

Name \_\_\_\_\_ Class \_\_\_\_\_

### *Who Is Guilty for the Harms of Slavery and Segregation?*

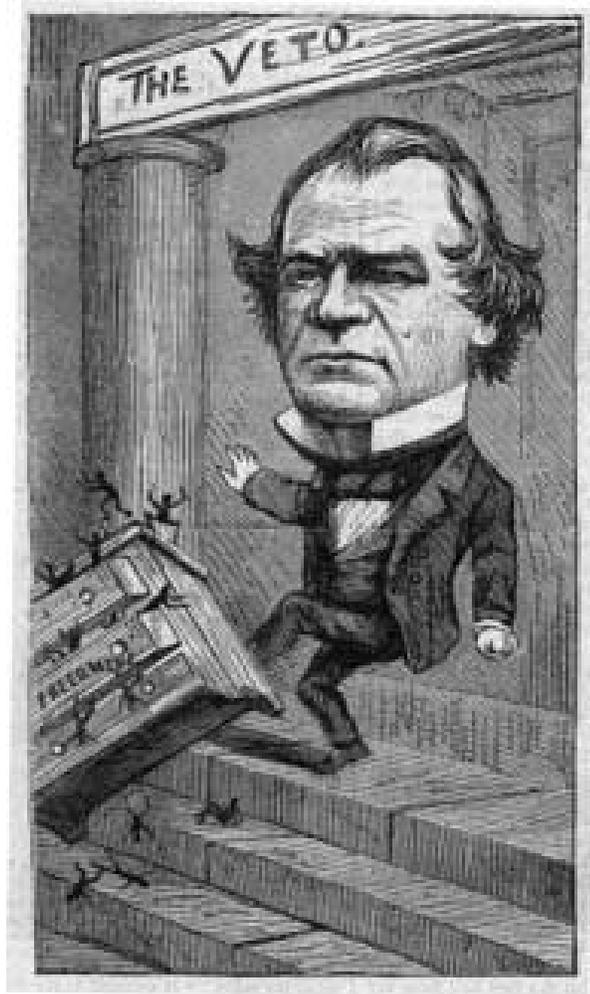
*The islands from Charleston, south, the abandoned rice fields along the rivers for thirty miles back from the sea, and the country bordering the St. Johns river, Florida, are reserved and set apart for the settlement of the negroes now made free by the acts of war and the proclamation of the President of the United States.*

— Special Field Order No. 15, Major General W. T. Sherman, January 15, 1865

General Sherman, a Union commander in the Civil War, further specified that each family settling the area should have a plot of up to forty acres of land and use of a surplus Army horse or mule (“forty acres and a mule”).

Congress established the Freedmen’s Bureau later in 1865, providing that the Bureau, under direction of the President, had authority to set apart abandoned or confiscated land in the former Confederacy and grant freedmen (former slaves) parcels of up to forty acres.

President Andrew Johnson refused to enforce the provision of the Freedmen’s Bureau legislation providing for grants of land to freedmen. Land that had been confiscated from or abandoned by white Southern landowners during the Civil War was returned to them after they took an oath of future loyalty to the Union or were pardoned by President Johnson.



*Thomas Nast, “Andrew Johnson Kicking Freedmen’s Bureau,” Harper’s Weekly, April 14, 1866, page 232. Reprinted with permission of HarpWeek, LLC*

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**Focus Questions**

- 1.** Until the Civil War, slavery was legally permissible in much of the United States. The United States Supreme Court endorsed segregation laws until 1954. Is it justifiable to declare an individual or a society guilty for committing acts that were sanctioned by the government?
- 2.** The United States has paid reparations to Japanese Americans confined to internment camps during the Second World War. Germany has paid reparations to survivors of the Holocaust. Should the descendants of slaves be paid reparations for the harms suffered by their ancestors? What about black Americans living today who suffered the impact of segregation firsthand? To what extent can monetary reparations compensate for past harm?
- 3.** For some Americans, the phrase “forty acres and a mule” represents a promise broken by the United States government. Others note that General Sherman’s order applied only during wartime and that President Johnson was never legally compelled to grant the land contemplated in the 1865 Freedmen’s Bureau Act. What happens to property confiscated by the winning side in times of war? What do you think should have been done to the land confiscated from individuals who supported the Confederacy in the Civil War?

<http://www.abanet.org/brown/brownvboard.pdf>

**Lesson:** Jim Crow and Segregation (1880s - 1960s)

**Grade Level:** Grade 8

**Objectives:**

- Students will practice understanding and explaining the effect of such literary concepts as symbolism, mood, tone, persuasive techniques, and theme.
- Students will examine various forms of writing such as personal narratives.
- Students will examine the effect of segregation on the lives of African Americans living in North Carolina and elsewhere.

**Materials:**

- Paper/Pencils/Pens
- Material for posters
- Student Handouts
  - Internet Treasure Hunt
  - Narrative Pair Assignment
  - Persuasive Poster Guidelines

**Assessment:**

Poster Rubric

**Internet Treasure Hunt**

1. Have students go to the following web site:

Jim Crow Laws from the national Park Service's martin Luther King Jr. National Historic Site  
[http://www.nps.gov/malu/forteachers/jim\\_crow\\_laws.htm](http://www.nps.gov/malu/forteachers/jim_crow_laws.htm)

2. After reading the Jim Crow laws, select five that you find interesting or especially mean or strange. Write the laws on a separate sheet of paper, skipping at least 3-4 lines after each law.

3. In the space after each law, explain why you selected it.

4. Answer the following questions at the bottom of the piece of paper with the laws written on it:

- a. What do you think it would be like to live under these laws?
- b. Is it hard for you to understand why we would have these laws? Why or why not?
- c. What do you think about these laws? ( For example, are they silly, mean, cruel, or strange?) Explain your answer.

**Personal Narratives from the History of Jim Crow**

1. Choose one narrative to read/listen to.

2. Answer the five Ws and How, listed below.

- a. Who?

- b. What did he or she do?
- c. When did he or she live?
- d. Where did he or she live?
- e. Why did that person do what he/she did?
- f. How did this person live during segregation?

### **Narrative Pair Work**

1. Share with your partner which narrative you chose from the Jim Crow narratives.
2. Read the narrative your partner read.
3. Pick the narrative that you and your partner agree is the most interesting.
4. Then, answer the following questions:
  - a. Using your text, make a list of 4-5 words that you would use to define what a personal narrative is.
  - b. Write a 4-5-sentence summary of your person's life.
  - c. Create a picture to symbolize this person's life.
5. When you complete your response, show your work to your teacher.
6. When your teacher gives you permission, get materials to make a poster with your information about the definition of a personal narrative, your person's life, and their symbol.
7. When you complete a neat, organized poster, prepare to present your poster to the class.

### **Persuasive Poster**

As a concerned member of your community, you have decided to start a poster campaign against segregation in your town. You have decided that your poster will contain the following things:

- A symbol of what it means to be segregated
- A reason or several reasons why segregation is wrong
- An example of a segregation law

Since you have studied persuasive techniques in your English class, you are also going to use one of those techniques to make people change their minds. The only artistic requirements for your poster that you have given yourself and your poster making committee are the following:

- It must be colorful.
- It must catch everyone's attention.
- It must be neat so everyone can read it.

Your posters will be hanging up around town (in this case our hallway at school), so make them neat and well presented.

## Making A Poster: Poster Rubric

Student Name \_\_\_\_\_ Class \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Required Elements</b>	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
<b>Labels</b>	All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Many items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Labels are too small to view OR no important items were labeled.
<b>Graphics - Relevance</b>	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. Some borrowed graphics have a source citation.	All graphics relate to the topic. One or two borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
<b>Grammar</b>	There are no grammatical/mechanical mistakes on the poster.	There are 1-2 grammatical/mechanical mistakes on the poster.	There are 3-4 grammatical/mechanical mistakes on the poster.	There are more than 4 grammatical/mechanical mistakes on the poster.



**Lesson:** Afro-American Council Meeting**Grade level:** Grade 8**Standards:**

US History

Standard 29. Understands the struggle for racial and gender equality and for the extension of civil liberties.

**Objectives:**

- Describe the social, economic and political conditions of African Americans at the turn of the century.
- Trace the chronology of people and events important to African Americans in the era of legal segregation.
- Evaluate primary sources and create a presentation reflective of the African American experience.

**Materials and Preparation:**

1. Photocopy tickets to the three sessions so that each student has a ticket.
  2. Create a Council Packet for each student which contains:
    - a ticket to a specific session
    - a Jigsaw group assignment
    - a [Learning Guide](#)
    - a [Planning Guide](#) for the 1953 African American Council Meeting
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**Procedure:**

*Note:* Before the lesson, divide students into Home and Expert Groups. Students begin in their Home Groups, and return to Home Groups for debriefing. Members of Home Groups should be also be assigned equally to each of the three Expert Groups. Each Expert Group will "attend" a different session of the 1898 Afro-American Council Meeting.

**Introductory Activity:**

1. Divide groups into Home Groups.
2. Tell students that the National Afro-American Council met in Washington, D. C. in 1898, to consider the status of the race at the turn of the century. Using [African American Perspectives: Pamphlets from the Daniel A.P.Murray Collection, 1818-1907](#), students will simulate attendance at this Council meeting. Although this collection does not include the actual speeches made at the meeting, it offers similar voices, ideas, and concerns. Students will "attend" one of the three sessions of the meeting: Segregation & Violence; Solving the Race Problem; or Contributions to the Nation.

1. Students receive packets similar to conference materials they might have received if they had attended this meeting.
  2. As a class, students complete the "K" column of a **K - W - L** chart focusing on their prior knowledge of African-American life experiences at this time.
  3. After completing the chart, the teacher, either on the board or overhead, will help students compile a master list of information the class has already learned about the African-American condition at the turn of the century.
  4. The class will brainstorm additional themes and ideas they need to understand the topic and write these in the "W" column of the **K - W - L**
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### **Activity One - Attend the 1898 National Afro-American Council (1 Day)**

1. Divide students into three **Expert Groups** as noted on the tickets:
    1. [Segregation and Violence](#)
    2. [Solving the Race Problem](#)
    3. [Contributions to the Nation](#)
  2. Have students log on to the lesson (<http://learning.loc.gov/learn/lesson97/crow/crowhome.html>).
  3. From the [Student Activities Guide](#), they may click on their ticket to take them to their session.)
  4. Students should read the documents listed for their session and complete the section of Learning Guide for their session.
  5. Groups reform into Home Groups. Home Groups should have members from each of the Expert Groups. Home Groups discuss observations from the on line study, debriefing each other about the sessions and completing the Learning Guide for all sessions.
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### **1. Activity Two - Research American Memory (1 Day)**

Tell students that they are now going to plan the 1953 National Afro-American Council meeting to consider the status of the race at mid-century. They will research the topic of their 1898 conference session, looking for more recent data on their topic for discussion at the 1953 meeting.

1. Students reform Expert Groups based on their tickets.
2. In their Expert Groups, each student locates two to three items that support the session topic. Resource Guides (one for each Expert Group) provide selected American Memory collections and other resources on the topic to start the research process.

**Student Resource Guides:**

- [Segregation and Violence](#)
  - [Solving the Race Problem](#)
  - [Contributions to the Nation](#)
3. Each Expert Group evaluates resources found by members of the group, selecting 2-3 items that together provide a comprehensive overview of the topic.
  4. Groups complete the [Planning Guide: 1953 Afro-American Council Meeting](#) with resources related to their session, identifying print materials and Internet sites using appropriate citation guidelines. Students should print a copy of the on line resources.
- 

### **Activity Three - Synthesis of Convention (1 Day)**

1. The Expert Groups meet to examine items they've evaluated and selected and plan a short council meeting session related to the group theme.
  2. Groups can develop a storyboard, post items on a school Internet site or print copies for classroom display.
  3. Each group "attends" the other two sessions of the 1953 National Afro-American Council meeting created by the class.
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### **Evaluation and Extension**

The teacher needs to continuously monitor student progress with attention to technical skills, understanding, and focus of the student activity. Various techniques can be incorporated for assessment as the teacher deems necessary.

As students complete each activity, they place their Learning Guides and printed copies of each item in their Council Meeting packet. At the conclusion of the unit, the Council Meeting packet will be collected by the teacher for evaluation as a mini-portfolio of the student's experience throughout the unit.

## Activity 1 - Progress of a People

### Learning Guide: 1898 African American Council Meeting

Student Name:

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#### **Segregation and Violence session:**

**Protection of American Citizens Pamphlet** - "The Black Laws" by Bishop B. W. Arnett

1. What occurred when federal enforcement of the 14th Amendment stopped in 1877?
2. Name three significant accomplishments of Bishop B. W. Arnett.

**Mob-violence and Anarchy, North and South Pamphlet** - "Lynch Laws in Georgia" by Ida B. Wells-Barnett

1. Name three offenses for which African Americans were lynched.
  2. What was the real purpose of the savage demonstrations toward Negroes?
  3. For what is Ida B. Wells best known?
  4. In the photograph of George Meadows, the title given to him, "murderer and rapist," is significant because. . .
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#### **Solving the Race Problem session:**

**Industrial Education Pamphlet** - "Nineteenth Annual Report of the Tuskegee Institute" by Booker T. Washington

1. Why were schools such as Tuskegee Institute significant in advancing the causes of African Americans?
2. What was some of the criticism of the Tuskegee Institute?
3. Why could Booker T. Washington be viewed as a hypocrite?

**Higher Education Pamphlet** - "The Primary Needs of the Negro Race" by Kelly Miller

1. What was meant by "practical education" at the Hampton & Tuskegee Institutes?
  2. What kind of education did the Niagara Movement support?
  3. What view of education did Kelly Miller support?
-

**Contributions to the Nation session:**

**[Address to the Country Pamphlet](#)** - "An Address Delivered at the Cotton States Exposition"  
by Booker T. Washington

1. Was Booker T. Washington's speech received better by whites or blacks?
2. When Washington said, "make...both races one.", did he mean integration? Explain.
3. Explain the quote, "The opportunity to earn a dollar in a factory just now is worth infinitely more than the opportunity to spend a dollar in an opera house."
4. Did Washington favor immigrants over freed slaves? Why or why not?

**Resources:**

African American Perspectives

<http://memory.loc.gov/ammem/aap/aaphome.html>

### Activity 3 - Synthesis

#### Planning Guide: 1953 Afro-American Council Meeting

Student Name: \_\_\_\_\_

1897 Conference Session: \_\_\_\_\_

**DIRECTIONS:** Using the Resource Guide for your session, search selected American Memory collections and classroom resources for materials which will help you plan your 1953 Council session. Complete the sheet below to record the three best resources you find. These will be used by other members of your group to create a session for the class Afro-American Council Meeting.

#### Item #1:

Name of resource or Internet site	
Citation or URL	
How is this item related to your session topic?	
Is this a primary or secondary source?	

How can you tell?	
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**Item #2:**

Name of resource or Internet site	
Citation or URL	
How is this item related to your session topic?	
Is this a primary or secondary source?	
How can you tell?	

**Item #3:**

Name of resource or Internet site	
Citation or URL	

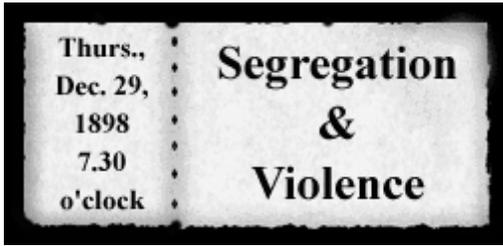
How is this item related to your session topic?	
Is this a primary or secondary source?	
How can you tell?	

**K - W - L**

1. Brainstorm ideas and discuss what you *know* (**K**) about the topic. Put these in the **Know** column.
2. Generate questions you *want* (**W**) answered as you read or investigate a subject. Put these in the **Want to know** column.
3. Record new information you *learn* (**L**). Write new questions that you may have during your research. Put these in the **have Learned** column.

Know	Want to Know	Have learned

### Activity 1 - Progress of a People



*Click on the ticket to attend the session.*

Examine both documents, then answer questions in the Learning Guide below.

- [Protection of American Citizens Pamphlet](#) - "The Black Laws" by Bishop B. W. Arnett
- [Mob-violence and Anarchy, North and South Pamphlet](#) - "Lynch Laws in Georgia" by Ida B. Wells-Barnett

### Learning Guide

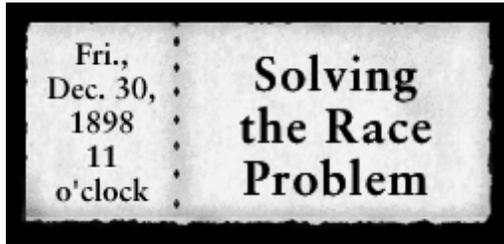
Answer the following questions about the documents above. You may want to examine the full text as well as the excerpt.

#### **Protection of American Citizens Pamphlet - "The Black Laws" by Bishop B. W. Arnett**

1. What occurred when federal enforcement of the 14th Amendment stopped in 1877?
2. Name three significant accomplishments of Bishop B. W. Arnett.

"Full text of "[The Black Laws](#)"

### Activity 1 - Progress of a People



*Click on the ticket to attend your session.*

Examine these two documents, then answer questions in the Learning Guide below.

- [Industrial Education Pamphlet](#) - "Nineteenth Annual Report of the Tuskegee Institute" by Booker T. Washington
- [Higher Education Pamphlet](#) - "The Primary Needs of the Negro Race" by Kelly Miller

### Learning Guide

Answer the following questions about the documents above. You may want to examine the full text as well as the excerpt.

#### **Industrial Education Pamphlet - "Nineteenth Annual Report of the Tuskegee Institute" by Booker T. Washington**

1. Why were schools such as Tuskegee Institute significant in advancing the causes of African Americans?
2. What was some of the criticism of the Tuskegee Institute?
3. Why could Booker T. Washington be viewed as a hypocrite?

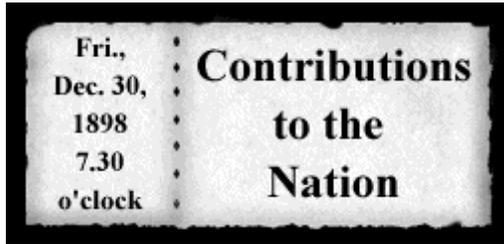
Full text of "[Nineteenth Annual Report of the Tuskegee Institute](#)"

#### **Higher Education Pamphlet - "The Primary Needs of the Negro Race" by Kelly Miller**

1. What was meant by "practical education" at the Hampton & Tuskegee Institutes?
2. What kind of education did the Niagara Movement support?
3. What view of education did Kelley Miller support?

"Full text of "[The Primary Needs of the Negro Race](#)"

### Activity 1 - Progress of a People



*Click on the ticket to attend the session.*

Examine the following document, then answer questions in the Learning Guide below.

- [Address to the Country Pamphlet](#) - "An Address Delivered at the Cotton States Exposition" by Booker T. Washington

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### Learning Guide

Answer the following questions about the document above. You may want to examine the full text as well as the excerpt.

#### **Address to the Country Pamphlet - "An Address Delivered at the Cotton States Exposition" by Booker T. Washington**

1. Was Booker T. Washington's speech better received by whites or blacks?
2. When Washington said "make...both races one," did he mean integration? Explain.
3. Explain the quote, "The opportunity to earn a dollar in a factory just now is worth infinitely more than the opportunity to spend a dollar in an opera house."
4. Did Booker T. Washington favor immigrants over freed slaves? Why or why not?

Full text of "[An Address Delivered at the Cotton States Exposition](#)"



### From Jim Crow To Linda Brown:

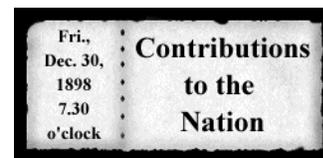
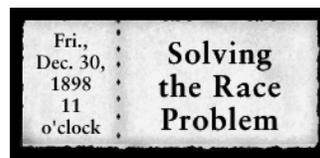
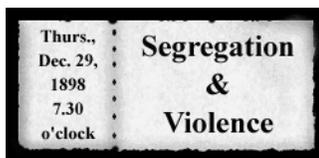
## A Retrospective of the African-American Experience from 1897 to 1953

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### Student Activities Guide

#### Activity 1- Progress of A People

In 1898 the National Afro-American Council met in Washington, D. C. to consider the status of their race at the turn of the century. Using *African American Perspectives: Pamphlets from the Daniel P. Murray Collection, 1818-1907* in American Memory, Library of Congress, you will simulate attendance at this Council meeting. Although this collection does not include the actual speeches made at the meeting, it does offer similar voices, ideas, and concerns. To "attend" one of these three sessions click on the ticket below that matches the one you received in your materials packet.




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#### Activity 2- Research

Now, in 1953, fifty years after the 1898 meeting you attended, you are going to plan a similar meeting of the National Afro-American Council. Your task is to consider the status of the race at mid-century. The American Memory historical collections of the Library of Congress will provide many of the resources needed to help you discuss the same topic of the session you visited in Activity One, Progress of A People.

1. Reform groups based on your tickets. (Your group is the Expert Group on your topic.)
2. Use the Resource Guide for your topic to begin your research.
  - [Segregation and Violence Resource Guide](#)
  - [Solving the Race Problem Resource Guide](#)
  - [Contributions to the Nation Resource Guide](#)

**Activity 3- Synthesis of the 1953 Convention**

1. Meet in your Expert Groups to examine the resources and information each of you located in your research.
2. Next, your Expert Group will evaluate these resources to determine which two or three of them give a good overview of the topic and plan a short meeting session.
3. Use the [Planning Guide: 1953 Afro-American Council Meeting](#) to identify these sources.

## Activity 2 - Research

### Segregation and Violence Resource Guide

#### Searching

Keyword searches should use words that would be found in speeches and written documents. This often includes legal terms and professional names, for example, *suffrage* is used more often than *voting*. Below is a compilation of keywords you may find helpful in searching the American Memory collections and other materials:

- |                 |                     |                      |
|-----------------|---------------------|----------------------|
| • lynching      | • black nationalism | • suffrage           |
| • riots         | • Jim Crow laws     | • segregation        |
| • Red Summer    | • Black Codes       | • Rosewood           |
| • Ku Klux Klan  | • Benjamin O. Davis | • Plessy v. Ferguson |
| • Marcus Garvey | • equality          | • Scottsboro Case    |

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#### Web Sites

##### Library of Congress:

[African American Odyssey](#) contains a wide array of important and rare books, government documents, manuscripts, maps, musical scores, plays, films, and recordings. See the [Special Presentation, African American Odyssey: A Quest for Full Citizenship](#) for information on equal rights from the early national period to the twentieth century.

[African American Perspectives: Pamphlets from the Daniel A. P. Murray Collection, 1818-1907](#) presents a panoramic and eclectic review of African-American history and culture, from the early nineteenth through the early twentieth centuries. Among the authors represented are Frederick Douglass, Booker T. Washington, Ida B. Wells-Barnett, Benjamin W. Arnett, Alexander Crummel, and Emanuel Love. [Progress of a People](#) is a Special Presentation of African American Perspectives, 1818-1907.

[American Life Histories, Manuscripts from the Federal Writers' Project, 1936-1940](#) is a collection of oral history interviews. The interviews describe the informant's family education, income, occupation, political views, religion and mores, medical needs, diet and miscellaneous observations.

[Jackie Robinson and Other Baseball Highlights](#), 1860s-1960s tells the story of Jackie Robinson and baseball in general. The Special Presentation, [Baseball, the Color Line, and Jackie Robinson, 1860s-1960s](#), is a timeline that tells the story of the segregation and later integration of the sport.

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### **Other Resources:**

Hale, Grace. *Making Whiteness: The Culture of Segregation in the South, 1890-1940*. New York: Pantheon Books, 1998.

Kennedy Stetson. *Jim Crow Guide: The Way It Was*. Boca Raton, Gainesville, FL: Florida Atlantic University Press, 1990.

Litwack, Leon F. *Trouble in Mind: Black Southerners in the Age of Jim Crow*. New York: Alfred A. Knopf, 1998

Massey, Douglas S. *American Apartheid: Segregation and the Making of the Underclass*. Cambridge: Harvard University Press, 1993

## Activity 2 - Research

### Solving the Race Problem Resource Guide

#### Searching

Keyword searches should use words that would be found in speeches and written documents. This often includes legal terms and professional names, for example, *suffrage* is used more often than *voting*. Below is a compilation of keywords you may find helpful in searching the American Memory collections and other materials:

- Niagra Movement
- National Association for the Advancement of Colored People (NAACP)
- W.E.B. Du Bois
- Marcus Garvey
- Universal Negro Improvement Association (UNIA)
- Executive Order 9081
- industrial schools
- Tuskegee Airmen
- Great Migration
- Eleanor Roosevelt
- National Negro Business League
- National Urban League

#### Web Sites

##### Library of Congress:

[African American Odyssey](#) contains a wide array of important and rare books, government documents, manuscripts, maps, musical scores, plays, films, and recordings. See the Special Presentation, [African American Odyssey: A Quest for Full Citizenship](#) for information on equal rights from the early national period to the twentieth century. [African American Perspectives: Pamphlets from the Daniel A. P. Murray Collection, 1818-1907](#) presents a panoramic and eclectic review of African-American history and culture, from the early nineteenth through the early twentieth centuries. Among the authors represented are Frederick Douglass, Booker T. Washington, Ida B. Wells-Barnett, Benjamin W. Arnett, Alexander Crummel, and Emanuel Love. [Progress of a People](#) is a Special Presentation of African American Perspectives, 1818-1907.

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[Jackie Robinson and Other Baseball Highlights, 1860s-1960s](#) tells the story of Jackie Robinson and baseball in general. The Special Presentation, [Baseball, the Color Line, and Jackie Robinson, 1860s-1960s](#), is a timeline that tells the story of the segregation and later integration of the sport.

**Other Resources:**

"Afro-Americans and the Evolution of a Living Constitution." *Update on Law Related Education*. American Bar Association, Fall 1988

Finch, Minne. *The NAACP: Its Fight for Justice, Metuchen*. NJ: The Scarecrow Press, 1981.

Smallwood, Arwin D. *The Atlas of African American History and Politics: From Slave Trade to Modern Times*. Boston: McGraw Hill, 1998

Stein, Judith. *The World of Marcus Garvey: Race and Class in Modern Society*. New Orleans, Louisiana State University Press, 1986.

## Activity 2 - Research

### Contributions to the Nation Resource Guide

#### Searching

Keyword searches should use words that would be found in speeches and written documents. This often includes legal terms and professional names, for example, *suffrage* is used more often than *voting*. Below is a compilation of keywords you may find helpful in searching the American Memory collections and other materials.

- Jackie Robinson
- Tuskegee Airmen
- Harlem Renaissance
- Langston Hughes
- Zora Neale Hurston
- Joe Louis
- Louis Armstrong
- Ella Fitzgerald
- George Washington Carver
- Buffalo Soldiers (also see 9th and 10th Calvary)
- Benjamin O. Davis
- Mary McLeod Bethune
- Matthew Perry

#### Web Sites

##### Library of Congress:

[African American Odyssey](#) contains a wide array of important and rare books, government documents, manuscripts, maps, musical scores, plays, films, and recordings. See the Special Presentation, [African American Odyssey: A Quest for Full Citizenship](#) for information on equal rights from the early national period to the twentieth century.

[African American Perspectives: Pamphlets from the Daniel A. P. Murray Collection, 1818-1907](#) presents a panoramic and eclectic review of African-American history and culture, from the early nineteenth through the early twentieth centuries. Among the authors represented are Frederick Douglass, Booker T. Washington, Ida B. Wells-Barnett, Benjamin W. Arnett, Alexander Crummel, and Emanuel Love. [Progress of a People](#) is a Special Presentation of African American Perspectives, 1818-1907.

[American Variety Stage: Vaudeville and Popular Entertainment, 1870-1920](#) is a multimedia anthology selected from various Library of Congress holdings. This collection illustrates the vibrant and diverse forms of popular entertainment, especially vaudeville, that thrived from 1870-1920.

[Creative Americans: Portraits by Carl Van Vechten, 1932-1964](#) consists of 1,395 photographs taken by American photographer Carl Van Vechten (1880-1964) between 1932 and 1964. The bulk of the collection consists of portrait photographs of celebrities, including many figures

from the Harlem Renaissance.

[Jackie Robinson and Other Baseball Highlights, 1860s-1960s](#) tells the story of Jackie Robinson and baseball in general. The Special Presentation, [Baseball, the Color Line, and Jackie Robinson, 1860s-1960s](#), is a timeline that tells the story of the segregation and later integration of the sport.

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### **Other Resources:**

Bearden, Romare. *A History of African American Artists: From 1792 to the Present*. New York: Pantheon Books, 1993.

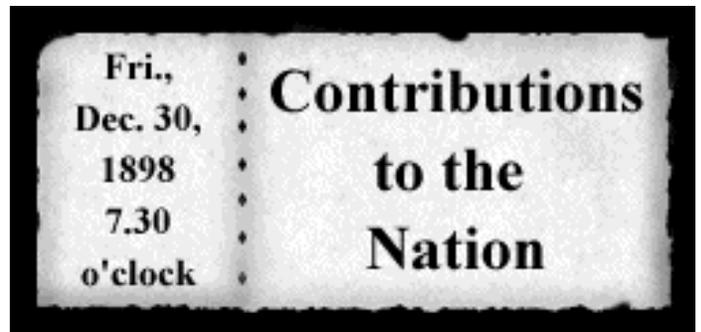
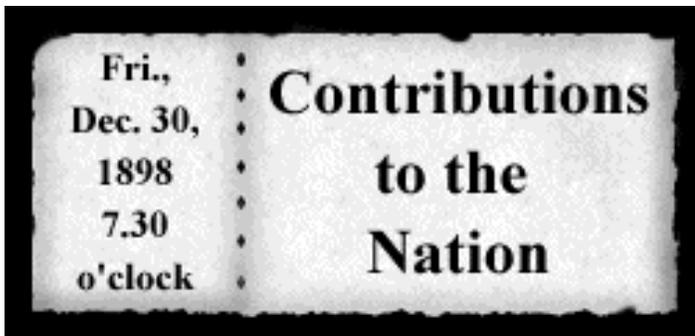
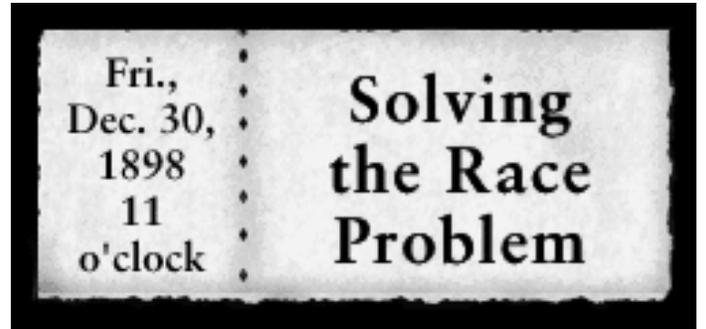
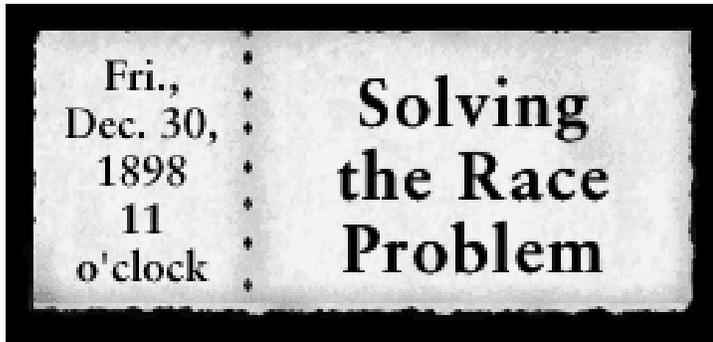
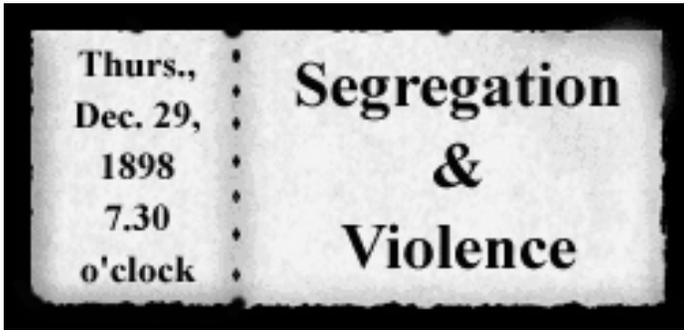
Cooper, Michael L. *Playing America's Game: The Story of Negro League Baseball*. New York: Lodester Books, 1993.

Estell, Kenneth. *The African American Almanac Sixth Edition*. Washington DC: Gale Research Center, 1994

Falkner, David. *Great Time Coming: The Life of Jackie Robinson, from Baseball to Birmingham*. New York: Simon and Schuster, 1995.

1898 Afro-American Council Meeting

Duplicate this page. Cut out tickets and give one to each student.



**Lesson:** Brown v. the Board of Education

**Grade level:** Grade 8

**Objectives:**

- Students will learn about the events prior to Brown v Board of Education
- Students will research the key players to the decision.
- Students will apply this knowledge in an interactive debate

**Standards:**

**US1.**

The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960 s by a) identifying the importance of the Brown v Board of Education decision

**Background:**

In 1954 the Supreme Court ruled on the case: Brown v Board of Education. This decision led to desegregation of America's public schools. This lesson focuses on the events and individuals that influenced this decision as well as the response in Virginia. This lesson uses interactive, guided debate, as well as instructor led lecture. Students will investigate both sides of the issue as well as address modern issues along similar topics.

**Materials Needed:**

1. Political Cartoons
2. Video:  
In Pursuit of Freedom: Brown v. Board of Education, Topeka
3. Worksheets:
  - \* Political cartoons worksheet
  - \* Background
  - \*Vocabulary
4. Powerpoint on Desegregation

**Resources:**

In Pursuit of Freedom and Equality  
<http://brownvboard.org/>

**Procedure:**

**Step 1:**

**Introduction**

Write the statement about equal treatment on the board and have students discuss that statement as well as the others.

**Step 2:**

**Video**

Have students view video "In Pursuit of Freedom and Equality"

**Step 3:**

1. View Powerpoint on Desegregation
2. Have students read the either Background Worksheet A or Background worksheet B depending on the level of the reading ability.
3. Then have them answer the questions.

**Step 4:****Political Cartoons**

1. Have the political cartoons on an overhead or projected onto a whiteboard.
2. Have the students analyze each one together in class as they relate to Brown v. Board of education

**Step 5:**

1. Discuss the vocabulary and have the students complete the assignment.  
(see **Vocabulary on Brown v. Board of Education Worksheet**)

**Step 5:**

Begin with a brief discussion about the Supreme Court case of Plessy v Ferguson. Factual notes to be included are that Plessy was one eighth black and refused to leave the white car at the train. The Supreme Court ruled that the train station had the legal right to force Plessy off the train setting up the standard of 'Separate But Equal' a doctrine that would come to rule the nation in restaurants, schools, rest rooms, water fountains, buses, and of course trains. Discussion notes to be included are that Plessy appeared white to a casual bystander and would not have been noticed as out of place; further commentary about the 'one drop' laws that proclaimed a person a minority if their heritage included even a drop of minority heritage. Students should be made to understand that Plessy probably knew exactly what he was doing and he was in all likelihood doing this intentionally. The train station was most likely notified in advance of his arrival that he would be there and he would be in the wrong car. Plessy was involved in an overall plot to challenge the idea of separate cars. Plessy was chosen because he appeared white and could easily gain appeal to a white judge or jury.

Next, this entire scenario can be acted out with very little preparation. Have one student sit in a chair in the front of the class, preferably a white student, and have other students (also white) sit around that student and call this the white car. Have another student approach the designated student and demand that they leave the car, and have the student refuse. Then have the student arrested and placed in jail.

**Step 6:**

The next step is to move on to Brown v Board of Education. Factual notes to be included Brown was an elementary age female student who lived close to an all white school, but endured the law by commuting to a distant Colored school. Her Father attempted to enroll her in the closer school and was refused by the principal. He then went to the NAACP. The NAACP took the case to court where the case was lost and then tried twice in the Supreme Court before a unanimous decision overturned the 'Separate But Equal' doctrine that had ruled much of the nation since Plessy v Ferguson. Discussion notes to be included are that the NAACP had been waiting for a willing individual to be the foundation for the case. The NAACP had in fact been at work for

years preparing the courts for this kind of decision. There was a plan in effect that started with institutions of higher learning and filtered down to the eventual case to challenge public schools. Also to be included should be side notes about how the Supreme Court operates; the format that gives each arguing attorney twenty minutes to present their case before the court before they pass a judgment.

After this portion, the next step is to have a student read the opinion of the court from the decision. They can use the **Background Worksheets** for this.

## **Activity**

### **Introduction:**

Write the following question on them board:

***Does treating people equally mean treating them the same?***

Now have the students think about the following questions and discuss or write the answers:

1. Does treating people equally mean treating them the same?
2. What would it mean to treat people equally in the following situations?
  - A. A man and a woman apply for a job as a shoe sales person. What would the employer have to do to treat these two applicants equally?
  - B. Two patients come to a doctor with a headache. The doctor determines that one patient has a brain tumor and the other patient has a run-of-the mill headache. What would the doctor have to do to treat these two patients equally?
  - C. Two students try to enter a school that has stairs leading to the entrance. One student is handicapped and the other is not. What would the school have to do to treat these two students equally?
  - D. Two students live in the same school district. The students are the same age, but they are different races. What does the school district have to do to treat these two students equally.

Discrimination occurs when some people are treated differently than others because of their membership in a group, based on, for example, race, age, gender, or religion. When courts consider cases of discrimination, they look at the equal protection clause of the Fourteenth Amendment to determine whether that alleged discrimination is reasonable and legal or whether it violates the Constitution.

## Activity: Political Cartoons Analysis

### DIRECTIONS

Analyze the cartoons in terms of their relation to the *Brown v. Board of Education* case.

1. What do you see in the cartoon? Make a list.
2. Which of the items on the list from Question 1 are symbols? What does each stand for?
3. What is the artist's message in the cartoons? Is there a political bias in the cartoons? Who would agree with the message? Who would disagree?

### CARTOON 1



Chronicle (San Francisco), May 18, 1954. Reproduced with permission

Cartoon 2



Kennedy in The Arkansas Democrat

"No job for a race horse."

Cartoon 3



**A Supreme Court Bomb!**

Afro-American (Richmond), May 22, 1954. Reproduced with permission.



**Lesson:** Conflict at Little Rock

**Grade level:** Grade 8

**Objectives:**

- Students will use vocabulary related to the history of segregation in the United States
- Students will learn about the history of segregation in America
- Students will recognize the challenges and prejudice that many African Americans faced in the 1950s
- Students will appreciate how the Little Rock Nine influenced the future of education for many African Americans

**Materials Needed:**

**Write on the board or give the students the following links.**

**Activating Prior Knowledge:**

1. On the Front Lines with Little Rock Nine

[http://pbskids.org/wayback/civilrights/features\\_school.html](http://pbskids.org/wayback/civilrights/features_school.html)

2. PBS site on the Little Rock crisis.

[http://www.pbs.org/newshour/bb/race\\_relations/july-dec97/rock\\_9-25a.html](http://www.pbs.org/newshour/bb/race_relations/july-dec97/rock_9-25a.html)

**Web Quest:**

1. The Tiger Newspaper

[http://www.centralhigh57.org/the\\_tiger.htm](http://www.centralhigh57.org/the_tiger.htm)

2. Melba Beals and Jefferson Thomas

[http://www.centralhigh57.org/The\\_Little\\_Rock\\_Nine.html#LR9](http://www.centralhigh57.org/The_Little_Rock_Nine.html#LR9)

3. African American history project information on Plessy v. Ferguson

<http://www.watson.org/~lisa/blackhistory/post-civilwar/plessy.html>

<http://caselaw.lp.findlaw.com/cgi-bin/getcase.pl?court=US&vol=163&invol=537>

4. Constitution Link to 14th Amendment

<http://topics.law.cornell.edu/constitution/amendmentxiv>

5. Supreme Court ruling on Brown v. Board of Education (1954)

<http://www.teacherlink.org/content/social/instructional/little/brownboard.html>

6. Separate but Equal

<http://www.teacherlink.org/content/social/instructional/little/brownboard.html#separate>

7. Effects

<http://www.teacherlink.org/content/social/instructional/little/brownboard.html#effects>

8. Video on Little Rock Nine  
<http://www.centralhigh57.org/movie1.htm>

9. Timeline on Events in Little Rock:  
<http://www.centralhigh57.org/1957-58.htm>

10. Result of the NAACP lawsuit  
[http://www.centralhigh57.org/the\\_tiger.htm#Sept.%2019](http://www.centralhigh57.org/the_tiger.htm#Sept.%2019)

11. School Board Plan  
[http://www.centralhigh57.org/the\\_tiger.htm#Sept.%2019](http://www.centralhigh57.org/the_tiger.htm#Sept.%2019)

### **Procedures:**

#### **Introduction:**

Introduce the content of the lesson to your students. This lesson uses questioning methods to explore the Little Rock integration crisis from the perspective of Central High School students. The lesson also explores the context for thinking about the crisis, *Plessy v. Ferguson*, *Brown v. Board* decision, and the 1957 crisis in Little Rock. If this is the first time your students have studied the Civil Rights movement, you may want more information than is below. Information on the Civil Rights movement can be found at numerous web sites including those listed within this lesson.

#### **Content Introduction:**

"Little Rock Central High School was to begin the 1957 school year desegregated. On September 2, the night before the first day of school, Governor Faubus announced that he had ordered the Arkansas National Guard to monitor the school the next day. When a group of nine black students arrived at Central High on September 3, they were kept from entering by the National Guardsmen. On September 20, Judge Davies granted an injunction against Governor Faubus and three days later the group of nine students returned to Central High School. Although the students were not physically injured, a mob of 1,000 townspeople prevented them from remaining at school. Finally, President Eisenhower ordered 1,000 paratroopers and 10,000 National Guardsmen to Little Rock, and on September 25, Central High School was desegregated."

#### **Step 1:**

##### **Activating Prior Knowledge:**

Have students go to the web site *On The front Lines with the Little Rock Nine* and complete the worksheet "Activating Prior Knowledge".

#### **Step 2:**

##### **Crisis at Little Rock Web Quest**

Students can complete this lesson in a variety of ways. No matter which method you use, students will need **Interactive Web Worksheet**.

Depending on your class, choose the method which will work best:

**Individual student focus** (student centered): Have students complete an **interactive web worksheet** on the Crisis in Little Rock. This worksheet has four sections and should take students at least an hour to complete. It also can be completed alone or in a small (2-3) group.

**Group focus** (student centered): The interactive web worksheet can be completed in class or jigsaw groups. Assign students to group roles based on their preferred learning style. Both of these approaches require a minimum of four computers, or access to one computer at four different times.

**Class groups** - Create four or more groups. Assign each group one of the four sections of the assignment. Within each group students should have individual responsibilities - see below. After groups have answered the questions for their topics they should present their responses to the class.

**Group Responsibilities:**

*Computer operator* - control the mouse

*Presenter* - present responses to the class

*Recorder* - write the responses to the questions

*Time/task manager* - repeat directions and watch the clock to insure the group completes the task

**Jigsaw groups** - Use the same grouping technique, as above, but within each group students should complete all the questions for a concept. After answering the questions, the group should share their answers.

**Class focus (teacher centered):** Display the **interactive web worksheet** on a single screen. Answer the questions as a class. You may want to have one student navigate the computer so that you are free to move around the class. This method requires one computer and a display system.

**Step 3:**

Whatever method you have chosen, reconvene the class for 5-10 minutes to review the major points and make sure the objectives were met.

## Activating Prior Knowledge Worksheet

Name \_\_\_\_\_ Class \_\_\_\_\_

This activity will help you think about the struggles people faced during the days of segregation in the United States.

### Challenging Segregation

1. Go to the web site *On The front Lines with the Little Rock 9*.  
[http://pbskids.org/wayback/civilrights/features\\_school.html](http://pbskids.org/wayback/civilrights/features_school.html)

Note some of the people and groups who helped to fight for an end to segregation.

### Facing Prejudice

2. Note some of the obstacles the Little Rock Nine faced at Central High School.

3. What words would you use to describe the Little Rock Nine students?

## CRISIS IN LITTLE ROCK Web Quest

*Note: This lesson is divided into four sections. The first section deals with the students who attended Central High School. The second and third sections cover background. The last section is about the crisis itself.*

### Section 1: The Students

**A.** The majority of events which took place in Little Rock Arkansas were written about from the point of view of the white students at Central High School in their student newspaper, *The Tiger*.

**Using the web** There are two articles by students and one by the principal at the first site you will visit. To go to the site simply click on the blue underlined word. You may need to scroll down the page to find the answer to a question. After you have found and recorded your answer, click the back button on your web browser to return to the lesson.

1. How did the student newspaper staff suggest CHS students should **behave** during the integration crisis?
2. Whom did they **claim** was causing most of the trouble?
3. What was the **opinion** of the principal of CHS? Did it differ from that of the students? If so, how?

**B. Melba Beals and Jefferson Thomas** were two of the 'Little Rock Nine', the African American students who first integrated Central High. Their experience was very different from that of the white students attending Central High School.

### Section 2: Legal Segregation

After the Civil War, the Fourteenth Amendment guaranteed equal rights to all American citizens, including newly freed slaves. In 1896, the United States Supreme Court ruled in **Plessy v. Ferguson** that the races could legally be segregated so long as the separate facilities were equal. It would be more than fifty years before this precedent would be overturned.

1. What did the Fourteenth Amendment say about the rights of all American citizens?
2. In **Plessy v. Ferguson**, what rationale did the Supreme Court use to uphold the segregation of the races?
3. One Supreme Court Justice in Plessy v. Ferguson disagreed with the majority. What arguments were stated in the minority opinion?

### Section 3: Changing Times

In 1954, with the ruling in *Brown v. The Board of Education*, the Supreme Court struck down the notion of "separate but equal" facilities in America, opening the door to equal access to public education for all people. This ruling did not, however, mean that change would happen overnight. There was a great deal of resistance to the idea of integrated schools. Some states and localities resorted to a tactic known as "Massive Resistance," shutting down their public schools rather than submit to integrating them. Little Rock did not move immediately to integrate, but made a plan to gradually integrate the school system.

Chief Justice Earl Warren wrote the majority opinion in the Brown case.

1. What did he say about "**separate but equal**" facilities?
2. According to Warren, what kind of **effects** did such a philosophy have on the people who were discriminated against?
3. As we approach the 21st century, American schools remain segregated. If Chief Justice Warren were alive today, what would he think about segregated schools?

### Section 4: Events in Little Rock

**VIDEO:** The Little Rock Nine on their first day at Central High School

**A.** The 1957-1958 school year saw the beginning of integration at Little Rock's Central High School. Thus began a slow process of compliance with the law. Twenty seven black students applied for admission to the high school, yet only nine were admitted. The NAACP sued the school board for refusing to admit all the students. Using the links in the questions below, read an account of events from the Central High School newspaper. See the **timeline** for a chronology of events in Little Rock, Arkansas.

1. What was the **result** of the NAACP lawsuit? What reason did the judge give for his decision?
2. How did the school board **plan** to integrate the city schools?
3. What happened when the nine students attempted to go to school?
4. Examine the timeline of events in the Civil Rights movement. How might events in the movement have unfolded differently if the Little Rock Nine had not attended Central High School?



**Lesson:** Landmark Supreme Court Cases

**Grade Level:** Grade 8

**Time Needed:** 5-8 Class periods

**Objectives:**

- Identify, research, and report on Supreme Court Landmark cases
- Identify legislation, court decisions, and other strategies that has impacted the rights of the individual

**NCSS Standards**

**V. Individuals, Groups, and Institutions**

Analyze group and institutional influences on people, events, and elements of culture; describe the various forms institutions take and the interactions of people with institutions; identify and describe examples of tensions between belief systems and government policies and laws; apply knowledge of how groups and institutions work to meet individual needs and promote the common good.

**VI. Power, Authority, and Governance**

Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare; analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security.

**X. Civic Ideals and Practices**

Examine the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law; identify and interpret sources and examples of the rights and responsibilities of citizens; locate, access, analyze, organize, and apply information about selected public issues -- recognizing and explaining multiple points of view; practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.

**Introduction:**

By the time the class begins the lesson "Landmark Supreme Court Cases," students have studied the balance of powers among the three branches of government, the impact of court rulings on the law, and the conflict that sometimes arises between preserving individual liberties and protecting the common good. They have a solid understanding of the law and have simulated other town meetings. Before this simulation students have to research Supreme Court cases and share their findings in posters they create. Students will conduct additional research once they are assigned specific roles for the press conference..

The teacher explains to students what is expected of them in terms of their participation in the simulation. Have students understand that they will be graded on how substantive their

contributions are and their ability to think on their feet and stay in character when fielding questions. At the end of the lesson, students are given an essay test on the Constitution and on the Supreme Court cases they had just studied.

**Procedure:**

1. Each student will be given a Supreme Court landmark case to research.
2. Students will create posters that explain the case that they have researched.
3. They will then be given one of the following cases to further research.
4. They will be given specific roles and will conduct a role-playing simulation in a town meeting situation.
5. They will then be given an essay assignment as a further assessment.

**Supreme Court Cases to research:**

- **Marbury v. Madison (1803)**
- **McCulloch v. Maryland (1819)**
- **Gibbons v. Ogden (1824)**
- **Dred Scott v. Sandford (1857)**
- **Plessy v. Ferguson (1896)**
- **Korematsu v. United States (1944)**
- **Gideon v. Wainwright (1963)**
- **Miranda v. Arizona (1966)**
- **Tinker v. Des Moines (1969)**
- **Roe v. Wade (1973)**
- **United States v. Nixon (1974)**
- **Regents of the U. of California v. Bakke (1978)**
- **New Jersey v. T.L.O. (1985)**
- **Hazelwood v. Kuhlmeier (1988)**

**Resources:**

**10 Supreme Court Cases Every Teen Should Know**

[http://www.nytimes.com/learning/teachers/featured\\_articles/20080915monday.html](http://www.nytimes.com/learning/teachers/featured_articles/20080915monday.html)

**Landmark Cases of the Supreme Court**  
<http://www.streetlaw.org/en/Landmark.aspx>

**OYEZ**  
<http://www.oyez.org/>

## **Background for Role-Playing Assignment: Content: Supreme Court Rulings on Individual Rights**

### ***Schenck v. United States (1919)***

In 1917, while American soldiers were fighting in France during World War I, the general secretary of the Socialist Party (Charles T. Schenck) mailed 15,000 leaflets to young men urging them to resist the draft. Schenck and his colleagues were arrested for violating the Espionage Act of 1917. They were charged with conspiring to cause insubordination in the armed forces, obstructing the draft, and using the mail unlawfully. Schenck argued that their right to free speech had been denied. The Court ruled against Schenck. Justice Oliver Wendell Holmes argued that Congress has the right to prevent free speech if it constitutes a "clear and present danger."

### ***Olmstead v. United States (1928)***

In 1919, the Eighteenth Amendment was passed, which made it illegal to manufacture, transport, or sell intoxicating beverages. In the late 1920s, a known bootlegger named Roy Olmstead had more than 50 employees working for him and owned two ocean vessels that he used to import liquor. Federal agents wiretapped his phone and used the recordings as evidence to convict Olmstead of violating the Eighteenth Amendment. Olmstead appealed on the basis that his Fourth Amendment right to privacy had been violated and evidence against him had been obtained without a warrant. The Court ruled against Olmstead, claiming that an individual's right to privacy and right to be shown a search warrant applied to entering his home and seizing property, but not to eavesdropping on telephone conversations.

### ***Dennis v. United States (1951)***

In 1948, Eugene Dennis and 10 other leaders of the American Communist Party were arrested and charged with conspiring to teach how to overthrow the government by forceful means. Their highly publicized trial lasted nine months. They were found guilty of violating the Smith Act, which made it illegal to advocate the violent overthrow of the government. Mr. Dennis claimed that the Smith Act violated his right to free speech. The communist leaders appealed their case to the Supreme Court, arguing that advocating a revolution is not the same as starting one, and that it was unconstitutional to punish individuals for their ideas. The Court ruled against Dennis, finding that freedom of speech can be lifted if the speech represents a "clear and present danger." Between 1951 and 1956, 120 alleged "second-string" communists were arrested and convicted.

### ***Mapp v. Ohio (1961)***

Based on a tip that a bombing suspect was hiding out in the home of Dorlee Mapp, police in Cleveland, Ohio came to search the young woman's home. Ms. Mapp asked to see a search

warrant, but the police did not have one. The police left and returned with what Ms. Mapp claimed was a blank piece of paper. The police didn't find the suspect, but they did find pornographic materials that were illegal to possess in the state of Ohio. Ms. Mapp was arrested, tried, and convicted on an obscenity charge -- a felony punishable by up to seven years in prison. She appealed the conviction, arguing that the search of her home was a violation of her Fourth Amendment right to protection against unreasonable search and seizure. The Court sided with Ms. Mapp and in its ruling created the exclusionary rule, making illegally obtained evidence inadmissible in court.

### ***Texas v. Johnson (1989)***

In 1984, a crowd gathered outside the Republican National Convention in Dallas to protest the Reagan Administration's policies. During the demonstration, an American flag was burned, and Gregory Johnson was arrested and convicted under Texas law of desecrating a flag and disturbing the peace. Johnson appealed his conviction and lost in the state court of appeals. Later, the Texas Court of Criminal Appeals overturned his conviction, holding that burning the flag is "expressive conduct" protected by the First Amendment. The State of Texas then appealed the decision to the U.S. Supreme Court, which ruled 5-4 in Johnson's favor that his conviction was inconsistent with the First Amendment.

### **Teaching Strategy: Role-Playing and Simulations**

Interactive teaching strategies like role-playing and simulations work best when they're presented spontaneously to students. However, effective use of role-playing requires preparation, a well-defined format, clearly defined goals and outcomes, and time to debrief after the simulation. Role-playing and simulations require students to improvise using the information available to them. In the process, it encourages critical thinking and cooperative learning. These teaching tools can also be effective in helping students clarify attitudes and ideologies and make connections between abstract concepts and real-world events.

### **Resources:**

#### **National Constitution Center**

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

#### **Historic Supreme Court Cases**

<http://www.socialstudieshelp.com/CourtCases.htm>

### **Assessment:**

#### **Role-playing Rubric for Landmark Cases**

## Role- Play Rubric

Name \_\_\_\_\_ Class \_\_\_\_\_

<b>Criteria:</b>	<b>Rating:</b>				
Speech was clear with appropriate volume and inflection.	5	4	3	2	1
Role was played in a convincing, consistent manner.	5	4	3	2	1
Arguments and viewpoints expressed fit role played.	5	4	3	2	1
Costumes and props were effectively used.	5	4	3	2	1
Role-play was well prepared and organized.	5	4	3	2	1
Role-play captured and maintained audience interest.	5	4	3	2	1

Comments:

Grade:

**Unit:** The African American Experience from 1865 - 1965

**Grade level:** Grade 8

**Introduction:**

The era of legal segregation in America, from Plessy v. Ferguson (1897) to Brown v. The Board of Education, Topeka, Kansas (1954), is seldom fully explored by students of American history and government at the grade 8 level . At most, these studies are sidebar discussions of isolated people or events. It is important for students to develop an understanding of the complex themes and concepts of African American life in the first half of the 20th century to provide a foundation for a more meaningful understanding of the modern Civil Rights Movement. The following unit will allow students to explore to what extent the African American experience was "separate but equal."

**Objectives:**

After completing this unit students will be able to:

- Identify the diverse experiences of African Americans between 1868 and 1965.
- Describe the social, economic and political conditions of African Americans at the turn of the century.
- Trace the chronology of people and events important to African Americans in the era of legal segregation.
- Evaluate primary sources and create a presentation reflective of the African American experience.

**Standards:**

**Historical Understanding**

Standard 1. Understands and knows how to analyze chronological relationships and patterns

Standard 2. Understands the historical perspective

**Language Arts**

Standard 4. Gathers and uses information for research purposes

Standard 7. Uses reading skills and strategies to understand and interpret a variety of informational texts

**US1. History**

Standard 29. Understands the struggle for racial and gender equity and for the extension of civil liberties

**US1. History**

The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960 s by a) identifying the importance of the Brown v Board of Education decision.

**Curriculum:**

This unit addresses major areas of study in American history and government. Knowledge of the development of civil rights in the first half of the twentieth century and a comprehensive study of African-American culture are an integral part of the unit. This unit follows a sequential chronological study of history, as well as a part of a larger topical study of the development of civil rights.

The grade 8 curriculum that I teach begins at the French and Indian War and ends at Reconstruction Period. Throughout the year, there are a few constant themes such as slavery, the Constitution, the Amendments, Supreme Court Landmark cases. The purpose of this unit is to have the students understand that the plight of African Americans did not end with the Civil War and the rights that were obtained at that time. The textbook makes a brief reference to this when it states that it will take a hundred more years after the Civil War Amendments for the African Americans to finally achieve equal rights. This unit focuses on the steps that took place that led up to the civil rights movement and the beginning of equality for all American citizens..

**Unit Lessons:**

The unit includes the following lessons:

1. Homework Assignment: Freedman's Bureau (1865)
2. Jim Crow Laws and Segregation (1880s - 1960s)
3. Afro-American Council Meeting (1898)
4. Brown v. Board of Education (1954)
5. Conflict at Little Rock (1957)
6. Landmark Cases ( 1919 - 1989)

**Teaching Methods:**

- Directed teaching
- Group work
- Videos/media/computers
- Individual work
- Role-play
- Games

**Resources:**

**American Bar Association** “Dialogue on *Brown v. Board of Education.*”

<http://www.abanet.org/brown/brownvboard.pdf>

**The Brown Foundation and the National Park Service** “In Pursuit of Freedom & Equality: *Brown v. Board of Education of Topeka.*”

<http://brownvboard.org/>

**Brown v. Board: Timeline of School Integration in the US**

<http://www.tolerance.org/magazine/number-25-spring-2004/brown-v-board-timeline-school-integration-us>

**Landmark Cases of the Supreme Court**

<http://www.streetlaw.org/en/Landmark.aspx>

**Library of Congress: The Learning Page**

<http://memory.loc.gov/learn/lessons/97/crow/crowhome.html>

**National Archives and Record Service: Teaching with Documents: Brown v Board**

<http://www.archives.gov/education/index.html>

**OYEZ**

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

**Supreme Court of the United States**

<http://www.supremecourt.gov/>

**10 Supreme Court Cases Every Teen Should Know**

[http://www.nytimes.com/learning/teachers/featured\\_articles/20080915monday.html](http://www.nytimes.com/learning/teachers/featured_articles/20080915monday.html)

**Assessments:**

Each lesson has its assessment included in the lesson plan.