

THE STRUGGLE FOR EQUALITY

Time Required: 54-Minute Class Period

SOL USII 8a	The student will demonstrate knowledge of the key domestic issues during the second half of the twentieth century by: a) Examining the Civil Rights Movement.
OBJECTIVE	The students will examine the Civil Rights Movement and how the black church and other organizations help to push the movement forward.
GOAL	Students will experience the effects of segregation and the Civil Rights Movement. They will use that experience through reading selections, video clips and discussion questions to make inferences about the African American struggle and the importance of the black church.

HOW I WILL TEACH: Procedures and Strategies		
BEFORE	DURING	AFTER
<p><i>As students walk into the class, instruct them to take their seats and look at the board.</i></p> <p>1. Journal Writing: Students will think about the following question and write a short response in their journal. <i>Does treating people equally mean treating them the same?</i> Ask a few students to share their response.</p> <p>2. Vocabulary Activity: Frayer Model: Have students complete a Frayer Model on the “Civil Rights Movement” concept. <i>If you have not used this before you will need to model it for the students.</i></p>	<p>1. Guided Practice: Read aloud “Imagine a Time...” while students have their eyes closed. Ask them to imagine being in the situations described in the reading selection. When finished reading, ask students what “mental images” they created in their mind as they heard the text. Explain that you can infer what the topic of the reading selection was by using context clues and drawing conclusions based on background knowledge. Explain that by using <i>inference</i>, the reader can determine that the subject of the reading selection is segregation.</p> <p><i>Teacher may want to do additional research of the Southern Christian Leadership Conference</i></p> <p>2. Teacher Lecture: Introduce students to the goals and strategies of the SCLC during the Civil Rights Movement by reading and studying the link in the following <i>Freedom on Film stories SCLC Leaders visit Albany Pool Hall(Albany)</i></p> <p>3. Video Clip: The students will watch the above video clip.</p> <p>4. Independent Practice: After the students have viewed the video clip they will read independently additional information on the <i>Albany Pool Hall</i>. Students will then answer discussions questions following the reading</p>	<p>1. ABC Graffiti Activity: Students will fill in a vocabulary term or phrase for each letter of the alphabet related to the topic “The Civil Rights Movement. This will help students make connections. If necessary, have students work in pairs to complete activity. Share response with class using overhead.</p> <p>2. Raft Activity: Students will complete a writing assignment on equality using the prescribe RAFT format.</p>

RESOURCES/MATERIALS	RESOURCES/MATERIALS	RESOURCES/MATERIALS
<ul style="list-style-type: none"> - Posted journal entry question - Writing journal - Frayer Model 	<ul style="list-style-type: none"> - "Imagine a Time" text for read aloud - Video clip website Freedom on Film www.civilrights.uga.edu - Reading Selection- Copies of SCLC leaders at the Albany Pool Hall - Copy of discussion questions 	<ul style="list-style-type: none"> - ABC Graffiti Handout - RAFT Assignment sheet/rubric

ASSESSMENT	RAFT assignment
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“Imagine a Time...”

Try to imagine a way of life in which you have to walk to school, sometimes extremely great distances, because the school bus does not come to pick YOU up, even when it picks up other people your age. You do not have the same academic opportunities as other children your age. Instead you receive tattered, worn out textbooks and sit in rundown schools and are taught by people who may not be qualified to teach you.

Imagine taking the city bus, and having to sit in the back, even if every seat in the front is empty. If you want water from a drinking fountain, you must use only certain fountains for “your” kind of people. If you want to order something from a restaurant, most likely you will have to eat your food outside instead of enjoying your food in the air-conditioned seating, like the other people did. If you go to the movies, you must sit way in the back or maybe even in a balcony where you have to sit on old wooden folding chairs instead of the comfortable seats below.

Imagine having to look down when passing certain other people, so not to look them straight in the eye. Imagine having to step off the sidewalk, onto the curb, to let other people pass.

Imagine if you did not follow these ways of life that you could be put in prison, beaten, or even killed.

SCLC Leaders Visit Albany Pool Halls

On July 20, 1962, Federal District Court Judge Robert J. Elliot issued a temporary restraining order to halt demonstrations by participants in the [Albany Movement](#). The document specifically named the leaders of the movement, including [the Reverend Dr. Martin Luther King, Jr.](#), [Ralph Abernathy](#), [Dr. William G. Anderson](#), and [Charles M. Sherrod](#). While those leaders did abide by the order, other Movement participants refused to halt their demonstrations. That same night, prominent [Albany](#) activist Reverend Samuel Wells went to Shiloh Baptist Church and gathered almost one hundred and sixty people for a demonstration. All who took part, including the Reverend Wells, were arrested.

Two days later, on July 22, 1962, Marion King, the wife of Albany Movement vice president [Slater King](#), traveled to a jail in the nearby town of Camilla, Georgia, to take food to some of the people who had been arrested for the July 20 demonstrations in Albany. The guards at the jail ordered her to leave. Mrs. King, who was pregnant, carrying one child in her arms, and accompanied by two other children, failed to move quickly enough for the guards. The sheriff's deputy cursed at her, and she responded that he could arrest her if he wanted to. The deputy then knocked Mrs. King down and kicked her until she was unconscious.

On July 24, [Judge Elbert P. Tuttle](#) of the U.S. Appeals Court for the Fifth Circuit overturned Judge Elliot's order against demonstrations. The next day, two thousand members of Albany's black community marched through the city's streets to express their anger over Mrs. Marion King's beating. Many of the teenage demonstrators threw bricks, rocks, and bottles at the Albany police, who did not commit any violence against the protestors. This demonstration represented the first time during the Albany Movement that the protestors abandoned their practice of nonviolence.

These displays of violence prompted Dr. King on July 25, to ask for a "Day of Penance" among the blacks in the community and to request that any further marches be halted. Dr. King, Abernathy, and Sherrod visited the city's pool halls and bars to talk to blacks, especially the black youth, to remind them of the goals of the Albany Movement and of the methods that should be used to achieve those goals. Here the leaders speak in Dick Gay's Cue Room. Two white detectives sent by Albany police chief [Laurie Pritchett](#) and television crews accompanied the three men.

[This WSB clip](#) shows an informal side of Dr. King that contrasts with his well-known national image as a speaker and leader. By visiting the pool hall, Dr. King recognizes the central role that youth played in the Albany Movement. Finally, we see how difficult it was for activists to maintain [nonviolence](#) in the face of constant bigotry.

[Suggested Resources](#)

Discussion Questions

1. How did young people define the Albany Movement in response to their own needs?
2. Do you think that the young people in this clip are open to the guidance of Dr. King and Reverend Abernathy? Why or why not?

ABC Graffiti

ABC Chart-THE CIVIL RIGHTS MOVEMENT

A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
V	W	X	Y	Z		