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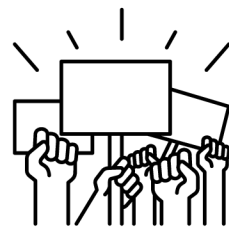
19 PBL Task Checklist

These materials accompany the unit “Young Voices, Real Change” at this link: kidsinbirmingham1963.org/class/young-voices-real-change-learning-from-the-childrens-march-of-1963. See more at kidsinbirmingham1963.org.

Date _____

Name _____

TAXONOMY OF BIRMINGHAM, 1963



STUDY THE PRE-PRINTED TERMS

- Carefully read the vocabulary terms already written on the taxonomy chart.
- Use classroom discussions, readings, videos, and other resources to learn review the meaning of each term

ADD NEW TERMS

- use the unused alphabet to record any new/unfamiliar terms and their meaning you learn in this unit

C

CATALYST- an event or person causing a change

D

A

B

E

F

FOOT SOLDIER - a person who does active and difficult work for an organization or cause.

G

H

I

INEQUITY - lack of fairness or justice

-ISM - a belief or idea that can affect how people are treated—sometimes in unfair ways.

J

JIM CROW LAWS - state & local laws in the Southern United States that enforced racial segregation

K

L

M

MASS MEETING - weekly gatherings at churches where people listened to speakers, asked questions, and sang freedom songs.

N

O

ORDINANCE - a law created by a local government

P

POLICE STATE - a government that maintains repressive control over the people by means of police

Q

R

S

SOCIAL CHANGE - a major shift in the structure, behavior or culture of a society over time

T

U

V

W

X

Y

YOUTH ACTIVISM - the participation in community organizing for social change by persons between the ages of 15-24.

Z

BIRMINGHAM 1963 VIRTUAL GALLERY WALK

STEP 1: Look closely at what is happening. Notice key details like objects, actions, or setting.

STEP 2: Ask yourself: "What do I see that stands out?"

"What is the most important part of this picture?"

STEP 3: Read through the words on the TAXONOMY of BIRMINGHAM 1963 and think about which ones connect to the clues you noticed during Step 1.

STEP 4: Choose the best match & elect the word that best describes what you see.

1. _____

8. _____

2. _____

9. _____

3. _____

10. _____

4. _____

11. _____

5. _____

12. _____

6. _____

13. _____

7. _____

14. _____

Name: _____

Date: _____

VIDEO OBSERVATION ACTIVITY

You will watch a video clip about The Children's March of 1963 in Birmingham, Alabama. As you watch, your job is to observe carefully and record what you notice on the chart.

- Use specific details from the video—not general statements.

✗ I see kids protesting.

✓ I see students wearing neat clothes walking calmly out of a church while police officers block the street.

MightyTimes:

Video: The Children's March

Name: _____

Date: _____

I SEE...

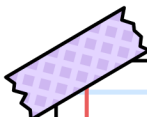
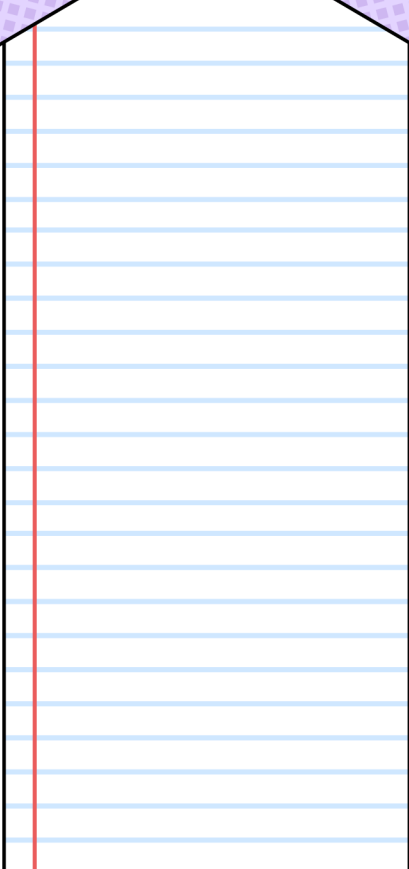
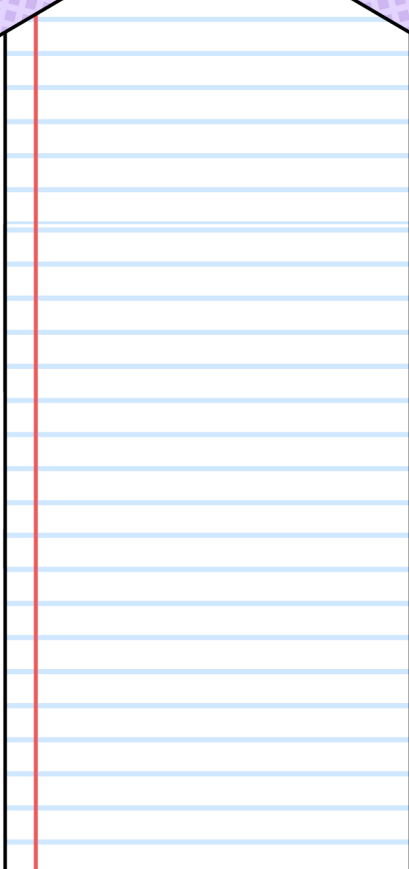
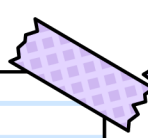
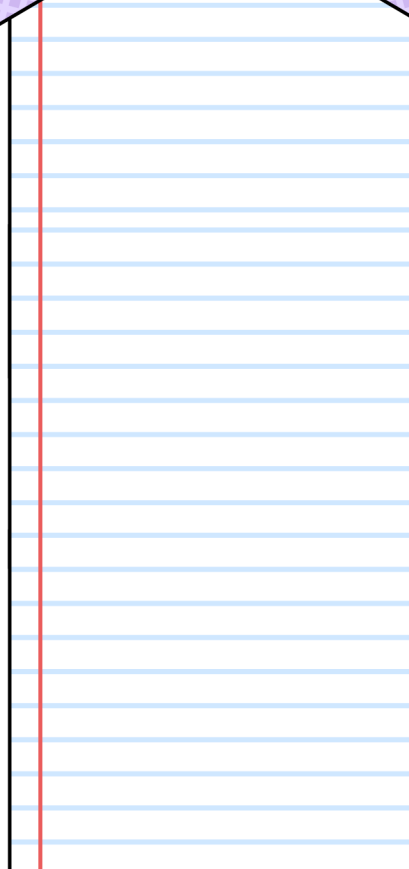
- Write what you visually notice
- Focus on people, actions, places, objects, and expressions
- Be as detailed as possible

I HEAR ...

- Write exact words, phrases, or sounds you hear
- This can include speaking, shouting, music, or narration

I WONDER

- Write questions the video makes you think about
- Use "why," "how," or "what" questions

I SEE...	I HEAR ...	I WONDER
 	 	 

TEXT Analysis

Text: *Letter from a
Birmingham Jail*
by Dr. M.L. King, Jr.

1

Reason for Being in Birmingham

- Explains why Dr. King came to Birmingham
- Describes the problem or injustice he saw
- Responds to being called an “outsider”
- Gives evidence or examples supporting his reason
- Shows why action was needed now

Response to Criticism

2

- Identifies who is criticizing Dr. King
- States what the critics are upset about
- Explains how Dr. King responds
- Notes the tone he uses (respectful, firm, etc.)
- Includes evidence or examples he uses to defend himself

3

Justice vs. Injustice

- Defines a just law
- Defines an unjust law
- Explains why unjust laws should be challenged
- Includes examples King uses to support his ideas
- Connects justice to moral responsibility

Call to Action / Message to the Reader

4

- Identifies Dr. King’s main message
- Explains what he wants readers to think or do
- Describes his feelings about waiting vs. acting
- Identifies emotional or powerful language
- Explains how the letter ends and why it matters

TEXT Analysis

Text: *Letter from a Birmingham Jail* by Dr. M.L. King, Jr.

Date :

Names:

1

**Reason for Being
in Birmingham**

**Response to
Criticism**

W

O

**Justice vs.
Injustice**

Threats

T

ACCOUNTABLE TALK

MADE SIMPLE



- Use one sentence starter each time you speak.
- Support ideas with evidence from the video or the letter.
- Listen respectfully and respond thoughtfully.

Using Evidence

- In the video, I noticed _____, which shows _____.
- In Letter from Birmingham Jail, Dr. King says _____.
- This quote/detail matters because _____.
- One piece of evidence is _____.

Making Connections & Conclusions

- This helped me better understand _____.
- The video and the letter both show _____.
- After watching and reading, I now think _____.
- This connects to Dr. King's message because _____.

Building on Ideas

- I agree with ____ because _____.
- I want to add on to what ____ said by _____.
- This connects to the video/text when _____.
- Another detail that supports this idea is _____.

Agreeing or Disagreeing Respectfully

- I respectfully disagree because _____.
- I see it differently because _____.
- I understand your point, but I think _____.
- I agree with part of that idea, especially _____.



READERS

THEATER

SO MANY RULES

Based on the Memories of Janice Wilson

“So Many Rules”

A Reader’s Theater Script Based on the Memories of Janice Wilson

Characters:

- **Narrator 1**
 - **Narrator 2**
 - **Janice** (the author, speaking as a child and adult)
 - **Mother**
 - **Bus Driver**
 - **Shop Clerk**
 - **Chorus** (2–5 students, speaks together)
-

Scene 1: Growing Up in Birmingham

Narrator 1:

Today’s guest columnist is Janice Wilson, who grew up in Birmingham, Alabama, in the 1950s.

Janice:

When my family moved to Birmingham, I was excited! It was the “big city.”

Narrator 2:

Janice lived in a nice neighborhood with lots of kids.

Chorus:

Chasing lightning bugs!

Playing hide-and-seek!

Fun family times!

Janice:

But soon, my excitement changed to confusion... and sometimes anger.

Chorus (softly):

So many “don’ts.”

So many “can’ts.”

Scene 2: Places We Couldn't Go

Narrator 1:

Many fun places were off limits.

Janice:

Amusement parks. Swimming pools. The state fair.

Narrator 2:

Sometimes there were “special days,” but the hurt stayed.

Janice:

I'd see Kiddieland from the car—

the Ferris wheel, cotton candy, and laughing kids.

Chorus:

So close...

but never allowed inside.

Scene 3: Traveling and Fear

Narrator 1:

Driving through nearby towns was frightening.

Janice:

When we passed Midfield, I'd hide on the car floor.

Mother:

Be quiet.

Don't stare.

Don't give them a reason.

Chorus:

Rules on the road.

Rules everywhere.

Scene 4: Shopping and Movies

Narrator 2:

Simple things weren't simple.

Janice:

At stores, I had to shop in the basement.

Sometimes I couldn't even try on clothes.

Shop Clerk:

Put this cloth over your head.

Janice:

I felt embarrassed... and small.

Narrator 1:

Going to the movies downtown wasn't easy either.

Janice:

At one theater, I had to climb a fire escape to the balcony.

Another theater? Completely off limits.

Scene 5: Riding the Bus

Narrator 2:

Even riding the bus came with rules.

Bus Driver:

Sit behind the sign.

Janice:

If more white passengers got on,

I had to give up my seat.

Chorus:

Pay here.

Enter there.

Move again.

Scene 6: School and Questions

Narrator 1:

School looked normal—

but it wasn't.

Janice:

Our books were old.

Our history was incomplete.

Chorus:

The same five names.

Once a year.

Narrator 2:

Questions were dangerous.

Mother:

Don't ask.

Please be quiet.

Scene 7: Looking Back—and Forward

Narrator 1:

Janice grew up and left Alabama for college.

Janice:

I had too many questions about the way things were.

Narrator 2:

Years later, she came home.

Janice:

I love my life in Birmingham now.

Chorus:

Things have changed.

Not perfect—

but progress has been made.

Janice:

It's important for future generations to understand—

life was very different for many of us.

All (together):

History matters.

Stories matter.

And remembering helps us move forward.

Readers Theater Self-Reflection



NAME:

SCRIPT:

CLASS:

DATE:

ROLE:



TWO TERRIFICS

Two things I did
terrifically in my
reading.

A TWEAK

One thing I could do
in the future to
improve my reading.



Describe how Readers
Theatre helped you
further understand
what growing up in
Birmingham during that
era was like.



Birmingham Children's March - A FOOT SOLDIER'S STORY

Three-Domain Venn Diagram

NAME _____ DATE _____

TASK:

You will compare and contrast the experiences of three Foot Soldiers from the Birmingham Children's March while connecting them to the leadership and message of Rev. James Bevel. Your answers must come directly from what you hear and see in the videos and printed text linked in the Choice Board.

Step 1: Prepare to Listen and Watch

1. You will watch short video clips and/or read excerpts featuring Foot Soldiers:
 - Center video: Rev. James Bevel (from The Children's March) - *WHOLE GROUP*
 - Two additional videos: Oral histories of two different Foot Soldiers
2. Have your Venn Diagram and note-taking space ready before you begin the videos.
3. Listen carefully for details, emotions, actions, and reflections. Feel free to pause/rewind as needed.

Step 2: Start in the Center (Rev. James Bevel)

All students begin in the center FREE space.

While watching the Rev. James Bevel clip, answer the following questions in the center of the Venn Diagram:

- What was Rev. Bevel telling young people to do?
- Why did he believe children and teenagers were important to the movement?
- What words, ideas, or beliefs did he emphasize about nonviolence?
- What risks did he acknowledge or accept?
- What was his goal for Birmingham and the nation?

***** These details go only in the center because they connect to all three Foot Soldiers.**

Step 3: Complete Each Foot Soldier Domain (Outer Circles)

Each outer circle belongs to one Foot Soldier. Use only details from that specific video.

1. For EACH Foot Soldier, answer:
 2. Place these answers in the correct individual circle.
- How old was the Foot Soldier during the Children's March?
 - Why did they decide to participate?
 - What specific actions did they take (marching, attending mass meetings, going to jail, etc.)?
 - What dangers or violence did they experience?
 - How did they feel during the march?
 - What lasting impact did the experience have on their life?

Step 4: Identify Overlapping Experiences

1. After filling in individual circles, look for similarities:
2. Between TWO Foot Soldiers (overlapping sections)
 - Shared emotions (fear, courage, pride, determination)
 - Similar treatment by police or authorities
 - Common motivations (school segregation, unfair laws, influence of leaders)
 - Shared outcomes (arrest, jail time, community reaction)
3. Between ALL THREE Foot Soldiers (center overlap)
 - Commitment to nonviolence
 - Willingness to face danger
 - Belief that children could create change
 - Influence of Rev. James Bevel and movement leaders

REMINDERS: Be Accurate and Specific

- Use names, actions, and phrases from the videos whenever possible.
- Do not assume—only include what the Foot Soldier said or showed.
- Place information in the correct section of the diagram.



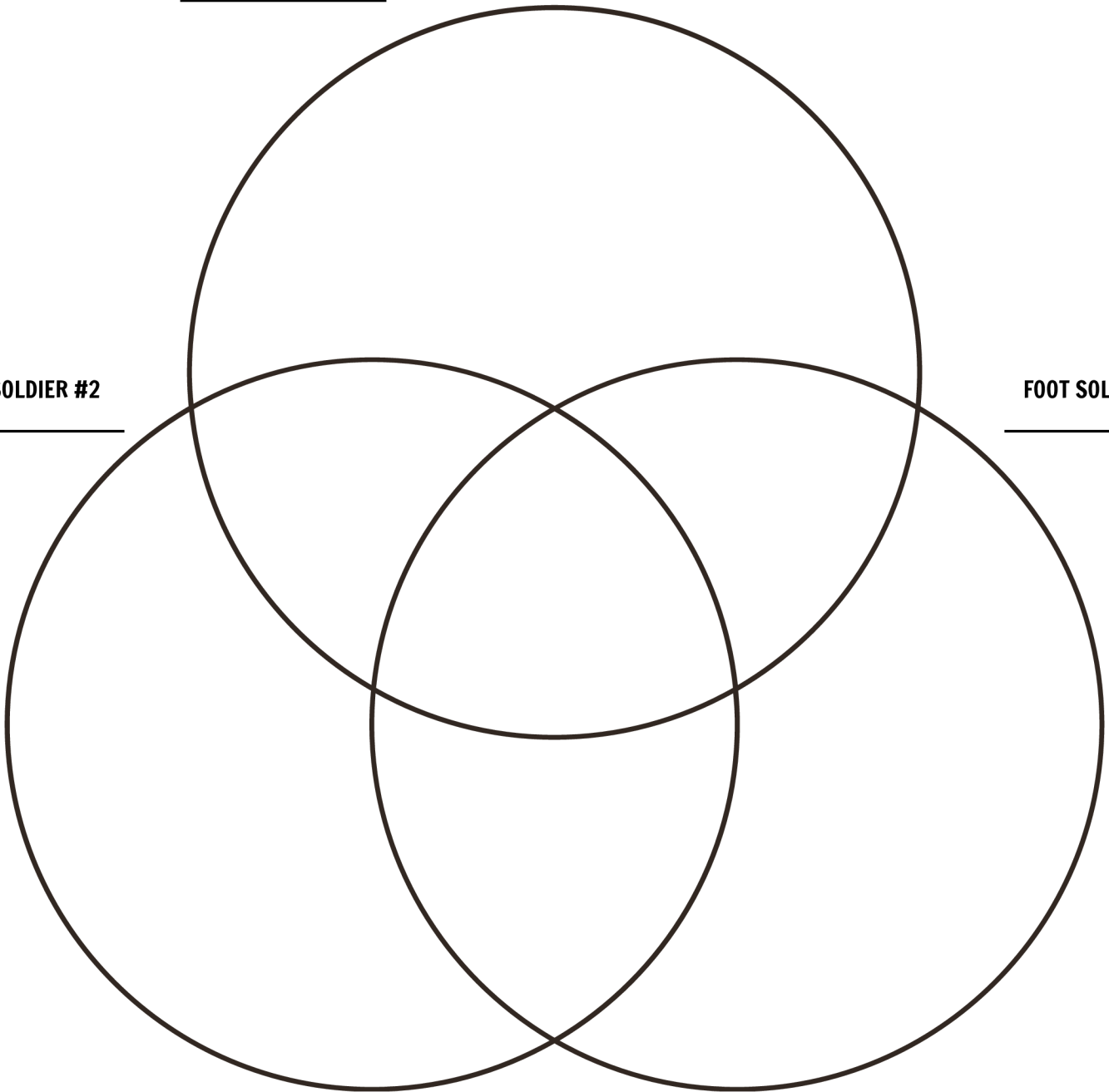
A FOOT SOLDIER'S STORY

Three-Domain Venn Diagram

James Bevel

FOOT SOLDIER #2

FOOT SOLDIER #3



SENTENCE STARTERS

Children's March- *A FOOT SOLDIER'S STORY*

Three-Domain Venn Diagram



CENTER CIRCLE

**REV. JAMES BEVEL (LEADERSHIP & MESSAGE –
APPLIES TO ALL)**

1. Students should use these starters only in the center circle.
2. Rev. James Bevel believed that young people should _____ because _____.
3. In the video, Rev. Bevel explains that nonviolence means _____.
4. Rev. Bevel encouraged students to participate even though _____.
5. According to Rev. Bevel, the goal of the Children's March was to _____.
6. Rev. Bevel emphasized that children had power because _____.
7. One important message Rev. Bevel shared was _____.

OVERLAPPING SECTIONS

**(SHARED EXPERIENCES)
BETWEEN TWO FOOT SOLDIERS**

1. Both _____ and _____ experienced _____.
2. _____ and _____ shared similar feelings of _____ during the march.
3. A common challenge faced by _____ and _____ was _____.

AMONG ALL THREE FOOT SOLDIERS

1. All three Foot Soldiers shared the experience of _____.
2. Each Foot Soldier demonstrated courage by _____.
3. All three were influenced by Rev. James Bevel because _____.

INDIVIDUAL FOOT SOLDIER CIRCLE

**(USE THE FOOT SOLDIER'S NAME IN
EACH SENTENCE)**

FOOT SOLDIER #1

1. During the Children's March, _____ was _____ years old.
2. _____ decided to participate because _____.
3. One action _____ took during the march was _____.
4. _____ described feeling _____ while marching.
5. A danger or challenge _____ experienced was _____.

INDIVIDUAL FOOT SOLDIER CIRCLE

**(USE THE FOOT SOLDIER'S NAME IN
EACH SENTENCE)**

FOOT SOLDIER #2

1. During the Children's March, _____ was _____ years old.
2. _____ decided to participate because _____.
3. One action _____ took during the march was _____.
4. _____ described feeling _____ while marching.
5. A danger or challenge _____ experienced was _____.

INDIVIDUAL FOOT SOLDIER CIRCLE

**(USE THE FOOT SOLDIER'S NAME IN
EACH SENTENCE)**

FOOT SOLDIER #3

1. _____ joined the march because _____.
2. At the time of the march, _____ felt _____.
3. One specific memory shared by _____ is _____.
4. _____ talks about being arrested or facing consequences by _____.
5. _____ connects their experience to Rev. Bevel by saying _____.

A FOOT SOLDIER'S STORY

Three-Domain Venn Diagram

CRITERIA	4 - EXCEEDS EXPECTATIONS	3 - MEETS EXPECTATIONS	2 - DEVELOPING
Understanding of Rev. James Bevel (Center Domain)	Accurately explains Bevel's role, goals, and non-violence with multiple specific details	Correctly describes Bevel's role and message with some detail	Limited or vague understanding of Bevel's role
Use of Oral History Evidence	Uses clear, accurate, and specific details from all videos	Uses appropriate details from most videos	Uses few details or relied on general statements
Comparison & Connections	Thoughtful comparisons and showing deep understanding of shared experiences	Clear similarities and differences identified	Few or unclear comparisons
Clarity & Completeness	Complete sentences, clear explanations, neat and organized	Mostly complete and understandable	Some incomplete or unclear sentences
Effort & Focus	Shows careful listening and strong effort throughout	Shows consistent effort	Effort is uneven

SCORE GUIDE

20 -24 pts:
Outstanding Mastery

15 -19 pts:
Proficient Understanding

10 -14 pts:
Partial Understanding

Below 10 pts:
Needs Support & Review

TOTAL: _____

NAME: _____

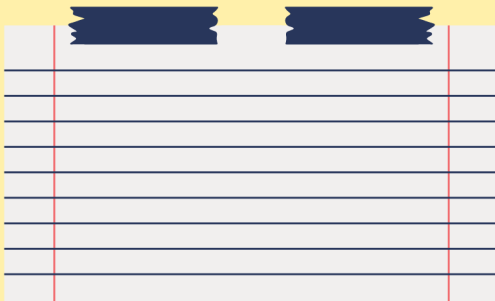
YOUNG VOICES, REAL CHANGE: LEARNING FROM THE CHILDREN'S MARCH 1963

PBL TASK CHECKLIST

PART 1 – IDENTIFY AN -ISM TODAY

Guiding Questions:

- Who is affected by this “-ism”?
- Where do students notice it showing up?
- How might it make young people feel?

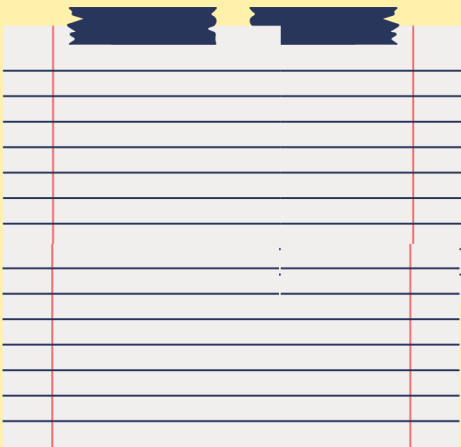


PART 2 – COMMUNITY IMPACT REFLECTION

Guiding Questions:

Why does this “-ism” matter?

- What could happen if nothing changes?
- How does this connect to what students in Birmingham faced?



PART 3 – DESIGN YOUTH ACTIVISM GUIDELINES

Create a Youth Activism Guide explaining how other kids can safely and respectfully resist this “-ism.”
Instead of planning one protest, design guidelines others can follow.

Required Guideline Categories:

1. Awareness

- How can youth help others learn about the issue?
- (Posters, announcements, social media messages, student panels)

2. Nonviolent Action

- How can students speak up without harm?
- (Petitions, art, letters, school clubs, community conversations)

3. Youth Engagement

- How can they invite other kids to join?
- (Peer-to-peer outreach, lunch meetings, assemblies)

4. Respect & Safety

- How will students make sure actions are safe, inclusive, and respectful?
- (Adult allies, school guidelines, kind language)

5. Hope & Change

- How can students show that change is possible?
- (Sharing positive stories, celebrating progress)

STUDENT PRODUCT OPTIONS

- Youth Activism Guide (poster, pamphlet, slideshow)
- “How-To” handbook for students
- Short video or PSA
- Classroom presentation
- Digital infographic

Name _____

Date _____