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

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.

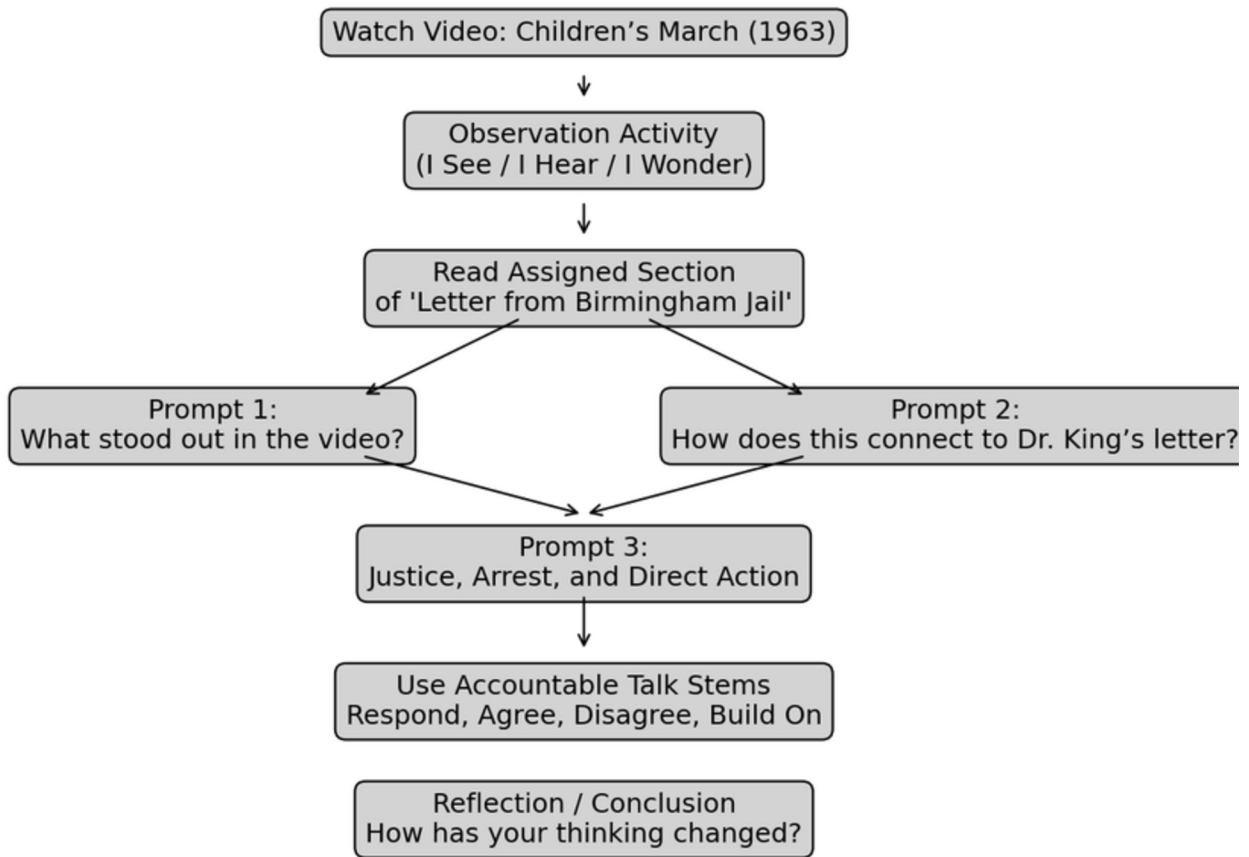
- | | |
|---|--|
| 1. catalyst
_____ | 8. social change
_____ |
| 2. youth activism / foot soldier
_____ | 9. social change
_____ |
| 3. Jim Crow Laws
_____ | 10. catalyst
_____ |
| 4. ordinance
_____ | 11. social change
_____ |
| 5. inequity/ ordinance
_____ | 12. social change
_____ |
| 6. foot soldier / youth activism
_____ | 13. foot soldier
_____ |
| 7. police state
_____ | 14. ordinance / jim Crow Laws
_____ |

Name: _____

Date: _____

DISCUSSION FLOW

Use evidence-based discussion to connect historical events to Dr. King's message using accountable talk stems.



SHARE FIRST IDEAS

What stood out?

Teacher Prompt:

What moment from the video stood out to you most?

Talk Stems to Use:

- One thing that stood out to me was...
- I noticed this because...
- This moment matters because...

DISCUSS JUSTICE & ARREST

Why direct action?

Teacher Prompt:

Why does Dr. King believe arrest can be necessary for justice?

Talk Stems to Use:

- Dr. King believes...
- The video supports this idea by showing...
- I agree with ___ because...
- I respectfully disagree because...

MAKE CONNECTIONS

Video → Text

Teacher Prompt:

How does the video help explain Dr. King's ideas in the letter?

Talk Stems to Use:

- This connects to the letter when...
- The video shows..., which connects to Dr. King's idea that...
- I want to add on to what ___ said...

REFLECT & CONCLUDE

How has your thinking changed?

Student Task:

Reflect on youth, justice, and protest.

Talk Stems to Use:

- After watching and reading, I now think...
- This discussion helped me understand...
- I see the role of young people differently because...

PBL CULMINATING TASK RUBRIC

Young Voices, Real Change: Youth Activism Project

Name

Scoring Guide

- **14–16: Distinguished**
- **10–13: Proficient**
- **6–9: Developing**
- **0–5: Beginning**

	4 - Exceeds	3 - Meets	2 - Approaching	1- Beginning
Identifying an “-ism” in the Community	Clearly identifies one “-ism” and explains it accurately using specific, relevant examples from the school or community	Identifies one “-ism” and explains how it appears in the school or community	Names an “-ism,” but explanation is unclear, general, or lacks examples	“-ism” is missing, incorrect, or not explained
Analyzing Community Impact	Clearly explains how the “-ism” affects young people and connects impact to fairness, inclusion, or opportunity	Explains how the “-ism” affects students or the community	Mentions impact but explanation is brief or vague	Impact is missing, unclear, or unrelated
Youth Activism Guidelines (Safe & Ethical)	Proposes multiple realistic, creative, and safe strategies for youth activism; clearly emphasizes respect, nonviolence, and ethics	Proposes appropriate and safe ways youth can raise awareness and engage peers	Ideas are partially appropriate but lack detail, clarity, or emphasis on safety/ethics	Action ideas are unclear, unsafe, unrealistic, or missing
Presentation & Reflection	Presents ideas clearly and confidently; reflection shows strong understanding of youth voice and responsibility	Presents ideas clearly; reflection explains what was learned and why youth action matters	Presentation or reflection is incomplete, unclear, or minimally developed	Presentation or reflection is incomplete, unclear, or minimally developed