

## Be the Change Civic Participation

**Learning Objectives:** The students will:

1. understand the importance of civic participation.
2. identify and explain the freedoms guaranteed in the first amendment.
3. analyze and synthesize primary sources.
4. write an expository essay.

**TEKS:** 4.17A, 5.18A, 5.20A, 6.13A, 6.14A, 7.16B, 8.19ABD, 8.20C, 8.21ABC

**Vocabulary:** civic participation, segregation, picket, nonviolent protest, disobey, civil rights, activist

**Materials:**

- [Frayer Model Concept Organizer](#) handout
- [Civic Participation Examples](#) handout
- [Be the Change Expository Essay](#) handout
- [Recipe 4 Change](#) handout
- [Civic Participation](#) slides
- small sticky notes
- chart paper, markers

**Resources:**

- *The Youngest Marcher* by Cynthia Levinson
- *We've Got a Job* by Cynthia Levinson (optional)
- [The Youngest Marcher](#) (book trailer) video
- [Cynthia Levinson's Resources](#) website
- [Birmingham and the Children's March](#) video (10:00)
- [Early Activists](#) (background on children activists) website
- [Interview with Audrey Hendricks](#) video (6:00)
- [The Children's Crusades](#) (article on the Children's Crusades) website
- [Citizen Kid](#) video (1:38)
- [Kid Heroes](#) website

**Teaching Strategies:**

1. Ask students to share what they do to help their community.
2. Write the words "civic participation" on the board. Give each student several sticky notes. Have students independently write on sticky notes all the words that come to mind when they think of civic participation -- one item on each sticky note. Give students a couple of minutes to do this.
3. Put students in small groups. Students takes their sticky notes to the group to share.
  - Discuss the similarities and differences in their notes.
  - Sort the notes into categories, giving each category a title.
  - Create a bar graph of categories.

- Student groups share their thoughts from the group activity.
4. Ask questions such as:
    - What words were most common?
    - What did you find interesting?
    - Were there categories that one group had that you did not?
    - Can you think of any other categories that haven't been mentioned? (voting, serving on a jury, volunteering, advocating, contacting public officials, petitioning, paying taxes, obeying laws, running for office, serving on jury duty, attending community meetings, picking up litter, recycling, etc.)
  5. Project the Civic Participation slides. Share with students the definition of civic participation, **Slide 2**.

Individual and collective actions designed to identify and address issues of public concern. It can be defined as citizens working together to make a change or difference in the community. Civic participation includes communities working together in both political and non-political actions. The goal of civic engagement is to address public concerns and promote the quality of the community.  
~American Psychological Association  
**civics** – Latin for civicus, which means citizen
  6. Share with students that civic participation is the way we involve ourselves within our community. The amount to which we engage ourselves relates to how much we make a difference in the lives of those around us. It is active involvement that focuses on the common good.
  7. Give students a Framer Model Concept Organizer handout. With a partner have students complete the organizer together.
  8. Student partners share their organizers with the whole class. Ask questions to clarify understanding.
  9. Create a whole class Civic Participation T-Chart of What It Is and What It Is Not.
  10. Show students **Slides 3-8**. Have them decide if the image is an example of civic participation, or have them work in small groups to complete the Civic Participation Examples handout. Discuss.
  11. Ask students what allows citizens the freedom to say how they feel like Martin Luther King, Jr. in his famous I have a Dream speech or the freedom to protest peaceably like the suffragists. (The Constitution; the Bill of Rights; 1<sup>st</sup> Amendment, etc.)
  12. Project **Slide 9**. Have students read the first amendment, and discuss the freedoms. Ask questions such as:
    - Does the first amendment give every citizen these freedoms?
    - Has it always been that way?
    - Can you think of a time that it wasn't that way? (slavery, civil rights, women's suffrage ...)
    - Can you think of other citizens who stood up for what they believed in regardless of the outcome?
  13. Show students **Slides 10** and ask:
    - What about these citizens?

- Did they have the same freedoms or rights?
  - How is this image a type of civic participation?
14. Show the cover of the book *The Youngest Marcher* by Cynthia Levinson. Before reading, ask students what they think it might be about. Ask questions such as:
- Why might she be holding an American flag?
  - What are the children holding, and why do you think they are holding them?
  - Where and when do you think this story take place? Why does this matter?
15. Share with students that the book is a nonfiction story about Audrey Faye Hendricks and her experience as a civil rights activist. Ask students what they think is meant by the word “activist.” (An activist is someone who campaigns or works for change.)
16. Read the story. As you read, have students think about how Audrey’s actions were a form of civic participation.
17. After reading, ask questions such as:
- What were some of the unjust laws Audrey wanted to change?
  - If you had been at the church when Dr. King called for volunteers to go to jail, what do you think you would have done?
  - How was Audrey treated in jail? Give examples.
  - What do you think was hardest for Audrey about being in jail?
  - How did segregation affect Audrey’s life?
  - In what ways were black people treated differently from white people?
  - What does the author think about Audrey’s story? How do you know?
  - How did her actions help bring change?
  - How does Audrey’s story relate to civic participation?
  - Can you think of other children whose actions brought about change? (i.e. Ruby Bridges, Ryan Hreljac, Malala Yousafzai, Anne Frank)
  - How does being an active participant contribute to who we are as a nation?
18. Show students the Gandhi quote, **Slide 11**.
- **"You must be the change that you wish to see in the world."**
19. With a shoulder partner have students discuss the meaning of the quote and what it has to do with civic participation.
20. Ask questions such as:
- What do you think this quote means?
  - How does this quote relate to Audrey Hendricks?
  - How might it relate to you personally?
  - What does it have to do with civic participation?
21. Show students some of the ordinary kids who have made a difference in the world:
- [Citizen Kid](#) video (1:38)

- [Kid Heroes](#) website

22. Give students a [Be the Change Expository](#) handout. Have students write an expository essay about how they can be the change they wish to see in the world.

**Or**

23. Share with students that Audrey loved her mother's recipe for Hot Rolls Baptized in Butter, which is written in the back of the book. Give student a [Recipe 4 Change](#) handout. Have students created a recipe for a better world or a better community.

#### **Extensions:**

- Have students write cause and effect statements from the story.
- Have students research other children whose actions brought about change. Read about young activists on the [Early Activists](#) website.
  - Ruby Bridges
  - Ryan Hreljac,
  - Malala Yousafzai
  - Anne Frank
- Have students use both the illustrations and details in the text to describe key ideas and to show how the images contribute to and clarify text. (text evidence)

#### **Middle School Extension for Deeper Learning:**

(\*If this lesson is taught in 8<sup>th</sup> grade, discuss the story from the perspective of civil disobedience. If it's taught in 7<sup>th</sup> grade, focus on the civil rights aspect.)

1. After reading the Youngest Marcher and discussing, show students the first 3 minutes of the [Birmingham and the Children's March](#) video. It discusses the children's march in Birmingham, Alabama. Have students share their thoughts after watching the video.
2. Explain to students that the children attended classes led by civil rights leaders to learn how to protest in nonviolent ways at the Sixteenth Baptist Street Church in Birmingham, Alabama.
3. Share that you are going to have them examine some primary source documents that pertain to the children's marches in Birmingham.
4. Have students participate in a carousel brainstorming protocol.
  - Post the documents/image on **Slides 13-16** on chart paper around the room, creating four stations (one document on each chart).
  - Divide the students into four groups.
  - Have each group stand in front of one of the stations. Share with the groups the guiding questions on **Slide 12**.
  - Give each group a colored marker for writing their ideas as they respond to the guiding questions.
  - When time is called, groups rotate to the next station in clockwise order.
  - Using a timer, begin the group rotation. Continue until each group reaches the last station.
  - Before leaving the final station, have each group select the top three ideas from the station to share with the class.



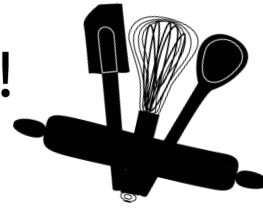
# Frayer Model Concept Organizer

Definition	Characteristics
Examples	Non-examples

The Frayer Model Concept Organizer is a 2x2 grid with a central box. The top-left quadrant is labeled "Definition", the top-right "Characteristics", the bottom-left "Examples", and the bottom-right "Non-examples". A central rounded rectangle is positioned in the middle of the grid, with lines connecting it to the center of each of the four quadrants. The entire grid is enclosed in a decorative, wavy border.



# A Recipe 4 Change!



## Ingredients:

a spoonful of	_____
a cup of	_____
a heaping scoop of	_____
a pinch of	_____
a dash of	_____

## Instructions:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



From the Kitchen of: \_\_\_\_\_

How is the image an example of civic participation. Explain.

### Voting



Explain

### Serving in the Military



Explain

### Serving on a Jury



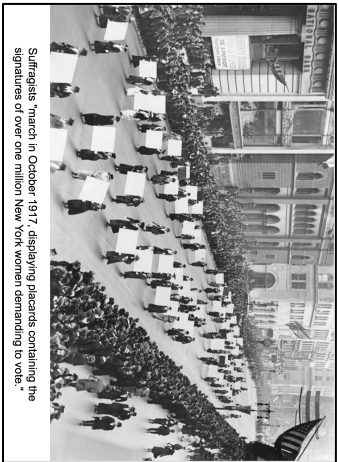
Explain

### Picking up Trash



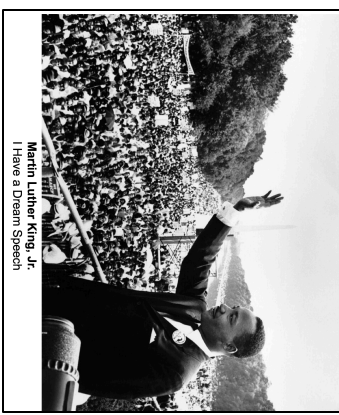
Explain

### Protesting



Explain

### Public Speaking



Explain

# Civic Participation

## Slides



# Civic Participation

Individual and collective actions designed to identify and address issues of public concern. It can be defined as citizens working together to make a change or difference in the community. The goal of civic engagement is to address public concerns and promote the quality of the community. ~American Psychological Association

















Suffragists "march in October 1917, displaying placards containing the signatures of over one million New York women demanding to vote."





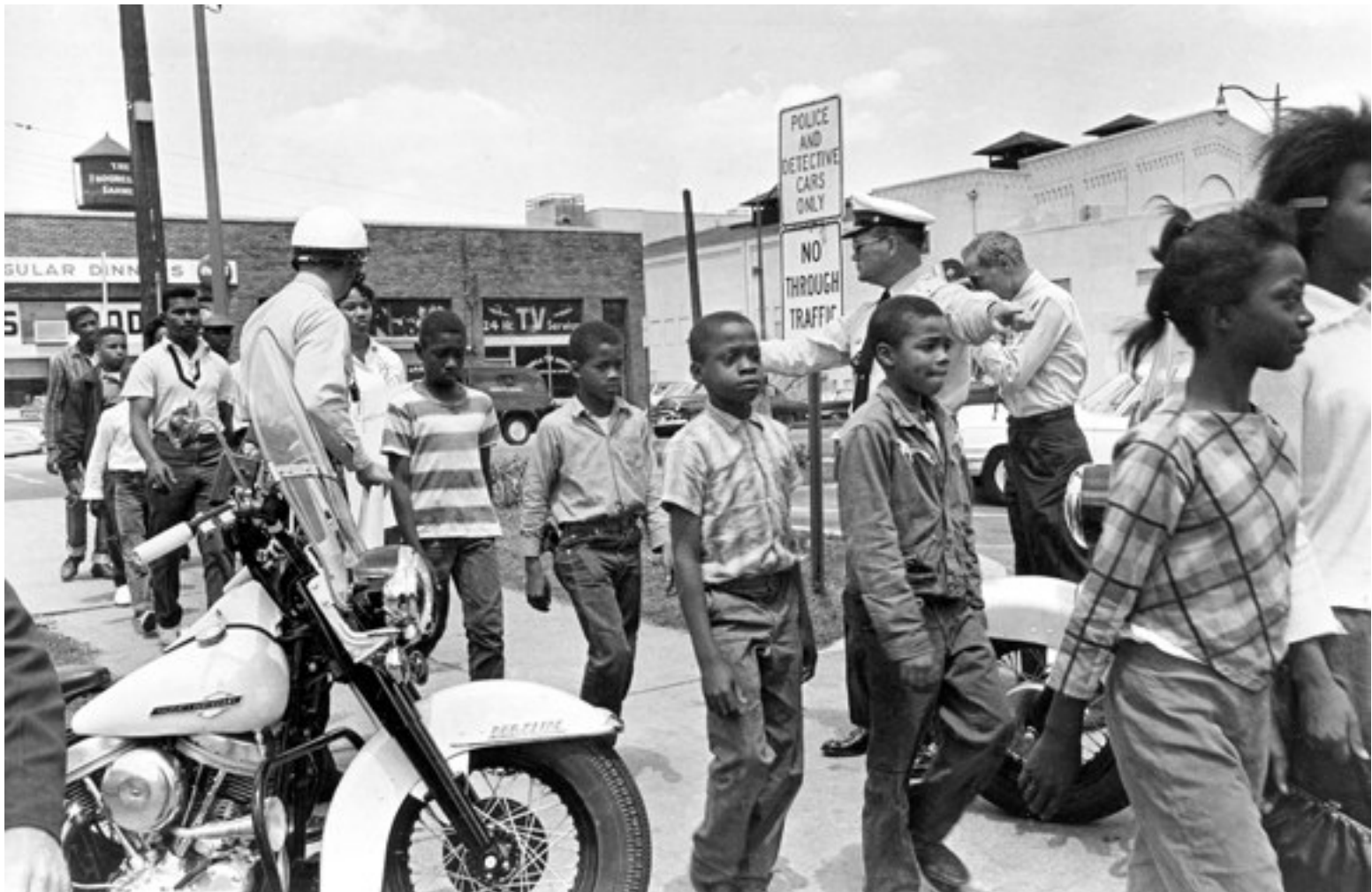
**Martin Luther King, Jr.**  
I Have a Dream Speech

# Bill of Rights

## Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.





May 2, 1963 - teenagers and children, some as young as six, marched in Birmingham to protest segregation. Many were arrested for parading without a permit, but the marchers came back the next day. They were viciously knocked down in the streets by surges of water from fire hoses, hit with batons, or attacked by police dogs wielded by policemen.

**“You must be the  
change you wish to  
see in the world!”**

Mahatma Gandhi

# **Examining the Documents**

- . What connections can you make to Audrey Hendricks's story and the first amendment?**
- . Is the document/image fair or justified? Explain.**
- . How does it make you feel? Explain.**



# The General Code of the City of Birmingham, Alabama

*The General Code of the City of Birmingham Alabama*  
Charlottesville, Virginia: The Michie Company, 1944

## CHAPTER 14 DRUGS AND FOOD

### Sec. 369. Separation of races.

It shall be unlawful to conduct a restaurant or other place for the serving of food in the city, at which white and colored people are served in the same room, unless such white and colored persons are effectively separated by a solid partition extending from the floor upward to a distance of seven feet or higher, and unless a separate entrance from the street is provided for each compartment.

## CHAPTER 23 GAMBLING

### Sec. 597. Negroes and white persons not to play together.

It shall be unlawful for a negro and a white person to play together or in company with each other in any game of cards or dice, dominoes or checkers. [In 1950, the City added to the list: baseball, softball, basketball or similar games.]

Any person, who, being the owner, proprietor or keeper or superintendent of any tavern, inn, restaurant or other public house or public place, or the clerk, servant or employee of such owner, proprietor, keeper or superintendent, knowingly permits a negro and a white person to play together or in company with each other at any game with cards, dice, dominoes or checkers, or any substitute or device for cards, dice, dominoes or checkers, in his house or on his premises shall, on conviction, be punished as provided in section 4.

## CHAPTER 35 OFFENSES—MISCELLANEOUS

### Sec. 859. Separation of races.

(a) It shall be unlawful for any person in charge or control of any room, hall, theatre, picture house, auditorium, yard, court, ball park, public park, or other indoor or outdoor place, to which both white persons and negroes are admitted, to cause, permit or allow therein or thereon any theatrical performance, picture exhibition, speech, or educational or entertainment program of any kind whatsoever, unless such room, hall, theatre, picture house, auditorium, yard, court, ball park, or other place, has entrances, exits and seating or standing sections set aside for and assigned to the use of white persons, and other entrances, exits and seating or standing sections set aside for and assigned to the use of negroes, and unless the entrances, exits and seating or standing sections set aside for and assigned to the use of white persons are distinctly separated from those set aside for and assigned to the use of negroes, by well defined physical barriers, and unless

# Petition for Permit

## PETITION FOR PERMIT

TO: The City Commission of the City of Birmingham  
The Honorable Albert Boutwell and The City Council of  
City of Birmingham,  
The Honorable Judson Hodges, City Clerk of the City of Birmingham  
The Honorable Ben Robinson, Traffic Engineer of the City of Birmingham

This petition is addressed separately to each of the above city official bodies and officials because of the uncertainty petitioner has concerning which of these bodies or officials has authority to and actually does issue permits of the nature here requested. Furthermore, there is an additional uncertainty on the part of petitioner whether a permit is required by law for the type of activity which it desires to conduct for the reason that petitioner does not believe that it is a <sup>Trade</sup> march within the terms of Section 1159, of the Code of the City of Birmingham. Nevertheless, out of an abundance of caution and for the reason that petitioner desires to comply with the law, petitioner submits this application.

Petitioner desires on Wednesday, May 2, 1963 or Thursday, May 3, 1963, whichever date is more convenient for the City of Birmingham, to walk with a group of persons, two abreast, on the sidewalk, obeying all traffic regulations, beginning on Sixth Avenue and Sixteenth Street, North, at approximately 11:00 A. M., up Sixth Avenue to 19th Street, then on 19th Street to the City Hall, and there conduct a brief prayer meeting. <sup>En route</sup> ~~En route~~ <sup>the walk</sup> petitioners will block no doors, exits nor sidewalks. They will return via the same route. Petitioner respectfully requests reply to this petition by Tuesday, April 30, 1963, so that it may make plans accordingly. Please reply to the undersigned.

Rev. F. L. Shuttlesworth  
505 1/2 North 17th Street  
Birmingham, Alabama  
On behalf of Petitioner,  
Alabama Christian Movement for  
Human Rights.

*The purpose of this walk is to  
express our opposition to racial segregation*

# Which Side Are You On?

STUDENTS

STUDENTS

STUDENTS

WHICH SIDE ARE YOU ON?

The Board of Education has given an order to expell and suspend all students who participated and were arrested during the demonstration to end segregation in Birmingham.

Our motto must remain the same:

"All stay our until all can get in."

"All for one and one for all."

"Which side are you on?"

All students who were expelled or suspended and all students who know these students were right, please answer roll call at the Sixteenth Street Baptist Church at 9 o'clock a.m. Tuesday, May 21, 1963.

FIRST CLASS ON FREEDOM: Dr. M. L. King, Jr., Rev. James Bevels and Rev. C. Billups



A 17-year-old civil rights demonstrator is attacked by a police dog.  
May 3, 1963, Birmingham, Alabama.