

## 19-B Selma-to-Montgomery March for Voting Rights in 1965, 1965

James Karales (1930–2002)



19-B James Karales (1930–2002), *Selma-to-Montgomery March for Voting Rights in 1965, 1965*. Photographic print. Located in the James Karales Collection, Rare Book, Manuscript, and Special Collections Library, Duke University. Photograph © Estate of James Karales.

### The Art

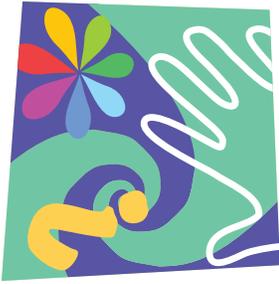
This photograph was taken by the photographer James Karales. At the center of the crowd is the American flag. Several young children are included in the group of men and women who are marching in a long line that seems to go on forever. Looming above the crowd are low-rolling, massive, dark clouds. The marchers seem very focused on the road ahead and no one looks up at the clouds.

### The Artist

Karales was born in Canton, Ohio, in 1930. His parents were from Greece. When Karales first entered college, he wanted to be an electrical engineer. However, on discovering the beauty and power of photography, he changed his major to photography. Karales became what is called a “photojournalist,” photographing many major moments in American history. In the 1960s, his photographs recorded events of the Civil Rights Movement and Vietnam War. What separated Karales from other photographers was his ability to capture the quiet and serious times during that especially turbulent period of American history.

### The Historical Perspective

This photograph was taken during the 1965 Selma-to-Montgomery march, at the height of the Civil Rights Movement. People participated in a four-day march to protest the fact that African Americans were being discriminated against when they tried to vote. After the first group of marchers was turned back by police, a second group formed. This group was stopped by Dr. Martin Luther King, Jr., who did not want more violence. A final group of marchers set out six days later, after President Lyndon B. Johnson called out the National Guard to stop the violence and sent lawmakers a bill that would let African Americans vote. From the first stirrings of the War for Independence through the Civil War and Civil Rights Movement, the pursuit of freedom and equality has been the central aspect of our nation’s history. Americans, whether standing alone or marching together, are united by their devotion to these principles.



## Conversations and Teaching Activities

Head Start Children ages 3 to 5

Encourage children to look quietly at the photograph and think about what they see. Ask them to think about how many people there are, where they might be going, and what kind of day it is. Introduce new vocabulary and find books that relate to the artwork.

### Describing



- ✓ What is a photograph? Where do pictures come from?
- ✓ What do you see in this photograph? Is a photograph real or make believe?
- ✓ Let's look around the classroom and see if we can find a photograph.
- ✓ Who do you see in the photograph? Are there women, men, children, mummies, or daddies?

### Analyzing and Interpreting



Ask the following questions to stimulate thinking and discussion:

- What time of day do you think it is? What makes you think that? Describe the weather. Children might say: it is probably cool since most people have on jackets; it is cloudy; and looks as though it will rain.
- How do you think the people in the photograph feel?
- Ask the children how it would feel if someone treated them differently because they ate something different, wore different clothes, or danced differently.
- Ask children where they think the people are going. Expand on this by asking them where they would like to travel. It would be great to have a map or globe readily available to point to the places.

## Connecting and Extending

### Introducing Vocabulary

camera	long
equal	many
flags	march
history	photography
hurry	procession
leader	short
line	strides



### Books

*A Sweet Smell of Roses* by Angela Johnson (Simon and Schuster Books for Young Readers, 2005)

Two young girls sneak out of the house to join the Civil Rights marchers and listen to Dr. King speak.

*If a Bus Could Talk: The Story of Rosa Parks* by Faith Ringgold (Simon and Schuster Books for Young People, 1999)

Rosa Parks' refusal to give up her seat on a bus led to a boycott in Montgomery, Alabama, that lasted more than a year.

*Martin Luther King, Jr.* by Pamela Walker (Children's Press, 2001)

A book designed for early readers covers the biography of Martin Luther King, Jr.

*Rosa Parks* by Lola M. Schaefer (Pebble Books, 2002)

This is a brief biography of Rosa Parks, the black woman who refused to give up her seat on a bus.



## Connecting and Extending continued...

### Related Family Literacy Experiences

Parents and children can:

- ✓ talk about famous and familiar people they know who stand up for other people.
- ✓ vote on what they like to do together as a family. Family members can then submit their vote in a “secret” box. After everyone votes, the family can count the votes to find out which activity won. Family members could also vote on the best day for the “winning” activity to occur.

### Related Educational Experiences

- ✓ Discuss freedom and responsibility. Talk about rules to protect everyone’s safety and to promote fairness.
- ✓ Discuss marching and parades. Practice marching or having a parade in the classroom or outside using different beats and tempos.
- ✓ Have children sort objects by shape and color. Children can sort and describe a variety of flags from around the world.
- ✓ Count the number of girls and boys from the photo and chart the results.
- ✓ Have children try to balance a balance scale with equal-weight objects.
- ✓ Take a walk outdoors to observe the weather.
- ✓ Have cameras available for children to become photographers or use toy cameras and have them pretend to take pictures.

*The ideas listed are just a few of the many activities that could be used to introduce or extend children’s learning. Your knowledge of your children and families supports your ability to ensure positive learning experiences and outcomes for students. As an educator, you probably have ideas for books, songs, finger plays, and activities that you have thought of when introducing or extending children’s learning related to the “A Head Start on Picturing America” artworks. We encourage you to confer with your colleagues, visit the local library or bookstore, and share your ideas with others.*

