

The Children's March: Identifying and Analyzing the Role of Children in the Civil Rights Movement

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Introduction

Edmund Burke once said, “Those who don’t know history are destined to repeat it.” In the classrooms, we teach about historical events and people and their actions so that the current generation can reflect and learn from the mistakes or accomplishments of those before us. Though, at times this seems like a daunting task when I find my students are so far removed from the historical events that it is difficult to reach a state of empathy. This realization occurred to me with the following discussion activity I had in my class this past school year. Before we began our final novel—*The Watsons Go to Birmingham-1963* by Christopher Paul Curtis—I wanted to gain more insight on their background of this time period, in particular what they knew about the Jim Crow laws. We just wrapped up our discussion of the pros and cons of year-round schooling to target the decline of progress within schools; we discussed how the United States is ranked 29 of 50 in the list of powerful countries and how year-round schooling was a proposed route to fix the decline in our education system. I used this as a way to move into a discussion about Jim Crow laws by having Delaware Governor Jack Markel make a false decree for changes in laws going into the next school year:

Studies have shown that people born in the months of July to December have lower thinking abilities than individuals born between January and June. This explains why there is a huge gap in the educational achievement. To deal with this issue, Jack Markell has required by law the following doctrines/procedures as of July 2013.

I told my classes Governor Markel made the announcement that his decree was made to target the education deficit in the United States, in particular to begin fixing the issues in Delaware. I told the classes that this was an official decree “shared” the previous night’s news broadcast. I then created a series of laws following the language of the Jim Crow Laws; instead of segregating by skin color, the groups would have to be segregated by date of birth (see Appendix B).

Students were divided into groups of three to four. Each group was given a copy of the new “laws” and had to discuss their reactions as well as how life would be different for these two groups of people. Walking around listening to discussions, I got the reaction I was looking for in that the students agree that it is wrong to alienate a group for

something that they have no control over. In one group, a student named Ashley immediately states that the group is upset with everything. Samantha pointed out: “What if your birthday falls in August and you are a really smart person?” For example, what if us three (referring to group mates Samantha and Christian) were May and she was born in August, we can no longer remain friends with each other since we have different birthdays.” Ashley continued in stating: “You cannot choose your birthday; so they shouldn’t control things based on your birthday.” “It’s not fair; you should be allowed to choose who you love and not be held back by a date,” Samantha Christian adds: “I’m completely against it. There are some really smart people born between July and December and it wouldn’t be fair for them to be judged by their birthday.” “You can’t control when you were born,” added fourth group member Maurina.

When I told the class that these laws at one point did exist in our nation; “Instead, these laws separated people by skin color rather than by birthday. They were called Jim Crow Laws. Has anyone ever heard of them?” The vast majority had no idea what the Jim Crow Laws were and couldn’t fathom how our nation could actually have laws that treated people in this way. I quickly realize my students have a very basic, surface level understand of this time in the history. My students are so far removed from the situation and time period that it is difficult to have them empathize with events of the Civil Rights Movement.

Overall, students understand how wrong it is to alienate a group of individuals for something they have no control over; although, however the majority of my students only have a surface-level understanding of what the Jim Crow Laws were and didn’t realize that separating two group of people based on a insignificant factor such as skin color was once heavily practice and dominated our way of living in The United States. Moving forward, I want to focus my research on gaining a deeper understanding of the established Jim Crow Laws and the effects they had on our society in the South. In particular, I want to focus on events that happened in Alabama and Mississippi which are the settings of the two novels and as well as the location of the Children’s Crusade.

Rationale

As I saw with my Jim Crow Laws activity, I can see how far detached the students are to this time in history due to the amount of time that has lapsed. In turn, it makes it difficult to have them empathize with events of the Civil Rights Movement and the ways people were discriminated against unless I make the movement more relatable to them: as a child. To achieve empathy for the events, I want to focus on teaching the Civil Rights Movement through the perspective of children and learn about their role during the time period of Jim Crow and in the Civil Rights Movement. First, students will learn the history of the Jim Crow Laws—why they were instated by the white community—and the effects they carried into the black community and why they were instated by the white community. To help my students gain a better understanding of the effects of Jim

Crow, we will read portions the novel *Roll of Thunder, Hear My Cry* by Mildred Taylor. The novel is set during the Great Depression in rural Mississippi and is told through ten-year old Cassie's point of view. Cassie is a young, African American girl living with her parents, three brothers and grandmother on their cotton farm. The reader learns about the effects of Jim Crow laws as Cassie witnesses their effects through various events and ultimately learns her 'place' as a black child in the white society. By first gaining a deeper understanding of the Jim Crow Laws and life in the south, students will be able to evaluate the authenticity of the events written in the novel.

After reading *Roll of Thunder, Hear my Cry* and gaining a better understanding of rule of Jim Crow, we will learn about the timeline of the Civil Rights Movement focusing again on the child's perspective. In May of 1963, hundreds of African American children marched in the city of Birmingham and willingly got arrested to help the progress of the Civil Rights Movement. This event became known as the Children's Crusade. To see a child actively wanting to help in these monumental events is fascinating to me; learning about any historical events through a child's perspective will be more engaging for my students, especially my special-education students. Looking at history from a child's perspective helps students generate more personal connections to the content and engage prior knowledge. It is essential for students to make connections to the text in order for them to comprehend and analyze the content.

Demographics

Conrad Schools of Science (CSS) is a unique school in the Red Clay School District housing grades from 6th to 12th. The school is considered a magnet school with a primary focus on mathematics, science and technology. The high school courses offered are meant to lead into various pathways: Allied Health, Sports Physical Therapy, Engineering and Biotechnology. All students now have to apply and interview in order to be accepted into the school. I am currently teaching 6th grade English/Language Arts and Special Education. In the past couple years at CSS the Special-education component was served using the inclusion model. Since I am dual-certified in teaching special-education and middle school English, I would teach a group of regular education students with the special-education population in the same class. The past couple of years, I have co-taught in an 8th and 9th grade English class room and acted as a support facilitator for and Algebra II class and an 7th grade ELL Mathematics class. Going into the 2013-2014 school year, I will continue to teach 6th grade English/Language Arts in an inclusion setting.

For this curriculum unit, I will focus on my 6th grade English/Language Arts class. Since the classes will be an inclusion setting, the lesson will focus on differentiating instruction so that the gifted students in the class as well as the classified special-education students in the class will be able to comprehend the material. This unit has been made to fit a block schedule of 90 minutes classes.

Essential Questions:

1. What are the Jim Crow Laws and what effect did those laws have on the lives of African Americans living in the South? In particular, how did these laws affect children?
2. In what ways did people protest against the Jim Crow Laws and how did they devise their plans of protest?
3. How is learning about significant historical events different when examining them from a child's perspective? Do children truly have an impact on history?

History of Jim Crow and Children's Role in the Civil Rights Movement

In order for me to successfully teach about the Jim Crow Laws and why the Civil Rights Movement began, I needed to understand when and why the animosity and prejudice developed towards blacks. The animosity first begins when blacks were enslaved by various groups:

“Forms of enslavement of humans of every skin color had long existed in virtually every major social group on earth, the practice of chattel ownership of humans or keeping men and woman involuntary labor bondage having existed for at least five millennia...But no continent has been so exhaustively victimized by slavery as has Africa, particularly that part below the Sahara commonly known as black Africa.”¹

Even though the origins of racism are still unknown, it was during the Middle Ages when the Arabs, Berbers and Persians made Africa its prime hunting ground for new slaves is the prejudice against blacks started. Many of the tribes living in this area were unable to defend themselves from powerful outsiders coming in. Due to their lack ingenious manufactures and lack of pursuit in education in areas of arts and sciences, blacks were regarded as uncivilized, tribal barbarians/pagans who practice torture and cannibalism. “Negative stereotypes have surfaced with Arab intellectuals comparing ‘ugly and misshapen’ blacks to ‘dumb animals’ who dwell in caves...and eat each other.”² Muslims and Christians also reinforced this view of blacks since it states in the Old Testament of the Bible the Curse of Ham: a biblical passage based on Noah cursing all of the descendants of his son Ham to be slaves; this passage justifies black slavery to Christians. Many whites thought that it was their Christian duty to take these creatures out of their world and offer them one of solitude of serving one of a higher status. Europeans, especially the English, followed suit with the Arabs and enslaved the blacks as a way to meet spiraling demands and to keep labor costs low in their new consumer society.

Why would white men, who considered themselves Christian and civilized, enslave blacks if in the Bible it claims we are “to love thy neighbor”? French naturalist Comte de Buffon legitimized European claims to enslaving blacks was due to biological superiority. He believed that the white race represented the real and natural color of man and regarded pale skinned Europeans as close to the Greek physical ideal. “Europeans, in his view, are not only more handsome, but more intelligent and civilized than ‘defective’ Africans. He attributed that the alleged inferiority of Africans to the theory that black women procreated with chimpanzees.”³ Josiah Nott, a physician famed for his studies in ethnology, argued that blacks were made separate from whites; the blacks possessed smaller skulls which created smaller, inferior brains thus justified black enslavement. This attitude was also reflected in the works of famous English writers Chaucer, Milton, Shakespeare. This negative stereotype was reemphasized in the 1857 *Dred Scott* decision when the US Supreme court declared that blacks were beings of inferior order, and altogether unfit to associate with the white race. With the help of physician Josiah Nott—who is from Alabama—and his theories that blacks were made separate from whites with inferior skulls and intelligence that justifies black enslavement, Southerners were able to stop apologizing for their peculiar institution of slavery. Blacks were granted no rights that a white had to respect and adhere to.

Jim Crow Comes to Power

With the end of the Civil War in 1865, the 13th, 14th and 15th Amendment added to the U.S. Constitution which ended slavery in the nation and promised equal protection of the laws to both races. Congress used these Amendments to enact the nation’s first civil rights laws which recognized blacks as citizens, prohibiting racial violence, and opening public conveyances to all. In order for the Southern states representatives to be admitted back the national congress, each legislative body was required to write a new constitution granting blacks the right to vote and ratify the 14th amendment and recognize blacks as citizens. These new amendments added to the Constitution open up opportunities for the blacks and the South is now forced to acknowledge a new way of life that didn’t thrive on a slave-based economy.

However, the prejudice and animosity still remained deep in the roots of the South. Many whites in the South couldn’t fathom granting equalities to blacks and see them as an active part of their American society:

“The vast majority of all Southern whites viewed the blacks amongst them as dangerous competition for political power that the latter would if allowed to—at least in realms of white fears—monopolize in revenge for two centuries of enslavement. Furthermore, such deeply ingrained white prejudice simply could not countenance an outcome suggesting social equality between the races.”⁴

To keep blacks from getting involved in society, all the Southern states began to slowly evolve into the web of Jim Crow practices that generated a caste system that continued to place blacks as low man on the totem pole.

The name “Jim Crow” originates with a white man named Dartmouth “Daddy” Rice. Rice used “Jim Crow” as his stage name where he would put on blackface makeup and imitate a black man as a part of a comedic song and dance routine. “Jim Crow” was a highly exaggerated, stereotypical black character that white audiences became receptive to as the portrayal of blacks as singing, dancing fools. Due the success of his shows, the term “Jim Crow” was seen as a racial slur and was used to classify the segregation laws, rules and customs that oppressed blacks.⁵

Black Codes were first created that aimed to limit economic and physical freedom of blacks. These laws barred blacks from attending white schools, marrying whites, testifying in courts, having a gun, owning property. Though these codes were short lived; the Civil Rights Act of 1875 passed that outlawed Blacks Codes in the South and stated that it was not right to deny blacks entry to public facilities. However, the federal government was mistaken to think that these efforts would effectively protect civil rights of African Americans living in the South. Southern legislatures took this as meaning separate but “appropriate” facilities needed to be provided for blacks. So rather than focus on exclusion, Jim Crow measures focused on creating separate facilities. “To satisfy federal courts, Southerners built and overlay of equality into segregation, but it really was a sham, a pretense that as long as the “same” was provided for both races, segregation would not offend constitutional law.”⁶ Waves of violence swept across the South as organized white vigilantes terrorized blacks to keep them away from the polls.

Mississippi was the first to place a poll tax in that you have to pay a fee to vote. Even though it was a miniscule amount, many blacks were destitute and could not afford to pay the tax. Also, blacks had to pay all unpaid poll taxes from prior years of eligibility before they were allowed to vote. Mississippi was also the first state to enforce a literacy test for any black hoping to vote and cast a ballot if they could afford the tax. They also placed the “grandfather” clause meaning that any man could vote if his grandfather had voted prior to 1867; this of course excluded Mississippi’s former slaves and their sons. Any black that went into the registrar’s office completed the application was four to five pages long; once they completed their application to register, they were met by an 8th grader who could not read the applications. President Benjamin Harrison and Washington ignored the pleas and appeals made by blacks claiming injustice; President Harrison claimed that this was an issue that had to be worked out at the state level. Based on this, the rest of the South followed Mississippi’s example and changed their constitutions to reflect the same voting policies. Southern blacks were written out of the electoral process and essentially being political powerless.

Beginning in the 1890s, here was a great upsurge of new laws and strengthening of old ones which pushed white supremacy in new, effective ways throughout the South. Jim Crow has now taken hold and established the norm to separate or remove blacks from white Southern societies. Jim Crow became what it meant to be Southern.

Jim Crow Ruling through Violence

Another way to ensure that blacks did not mix with whites is that many Southern whites would terrorize and slaughter blacks. In 1866 in Pulaski, Tennessee, the Ku Klux Klan (KKK) was formed. They regarded themselves as the unofficial white army of the South. This group would use any means from violence to murder towards any black who offended white sensibilities and any white would defend black aspirations. The Klan's lawlessness kept blacks from attempting to claim their rights and away from the polls and equally intimidated the whites who would sympathize with the blacks conditions. From 1889 to 1930, over 3,700 men and women were lynched; the majority of which were blacks living in the South. The transgressions included attempts to sue a white employer, demanding to be allowed to vote, participating in union activities, exhibiting disrespect towards a white such as "sassing" or giving a "fresh" look. Most lynching was due to the black person being in the wrong place at the wrong time; they would use this person as an example to the rest of the community and keep the blacks in their place. Hundreds of other lynchings and acts of mob terror aimed at brutalizing and intimidating blacks that went unreported throughout the South.⁷ Whites were able to get away with these acts of violence because all Jim Crow era court juries were white; no black man was able to serve on a jury. The juries would find the defendant innocent; thus this equaled to state-sponsored murder

"From the end of Reconstruction until the Supreme Court's *Plessey vs. Ferguson* decision in 1896 Jim Crow spread like a pestilence. The virus settled in every community, in county after county, in state after state until its cells had taken over the entire body of the South."⁸

Jim Crow within Mississippi and Alabama

Alabama and Mississippi are regarded as the two worst states of creating Jim Crow Laws and violence that went along with upholding those laws and social norms. *Roll of Thunder, Hear My Cry* takes place during the Great Depression of the 1930s in rural Mississippi and the Children's March is taking place in the heart of the Civil Rights Movement in Birmingham, Alabama 1963. In order for me to be able to implement the novel *Roll of Thunder, Hear My Cry* and study the Children's March with my students, we need to understand the history of their settings.

Mississippi and Jim Crow

Mississippi was viewed as the leader in political decision as well as actions when it came to upholding the Jim Crow Laws. All throughout the South, following Mississippi's lead, each state rewrote their constitutions to limit the rights of blacks, especially within the political realm. Along with nearly eliminating the black vote, they ceased black ambitions and economic growth through the system of sharecropping. "Before the end of Reconstruction, the vast majority of southern blacks had become penniless agricultural workers indebted to and controlled by white landlords and merchants. This system of land tenancy became known as sharecropping."⁹ Sharecropping is where the tenant was paid a share of the crop. Mainly, we see its blacks seeking to make contracts and rent land with white farmers. Blacks would work this parcel of land and use the crops grown as a part of their rent; the black man was only allowed to keep a quarter or half of what he cultivated. The landowner would then sell the crop for profit and give the black the proceeds after he deducted rent, what goods he put out such as seeds, fertilizer, cash. In most cases, the tenant farmers were still indebted to the landlord or the store for supplies; most merchants also charged high interest rates to make it nearly impossible to gain in profit. Also, Crop Lien laws and creditor protection laws made it extremely difficult for blacks to be independent and not rely heavily on their landlord or were impoverished. This system kept Southern blacks in line because their landlord would threaten to take the land back if they were seen registering to vote. "Any confrontation between white and black was potentially lethal to the black party, but when the confrontation was initiated by the black man, trouble—*serious* trouble—was almost a sure bet."¹⁰ This is where the Klan step in and would threaten violence for any black farmer that got out of line. This was a prominent story line in Mildred Taylor's *Roll of Thunder, Hear My Cry*. Many of the African American families in the novel were tenant farmers; it was very rare for African Americans to own their own. Luckily for the Logan family (the main character's family, Cassie Logan) they owned their own land. But the Logans still had difficulty dealing with white merchants at stores as Cassie finds out in her first trip to town.

Mississippi proved to be another leader through the use of terror and violence that erupted during the Jim Crow Era. "In Mississippi, the method for controlling black votes and regulating their economic and public lives by and full-scale and openly brutal violence was known as the First Mississippi Plan of 1875. Whites openly resorted to violence and fraud to control the black vote, shooting down black voters "just like birds." This ruthless and blood revolution devastated the black vote in Mississippi. The white vigilantes made no attempt to disguise themselves as in the days of the Ku Klux Klan."¹¹

On June 21st, 1964 in Philadelphia, Mississippi drew in national media attention with the disappearance of two young white men and a young black man. Three workers were held in Sheriff Cecil Price's office—Michael Sherwener, an outsider from New York, James Chaney, and 21 year-old black man, and Andrew Goodman from New York—and arrested for speeding. Later they were released by Sheriff Price to return Meridian, Mississippi. Soon after their orders to return to Meridian, MS, the men were followed by

two cars, boxed in, and forced to pull over by an angry white mob. Once the car was found, the car was torched and the three men were nowhere to be seen and assumed to be dead. These men were targeted by the Klan for being and ‘uppity nigger’ and outsiders sympathizing with blacks and they needed to learn their place. This immediately drew nationally attention and President Johnson sent the FBI in to complete an investigation. Unfortunately, the FBI found the remains of other bodies of black people that were killed. The FBI was also led by an informer to an earthen-damn where they dug up more bodies and torched cars that were never reported. Federal government charged sheriff price and other Klansmen involved for civil rights violations. However, the state of Mississippi refused to pressed charges for murder.

“Bombingham”, Alabama and Jim Crow

Governor George Wallace pledged that “he would stand in every schoolhouse door in the state to defy desegregation...In the name of the greatest people that have ever trod this earth, I draw the line in the dust and toss the gauntlet before the feet of tyranny and I say, segregation now, segregation tomorrow, segregation forever!”¹² Martin Luther King deemed him the most dangerous racists in America. For years, Governor Wallace allowed five Klan groups to tormented Birmingham’s black neighborhoods with cross burnings, mutilations and bombings in reaction to the marches and demonstrations of people wanting to desegregate. If blacks performed any marches or sit-ins, they would quietly be arrested then beaten nearly to death once placed in a jail cell (where the media wasn’t allowed). Due to 60 unsolved bombings, Fearful blacks called their community ‘Dynamite Hill’ and their city ‘Bombingham’.

The climatic event of the novel *The Watsons Go to Birmingham* focuses on the bombing of the 16th Street Baptist Church where the main character, ten-year old Kenny Watson- witnesses the aftermath of the bombing going off at the church. On September eptember 19, 1963, 16th street Baptist Church, in Birmingham, Alabama was bombed by an angry white mob. Four little girls that just finished their Sunday school lessons and were getting ready for Church were killed. “They were not participants, they were not leaders, they were not marchers or sit-inners, and they didn’t go on freedom rides. They were just there attending Sunday school.” The bomb that had killed the four children had been the work of the Ku Klux Klan. Until that moment the majority of white people have never fully comprehended the magnitude of the intolerance that Black Americans faced in their struggle.

Children and Jim Crow: Integrating Schools

The first initial fear is was that white children would have to attend school with black children. Southern legislatures in all Southern states took powerful strides and pains to assure whites that education would not involve integration.

“Southern states declared that *Brown* was ‘null and void.’ Across the South hundreds of laws and resolutions cut off state aid to desegregated schools, revoked licenses of teachers in mixed classrooms, repealed compensatory attendance laws, empowered governors to close schools, and provided tuition grants to white children to attend all-white private schools. New school choice programs maintained segregation legally because blacks who applied to white schools were invariably dismissed from their jobs or evicted from their homes.”

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Schools boards across the South determined the black children’s behavior and academic background were best suited to stay in an all-black school. Sometimes, in most extreme cases white parents wouldn’t send their child to school or the county would shut down the school altogether so black children were unable to attend. This was fine if schools were in accordance to the *Plessey vs. Ferguson* case stating that everything can be separate as long as facilities were equal. However, this was not the case.

With most white schools in the South, the school board would use the majority of the funds to equip the white schools with the newest, latest technology and supplies. An example of these conditions was in Prince Edward Co. in Virginia where the school board used 60% of its school budget on the white schools. White students were able to be bused to school while black students were required to walk. School buildings for whites would be updated with heat, air-conditioning, and clean facilities while the black schools would be shanties that were lucky to have one fire-burning stove in the room to keep heat. The facilities were often in horrible, unsanitary conditions. The black schools also lacked having a gym and an infirmary. They also lacked the proper textbooks and equipment to have a sufficient education. For instance, in the *Roll of Thunder, Hear My Cry*, Mildred Taylor describes how the white children in the town have a brand new school with a bus that drives them to school. The Logan children are forced to walk five miles (with no shoes) to attend school. Also, the black students are given eh old, ratty textbooks that were thrown away from the white school since they have new editions. Their school only has three rooms to house first grade to eighth grade.

Children also were victims of the violence. “Mississippi has decided to maintain white supremacy by murdering children.”¹⁴ Summer of 1955, fourteen year old black boy Emmitt Till came to Mississippi to visit his cousin’s grandfather Moses Wright; Wright has lived in Mississippi all his life and knew his place. Emmitt was from Chicago and didn’t know the customs of the South and how to act towards white people. Emmitt Till went to the Bryant store to buy candy and whispered something to the store owner’s wife that she didn’t appreciate it. That night, Roy Bryant and John Milam men came to the house and seized Emmitt; they forced him to strip naked, shot him in the head, wrapped his body in barbed wires and threw his body into the river with weights. An all-white jury was selected for the trail. The two murderers were identify and admitted to beating and murdering Emmitt Till. The jury found Roy Bryant and John Milam boys not guilty.¹⁵

In Louisiana, 6 year-old Ruby Bridges was the first African American to integrate the white school. The mobs of whites outside the school were so violent that the U.S. Marshall was called in to escort Ruby into school each day. Housewives and teenagers chanted and spat at her, shook their fists, threw eggs and rotten food and waved a baby sized coffin containing a black doll. They yelled the doll represented her. Other parents yelled they were going to throw acid in her face to make her white since she wanted to be a white person so much. Ruby's father was fired from his job since his daughter attended a white school and her grandparents were forced off the land they have sharecropped for twenty-five years. The other white children were kept out of school since their parents didn't want them educated with Ruby.

In Little Rock, Arkansas a new battle was about to begin. The Superintendent Virgil Blossom originally wanted to spend \$1 million on a brand new black high school to deal with the South's most difficult problem in integrating the schools. This way the blacks could attend a brand new school on the east side while white students can attend school on the west side near the suburbs. This way they can hold off integration as long as possible since the blacks were given a brand new school that is as fully updated as the white school. However, blacks were to be integrated into the Central High School; only twenty-five of the top black students were picked based on intelligence, character and health. On September 4, 1957, nine of the twenty five students attempted to arrive for their first day of school (group became known as the Little Rock Nine). Governor Orval Faubus ordered the Arkansas National Guard to 'keep the niggers out'. An angry white mob also appeared and stood between the nine black children and the all-white Central High School. The nine black students were harassed, cursed and threatened to be lynched by the mob. Elizabeth Eckford, 15 year- old student, had to face the mob alone. The crowd yelled "Lynch her! Lynch her!" Elizabeth broke down and sobbed on the bus stop bench. Two white people came to her rescue; that didn't stop the horrible nightmares she had for weeks due to the incident. On the second day, the students were finally able to get into the school by a back entrance. The mob erupted and hunted them down inside the school to drag them out. Other whites attacked, raided and destroyed black homes and business. A 10 car convoy was stopped from going to one of the student's homes with dynamite. Little Rock was in complete chaos. Finally on September 25, President Eisenhower order 10,000 National Guard Soldiers o assist getting the black students into the school. Students were given rides in conveyes armed with machine guns. Each student was assigned a paratrooper that acted as their personal guard. The National Guard surrounded the school and helicopters hovered above to disperse the mob. One of the black male students commented: "Every day was like going to war."¹⁶

The Children's Crusade

With Birmingham's history of police brutality, Martin Luther King counted on Public Safety Commissioner Bull Connor to 'commit his brutality openly—in the light of day—with the rest of the world watching.'¹⁷ This will hopefully force the federal government

to intervene. Indeed, King's assumptions were correct but turned out in a way he hadn't expected. Originally, King proposed a campaign that if they filled the jails with adult it will cause the nation to notice the injustice happening in the South. However, the black community was afraid of the repercussions that would follow if they did participate in the demonstrations. If the parents were seen on the picket line, they would lose their jobs or have their home or car reposed for being involved. Instead, thousands of children stepped up and marched in his proposed campaign.

One man, Reverend James Bevel, believed it was time for blacks to stop accepting the injustice happening to them and walk. Bevel of the SCLC is regarded as "one of the best tactical minds in our movement" and the secret weapon the movement needed.¹⁸ Bevel stated, "We wanted to get the rest of black community in Birmingham involved. And the way you get the people involved is if you get their children involved."¹⁹ Rev. James Bevel exclaimed this was the best answer to energize the movement since young people can think at the same level and are not tied down with all these responsibilities like their parents. There is no economic threat to the family since the father is still going to work but the movement is still moving forward.

Beginning in early April, Bevel enlisted the help of "Tall Paul" White and Shelley "The Playboy" Stewart—two popular disc jockeys that all the children tuned into to listen—as direct lines to the black children of Birmingham. Between songs Stewart would talk about the importance of freedom and mention "hot luncheon" as a code to show the kids there was a secret meeting being held.

"We started organizing the prom queen of the high schools, the basketball stars, the football stars, to get the influence and power leaders involved...they had a community they'd been in since elementary school, so they had bonded quite well."²⁰

These young adults were sought by Bevel and he explained the purpose of the marches to them; there was a strong emphasis that this was going to be a non-violent demonstration and the children know the final outcome is they must be arrested. The students in turn would return to school and talk to the other students about getting involved. "D-Day" was secretly announced on May 2nd, 1963 when Stewart announced, "Don't forget children there's going to be a party in the park. Don't forget your tooth brushes because lunches will be served."²¹ Many children followed the advice of the DJ and packed their tooth brushes, tooth paste, soap, and extra underwear since they had a feeling they wouldn't be coming home.²²

Children organized themselves with responsibilities: someone needed to signal the basketball team and football team; someone else had to organize this hallway to get the signal out. At 11 a.m., the leaders came and stood outside the window with a sign stating "It's time" and that was everyone's cue to leave the school. Children climbed out of

windows, back doors of their schools; teachers couldn't stop the mass flood of student running out of the schools to head to the 16th street Baptist Church or the meeting place. Kids from all the city of Birmingham over came to the demonstration; hundreds of children walked as far as 18 miles to participate. Children as young as 6 marched that day and all knew their objective was to march and get arrested.²³

Bevel arranged so that the children would march out of the church in waves of fifty. Within the first hour, Bull Connor abandoned paddy wagons and brought in school buses to arrest and move out the students. The Birmingham police couldn't fathom how many students were coming out of the church to march. They were also shocked that the students were not scared or crying; rather they were singing and laughing and generally happy to be a part of the movement. Audrey Fay Hendricks was nine at the time and recalled her involvement:

“I did not go to school the day I went on the march. I wasn't nervous or scared. We started from the Sixteenth Street Church. We always sang when we left the church. The singing was like jubilation. It was a release. And it also gave you a calmness and reassurance. We went down a little side street by Kelly Ingram Park and marched about half a block down. Then the police put us in paddy wagons, and we went to Juvenile Hall. There were lots of kids, but I think I may have been the youngest child in there. ”

973 children were arrested that first day. Plans were already spinning over the radio to continue the march the next day.

On the second day, 3000 spectators arrived to watch the event. Noticeably, the atmosphere changed. The fire marshal was brought in and police ordered them to open fire on the students with fire hoses. Nine hundred pounds of water pressure targeted the young children to disperse the giant crowds of children. Children were knocked to ground, rolling down the street due to the pressure of water. Reverend Fred Shuttlesworth explains experience with the fire hoses:

“I caught sight of the powerful stream of water arching down upon me from less than 50 feet away. Quickly I put my hands over my face and turned away as the water hurled me against the concrete. All breath was knocked out of me, my chest ached, my head pounded, and my heart was trying to burst. Had I not thrown up my hands, my face probably would have been disfigured today.”²⁴

Shuttlesworth was slammed so hard into the wall that he was rendered unconscious. He was later rushed to the hospital. Bull Connor didn't care how small or young the individual was, he ordered the fire marshal to be relentless with the water hoses. Next, Bull Connor came in with his white tank rolling down the street, chasing the people down

the streets, trying to intimidate them. Connor also enlisted police dogs to attack the crowds. By the end of the second 1,922 people were arrested and many were sent to the hospitals due to injuries.

President Kennedy was appalled and sickened by what he read in his Saturday newspaper about what was happening to the kids in Alabama. The nation agreed that we should be embarrassed that this type of violence was happening towards children. Attorney David Vann mentioned “It was a masterpiece of the use of media to explain the cause to the general public of the nation.”²⁵ Photographs appear in newspapers throughout the world showing what is going on in Birmingham. The federal government was worried about the image of American this created for the outside world. Kennedy reached out to Martin Luther King to put an end to children getting involved. Though, it was out of King’s hands. The children refused to give up on the demonstrations; each day children would be excited to go to jail that once they were released they would line up to go back in. By the end of the third day, 4,163 people were arrested. Children as young as nine years old were getting arrested. They would stay in jail for about two weeks though their spirits were high. Due to the massive amounts of children showing up and getting arrested, the police began using farm pens and fairgrounds. The police would treat them like the livestock and lock them in animal pens.²⁶

Even though the conditions of being in jail were horrible with little food, the demonstrations prevailed. Children would come down town wearing their bathing suits, dance and in the streets, yell “I want to go to jail”. In a press conference, Martin Luther King announced, “activities which have taken place in Birmingham over the last few days, to my mind, mark the nonviolent movement coming of age. This is the first time in the history of our struggle that we have been able, literally, fill the jails.”²⁷ By the seventh day, the police realized they the demonstrations would not end. 3000 more students showed up o get arrested that day. The police realized this would never end unless they relented; after 5,000 people were arrested it was clear that the police no longer have control. Birmingham was about to collapse. Negotiations were underway to stop the demonstrations between Marin Luther King and other activists in Birmingham and the White House. By May10th, Bull Connor was out of the job and President Kennedy proposed the Civil Rights Act the will guarantee equal rights, especially voting rights for blacks that has long been ignored.

As author Michelle Alexandra states in her interview: “Information has to be presented in a way that’s linked to a pieces about encouraging students to think critically and creatively about how they might respond to injustice and how young people have responded to injustice in the past.”²⁸ Ultimately, I want my students to learn why it is wrong to discriminate against someone for something they have no control over or use their own judgment rather than the opinions of others to judge a person’s character. By reading the novel, they will witness through a child’s eyes how hurtful alienation and

discrimination can be; they will be also able to see they that the child did nothing wrong to deserve the judgment. By learning about the Children's March of Birmingham, I want my students to know they are the ones that will be the making the decisions in the economy, but that process can start sooner than they think. I want them to realize that as a child you have the power to determine the outcome of events and decisions being made as we see happening with the Children's March of Birmingham. Students will read articles, watch a documentary and ultimately decide if this was the best decision to make (getting children involved) that advanced the movement.

Strategies

Collaborative Groups

Working together with peers is a life skill that students need to practice and accomplish. With collaborative learning, it allows students to learn to work together towards a common goal. Each member of the group is accountable to each other and required to participate in order to achieve the final outcome. Students need to learn how to work respectfully with others and learn how to consider each other's points of views and opinions. Collaboration also benefits students in that by listening to their peers the can develop better understanding of the task or content; it also extends their thinking by hearing other perspectives that they may not have considered or thought of. Individual and group evaluations are essential to monitor the group's work and their progress working as a team.

Students will work in collaborative groups or literature circles when reading *Roll of Thunder, Hear My Cry* and addressing questions about the book. Students will work together to identify evidence of the Jim Crow Laws and caste system present in those specific chapters of the book.

Jigsaw

In groups, students will read different texts or passages from a single text then share and exchange information from their reading with their classmates or members of another group. If working in a group, they will then share out their findings with the original members of the group. This is a good strategy to help create peer collaboration and differentiate instruction for struggling readers. How I was going to incorporate this strategy is that when students are reading the newspaper reaction to be children's march, each group will be assigned an article to read

Rendered Text Experience

Through this strategy students are expected to read a text and then find one word, phrase, and sentence that summarize the major points of the article by highlighting the major

words and phrases has resounded in the article. Students will use this strategy when reading the newspaper articles about the Children's March in Birmingham. Students then will have to use the author's purpose to determine the author's feelings about using children in a serious matter. Students then will justify whether or not it was ethical and moral to use children in a political movement.

Teacher Resources

- Text: *When the Children Marched* by Robert Mayer
- Website: The Martin Luther King Research and Education Institute (http://mlk-kpp01.stanford.edu/index.php/resources/article/the_childrens_crusade_the_role_of_youth_in_the_african_american_freedom_str/)
- DVD: Children's Crusade by Teaching Tolerance
- VHS: A Time for Justice by Charles Guggenheim and Teaching Tolerance
- Novel: *Roll of Thunder, Hear My Cry* by Mildred B. Taylor

Classroom Activities

Activity One: Background Knowledge of Jim Crow Laws and The Great Depression

Part A: Understanding Jim Crow Laws with Law Discussion (introduction activity)

Objective:

- Students will identify laws that are unfair based on our civil rights
- How Jim Crow laws were created based in an uncontrollable factor: skin color

I will present students will following decree: *Studies have shown that people born in the months of July to December have lower thinking abilities than individuals born between January and June. This explains why there is a huge gap in the educational achievement. To deal with this issue, Jack Markell has required by law the following doctrines/procedures as of July 2014.*

Using the modified version of the Jim Crow Laws (Appendix B), students will work in collaborative groups to discuss the following:

- How will life change in our society once these laws are in effect?
- Are these laws fair? Why or why not?

This will then open up our discussion in defining the Jim Crow Laws and how they discriminated on the uncontrollable factor or skin color rather than birthday

Part B: The Great Depression

Vocabulary

Great Depression: From 1929-1940s, millions of Americans lost their jobs and ended up homeless as a result of bank failures and the stock market crash.

Sharecropping: living and working on a farm owned by another farmer; this was a common lifestyle of African Americans living in the South.

Activity 1: Students will perform a jigsaw using an informational packet on The Great Depression. In groups, students will be provided the information about one portion of the time period:

The Crash of the Stock Market and Banks

The Dust Bowl

Franklin D. Roosevelt and the New Deal

Riding the Rails

The End of the Great Depression with World War II

Each group will be given a piece of post-it poster board paper and will collaborate to find the three main/central ideas of their selection to share with the class and share a “wow” and a “whoa”

Wow: a fact, comment, event that they all considered to be interesting

Whoa: something in the article that they considered to be unusual or confusing

Once students have compiled their information onto the poster the other students will carousel or walk around to each groups’ posters to write down what the students shared on their note template (Appendix C).

Once students have visited each poster, we will come together as a group to discuss each selection of The Great Depression.

Extension: If I had time and access to computers, I would allow students more time to research and find images of their selection to place on their posters to add to the visual appeal of visual learners.

Activity Two: Analyzing text: Jim Crow and Roll of Thunder, Hear My Cry

Students will read chapters one and four of Mildred B. Taylor’s novel *Roll of Thunder, Hear My Cry*

Chapter One:

Summary: The main character, Cassie, and her brother are introduced as prominent characters in the book. The book begins with the children headed to their first day of school. It’s especially a special day for Cassie’s youngest brother, Little Man, since it is

his first going to school. Through *Little Man*, we see how the Jim Crow Laws are prominent in their everyday lives. Along the way, Cassie and her brothers meet up with T.J., a family friend, and he discusses a night ride that happened the night before. Jeremy, a white boy that lives in the next plantation, wanted to walk with Cassie and them. However, Jeremy was yelled at by his sister Lillian Jean. Suddenly, the children are chased off the road by the school bus only whites are allowed to ride. This is a running joke to the driver with the objective to get the blacks kids as dirty with dust as possible. Unfortunately, *Little Man* is too slow to get out of the road and gets his Sunday's best covered with dust. Cassie and her brother also walk past the 'white' school

While at their school—which is a four room shack—the children are assigned their rooms they are designated to share with another grade level. The students are assigned their text books, or remnants of textbooks they are so disheveled and in such poor condition. *Little Man* realizes for the first time the dominance the white race has over the blacks in that he sees ownership of the books are only given to whites in new condition then given to blacks in very poor conditions.

Questions:

- If you could be *Little Man*, what questions are you left with after your first day of school?
- What evidence of the “Jim Crow” lifestyle/atmosphere is present throughout this chapter? State specific evidence from the text to support conclusions
- Can you infer the emotions going through the characters within this chapter? Focus on the children, both white and black.

Chapter Five:

This is Cassie's first time to the market. At this point, on her elder brother Stacey was allowed to go. Though, her grandmother, Big Ma, warned her to be on her best behavior and be polite, especially to the white folk. The children head to the general store to do some shopping. In a general store, the clerk waits on white customers and ignores them, even though they were ready to check out first. Cassie assumes the man has forgotten about them, and so she tugs at his sleeve and reminds him. He yells at her, reminding her she is a 'nigger' and tells her to get out. Crushed, she walks out onto the street and stumbles into Lillian Jean, Jeremy's sister. She and her father push Cassie out in the street, trying to force her to apologize. Cassie is furious when Big Ma makes her apologize.

Questions:

- What was your reaction to the clerk yelling at Cassie?
- What was your reaction to Big Ma forcing Cassie to apologize?
- How are these two events evidence of the Jim Crow Life style of the South?

Task:

Write a journal entry as Cassie summarizing the events of the day. What upset you the most: the clerk yelling at you for being an ‘ nigger’ and not knowing your proper place or being forced to apologize for doing nothing wrong?

Activity Three: The Children’s March

Objectives:

- Students will identify why children were chosen to lead this movement
- Students will identify the violence present and determine who was responsible
- Students will determine whether or not children can play a part in history and cite evidence to support their reasoning

Part A: Reading When the Children Marched

Student will read the chapter 5 “When the Children Marched” in textbook *When the Children Marched*

Questions

- According to Reverend James Bevel, why were kids targeted for this act of protest?
- How was the even organized?
- Why was A.G Gaston’s opinion on involving young people?

Part B: Watch Film The Children’s March

Students will watch the documentary “The Children’s March” and answer the following questions:

- What means did Bull Connor take to end the demonstrations? What were your reactions?
- To the white citizens of Birmingham, did it matter that children were involved? Think of Bull Connor, possibly other police officers and fireman.
- After the conclusion of the film, can children make a difference in our society? Explain your thoughts using evidence from the film

Part C: Was the Children’s March Ethical? Was It Moral?

Objectives:

- Through a discussion, students will state their claims and offer support for their claims on whether it was the best choice to get children involved for the movement

Part I: Debate and Jigsaw

State to students: “Martin Luther King announced, “activities which have taken place in Birmingham over the last few days, to my mind, mark the nonviolent movement coming of age. This is the first time in the history of our struggle that we have been able, literally, fill the jails”. King’s major objective of the movement was to follow Gandhi’s footsteps and fill the jails with innocent people (put in jail for not committing a crime and not fighting back).

Debate question: If you were a parent, would you agree with Dr. Martin Luther King letting children as young as six take on this burden and go to jail?

Jigsaw activity: Students will be arranged into groups of three to four. Each group will be assigned an article to read one of the following newspaper articles from: The Martin Luther King Jr. Research and Education Institute

Once finished reading, students will answer the following questions:

- Where was the newspaper article written? (North/South)
- Summarize your article including: who, what, where, when, why, how
- Summarize the article’s point of view and if they agreed on whether or not children should/not have been involved and why

Part II: Rendered Text Experience:

With their article, each student must find the following that stands out in their article that stands out to them:

One word

One phrase

One statement

Each student will complete this activity then share with their collaborative groups. Students will collectively decide what word, phrase and sentence they will share with the rest of their group that embodies the message of their article. The speaker of the group has to explain their decisions.

Bibliography

Dierenfield, Bruce J.. *The civil rights movement*. Harlow, England: Pearson Longman, 2004.

This was the text we recommended that we read for our seminar. It was full of useful information about the time line of the Civil Rights Movement, identified key events and people that influenced the direction of the movement. I used it to gain the necessary background knowledge need to teach the unit to my students.

A Tim for Justice. VHS. Directed by Charles Guggenheim. Montgomery: Teaching Tolerance, 2004.

This documentary by film maker Charles Guggenheim highlights the key events of the Civil Rights Movement. I used this video to educate my student on events of segregation happening in Mississippi, the setting of the novel we are reading.

Eyes on the prize. DVD. Directed by Henry Hampton. Alexandria, Va.: PBS Video, 1986.

Another documentary we used in the seminar that highlighted and explained specific events we read and discussed as a group. I was particularly interested in the episode the focused on events in Mississippi since that is the setting of the novel we are reading.

Mayer, Robert H.. *When the children marched: the Birmingham civil rights movement*. Berkeley Heights, NJ: Enslow Publishers, 2008.

This is text that I am going to use in my classroom to teach my students the events that lead up to and happened during the Children's March in Birmingham. It highlights why key players of the movement through kids would be a beneficial asset in moving the movement forward since it was at a stand still.

Mighty times: The Children's March. DVD. Directed by Robert Houston. Montgomery, Ala.: Teaching Tolerance, 2005.

Documentary that interviews participants and shares footage of the Children's March in Birmingham.

Packard, Jerrold M.. *American nightmare: the history of Jim Crow*. New York: St. Martin's Press, 2002.

This text highlights how Jim Crow became a prominent way of life in the south and specifically broke up events that happened due to the new law system by state.

Sokolower, Jody . "'The New Jim Crow': Michelle Alexander Explains How Our Prison System Condemns Many African Americans to Second-Class Status." *States News Service (Chicago)*, October 22, 2013.

An interview with author Michelle Alexander where she discusses the current issues of Jim Crow tendencies still being present in our society today.

"...and it doesn't stop." Jim Crow Museum of Racist Memorabilia at Ferris State University Home. <http://www.ferris.edu/htmls/news/jimcrow/index.htm> (accessed December 10, 2013).

This is a museum/exhibit present at Ferris University that has memorabilia, documents, and other primary and secondary sources of the Jim Crow Era

Appendices:

Appendix A

Common Core standards for 6th grade English:

- CCR3: Describe how a particular story's plot unfolds in a series of episodes as well as how the character responds or change as the plot moves toward the resolution,
- CCI3: Analyze in detail how a key individual, event or idea is introduced, illustrated, and elaborated in text
- CCR6: Compare and contrast texts in different forms in terms of their approaches to similar themes and topics.

Common Core Standards for Writing and Speaking and Listening

- W1: Write arguments to support claims with clear reasons and relevant evidence using credible sources and demonstrating understanding of the topic
- S1: effectively engage in a wide range of discussions (groups/partners) building on others' ideas and expressing their own clearly

Common Core Standards for Literacy in History (Grades 6-8)

- Cite specific textual evidence to support analysis of primary and secondary sources
- Determine central idea or information of the primary/secondary source
- Identify the aspects of the text that reveal the author's point of view or purpose
- Distinguish among fact, opinion and reasoned judgment in a text.

Appendix B

Schools/Universities

Schools

- Separate school facilities for elementary, middle and high school levels must be in place for students with birthdays falling between January and June from people who have a July-December birthday.
- Supplies and funding may vary
- These children must not be educated together due to the new bylaws and provisions created. It will be considered unlawful for the groups to mix together.

Universities

- May provide separate facilities at their discretion
- Have the right to turn away students that they feel are not applicable or may not fit the standard or requirements of their university.

Transportation

- Separate waiting areas must be provided in all airports, bus and train stations so that people of the different birthdays do not mix.
- Brand new models of vehicles are reserved to people of January – June birthdays since it has been proven that people of the earlier birth months are developmentally capable of operating a new vehicle
- Others (those having a later birthday) will be sold older models of cars and not allowed to receive their driver's license until the age of 21 instead of 16.

Marriage

- Unlawful for anyone having a birthday between January-June to marry someone having a July through December birthday
- If already married, that marriage will be considered null and void.

Restaurants

- Separate seating and waiting areas must be made available
- Owners/managers have the right to refuse service to anyone that they feel will cause a disruption to the business
- Unlawful for people of January- June birthdays to mix with people having a July – December birthday

Theaters/Shopping Malls/Recreational Areas

- Separate facilities shall be provided if funding is available
- Prices and admission are to be adjusted at the owner/managers discretion
- Owners/managers have the right to turn away people that they feel are not applicable and fit the standard or requirements
- Unlawful for people of January- June birthdays to mix with people having a July – December birthday

Toilet Facilities

- Separate facilities shall be provided and must be made available since we do not want to mix genetics of the superior mind with those having an inferior mind/thinking ability
- *If new facilities will not be built, outhouses will be placed for that group.*

- Unlawful for people of January- June birthdays to mix with people having a July – December birthday
- Owners/managers have the right to refuse service to anyone that they choose

Technology

- New technologies (Internet, Smart Phones, Computers, Cars, etc.) will only be made available to those of superior thinking abilities so those who have birthdays that fall between January and June.
- Those people who have birthdays that fall between July and December will not be provided with these technologies until they pass the proper examinations. If caught with technology and do not have verification you passed the examination, it will be considered unlawful and will be punished accordingly.

Appendix C

The Great Depression Jigsaw

	3 Main/Central Ideas	Wow/Whoa
Dust Bowl		
Riding the Rails		
Stock Market and Banks Crashing		
Roosevelt and New Deal		
The End of Great Depression/WWII		

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- ¹ Packard, *American Nightmare* pg. 25
- ² Dierenfield, *The Civil Right Movement*, 1
- ³ IBID, pg. 4
- ⁴ Packard, *American Nightmare*, pg. 53
- ⁵ <http://www.ferris.edu/htmls/news/jimcrow/index.htm> (accessed December 10, 2013).
- ⁶ Packard, *American Nightmare*, 60
- ⁷ Davis, *Creating Jim Crow: In-Depth Essay*,1
- ⁸ Packard, *American Nightmare*, 65
- ⁹ Davis, *Creating Jim Crown: In-depth Essay*, 5
- ¹⁰ Packard, *American Nightmare*, 136
- ¹¹ Davis, *Creating Jim Crow: In-Depth Essay*, 3
- ¹² Dierenfield, *The Civil Rights Movement*, 78
- ¹³ Ibid, 26
- ¹⁴ Ibid, 28
- ¹⁵ Video , *A Time for Justice*
- ¹⁶ Video, *A Time for Justice*
- ¹⁷ Dierenfield, *The Civil Rights Movement*, 80
- ¹⁸ Mayer, *When the Children Marched*, 60
- ¹⁹ Eyes on the Prize, *No Easy Walk*
- ²⁰ Mayer, *When the Children Marched*, 62
- ²¹ Ibid, 58
- ²² Director, *The Children's March*
- ²³ The Children's March
- ²⁴ Mayer, *When the Children Marched*, 106
- ²⁵ Eyes on the Prize, "No Easy Walk"
- ²⁶ The Children's March
- ²⁷ Mayer, *When the Children Marched*, 102
- ²⁸ Sokolower, Jody, *Schools and The New Jim Crow : Michelle Alexander Explains How Our Prison System Condemns Many African Americans to Second-Class Status*, 4

Curriculum Unit Title

The Children's March: Identifying and Analyzing the Role of Children in the Civil Rights Movement

Author

Michelle Hilbeck

KEY LEARNING, ENDURING UNDERSTANDING, ETC.

Using a novel and primary/secondary sources, students will identify the role children played in the Civil Rights Movement. First, students need to be able to identifying the direct impact of the Jim Crow Laws had African America children in order to study and analyze the event The Children's March of 1963 to determine if children can impact human history.

ESSENTIAL QUESTION(S) for the UNIT

1. What are the Jim Crow Laws and what effect did those laws have on the lives of African Americans living in the South? In particular, how did these laws affect children?
2. In what ways did people protest against the Jim Crow Laws and how did they devise their plans of protest?
3. How is learning about significant historical events different when examining them from a child's perspective? Do children truly have an impact on history?

CONCEPT A

CONCEPT B

CONCEPT C

Jim Crow Laws

Fighting Back/forms of protest

Children's March

ESSENTIAL QUESTIONS A

ESSENTIAL QUESTIONS B

ESSENTIAL QUESTIONS C

What are the Jim Crow Laws and what effect did those laws have on the lives of African Americans living in the South? In particular, how did these laws affect children?

In what ways did people protest against the Jim Crow Laws and how did they devise their plans of protest?

How is learning about significant historical events different when examining them from a child's perspective? Do children truly have an impact on history?

VOCABULARY A

VOCABULARY A

VOCABULARY A

Sharecropping
Segregation

Sit-ins
Marches

Birmingham, Alabama
Civil Rights
Civil Rights Movement

ADDITIONAL INFORMATION/MATERIAL/TEXT/FILM/RESOURCES

Text: When the Children Marched by Robert Mayer
 Website: The Martin Luther King Research and Education Institute (http://mlk-kpp01.stanford.edu/index.php/resources/article/the_childrens_crusade_the_role_of_youth_in_the_african_american_freedom_str/)
 DVD: Children's Crusade by Teaching Tolerance
 VHS: A Time for Justice by Charles Guggenheim and Teaching Tolerance
 Novel: Roll of Thunder, Hear My Cry by Mildred B. Taylor