

REYNOLDA

Lesson Plan: The Role of Photography and Resistance in the Civil Rights Movement



Danny Lyon. Eddie Brown, calmly being carried off by the Albany police, is widely distributed as the image of the classic non-violent arrest, Georgia, 1962. Gelatin silver print. Promised Gift of James P. Agah and Wendy S. Agah (P'26, P'28) to the Wake Forest University Print Collection, University Art Galleries & Collections. © Danny Lyon / Magnum Photos. www.bleakbeauty.com. Instagram: @dannylyonphotos2.

Compelling Question

How do we use photographs in connection with other primary sources to evaluate the effectiveness of nonviolent resistance and protest during the American Civil Rights Movement?

Grade Level/Course

8th Grade aligned to NCSCOS

Suggested Unit

WSFCS Conceptual Unit Carolina in Conflict

Other Districts: Whichever unit you use to teach the 1960's in American and North Carolina History

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Objectives

INQUIRY STANDARDS

Category	Indicator
Compelling Questions	I.1.1 Construct a compelling question through a disciplinary lens individually and with peers.
Supporting Questions	I.1.2 Construct supporting questions based upon disciplinary concepts.
Gathering and Evaluating Sources	I.1.3 Analyze details, central ideas, and inferences from sources using discipline-specific strategies. I.1.4 Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.
Developing Claims and Using Evidence	I.1.5 Identify evidence that draws information from multiple perspectives. I.1.6 Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources.
Communicating Ideas	I.1.7 Construct arguments consisting of multiple claims with evidence from sources and attention to o ppl ok detail. I.1.8 Construct responses to supporting and opposing perspectives supported by evidence. I.1.9 Determine the credibility of disciplinary arguments of peers.
Taking Informed Action	I.1.10 Identify challenges and opportunities created in addressing local, state, tribal, regional, national, and/or global issues. I.1.11 Use a range of civic approaches to address problems being investigated.

SOCIAL STUDIES STANDARDS:

B- Behavioral Sciences, C&G- Civics and Government, E-Economics, G-Geography, H-History

Standards	Objectives
8.B.1 Analyze the impact of group behavior on the development of North Carolina and the nation.	8.B.1.1 Determine how the relationship between different regional, social, ethnic, and racial groups have contributed to the development of North Carolina and the nation. 8.B.1.2 Explain how cultural values, practices and the interactions of various indigenous, religious, and racial groups have influenced the development of North Carolina and the nation.
8.C&G.1 Understand how democratic principles have influenced the government structure and policies of North Carolina and the nation.	8.C&G.1.2 Compare how decisions of state and local government conform and conflict with the democratic ideals of the nation. 8.C&G.1.3 Critique the policies, laws, and government structures of North Carolina and the nation in terms of conforming to or conflicting with American democratic ideals. 8.C&G.1.4 Compare different perspectives on the role of state, national, and tribal governments. 8.C&G.1.5 Compare access to democratic rights and freedoms of various indigenous, religious, racial, gender, ability and identity groups in North Carolina and the nation.
8.C&G.2 Evaluate the effectiveness of societal reforms.	8.C&G.2.1 Summarize the strategies and societal reforms used to address discrimination and oppression in North Carolina and the nation. 8.C&G.2.2 Assess the effectiveness of reforms in terms of the impact on individuals, policies, and institutions in North Carolina and the nation.
8.G.1 Understand geographic factors that influence the development of North Carolina and the nation.	8.G.1.1 Summarize the human and physical characteristics of North Carolina and the nation. 8.G.1.2 Explain how location, resources, and human geography have influenced the development of North Carolina and the nation. 8.G.1.3 Explain how location and human geography have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the nation. 8.G.1.4 Explain the reasons for and effects of forced and voluntary migration on various groups in North Carolina and the nation.
8.H.1 Understand the role of conflict and cooperation in the development of North Carolina and the nation.	8.H.1.1 Explain the causes and effects of conflict in North Carolina and the nation. 8.H.1.2 Summarize how debate, negotiation, compromise, and cooperation have been used in the history of North Carolina and the nation. 8.H.1.3 Explain how slavery, segregation, voter suppression, reconcentration, and other discriminatory practices have been used to suppress and exploit certain groups within North Carolina and the nation over time. 8.H.1.4 Explain how recovery, resistance, and resilience to inequities, injustices, discrimination, prejudice, and bias have shaped the history of North Carolina and the nation.
8.H.2 Understand how innovation and change have impacted the development of North Carolina and the nation.	8.H.2.2 Explain the influences of individuals and groups during times of innovation and change in North Carolina and the nation. 8.H.2.3 Explain how the experiences and achievements of women, minorities, indigenous, and marginalized groups have contributed to the development of North Carolina and the nation over time.

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Suggested Vocabulary

Segregation: The forced separation of different racial groups in daily life. In the American South, this meant Black and white people had to use different schools, restaurants, water fountains, and bathrooms by law.

Desegregation: The process of ending the separation of racial groups and bringing them together in public spaces, such as schools, public transit, and workplaces.

Freedom Riders: Groups of white and Black civil rights activists who rode buses together through the American South in 1961 to protest illegal segregation at interstate bus stations. They faced severe violence and anger for challenging these laws.

SNCC (Student Nonviolent Coordinating Committee): Pronounced "Snick," this was a major civil rights organization formed in 1960 by young college students. They focused on peaceful protests, like sit-ins and voter registration drives, giving younger people a powerful voice in the movement.

"Separate but Equal": A legal idea used to justify segregation. It claimed that keeping Black and white people separate was perfectly legal as long as the facilities provided to both groups were equal. In reality, the facilities for Black Americans were almost always heavily underfunded and of lower quality.

Plessy v. Ferguson: A famous 1896 Supreme Court case that ruled segregation was legal. This decision officially established the "separate but equal" doctrine, allowing racial segregation to spread across the country for the next several decades.

Brown v. Board of Education (Topeka, Kansas): A landmark 1954 Supreme Court case where the judges ruled unanimously that "separate but equal" schools were inherently unequal. This historic decision officially made segregation in public schools illegal.

Demonstration/protest: A public gathering of people who come together to express strong approval or disapproval of a specific political, social, or economic issue. Examples include marches, rallies, and boycotts.

Nonviolent resistance: A method of protesting or resisting unfair laws without using any physical violence. Activists instead used peaceful tactics like marches, boycotts, and sit-ins to expose injustice and push for change.

Dr. Martin Luther King, Jr.: A Baptist minister and the most famous leader of the American Civil Rights Movement. He is well-known for his speeches such as "I Have a Dream" (1963) and for championing nonviolent resistance to fight for racial equality.

John Lewis: A courageous civil rights leader who served as the chairman of SNCC and helped organize the famous March on Washington (1963). He was beaten by police while leading the peaceful voting rights march in Selma, Alabama, and later served for decades as a respected U.S. Congressman.

Disenfranchisement: The act of taking away a person's right to vote, or making it incredibly difficult for them to use that right.

Children's March: A famous 1963 protest in Birmingham, Alabama, where thousands of African American students left school to march peacefully against segregation. Even when police used high-pressure fire hoses and attack dogs against them, their bravery drew worldwide attention to the brutality of segregation.

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Prior to the Lesson:

Using the “Reading Like A Historian” framework provided by the Stanford History Education Group/Digital Inquiry Group, teachers can easily incorporate the skills for sourcing, contextualization, and corroboration to integrate many of the items in *Flash Point: the Civil Rights Photography of Danny Lyon*. If you have not previously used any other materials from the Digital Inquiry Group, a brief synopsis is provided below.

Historical Reading Skills	Questions students should use	Students should be able to...	Prompts for discussion
Sourcing	• Who wrote this? • What is the author's perspective? • When was it written? • Where was it written? • Why was it written? • Is it reliable? Why? Why not?	• Identify the author's position on the historical event • Identify and evaluate the author's purpose in producing the document • Hypothesize what the author will say before reading the document • Evaluate the source's trustworthiness by considering genre, audience, and purpose	• The author probably believes . . . • I think the audience is . . . • Based on the source information, I think the author might . . . • I do/don't trust this document because . . .
Contextualization	• When and where was the document created? • What was different then? What was the same? • How might the circumstances in which the document was created affect its content?	• Understand how context/ background information influences the content of the document • Recognize that documents are products of particular points in time	• Based on the background information, I understand this document differently because . . . • The author might have been influenced by _____ (historical context) . . . • This document might not give me the whole picture because . . .
Corroboration	• What do other documents say? • Do the documents agree? If not, why? • What are other possible documents? • What documents are most reliable?	• Establish what is probable by comparing documents to each other • Recognize disparities between accounts	• The author agrees/disagrees with . . . • These documents all agree/ disagree about . . . • Another document to consider might be . . .

(Chart modified from Digital Inquiry Group: [Original Document](#))

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Introduction: 10-15 Minutes

Provide students with either a digital copy of the document in the tab “Intro/Pre Teaching” or a hard copy to add notes on.

-Give students 5-8 minutes to go through the information provided. Ask students to consider the following:

- How did these different events have so many people involved?
- How would organizing events of this size be different in the 1960s in comparison to events today?
- What would make people want to get involved in events like these when they could have been injured, arrested, or killed for their participation?

-Bring students back together to discuss their findings, but don't get caught up in this discussion.

The Lesson 30-40 Minutes

Gallery Walk (20-25 minutes) Formative Performance Task

-Students should be given a copy of the sheet in the Gallery Walk Worksheet Tab to complete either with a partner or individually, based on what works best for your classroom.

-Provide each student with access to either a printed or digital copy of the photographs to analyze and complete the sheet provided. Students should be able to complete the graphic organizer for each photo within 3-5 minutes, as the questions are not hard.

-Teacher should float around to ensure students are on topic and allow for clarification of different items as needed.

***This sheet is designed to be an “idea grabber” so that students are prepared to return to a small group, or full class debrief at the end of class to discuss/debate findings.

Small Group/Large Group discussion (10-15 minutes)

-Teacher should project large copies of stations on projector or board to allow students to refer to them as teacher and students discuss their findings from each station.

-Allow students to refer to the Intro/Pre Teaching sheet in order to help with background information to clarify events/locations.

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Summative Performance Task (Homework/ Leveled assessments/ Extension)

Students should be given at least 30 minutes in class or at home to complete one of the following items, as designated below based on ability. Feel free to modify the list as you know your students best.

ML/EC Students or others who are below grade level (2 options)

- Create a diary entry as if you were one of the students photographed in the first station. What would you want to remember about this experience?
- Write out what you see in the photos in 2 of the stations using correct spelling, punctuation, and grammar

Grade Level Students (3 options)

- Create a diary entry as if you were one of the students photographed in the first station. What would you want to remember about this experience?
- Create a poster to encourage/discourage people your age to get involved or stay out of the activities of the Civil Rights Movement
- Write out captions for the photographs using discussion notes from class, your graphic organizer from the Gallery Walk, and information from the Intro reading.

Advanced Students (2 options)

- Create a newspaper article to be used with at least one of the photographs using discussion notes from class, your graphic organizer from the Gallery Walk, and information from the Intro reading.
- Create a timeline with visuals to represent the statistics that go along with the photographs and Civil Rights Movement. Include at least 5 dates and statistics.

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About Reynolda

Completed in 1917, Reynolda House Museum of American Art in Winston-Salem, North Carolina was originally the home of Katharine Smith and R.J. Reynolds, founder of the R.J. Reynolds Tobacco Company. Promising a healthier lifestyle, the more than 34,000-square-foot historic home was the centerpiece of a 1,067-acre estate and model farm. Over 100 people worked at Reynolda in the early 20th century. The model farm used modern technology to grow crops and raise animals. In the 1960s, Reynolda became a museum of American art and today it connects people to the beauty and complexity of the American story through its history and collections.

The museum holds more than 6,000 historic objects along with its collection of world-renowned American art on view in the historic house and special exhibitions in the Babcock Gallery. Spanning 250 years, the collection is a chronology of American art, and features artists such as Georgia O'Keeffe, Frederic Edwin Church, Alexander Calder, Romare Bearden, Lee Krasner, Stuart Davis, Martin Johnson Heade, Jacob Lawrence, John Singer Sargent, Andy Warhol and Grant Wood. Works rotate throughout the historic house frequently, and the Museum keeps [a listing of current works of American art on view here](#). View [a listing of decorative arts on view here](#).

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Sources

Source 1

Danny Lyon. Arrested teenage girls kept in stockade, GA - Danny Lyon, 1963. Gelatin silver print. Promised Gift of James P. Agah and Wendy S. Agah (P'26, P'28) to the Wake Forest University Print Collection, University Art Galleries & Collections, LOAN2024.1.1.37.

<https://artcollectionswfupastperfectonline.com/webobject/4B6E03E3-B2CB-4B69-8279-379946364685>



NOTE: These images are provided for individual classroom use for educational purposes only. They are not to be reproduced or used in any ways other than to provide them for student contemplation and discussion as part of this lesson plan.

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Source 2

Danny Lyon. Arrested teenage girls kept in stockade, Leesburg - Danny Lyon, 1963. Gelatin silver print. Promised Gift of James P. Agah and Wendy S. Agah (P'26, P'28) to the Wake Forest University Print Collection, University Art Galleries & Collections, LOAN2024.1.1.47.

<https://artcollectionswfu.pastperfectonline.com/webobject/3D28A18D-A6B4-47E0-885E-210977036693>



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Source 3

Danny Lyon. Woman confronts the mob abusing demonstrators in Atlanta, 1963. Gelatin silver print. Promised Gift of James P. Agah and Wendy S. Agah (P'26, P'28) to the Wake Forest University Print Collection, University Art Galleries & Collections, LOAN2024.1.1.42.

<https://artcollectionswfu.pastperfectonline.com/webobject/725B5C12-975E-4B32-B7C6-698969829603>



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Source 4

Danny Lyon. Fannie Lou Hamer, SNCC field secretary from Ruleville, and future Mississippi Freedom Democratic party candidate for Congress, marches in the cold Hattiesburg rain, 1963. Gelatin silver print. Promised Gift of James P. Agah and Wendy S. Agah (P'26, P'28) to the Wake Forest University Print Collection, University Art Galleries & Collections, LOAN2024.1.1.29.

<https://artcollectionswfu.pastperfectonline.com/webobject/56D6A260-AC39-4DE5-B568-822650152466>



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Source 5

Danny Lyon. March on Washington, 1963 [SNCC members and friends defiantly gather to sing freedom songs], 1963. Gelatin silver print. Promised Gift of James P. Agah and Wendy S. Agah (P'26, P'28) to the Wake Forest University Print Collection, University Art Galleries & Collections, LOAN2024.1.1.17.

<https://artcollectionswfu.pastperfectonline.com/webobject/E54736C0-E64C-4C4F-B11D-244183589828>



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Source 6

Danny Lyon. Ruby Doris Smith, James Forman, Marion Barry, and Sam Shirah at the SNCC Washington conference shortly after Kennedy's death, 1963. Gelatin silver print. Promised Gift of James P. Agah and Wendy S. Agah (P'26, P'28) to the Wake Forest University Print Collection, University Art Galleries & Collections, LOAN2024.1.1.27.

<https://artcollectionswfu.pastperfectonline.com/webobject/8D66AB2E-BF3F-4465-8CCC-966228461565>



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Additional Resources

[Intro/Pre Teaching Handout](#)

[Gallery Walk Worksheet](#)

[Photo stations in order](#)

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Contextualization	• When and where was the document created? • What was different then? What was the same? • How might the circumstances in which the document was created affect its content?	• Understand how context/ background information influences the content of the document • Recognize that documents are products of particular points in time	• Based on the background information, I understand this document differently because . . . • The author might have been influenced by _____ (historical context) . . . • This document might not give me the whole picture because . . .
Corroboration	• What do other documents say? • Do the documents agree? If not, why? • What are other possible documents? • What documents are most reliable?	• Establish what is probable by comparing documents to each other • Recognize disparities between accounts	• The author agrees/disagrees with . . • These documents all agree/ disagree about . . • Another document to consider might be . . .

Important Moments in the Civil Rights Movement

1. Brown v. Board of Education (1954)

For a long time, Black and white children were forced to go to different public schools. A group called the NAACP, led by a lawyer named Thurgood Marshall, spent decades fighting to stop this. They took their fight all the way to the U.S. Supreme Court by combining five different cases into one big trial. On May 17, 1954, the Supreme Court made a historic choice. All the judges agreed that separate schools could never be equal. This decision officially made school segregation illegal across the country.

2. Rosa Parks and the Montgomery Bus Boycott (1955)

On December 1, 1955, a civil rights activist named Rosa Parks was riding a public bus in Montgomery, Alabama. When a white passenger wanted her seat, she refused to give it up and was arrested. Her bravery started the Montgomery Bus Boycott, where Black citizens refused to ride the city buses to protest unfair laws. This event became a major turning point in the Civil Rights Movement and helped a young minister named Dr. Martin Luther King, Jr. become a well-known leader. This act of nonviolent resistance and protest lasted 381 days and had anywhere from 40,000 to 50,000 people in the city of Montgomery refusing to use the busses in the city.

3. The Little Rock Nine (1957)

Even after the Supreme Court said schools must desegregate, many local leaders refused to follow the law. In September 1957, nine Black students tried to attend the all-white Central High School in Little Rock, Arkansas. The state's governor used soldiers to block the students and keep them out. To protect the students, President Dwight Eisenhower sent official U.S. government troops to the school. The soldiers guarded the students and made sure they could safely enter the building. These students had to have military escorts into school and around school for the entire school year.

4. The Birmingham Campaign (1963)

In the spring of 1963, Dr. Martin Luther King, Jr. led peaceful protests and marches in Birmingham, Alabama, to fight against the city's harsh segregation laws. Many protesters, including Dr. King, were put in jail. While in his cell, Dr. King wrote a famous letter explaining why peaceful protesting was necessary to fight unfair laws. This text became known as the "Letter from Birmingham Jail" and is still famous today. Historians estimate that around 2,500 people were arrested during the protests in Birmingham and that an estimated 1,000 middle and high school students were also involved in these protests.

5. The March on Washington (1963)

On August 28, 1963, an estimated 250,000 people gathered in Washington, D.C. It was the largest peaceful protest the country had ever seen. Organizers like Bayard Rustin put the march together quickly to demand fair laws for housing, jobs, and schooling. Leaders met with President John F. Kennedy and members of Congress. The day ended at the Lincoln Memorial with music and speeches, including Dr. King's famous **"I Have a Dream"** speech.

6. The Selma Marches (1965)

On March 7, 1965, a 25-year-old leader named John Lewis led a peaceful march of approximately 600 people in Selma, Alabama. As they tried to cross the Edmund Pettus Bridge, the marchers were violently attacked by local police. News reporters showed the violence on TV, which shocked the nation. People from all over the country rushed to Selma to help. A few weeks later, 2,000-2,500 people joined in and successfully crossed the bridge and walked to the capital city, this time protected by U.S. soldiers.

7. Changing the Law: 1964 and 1965

Because of the hard work of the Civil Rights Movement, the U.S. government passed two incredibly powerful laws:

- **The Civil Rights Act of 1964:** This law made it illegal to treat people unfairly because of their race, skin color, religion, gender, or where they were born. It banned segregation in schools, jobs, and public places.
- **The Voting Rights Act of 1965:** This law banned unfair rules that kept Black citizens from voting.

Together, these two laws helped end the unfair system known as the "Jim Crow" era.

(Information modified from the [Library of Congress](#), [Bill of Rights Institute](#))

Photography and Resistance Gallery Walk
Student Worksheet

Name: _____

Date: _____

Class Period: _____

Station	Questions	Other Thoughts
Station 1: Teenage Protestors	Why do you think these teenagers were arrested? What other consequences do you think they faced? What do these photos show us about the conditions these people who are your age went through?	
Station 2: Reactions to the mobs	What do you think the woman is saying at this point in time? What do you think happened to make her react in this way?	

Photography and Resistance Gallery Walk
Student Worksheet

Name: _____

Date: _____

Class Period: _____

Station	Questions	Other Thoughts
Station 3: Protest in every condition	What do you think the “breaking point” was for the people in this photo to be out marching in the cold rain? What does this show about their dedication to what they are marching for?	
Station 4: March on Washington	Based on the photos, what is the magnitude of this particular event? What is the significance of this event being in Washington DC? What do you notice about the individuals you see in the photographs?	

Station 1: Teenage Protesters

Arrested teenage girls kept in stockade, GA - Danny Lyon

<https://artcollectionswfu.pastperfectonline.com/webobject/4B6E03E3-B2CB-4B69-8279-379946364685>

<https://artcollectionswfu.pastperfectonline.com/webobject/3D28A18D-A6B4-47E0-885E-210977036693>

Station 2: Reactions to the Mob

Woman confronts the mob abusing demonstrators in Atlanta- Danny Lyon

<https://artcollectionswfu.pastperfectonline.com/webobject/725B5C12-975E-4B32-B7C6-698969829603>

Station 3: In any condition

Fannie Lou Hamer marches in Hattiesburg, MS- Danny Lyon

<https://artcollectionswfu.pastperfectonline.com/webobject/56D6A260-AC39-4DE5-B568-822650152466>

Station 4: March on Washington

<https://artcollectionswfu.pastperfectonline.com/webobject/E54736C0-E64C-4C4F-B11D-244183589828>

<https://artcollectionswfu.pastperfectonline.com/webobject/8D66AB2E-BF3F-4465-8CCC-966228461565>