
SHUTTLESWORTH

TEACHER GUIDE

PRESENTED BY



PARK & MUSEUM

Alabama Course of Study

6.9) Critique major social and cultural changes in the United States since World War II.

11.14) Trace events of the modern Civil Rights Movement from post-World War II to 1970 that resulted in social and economic changes, including the Montgomery Bus Boycott, the desegregation of Little Rock Central High School, the March on Washington, Freedom Rides, the Sixteenth Street Baptist Church bombing, and the Selma-to-Montgomery March. (Alabama) [A.1.c., A.1.d., A.1.f., A.1.i., A.1.j., A.1.k.]

Introduction

This unit explores the life of local civil rights leader, Fred Shuttlesworth and his relationship with Eugene “Bull” Connor, the confrontational and pro-segregation leader in Birmingham. Students will learn about the civil rights movement in Birmingham, and how Shuttlesworth persisted despite serious obstacles and setbacks.

This lesson plan was created by Dr. Jeremiah Clabough. Dr. Jeremiah Clabough is an associate professor of Curriculum and Instruction at UAB.

Resource List

Paper

Pencil

Black and White: The Confrontation between Reverend Fred L. Shuttlesworth and Eugene "Bull" Connor. Larry Dane Brimner.
ISBN 10: 1590787668

Thurgood. Jonah Winter
ISBN 10:1524765333

Day One

- Grassroots activism has the potential to impact and change social, cultural, political, and economic institutions on a local level.
- One ideal example of grassroots activism that a social studies teacher in the Birmingham area can use is the civil rights advocacies of Reverend Fred Shuttlesworth.
- **Focus:** The social studies teacher can utilize *Black and White: The Confrontation between Reverend Fred L. Shuttlesworth and Eugene “Bull” Connor* (Brimner, 2011). This trade book provides an in-depth exploration of Reverend Fred Shuttlesworth’s civil rights advocacies in the Birmingham area. It also provides a great overview of civil rights issues in Alabama during the 1950’s and 1960’s. Social studies teachers can access this trade book on Amazon at this [link](#)
- Start by giving students an overview of Reverend Fred Shuttlesworth’s beliefs about civil rights issues. Pages 18-21 of this trade book can be examined to give students this overview. In pairs, students read pages 18-21 from *Black and White* (Brimner, 2011) and answer the following analysis prompts.
 1. Why was it important to Reverend Fred Shuttlesworth that members of his congregation voted? Use evidence from the excerpts of *Black and White* (Brimner, 2011) to support your arguments.

2. Why did the *Brown vs. Board of Education* ruling change Reverend Fred Shuttlesworth's views about advocating for civil rights issues? Use evidence from the excerpts of *Black and White* (Brimner, 2011) to support your arguments.

- Float around while students are reading these excerpts and answering these analysis prompts to help groups as needed.
- This step in the activity helps students grasp Reverend Fred Shuttlesworth's beliefs about advocating for civil rights issues in the Birmingham area.
- **Prompt:** Assume the role of Reverend Fred Shuttlesworth. Write a monologue for Reverend Shuttlesworth to a member of his congregation about the importance of advocating for civil rights issues in the Birmingham area. Your monologue should draw on evidence from excerpts of *Black and White* (Brimner, 2011) analyzed to accurately reflect Reverend Shuttlesworth's values and beliefs about advocating for civil rights issues. Each student's monologue should be a paragraph in length.
- This short writing activity allows students to use evidence to support their arguments. Students are also able to articulate Reverend Fred Shuttlesworth's beliefs about advocating for civil rights issues. Social studies teachers need to start with short writing activities and gradually build the expectations for students' writing products. It is important to remember that writing is a process and that students need a lot of practice and guidance to feel comfortable with writing.

Day Two

- **Focus:** K-12 social studies teachers can use excerpts from *Black and White* (Brimner, 2011) to explore the different civil right advocacies of Reverend Fred Shuttlesworth. This trade book explores in a couple of pages many of the different issues that Reverend Fred Shuttlesworth championed in the Birmingham area. One of the issues that Reverend Shuttlesworth advocated for was the integration of K-12 schools in the Birmingham area.
- Students in pairs read pages 32-37 from *Black and White* (Brimner, 2011) and answer the following two analysis prompts. These pages of this trade book focus on Reverend Shuttlesworth's attempts to integrate Birmingham's public schools.
 1. Why did Reverend Shuttlesworth argue that it was important to integrate Phillips High School? Use evidence from *Black and White* (Brimner, 2011) to support your arguments.
 2. What does the Birmingham's government response to Reverend Shuttlesworth's plea to integrate public schools and the beating he received at Phillips High School say about integration attempts in the Birmingham area? Use evidence from *Black and White* (Brimner, 2011) to support your arguments.
- These analysis prompts enable students to realize how Reverend Shuttlesworth attempted to make gains for African Americans' rights in the U.S. court system a reality in the Birmingham area. Students can also recognize the resistance that civil rights activists faced not only in Birmingham but the South as a whole.

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- After pairs read these excerpts from *Black and White* (Brimner, 2011) and answer the two analysis prompts, there is a class discussion. Students share their responses to these two analysis prompts and add onto their answers based on peers' comments. The teacher asks the following extension question:

What do you think Reverend Shuttlesworth meant by the following quote? "Neither official nor blood-thirsty riders (Klansmen) can stop our quest for first-class citizenship." The exploration of this extension question helps students to realize Reverend Shuttlesworth's perspective about the reasons and need for his advocacies for civil rights issues in Birmingham.

- While Reverend Shuttlesworth was not successful in this attempt to integrate Phillips High School, this example of his advocacy shows his determination and commitment to being a change agent in the Birmingham area. It is important for students to realize that history is not foreordained and that historical figures have failures as well as successes. This example helps students grasp Reverend Shuttlesworth's determination and commitment to the causes of the Civil Rights Movement for the Birmingham area. The analysis of this excerpt from this trade book helps to humanize Fred Shuttlesworth in the eyes of our students because he persevered in spite of the obstacles that he faced.
- Then, there is another class discussion. After students have shared their responses to these two analysis prompts, the teacher asks the following extension question:

What does the fact that Reverend Shuttlesworth had to struggle with Birmingham government officials say about the segregation laws in the South? This extension question helps students grasp how entrenched Jim Crow segregation laws were in Southern society.

- The analysis of excerpts of this trade book on pages 32-37 prepares students for the following short writing activity. Individually, students complete the following writing prompt.
- **Writing Prompt:** Assume the role of Reverend Fred Shuttlesworth and write a two-paragraph argument about the importance of integrating schools in the Birmingham area that will be published in a local newspaper. Issues covered in this two-paragraph argument should include the impact that segregated schools have on African American children and why it is important to integrate U.S. public schools. Your writing prompt should use evidence from the excerpts of *Black and White* (Brimner, 2011) to accurately capture Fred Shuttlesworth's perspectives, values, and arguments.
- This writing activity allows students to articulate Reverend Shuttlesworth's arguments about the importance of integrating public schools in the Birmingham area. It also allows students to gain practice using evidence to make persuasive arguments, which is a valuable skill for our students as future democratic citizens to possess. The ability to make persuasive arguments is an important skill for students. This helps to equip our students with the skills needed to advocate for public issues in their local communities.

Day Three

- The activities in days one and two of this project prepare students for the summative assessment on day three.

Writing Prompts:

Students select and complete one of the following:

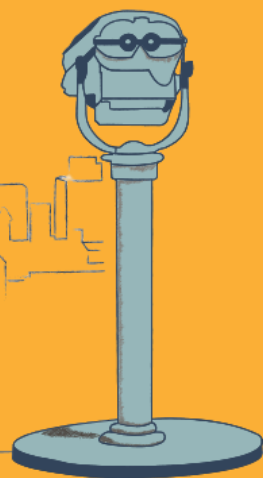
1. In Indianapolis at the site where Senator Robert F. Kennedy delivered the news about the assassination of Dr. Martin Luther King Jr., there is a monument connecting the advocacies of both men. Pairs in a similar vein design a monument to connect the civil rights advocacies of Thurgood Marshall covered in a prior unit and Reverend Fred Shuttlesworth to desegregate U.S. public schools and address the inequalities in educational opportunities faced in the African American community. After all Thurgood Marshall was the lawyer that successfully argued for the desegregation of U.S. public schools through *Brown vs. Board of Education*. Students draw and color their historical monument. Students should also write a paragraph explaining why they designed their monument in a certain manner to connect the advocacies of Thurgood Marshall and Reverend Fred Shuttlesworth in regards to addressing racial discrimination that African Americans faced in U.S. public schools.

They also will write a two-paragraph summary about how these two civil rights activists worked toward the same broad goal of equality of opportunity for African American children in U.S. public schools. These two paragraph summaries would serve as the main point to accompany their historical monument. K-12 social studies teachers can have students read excerpts from *Thurgood* (Winter, 2018) to research Thurgood Marshall's beliefs about the importance of desegregating U.S. public schools. *Thurgood* (Winter, 2018) provides an overview of Thurgood Marshall's life and his civil rights advocacies. Social studies teachers can access *Thurgood* (Winter, 2018) on Amazon at this [link](#):

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2. Students assume that civil rights leaders and various civil rights organizations in the early 1960's convened a meeting to discuss issues facing the African American community. At the meeting, individual panels are created to discuss different public issues. Students write a one-page monologue about one of the panels led by Reverend Fred Shuttlesworth about addressing the racial discrimination faced in U.S. public schools. The dialogue in this panel should reflect Reverend Shuttlesworth's beliefs about issues with racial discrimination within U.S. public schools along with potential methods of helping to address these issues.
- After students finish, they can edit their writing prompt or have a peer edit their work. Additionally, the teacher can do individual writing conferences with students as needed. The teacher needs to provide some editing prompts to help students revise their writing. Some potential editing prompts might include the following:
 1. Did your writing prompt accurately convey Fred Shuttlesworth's beliefs about the need for integrating U.S. public schools? In what ways can your writing prompt be rephrased to better convey Reverend Shuttlesworth's arguments?
 2. Did your historical dialogue accurately articulate Fred Shuttlesworth's goals in regards to integrating public schools in the Birmingham area? In what ways can your writing prompt be rephrased to better convey Reverend Shuttlesworth's goals about the need for integrating public schools in the Birmingham area?

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- These editing prompts help students unpack their thinking and better articulate their arguments. Like all parts of the writing process, editing one's work is something that also needs to be practiced. The teacher should consistently provide students with editing prompts to help them revise their writing. Editing prompts will vary for each writing activity based on the goals of individual writing assignments.
 - Regardless of the writing prompt that students select, they are applying evidence from sources examined to convey how Reverend Fred Shuttlesworth took civic action to try and address racial discrimination in U.S. public schools within the Birmingham area. Students gain valuable experience by discussing how civil rights activists advocate to help addressing a public issue. This is invaluable experience that helps prepare students to be activists for causes as future democratic citizens.

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EXPERIENCE!

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@VisitVulcan

1701 Valley View Drive
Birmingham, AL 35209

 205.203.4825

 fieldtrips@visitvulcan.com