte) to complete a project using a choice board. There will be an emphasis on the First Amendment as they progress through this lesson.

Students will start with an engaging prompt about the First Amendment where they will have three short video clips that go along with their prompt. During the “explore” part of the unit, students will use a Google Slide presentation and view video clips about the content of five Black churches and the Reverends who ministered at those churches. This section also includes information on Kelly Ingram Park and a chance to use the Civil Rights Interactive Map. While working through the “explore” part of the lesson, students will be expected to start filling out their graphic organizer created by the teacher. Then, the teacher will explain the lesson with a variety of materials while students continue to take notes on their graphic organizer and complete some questions. The lesson activities will consist of a Pear Deck on Dr. King’s *Letter from Birmingham Jail*, the reading of his letter with questions, and Edpuzzle on the Civil Rights Movement, and then some readings from their textbook and The Library of Congress. Next, students will need to apply their learning and this will be done using a choice board. The last part of the lesson will include the share, reflect, and extend activities. Students will need to share their created projects with their peers by uploading their work to the teacher created Padlet, and then answer the “reflect” questions on their learning. For the extended part of the lesson, students can choose one of the listed activities or read one of the books mentioned if they want to continue learning more about the Civil Rights Era.

Content Research

In 1787, when the Founding Fathers like James Madison, Alexander Hamilton, Benjamin Franklin, and George Washington were at the Constitutional Convention, they were a part of the writing and construction of the United States Constitution. After many Federalist and Anti-Federalist Papers later, James Madison added the Bill of Rights to the Constitution which was ratified on December 15, 1791. The First Amendment states; “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.”² This amendment applies specifically to Congress, then later to the State Legislation (via the Fourteenth Amendment); it does not apply to private companies or individuals. When it comes to free speech and free press, companies like Twitter are not bound by the First Amendment. If they want to limit speech on their platforms, they can (and they do). The free elastic clause of this amendment allows citizens to worship/practice their religion as they pleased. Throughout history, African Americans have not always been allowed to have the same rights as Whites; however, they will band together during the Civil Rights Movement and use the First Amendment to their advantage.

² Amendment I Constitution of the United States of America

Throughout American history, African Americans have relied on their churches and faith to achieve their Constitutional rights and fight back on a system of repeated abuses. When Africans were taken from their homeland and enslaved in the Americas during the Atlantic slave trade, they brought with them their religion/faith. About 20% of Africans practiced Muslim and the vast majority of them kept their traditional religion which was animistic in nature.³ Funerals were extremely important for Africans. During a funeral, the whole community would come to pay their respects, worship, and honor the dead. White people feared these gatherings because they feared slave rebellions and uprising, so they banned their slaves from gathering. By 1734, the first Great Awakening was moving through the colonies. During this time, many Blacks (free and enslaved) converted over to Christianity. Samuel Davies, a Presbyterian minister, took interest in the spiritual and physical well being of black people. He even baptized them and taught them how to read. These actions taken by him helped plant the seeds for growth of Baptist churches in North Carolina and Methodism throughout the South. In fact the first Black church, African Baptist Church, was built in Williamsburg, Virginia in 1776. It was for free and enslaved Black people that had initially met secretly in fields and under trees in defiance of laws that prevented them from congregating.⁴ These secret meetings were known as the “Invisible Church”. They made sure to meet deep into the woods so not to be seen by their Master or Overseer.

“For years, slavery had been justified because Africans worshiped “heathen” religions. How to explain slavery now that they were Christians?”⁵ White people could not continue to justify this action other than to turn to the Bible in Genesis 9:25-26, “Then he cursed Canaan, the son of Ham: “May Canaan be cursed! May he be the lowest of servants to his relatives.”⁶ Many will interpret this versus to say they can enslave the darker skin people such as Africans. They also claim God never condemned slavery in the Bible and for these reasons, slavery will remain in the “Bible Belt”. Meanwhile in the North, several states will slowly start to abolish slavery. The bond that Blacks will form with Christianity will be one that carries them through many trials and tribulations like slavery, rise of the Klu Klux Klan, the Civil Rights Movement, and Black Lives Matter Movement.

Africans believe in the power of human voice and dance. To them, dance was like prayer and once they converted over to Christianity, they carried these traditions into their new religion. Today, one can still find Black churches who have prayer dances, shouting, and praising during worship. “With a language all its own, symbols all its own, the Black Church offered a reprieve from the racist world, a place for African Americans to come together in community to advance

³ [PBS.org/thisfarbyfaith/print/journey1.html](https://www.pbs.org/thisfarbyfaith/print/journey1.html)

⁴ “The remnants of one of the nation’s oldest Black churches have just been found” NPR, October 7, 2021

⁵ [PBS.org/thisfarbyfaith/print/journey1.html](https://www.pbs.org/thisfarbyfaith/print/journey1.html)

⁶ NLT. *The One Year Bible*. Illinois: Tyndale House Publishers, 2015

their aspirations and to sing out, pray out, and shout out their frustrations.”⁷ The church became a place of stability and strength in the African American community. Here they “could find politics, arts, music, education, economic development, social services, civic associations, leadership opportunities, and business enterprises.”⁸ This will be seen throughout the Civil Rights Movement. Blacks were limited where they could congregate, celebrate, and carry out businesses. The church became a central part of the community’s survival. The church became a place to worship, solve disputes, and political activism. With these churches being of Baptist and Methodist faith, they were allowed to have their gatherings due to the First Amendment; freedom of religion.

During the Civil Rights Movement, Black churches became the meeting places for students, young people, and community leaders to discuss, debate, and argue about what the government should be doing. It was a place for leaders to be groomed, and for leaders to support collective action in the nonviolent message. The church had much to contribute such as resource mobilization literature, social communication networks, facilities, audience, leadership, and money to the movement.⁹ Based on documentation and resources, the black churches helped bring organization to the Civil Rights Movement. According to John Lewis, “The First Baptist Church became a rallying point, it became the meeting place, it became the place where students, young people, community leaders, could come and discuss, debate and argue about what the city should become.”¹⁰ Not all black churches supported the sit-ins and the many that did often supported sit-ins in an “invisible” manner. Mrs Clara Luper, the organizer of the 1958 Oklahoma City sit-ins, wrote that the black church leaders told organizers they could not meet in their churches. They would take up a collection for them and make announcements concerning their worthwhile activities.¹¹ Churches who wanted to assist but were fearful of attacks from the KKK would take up collections to donate the money for bail, food, and other things protesters might need. They would also offer their churches for services if their church was bombed or damaged. Doing this kind of work was still just as important and needed for the cause.

Dr. Martin Luther King came from a long line of preachers and had shared the pulpit with his father at Ebenezer Baptist Church in Atlanta Georgia. Dr. King left to go pastor at Dexter Baptist Church in Montgomery, Alabama when he was just 25 years old. In 1955, he organized the Montgomery Bus Boycott out of his church. This boycott would catapult King to the center stage of the Civil Rights Movement. According to Vernon Jordan, civil rights activist and advisor

⁷ Gates, Jr, Henry Louis. *The Black Church This is Our Story, This is Our Song*. New York: Penguin Press, 2021

⁸ Calhoun-Brown, Allison. “Upon This Rock: The Black Church, Nonviolence and the Civil Rights Movement” *American Political Science Association* 33, no.2 (2000): 168-174

⁹ Calhoun-Brown, Allison. “Upon This Rock: The Black Church, Nonviolence and the Civil Rights Movement” *American Political Science Association* 33, no.2 (2000): 168-174

¹⁰ Morris, Aldon. 1981. “Black Southern Student Sit-In Movement: An Analysis of Internal Organization.” *American Sociological Review* 46:744-67.

¹¹ Morris, Aldon, 1981. “Black Southern Student Sit-In Movement: An Analysis of Internal Organization.” *American Sociological Review* 46:744-67.

to President Bill Clinton, “Montgomery came out of the church, because that was our one place of freedom. It was a place where we could talk.”¹² The Montgomery Bus Boycott was successful; however, there will be more events to come out of the various churches.

Shortly after the *Brown v. Board of Education* (1954) and the Montgomery Bus Boycott (1955), the Alabama government decided to use the foreign corporation law to investigate the National Association for the Advancement of Colored People (NAACP). They were required to hand over their records, “including its charter and list of organizational officers and staff. However, because of confidentiality and potential reprisal attacks, the NAACP refused to hand over its list of rank-and-file members.”¹³ Since they would not give up their list, they were banned from meeting. While this does violate their First Amendment rights, Rev. Shuttlesworth had asked to see the statue keeping those in Birmingham from being a member of the NAACP. With this information, he was able to use a loophole to make sure they kept meeting and fighting for their rights. Rev. Fred Shuttlesworth will get over sixty churches to join the Southern Christian Leadership Conference (SCLC). Now under Rev. Martin Luther King, Jr.’s leadership, Rev Shuttlesworth, will work with him to mobilize more people to help change the laws in Birmingham. He opened the doors to his church, Bethel Baptist Church, which became the headquarters for the movement in Birmingham. Bethel Baptist Church will be bombed three different times including bombing Rev. Shuttlesworth’s home on Christmas Day in 1956.

The SCLC was not the only group formed while the NAACP was unable to meet. Many young adults wanted to be able to mobilize and help with the movement. These young adults were leading sit-ins across the nation like the one at the Woolworth’s lunch counter in Greensboro, North Carolina on February 1st, 1960. In April of 1960, Ella Baker, director of the SCLC, invited students who had participated in the various sit-ins to a meeting at Shaw University in Raleigh, North Carolina. This meeting was to help organize their part of the movement and thus formed the Student Nonviolent Coordinating Committee (SNCC). Future Congressman John Lewis was an active member. Lewis said, “our members were multiplying so fast that hundreds of volunteers had not yet been trained in the way of nonviolence, so I wrote up a basic list of “Do’s and Don’ts” to be distributed.”¹⁴ John Lewis and many other students will help train many more in the ways of nonviolence. Those training sessions took place in church basements and were all led by students.

Churches like First Baptist Church in Montgomery, Alabama, will open their doors for the Freedom Riders, who were mostly students. Rev. Ralph Abernathy was the pastor of First Baptist and in May of 1961, he was faced with an angry white mob of over 1,000 when 1,500

¹² Gates, Jr, Henry Louis. *The Black Church This is Our Story, This is Our Song*. New York: Penguin Press, 2021

¹³ Franklin, Sekou, “NAACP v. Alabama (1958),” *The First Amendment Encyclopedia* 2009. <https://www.mtsu.edu/first-amendment/article/68/naACP-v-alabama>

¹⁴ Lewis, John, and Andrew Aydin. *March Book One*. Georgia: Top Shelf Productions, 2013.

activists came to his church to hear Dr. King give a message about the Freedom Riders who were there to take refuge. The mob threaten to bomb the church, so Dr. King called Attorney General Robert Kennedy for help. Kennedy called in the U.S. Marshals and later that night, the streets were calm and the people inside the church were able to leave safely.

Instructional Implementation

Teaching Strategies (mini lesson/lecture, Primary Source Analysis, choice board, differentiation)

Pre Assessment: Giving a pre assessment will allow the teacher to gauge what the students already know about a specific topic before beginning a new lesson. This will assist in how much background information needs to be provided to the students.

Hyperdocs: Teachers provide these digital lesson plans to their students to assist them in progressing through the lesson. These are created by the teacher and provide all the content in one organized place for the students. These lessons start with an engaging activity similar to a warm-up assignment. The “Engage” part gets the students thinking about the lesson. The lesson will then move to the explore and explain stages. During these stages, students will watch videos, read text, complete a graphic organizer (or other form of notes), and receive a lesson through a particular format (ie. Pear Deck, Edpuzzle, teacher lecture, etc). The “Explore” has students building background knowledge while the “Explain” is where the teacher will give the direct instructions to the lesson. Next, the lesson will have the students applying and sharing their learning. This process can be in the form of completing a project via a choice board where it is shared in class or through another digital platform. The last two pieces of a hyperdoc are the reflect and extend. Students should reflect on their learning, themselves, and/or process through a summary or questionnaire. The “Extend” part of this lesson allows for students to go beyond their learning whether completing an extended project or a list of resources they could use to continue learning about their favorite topics.

Graphic organizers: These allow students to record their learning using a visual learning tool and helps keep their notes organized.

Primary Source Analysis: Using primary sources in history class allows students to see firsthand what was going on during the particular time period.

Annotation: A strategy to use when doing close reading on primary or secondary sources in class. This strategy allows students to analyze and form questions about the reading.

Pear Deck: This is an add-on tool to Google Slides. This helps students stay engaged in the lesson while the teacher progresses through it. This tool makes the lesson more interactive, and the teacher can easily assess the students' understanding while teaching the lesson.

Edpuzzle: This platform allows students to check their understanding as they watch video clips. The video clips can be created by the teacher or educational videos already created. Teachers can also use this platform to assess student understanding before moving on to the next part of the lesson. Teachers must set up a class account and give students the access code to join before they can complete their edpuzzle assignment. Edpuzzle will work in conjunction with Canvas.

Textbook Reading: Depending on the type of textbook, teachers can use the text as another source to learn information. The textbook is usually written at the grade level and offers tips and guided reading strategies to help students understand the material.

Choice Board: A great teacher strategy to offer a variety of choices for students to pick an activity to be completed to showcase their comprehension. While the teacher controls which activities can be performed, the students still have a choice in which one they will complete. This is also a way for the teacher to offer differentiation.

Padlet: A platform that allows students to use it as a discussion board. Students can upload their thoughts to a question and continue a discussion about the answers. They can also use it to showcase their completed work/projects.

Canvas: This is a Learning Management System (LMS) where students can submit assignments their teachers have created and assigned on the LMS.

Lesson & Activities

Day 1

Essential Question: Why was the involvement of the Black Churches and their leaders so crucial for the success of the Civil Rights Movement?

Objective: In this session students will work through understanding the First Amendment and various Reverends who encouraged, pushed, and spoke out against the injustices of African Americans.

Content Delivery:

1) Students will start by taking a pre-assessment about the Civil Rights Movement. The teacher should give each student a copy of the pre-assessment. Students should list everything they know about the various leaders. Since this is checking for background knowledge, students do not have to write in complete sentences.

2) The teacher should give access to the Hyperdoc via their LMS (Canvas or Google Classroom) and explain how the Hyperdoc works. Each student should get a copy of the Hyperdoc. To give each student their own copy, the teacher should delete everything in the url starting from the word “edit” and replace it with “copy”. Students should then start to work on the “Engage” part of the lesson.

3) The teacher should give the students a chance to share their responses to the “Engage” part whether in a whole group setting, with a partner, or in a small group. This is a great place to have a discussion about the Amendments, who they protect, and how they protect the American citizens.

4) Next, students should be given the graphic organizer to complete as they work through the “Explore” part of the lesson. The teacher can allow students to work through this section independently, in small groups, or in a whole group setting depending on the level of understanding shown on their pre-assessment. This is where students will be building their background knowledge and it is important that they understand the details about the various Black Churches and their leaders.

5) Give students the *Letter from Birmingham Jail* to complete for homework. Students should read, annotate, and answer the questions about the reading.

Day 2 and 3 with a possible day 4

Objective: Students will continue their notes and learn about the role of the Black Churches in the Civil Rights Movement.

Content Delivery:

- 1) Students will review their learning from Day 1 with the teacher and then move onto working through Dr. King’s *Letter from Birmingham Jail*. The students will interact with the lesson as the teacher will present it using Pear Deck. Students will need to use their annotated homework from the night before to complete this assignment.
- 2) Students will then complete the Edpuzzle assignment independently.
- 3) Using the textbook or text the teacher has put together, students should read through key pieces of the Civil Rights Movement looking for mention of the various Black Churches.
- 4) Last, students will move to the “Apply” part of the lesson. At this point of the lesson, students will need to pick an assignment from the choice board of activities to complete.

This part of the lesson can be graded as the assessment, and depending on the class structure, students may need two full days of class time to complete.

- 5) Once students have completed their choice board assignment, they will need to post their work on the Padlet to share with their classmates. Students will also need to make sure they submit their work for grading via Canvas and/or submit in person to the teacher.

Assessments

Informal - I use the pre-assessment (see appendix 2) to gauge what my students know or do not know before beginning a lesson. This helps me determine what I may need to add to the lesson to help students grasp the new material. I do not take a grade on the pre-assessment; however, I do give a grade on the students' graphic organizers (see appendix 4). This can be graded for completion.

Formal - Instead of giving a multiple choice or constructive response test, I have my students complete a project. Students are given a few options to choose from using a Choice Board (see appendix 7). The choices offer enough variety to hopefully match a student's ability to be successful. For this grade, I use the rubric (see appendix 8) to grade the students' work. The rubric will assess their ability to research, be creative, and work on building content. Students will also share their project with their classmates. This will also help students build their confidence up in sharing their work and knowledge with their peers.

Appendix 1: Teaching Standards

American History:

North Carolina Department of Instructional Standards:

Unit 8: Turbulent Times Post-War Capitalism and Social Change

AH.B.1 Evaluate American identity in terms of perspective, change, and continuity

AH.C&G.1 Evaluate the relationship between the American people and the government in terms of freedom, equality, and power.

AH.E.1 Analyze the American economic system in terms of affluence, poverty, and mobility

AP United States Government and Politics:

College Board Standards:

Unit 3: Civil Liberties and Civil Rights

LOR-2.B: Describe the rights protected in the Bill of Rights.

LOR-2.C: Explain the extent to which the Supreme Court's interpretation of the First reflects a commitment to individual liberty.

CON-6.A: Explain how the Court has at times allowed the restriction of the civil rights of minority groups and at other times has protected those rights.

Appendix 2: Pre-assessment

Civil Rights Movement – Pre-Assessment

Directions: For each of the following people write what made them important during the Civil Rights Movements throughout history.. **Then describe how each of the following changed the lives of African Americans in the 1950s and 1960s.....**

A. Dr. Martin Luther King, Jr.



F. Thurgood Marshall



B. Brown vs. Board of Education



G. Booker T. Washington



C. Rosa Parks



H. W.E.B. DuBois



D. Malcolm X



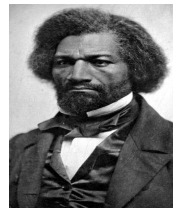
I. Ida B. Wells-Barnett



E. Stokely Carmichael



J. Frederick Douglass



[Link to Hyperdoc](#)

In this Hyperdoc, you will have access to eight pages of digital interactive activities that will walk students through a process of learning about the Civil Rights Movement through the Black Churches.

Appendix 4: Graphic Organizer

[Link to Graphic Organizer](#)

This graphic organizer is three pages where students can use them to write notes or you can upload it to an LMS for students to use. It is paired well with the Hyperdoc or can be used separately.

Appendix 5: Letter from Birmingham Jail Homework sheets

[Link to Homework Sheets](#)

The homework sheets linked here consist of Dr. King's entire letter paired with some guiding questions to assist students as they read through his words.

Appendix 6: Letter from Birmingham Jail Pear Deck Slides

[Link to Pear Deck Slides](#)

These slides are designed to use after students have read Dr. King's letter. These slides are interactive and can be used in a whole class setting or as an individual lesson.

Appendix 7: Choice Board

Black Churches and the Civil Rights Movement: Leadership and Memory Choice Board

Directions: Students will now take the information they learned about the role Black Churches and/or the leadership played in the Civil Rights Movement for North Carolina.

Here are some examples to choose from: Trezzvant Anderson, Dorothy Counts, Reginald A. Hawkins, Kelly Alexander, Julius Chambers, James Swann, Rev. Benjamin Elton Cox, the role of the Charlotte Presbyterian Churches, and all others must be approved by the teacher.

Choice Item	Description
<p>Create a Newspaper with articles and headlines from actual events during the Civil Rights Movement in North Carolina.</p> <p>Work will be submitted on Canvas.</p>	<p>Create a newspaper with articles based on actual events and information about the Civil Rights Movement in North Carolina. Your end result should resemble an actual newspaper! Your readers will be people from that time. You can decide if your newspaper is for Blacks Only or Whites. Independent academic research is expected and should focus on: key events and viewpoints of different groups during this time. Coverage of two different events is expected. Go outside the box and above and beyond the basic notes. This should be typed and you can use a newspaper template to create your articles. I have shared one you can use here. Fake Newspaper Generator- https://www.fodey.com/generators/newspaper/snippet.asp</p>
<p>Create a 10 to 12 panel comic strip about the events about one of the people listed above and their contributions to the Civil Rights Movement.</p> <p>Work will be submitted in Person to the teacher.</p>	<p>Comic Strip - must be hand drawn and written. Make sure to keep your story in the correct time period and within the number of panels. Your comic strip should have speech bubbles where your characters are talking about the events going on around them. You must have 10 to 12 panels. Make sure your events in your comic strip are in order and tell the story of your</p>

	<p>person/event. The teacher can provide you with a long sheet of paper for this activity.</p>
<p>Create a 3-D Monument or diorama with a one page typed paper about their contributions to the Civil Rights Movement.</p> <p>Work will be submitted on Canvas and in person to the teacher.</p>	<p>Research one famous person listed above and type a one page paper about them. Type in 12 point Times New Roman. Make sure your report is in your own words. DO NOT copy and paste from the internet. You will need to also create a 3-D Monument or diorama of them. You can use any materials you like to create your monument. Make sure your paper and creations only talk about what makes them famous or important for the Civil Rights Movement.</p>
<p>Create a Story Book about the life and their contributions to the Civil Rights Movement of one of the people listed above.</p> <p>Depending on which book you created will determine how you will submit your work.</p>	<p>The story book can be neatly written in black ink pen, or it can be done digitally using the free version of www.bookcreator.com. The story book should tell the story of one of the individuals above and their contributions to the Civil Rights Movement. Make sure each page has a visual to go with your story. All work must be your own original work from your research.</p>
<p>Historical Cell Phone</p> <p>Work will be submitted on Canvas.</p>	<p>Pick ONE of the individuals listed above that had a direct connection to the Civil Rights Movement. Imagine if they had a cell phone. Then, using these slides, put your creativity to work and bring that phone to life.</p>

Appendix 8: Project Rubric

NAME: _____

TITLE OF WORK: _____

DATE: _____

AREA	CRITERIA				POINTS
	Novice - 1	Apprentice - 2	Proficient - 3	Expert - 4	
Content	Content is minimal OR there are several factual errors; focus is unclear	Includes essential information about the topic but there are 1-2 factual errors; focus may be unclear	Includes essential knowledge about the topic. Subject knowledge is good; focuses on an important concept.	Covers topic in depth with details and examples; subject knowledge is excellent; focuses on an important concept	
Originality	Uses other people's ideas but does not give them credit.	Uses other people's ideas (giving them credit), but there is little evidence of original thought or critical thinking.	Product shows some original thought and critical thinking. Work shows new ideas and insights.	Product shows a large amount of original thought and critical thinking. Ideas are creative and inventive.	
Research	No Research	Minimal Research (1 - 2 sources)	Moderate Research (3 sources)	Advanced Research (4 or more)	
Mechanics	Errors are consistent throughout project	Several spelling errors and/or grammatical errors	Few misspellings, word misuse or grammatical errors	No misspellings, word misuse, or grammatical errors (sentence fragments, run-ons, subject/verb agreement)	
Appearance	Use of minimal color, graphics, effects, etc. to enhance the presentation. Often, these detract from the content.	Makes some use of color, graphics, effects, etc. to enhance the presentation, but occasionally these detract from the content.	Makes good use of color, graphics, effects, etc. to enhance the presentation.	Makes excellent use of color, graphics, effects, etc. to enhance the presentation.	
<div>Teacher Comments:</div>					TOTAL POINTS

Materials:

Chromebook for each student - to access the Hyperdoc (lessons)
Internet access for teacher and students
LMS System (Canvas or Google Classroom)
Copies (as needed) of Pre-assessment for each student
Copies (as needed) of Graphic Organizer for each student
Copies(as needed) of Letter from Birmingham Jail for each student
Copies (as needed) of the Choice Project for each student
Copies (as needed) of the Project Rubric for each student
Blank computer paper (as needed for the project)
Construction paper (as needed for the project)
Supplies as needed for students who want to make a 3D model
Pear Deck account for the teacher (free for educators)
Edpuzzle account for the teacher
Headphones (as needed) to hear the various videos
American History Textbook with Civil Rights Movement chapter/section

Student Resources:

Newspapers.com by Ancestry, <https://www.newspapers.com/>

This site will assist students with research on articles, obituaries, crime reports, marriage and birth certificates, and advertisements. While the site was created in 2012, there are over 22,000 newspapers that date back to the 1700s.

Charlotte History Toolkit: Research your Neighborhood,
<https://charlottehistorytoolkit.com/>

Students can use this website to research more about Charlotte, North Carolina. When researching their local person and/or church, this website can help students learn more about the area in terms of geography, economics, and learn more about what life was like for them during the particular time period.

Douglas, Davison M. *Reading Writing & Race: The Desegregation of the Charlotte Schools*.

Chapel Hill: University of North Carolina Press, 1995.

This book can assist students with research on the challenges and struggles in Charlotte, NC before the U.S. Supreme Court cases *Brown v. Board of Education* and *Swan v. Charlotte Mecklenburg Schools*.. Students can use this book to do research on Dorothy Counts, Julius Chambers, Regional A. Hawkins, Kelly Alexander, or James Swann. This book is an excellent source for independent research.

Hanchett, Thomas W. *Sorting Out the New South City: Race, Class, and Urban Development in*

Charlotte, 1875 - 1975. Chapel Hill: University of North Carolina Press, 1998.

In this book, students will be able to see how the city of Charlotte can trace its spatial evolution over the course of a century, exploring the interplay of national trends and local forces that shaped the city. The book can assist with the research on how the civil rights affected their hometown.

Teacher Resources:

Grundy, Pamela. *Legacy: Three Centuries of Black History in Charlotte, North Carolina*.
Charlotte: Queen City Nerve, 2022

The teacher can use this book to help students learn about the stories from Charlotte's African American residents from the days of enslavement to the present day. Their stories will tell how they played an essential role in making Charlotte what it is today.

PBS: The Black Church Season 2020 series,
<https://www.pbs.org/video/the-black-church-lv0sut/>

If the teacher does not have the disk version of this PBS series, the teacher can go to PBS.org and view the different episodes directly from their site. This series is hosted by Henry Louis Gates, Jr. and it follows along with his novel by the same title. This source is great for learning more about the role of the Black Churches throughout history.

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Gates, Jr, Henry Louis. *The Black Church This is Our Story, This is Our Song*. New York: Penguin Press, 2021

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Civil Calhoun-Brown, Allison. “Upon This Rock: The Black Church, Nonviolence and the Rights Movement” *American Political Science Association* 33, no.2 (2000): 168-174

Morris, Aldon. 1981. “Black Southern Student Sit-In Movement: An Analysis of Internal Organization.” *American Sociological Review* 46:744-67.

Franklin, Sekou, “NAACP v. Alabama (1958),” The First Amendment Encyclopedia 2009. <https://www.mtsu.edu/first-amendment/article/68/naACP-v-alabama>

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Grundy, Pamela. *Legacy: Three Centuries of Black History in Charlotte, North Carolina*. Charlotte: Queen City Nerve, 2022

<https://www.pbs.org/thisfarbyfaith/print/journey1.html>