

# Learning Plan: Girard College Desegregation, Lesson 1

**Teacher:**

**Subject:** American History

**Grade/Period:** 11th

**Length:** 50 minutes

**Topic (Unit):** Desegregation in Girard College

**Standard(s):** PA State Standards: 8.1.12.A, 8.1.12.B, 8.2.12.A, 8.2.12.B, 8.2.12.D, 8.3.12.A  
PA Core Standards: CC.8.5.11-12.F, CC.8.5.11-12.C, CC.8.6.11-12.H

**Enduring Understandings:** Girard College was a microcosm of racial tensions in May 1965. Philadelphians, in their support and opposition to reinterpreting Stephen Girard's will, reflect a nation struggling to find a balance between perceived social justice and respected, codified traditions.

## **Specific Learning Outcomes:**

**Students will:**

1. Create a list of desert island "leave-behinds"
2. Analyze picketing photographs
3. Identify various actors in the early timeline of Girard College's Desegregation
4. Describe multiple perspectives of the same event by incorporating inference into class discussion (how could the police officer and the white ADVOCATE view the same picket line differently?)

## **Essential Questions**

1. Why was Girard College an all-white school?
2. In what ways did Philadelphians justify reinterpreting Girard's will? How did supporters of honoring Girard's vision articulate their point of view?
3. What was the landscape of racial tensions as the picketing of Girard College began? What evidence is there that African Americans may have held unique and complex perspectives on the issue?
4. What was the narrative of picketing events? How did they range in size? In the demographics of participants?

## **Assessment/Evaluation of SLO's:**

**Diagnostic:** Desert Island List (avoids the death-themed activity of creating a proper "will")

**Formative:** Class Discussion on Photograph Slideshow

**Summative:** Unit Quiz

### **Special Education Accommodations:**

1. Visual reinforcement in addition to verbal communication

### **Materials & Resources:**

1. Primary Documents 01, 02, 03, 04, 06, 07, 08
2. Plain paper for notes

### **Activities and Procedures**

#### **Warm-up:**

**Time:** 10 min

Teacher will ask students to identify what kinds of things they would leave to their family and friends if they left the country to go on a vacation around the world and left behind all of their possessions. After 3 minutes of individual thought, students will volunteer answers as to items they'd leave and to whom they'd leave them. Teacher can keep a list of these things on the board. Teacher will then inform students that they are NOT allowed to leave those items to those people and that, after the students left for their vacations, the teacher made sure their decisions were changed. Teacher will ask students if what s/he did was ok. Teacher will ask students to keep this hypothetical situation in mind throughout the following unit.

#### **Transition:**

Teacher will indicate to students that the following unit will shed light on the way a society ultimately changes. Whether that means race, gender, sexual orientation, etc. Girard College is proof that national history is made in pockets of local history. Teacher will place Primary Document 01 on the board.

## **Body/Process (What will students and teacher do/how and when?):**

Stephen Girard's Will: Direct Instruction/Class Discussion

### **Activity 1:**

**Time:** 15 min

The teacher will discuss Primary Source 01, which demonstrates ADVOCATES on June 12, 1965. The teacher will explain that Stephen Girard left a very specific will, stating his insistence that Girard college would be an institution enrolling only white boys. The teacher will ask students to identify the characteristics of the ADVOCATES in the photo. Volunteers will likely mention that the ADVOCATES are white and include both men and women. The teacher will also display documents 02 and 03 and ask students to identify the ACTIVISTS and POLICE officers. The teacher will comment on the complex array of people in the photos, including the African American police officers in both Source 1 & Source 3. The teacher will split the room into two large groups. One group will take the role of the Defendants, who represent the ideals of the ADVOCATES, intent on keeping Girard's will intact. The other half will play the role of Plaintiffs, assuming the identities of ACTIVISTS, arguing that Stephen Girard's will should be reinterpreted. The teacher will ask the Defendant side of the room to consider reasons as to why a will should not be changed. They will also ask the Plaintiff side of the room why a will can, or should, be changed. Within each of those large groups, teacher will ask students to talk in pairs with their neighbor and, as duos, synthesize arguments to plead their side's point of view. The teacher will then make it clear to students that the lesson will look at these historical events from three specific perspectives: the ADVOCATES who wanted to keep Girard's will unaltered, the ACTIVISTS who wanted to reinterpret the will to include the enrollment of African American boys, and the POLICE officers who were caught in the social turbulence and chaos between the two sides.

### **Transition:**

The teacher will inform the class that the pictures shown so far form the foundation of the Girard College's conflict in the 1960's: racial integration and the ultimate changing of a Girard's will. But, these pictures aren't the true beginning of the protests.

### **Activity 2:**

**Time:** 20 min

#### Slideshow Analysis

The teacher will ask the class to take a piece of white paper and create three columns on the paper. The three columns are "ADVOCATES," "ACTIVISTS," and "POLICE." The teacher will put documents 4, 5, 6, and 7 on the board in sequence, providing students 4 minutes with each photo on the front board. Students must write down the characteristics of each element. To ensure critical aspects are being discussed (race, age, body posture, the presence of so many police officers, etc.), the teacher will quickly recap each image before the next is put on the board.

\*The teacher will also make it a point to describe the narrative timeline of events (picketing began May 1st). However, it is not essential to mention when Girard picketing ended; it is more valuable for the students to view the movement from a national perspective in the second lesson

**Transition:**

The teacher will place primary document 08 on the board and inform the class that a brief discussion will end class for the day.

**Closure:****Time: 5 min**

The teacher will reinforce the fact that Girard College is just one snapshot of a national struggle for social and racial equality. The teacher will place primary document 08 and point out the large acronym of the NAACP on the sign. The teacher will explain that many of the pickets were organized and populated by activists in the NAACP, a national group dedicated to racial equality. The teacher will explain that the next lesson will take a more national lens and that the story of Girard college was about to take a national stage. The teacher will then assign homework and review directions.

**Independent Practice/Homework:**

Possible diary entry from the perspective of one of the three main characters (ACTIVISTS, ADVOCATES, and POLICE). 4 full sentences using first-person voice and using concepts learned in the lesson.



## Learning Plan: Girard College Desegregation, Lesson 2

**Teacher:**

**Subject:** American History

**Grade/Period:** 11th

**Length:** 50 minutes

**Topic (Unit):** Desegregation in Girard College

**Standard(s):** PA State Standards: 8.1.12.A, 8.1.12.B, 8.2.12.A, 8.2.12.B, 8.2.12.D  
PA Core Standards: CC.8.5.11-12.F, CC.8.5.11-12.C, CC.8.6.11-12.H

**Enduring Understandings:** During the summer of 1965, the local story of desegregation at Girard College took on national significance as the Civil rights Movement swept across America.

### **Specific Learning Outcomes:**

- Students will:**
1. Identify key organizations in the national Civil Rights Movement.
  2. Analyze the historical narrative of Girard's question of desegregation in the summer of 1965.
  3. Create newspaper headlines that best exemplify appropriate historical themes.
  4. Choose and defend, in writing, a historical image as representative of the Summer of Protests at Girard College.

### **Essential Questions:**

1. How did the nature of protests change as the summer of 1965 progressed? What evidence supports that it became more peaceful? What evidence suggests that it did not?
2. How does the NAACP act a bridge between the question of desegregation at Girard College and the desegregation of America as a nation?
3. Why is it important to carefully choose the artifacts (texts, pictures) that come to represent a moment in time?

### **Assessment/Evaluation of SLO's:**

**Diagnostic:** Review of diary entry homework assignment

**Formative:** Summer of Protests: Class Jigsaw Class Discussion

**Summative:** Unit Quiz

## **SPLED Education Accommodations:**

1. Guided notes
2. Visual and textual learning

## **Materials & Resources:**

1. Primary documents: 08, 09
2. "Summer of Protests" Activity Packets containing primary documents

## **Activities and Procedures**

### **Warm-up:**

**Time:** 5 min

The teacher will review student's home assignment (diary entry in the perspective of a person in the photographs from Lesson 1 (Police, Advocate, or Activist). The teacher will ask student volunteers to share out. The teacher will then remark upon that abbreviation that was pointed out in the previous lesson, NAACP.

### **Transition:**

The teacher will show Document 8 (same photo used in the closing of the last lesson) on the board as the teacher provides background to the NAACP.

## **Body/Process (What will students and teacher do/how and when?):**

### **Activity 1:** Direct Instruction/Slideshow: NAACP

**Time:** 10 min

While the issues of Desegregation had begun to fissure the Philadelphian community, towns across the nation, and especially in the South, were sharing similar experiences. The NAACP had coordinated many of the protests held by ACTIVISTS in Philadelphia, and the image on the board perfectly exemplified both their goals and their methods. Committed to peaceful protest through boycotts, picketing, and sit-ins, the NAACP fought for greater Federal involvement to better protect minorities, who were still very much segregated in the nation. Aligned with groups like the Student Nonviolent Coordinating Leadership Conference (SNCC) and the Congress for Racial Equality (CORE), the NAACP's effort in Philadelphia regarding Stephen Girard's will was very much one act in a national play of Civil Rights. The teacher will show Document 9 and tell students that this photo was taken on May 15, 1965, only two weeks after the protests to reinterpret Girard's will began, and represents the first image used in the *national* Associated Press newspapers. People across the nation could turn on the news and see what was happening at Girard.

The teacher will ask students to name any national advocacy group or movement that they may be aware of in today's society (March For Our Lives, Black Lives Matter, etc.). The teacher will show Document 10 and tell students that this photo was taken on August 2 1965 and depicts Philadelphia NAACP leader Cecil B. Moore and Martin Luther King, who would speak at a rally at Girard College the next day. The teacher will explain that King and Moore had differences, but having King speak helped Moore's NAACP continue to attract national attention to Girard, and for King, the Girard case helped underline his message that civil rights wasn't simply a southern issue.

### **Transition:**

The teacher will inform students that they will take an in-depth look at some of the ways the disagreement about Girard's will had begun to take shape outside of its massive stone walls. The teacher will hand out the "Summer of Protests" packet to each student (packets described in the activity below).

### **Activity 2:** The Summer of Protests: Class Jigsaw

**Time:** 20 min

The teacher will ask students to divide into three equal groups. Each group will be responsible for "reporting out" to the class on a section of time from the summer of protests held regarding Girard College's desegregation. The first group will report on the early weeks of protests, the second group will report out to the class on the protests depicted in midsummer; the third group will report back on Martin Luther King Jr.'s rally at Girard College on August 3, and the end of the summer.

Teachers will hand out the Summer of Protests Packet. This packet contains primary sources all of the documents described in the activity split into the three distinct sections (May, July, and August). Under each image (and explanation), are will be blank lined spaces for students to write notes about the image (what's happening, who's there, is it violent, peaceful, etc.). The teacher will place directives like these on the board while students are working so that students are never lost during the activity. After 12 minutes spent writing brief notes on their sections, student volunteers will share out their notes for their section, with other students in the class filling in their missing information. This holds every student accountable and, because every packet has every picture, students develop a complex set of data before their very eyes.

The teacher will make sure that students, during the class share-outs, develop a whole-picture sense for how different protests looked AND provide additional context that the images in the packet only represent a portion of the protests, which lasted for 7 ½ months and were held not only at Girard but also in downtown Philadelphia, where decisions were being made.

**Activity 3:** “Choose Your Photo” Activity**Time:** 10 min

The teacher will ask students to choose one of the pictures in the Summer of Protest packet as the headlining photo to a newspaper article that would cover the story. Students must write a snazzy headline and describe, in paragraph form, why that specific image best captures the feelings and emotions of the Girard College desegregation debate. They must use particular examples learned from today’s and yesterday’s lesson in their paragraph explanation. The teacher will remind students that every day, folks who write the Philadelphia Inquirer or report the news online or on television must make these kinds of decisions, shaping how future generations will remember our current society’s feeling and attitudes.

**Transition:**

The teacher will simply ask for student attention and make the concluding statements below:

**Closure:** Class Review/Homework Directions Check**Time:** 5 min

The teacher will review any questions, comments, or concerns about finishing the “Choose Your Photo” activity, ensuring students know to hand them in at the beginning of the next class period. Otherwise, students can simply work on their homework assignment until the end of the class period.

**Independent Practice/Homework:**

Finish “Choose Your Photo” Activity

## Learning Plan: Girard College Desegregation, Lesson 3

**Teacher:**

**Subject:** American History

**Grade/Period:** 11th

**Length:** 50 minutes

**(Unit):** Desegregation in Girard College

**Standard(s):** PA State Standards: 8.1.12.A, 8.1.12.B, 8.2.12.D  
PA Core Standards: CC.8.5.11-12.C

**Enduring Understandings:** After turbulent protests and in the midst of uncertain social change, Girard College opened its doors to African American boys. While many successful efforts have been made since to increase the diversity of Girard College's student body, there are many more doors that activists may seek to open in the coming years.

### **Specific Learning Outcomes:**

- Students will:**
1. Discuss their "Choose Your Photo" choices and descriptions.
  2. Listen to an audio report by NPR on Girard College and Charles Hicks
  3. Synthesize a paragraph describing the benefits of diversity,
  4. Generate ideas about change and continuity at their own school

### **Essential Questions:**

1. What were the initial years like at Girard following the decision to reinterpret Stephen Girard's will?
2. How do the photographs taken later compare to the ones taken during the tumultuous 1960s?
3. Why is diversity important in a school setting?
4. What are some elements of your own school that, in your opinion, should change? What traditions would you like to remain?

### **Assessment/Evaluation of SLO's:**

**Diagnostic:** Review of homework assignment: "Choose Your Photo" Activity

**Formative:** Group paragraphs on the effect of diversity on Girard College

**Summative:** Unit Quiz

### **SPLED Education Accommodations:**

1. Audio and visual learning styles
2. Group, independent, and classroom discussion for maximum interaction

### **Materials & Resources:**

1. Primary documents: 11,12, 13
2. NPR Radio Clip and transcript (<https://n.pr/347babb>)
3. White paper; pens and pencils

### **Activities and Procedures**

#### **Warm-up:**

**Time:** 10 min

The teacher will ask for volunteers to share out the image they picked in last night's homework assignment, and explain the elements behind their choice. The teacher will weave a brief synopsis of the previous day's materials – the growth of Girard's public image, the turbulent Civil Rights years, etc.

#### **Transition:**

The teacher will then indicate that the following activity presents a narrative conclusion to the story of Girard's segregation. But, the teacher will remind students, this development did not mean the end of large social change for Girard College.

## **Body/Process (What will students and teacher do/how and when?):**

### **Activity 1:** NPR Recap and Group/Class Discussion

**Time:** 20 min

The teacher will explain that Girard's will was indeed reinterpreted, allowing the enrollment of young black boys in the school in 1968. The teacher will place primary document 11 on the board, explaining that the image is from 1971, three years after Girard was desegregated and more than five years after the events of the previous lessons.

The teacher will comment that, although desegregation was successful, racial tensions still loomed large. The teacher will play the NPR piece (6 minutes) on Girard College and Charles Hicks, Girard College's first African-American graduate in 1974, who entered the school in 1969 at the age of 12." The teacher will hand out transcripts so students can follow along with the audio clip. The teacher will inform the students of two essential facts about the clip before it's played: 1. It is from 2005, and therefore the president that speaks is not Girard's current president, and 2. The report incorrectly identifies Charles Hicks as one of the first four African American students admitted to GC, while in reality, he was GC's first black graduate. This should be noted to students as an example of why it's so important that historical narratives are accurate and based on reliable evidence.

The teacher will highlight the statistics mentioned in the clip" 8 out of every 10 students in Girard are African American. Additionally, over half of the student population is female. To highlight these statistics, teacher will ask the correct number of students in the room to stand up and represent each fraction (80% and 50%). How does this compare to the numbers in this specific classroom? Are half of the student's girls? Are only 20% white? Is it highly varied?

The teacher will then place on the board the two photos of a class of senior student in 1974 (Primary Document 12) (including Charles Hicks) and in 1994 (Primary Document 13). The teacher will split the class into two groups. Group 1 will write the kinds of benefits that were added to the school when African Americans were able to enroll (traditions, local community ties, social justice, a variety of perspectives on any number of things!), while Group 2 will write a paragraph on the benefits of adding girls and women to the school. To make this more of a discussion, each group should appoint one writer for the paragraph, and all students should share their thoughts in the paragraph's contents. The teacher will ask each group to read their paragraph aloud (one student representative) and share out to the entire classroom.

### **Transition:**

The teacher will collect the two groups' paragraphs and turn their attention towards the teacher as s/he explains the next activity. The teacher will ask that students keep their pen/pencil out and take out a blank piece of paper.

**Activity 2:** Think-Pair-Share: Future Changes**Time:** 15 min

The teacher will ask students to think quietly to themselves for five minute, writing down a list of elements in their own school that they hope to remain the same after they've graduated and a list of elements that they wish to change in the future. The teacher will ask students to discuss their list with a neighbor, comparing notes and deciding upon three elements they hope to remain the same and three they wish to change. Then, the teacher will ask student groups to share their lists out to the class, with teacher keeping a list of both sides on the board (if items are appropriate, of course). This should serve as a nice counterpoint to the unit's historical notions. These kinds of debates still stir today, and those elements may, eventually, also come into scrutiny.

**Transition:**

The teacher will indicate that the unit has been completed, and ask students for any remaining questions, comments or concerns about the material.

**Closure:****Time:** 5 min

The teacher will recap or review any lingering concepts or answer any student questions.

**Independent Practice/Homework:**

No assigned homework.



## Girard College Desegregation Lesson Plan Photographs: Primary Source Reference Sheet 01

**Description:** June 6, 1965. Counter-pickers, opposed to the breaking of Stephen Girard's will, march outside Girard College.

**Creator:** Philadelphia *Evening Bulletin*, Michael J. J. Maicher, Photographer

**Credit:** Special Collections Research Center, Temple University Libraries, Philadelphia, PA



## Girard College Desegregation Lesson Plan Photographs: Primary Source Reference Sheet 02

**Description:** May 1<sup>st</sup>, 1965. Civil rights demonstrators picket outside Girard College.

**Creator:** Philadelphia *Evening Bulletin*, Dominic Ligato, Photographer

**Credit:** Special Collections Research Center, Temple University Libraries, Philadelphia, PA





**Girard College Desegregation Lesson Plan Photographs: Primary Source Reference Sheet 03**

**Description:** Police outside Girard College main gate

**Creator:** Robert F. Houston, Photographer

**Credit:** Girard College Historical Collections, Courtesy of the Robert Fuller Houston Collection





**Girard College Desegregation Lesson Plan Photographs: Primary Source Reference Sheet 04**

**Description:** Civil rights picketers march outside Girard College

**Creator:** Robert F. Houston, Photographer

**Credit:** Girard College Historical Collections, Courtesy of the Robert Fuller Houston Collection





## Girard College Desegregation Lesson Plan Photographs: Primary Source Reference Sheet 05

**Description:** June 6, 1965. Counter-pickers, opposed to the breaking of Stephen Girard's will, march outside Girard College.

**Creator:** Philadelphia *Evening Bulletin*, Michael J. J. Maicher, Photographer

**Credit:** Special Collections Research Center, Temple University Libraries, Philadelphia, PA



## Girard College Desegregation Lesson Plan Photographs: Primary Source Reference Sheet 06

**Description:** May 1<sup>st</sup>, 1965. Civil rights demonstrators picket outside Girard College.

**Creator:** Philadelphia *Evening Bulletin*, Dominic Ligato, Photographer

**Credit:** Special Collections Research Center, Temple University Libraries, Philadelphia, PA





**Girard College Desegregation Lesson Plan Photographs: Primary Source Reference Sheet 07**

**Description:** Civil rights picketers outside Girard College

**Creator:** Robert F. Houston, Photographer

**Credit:** Girard College Historical Collections, Courtesy of the Robert Fuller Houston Collection





**Girard College Desegregation Lesson Plan Photographs: Primary Source Reference Sheet 08**

**Description:** Civil rights picketers outside Girard College

**Creator:** Robert F. Houston, Photographer

**Credit:** Girard College Historical Collections, Courtesy of the Robert Fuller Houston Collection





## Girard College Desegregation Lesson Plan Photographs: Primary Source Reference Sheet 09

**Description:** May 15, 1965, NAACP Pickets at Girard College

**Creator:** John F. Urwiller, Photographer

**Credit:** AP Photo



### Girard College Desegregation Lesson Plan Photographs: Primary Source Reference Sheet 10

**Description:** August 2, 1965, Philadelphia NAACP president Cecil B. Moore and Martin Luther King at press conference in which they discussed plans for a rally at Girard College

**Creator:** John Mosley, Photographer

**Credit:** John W. Mosley Photograph Collection, Charles L. Blockson Afro-American Collection, Temple University Libraries

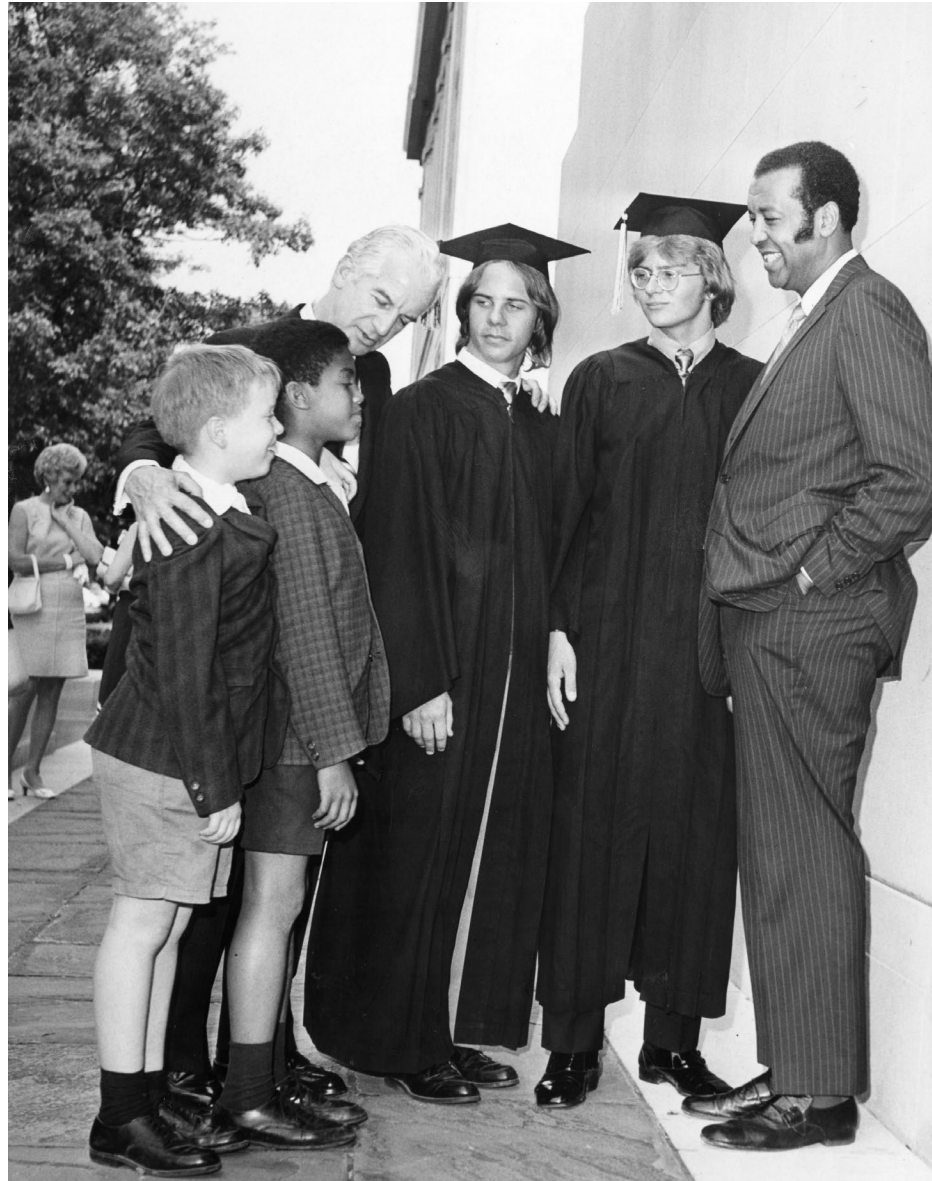


**Girard College Desegregation Lesson Plan Photographs: Primary Source Reference Sheet 11**

**Description:** June 10, 1971. Girard Class of '71 Commencement Exercises.

**Creator:** Philadelphia *Evening Bulletin*, Sonnee Gottlieb, Photographer

**Credit:** Special Collections Research Center, Temple University Libraries, Philadelphia, PA





**Girard College Desegregation Lesson Plan Photographs: Primary Source Reference Sheet 12**

**Description:** 1974 senior class yearbook photo

**Creator:** Girard College, Photographer Unknown

**Credit:** Girard College Historical Collections





**Girard College Desegregation Lesson Plan Photographs: Primary Source Reference Sheet 13**

**Description:** 1994 senior class yearbook photo

**Creator:** Girard College, Photographer Unknown

**Credit:** Girard College Historical Collections



## Summer of Protests: Girard College



Directions: The summer of 1965 was marked by protests, police lines and advocacy groups attempting to either reinterpret Stephen Girard's will to integrate Girard College or keep the will the way it was, banning any new students who did not fit the poor, white boy description laid out by the school's founder. This summer can be broken into three significant categories: early summer (May/June), midsummer (July), and late summer (August). The class will be divided into three groups. You and your group should go directly to your section in the packet and answer the questions about each of the primary documents in your section. Then, I will ask each group to share out what their pictures were about. Please make sure to write down notes for the pictures identified by other classmates – you are responsible for knowing all of the material!

## Early Summer (May)



**May 1<sup>st</sup>, 1965**

Photographer: Ligato for *Evening Bulletin*; Credit: Special Collections Research Center, Temple University Libraries, Philadelphia PA

**Background:** May 1<sup>st</sup>, 1965 was the first of many days of protests at Girard College. Note the police stationed against the Girard fence.

**Questions:** List what you see: People, Objects, and Activities.

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What do the signs say?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_



**May 15<sup>th</sup>, 1965**

Photographer: Wasko for *Evening Bulletin*; Credit: Special Collections Research Center, Temple University Libraries, Philadelphia PA

**Background:** Police, 15 days into the protests, in a mixture of plain clothes and uniforms guarding the walls of Girard College.

**Questions:** What three words would you use to describe this photo?

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\_\_\_\_\_

What is your first impression of the officers?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name: \_\_\_\_\_

Date: \_\_\_\_\_



**June 13, 1955**

Photographer: John Mosley; Credit: John W. Mosley Photograph Collection, Charles L. Blockson Afro-American Collection, Temple University Libraries

**Background:** Civil rights demonstrators picket Girard College in protest of the school's segregationist admissions policy.

**Questions:** What three words would you use to describe this image?

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What message do you think the marchers are trying to send with the prominent American flag?

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How would you describe the picketing—violent, peaceful? Who is there? What interactions do you see?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Mid Summer



**July 17, 1965**

Photographer: John Mosley; Credit: John W. Mosley Photograph Collection, Charles L. Blockson Afro-American Collection, Temple University Libraries

**Background:** Civil rights demonstrators outside the walls of Girard College

**Questions:** What is the first thing you look at in this image?

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What three words would you use to describe this photo?

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How would you describe the picketing—violent, peaceful? Who is there?

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**July 17, 1965**

Photographer: John Mosley; Credit: John W. Mosley Photograph Collection, Charles L. Blockson Afro-American Collection, Temple University Libraries

**Background:** Picketers outside Girard College.

**Questions:** What does the sign say?

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How does this posed image compare with the “action shots” of other images?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_



**July 12<sup>th</sup>, 1965**

Photographer: Bill Ingraham; Credit: AP Photo

**Background:** Girard College demonstration at the State Office Building in Philadelphia. At least 5 people were hurt and several others were arrested.

**Questions:** What 3 words would you use to describe this photo?

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What similarities do the picketers and the officers share, if any?

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What is the first thing you look at? How does the photographer frame this image?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## End of Summer



**August 3<sup>rd</sup>, 1965**

Photographer: Unknown for *Evening Bulletin*; Credit: Special Collections Research Center, Temple University Libraries, Philadelphia PA

**Background:** Martin Luther King Jr. speaks at Girard College

**Questions:** What three words would you use to describe this photo?

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What do you feel looking at this photo?

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How would you describe the scene on the stage?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_



**August 3<sup>rd</sup>, 1965**

Photographer: John Mosley; Credit: John W. Mosley Photograph Collection, Charles L. Blockson Afro-American Collection, Temple University Libraries

**Background:** Dr. Martin Luther King Jr. and Cecil B. Moore take the stage to address civil rights demonstrators at Girard College.

**Questions:** List what you see: People, Objects, and Activities.

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How would you describe what is happening in this photo?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_



**August 3<sup>rd</sup>, 1965**

Photographer: Owens for *Evening Bulletin*; Credit: Special Collections Research Center, Temple University Libraries, Philadelphia PA

**Background:** View from rear of crowd as rally with Martin Luther King Jr. begins to break up.

**Questions:**

List what you see: People, Objects, and Activities.

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What do you think the photographer is trying to show with this photo?

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