Learning Plan: Girard College Desegregation, Lesson 1

Teacher:

Subject: American History

Grade/Period: 4

Date to be Taught:

Topic (Unit): Desegregation in Girard College

Standard(s): PA State Standards: History: 8.1.4.A, 8.1.4.B, 8.2.4.A, 8.2.4.B, 8.2.4.D, 8.3.4.A

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: 5 min*

The 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. The teacher can keep a list of these things on the board. The 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. The teacher will ask the students if what s/he did was ok. The teacher will ask students to keep this hypothetical situation in mind throughout the following unit.

**Transition:**

The teacher will indicate to students that the following unit will shed light on the way a society ultimately changes. Girard College is proof that national history is made in pockets of local history. The teacher will place Primary Document 1 on the board.
Body/Process (What will students and teacher do/how and when?):

**Activity 1:**  Stephen Girard’s Will: Direct Instruction/Class Discussion

The teacher will discuss Primary Source 1, 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 poor, white boys. The teacher will ask the 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 Defendant, who represent 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. The teacher will also ask the Plaintiff side of the room why a will can, or should, be broken. Within each of those large groups, the 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 wished 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. To make these character profiles more meaningful to the younger students, the teacher should ask if students know any police officers personally, either in their neighborhood or at Girard College. The teacher could also ask if any students have ever attended a rally.

**Transition:**

The teacher will inform the class that the pictures shown so far from the foundation of the Girard College’s conflict in the 1960’s: racial integration and the ultimate changing of a Girard’s will.

**Activity 2:**  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 key characteristics 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). In my opinion, s/he should not reference how long the picketing will last (as it will be a more forceful lesson when students view its growth in term of the national perspective from Lesson 2).*
Transition:

The teacher will place primary document 8 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 point out the large acronym of the NAACP on a 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:

A 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: 4th
Date to be Taught:

Topic (Unit): Desegregation in Girard College

Standard(s): PA State Standards: History: 8.1.4.A, 8.2.4.A, 8.2.4.B, 8.2.4.D, 8.3.4.A, 8.3.4.B, 8.4.4.B

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: 8, 9, 10
2. “Summer of Protests” Activity Packets

**Activities and Procedures**

**Warm-up:**

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

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. To relate to these younger students, the teacher can use the example of a local sports chapter that participates in larger tournaments with other sections in the city, state, and country. That’s the same way these Civil Rights groups were organized in the 1960s. 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. Folks across the nation could turn on the news (black and white, back then!) and see what was happening at Girard. 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 from the SCLC, who would speak at a rally at Girard College the next day.
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

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 for the fact that they weren’t just at Girard anymore (some were held in downtown Philadelphia, where decisions were being made).

Activity 3: “Choose Your Photo” Activity

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 two complete sentences, why that specific image best captures the feelings and emotions of the Girard College desegregation debate. They must use at least one specific example learned from today’s and yesterday’s lesson in their paragraph explanation. The teacher will remind students that each and 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: 4th  Date to be Taught:

Topic (Unit): Desegregation in Girard College

Standard(s): PA State Standards: History: 8.1.4.A, 8.1.4.B, 8.2.4.D

Enduring Understandings: After turbulent protests and in the midst of uncertain social change, Girard College opened its gates to African American boys and, in the following years, to female students.

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. Draw or write about a typical scene outside Girard College during the 1965 summer protests and during modern times.
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 later photographs 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 Audio Activity/Girard College Then-And-Now Drawing

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 to each student so that they 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 speaker 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 students 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 students: in 1974, including Charles Hicks, (Primary Document 12) and in 1994, the second graduating class that included girls (Primary Document 13). Then the teacher will place Primary Document 14 on the board (Girard College website 2020) or if preferred, can bring up the actual website (www.girardcollege.edu). Then, the teacher will hand out a blank piece of paper to each student and instruct that they fold it in half, hamburger-style. The teacher will then ask the students to draw two pictures side by side. The first picture should depict the front of Girard College as it was seen during the 1965 summer protests for racial desegregation, with students drawing inspiration from the lesson’s many photographs. The second half of the sheet should be the students’ creation: a scene depicting what Girard College might look like in the modern day. The first picture might contain elements like police officers, police cars, picketers and picket lines, famous speakers on podiums, etc. The second picture might include a higher percentage of African American students walking around the grounds, the presence of girls, students using computers or smartphones, etc. If a student doesn’t wish to draw pictures, they can also write two paragraphs, one on each side of the folded paper. Much like the picture directions, the paragraph on the left should describe what it was like to pass by the front of Girard College in the 1960s – who was there? Were there people picketing the gates? The second paragraph should describe what Girard College looks like today.
Transition:
The teacher will collect the two groups’ drawings and/or 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: Girard College Future Changes Time: 10 mins

The teacher will ask students to think quietly to themselves for 2 minutes, 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. After two minutes, 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, for the next four minutes, the teacher will ask student groups to share their lists out to the class, with the teacher keeping a list of both sides on the board. 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.
Description: June 6, 1965. Counter-picketers, 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
Description: May 1st, 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
Description: Police outside Girard College main gate
Creator: Robert F. Houston, Photographer

Credit: Girard College Historical Collections,Courtesy of the Robert Fuller Houston Collection
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
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**Credit**: Girard College Historical Collections, Courtesy of the Robert Fuller Houston Collection
Description: Civil rights picketers outside Girard College
Creator: Robert F. Houston, Photographer

Credit: Girard College Historical Collections, Courtesy of the Robert Fuller Houston Collection
Description: May 15, 1965, NAACP Pickets at Girard College
Creator: John F. Urwiller, Photographer
Credit: AP Photo
**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
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
Description: 1974 senior class yearbook photo
Creator: Girard College, Photographer Unknown
Credit: Girard College Historical Collections
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!
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.

What do the signs say?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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 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: List what you see: People, Objects, and Activities.

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

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

What three words would you use to describe this photo?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

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

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

How does this image similar and different from the “action shots” of other images?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
End of Summer

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?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

How would you describe what is happening in this photo?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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.

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