

Learning Plan

Teacher: John Doe

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: During the summer of 1965, the local story of desegregation at Girard College took on national significance reflected the nation's struggle to find a balance between perceived social justice and respect codified tradition.

Specific Learning Outcomes:

Students will:

1. Listen to an audio report by NPR on Girard College and Charles Hicks
2. Analyze the historical narrative of Girard's question of desegregation in the summer of 1965.
3. Describe multiple perspectives of the same event by incorporating inference into class discussion (how could the police officer, protestors and counter-protestors view the same picket line differently, offering ways in which the above narrative can be different for different people)
4. Choose and defend, in writing, a historical image as representative of the protests at Girard

Essential Questions:

1. How did the nature of Girard College's protests change as the summer of 1965 progressed? What evidence supports that it became more peaceful? What evidence suggests that it did not?
2. What was the narrative of picketing events? How did they range in size? In the demographics of participants?
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: None

Formative: Summer of Protests packet discussion

Summative: Homework: "Choose Your Photo" activity

SPLED Education Accommodations:

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

Materials & Resources:

1. Primary documents: 1, 2, 3, 4
2. "Summer of Protests" Activity Packets
3. NPR Radio Clip & Transcript (<https://n.pr/347babb>)

Activities and Procedures

Warm-up:

Time: 5 min

Teacher will place Primary Document 1 on the board, explaining that the image is from 1971, three years after Girard College became an integrated school for young black males. Teacher will preview this lesson as the events that lead to a change that may now seem innocuous but was perceived as incendiary in the racially-charged 1960s.

Transition:

Teacher will then indicate that the following activity presents a narrative of the protests and national feelings that accompanied the transition of Girard College from an all-white to school to an integrated institution.

Body/Process :

Activity 1: NPR Audio Activity

Time: 15 min

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 in 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%). It may be interesting to see if these general current trends are indicative of the particular classroom. Are half of the students girls? Are only 20% white? Is it highly varied?

The teacher will place the GC 1974 senior picture (Primary Document 2) up on the board to show the kind of environment that Hicks described. But, the teacher will point out, to best understand how his reality came to be, we have to discuss the turbulent 1960s and the place Girard College holds in the era.

Transition:

The teacher will direct students to the board and put up Primary Documents 03 & 04 (NAACP images) to initiate a discussion about the civil rights movement and the events that took place at Girard College. The teacher will hand out the Summer of Protests packet to each student.

Activity 2: The Summer of Protests: Class Jigsaw

Time: 25 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 June and July (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 split into the three distinct sections (May, July, and August). Under each image (and explanation), there 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 downtown, where decisions were being made.

Transition:

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

To conclude class, the teacher will tell students to look at the summer of protests packet and ask that, for homework, students choose a photo to be the front-page image of a newspaper covering the rally it depicts and to write a snazzy headline for the image. They must also include a one or two sentence statement as to why they chose that particular image and be ready to share out their answer in the next day’s class.

Independent Practice/Homework:

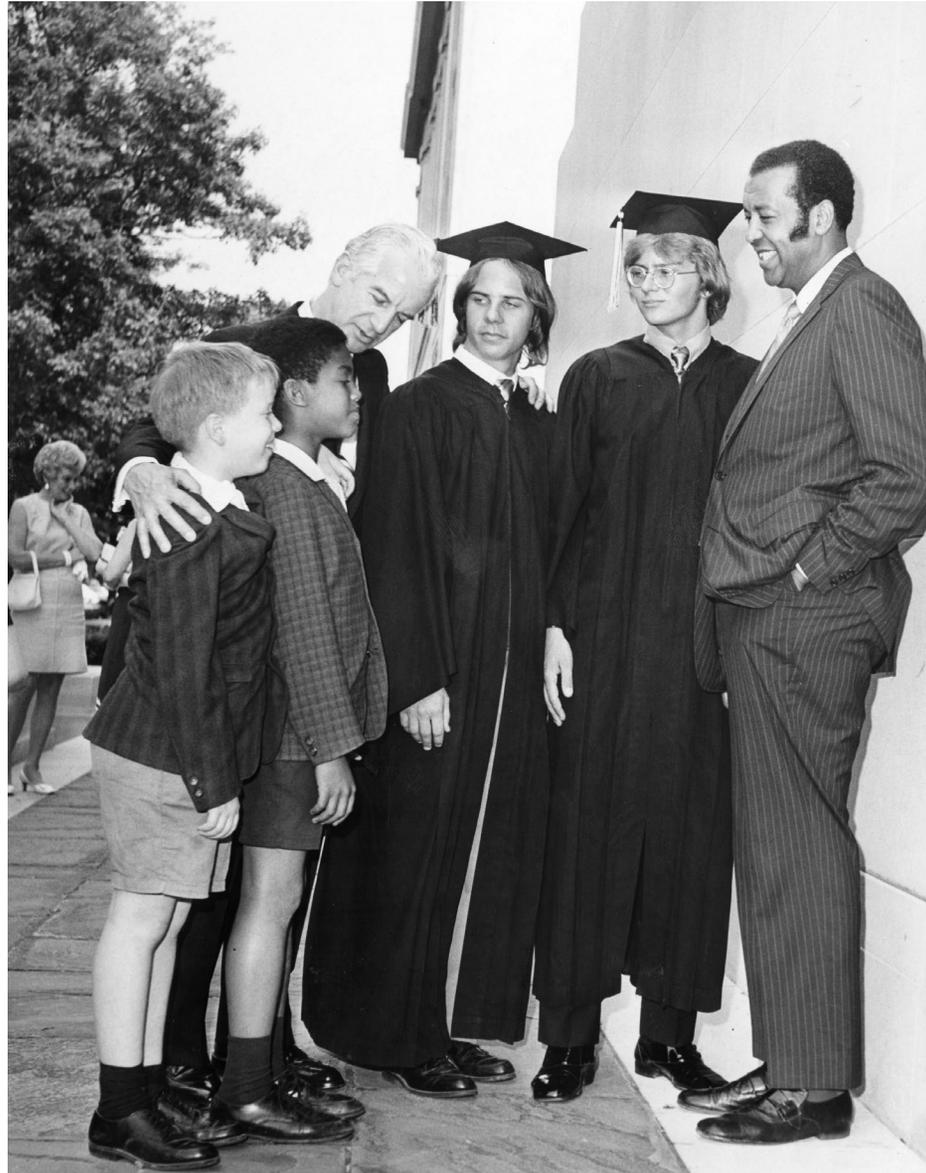
Complete “Choose your photo” activity

Girard College Desegregation Lesson Plan Photographs: Primary Source Reference Sheet 1

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 2

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 03

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 04

Description: Civil rights picketers outside Girard College

Creator: Robert F. Houston, Photographer

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



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), midsummer (June-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?



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?

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?



July 17, 1965

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

Background: Pickets 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?



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)



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?



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?
