

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

Created By	William Harris Heritage High School
Title of Activity	Turning Point in History – Ella Baker and SNCC
Overview	This is an introduction to Ella Baker and other women involved in the civil rights that are not recognized in textbooks. The focus is on Ella Baker and her work with SNCC and its influence on the Atlanta and Nashville student movements.
Essential or Investigative Question	<ul style="list-style-type: none"> • What is a turning point in History? • How were African American women involved in the civil rights? • What were the goals of SNCC and its influence upon other protest movements? • How did Ella Baker inspire other women to become involved in the civil rights?
Audience	<p>This activity is best suited for educators of the following grade levels:</p> <ul style="list-style-type: none"> • Grades 9-12 <p>This activity is best suited for educators of the following content areas:</p> <ul style="list-style-type: none"> • United States History • African American Studies • AP African American History • National History Day
Time Required	TOTAL 1 hour: Broken into 30-minute increments.
Goals	<ul style="list-style-type: none"> • Teach students about the achievements of African American women during the civil rights. • Introduce students to the theme “Turning Points in History” and assist students in choosing an NHD topic. • Introduce students to databases that include primary and secondary sources, such as the King Collection at Morehouse College, Georgia Digital Library, and Galileo.
Standards	<p>Georgia Standards of Excellence (GSE)</p> <ul style="list-style-type: none"> • Connect major domestic issues to their social effects, including the passage of civil rights legislation and Johnson’s Great Society following the assassination of John F. Kennedy. Describe the impact of television on American culture, including the presidential debates (Kennedy/Nixon, 1960), news coverage of the civil rights, the moon landing, and the war in Vietnam. • Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King Jr., the “Letter from a Birmingham Jail,” the “I Have a Dream” speech, and Cesar Chavez. • Describe the social and political turmoil of 1968, including the reactions to the assassinations of Martin Luther King Jr. and Robert F. Kennedy, the Tet Offensive, and the presidential election.

<p>Objectives</p>	<p>By the end of this activity, participants will be able to:</p> <ul style="list-style-type: none"> • Identify African American women and their achievements during the civil Rights Era. • Understand how one movement can influence or inspire other movements on a domestic or global scale. • Describe the tactics used by civil rights groups. • Understand the effectiveness of grassroots protest.
<p>Digital Resources</p>	<p>Primary Sources:</p> <ul style="list-style-type: none"> • U.S. Congress, House. <i>Recognizing the significance of the Greensboro Four Sit-In</i>. H Res. 100. 115th Cong., 1st sess. Introduced in House February 14, 2017, https://www.congress.gov/bill/115th-congress/house-resolution/100/text. • SNCC Legacy Project and Duke University. "Ella Baker organizes NAACP chapters in the South 1940-1946." SNCC Digital Resource. https://snccdigital.org/events/ella-baker-organizes-naacp-chapters/. • SNCC Legacy Project and Duke University. "Charles Cobb's Perspective, SNCC Field Secretary, 1962-1967." SNCC Digital Resource. https://snccdigital.org/our-voices/becoming-sncc/. • SNCC Legacy Project and Duke University. "Inside SNCC." SNCC Digital Resource. https://snccdigital.org/inside-sncc/. • SNCC Legacy Project and Duke University. "How do you Build Coalitions?" SNCC Digital Resource. https://snccdigital.org/today/building-coalitions/ • <i>Greensboro Sit-In</i>. February 1, 1960. <i>Britannica</i>. https://cdn.britannica.com/72/4172-050-8EDC4F0F/students-African-American-sit-in-lunch-counter-Woolworth-February-2-1960.jpg • <i>Greensboro Sit-Ins</i>. February 1, 1960. Intercultural Affairs at Western Carolina University. https://affiliate.wcu.edu/mlkjr2021/greensboro-sit-ins/. • SNCC Legacy Project and Duke University. "New York Times Publishes Atlanta Project Statement." SNCC Digital Resource. https://snccdigital.org/events/new-york-times-publishes-atlanta-project-statement/. <p>Secondary Sources:</p> <ul style="list-style-type: none"> • SNCC Legacy Project and Duke University. "Direct Action to Voter Registration 1960-1962." SNCC Digital Resource, https://snccdigital.org/category/timeline/1960-1962/. • Library of Congress. "Nonviolent Philosophy and Self Defense." The Library of Congress, 2015. https://www.loc.gov/collections/civil-rights-history-project/articles-and-essays/nonviolent-philosophy-and-self-defense/. • Conner, Alysha. "Legacy of the Atlanta Student Movement." <i>The Atlanta Voice</i>, February 22, 2019. https://theatlantavoices.com/legacy-of-the-atlanta-student-movement/. • National Civil Rights Museum. "Ella Baker- #WomenYouShouldKnow." <i>YouTube</i>, April 17, 2020. https://www.youtube.com/watch?v=q5KpOTGrPuQ.

	<ul style="list-style-type: none"> • Ransby, Barbara. <i>Ella Baker and the Black Freedom Movement: A Radical Democratic Vision</i>. Chapel Hill: University of North Carolina Press, 2003. • Hampton, Henry, and Steve Fayer. <i>Voices of Freedom: An Oral History of the Civil rights from the 1950s through the 1980s</i>. New York City: Bantam, 1990. • Smithsonian Channel. "Ida B. Wells Knew How to Craft the Perfect Image for Her Cause." YouTube, August 17, 2020. https://www.youtube.com/watch?v=RrwE5Vi8L9I. • CTAlthaca. "The Dorothy Cotton Institute." YouTube, January 31, 2012. https://www.youtube.com/watch?v=mmC7SXu9J90. • WUSTLBrownSchool. "Black History Month Spotlight: Fannie Lou Hamer." YouTube, February 6, 2021. https://www.youtube.com/watch?v=9wS2VUyrWE8. <p>Tertiary Sources (a collection of primary and secondary sources, ex., encyclopedia, textbook, historiography)</p> <ul style="list-style-type: none"> • Carson, Clayborne. <i>The Eyes on the Prize: Documents, Speeches, and Firsthand Accounts from the Black Freedom Struggle, 1954-1990</i>. London: Penguin Books, 1991.
<p>Classroom Materials</p>	<ul style="list-style-type: none"> • Projector • Cornell Notes template or paper copy
<p>Preparation</p>	<ul style="list-style-type: none"> • The goal of this activity is to assist students in choosing an NHD topic and understanding the role of women in the civil rights. Use the following video link to provide students with an overall view of choosing an NHD topic: <ul style="list-style-type: none"> ○ https://youtu.be/9WLhGVuW5c • Focus on Ella Baker as an example of a woman in the civil rights by showing the short video listed under Secondary Sources. Explain how her work with SNCC increased participation of students at sit-ins, such as the Atlanta and Nashville student movements. • Make a copy of Cornell Notes for students to complete after watching the videos on Ella Baker, Ida B. Wells, Dorothy Cotton, and Fannie Lou Hamer.
<p>Procedure</p>	<ul style="list-style-type: none"> • Introduce National History Day program to students. • Begin discussion of the civil rights era by focusing on African American women who were vital to the movement. • Provide students with a hard copy of Cornell Notes. Inform students that we will watch a short video on four African American women: Ella Baker, Fannie Lou Hamer, Dorothy Cotton, and Ida B. Wells. The teacher will assist students with questions for the Cornell Notes, and students will complete it in class or later. • Use the following links to show students how the non-violent sit-ins were successful: <ul style="list-style-type: none"> ○ <i>Greensboro Sit-Ins</i>. February 1, 1960. Intercultural Affairs at Western Carolina University. https://affiliate.wcu.edu/mlkjr2021/.

	<ul style="list-style-type: none"> ● As students view the photographs, have them use a newspaper-type format on their own paper to describe the photographs. <ul style="list-style-type: none"> ○ Example: <ul style="list-style-type: none"> ▪ Headline ▪ Caption ▪ By-line ● Next, inform students that we will focus on Ella Baker and SNCC as a research topic for the Civil rights era or National History Day. Students can choose their own topics but use Ella Baker and how the SNCC influenced the Civil Rights Act of 1964 and anti-war protests of the '60s and '70s as a model to guide their research. <ul style="list-style-type: none"> ○ Have a brainstorm session for possible NHD topics that align with the annual theme.
Assessment/ Reflection	<ul style="list-style-type: none"> ● Assessment: National History Day project ● Reflection: <ul style="list-style-type: none"> ○ Ticket Out the Door – Turning Points in History
Optional Further Reading	Depends upon the topic that the student/group will choose as their NHD project.