



2023 Historical Research Projects Using National History Day Georgia Primary Source Classroom Activity

Created By	Dr. Kimberly Miles Henry County Schools
Title of Activity	Hidden Figures of the Civil Rights Movement
Overview	This activity will utilize primary, secondary, and tertiary sources to identify and examine women's role during the Civil Rights Era.
Essential or Investigative Question	Did other marginalized groups make tangible contributions to civil and human rights reform efforts?
Audience	<p>This activity is best suited for educators of the following grade levels:</p> <ul style="list-style-type: none"> Grades 9-12 Ethnic Studies Course <p><i>[This activity can be used to extend the learning for the 8th Grade Georgia Studies Course - SS8H11.b Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC), and events (Albany Movement and March on Washington) in the Civil Rights Movement.]</i></p> <p>This activity best suits educators of the following content areas:</p> <ul style="list-style-type: none"> High School Ethnic Studies High School US History Middle School Georgia Studies
Time Required	TOTAL 3 hours: Broken into 50-minute increments.
Goals	<ul style="list-style-type: none"> Describe examples of the benefits of teaching with primary sources. Analyze a primary source using Library of Congress tools. Access primary sources from credible and district-approved online sources. Analyze primary sources in different formats. Analyze a set of related primary sources to identify multiple perspectives.
Standards	<p>Georgia Standards of Excellence (GSE)</p> <p>Ethnic Studies</p> <ul style="list-style-type: none"> Topic 17. Topic: African Americans Standard: Examines the African American quest for political, economic, and social equality. <p>Georgia Studies (Extension Activity)</p> <ul style="list-style-type: none"> SS8H11 Evaluate the role of Georgia in the modern Civil Rights Movement. SS8H11.b Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC), and events (Albany Movement and March on Washington) in the Civil Rights Movement.

<p>Objectives</p>	<p>By the end of this activity, participants will be able to:</p> <ul style="list-style-type: none"> ● Examine primary sources, secondary, and tertiary sources. ● Use primary sources to observe and develop questions about the Civil Rights Movement. ● Use various sources to evaluate the contributions of known and/or unknown historical figures. ● Gather information and communicate evidence-based findings. ● Place historical figures and events in a historical context. ● Make connections between historical figures, groups, and events from the past and the present.
<p>Digital Resources</p>	<p>Database Source Access Note: Sources that require subscription access will require you to login. If you are a Georgia educator, you can login via your school or local library GALILEO Account.</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> ● Library of Congress (Civil Rights) <ul style="list-style-type: none"> ○ Simmons, Gwendolyn Zoharah. "Gwendolyn Zoharah Simmons Oral History Interview Conducted by Joseph Mosnier in Gainesville, Florida." Interview by Joseph Mosnier. U.S Civil Rights History Project, 2011. Video. https://www.loc.gov/item/2015669148/. ○ Sherrod, Shirley. "Shirley Miller Sherrod Oral History Interview Conducted by Joseph Mosnier in Albany, Georgia." Interview by Joseph Mosnier. U.S Civil Rights History Project, 2011. Video. https://www.loc.gov/item/2015669149/. ○ Cleaver, Kathleen. "Kathleen Cleaver Oral History Interview Conducted by Joseph Mosnier in Atlanta, Georgia." Interview by Joseph Mosnier. U.S Civil Rights History Project, 2011. Video. https://www.loc.gov/item/2015669150/. ○ Ladner, Dorie, and Joyce A Ladner. "Dorie Ann Ladner and Joyce Ladner Oral History Interview Conducted by Joseph Mosnier in Washington, D.C." Interview by Joseph Mosnier. U.S Civil Rights History Project, 2011. Video. https://www.loc.gov/item/2015669153/. ○ Jones, Mary A. "Mary Jones Oral History Interview Conducted by Willie James Griffin in Albany, Georgia." Interview by Willie James Griffin. U.S Civil Rights History Project, 2013. Video. https://www.loc.gov/item/2015669169/. ○ Mary Church Terrell Papers. Digital Collection. Library of Congress, Washington, D.C., https://www.loc.gov/collections/mary-church-terrell-papers/about-this-collection/. ● Digital Public Library (Civil Rights) <ul style="list-style-type: none"> ○ Digital Public Library of America. "Search Results: Civil Rights," https://dp.la/search?q=civil%2Brights.

- **Atlanta University Center Robert W. Woodruff Library**

- Atlanta University Center Robert W. Woodruff Library. "Recognizing Women of the Movement: SCLC/ W.O.M.E.N." *The Joseph Echols and Evelyn Gibson Lowery Collection*, 2004.
<https://radar.auctr.edu/islandora/object/auc.199%3A00880>.

Secondary Sources:

- **Library of Congress**

- Library of Congress. "Women in the Civil Rights Movement." The Library of Congress, 2015. <https://www.loc.gov/collections/civil-rights-history-project/articles-and-essays/women-in-the-civil-rights-movement/>.

- **National Parks Service (Mary McLeod Bethune Council House)**

- La Du, Veronica. "Dorothy Irene Height." National Park Service, June 2, 2023. <https://www.nps.gov/mamc/learn/historyculture/dorothy-irene-height.htm>.

- **EBSCO**

- Pérsida Himmele, and William Himmele. 2017. Total Participation Techniques : Making Every Student an Active Learner. Vol. Second edition, 85-87. Alexandria, Virginia: ASCD. <https://search-ebSCOhost-com.proxy.library.emory.edu/login.aspx?direct=true&db=nlebk&AN=1568458&site=eds-live>.

- **Global Citizen**

- McCarthy, Joe. "Dorothy Height's Model of Activism Is Still Urgently Needed Today." Global Citizen, September 18, 2018.
<https://www.globalcitizen.org/en/content/dorothy-height-civil-rights-voting/>.

Tertiary Sources: (a collection of primary and secondary sources, ex., encyclopedia, textbook, historiography)

- **NewsELA**

- Newsela. "Celebrating Black History Month: Trailblazing Women," 2018.
https://media.newsela.com/article_media/extra/Black_History_Month_-_Trailblazing_Women.pdf.

- **History.com**

- Morgan, Thaddeus. "How Freedom Rider Diane Nash Risked Her Life to Desegregate the South." History.com, March 8, 2018.
<https://www.history.com/news/diane-nash-freedom-rider-civil-rights-movement>.

	<ul style="list-style-type: none"> ● NEWSELA <ul style="list-style-type: none"> ○ Brown, DeNeen L. "Black Women Paved the Way for Kamala Harris." The Washington Post. Adapted by Newsela, February 8, 2021. https://newsela.com/view/ckkcr0eqx000i3hlbu6q1p15b/?levelId=ckkcr7hg000d3hpwyl280rqn. ● National Museum of African American History and Culture <ul style="list-style-type: none"> ○ "Women in the Modern Civil Rights Movement." National Museum of African American History and Culture, 2018. https://nmaahc.si.edu/sites/default/files/images/black_women_civil_rights_movement_5.pdf.
<p>Classroom Materials</p>	<ul style="list-style-type: none"> ● Projector ● Chart paper
<p>Preparation</p>	<p>Day 1 - Image and Article Analysis</p> <p>Please preview all primary sources and articles to ensure you address the standards. Many of the online resources have multiple sources. If you are teaching a Georgia Studies Course, please use sources that address SNCC and SCLC referenced in the standard. If you are teaching the Ethnic Studies course, use sources that build on the prior knowledge acquired during the students' coursework in Georgia Studies and/or US History. If you have not previously taught students how to analyze an image, article, or other sources, please model the expectation for this activity. Many districts have adopted the Gradual Release Method as an approach to teaching that allows teachers to <u>model</u> the strategy (I do), then briefly allow students to <u>practice with teacher support</u> (We do), and then release the students to begin <u>practicing on their own</u> (You do).</p> <div style="background-color: #4a4a8a; color: white; padding: 5px; text-align: right;">In Pursuit of <i>Exceptional</i></div> <div style="text-align: center; margin-top: 10px;"> <p>Gradual Release of Responsibility</p> </div>

Day 2 - Citation Walk from Total Participation Technique

Like a Gallery Walk, the Citation Walk allows students to analyze quotes and citations that are used in a text or source document. This technique is interactive in that students work in small groups, and it requires movement as students circulate to different room walls where citations are posted. Using chart paper, display quotes from historical figures from the civil rights era, preferably female, or a quote about the contributions of females to the movement. (Himmele & Himmele, 2017)

When selecting quotes, please ensure that the quotes are centered around women, the Civil Rights Movement, and women during the Civil Rights Movement. Please adhere to your district's policy on supplemental sources when utilizing quotes for this activity. Websites like the Library of Congress, National Archives, and the Smithsonian have quotes from historical figures during the Civil Rights Movement. Other sites like Brainy Quotes have quotes from historical figures and celebrities, but they may not be accurate. So, if you utilize this source, please ensure that the quote is accurately attributed to your historical figure and make sure you focus on figures from the Georgia Standards of Excellence (i.e., Jimmy Carter, Ronald Ragen, John F. Kennedy, Robert Kennedy, Lyndon B. Johnson, John Lewis, MLK). Historical figures can include figures addressed in the Georgia Studies Course, US History Course, and 4-5 Grade Standards.

- If you have yet to teach how to analyze an image, article, or other sources, please model the expectation for this activity.

Procedure

Day 1 This activity may take multiple days to complete.

- View the photograph posted below. Then use the sources 101 & 102 questions (refer to p.9) or ask the following questions:
- What do you see or notice? What do you know or think you know? When was this photo taken? What do you think is happening? Do you recognize anyone in the photo? What additional information is needed?



Dorothy Irene Height pictured with Civil Rights leaders (from left to right: Roy Wilkins, Floyd McKissick, A. Phillip Randolph, Whitney M. Young, and Rev. Dr. Martin Luther King, Jr.)

Source: La Du, Veronica. "Dorothy Irene Height." National Park Service, June 2, 2023. <https://www.nps.gov/mamc/learn/historyculture/dorothy-irene-height.htm>.

- Assign students to groups.
- Distribute the following article (Dorothy Height's Model of Activism Is Still Urgently Needed Today) as the additional information they suggested is needed in response to the image analysis question asked in the previous step.
- Allow time for the students to collaborate (in small groups of no more than 5) and discuss the article and record their thoughts in the worksheet below (*refer to p.10*). If this is your first time introducing document analysis to the class, then you will need to do the gradual release method so that students will understand the expectations of the assignment. As a group, discuss the contributions of Dorothy Height to the Civil Rights Movement.
- Divide the students into groups of no more than five (they can stay in the same group for the article analysis activity, or you can assign different groups).
- Have the students analyze multiple sources from the Library of Congress.
- Have the students use the attachment or the worksheet embedded in this lesson from the National Archives.
 - Source Analysis Sheet:
 - National Archives. "Document Analysis Worksheets," August 15, 2016. <https://www.archives.gov/education/lessons/worksheets>.

Articles:

- Global Citizen
 - McCarthy, Joe. "Dorothy Height's Model of Activism Is Still Urgently Needed Today." Global Citizen, September 18, 2018. <https://www.globalcitizen.org/en/content/dorothy-height-civil-rights-voting/>.
- National Museum of African American History and Culture
 - "Women in the Modern Civil Rights Movement." National Museum of African American History and Culture, 2018. https://nmaahc.si.edu/sites/default/files/images/black_women_civil_rights_movement_5.pdf.
- National Parks Service (Mary McLeod Bethune Council House)
 - La Du, Veronica. "Dorothy Irene Height." National Park Service, June 2, 2023. <https://www.nps.gov/mamc/learn/historyculture/dorothy-irene-height.htm>.

Essays:

- Library of Congress (Collection of Article and Essays)
 - Library of Congress. "Women in the Civil Rights Movement." The Library of Congress, 2015. <https://www.loc.gov/collections/civil-rights-history-project/articles-and-essays/women-in-the-civil-rights-movement/>.

Papers:

- Library of Congress (Mary Church Terrell Papers)
 - Mary Church Terrell Papers. Digital Collection. Library of Congress, Washington, D.C., <https://www.loc.gov/collections/mary-church-terrell-papers/about-this-collection/>.

Images:

- Digital Public Library (Civil Rights)
 - Digital Public Library of America. "Search Results: Civil Rights," <https://dp.la/search?q=civil%2Brights>.

Documentaries:

- Atlanta University Center Robert Woodruff Library
 - Atlanta University Center Robert W. Woodruff Library. "Recognizing Women of the Movement: SCLC/ W.O.M.E.N." *The Joseph Echols and Evelyn Gibson Lowery Collection*, 2004.

Oral history:

- Gwendolyn Zoharah Simmons
 - Simmons, Gwendolyn Zoharah. "Gwendolyn Zoharah Simmons Oral History Interview Conducted by Joseph Mosnier in Gainesville, Florida." Interview by Joseph Mosnier. U.S Civil Rights History Project, 2011. Video. <https://www.loc.gov/item/2015669148/>.
- Shirley Miller Sherrod
 - Sherrod, Shirley. "Shirley Miller Sherrod Oral History Interview Conducted by Joseph Mosnier in Albany, Georgia." Interview by Joseph Mosnier. U.S Civil Rights History Project, 2011. Video. <https://www.loc.gov/item/2015669149/>.
- Kathleen Cleaver
 - Cleaver, Kathleen. "Kathleen Cleaver Oral History Interview Conducted by Joseph Mosnier in Atlanta, Georgia." Interview by Joseph Mosnier. U.S Civil Rights History Project, 2011. Video. <https://www.loc.gov/item/2015669150/>.
- Dorie Ann Ladner and Joyce Ladner
 - Ladner, Dorie, and Joyce A Ladner. "Dorie Ann Ladner and Joyce Ladner Oral History Interview Conducted by Joseph Mosnier in Washington, D.C." Interview by Joseph Mosnier. U.S Civil Rights History Project, 2011. Video. <https://www.loc.gov/item/2015669153/>.
- Mary Jones
 - Jones, Mary A. "Mary Jones Oral History Interview Conducted by Willie James Griffin in Albany, Georgia." Interview by Willie James Griffin. U.S Civil Rights History Project, 2013. Video. <https://www.loc.gov/item/2015669169/>.

Day 2

Display the following quote:

"I was there, and I felt at home in the group, but I didn't feel I should elbow myself to the front when the press focused on the male leaders." – Dorothy Height

Quote Citation:

- Fox, Margalit. "Dorothy Height, Largely Unsung Giant of the Civil Rights Era, Dies at 98." New York Times (1923-), Apr 21, 2010.
<https://login.proxy.library.emory.edu/login?url=https://www.proquest.com/historical-newspapers/dorothy-height-largely-unsung-giant-civil-rights/docview/1461110072/se-2>.

Ask the following questions:

- What is the message of this quote? What are the most important ideas and values embedded in the quote?
- What evidence from the quote supports your claim?
- What is the speaker's view on this topic?
- What do you know about the speaker of this quote?
- How does their experience shape their point of view?

The next steps will require work on the front end. Please see the preparation section. Be reminded to use quotes from historical figures in the Georgia Standards (Jimmy Carter, Ronald Ragen, John F. Kennedy, Robert Kennedy, Lyndon B. Johnson, John Lewis, MLK).

Bring the students' attention to the additional quotes displayed around the room. Inform the students that they will analyze each quote.

Group students into teams of three to five, depending on the class size. Each group should start with a different quote/citation. Give each group a different color marker. Tell the students that as they rotate to a different quote, then a different student will record the group's thoughts on the chart paper.

At their first station, groups will read what is posted, and one recorder should write the group's responses, thoughts, and comments on the chart paper.

After three to five minutes, have the groups rotate to the next quote. Students read and discuss the previous group's response and add their comments. Repeat until all groups have visited each quote. Have students return to their first quote to read all that was added to their first response. Bring the class back together to discuss what was learned and draw conclusions about what they saw and discussed.

<p>Assessment/ Reflection</p>	<p>Reflection: Quick Writes - A quick write is a “brief written response to a question or probe” that requires students to rapidly explain or comment on an assigned topic (Green, Smith & Brown, 2007; Nunan, 2003) and it can be done at any point in the lesson.</p> <p><i>Have the students respond to one of the following ‘Quick Writes’ prompts at the end of each lesson.</i></p> <ul style="list-style-type: none"> • What challenges did women who were a part of the Civil Rights Movement face and have to overcome? • How did women contribute to the Civil Rights Movement? <p>What character trait (personal qualities) did women during the Civil Rights Movement exhibit? Assessment: Essay Question What were the expected gender roles in America in the 1950s - 1960s? Did these roles vary in different racial and ethnic communities? How did these gender roles affect the Civil Rights Movement? Be sure to use evidence to support your claim. Make sure that all evidence is supported within your response.</p>
<p>Optional Further Reading</p>	<ul style="list-style-type: none"> • “Women in the Civil Rights Movement Historic Context Statement and AACRN Listing Guidance (African American Civil Rights Network).” National Park Service, August 6, 2021. https://www.nps.gov/articles/women-in-the-civil-rights-movement-historic-context-statement-and-aacrn-listing-guidance-african-american-civil-rights-network.htm. • Kirschner, Noelani. “Do You Know These Three Female Civil Rights Heroes?” U.S. Embassy in Chile, February 26, 2020. https://cl.usembassy.gov/do-you-know-these-three-female-civil-rights-heroes/. • Dastagir, Alia E. “The Unsung Heroes of the Civil Rights Movement Are Black Women You’ve Never Heard Of.” USA Today, February 16, 2018. https://www.usatoday.com/story/news/nation/2018/02/16/unsung-heroes-civil-rights-movement-black-women-youve-never-heard/905157001/.

Activity 1: Source 101 & 102 Questions

Source Analysis 101 Questions

1. **What do you see or notice?** (Just what you physically can see with your eyes)

2. **What do you know or think you know about this source?** (As it pertains to what we are learning about in our standards)

3. **What do you wonder or are curious about?** (As it pertains to the source and what we are learning)

Source Analysis 102 Questions

1. **When and where was the source created?** (May or may not be available.)

2. **Who created the source, and why?** (Is there any information about the creator?)

3. **What does the source tell you about the topic we are learning, and what does it NOT tell you?** (Is there any information missing that is crucial to your understanding of the topic or standard?)

Activity 2: Article Analysis

Directions: Complete the Article Analysis below. If you are reading multiple articles, complete one Article Analysis Worksheet for each article read and attach the article to the worksheet. Remember to annotate the article (highlight, underline, and make notes) as you read.

❖ Bibliographic Information

- Author(s) of article: _____
- Title of article: _____
- Name of magazine, newspaper, website, etc. containing the article:

- Date article was published and page number: _____

❖ Summary Information

- Briefly state the main argument presented in this article (be sure to list premise AND conclusion):

- Summarize the most important information, ideas, facts, etc. presented in this article:

❖ **Reflection and Analysis**

- What was the most surprising/interesting thing you learned from this article?

- What question(s) do you have after reading this article? If you were doing a follow-up article, which questions would you answer?

- Does the perspective presented by this author different from the mainstream narrative? How so?

- Do you think the author effectively establishes her/his argument? Are there any conclusions that lack a premise or sufficient evidence? Explain.

- Credible or Not

● Is the information supported by evidence?	Y / N
● Can you verify any information in another source or from personal knowledge?	
● Is the language or tone objective and impartial?	
● Are there political, ideological, cultural, religious, institutional, or personal biases?	