

## **Taking a Merry-Go-Round Ride into the Civil Rights Movement: Two Symbols of the Civil Rights Movement and their Historical Markers**

### **Museum Connection:** Labor That Built A Nation

This lesson also relates to the historical marker about the slave trade that is located in front of the Reginald F. Lewis Museum of Maryland African American History and Culture's front entrance.

**Purpose:** In this lesson students will learn about a milestone in Maryland's civil rights history, while also exploring the roles that historical symbols and markers play in bringing history to life. Students will practice writing and drawing historical markers, a skill they can use in studying other historical events. This lesson also illustrates the impact that books can have, by noting that the book featured in the lesson led to the creation of two historical markers.

**Course:** United States History, African American History, Maryland History

**Time Frame:** 2 or 3 class periods

### **Correlation to State Standards**

#### **Maryland College and Career-Ready Standards**

##### **Framework Reading Standards for Literacy in History/Social Studies**

**CCR Anchor Standard #1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**RH.9-10.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**CCR Anchor Standard #2** Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas.

**RH.9-10.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**CCR Anchor Standard #4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**RH.9-10.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

**Maryland College and Career-Ready Standards  
Framework Writing Standards for Literacy in History/Social Studies**

Grades 9-10

**CCR Anchor Standard #2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CCR Anchor Standard #4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

**Maryland College and Career-Ready Standards  
Framework Standards for English Language Arts**

Grades 9-10

**R16 CCR Anchor Standard** Assess how point of view or purpose shapes the content and style of a text.

**R16** Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance the point of view or purpose. (SC, 9-10)

**R17 CCR Anchor Standard** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

**R17** Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

**Objective:** Explain when and why Gwynn Oak Amusement Park dropped segregation, the symbolic significance of the role played by the park’s merry-go-round, and the value of historical markers in learning about historical events.

**Vocabulary and Concepts:**

carousel	the French word for merry-go-round.
discrimination	unjust treatment of people based on grouping them into broad categories, such as race, religion, ethnicity, age, or gender.

concessionaire	someone who runs a concession stand that sells things like food and souvenirs in public places.
Emancipation Proclamation	the document issued by President Abraham Lincoln in 1863 that ended slavery in the Southern states of the Confederacy during the Civil War.
historical marker	a sign or plaque in a public place that honors a person, place or event of historical interest by noting briefly the historic significance of the person, place or event.
National Mall	large national park in downtown Washington, D.C.
segregation	separating a group of people from the rest of society, often on the basis of race or ethnicity.
Smithsonian Institution	a large group of museums, several of which are on the National Mall in Washington, D.C., which are operated by the U.S. government.
symbol	a thing that represents or stands for something else; an object that represents or can be a reminder of an idea or a feeling.

## Materials:

### *For the Teacher:*

- \* Teacher Resource Sheet 1, Symbols  
Teacher Resource Sheet 1a, Answers to Student Resource Sheet 1
- \* Teacher Resource Sheet 1b, Symbols with Maryland Roots
- \* Teacher Resource Sheet 1c, Narration Text from the  
*Round and Round Together* YouTube Trailer  
Teacher Resource Sheet 1d, Answers to Questions on Student Resource Sheet 1b
- \* Teacher Resource Sheet 1e, *Round and Round* YouTube Trailer  
Teacher Resource Sheet 2, Answers to Questions on Student  
Resource Sheet 2
- \* Teacher Resource Sheet 3, Historical Markers
- \* Teacher Resource Sheet 3a, Text of Historical Markers
- \* Teacher Resource Sheet 3b, The “5-W’s” of Historical Markers  
Teacher Resource Sheet 3c, Answers to Questions on Student Resource Sheet 3a

\* Teacher Resource Sheets with an asterisk [\*] are also available on the PowerPoint file that accompanies the lesson.

### ***For the Student:***

- Student Resource Sheet 1, Symbols
- Student Resource Sheet 1a, Symbols with Maryland Roots
- Student Resource Sheet 1b, Watching the Trailer for *Round and Round Together*
- Student Resource Sheet 2, Questions for Excerpts from *Round and Round Together*
- Student Resource Sheet 2a, Excerpts from Chapter 1 of: *Round and Round Together*
- Student Resource Sheet 2b, Excerpts from Chapter 1 of: *Round and Round Together*, page 2
- Student Resource Sheet 2c, Excerpts from Chapter 1 of: *Round and Round Together*, page 3
- Student Resource Sheet 2d, Excerpts from Chapter 1 of: *Round and Round Together*, page 4
- Student Resource Sheet 3, Text of Historical Markers
- Student Resource Sheet 3a, Finding the “5-W’s” in Historical Markers
- Student Resource Sheet 4, Creating a Historical Marker for Druid Hill Park
- Student Resource Sheet 5, Creating a Historical Marker for Metropolitan Methodist Church

### **Resources:**

#### ***Books:***

- Mills, Barbara. *“Got My Mind Set on Freedom”*: Maryland’s Story of Black & White Activism 1663-2000. Westminster, MD: Heritage Books, 2007.
- Nathan, Amy. *Round and Round Together: Taking a Merry-Go-Round Ride into the Civil Rights Movement*. Philadelphia: Paul Dry Books, 2011. (*Educator discounts are available for large classroom orders by contacting the publisher directly at: [editor@pauldrybooks.com](mailto:editor@pauldrybooks.com) or by phone at 215.231.9939*)
- Smith, C. Fraser. *Here Lies Jim Crow: Civil Rights in Maryland*. Baltimore: Johns Hopkins UP, 2008.

Permission granted by Amy Nathan to use quotes, excerpts, and photographs from the book entitled *Round and Round Together: Taking a Merry-Go-Round Ride into the Civil Rights Movement*. Permission on file at MSDE.

### ***Newspaper articles:***

Mirabella, Lorraine. "50 years later, desegregation of Gwynn Oak Amusement Park celebrated," *The Sun*, July 7, 2013.

Nathan, Amy. "The March and the Merry-go-Round," *Washington Post*, August 25, 2013.

Smith, Linell. "Justice at Gwynn Oak," *The Sun*, Aug. 23, 1998; "Touched by the Spirit," *The Sun*, Aug. 24, 1998.

### ***Websites:***

"The Historical Marker Database." Available online:

<http://www.hmdb.org/>

"Maryland's Roadside Historical Markers." Available online:

<http://mht.maryland.gov/historicalmarkers/index.html>

"Round and Round Trailer." A short video on YouTube about the book *Round and Round Together*. Available online: <http://www.youtube.com/watch?v=-LovkKTVfNc>

"Round and Round Together Web page." Available online:

[http://www.amynathanbooks.com/round\\_and\\_round\\_together\\_110129.htm](http://www.amynathanbooks.com/round_and_round_together_110129.htm)

"A Special Ride." First chapter of *Round and Round Together: Taking a Merry-Go-Round Ride into the Civil Rights Movement*. Available online:

[http://pauldrybooks.com/mm5/pdfs/round\\_and\\_round\\_chapter1.pdf](http://pauldrybooks.com/mm5/pdfs/round_and_round_chapter1.pdf)

"Teaching Ideas for *Round and Round Together*." Available online:

[http://pauldrybooks.com/mm5/pdfs/round\\_and\\_round\\_teachers\\_guide.pdf](http://pauldrybooks.com/mm5/pdfs/round_and_round_teachers_guide.pdf)

### **Historical Background:**

#### **Two Maryland Symbols of the Civil Rights Movement and their Historical Markers**

This lesson is based on two unusual symbols of the struggle against racial segregation. They gain their symbolic status because of their interlinked history. The symbols are a Baltimore County recreation area and the merry-go-round (carousel) on the National Mall in Washington, D.C. At both locations, there is a historical marker in place that describes their link to the civil rights movement and

to each other. These historical markers came to be created partly as a result of a book for young people and adults (ages 12 and up): *Round and Round Together* (see publications list in Resources section). Published in 2011, it was the first book to describe the historical link between the park and the merry-go-round (carousel) in Washington. **The book is a resource for this lesson.** Students will watch a short YouTube video that gives an overview of the book; students will read excerpts from the book's first chapter and will read historical markers written by the book's author. Although the short YouTube video is a promotional video for the book, it can be used as an easy way to quickly introduce students to the story. By noting that a book inspired officials to install these historical markers, the lesson can illustrate the impact that books can have.

The recreation area featured in these lessons is Gwynn Oak Park, a sixty-three-acre park located outside the northwest border of Baltimore, Maryland. From 1894 to 1972, there was an amusement park on the site of this park: Gwynn Oak Amusement Park. The merry-go-round that is now on the National Mall in Washington was located at that amusement park from 1947 until shortly after the amusement park closed in 1972.

Gwynn Oak Amusement Park opened as a whites-only park in 1894, two years before the U.S. Supreme Court gave its stamp of approval to Jim Crow segregation laws that were spreading across the South with its 1896 *Plessy v. Ferguson* decision. That decision established the principle of "separate-but-equal," that segregation was permissible if separate facilities for whites and blacks were equal. Nearly sixty years later, the Supreme Court struck down "separate-but-equal" in its May 1954 *Brown v. Board of Education* decision, which declared that segregated schools were unconstitutional. Baltimore was one of the first Southern cities to comply with the *Brown* decision, officially ending segregation in its public schools in September 1954. The following summer protests began that called for an end to segregation at Gwynn Oak Amusement Park.

Civil rights demonstrations at Gwynn Oak were organized by the Congress of Racial Equality (CORE) which at that time was a small, interracial civil rights group dedicated to the nonviolent protest philosophy of India's Mohandas Gandhi. As noted in excerpts from the book entitled *Round and Round Together* that students will read, Gwynn Oak was seen by local civil rights supporters as a symbol of the system of segregation. It took nearly ten years of protests to persuade the park's owners to drop segregation. For eight years, from 1955 to

1962, protests at the park were generally small and did not receive much press attention. Success came finally in 1963 when the Baltimore branch of CORE held two huge demonstrations at the park on July 4 and 7, 1963. Nearly 400 demonstrators were arrested. Among those arrested were more than twenty clergy, a first for the civil rights movement. Pressure from news reports and from an overwhelmed judicial system led to negotiations, which resulted in the park owners agreeing to drop segregation on August 28, 1963—the same day as the March on Washington for Jobs and Freedom, during which Rev. Dr. Martin Luther King, Jr., delivered his “I Have a Dream” speech.

The first African American family to enter Gwynn Oak Amusement Park on August 28, 1963, was the Langley family: Charles and Marian Langley, with Sharon, their 11-month-old daughter. Sharon was the first black child to go on a ride that day, taking a spin on the merry-go-round. She was too little to hold on by herself, so Mr. Langley stood by her. Two white youngsters climbed onto horses on either side of her. All three children and their parents got along fine. The next day, amid all the news stories about the March on Washington there were also news reports and photos about Sharon Langley’s merry-go-round ride. It seemed to provide an example of the harmony Dr. King spoke about that same day in his famous speech, in which he said he hoped that one day black and white children would regard each other as sisters and brothers.

The integrated park was not the financial disaster the park’s owners had feared, although as they predicted, many white customers stopped coming. Flooding from Hurricane Agnes in 1972 forced the park’s owners into bankruptcy and the park closed permanently. But the merry-go-round survived. It was bought by the Smithsonian’s concessionaire and installed on the National Mall in 1981. New concessionaires took over in 1988 who did not know about their merry-go-round’s civil rights background or about Sharon Langley’s ride until the publication of *Round and Round Together*. Although other books had described the protests at Gwynn Oak, this was the first book to note that Gwynn Oak’s merry-go-round was now in Washington and that its presence there gave it symbolic importance.

The current owners of the merry-go-round have embraced its civil rights history. They have installed a historical marker, written by the author of *Round and Round Together*. They also dedicated the horse that Sharon Langley rode in 1963 as their civil rights horse, inscribing her name on a brass plate attached to the saddle and decorating the horse’s blanket and bridle with the names of civil rights heroes.

*Round and Round Together* also prompted Baltimore County officials to obtain a grant to create and install a historical marker at the park, which was dedicated there during a ceremony on July 7, 2013.

## **Lesson Development:**

### ***Motivation:***

1. Write the word “Symbol” on the board.

Ask:

- What does the word “symbol” mean?
- What are some examples of symbols (*dollar sign, sports team logos, mathematical symbols*)

2. After students have offered suggestions, display **Teacher Resource Sheet 1: Symbols** (also available on the PowerPoint file that accompanies this lesson).

<http://www.msde.state.md.us/w/SymbolsCivilRights.ppt>

This sheet has a definition of “symbol” and images of common symbols. Have a student read aloud the definition of “symbol” and encourage the class to identify the pictures shown on the page. Distribute **Student Resource Sheet 1: Symbols**.

Explain:

- Some symbols are like signs, primarily providing specific information, such as whether smoking is allowed. Other symbols, in addition to providing information, also inspire strong feelings. Look at these symbols and then answer the questions on **Student Resource Sheet 1**. Afterward, we will share our ideas. (Possible answers are on **Teacher Resource Sheet 1a: Answers to Student Resource Sheet 1**.)

Ask:

- Which of these symbols are like signs, primarily providing specific information? (*thumbs up, dollar sign, no-smoking symbol*). What kinds of information do they convey?

- Which of these symbols provide information but can also inspire strong feelings in people? (*all of them, but especially the peace symbol, flag, Statue of Liberty*)
- What kinds of information and feelings might the peace symbol bring to mind? (*a desire for peace, anti-war feelings, youthful energy—or negative feelings for people who feel the symbol criticizes the military or the government*).
- What kinds of information and feelings might the flag and the Statue of Liberty bring to mind? (*pride, freedom, opportunity, hope, power, or perhaps also negative feelings among people in countries that are in conflict with the United States*). These two—the flag and the Statue of Liberty—also show that objects and places can be symbols.

3. Display **Teacher Resource Sheet 1b: Symbols with Maryland Roots** and distribute **Student Resource Sheet 1a: Symbols with Maryland Roots**. (**Teacher Resource Sheet 1b** is also available on the PowerPoint file that accompanies the lesson.) Have students identify the pictures on the sheets (*playground, merry-go-round*).

Explain:

- Soon, we will watch a video and read sections from a book to learn why some people see these places as symbols.
- But first, let's find out what kinds of feelings or ideas they bring to mind *before* you see the video.
- Read the directions on **Student Resource Sheet 1a: Symbols with Maryland Roots**. Then, take a few minutes to jot down your ideas about the feelings that the places in these photos bring to mind for you, and afterwards we will share our ideas.

Ask:

- What feelings did you write down for the playground? For the merry-go-round? (Answers will differ; accept all answers.)

4. Distribute **Student Resource Sheet 1b: Watching the Trailer for *Round and Round Together***. Answers to the questions are on **Teacher Resource Sheet 1d**. The text of the video's narration is on **Teacher Resource Sheet 1c**. If you are using the PowerPoint slides, display **Teacher Resource Sheet 1e: Round and Round You Tube Trailer**, the fourth slide in the PowerPoint file. This slide contains general talking points which can be used as a pre-viewing strategy to help students have a more focused viewing of the video.

Explain:

- The video we are about to watch is a “trailer” for a book called *Round and Round Together* that you will read excerpts from later. Publishers often make video “trailers” for new books, for the same reason movie companies make “trailers” for new movies, as publicity. Although this trailer is a publicity vehicle for the book, the video offers a quick way to learn the basic story the book tells. That is why we are seeing it in class.

As a pre-viewing strategy:

- Have students discuss the vocabulary words listed on **Student Resource Sheet 1b: Watching the Trailer for *Round and Round Together***.
- Have students read the questions on **Student Resource Sheet 1b** and suggest that they keep them in mind as they watch the video. If using the PowerPoint slide **Teacher Resource Sheet 1e**, have students read the talking points noted on the slide and suggest they keep them in mind while viewing the video.

Show the video: *Round & Round Together trailer, which is available online at:*

<http://www.youtube.com/watch?v=-LovkKTVfNc>

- Show the video again, if needed. **Teacher Resource Sheet 1c: Narration Text from the *Round and Round Together* YouTube Trailer** has the text for the video’s narration and could be used instead of showing the video.

Class discussion:

- After students write their answers, review the answers with the students, but focus the class discussion primarily on the last three questions – 5, 6, and 7 of **Student Resource Sheet 1b: Watching the Trailer for *Round and Round Together***. (Teacher Resource Sheet 1d: Answers to questions on **Student Resource Sheet 1b** has possible answers.)
- For question 5, ask: What does the narrator say about the merry-go-round as a symbol? Do you agree? Why or why not.

- For question 6, ask: Does the photo of the merry-go-round on **Student Resource Sheet 1: Symbols with Maryland Roots** now bring to mind different feelings and ideas from what you noted earlier? Please explain.
- For question 7, say: Although there’s nothing in the video about the playground seen on **Student Resource Sheet 1**, try to predict how that playground might fit into the story. (*After students have offered a few suggestions, explain that the playground now occupies the land where the amusement park described in the video used to be.*)

5. Distribute **Student Resource Sheet 2: Questions for Excerpts from *Round and Round Together***. Distribute also the four pages of reading excerpts from the book: **Student Resource Sheets 2a, 2b, 2c and 2d**. The following reading assignment may be done as a homework assignment or could be done as a cooperative learning experience by having students work in small groups in class, with students in each group taking turns reading the pages aloud to each other. (Note: **Student Resource Sheets 2a, 2b, 2c and 2d** contain excerpts from “A Special Ride,” the first chapter of *Round and Round Together: Taking a Merry-Go-Round Ride into the Civil Rights Movement*. The entire first chapter is available online, in case that might be an easier way for students to read the chapter, at: [http://pauldrybooks.com/mm5/pdfs/round\\_and\\_round\\_chapter1.pdf](http://pauldrybooks.com/mm5/pdfs/round_and_round_chapter1.pdf) )

Explain:

- Here are three excerpts from the first chapter of the book featured in the video, *Round and Round Together*. These excerpts will help us learn more about the merry-go-round and the amusement park.

As a pre-reading strategy:

- Have students discuss the vocabulary words listed on **Student Resource Sheet: Questions for Excerpts from *Round and Round Together***.
- Have students read the questions on the sheet before reading the excerpts and encourage them to keep the questions in mind as they read. (*Answers are on **Teacher Resource Sheet 2: Answers to Questions on Student Resource Sheet 2.***)

Class discussion:

- After students have completed the reading assignment, review their answers and focus the discussion primarily on the last two questions on **Student Resource Sheet 2**—questions 7 and 8. These questions ask about the symbolic meaning of the amusement park and the merry-go-round.
- Encourage students to express their own opinions as to whether the merry-go-round and park are symbols, and if so, of what. Accept all suggestions, as there are no right or wrong answers.

6. Display **Teacher Resource Sheet 3: “Historical Markers,”** (which is also available on the PowerPoint file that accompanies the lesson). This **Resource Sheet** shows photos of two historical markers, one is at Gwynn Oak Park and the other at the merry-go-round on the National Mall. (*Note: The Resources section has Web sites of databases that list locations for other historical markers located elsewhere in Maryland and around the country, for students who may be interested in learning more about historical markers after finishing work on this lesson.*)

Ask:

- Have you seen signs like these along the side of a road or in front of a public building? Do you know their purpose?*(After students offer suggestions, have a student read the definition on Teacher Resource Sheet 3.)*
- Why do you think people would put up historical markers?
- *(local pride, to teach history, publicize a place, encourage tourism, or attract customers to a business. Explain that sometimes historical markers are free-standing signs or are plaques on buildings or fences. Some are installed by government agencies, by the owner of a building, or by people who obtain permission to put up a historical marker).*
- What do these two historical markers have to do with the story told in the book whose first chapter you just read?
- *(They give a brief account of the story.)*
- Why do you think these historical markers were put up?
- *(After students offer suggestions, explain that the carousel’s current owners didn’t know of its link to the March on Washington until Round and Round Together was published in 2011, but that they then decided to share the story and asked the book’s author to write the text for the marker. Baltimore County officials asked the book’s author to help write the text for a marker*

*that was installed in 2013 at Gwynn Oak Park, the site of the amusement park.)*

7. Display **Teacher Resource Sheet 3a: Text of Historical Markers**. Distribute **Student Resource Sheet 3: Text of Historical Markers**. Both have the texts for the Gwynn Oak Park and carousel markers. Have student volunteers read aloud the text of each marker. Explain that the numbers on the carousel marker are the carousel's ID number, something old classic, carousels have.

Ask:

- What feelings might people have who pass by Gwynn Oak Park and read its marker?
- Will it help them learn history?
- Will it help them see the park as a symbol? If so, of what?
- How might tourists or school groups visiting Washington feel if they read the carousel's marker?
- Will it help them learn history?
- Will it help them see the carousel as a symbol? If so, of what?

8. Display **Teacher Resource Sheet 3b: The “5-W’s” of Historical Markers** (which is also available on the PowerPoint file that accompanies the lesson).

Explain:

- This sheet gives a useful strategy that can help in identifying the main ideas in nonfiction material, by having readers look for the “5-W’s”: Who, What, Where, When, and Why. This strategy can also help in writing historical markers. Some students may have used a similar approach with newspaper articles.
- Read each of the “5-W’s.”
- Note that for historical markers, the first “W”—“Who”—refers not just to people, but to whatever is the main focus of the historical marker: a person, place, or object.
- There can sometimes be more than one main focus or one main event in a historical marker as well as in a nonfiction passage you may read.

9. Distribute **Student Resource Sheet 3a: Finding the “Five W’s” in Historical Markers**,

- Have the class work as a group, under your guidance, to identify the “5-W’s” in the text of the Gwynn Oak Park marker. Students may write the group’s decisions in the spaces provided in Part I of **Student Resource Sheet 3a**. (*There may be more than one correct answer for the various “W’s.” Possible answers are on **Teacher Resource Sheet 3c***).
- Next, have students work either individually or in small groups to identify the “5-W’s” in the text of the carousel’s marker. They should write their answers in Part II of **Student Resource Sheet 3a** and then share their answers with the class. (*Possible answers are on **Teacher Resource Sheet 3c***).

**Assessment:**

Distribute **Student Resource Sheet 4: Creating a Historical Marker for Druid Hill Park** or **Student Resource Sheet 5: Creating a Historical Marker for Metropolitan Methodist Church**. (Note: Creating a historical marker with the reading assignment on **Student Resource Sheet 5** is more challenging than on **Student Resource Sheet 4**; teachers should distribute whichever sheet they feel best suits their students’ abilities.)

**Explain:**

- These sheets contain additional excerpts from *Round and Round Together*. This book not only tells about Gwynn Oak Park and the merry-go-round but also shows how they fit into the history of the wider civil rights movement. The excerpt on **Student Resource Sheet 4** comes from a chapter that tells about civil rights protests at tennis courts in Baltimore during the 1940s. The excerpt on **Student Resource Sheet 5** comes from a chapter that discusses the July 4, 1963 demonstration at Gwynn Oak Amusement Park.
- Pretend that you’ve been asked to create a historical marker for those Baltimore tennis courts or for Metropolitan Methodist Church.
- First, read the excerpt and use its information to create a historical marker, as is explained in the directions on the Student Resource Sheet.
- Be sure to include the “Five Ws” in the text of your marker.
- Historical markers are generally fairly short. Try to keep your marker’s text from 150 to 200 words, while also including the main points of importance.

- Sometimes historical markers contain artwork, to make them catch the attention of passersby. After writing your text, draw a picture of how you would design your marker and what artwork you might add to the text to make it more of an attention-getter.

### ***Closure:***

Have students present their historical marker texts and designs to the class, either visually or orally. Provide an opportunity for students to critique each others' markers by using constructive criticism based on information learned in this lesson.

Ask:

- Do you think the tennis courts at Druid Hill Park could be considered a symbol? If so, explain. (*Note that there is already a historical marker at Druid Hill Park about the tennis protest, but it doesn't tell what happened—it just lists the names of the people who took part in the 1948 protest. The students' markers would probably make a helpful addition to the park.*)
- Do you think Metropolitan Methodist Church could be considered a symbol in terms of the role it played in the Gwynn Oak story? If so, explain. What other symbolic meaning does this church hold for people in the community?

### ***Lesson Extensions:***

- Visit the Reginald F. Lewis Museum of African American History and Culture. Ask students to bring notebooks in order to take notes about people, places, or events mentioned in the exhibits that would make good subjects for a historical marker. When students return to school, have them write a historical marker for one of the people, places, or events that they learned about in the museum. It's all right if a building they choose to write about doesn't exist anymore. They could pretend that their marker would be put at the place where the building used to be. Topics they may learn about at the museum that would make good subjects for historical markers include: *Carr's Beach, Highland Beach, Maynard Burgess House, Douglass High School, Brownsville School, Arena Players, Pennsylvania Avenue, the Chicken Shack, Goldfield Hotel, Coulbourne and Jewett packing house, and the Statue of Freedom.* Students might also choose to write historical markers on some of the people they learn about in the museum—they could

pretend that they would place the marker at the person's birthplace. Students could also do more research online on the topic of their historical marker. When they present their markers to the class, encourage them to discuss whether the topics of their historical markers could be considered as symbols. If so, of what?

- When visiting the Reginald F. Lewis Museum of African American History and Culture, point out the historical marker that is in front of the museum, titled: "Baltimore Slave Trade." Encourage students to be ready to discuss it when they return to class. Students will discuss the value, impact, and symbolism of this historical marker.
- Have students write historical markers for other historical places and events they have already learned about earlier in class or will learn about in future units.
- Students could read additional chapters of *Round and Round Together* to learn more about the protests at the park (Chapters 4, 8, 9, 10, and 11), about the negotiations that led to the 1963 victory (Chapter 12), about Gwynn Oak's first day without segregation (Chapter 13), and about the park and merry-go-round after segregation (Chapter 14). Other chapters in the book describe the wider civil rights movement (Chapters 2, 3, 5, 6, and 7). Students who read an extra chapter could report on the chapter to the rest of the class. For discussion topics and project ideas for additional chapters of *Round and Round Together*, download "Teaching Ideas for *Round and Round Together*," the book's free Teaching Guide (See Resources).
- Students could do research online about historical markers located elsewhere in Maryland or in other states. (See Resources for Web site of two online databases about historical markers: "The Historical Marker Database," a searchable database for historical markers around the country; "Maryland's Roadside Historical Markers," a database of markers in Maryland.

# Teacher Resource Sheet 1

## Symbols

A symbol represents or stands for something else; an object that represents or can be a reminder of an idea or a feeling.



Photo of Statue of Liberty, courtesy of the National Park Service.  
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## Teacher Resource Sheet 1a

### Answers to Student Resource Sheet 1

1. Which of these symbols are like signs, primarily providing specific information? List them below and write next to each the information they convey.

- **Dollar sign:** that something is a dollar
- **Thumbs up sign:** approval
- **No-smoking sign:** smoking not allowed
- **Peace sign:** a desire for peace, anti-war

2. Which of these symbols provide information but can also inspire strong feelings in people? List them below and write next to each the kinds of feelings they might convey.

- **Thumbs up sign:** positive feeling
- **No-smoking sign:** relief (for nonsmokers), irritation (for smokers)
- **Peace sign:** positive feelings for those who are anti-war; negative feelings for those who feel the symbol implies a criticism of the military or the government
- **Flag:** pride, freedom, hope, power; in some countries that are in conflict with the U.S., it may provoke angry feelings
- **Statue of Liberty:** pride, hope, freedom

## Teacher Resource Sheet 1b

### Symbols with Maryland Roots

A symbol represents or stands for something else; an object that represents or can be a reminder of an idea or a feeling.



Photos were taken by Amy Nathan

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## Teacher Resource Sheet 1c

### Narration Text from the *Round and Round Together* YouTube Trailer

<http://www.youtube.com/watch?v=-LovkKTVfNc>

August 28, 1963, was an important day in United States history, the day of the March on Washington for Jobs and Freedom, the day hundreds of thousands of people gathered in Washington D.C. for this largest of all civil rights demonstrations to call for an end to racial segregation and to hear Rev. Dr. Martin Luther King, Jr.

He spoke of his dream that one day African American children would no longer be treated unfairly because of the color of their skin, that one day all kids—white and black—would treat each other as sisters & brothers. It was an historic day.

That very same day, on a merry-go-round about an hour's drive away a history-making example of the harmony Dr. King sought was taking place at a small amusement park on the outskirts of Baltimore, Maryland. On that warm August day, 11-month-old Sharon Langley became the first African American child to go on a ride at that amusement park, on the first day it finally dropped segregation, after nearly a decade of bitter protests.

The book *Round and Round Together* weaves the story of the struggle to end discrimination at that amusement park into the story of the civil rights movement as a whole, giving an overview of the protests around the country that led to the monumental March on Washington. *Round and Round Together* also describes how the same merry-go-round that Sharon Langley rode in August 1963 made its way nearly 20 years later to the National Mall in Washington, D.C., where it still is today, sitting in front of the Smithsonian's Arts & Industries Building, not far from where Dr. King gave his "I Have a Dream" speech.

Renamed the Carousel on the Mall, this merry-go-round provides an example of Dr. King's dream brought to life, as big kids, little kids, young kids, old kids — kids of all races and religions—circle round and round, having fun together. *Round and Round Together* tells the story of this merry-go-round and its place in civil rights history.

## Teacher Resource Sheet 1d

### Answers to Questions on Student Resource Sheet 1b

1. What happened on August 28, 1963 in Washington, D.C.?  
*March on Washington for Jobs and Freedom, Dr. King gave “I Have a Dream Speech”*
2. On August 28, 1963, where was the merry-go-round?  
*An amusement park on the outskirts of Baltimore, Maryland*
3. Who was Sharon Langley and what did she do on August 28, 1963?  
*An 11-month-old girl who took a merry-go-round ride at the amusement park on August 28, 1963, the first African American child to go on a ride there that day*
4. Today, where is the merry-go-round? *National Mall, Washington*
5. The narrator in the video expresses an opinion about what the merry-go-round provides an example of — or is a symbol of. What does the narrator feel the merry-go-round represents?  
*An example of Dr. King’s dream brought to life, with kids from different backgrounds and races having fun together*
6. Would you now add any words to those you listed on Student Resource Sheet 1 for the merry-go-round— words that express the kinds of feelings it now brings to mind? If so, please list the words here and also add them to Student Resource Sheet 1.  
*Answers will vary.*
7. The video doesn’t provide an answer to this question, but look again at the photo of the playground on Student Resource Sheet 1. Try to predict: What do you think this playground has to do with the story told in the video?  
*Note: Answers will vary. Some may suggest the correct answer—that this is where the amusement park mentioned in the video used to be. The name of that amusement park was Gwynn Oak Amusement Park.*

## Teacher Resource Sheet 2

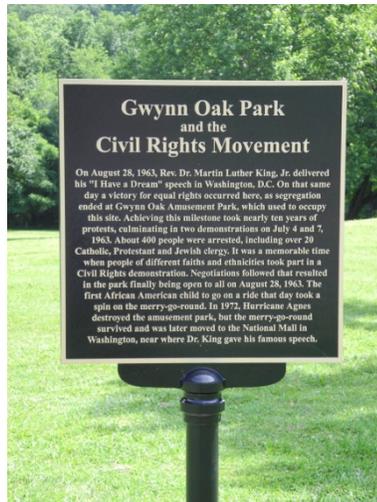
### Answers to Questions on Student Resource Sheet 2

1. What is the Smithsonian Institution in Washington, D.C.?  
*c) a museum complex*
2. On what day were African American families first allowed to go to Gwynn Oak Amusement Park without fear of being arrested?  
*d) August 28, 1963*
3. Who was the first African American child to go on a ride at Gwynn Oak Amusement Park on its first day without segregation?  
*b) Sharon Langley*
- 4) On what day did Rev. Dr. Martin Luther King, Jr., give his “I Have a Dream” speech in Washington?  
*d) August 28, 1963*
- 5) For how many years had protesters demonstrated at Gwynn Oak Amusement Park to try to end segregation there?  
*b) nearly ten years*
- 6) What caused Gwynn Oak Amusement Park to close permanently?  
*b) a hurricane*
- 7) According to this chapter, what did some people who were interested in civil rights in Baltimore in 1963 think that Gwynn Oak Amusement Park symbolized?  
*Possible answers: The evils of segregation, the whole system of segregation, or the mountaintop of Baltimore civil rights demonstrations*
- 8) What does the author of this chapter think that the merry-go-round that’s now on the National Mall in Washington symbolizes?  
*Possible answers: A symbol of the harmony between people of different races that Dr. King spoke about, a symbol of the struggle to end segregation, hope for a trouble world*

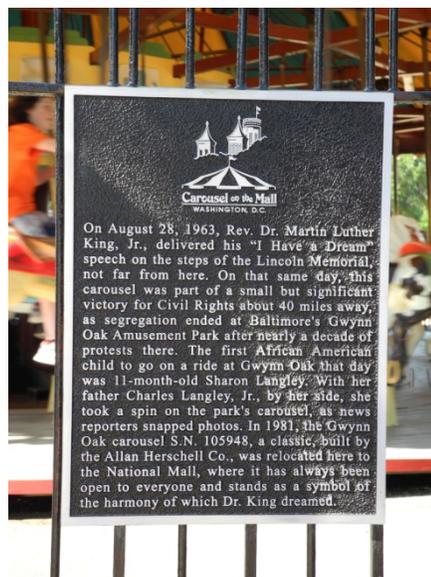
## Teacher Resource Sheet 3

### Historical Markers

**A historical marker is a sign or plaque in a public place that honors a person, place or event of historical interest by noting briefly the historic significance of the person, place, or event.**



**Historical marker at Gwynn Oak Park**



**Historical marker at the merry-go-round (carousel) on the National Mall**

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## **Teacher Resource Sheet 3a**

### **Text of Historical Markers**

#### **Gwynn Oak Park and the Civil Rights Movement**

On August 28, 1963, Rev. Dr. Martin Luther King, Jr., delivered his “I Have a Dream” speech in Washington, D.C. On that same day a victory for equal rights occurred here, as segregation ended at Gwynn Oak Park, which used to occupy this site. Achieving this milestone took nearly ten years of protests, culminating in two demonstrations on July 4 and 7, 1963. About 400 people were arrested, including over 20 Catholic, Protestant and Jewish clergy. It was a memorable time when people of different faiths and ethnicities took part in a Civil Rights demonstration. Negotiations followed that resulted in the park finally being open to all on August 28, 1963. The first African American child to go on a ride that day took a spin on the merry-go-round. In 1972, Hurricane Agnes destroyed the amusement park, but the merry-go-round survived and was later moved to the National Mall in Washington, near where Dr. King gave his famous speech.

#### **Carousel on the Mall Washington, D.C.**

On August 28, 1963, Rev. Dr. Martin Luther King, Jr., delivered his “I Have a Dream” speech on the steps of the Lincoln Memorial, not far from here. On that same day, this carousel was part of a small but significant victory for Civil Rights about 40 miles away – as segregation ended in Baltimore’s Gwynn Oak Amusement Park after nearly a decade of protests there. The first African American child to go on a ride at Gwynn Oak that day was 11-month-old Sharon Langley. With her father Charles Langley, Jr., by her side, she took a spin on the park’s carousel, as news reporters snapped photos. In 1981, the Gwynn Oak carousel S.N. 105948, a classic built by the Allan Herschel Co., was relocated here to the National Mall, where it has always been open to everyone and stands as a symbol of the harmony of which Dr. King dreamed.

## Teacher Resource Sheet 3b

### The “5-W’s” of Historical Markers

1. **WHO** is the *main* focus of the historical marker? (*a person, place, or object*)

2. **WHAT** is the *main or most important* thing that happened to the person, place or object that’s the main focus of the historical marker? (*Sometimes there may be more than one main event.*)

3. **WHERE** did the event take place?

4. **WHEN** did the event take place?

5. **WHY** is that event important?

## Teacher Resource Sheet 3c

### Answers to Questions on Student Resource Sheet 3a

#### **For the Historical Marker: “Gwynn Oak Park and the Civil Rights Movement”**

1. **WHO?** *Either: Gwynn Oak Amusement Park or Gwynn Oak Park*

2. **WHAT?**

*Either: The end of segregation at Gwynn Oak Park—or the protests and negotiations that led to the end of segregation at Gwynn Oak Park—or Sharon Langley riding the merry-go-round at Gwynn Oak on the first day the park was open to all*

3. **WHERE?** *Gwynn Oak Park*

4. **WHEN?**

*Either: August 28, 1963—for the end of segregation at Gwynn Oak and Sharon Langley’s ride—or the summer of 1963 (July and August) for the protests, negotiations and first day without segregation*

5. **WHY** is that event important?

*Either: It was a civil rights milestone—or it was a memorable time when people of different faiths and ethnicities took part in a civil rights demonstration*

#### **For the Historical Marker: “Carousel on the Mall”**

1. **WHO?** *The carousel (or merry-go-round) on the National Mall*

2. **WHAT?** *Sharon Langley took a ride on the carousel on the first day the amusement park where it used to be located ended segregation*

3. **WHERE?** *Gwynn Oak Amusement Park*

4. **WHEN?** *August 28, 1963*

5. **WHY** is that event important?

*She took her ride on the same day as a big event in the civil rights movement, the day Dr. King delivered his “I Have a Dream Speech.” It was also the day that the amusement park dropped segregation, letting the carousel ride seem like a symbol of the harmony that Dr. King spoke about.*

# Student Resource Sheet 1

## Symbols

**Symbol: a thing that represents or stands for something else; an object that represents or can be a reminder of an idea or a feeling**



1. Which of these symbols are like signs, primarily providing specific information? List them below and write next to each the information they convey.

2. Which of these symbols provide information but can also inspire strong feelings in people? List them below and write next to each the kinds of feelings they might convey.

Photo of Statue of Liberty, courtesy of the National Park Service. Other photos were taken by Amy Nathan and are used with permission. Permission on file at MSDE.

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# Student Resource Sheet 1a

## Symbols with Maryland Roots

**A symbol represents or stands for something else; an object that represents or can be a reminder of an idea or a feeling.**

**Directions:**

*Places can be symbols too—or reminders of experiences and events that bring to mind ideas and feelings. Next to each picture, write a few words that express the kinds of feelings a playground and merry-go-round bring to mind for you.*



Photos were taken by Amy Nathan

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## Student Resource Sheet 1b

### Watching the Trailer for *Round and Round Together*

<http://www.youtube.com/watch?v=-LovkKTVfNc>

**Vocabulary:** Segregation, discrimination, carousel, National Mall, Smithsonian

#### **Directions:**

*While watching the video, keep these questions in mind and be ready to answer them after the video ends.*

1. What happened on August 28, 1963 in Washington, D.C.?
2. On August 28, 1963, where was the merry-go-round?
3. Who was Sharon Langley and what did she do on August 28, 1963?
4. Today, where is the merry-go-round?
5. The narrator expresses an opinion about what the merry-go-round provides an example of — or symbolizes. What does the narrator feel the merry-go-round represents?
6. Would you now add any words to those you listed on Student Resource Sheet 1 for the merry-go-round— words that express the kinds of feelings it now brings to mind? If so, please list the words here and also add them to Student Resource Sheet 1.
7. The video doesn't provide an answer to this question, but look again at the photo of the playground on Student Resource Sheet 1. Try to predict: What do you think this playground has to do with the story told in the video?

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## Student Resource Sheet 2

### Questions for Excerpts from *Round and Round Together*

**Vocabulary:** museum complex, dappled, turmoil, riot, Emancipation Proclamation, integrate, concession stand, concessionaire

**Directions:**

*After reading the excerpts from Chapter 1 of Round and Round Together on Student Resource Sheets 2 a, b, and c, answer the following questions.*

1. What is the Smithsonian Institution in Washington, D.C.?  
a) a mall      b) a park      c) a museum complex      d) a hospital
  
2. On what day were African American families first allowed to go to Gwynn Oak Amusement Park without fear of being arrested?  
a) July 4, 1963    b) July 4, 1960    c) August 28, 1981    d) August 28, 1963
  
3. Who was the first African American child to go on a ride at Gwynn Oak Amusement Park on its first day without segregation?  
a) Mary Welcome    b) Sharon Langley    c) Marie Williams    d) Charles Mason
  
- 4) On what day did Rev. Dr. Martin Luther King, Jr., give his “I Have a Dream” speech in Washington?  
a) July 4, 1963    b) July 4, 1960    c) August 28, 1981    d) August 28, 1963
  
- 5) How many years had protesters demonstrated at Gwynn Oak Amusement Park to try to end segregation there?  
a) more than 60 years    b) nearly ten years    c) one year    d) 19 years
  
- 6) What caused Gwynn Oak Amusement Park to close permanently?  
a) segregation      b) a hurricane      c) a blizzard    d) a battle
  
- 7) According to this chapter, what did some people who were interested in civil rights in Baltimore in 1963 think that Gwynn Oak Amusement Park symbolized?
  
- 8) What does the author of this chapter think that the merry-go-round that’s now on the National Mall in Washington symbolizes?

**Student Resource Sheet 2a**  
**Page 1 of excerpts from the book:**  
**ROUND AND ROUND TOGETHER**  
**Taking a Merry-Go-Round Ride into the Civil Rights Movement**  
by Amy Nathan

Published by Paul Dry Books / 2011

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**Chapter 1: A SPECIAL RIDE**

A highlight of many visits to the National Mall in Washington, D.C., is having a chance to climb aboard a classic, old-time merry-go-round. . . . In addition to being a beauty, this merry-go-round is part of history—not just because it’s more than sixty years old and sits in front of the headquarters of the Smithsonian Institution, the world’s largest museum complex.

This merry-go-round gained its spot in history because of a little girl in a pink dress and the ride she took on one of its dappled horses on August 28, 1963. On that hot summer day, the merry-go-round had not yet taken up its position on the National Mall. It was still part of Gwynn Oak Amusement Park, located about forty miles away on the outskirts of Baltimore, Maryland.

Sharon Langley, the history-making young rider, was a month shy of her first birthday when her parents took her to Gwynn Oak Park that Wednesday. Newspaper reporters swarmed around the family, asking questions and snapping photos of Sharon’s historic ride. The next day, newspapers in several cities across the nation reported on her amusement park visit.

What was so history-making about a little girl riding a merry-go-round? The fact that she and her family were able to enter the park at all, without being harassed, beaten, or arrested. For nearly seventy years, Gwynn Oak’s owners had kept African American families like the Langleys out of the park. Black youngsters weren’t allowed to ride on the merry-go-round or on any of the park’s other attractions. A whites-only policy of racial segregation had been the rule.

On August 28, 1963, the park finally changed its rules, as a result of nearly ten years of protests. For the first time, African Americans were able to enter the park and buy tickets, just like everyone else.

Sharon Langley was the first black child to go on a ride there that day. Her father stood next to her, keeping a firm grip on his young daughter so she wouldn’t slip out of the saddle. On either side of Sharon was a white youngster. As the merry-go-round’s creaky wooden platform picked up speed, skin tones blended in a blur of happy faces. A gentle breeze fluttered the frilly collar on Sharon’s dress.

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## Student Resource Sheet 2b

### Page 2 of excerpts from the book: **ROUND AND ROUND TOGETHER**

Three kids—one black and two white—each perched on a beautiful horse, were sitting side by side, going up and down, round and round, having fun together.

It's a scene that would have brought a smile to the face of a man who was busy that day making history himself about an hour's drive away in Washington, D.C.—the Rev. Dr. Martin Luther King, Jr. This was the day Dr. King gave his famous “I Have a Dream” speech in front of hundreds of thousands of people gathered near the National Mall for the March on Washington for Jobs and Freedom. Dr. King spoke about his dream that one day African American children would no longer be treated unfairly because of the color of their skin, that all kids—white and black—would treat each other as sisters and brothers.

Sharon Langley's merry-go-round ride gave hope that Dr. King's dream might come true. If kids could learn to have fun together at this park, the scene of turmoil for so many years, then maybe people could learn to get along elsewhere, too.

### **HOPE—AND A WARNING**

There were no riots at Gwynn Oak as Sharon rode on her merry-go-round horse that day, nor were there any in the weeks to come. Letting reality live up to the ideals set forth in the Declaration of Independence turned out not to be impossible or as scary as some had feared. One hundred years after the Emancipation Proclamation ended slavery during the Civil War, the country was beginning to fulfill the promise of freedom for all.

However, that little girl's merry-go-round ride also warned that making Dr. King's dream come true everywhere would be difficult indeed. Changing just this one amusement park took nearly ten years of protests. Summer after summer, from 1955 to 1963, protestors tried to end segregation there. They walked picket lines, carried signs, wrote letters, tried to reason with the park's owners, and sometimes were assaulted and arrested.

The citizens—both black and white—who demonstrated at Gwynn Oak during those years included college students, teachers, professors, social workers, housewives, union members, lawyers, religious leaders, community organizers, journalists, teenagers, elementary school kids, and even some politicians. One family that played a key role traced its ancestry back to both an African chief and a slave-owning signer of the Declaration of Independence. These varied participants showed that it takes more than a famous leader to make history and bring about change.

## Student Resource Sheet 2c

### Page 3 of excerpts from the book: **ROUND AND ROUND TOGETHER**

Also essential are many so-called “ordinary” people, who prove by their courage and commitment that they’re not ordinary after all. These dedicated individuals were determined to keep protesting until every child had the right to ride that beautiful merry-go-round—even though it took nearly a decade. . . .

#### **“IT WAS SYMBOLIC”**

It may seem puzzling that so many people spent so much time and energy trying to open up an amusement park when there were more serious problems of discrimination in the areas of education, jobs, and housing. Baltimore activists were working hard on those issues, too. But a park that kept toddlers from riding a merry-go-round just because of skin tone seemed so obviously unfair that it stood out as a symbol of a whole system of discrimination that needed to change. “Gwynn Oak was the mountaintop of the Baltimore civil rights demonstrations,” said Judge Robert Watts. This Morgan graduate was a young lawyer in 1963, offering his services for free to hundreds of protestors arrested in the final demonstrations that ended segregation at Gwynn Oak.

“It was symbolic, as so many things were,” explained Robert Bell, who became chief judge of the Maryland Court of Appeals in 1996. He was arrested as a teenager in 1960 for trying to integrate a Baltimore restaurant. “Who cares whether you could go, other than the fact that you can. It’s symbolic. You choose your battles and go with those things that have the least reason to be challenged. If you can get those out of the way, then you can move more easily to go after the bigger things.”

Gwynn Oak had a special importance to Baltimore activists because neighborhoods near the park were becoming increasingly African American. “A lot of the kids who lived in that area wanted to know why they couldn’t go there,” said Marie Williams, who, as a 20-year-old, helped sign up demonstrators for the 1963 protests. “I didn’t care that I couldn’t go to Gwynn Oak, because I wasn’t an amusement park person. I didn’t like being way up in the air and being dropped down. I picketed and did all this for someone else, later on down the years.

“I’m not sure that it was not being able to go to an amusement park that was so offensive as not having the right to go if I wanted to,” added Mary Sue Welcome, a 19-year-old Gwynn Oak protestor in 1963. By 2010, she had become one of Maryland’s assistant attorneys general. “I was doing my part, trying to make things better in my little corner of the world.”

## Student Resource Sheet 2d

Page 4 of excerpts from the book: **ROUND AND ROUND TOGETHER**

### LIVING HISTORY

The Gwynn Oak victory was just one among many in the long struggle to end segregation. However, it left behind a concrete symbol that can remind people of the many small steps that had to be taken in order to create a more just society: the merry-go-round ridden by an African American youngster on August 28, 1963.

This merry-go-round made its way to the National Mall because of a hurricane that damaged Gwynn Oak Amusement Park so severely that the park closed permanently. However, the merry-go-round weathered the storm. A company that runs concession stands at the Smithsonian bought it. In 1981, it moved to Washington's National Mall to a prime spot right in front of the Smithsonian's Arts and Industries Building.

Renamed the Carousel on the Mall, it has given rides for decades to thousands of kids—and grown-ups, too—who visit Washington, people of all races, religions, and nationalities. A short stroll away is the Lincoln Memorial, on whose steps Dr. King stood in August 1963 to deliver his famous speech.

The Smithsonian concessionaire didn't choose Gwynn Oak's merry-go-round because of its role in the civil rights movement. He chose it because it was a large, sturdy example of a classic carousel (the French name for a merry-go-round). But knowing about the merry-go-round's history adds a special meaning to climbing onboard. Riding round and round on it can serve as a reminder of a little girl's 1963 ride, which offered a sweetly hope-filled promise of Dr. King's dream brought to life, a symbol of the harmony he sought.

## **Student Resource Sheet 3**

### **Text of Historical Markers**

#### **Gwynn Oak Park and the Civil Rights Movement**

On August 28, 1963, Rev. Dr. Martin Luther King, Jr., delivered his “I Have a Dream” speech in Washington, D.C. On that same day a victory for equal rights occurred here, as segregation ended at Gwynn Oak Park, which used to occupy this site. Achieving this milestone took nearly ten years of protests, culminating in two demonstrations on July 4 and 7, 1963. About 400 people were arrested, including over 20 Catholic, Protestant and Jewish clergy. It was a memorable time when people of different faiths and ethnicities took part in a Civil Rights demonstration. Negotiations followed that resulted in the park finally being open to all on August 28, 1963. The first African American child to go on a ride that day took a spin on the merry-go-round. In 1972, Hurricane Agnes destroyed the amusement park, but the merry-go-round survived and was later moved to the National Mall in Washington, near where Dr. King gave his famous speech.

#### **Carousel on the Mall Washington, D.C.**

On August 28, 1963, Rev. Dr. Martin Luther King, Jr., delivered his “I Have a Dream” speech on the steps of the Lincoln Memorial, not far from here. On that same day, this carousel was part of a small but significant victory for Civil Rights about 40 miles away – as segregation ended in Baltimore’s Gwynn Oak Amusement Park after nearly a decade of protests there. The first African American child to go on a ride at Gwynn Oak that day was 11-month-old Sharon Langley. With her father Charles Langley, Jr., by her side, she took a spin on the park’s carousel, as news reporters snapped photos. In 1981, the Gwynn Oak carousel S.N. 105948, a classic built by the Allan Herschell Co., was relocated here to the National Mall, where it has always been open to everyone and stands as symbol of the harmony of which Dr. King dreamed.

## Student Resource Sheet 3a

### Finding the “Five W’s” in Historical Markers

**Directions:**

**Part I:** Read the text of the Gwynn Oak Park marker. Then write down below what you think are the “Five Ws” of the marker’s text.

1. **WHO** is the main focus of the historical marker? (a person, place, or object)

2. **WHAT** is the *main or most important* thing that happened to the person, place or object that’s the main focus of the historical marker? (Sometimes there may be more than one main event.)

3. **WHERE** did the event take place?

4. **WHEN** did the event take place?

5. **WHY** is that event important?

**Directions:**

**Part II:** Read the text of the carousel marker. Then write down below what you think are the “Five Ws” of the marker’s text.

1. **WHO** is the main focus of the historical marker? (a person, place, or object)

**2. WHAT** is the *main or most important* thing that happened to the person, place or object that's the main focus of the historical marker?  
(*Sometimes there may be more than one main event.*)

**3. WHERE** did the event take place?

**4. WHEN** did the event take place?

**5. WHY** is that event important?

## Student Resource Sheet 4

### Creating a Historical Marker for Druid Hill Park

#### **Directions:**

*Read this excerpt from page 34 of Round and Round Together. Then write the text for a historical marker that could be placed near the tennis courts at Baltimore's Druid Hill Park to tell about what happened there in 1948. Sometimes, historical markers have artwork. Draw a design for how you would like your historical marker to look.*

“Baltimore’s Druid Hill Park used to have separate swimming pools and tennis courts for blacks and whites. To protest this, some young people organized an interracial tennis tournament at the park on July 11, 1948. A white teenager, Mitzi Freistat Swan, got a permit from the park office to hold the tournament on the whites-only tennis court. As soon as she and a black teen, Mary Coffee, walked onto the court, police arrested them and about twenty others. Their protest didn’t end Jim Crow, but it highlighted the unfairness of segregation. Seven years later, the U.S. Supreme Court ended segregation at Baltimore’s *public* parks, in a case argued by Juanita Jackson Mitchell. It would be nearly ten more years after that victory, however, before Jim Crow was booted out of the area’s most popular *private* park, Gwynn Oak.”

From page 34 of *Round and Round Together* by Amy Nathan.

## Student Resource Sheet 5

### Creating Historical Marker for Metropolitan Methodist Church

**Directions:**

*Read this excerpt from pages 155-7 of Round and Round Together. Write the text for a historical marker that could be placed near Baltimore's Metropolitan Methodist Church to tell what happened there on July 4, 1963. Sometimes, historical markers have artwork. Draw a design for how you would like your historical marker to look.*

“The churches in this country have for a long time been saying a great deal about discrimination,” said Rev. Dr. Eugene Carson Blake, a white Presbyterian minister speaking to the huge crowd gathered at the pre-demonstration rally on Thursday morning, July 4, 1963. “Almost all the churches have made the right statements, but we can no longer let the burden of winning freedom for the Negro or any other oppressed people be the burden of the oppressed people themselves.” With those rousing words, Dr. Blake, national head of the United Presbyterian Church, set the tone for the day’s Operation Gwynn Oak.

More than 300 people showed up that morning for the rally at Metropolitan Methodist Church in an African American neighborhood in West Baltimore. Four buses had brought about 200 demonstrators from New York City. Another busload of protestors rolled in from Philadelphia. Others came from Washington, D.C., and as far away as New Haven, Connecticut, to join Baltimoreans in taking a firm stand against Jim Crow at Gwynn Oak Amusement Park.

To the delight of Baltimore CORE members, more than two dozen clergymen were there, some from Baltimore as well as several prominent national religious leaders. Dr. Blake, who came from New York City to join the protest, was the most famous of the out-of-towners and was responsible for many of the other clergy being there. He had introduced the resolution at the June meeting of the National Council of Churches that persuaded council members to begin taking part in civil rights demonstrations. A local TV station recorded the meeting at the church. Also on the scene were reporters from

Baltimore newspapers as well as some from out-of-town papers, such as the *New York Times* and *Washington Post*.

So far, all was going as planned. Simply having famous pastors there would make this demonstration different from earlier Gwynn Oak protests. In addition, most of the faces in the crowd were white, another new development for civil rights protests. A big white turnout would lead to more news stories and undercut the claim by Gwynn Oak's owners that whites and blacks were "not ready" to do things together.

Among the white participants were Lois B. Feinblatt and other members of the civil rights committee at her temple, Baltimore Hebrew Congregation. "Our rabbi, Morris Lieberman, was very active in civil rights, and he encouraged members of the congregation to go," said Ms. Feinblatt. "He was a fabulous religious leader who inspired people to get out there and do something, to put Jewish principles into action." Members of three other local Jewish congregations were also there with their rabbis.

After arriving at the church, protestors went to the basement for a workshop on protest techniques. Leo Burroughs, Jr., a 21-year-old CORE volunteer, worked with Dr. Blake to show how to fend off an attack. Then demonstrators crowded into the sanctuary where they got in the mood for the day's events by singing the unofficial anthem of the civil rights movement, "We Shall Overcome." Next, several religious leaders spoke to the crowd. Dr. Blake explained that he had come to support black preachers who had "been carrying the burden of active demonstrations."

Baltimore's Rev. Marion C. Bascom also spoke from the pulpit that day. Earlier in the year, this African American minister had urged CIG college students to risk arrest during their movie theater protest. At that time he wasn't ready to be arrested himself. Now he was, as he explained to the cheering Fourth of July protestors: "I am the one who said all along I will not go to jail, but I will help others who go. But this morning I said to myself I have nothing to lose but my chains. So if I do not preach at my pulpit Sunday morning, it might be the most eloquent sermon I ever preached."

From pages 155-7 of *Round and Round Together* by Amy Nathan.

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