

Lesson Plan Title: Coming Out of the Shadows: The Legacy of Fred Shuttlesworth

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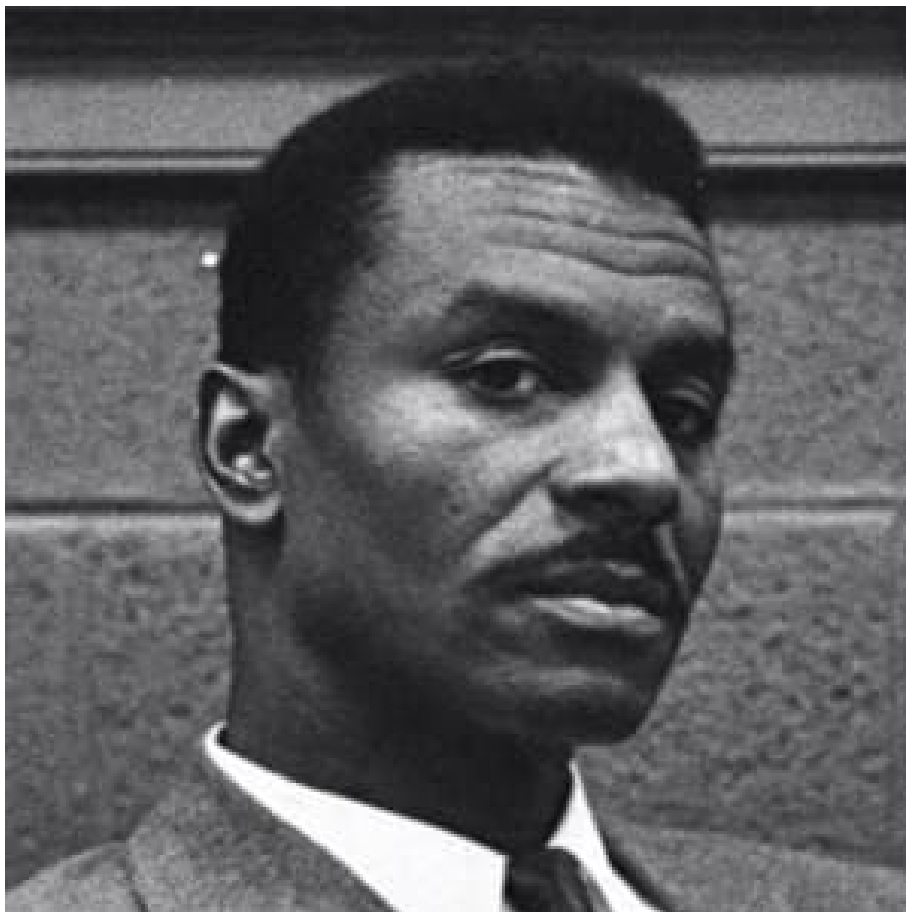
Concept: Leadership

Essential Questions:

1. What is leadership?
2. What makes a good leader?
3. Why do we need leaders?
4. How do leaders make change happen?

Subject/Course: Social Studies

Duration: Day 1 (45 minutes), Day 2 (1 hour), Day 3 (30 minutes to introduce the research project, and then about 2 weeks to research and write essay)



Brief Narrative:

The Civil Rights Movement, traditionally identified as a historic time period between *Brown v. Board* (1954) and the Voting Rights Act (1965), was a time of great change in America. Many leaders and organizations stood up to the unjust and intolerable segregation laws of Jim Crow, demanding their human rights. The face of the movement was Martin Luther King Jr. He preached, marched, protested, and led. He was the face of a movement. However, he did not do it alone. There were many other key leaders who are consistently overlooked in the dominant narrative of the Civil Rights Movement.

In schools across America, Martin Luther King Jr. Day is recognized and celebrated with a focus on his “I have a dream speech.” While he was a vital force in the change that occurred in this time period, there were more leaders organizing the local movements and doing the exact same thing MLK was- preaching, marching, protesting, and leading. These leaders need to receive recognition for their efforts, as without them, many historians argue that the movement would have never been successful. One such leader was Fred L. Shuttlesworth, a pastor of Bethel Baptist Church in Birmingham, Alabama. He was a major force in the local movement, speaking out against the injustices that the Black community faced and pushing to desegregate Birmingham. Andrew Manis, author of Shuttlesworth’s biography explains, “Without Fred Shuttlesworth laying the groundwork, those demonstrations in Birmingham would not have been as successful.”

This lesson asks students to consider what is a leader and why are some leaders more recognized than others. Through collaborative learning and research, students will learn about Fred Shuttlesworth and his major contributions to the Civil Rights Movement, which led to positive change in Birmingham.

Preparation:

Students should have background knowledge on the Civil Rights Movement in Birmingham. If not, make sure that students have access to readings or videos which can support these activities.

Guiding Questions:

1. What is leadership?
2. What are the similarities between Shuttlesworth and King?
3. How did the actions of Fred Shuttlesworth lead to change in Birmingham during the Civil Rights Movement?
4. What is the legacy of Fred Shuttlesworth?

Learning Objectives:

1. Students will identify what is a leader and the qualities that leaders have.
2. Students will use what they know about King to construct knowledge about Shuttlesworth.
3. Students will understand the social and political climate of Jim Crow Birmingham during the Civil Rights Movement.
4. Students will identify the actions of Shuttlesworth which led to change in the segregation laws in Birmingham.

Standards:

Literacy:

Key Ideas and Details

CCSS.ELA-LITERACY.RI.5.1- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.5.2- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCSS.ELA-LITERACY.RI.5.3- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

CCSS.ELA-LITERACY.RI.5.4- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

CCSS.ELA-LITERACY.RI.5.5- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

CCSS.ELA-LITERACY.RI.5.6- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.RI.5.7- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CCSS.ELA-LITERACY.RI.5.8- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CCSS.ELA-LITERACY.RI.5.9- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Speaking and Listening:

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.5.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.1.A- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-LITERACY.SL.5.1.B- Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.5.1.C- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-LITERACY.SL.5.1.D- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Writing:

CCSS.ELA-LITERACY.W.5.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.5.2.A- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.5.2.B- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-LITERACY.W.5.2.C- Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).

CCSS.ELA-LITERACY.W.5.2.D- Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.5.2.E- Provide a concluding statement or section related to the information or explanation presented.

Activities

Day 1: What is a leader?

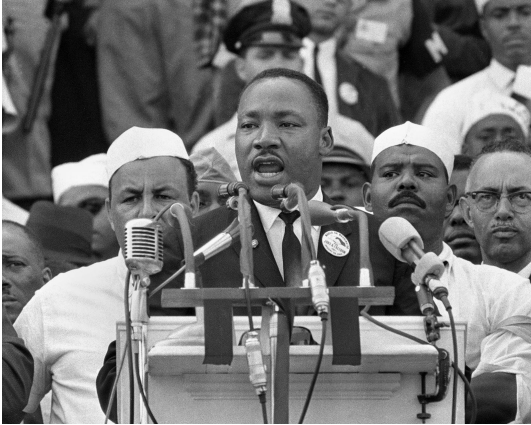
1. Hand out blank drawing paper to your students. Ask students to “draw a leader.” If they ask questions, just keep repeating the instruction, “draw a leader” and remind them there is no right or wrong answer. Once the drawings are complete, have the students display their drawings on their desks or post around the classroom.
2. Have the class do a museum walk, observing the drawings.
3. Once students have completed the museum walk, discuss their findings in a whole group. Prompt them to look for similarities between the images. Then have students generate a list of personality traits or qualities based on the drawings that are vital for a leader to be successful. If they can’t think of any based on the drawings, have them share based on their general knowledge.
4. Homework- Students will create a list of five individuals they consider to be a leader, whether historically or currently. They should identify what personality traits or qualities these individuals have. They should be prepared to share their answers in a small group the next day.

Day 2: King and Shuttlesworth

1. Review yesterday’s draw a leader observations and the list of personality traits that was created.
2. Create groups with 3-4 students in each group. Make sure they have their homework to share with their group members. Instruct them that after everyone shares, they have to choose one leader to present to the class. They need to explain why they chose the person with at least two reasons as to why they think this person is a good leader.
3. After each group presents, tell students that today they will consider who the leaders of the Civil Rights Movement were. But first ask students, “What was the Civil Rights Movement?” Record their answers as they share. Then ask, “Who were the important leaders from the Civil Rights Movement?” Make a list.

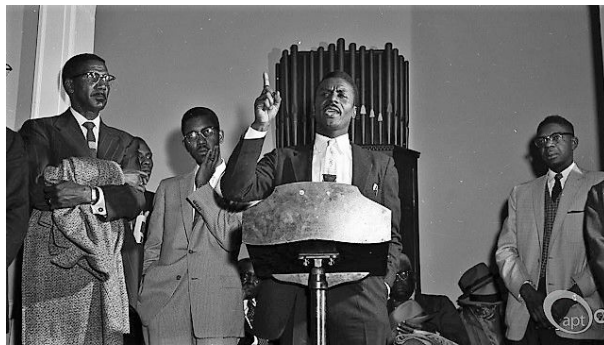
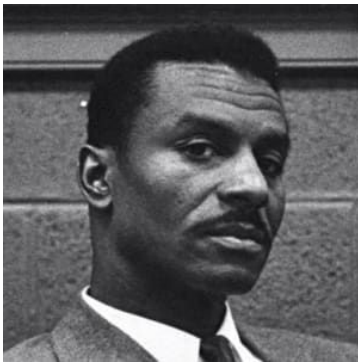
4. Then show the first two slides of the [slides](#) with the images of MLK, explaining how when many people hear the phrase Civil Rights Movement, they think of Dr. King and his “I have a dream speech.”
 - a. Ask: What qualities do you think King had that made him a good leader?
 - b. Discuss with students.

Images:



5. Then show an image of Fred Shuttlesworth. Ask if anyone knows who this is. If no one does, then continue to show the images, asking what they notice about each image. Do not tell them anything about him. Spend time analyzing the images of Shuttlesworth with King, asking what they can conclude about this man based on him being with MLK.

Images:





6. Introduce Fred Shuttlesworth, giving a brief explanation that he was a local leader of the Alabama Christian Movement for Human Rights (ACHMER) in Birmingham during the Civil Rights Movement and was instrumental in changing segregation laws in Birmingham. Then watch video: <http://www.alabamalegacy.org/fred-shuttlesworth/>
7. When video concludes, ask students for their reactions and what their questions might be. Explain how they will engage in small group research to learn more about Birmingham and Shuttlesworth and his role as a leader in the Civil Rights Movement.
8. Homework- Students will read article about Shuttlesworth and answer questions for the next day. [Introduction to Fred Shuttlesworth](#)

Day 3: Legacy of Fred Shuttlesworth

1. Start with reviewing the homework from the previous night. Make sure students understand that Shuttlesworth was living and working in the most segregated city in America at the time, Birmingham. (Show on a map for students to understand where this is in relation to them). Discuss the "a no-compromise fight for first-class citizenship for Negroes." quote from the article focusing on how Shuttlesworth would not give up in his quest for equality.
2. Next transition to presenting this quote from Shuttlesworth biography by Andrew Manis: "Virulent racism and the violent defense of segregation were virtually ubiquitous in the Deep South as the unfolding events of the civil rights movement made clear. The presence of Fred Shuttlesworth made the crucial difference in Birmingham." (page 7). Define some of the more challenging words, such as virulent and ubiquitous.
 - a. Ask: If this is the analysis of Shuttlesworth, why have none of you heard of him? Why would he be overlooked as a leader of the movement? Have students discuss with their neighbor or table group. Then share out, listing some of the possibilities.
 - b. Next, explain to the class that they will work in small groups to further research Shuttlesworth and his legacy in Birmingham. They will answer the question: How did the actions of Fred Shuttlesworth create change in Birmingham?
 - i. Discuss how within this research question, there are multiple questions to answer, such as:
 1. Who is Fred Shuttlesworth?

2. What was the social and political climate of Jim Crow Birmingham during the Civil Rights Movement?
 3. Why did Birmingham have to change?
 4. What is the lasting impact of Shuttlesworth's actions?
- c. Students should use reliable online resources (see website and video links below) to look for information, taking notes that can then be used in their final essay. They need to learn about Birmingham during this time period in which Shuttlesworth lived there, and identify at least two actions of Shuttlesworth and the outcome of those actions. They should then analyze these actions and outcomes to understand the legacy of Shuttlesworth and why he needs acknowledgement.
 - d. They should use this [outline](#).
 - e. Use this [rubric](#) to grade the final essay.

Assessment

- Whole class discussions
- Small group discussions
- Homework- article and questions
- Independent essay. (Rubric based)

Lesson Extensions

- Students can turn the information from their analytical essay about Shuttlesworth into a picture book for the younger students in the school.
- Students can research other leaders of the Civil Rights Movements around the country who have been overlooked or overshadowed.
- Students can research current leaders or activists in social justice movements and compare/contrast to Shuttlesworth.
- Students can learn about the bases of power that social psychologists [French and Raven's identified](#)
 - Ask students to discuss with their group what these six words might mean and write down a definition. They can skip any word they are unsure of. Regroup and discuss their ideas, but then share the correct definition and have the students write that down.
 - Students can use these bases of power when analyzing leaders from the movement, or any leader. They can think about how the leaders used these powers to be successful.
 - [Handout for bases of power extension activity](#)

References:

Books:

Manis, Andrew. A Fire You Can't Put Out: The Civil Rights Life of Birmingham's Reverend Fred Shuttlesworth. Tuscaloosa: University of Alabama Press, 1999.

Websites:

https://www.nps.gov/features/malu/feat0002/wof/Fred_Shuttlesworth.htm

<https://kinginstitute.stanford.edu/news/fred-l-shuttlesworth-iconic-civil-rights-leader-birmingham-died-wednesday>

<https://www.npr.org/sections/thetwo-way/2011/10/05/141081785/civil-rights-legend-rev-shuttlesworth-dies-defied-jim-crow-laws>

<https://thafcc.wordpress.com/2015/11/13/8-fascinating-facts-about-civil-rights-leader-fred-shuttlesworth/>

<https://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Asirs%3AUS%3BARTICLE%3BART%3B0000366879>

<https://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Asirs%3AUS%3BARTICLE%3BART%3B0000365350>

<https://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Asirs%3AUS%3BARTICLE%3BART%3B0000416698>

Videos:

<https://www.paleycenter.org/cbs-reports-who-speaks-for-birmingham/>

<http://www.alabamalegacy.org/fred-shuttlesworth/>

Images:

<https://www.alabamanevcenter.com/2019/02/19/alabama-legacy-moment-fred-shuttlesworth/>

<https://www.npr.org/sections/thetwo-way/2011/10/05/141081785/civil-rights-legend-rev-shuttlesworth-dies-defied-jim-crow-laws>

<https://kinginstitute.stanford.edu/encyclopedia/shuttlesworth-fred-lee>

<https://www.nytimes.com/2011/10/06/us/rev-fred-l-shuttlesworth-civil-rights-leader-dies-at-89.html>

Materials and Media

[Shuttlesworth video](#)

[Article and questions for homework](#)

[The Legacy of Fred Shuttlesworth Organizer and Outline](#)

[Rubric for essay](#)

Homework Assignment

Cobblestone

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Fred L. Shuttlesworth

By Eric Arnesen

In the early 1960s, Birmingham, Alabama, was considered the South's most segregated city. One black newspaper observed that its white population displayed "resistance to any form of desegregation." Civil rights leaders decided to make Birmingham the target of a series of organized boycotts and sit-ins in the spring of 1963. They called it Project C. (The C was for "confrontation.")

Alabama native Fred L. Shuttlesworth was one of the leaders behind the mass direct-action protest. In the 1950s, the fiery Baptist minister had become the head of the Birmingham chapter of the National Association for the Advancement of Colored People (NAACP). But his work to make it a strong grassroots organization angered white opponents. They went to court in 1956 to get an order to shut down the group.

Shuttlesworth responded by calling a mass meeting. The Alabama Christian Movement for Human Rights (ACMHR) grew out of this effort. The ACMHR became a nonviolent but determined group, whose slogan was "The movement is moving." Under Shuttlesworth's leadership, the ACMHR engaged in what one observer called "a no-compromise fight for first-class citizenship for Negroes."

Shuttlesworth invited the Rev. Dr. Martin Luther King, Jr., and the Southern Christian Leadership Conference (SCLC) to come to Birmingham in 1963. Their victory in Project C was one of the hardest-fought and most important battles waged by the modern civil rights movement.

Shuttlesworth often found himself the object of attack, and he was arrested numerous times for his activism. A Philadelphia newspaper declared that he was "a likely candidate for the title of the 'most jailed leader' in the civil rights movement." Civil rights historian David Garrow summed up Shuttlesworth's role in the modern movement this way: "[N]o one in America demonstrated more physical and emotional courage in the face of very likely death than Fred Shuttlesworth."

Questions:

1. Shuttlesworth preached "a no-compromise fight for first-class citizenship for Negroes." What does that mean?

2. What leadership qualities do you think Shuttlesworth had based on this quote from the last paragraph of the article:

"No one in America demonstrated more physical and emotional courage in the face of very likely death than Fred Shuttlesworth."

Essay Outline

Question: How did the actions of Fred Shuttlesworth lead to change in Birmingham

Goal: To prove that Fred Shuttlesworth made positive change in Birmingham due to his ability to lead.

Claim: _____

Due Dates	What is due	Points Received	Total Points	Grade
	Bucketing Brainstorm		5	
	Outline		5	
	1st draft		5	
	Final draft		100	

Bucketing Evidence (Students will use these buckets to organize their notes in coherent paragraphs.)



Biographical Information



Action #1



Action #2

Facts:

Action:

Action:

Outcome:

Outcome:

Conclusion:

Restate the claim	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Leave the reader thinking about his legacy.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

The Legacy of Fred Shuttlesworth Essay Rubric

Categories	Exceeds Expectations	Meets Expectations	Approaching Expectations	Area for Growth
Focus <i>The topic is established by the writer in response to the writing task.</i>	Writer skillfully establishes a complex and clear claim, demonstrating their understanding of the topic. (30)	Writer establishes a claim, demonstrating their understanding of the topic. (27)	Writer attempts to establish a claim, and attempts to demonstrate their understanding of the topic. (24)	Writer does not establish a claim, nor demonstrates their understanding of the topic. (21)
Support and Elaboration <i>Extension and development by including sufficient and related details.</i>	Student skillfully includes sufficient and related details, quotes, and concrete details, skillfully analyzing how this evidence supports the claim. (30)	Student includes sufficient and related details, quotes, and concrete details, partially analyzing how this evidence supports the claim. (27)	Student attempts to include sufficient and related details, quotes, and concrete details, attempting to analyze how this evidence supports the claim. (24)	Student does not include sufficient or related details, quotes, or concrete details, nor attempts to analyze the claim. (21)
Organization <i>Progression, relatedness, and completeness of ideas.</i>	Essay maintains clear organization throughout. Each paragraph is essential to the focus of the essay, and builds off the previous paragraph. There is a clear progression of ideas and events in each paragraph related to the focus. (20)	Essay maintains organized throughout. Each paragraph is related to the focus of the essay. There is a progression of ideas and events in each paragraph related to the focus. (18)	Essay contains a somewhat clear organization. Most paragraphs are related to the focus of the essay. There is some progression of ideas and events in each paragraph related to the focus. (16)	Essay does not contain a clear organization. Few paragraphs are essential to the focus of the essay. There is no progression of ideas and events in each paragraph related to the focus. (14)
Style <i>Word choice and sentence fluency</i>	Skillfully uses domain specific vocabulary, transitional phrases, and complex sentences throughout. (10)	Uses domain specific vocabulary, transitional phrases, and complex sentences throughout. (8)	Attempts to use domain specific vocabulary, transitional phrases, and complex sentences. (6)	Rarely uses domain specific vocabulary, transitional phrases, and complex sentences. (4)
Conventions <i>Correctness in sentence formation, usage and mechanics</i>	Skillfully follows the proper conventions of grammar (0-1 errors) (10)	Follows the proper conventions of grammar . (2-4 errors) (7)	Attempts to follow the proper conventions of grammar- (5-7 errors) (5)	Does not follow the proper conventions of grammar (8 or more errors) (2)

Essay Grade:

Comments: