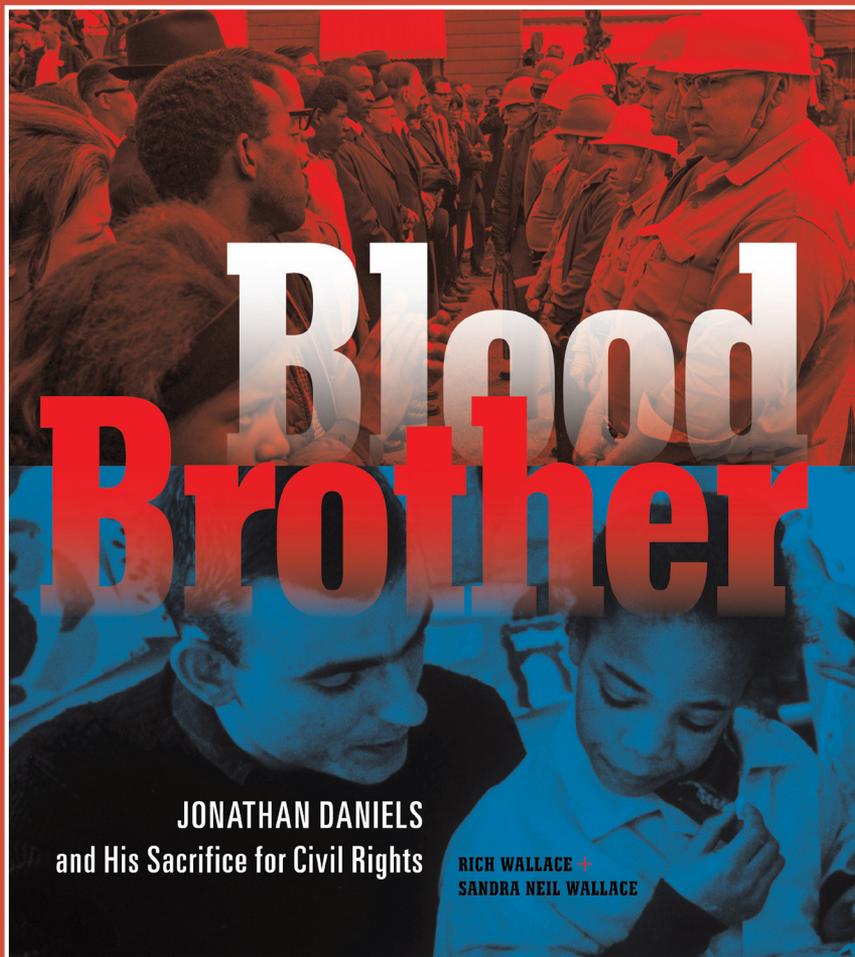


Educator's Guide



JONATHAN DANIELS
and His Sacrifice for Civil Rights

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With Common Core
State Standards
Correlations

 CALKINS CREEK

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Highlights

Introduction

When young Jonathan Myrick Daniels gave the valedictory address at the Virginia Military Institute’s graduation in 1961, he wished his fellow classmates “the decency and the nobility of which [they were] capable” and “the joy of a purposeful life” (page 52).

In this biography, your students will be introduced to Jonathan and the purposeful, though tragically short, life he chose. Those choices are reflected not only in his career path, but also in his commitment to fairness, freedom, and human dignity. “My freedom depends upon everyone having their freedom” (page 219), he said. The history-making and society-changing activities in which he became deeply involved gave him the opportunity to truly live his philosophy and inspire others to do the same.

Jonathan Daniels may not be the best-known civil rights activist of his time, but he is one your students will be glad to get to know. They will identify with him, enjoy his sense of humor, and be moved by his clear vision and dedication. His experiences offer a chance to explore American history, sociology, ethics, politics, leadership, art, music, and of course Language Arts: reading, writing, research, and speaking and listening.

In this guide you will find questions that will help you track your students’ comprehension of the narrative, other questions that will spark discussion, and a variety of activities for individuals and groups that extend not only the content of the book but also Common Core standards and curriculum.

The guide is organized by curriculum areas. Each section is pegged to specific Common Core standards indicated at the end of the activity.

Common Core abbreviations used in this Guide:

RH—Reading Literacy in History

RI—Reading: Informational Text

SL—Speaking and Listening

W—Writing

WHST—Writing Literacy in History

Before Reading

With the class, watch the preview of a documentary about the life of Jonathan Myrick Daniels called *Here I Am, Send Me: The Journey of Jonathan Daniels* (<https://vimeo.com/14117023>; 3 minutes long).

After watching, have students create a list of questions they would like to ask Jonathan. Each student should brainstorm at least five questions that the video raised in his or her mind. Now tell the class you are about to read and study a biography of Jonathan Daniels. Each student should look for answers to their questions as they read the book. In the end, there may be some unanswered questions that the class can tackle in a discussion. The various “interviews” can be compiled into a profile of the man and his accomplishments. If time permits, have the class view the entire documentary.

[RH 6.7; WHST 6.7, 6.8, 6.9]

While Reading

Questions of Fact

Language Arts: Reading, Speaking and Listening

These questions will give you an opportunity to check in on how well your students are following, understanding, and retaining what they are reading. Tell the class that they should answer these questions with specific examples and information from the text.

1. Where did Jonathan Myrick Daniels grow up? What kind of town was it? What kind of student was he? What kind of friend was he? What were his main areas of interest?
2. What was Jonathan’s father’s occupation? How did his father’s work and nature influence the kind of person Jonathan grew up to be?
3. Where did Jonathan go to college? What did he study there? How did his fellow students feel about him?
4. Jonathan showed an interest in church from the time he was a young boy. What choices did Jonathan make at various stages of his life because of his commitment to religion? Provide specific examples of ways he expressed his faith.
5. What happened in Selma, Alabama, on Sunday, March 7, 1965? Describe the events of that day and their impact on the United States. What was Jonathan Daniels’s response to it?
6. Whose call to come to Selma did Jonathan answer?
7. What did Jonathan want to change about St. Paul’s Episcopal Church in Selma, Alabama? What actions did he take to bring about a change? Was he successful?

8. Who was Frank M. Johnson, and how did he affect Jonathan’s life?
9. Explain the significance of the expression, “No Back Doors.”
10. How were the protesters in Fort Deposit transported from the Fort Deposit jail to the Lowndes County jail in Hayneville? What was the condition of the jail there?
11. Why did “the prisoners” fear being set free from the Hayneville jail?
12. Who shot Jonathan Daniels? What were the circumstances?
13. Why was Alabama Attorney General Richmond Flowers angry about the grand jury’s decision and the choice of attorneys who were to lead the prosecution of Tom Coleman?
14. How did newspapers around the country react to Tom Coleman’s acquittal?
15. Identify the location of these important places and explain their significance in the context of Daniels’s life: Edmund Pettus Bridge; Brown Chapel; George Washington Carver Homes; St. Paul’s Episcopal Church; Varner’s Cash Store.

[RI 6.1, 6.2, 6.3, 6.4]

Vocabulary

Language Arts: Reading—Vocabulary

As your students read *Blood Brother*, they will come across words and terms that may be unfamiliar but are particular to the times and events depicted in the book. They should make a list of these words and define them in their vocabulary notebooks. They should also create study cards for each. The front of each card should have the word or term, and the back should include its meaning and a sentence using the word. Students might begin with terms like *boycott*, *demonstration*, *integration*, *picket*, *segregation*, *Jim Crow*, *Ku Klux Klan*, *sharecroppers*, and *miscarriage of justice*, among others.

[RH 6.4]

Questions for Discussion

Language Arts: Speaking and Listening; Cooperative Learning; History; Sociology; Ethics; Politics; Leadership

1. Young people not much older than your students played an important part in the protests Jonathan Daniels participated in and often led. At the “Berlin Wall” in Selma and later in Fort Deposit, most of the protestors were high school students.

Discuss why this was so. What about Southern society, local laws, and local police held adults back? How did Jonathan win the trust of these teens?

[RI 6.1, 6.2, 6.3, 6.4; SL 6.1]

2. Each student should make a list of the rights that were denied to black citizens of Lowndes and Dallas counties. They should distinguish whether it was the government or society that kept black people from enjoying full and equal citizenship. From their lists, your students should select two or three things that they believe are the worst violations of freedom and present their views to the class. Each student should state why they made the choices they did.

[W 6.1, 6.4; SL 6.1, 6.3, 6.4]

3. What was Turnaround Tuesday? Why do your students think Martin Luther King Jr. made the deal he did with regard to this march? How did the marchers feel about it? How do your students feel about his actions?

[RI 6.1, 6.2, 6.3; SL 6.1, 6.3]

4. Discuss Jonathan Daniels’s character. What were his strengths? What were his flaws? Do your students feel that Jonathan was someone they could be comfortable around? Was he someone they could call a friend? Do they admire him? Do they share any of his characteristics? Is there anyone they know who is like him?

[RI 6.1, 6.3; SL 6.1]

5. Have the class talk about the friendships Jonathan made in Alabama. Many black people were reluctant to accept him. How did he win over Ruby Sales, Stokely Carmichael, Alice West, and others? How important were these friendships to his successes?

[RI 6.1, 6.2, 6.3, 6.4]

After Reading: Activities and Research

1. Language Arts: Writing, Speaking and Listening, Visual Literacy; History

“I bought a super-duper camera,’ Jonathan wrote to a friend. ‘It cost a small fortune, but it’s very fast and very accurate. We got it primarily to record violence if and when it occurs” (page 201).

There is a saying that a picture is worth a thousand words. Photographs are some of the best examples of primary-source information. They depict

events as they are happening. The photos in *Blood Brother* play a big part in telling the story of Jonathan Daniels and the civil rights movement. Each student should select a single photo from the book and write a 150-word essay about what it shows, how it makes them feel, and what they think its message is. They should present their essays orally and be prepared to take questions from their fellow students.

[WHST 6.1, 6.4; W 6.9; SL 6.1, 6.3, 6.4, 6.5]

2. Language Arts: Reading, Writing, Research, Visual Literacy; Art; Politics; Ethics

Discuss with your class what a political cartoon is and what it seeks to accomplish. Look at three examples in *Blood Brother*: pages 306, 308, and 309. What is the point of view of each? What messages are they imparting? Have your students research current political cartoons from local newspapers. What techniques do the artists employ to get their messages out? For example, do they use satire, caricature, humor, color, or shading? How effective do students think these methods are?

Next, it's time for your students to create their own political cartoons. Each should pick a topic in the news that they care about and draw their own one-panel political cartoon. Each student should present it to the group for discussion. Their work should be displayed around the classroom.

[WHST 6.1, 6.7, 6.8, 6.9; SL 6.1, 6.2, 6.3, 6.4, 6.5]

3. Language Arts: Reading, Writing, Speaking and Listening; Cooperative Learning; History; Sociology; Leadership; Music

Divide the class into four teams. Assign each team one of the subjects below to research. Their projects can include essays, oral reports, photographs, posters, audio and video presentations, performance, and interviews.

Option 1—The Soundtrack of the Civil Rights Movement: Freedom Songs

This research team should explore the songs that helped define the struggle of the civil rights movement. They should begin by looking at the photograph on pages 148–149 of *Blood Brother*, which shows the students of Hudson High School joining hands and singing freedom songs outside Brown Chapel in defiance of police orders. Then they

should read page 247 about the time Jonathan passed a note to his fellow prisoners in the Haynesville jail: “We are having a service at 11:00,’ he wrote. ‘I wish you could join us to sing and pray together.’ Conducting the service, . . . [Jonathan] sang. ‘We shall overcome . . .’ The men on the second floor joined in, then . . . the women downstairs.”

Have students start by researching the history of “We Shall Overcome.” They can then branch out into other protest songs. Here are some websites to get them started:

<http://newsone.com/1460645/top-10-civil-rights-protest-songs-of-all-time/>

<http://www.thenation.com/article/top-ten-civil-rights-songs/>

<http://www.npr.org/2010/01/18/99315652/songs-of-the-civil-rights-movement>

The group should learn and perform the songs they find. They can sing, recite the lyrics, and play recordings. They should research and write about the singers who bravely performed the songs beyond the protests, to bring the message to the American people. The project can be extended to include the entire class performing some of the songs as a travelling show throughout the school or for a large assembly program.

[WHST 6.2, 6.4, 6.7, 6.8, 6.9; SL 6.1, 6.2, 6.4, 6.5]

Option 2—Nonviolent Protests

This second team of researchers should look into the meaning and practice of nonviolent protests, using the following passages from *Blood Brother* as a jumping-off point:

- On a bus from Atlanta to Selma, Jonathan and other civil rights workers were reminded that the march to Montgomery was to be peaceful. “Be prepared to face arrest. . . . If struck, do not strike back” (page 94).
- At the Fort Deposit demonstration, when asked, “What the hell are you doing here?” Jonathan calmly replied, “Exercising our constitutional right to picket” (page 233).
- While Jonathan and the other picketers were in jail in Haynesville, they saw news about the violence in Watts, California. “What was also occurring in Watts was murder. . . . Jonathan fiercely opposed violence, too. Even if demonstrating peacefully in Fort Deposit had backfired, he reasoned, it was the only way he could live. ‘I am convinced that in the long run the strategy of love is the only one that will bring real health and reconciliation into this mess,’ he’d told a friend” (page 243).

The research team should find out what nonviolent protests and demonstrations are; provide examples of various kinds of peaceful demonstrating; and learn the history of nonviolent social activism, focusing on the way it became a primary tool of change in the 1960s civil rights movement. They should identify leaders who advocated this approach and give examples, beyond those in *Blood Brother*, where nonviolence achieved the goals that were set.

In addition to books, newspapers, and magazines, the following websites may be useful:

<http://www.voanews.com/content/nonviolencekey-to-civil-rights-movement/1737280.html>

<http://www.pbs.org/independentlens/februaryone/civilrights.html>

<http://www.pbs.org/black-culture/explore/civil-rights-movement-birmingham-campaign/#.VyTXsnpQn6>

http://content.time.com/time/photogallery/0,29307,1887394_1861266,00.html

They should present their findings in the style of a television news-magazine: with reporters using photos and videos to talk about specific instances; with interviews of key leaders; with reports from eye-witnesses and participants.

[RH 6.1, 6.2, 6.3, 6.4, 6.6, 6.7, 6.8; WHST 6.2, 6.3, 6.4, 6.6, 6.8; SL 6.1, 6.2, 6.4, 6.5]

Option 3—Important People and Groups

Blood Brother covers a short period of time in the civil rights struggle. There are important people who made history before and after the March to Montgomery and beyond Selma who are only briefly mentioned in the book. There are also several groups of people who were central to the movement whose achievements were broader than noted in the book. Your third team of historians should research the goals, actions, timeframes, successes and failures, and overall contributions of the people and organizations listed below, beginning with their relevance or relationship to Jonathan Daniels's story (the book's index will be helpful in locating specific passages). They should discover if the person is still alive or if the group is still active, and, if so, what he, she, or it is doing now. Then they should introduce their classmates to these important people with reports, poems, posters, paintings, short interviews, videos, etc.

Medgar Evers

James Chaney, Andrew Goodman, Michael Schwerner

Jimmie Lee Jackson

James Reeb

Viola LiuzzoRichmond Flowers

SNCC (Student Nonviolent Coordinating Committee)

ESCU (Episcopal Society for Cultural and Racial Unity)

SCLC (Southern Leadership Conference)

[RH 6.1, 6.2, 6.5, 6.7; WH 6.2, 6.4, 6.6, 6.7, 6.8, 6.9; SL 6.1, 6.2, 6.4, 6.5]

Option 4—The Power of Rhetoric

Your last team of researchers will be working with primary sources: speeches from three major participants—Martin Luther King Jr., George Wallace, and Lyndon Johnson—who had great impact on the civil rights movement in the mid-1960s.

The team should watch, listen to, and read the following:

- **Dr. Martin Luther King Jr.**

<http://www.americanrhetoric.com/speeches/mlkihavedream.htm> (text)

https://www.youtube.com/watch?v=HRIF4_WzU1w (video; 17 minutes)

- **Governor George Wallace**

https://www.youtube.com/watch?v=_RC0EjsUbDU (video; 33 minutes)

<http://www.radiodiaries.org/segregation-now-segregation-forever-the-speech-that-changed-american-politics/> (audio speech with commentary; 7 ½ minutes)

- **President Lyndon Johnson**

<https://www.youtube.com/watch?v=MxEauRq1WxQ> (video; 5 minutes)

<http://millercenter.org/president/speeches/speech-3386> (text)

In oral presentations the team should share what they've learned about each of these men and these speeches, paying special attention to their three very distinct viewpoints. They should explain to their classmates why each man's position differed from the others, what they were hoping to achieve with these particular speeches, and how those goals shaped the content and delivery of their remarks. Students

should also explain how each person may have influenced Jonathan Daniels’s life. Presentations should include visual displays, images, sounds, and videos to clarify information.

[RI 6.1, 6.2, 6.3, 6.6, 6.9; RH 6.1, 6.2, 6.7 6.9; WHST 6.2, 6.4, 6.6, 6.7, 6.8, 6.9; SL 6.1, 6.2, 6.3, 6.4, 6.4]

4. Language Arts: Writing

Both Ruby Sales and John Lewis were greatly affected by the life and death of Jonathan Daniels. *Blood Brother* only briefly touches on their accomplishments since Jonathan’s death. Have your students learn more about each of them and how Jonathan continues to inspire them. Divide your class into two groups. One group should develop a list of questions to ask Ruby Sales; the other should do the same for John Lewis. What has each done since the summer of 1965? Each group should write a letter, putting their questions to Ruby Sales or John Lewis. Letters should explain that they have been studying Jonathan Daniels and his role in the civil rights movement. Correspondence can be sent to:

Dr. Ruby Sales
The SpiritHouse Project
P.O. Box 607
Decatur, GA 30031

Rep. John Lewis
100 Peachtree Street NW, Suite 1920
Atlanta, GA 30303

or

Rep. John Lewis
343 Cannon House Office Building
Washington, DC 20515

[W 6.2, 6.4]

5. Language Arts: Writing, Speaking and Listening

Review with the class the letter from President Lyndon Johnson and the telegram from Martin Luther King Jr. on pages 274–275. Using those as starting points, have your students write a three-paragraph

newspaper obituary column about Jonathan Myrick Daniels’s life and tragic death. The obituary should include some of Jonathan’s accomplishments, his beliefs, and his legacy. Have the students read their columns aloud.

[RI 6.1, 6.2, 6.6, 6.9; W 6.2, 6.3, 6.4, 6.7, 6.8, 6.9; SL 6.1, 6.3, 6.4, 6.6]

6. Language Arts: Reading, Writing, Speaking and Listening; History; Leadership

The Virginia Military Institute Board of Visitors established the Jonathan M. Daniels Humanitarian Award in 1997. The award emphasizes the virtue of humanitarian public service and recognizes those who have made significant personal sacrifices to protect or improve the lives of others. Have students pretend that they’re responsible for deciding the next Jonathan Daniels Humanitarian Award honoree. They should work in committees of five to select a living candidate for this award. Emphasize that the candidates can work in any field: science, medicine, environmental protection, social causes, government, education, public service, etc.

Once each committee has chosen its candidate, the committees should present their choices to the class and make the case for why that person deserves to win the award. Students should be creative in their persuasive techniques—using placards, speeches, pamphlets, school-wide television or audio programming, etc. Students might even write to their chosen candidate to ask for a statement about that person’s humanitarian work or specific viewpoints, which can be included in the committee’s campaign materials. Following the presentations, have students vote on the winner.

[RI 6.1, 6.2; W 6.1, 6.4, 6.7, 6.9; SL 6.1, 6.2, 6.3, 6.4, 6.5]

BLOOD BROTHER

Jonathan Daniels and His Sacrifice
for Civil Rights

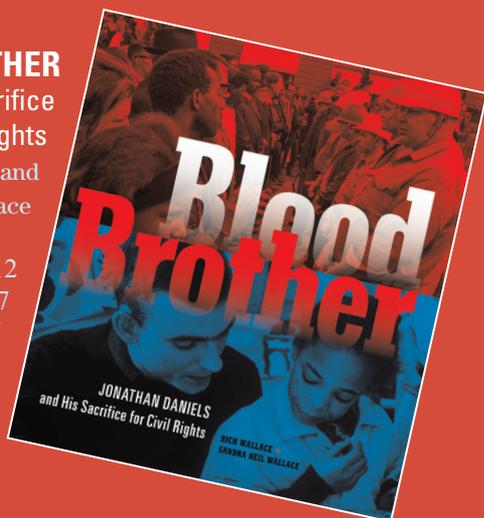
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★ “This powerful biography of a little-known figure underscores the fact that civil rights workers in the 1960s South knowingly put their lives on the line for the cause. . . . The authors deftly convey Daniels’ complex personality, drawing from letters and interviews, including 18 they conducted. Numerous photographs, relatively large print, and an open design invite readers in. . . . An unusually inspiring story skillfully told.” —*Kirkus Reviews*, starred review

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