

T TeNikka Roberts
2025 Stony the Road We Trod

PASS THE MIC

Every Voice of the Civil Rights Movement



LESSON OVERVIEW

Grade Level: 6th Grade

Theme: Civil Rights Movement

Time Frame: 3–4 class periods

Focus: Centering lesser-known voices in the Civil Rights Movement



ACOS 2024

NCSS Thematic
Standards

SS24.5.12c Describe the contributions of Alabama leaders and foot soldiers of the Civil Rights Movement as well as other Alabamian supporters who aided their efforts.

People, Places and Environment

SS24.US2.10 Evaluate the influence of events, organizations, and individual actions on the expansion of the Civil Rights Movement nationally.

Individuals, Groups, and Institutions

STANDARDS



6th Grade Historians will be able to:

- Analyze primary sources
- Write from the perspective of a non-famous historical figure
- Develop historical empathy
- Share their narrative in a culminating presentation



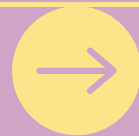
LESSON OBJECTIVES



Day 1: Inquiry & Primary Source Analysis
Day 2: Role Assignment & Planning
Day 3: Writing & Peer Review
Day 4: 'Pass the Mic' Presentations

LESSON BREAKDOWN

- ***Letter from a Birmingham Jail (Excerpt)***
- ***Children's Crusade Oral History***
- ***Memphis Sanitation Strike Flyer***
- ***Newspaper Clipping: 16th Street Bombing***
- ***Photograph: Marchers on the Edmund Pettus Bridge***
- ***NAACP Pamphlet***
- ***Interview with a Bus Boycott participant***
- ***School Integration Letter to government officials***



PRIMARY SOURCES

PRIMARY SOURCE ANALYSIS



1. What type of source is this? (e.g., letter, photo, flyer, oral history) Is it a primary source or a secondary source?

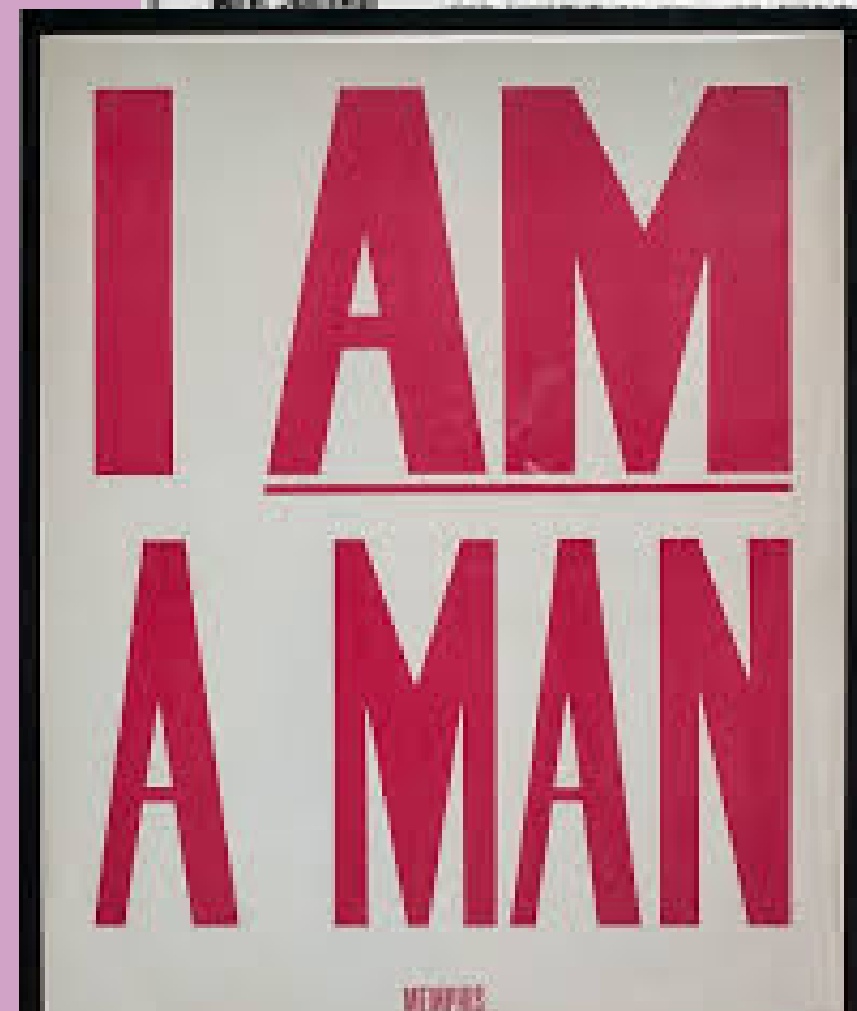
2. Who created it? When and where?

3. What is happening in this source?

4. What emotions or messages are being communicated?

5. What does this source tell you about everyday people during the Civil Rights Movement?

6. What questions do you still have after examining this source?



ROLE CARDS



Role: Schoolteacher

Perspective: A teacher in Birmingham during 1963, worried for her students but proud of their courage.

Role: Child Protester

Perspective: A 10-year-old who marched in the Children's Crusade, describing fear and determination.

Role: Sanitation Worker

Perspective: A worker from Memphis who joined the strike after a colleague was killed on the job.

Role: Church Usher

Perspective: A man who stood at the doors of the 16th Street Baptist Church on the morning of the bombing.

Role: Mail Carrier

Perspective: An everyday worker who helped distribute flyers and quietly supported the movement.

Role: Barber

Perspective: A barber whose shop served as a safe space for organizers to meet and plan.

Role: Teenage Girl

Perspective: A high school student who attended her first integrated school and faced daily harassment.

Role: Mother

Perspective: A mother of five who worried for her children's safety but cooked meals for marchers.

Role: Bus Driver

Perspective: A Black bus driver who observed the Montgomery Bus Boycott from the front lines.

Role: Photographer

Perspective: An amateur photographer capturing local protests and moments of resistance.



STEPPING INTO THE ROLE



1. What role have you been chosen?
2. What connections can you make between your role and the primary source(s)?
3. What would a normal day look like for this person during the 1960s?
4. How might this person have felt about the events happening around them?
5. What risks might they have faced?
6. What do you want your audience to understand about this person's life and impact?



WRITING THE NARRATIVE

Instructions: You've analyzed your primary source and stepped into the shoes of a real person from the Civil Rights Movement. Now it's time to bring that story to life through a first-person narrative or speech. This worksheet will help you plan and write your piece.

Step 1: Story Elements

1. Who are you? (role):
2. Where and when is your story happening?
3. What major event or moment will your story focus on?
4. What are your emotions in this moment?
5. What message or lesson do you want your audience to walk away with?

Step 2: Planning Your Narrative

Beginning: - Introduce who you are and the setting.

- What does a normal day look like for you?

Middle:

- What challenge, injustice, or powerful moment are you experiencing?
- How does it make you feel?
- What do you decide to do?

End:

- How does this experience change you?
- Why does your story matter?

Step 3: Begin Writing

Use the plan above to write your full narrative or speech.

Make it personal, emotional, and real. Write in the first person using "I" as if you are truly living the story.

PRESENTATIONS

Instructions: Your job is to bring history to life by stepping into the shoes of an everyday person from the Civil Rights Movement. You will use the role card and primary sources you studied to write and perform a first-person narrative. This is your chance to help others understand the movement through a different voice-your character's.

Presentation Guidelines:

1. Write your story in the first person using "I" as if you are the person.
2. Your performance should be 2-3 minutes long.
3. You may memorize your story or read from a script, but try to speak with emotion.
4. Use details from your primary source to make your story authentic.
5. Make sure your story includes:
 - Who you are
 - What you saw
 - How you felt
 - What you did
 - Why it mattered



REFLECTION



- What's one voice you heard today that stood out to you? Why?
- Why is it important to study everyday people in history?
- What new perspective do you have about the Civil Rights Movement?

