

# 4.12 YOUNG PEOPLE IN THE CIVIL RIGHTS MOVEMENT

**Essential Question(s):** How were youth involved in the Civil Rights Movement?

## Overview

Throughout history, young people have stepped up and into leadership roles during different civil rights and social movements. This was never more evident than in the Civil Rights Movement, where young people were on the frontlines of the Montgomery bus boycotts, Freedom Rides and sit-ins. Given that student activism is on the rise again across the U.S., understanding how those young voices were able to be heard and make change will prepare today's students to continue that legacy.

## Snapshot

### What Students Will Learn:

In this lesson, students will learn about two young activists and the contributions they made to the Civil Rights Movement.

### Standard(s):

D2.Civ.2.9-12

**Time:** 50 minutes



## Objectives

- Analyze photographs of youth activists during the Civil Rights Movement.
- Describe the lives of Ruby Bridges and Stokely Carmichael.
- Teach each other about youth activists during the Civil Rights Movement.

## Differentiation

Consider grouping students before class begins.

## What's Needed

- ☐ Writing utensil and paper or 1:1 technology
- ☐ WiFi, internet, computer, screen or projector, speakers
- ☐ Make copies of the “[Gallery Walk Worksheet](#),” one for each student.
- ☐ Make one enlarged set of “[Civil Rights Youth Gallery Walk Pictures](#).”
- ☐ Make copies of these Encyclopaedia Britannica articles so that half of the students read “Stokely Carmichael: West Indian-American Activist” ([www.britannica.com/biography/Stokely-Carmichael](http://www.britannica.com/biography/Stokely-Carmichael)) and the other half read “Ruby Bridges: American Civil Rights Activist” ([www.britannica.com/biography/Ruby-Bridges](http://www.britannica.com/biography/Ruby-Bridges)).
- ☐ Make copies the 2-sided worksheet, “[Civil Rights Movement: Young Leaders on the Frontlines](#),” one for each student.

## Classroom Setup

Before class, post the “Civil Rights Youth Gallery Walk Pictures” around the room. Students will collaborate and move around the room in small groups. Seating should be set up to best support collaboration and ease of moving.

## Direct Teaching

1. Facilitate a short discussion about youth involvement and leadership in social movements.

You can begin the discussion by asking students, “Do you know of any young people who have lead social justice movements? Who were they? What were they fighting for?”

2. Provide students with the following information:

*Young people have participated in many social justice movements, even taking on leadership roles. During the Civil Rights Movement, young people played many different roles and used a variety of methods to drive change. Today,*

## Key Vocabulary

activist  
civil rights



*we see young people stepping up to advocate for gun reform, to register voters and seek an end to police brutality. We are going to learn more about what social and political forces motivated these young people to become activists.*

3. Explain to students that the pictures displayed around the room show young people at pivotal moments during the Civil Rights Movement.
4. Explain to students that they will now view pictures that show young people at pivotal moments during the Civil Rights Movement. Distribute the “[Gallery Walk Worksheet](#)” to each student. Explain that they are to analyze each picture and fill in their worksheet.
5. When students have finished their gallery walk, instruct them to divide into four equal groups. Ask them to reflect on what they saw in the pictures and briefly discuss within their groups. (*They are to remain in these groups for the next exercise.*) You can ask them, “What did you see in the photos that surprised you?”
6. Distribute the 2-sided “[Civil Rights Movement: Young Leaders on the Frontlines](#)” worksheet and the two Encyclopaedia Britannica articles. Each member of two groups should receive the article about Stokely Carmichael while the other two groups receive the article about Ruby Bridges.
7. Instruct students to read their assigned article as a small group and complete the worksheet. Explain to students that the worksheet has two sides. They should focus on the side that correlates to the article their group received. Inform students that they will learn about the other article later today.
8. Allow 10 minutes for students to read and complete their worksheet.
9. Have students discuss in their small groups the following questions:
  - What was significant about this young person?
  - Do you think the same changes would have happened during the Civil Rights Movement if an older person had tried to do what they did?
10. Explain to students they are now going to complete a jigsaw activity. Have two students from each group get up and find two students with the other article and take their spot in that group. Each group should end up with two new students who read the article different from the one the group originally read.
11. Instruct students to talk about the article they read, sharing their responses on their worksheet. They should also discuss the following questions:
  - What would this young person do today if they were in your shoes?
  - How could they have created change with the resources and tools that you have available today?

## Closing

Have students reflect on what they learned today. They can do this on paper as a group, individually or as a whole class discussion.

# GALLERY WALK WORKSHEET

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

Class: \_\_\_\_\_

Picture #	What do you see?	What emotions are in the photo?	What do you think is happening in the photo?
1			
2			
3			
4			
5			



## CIVIL RIGHTS YOUTH GALLERY WALK PICTURE 1



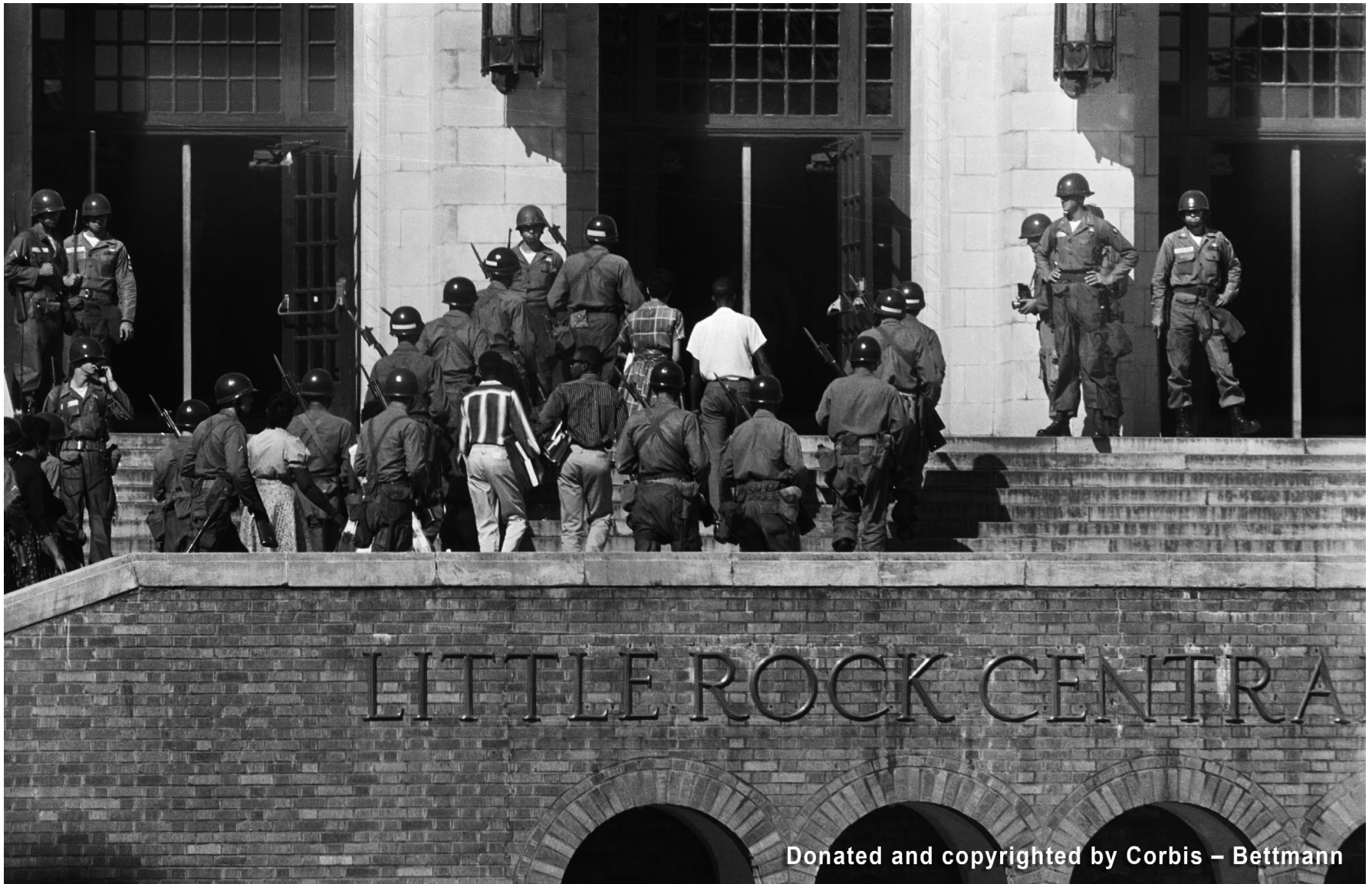
Courtesy of the Library of Congress

## CIVIL RIGHTS YOUTH GALLERY WALK PICTURE 2





## CIVIL RIGHTS YOUTH GALLERY WALK PICTURE 3



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## CIVIL RIGHTS YOUTH GALLERY WALK PICTURE 4



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## CIVIL RIGHTS YOUTH GALLERY WALK PICTURE 5



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# CIVIL RIGHTS MOVEMENT: YOUNG LEADERS ON THE FRONTLINES

## Ruby Bridges

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

**Directions:** Complete this side of the worksheet if you read the article, “Civil Rights Activists: Ruby Bridges.”

- 1. When and where was Ruby born? \_\_\_\_\_
- 2. Ruby had to take a test when she was in Kindergarten. Why did Ruby need to take this test?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3. How many African American students enrolled in William Frantz Elementary School? \_\_\_\_\_
- 4. When was Ruby’s first day at her new school? \_\_\_\_\_
- 5. How would you describe Ms. Henry? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 6. How was Ruby treated during her first year at the new school? Who was treating her this way?  
\_\_\_\_\_  
\_\_\_\_\_
- 7. What did Ruby do to make change in her communities? What is she still doing to change her communities?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# CIVIL RIGHTS MOVEMENT: YOUNG LEADERS ON THE FRONTLINES

## Stokely Carmichael

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

**Directions:** Complete this side of the worksheet if you read the article, “Civil Rights Leaders: Stokely Carmichael.”

1. When and where was Stokely born? \_\_\_\_\_
2. Where did Stokely and his family immigrate to and when? \_\_\_\_\_  
\_\_\_\_\_
3. Where did Stokely attend college? \_\_\_\_\_
4. Stokely was jailed for “about 50 days” because he participated in what? \_\_\_\_\_  
\_\_\_\_\_
5. What animal did Stokely pick to be the logo of his political party? \_\_\_\_\_
6. After following Dr. Martin Luther King Jr.’s message of non-violence, Stokely became controversial. Why did he become frustrated while following Dr. Martin Luther King Jr.’s message?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. The “black power” movement adopted what frameworks that were controversial to Dr. Martin Luther King Jr.’s message of non-violence?  
\_\_\_\_\_  
\_\_\_\_\_
8. What was Stokely’s new name? \_\_\_\_\_
9. What did Stokely do to make change in his communities? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_