

Learning Plan

Teacher: John Doe

8:10am – 9:00am

Subject: American History

Grade/Period: 11th

Date to be Taught:

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, amidst turbulent protests and uncertain social change, Girard College opened its doors to African American boys and took on new national significance as the Civil rights Movement swept across America.

Specific Learning Outcomes:

- Students will:**
1. Listen to an audio report by NPR on Girard College and Charles Hicks
 2. Analyze photographs depicting the summer picketing protests at Girard College in the summer of 1965.
 3. Analyze the historical narrative of Girard's question of desegregation in the summer of 1965.
 4. Choose and defend, in writing, a historical image as representative of the protests at Girard College and create a newspaper headline that best exemplifies its historical themes.

Essential Questions:

1. Why was Girard College an all-white school?
2. 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?
3. What was the narrative of picketing events? How did they range in size? In the demographics of participants?
4. 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?
5. How does the NAACP act a bridge between the question of desegregation at Girard College and the desegregation of America as a nation?

Assessment/Evaluation of SLO's:

Diagnostic: None

Formative: Summer of Protests packet discussion

Summative: Homework: Choose Your Photo" activity

SPLED Education Accommodations:

1. Guided notes
2. Visual and textual learning

Materials & Resources:

1. Primary documents: 1, 2, 3
2. “Summer of Protests” Activity Packets
3. NPR Radio Clip & Transcript (<https://n.pr/347babb>)

Activities and Procedures

Warm-up: NPR Report on GC and Charles Hicks in the 1960s

Time: 10 min

Before jumping into the direct instructional overview of the 1965 summer of protests at Girard College, linking the school to the national civil rights movement sweeping the nation, the teacher should begin the lesson by playing NPR’s report on Charles Hicks and Girard College more generally in 1965. It does a fantastic job of introducing the setting and national strife that the students will soon see in photographs. While there isn’t time to hold an official activity around the clip (which it certainly deserves in any further enrichment), the teacher should be sure to hand out transcripts for students to follow along and highlight. Additionally, the teacher should mention that the report incorrectly identifies Charles Hicks as one of the first four African American students admitted to GC, when in reality he was GC’s first black graduate. This should be noted to students as an example of why it’s so crucial that historical narratives are accurate and based on reliable evidence.

Transition:

The teacher will place primary documents 01 and 02 on the board and indicate to students that today they will investigate the world in which Charles Hicks lived in the 1960s. In a very real way, his story, and the story of Girard College was a critical piece to a national civil rights struggle, a struggle that will be the topic of today’s lesson.

Body/Process:

Activity 1 Direct Instruction/Slideshow: NAACP

Time: 10 min.

Teacher will point to the Primary Documents and provide a brief background on the NAACP. 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 tell students that Primary Document 02 was taken on May 15, 1965, only two weeks after the protests to reinterpret Girard's will began and represented the first image used in the national Associated Press newspapers. Folks across the nation could turn on the news and see what was happening at Girard. Teacher will ask students to name any national group that they may be aware of in today's society (Black Lives Matter, March For Our Lives). The teacher will show Document 03 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,

Transition:

The teacher will inform students that they will take an in-depth look at some of the ways the disagreement about racial integration of Girard College took shape in the summer of 1965. 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 documents split into the three distinct sections (May, July, and August). Under each image (and explanation), there are 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 downtown, where decisions were being made.

Transition:

Teacher will ask students for any remaining questions, comments or concerns about the material.

Activity 3/Conclusion: “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 the 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.

Independent Practice/Homework:

Finish “Choose Your Photo” Activity

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

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 02

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 3

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



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 1st, 1965

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

Background: May 1st, 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?

Name: _____

Date: _____



May 15th, 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?

What is your first impression of the officers?



June 12th, 1965

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

Background: Counter-Protesters composed of area residents opposed to reinterpreting Girard's march behind barricades near the main entrance to Girard College."

Questions: What do the signs say?

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

What similarities and differences do you see between these counter-protestors and the picketers?

Name: _____

Date: _____

Mid Summer (July)



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?

What three words would you use to describe this photo?

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

Name: _____

Date: _____



July 17, 1965

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

Background: Picketers on their 43rd day outside Girard College.

Questions: What does the sign say?

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

Name: _____

Date: _____



July 12th, 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?

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

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

Name: _____

Date: _____

End of Summer (August)



August 3rd, 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?

What do you feel looking at this photo?

How would you describe the scene on the stage? Who is there? How are they reacting?

Name: _____

Date: _____



August 3rd, 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?

Name: _____

Date: _____



August 3rd, 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?
