

Desegregation: Fact or Myth?

Overview

Description

For almost 60 years prior to the *Brown v. Board of Education* decision in 1954, the laws in the U.S. supported *de jure* segregation in multiple aspects of American life. Beginning with the landmark case of *Plessy v. Ferguson* in 1896, students will explore key events and significant individuals that helped create a changing perspective on civil rights and desegregation.

Final Product: Each student will research an event or person significant to civil rights and create a news magazine cover (e.g., *Time*, *Newsweek*) illustrating the significance of the person or event in changing the American perspective on civil rights and desegregation. He or she will place the magazine cover in the appropriate place on a class timeline. Then, each student will write a 2-page essay, using historical evidence to support the significance of the person or event.

Subject

US History

Task Level

Grade 11

Objectives

Students will:

- Analyze the effects of discrimination and segregation, beginning with *Plessy v. Ferguson*.
- Evaluate critical events and significant individuals that led to desegregation.
- Research and analyze sources to gather information about the assigned topic.
- Attribute ideas and information to source materials and authors.
- Illustrate key events or individuals, and use historical evidence to explain how each of these contributed to desegregation.

Preparation

- Read the Instructor Task Information and the Student Notes.
- Prepare student copies of the Student Notes pages.

- Copy and distribute the *Desegregation Timeline* handout and the *Desegregation: Important People and Events* handout to each student.
- Prepare a large, blank timeline to be used later in the lesson. You might draw a line on a piece of butcher paper or the whiteboard. Label it with dates the same way as the *Desegregation Timeline* handout.
- For an in-depth understanding of discrimination, find law cases based on segregation and their effect on society for students to study prior to the lesson. Also, the class can watch some videos based on those cases or similar cases.

Prior Knowledge

- Students need to know how to find and use valid sources appropriately to conduct research.
- Students need to know how to appropriately cite sources of information.
- Students need to know how to use appropriate writing conventions.

Key Concepts and Terms

- *Brown v. Board of Education*
- Civil rights
- De facto segregation
- De jure segregation
- Discrimination
- Jim Crow laws
- *Plessy v. Ferguson*
- Prejudice
- Racial zoning
- Racism
- White primary

Time Frame

Allow a one-hour class period to introduce the topic and provide background information on understanding discrimination through case laws and videos using noteworthy examples. The following day, introduce the assignment in a class period. Allow three to four class periods to conduct research and create the magazine cover, one class period to present magazine covers and place on the class timeline, and two to three periods to write and revise the essay. Research and writing may take place outside of class. This assignment can be modified to meet the needs of different classroom schedules and student ability levels.

Instructional Plan

Getting Started

Learning Objectives

Students will:

- Analyze the effects of discrimination and segregation, beginning with *Plessy v. Ferguson*.

Procedure

1. With the class, identify the key points of the 1896 *Plessy v. Ferguson* case, and describe how that led to *de jure* segregation.
2. Discuss how segregation leads to discrimination.
3. Introduce the *Desegregation Timeline and Desegregation: Important People and Events* handouts. Assign students an event or person from the list. Provide students with the *Desegregation Timeline* handout. The timeline will be used as a note-taking device during student presentations.

Investigating

Learning Objectives

Students will:

- Evaluate critical events and significant individuals that led to desegregation.
- Research and analyze sources to gather information about the assigned topic.
- Attribute ideas and information to source materials and authors.

Procedure

1. Have students research the assigned event or person to determine why this is a major event or significant person during this time period. Students should keep notes and records of the sources they use.
2. Using their own research, students will create a representative magazine cover (e.g., *Time*, *Newsweek*) illustrating the significance of the assigned topic. Students may use computer-generated images as appropriate.

Drawing Conclusions

Learning Objectives

Students will:

- Illustrate key events or individuals and use historical evidence to explain how each of these contributed to desegregation.

Procedure

1. After students finish creating the magazine covers, have them present a short explanation of the assigned event or person, citing historical evidence to defend why the event or person was important. Use the cover to explore the imagery, events, places, and groups associated with the specific person. Have them place the magazine cover in chronological order within the classroom.
2. Students will use the timeline handout previously provided to take notes during presentations, noting each person or event and placing it on their timelines.
3. As a class, discuss what events and people were left out. What still needs to be done to complete desegregation?
4. Have students write a 2-page essay using historical evidence to support the significance of the event or person illustrated on their magazine covers. They must also cite their sources appropriately and create a Works Cited page at the end of the report.

Scaffolding/Instructional Support

The goal of scaffolding is to provide support to encourage student success, independence, and self-management. Instructors can use these suggestions, in part or all together, to meet diverse student needs. The more skilled the student, however, the less scaffolding that he or she will need. Some examples of scaffolding that could apply to this assignment include:

- Consider introducing the topic prior to beginning the assignment by finding case laws based on segregation and their effect on society to produce a richer understanding of discrimination. Also, the class can watch some videos based on those or similar cases.
- Show examples of news magazine covers, noting the required elements to provide a model for students' own final products.
- Provide guidance for research materials to help students narrow their focus.
- Create checkpoints during the assessment cycle to help students measure their progress and allow for redirection of students who need it.
- Provide students with vocabulary support as necessary.

Solutions

The information below is intended to help you assess students' final work products. It may not represent all possible strategies and ideas. The accompanying scoring guide provides specific examples of ways a student might demonstrate content understanding and mastery of cross-disciplinary skills.

Necessary Elements

- Evidence of thorough research.
- A magazine cover that highlights the significance of the event or person.
- A logically organized essay with few or no grammatical errors.
- Appropriately cited research.

Key Connections

- An understanding of the way events and people of the Civil Rights Movement fit together.
- An understanding of the scope and complexity of desegregation.
- An understanding of the interconnectedness of segregation and discrimination.
- An understanding of the path of civil rights legislation.

Common Misconceptions

- Personal opinions do not constitute sufficient evidence for assertions and conclusions. All descriptions and assertions about desegregation and the Civil Rights Movement should be supported by reliable evidence.

Dates of Key Events

1895—Atlanta Compromise	1955-1956—Montgomery Bus Boycott
1896— <i>Plessy v. Ferguson</i>	1957—Little Rock Nine
1910—National Association for the Advancement of Colored People (NAACP) founding	1957—Southern Christian Leadership Conference (SCLC) founding
1942—Congress of Racial Equality (CORE) founding	1960—Woolworth's sit-in
1948—Executive Order 9981	1960—Student Nonviolent Coordinating Committee (SNCC) founding
1950— <i>Sweatt v. Painter</i>	1961—Freedom Rides
1954— <i>Brown v. Board of Education</i>	1963—March on Washington

1963—Birmingham Church
Bombing

1963—Letter from Birmingham Jail

1964—Civil Rights Act

1964—24th Amendment

1964—Freedom Summer

1965—March from Selma to
Montgomery

1965—Voting Rights Act

1966—Black Panthers founding

1967—*Loving v. Virginia*

TCCRS Cross-Disciplinary Standards Addressed

Performance Expectation	Getting Started	Investigating	Drawing Conclusions
<i>I. Key Cognitive Skills</i>			
A.1. Engage in scholarly inquiry and dialogue.	✓		✓
B.3. Gather evidence to support arguments, findings, or lines of reasoning.		✓	
D.1. Self-monitor learning needs and seek assistance when needed.	✓	✓	✓
D.2. Use study habits necessary to manage academic pursuits and requirements.	✓	✓	✓
D.3. Strive for accuracy and precision.	✓	✓	✓
D.4. Persevere to complete and master tasks.	✓	✓	✓
E.1. Work independently.	✓	✓	✓
F.1. Attribute ideas and information to source materials and people.		✓	✓
<i>II. Foundational Skills</i>			
A.4. Identify the key information and supporting details.		✓	✓
A.5. Analyze textual information critically.		✓	
B.1. Write clearly and coherently using standard writing conventions.			✓
C.2. Explore a research topic.		✓	
C.5. Synthesize and organize information effectively.			✓
C.6. Design and present an effective product.			✓
C.7. Integrate source material.			✓
E.1. Use technology to gather information.		✓	

TCCRS Social Studies Standards Addressed

Performance Expectation	Getting Started	Investigating	Drawing Conclusions
<i>I. Interrelated Disciplines and Skills</i>			
B.3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.		✓	✓
C.3. Explain and analyze the importance of civic engagement.		✓	✓
E.4. Identify and evaluate the sources and consequences of social conflict.		✓	✓
F.2. Analyze ethical issues in historical, cultural, and social contexts.	✓	✓	✓
<i>II. Diverse Human Perspectives and Experiences</i>			
A.2. Evaluate the experiences and contributions of diverse groups to multicultural societies.	✓		✓
B.1. Explain and evaluate the concepts of race, ethnicity, and nationalism.			✓
<i>IV. Analysis, Synthesis, and Evaluation of Information</i>			
A.1. Identify and analyze the main idea(s) and point(s) of view in sources.		✓	
A.3. Evaluate sources from multiple perspectives.		✓	
B.3. Gather, organize, and display the results of data and research.		✓	✓
B.4. Identify and collect sources.		✓	
D.1. Construct a thesis that is supported by evidence.			✓
<i>V. Effective Communication</i>			
A.1. Use appropriate oral communication techniques depending on the context or nature of the interaction.			✓
A.2. Use conventions of standard written English.			✓
B.1. Attribute ideas and information to source materials and authors.			✓

TEKS Standards Addressed

Desegregation: Fact or Myth - Texas Essential Knowledge and Skills (TEKS): Social Studies, History

113.41.c.9. History. The student understands the impact of the American civil rights movement. The student is expected to:

113.41.c.9.A. trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments.

113.41.c.9.B. describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other civil rights movements.

113.41.c.9.C. identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan.

113.41.c.9.D. compare and contrast the approach taken by some civil rights groups such as the Black Panthers with the nonviolent approach of Martin Luther King Jr.

113.41.c.9.E. discuss the impact of the writings of Martin Luther King Jr. such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement.

113.41.c.9.F. describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights acts of 1957 and 1964, and the Voting Rights Act of 1965.

113.41.c.9.G. describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox and groups, including the Congressional bloc of southern Democrats, that sought to maintain the status quo.

113.41.c.9.H. evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process.

113.41.c.9.I. describe how litigation such as the landmark cases of *Brown v. Board of Education*, *Mendez v. Westminster*, *Hernandez v. Texas*, *Delgado v. Bastrop I.S.D.*, *Edgewood I.S.D. v. Kirby*, and *Sweatt v. Painter* played a role in protecting the rights of the minority during the civil rights movement.

113.41.c.23. Citizenship. The student understands efforts to expand the democratic process. The student is expected to:

113.41.c.23.A. identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution.

113.41.c.23.B. evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924.

113.41.c.23.C. explain how participation in the democratic process reflects our national ethos, patriotism, and civic responsibility as well as our progress to build a more perfect union.

113.41.c.26. Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:

113.41.c.26.C. explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture.

113.41.c.29. Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

113.41.c.29.A. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions.

113.41.c.29.B. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making

Desegregation: Fact or Myth - Texas Essential Knowledge and Skills (TEKS): Social Studies, History

generalizations, making predictions, drawing inferences, and drawing conclusions.

113.41.c.29.E. evaluate the validity of a source based on language, corroboration with other sources, and information about the author, including points of view, frames of reference, and historical context.

113.41.c.29.G. identify and support with historical evidence a point of view on a social studies issue or event.

113.41.c.30. Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

113.41.c.30.A. create written, oral, and visual presentations of social studies information.

113.41.c.30.B. use correct social studies terminology to explain historical concepts.

113.41.c.30.C. use different forms of media to convey information, including written to visual and statistical to written or visual, using available computer software as appropriate.

Desegregation: Fact or Myth?

Introduction

For almost 60 years prior to the *Brown v. Board of Education* decision in 1954, the laws in the U.S. supported *de jure* segregation in multiple aspects of American life. Beginning with the landmark case of *Plessy v. Ferguson* in 1896, the class will explore key events and significant individuals that helped create a changing perspective on civil rights and desegregation. Individually, you will research a civil rights event or person and create a news magazine cover (e.g., *Time*, *Newsweek*) illustrating the significance of the person or event. You will then share your magazine cover with the class and place it in the appropriate location on the class timeline, also noting the location of the people and events researched by your classmates. Finally, you will write a 2-page essay using historical evidence to support the significance to this period of the event or person you researched.

Directions

Getting Started

1. With the class, discuss the key points of the 1896 *Plessy v. Ferguson* case. How did it lead to *de jure* segregation?
2. Discuss the interconnectedness of segregation and discrimination. How does one lead to the other?
3. Examine the *Desegregation: Important People and Events* handout provided by your instructor. You will be assigned a topic from this list to research.

Investigating

1. Research the event or person to determine why this was a major event or significant person during this time period. Keep notes and record the sources you use.
2. Using your research, create a representative magazine cover (e.g., *Time*, *Newsweek*) illustrating the significance of the event or person. You may use computer-generated images, as appropriate.

Drawing Conclusions

1. After you finish creating your magazine cover, prepare a short explanation of the significance of the event or person you researched. You will present your magazine cover, citing historical evidence to defend why the event or person

was important. Place the magazine cover in the appropriate location on the class timeline.

2. Use the *Desegregation Timeline* handout to take notes during your classmates' presentations, noting each person or event and placing it on the timeline.
3. As a class, discuss what events and people were left out. What still needs to be done to complete desegregation?
4. Write a 2-page essay using historical evidence to support the significance of the event or person illustrated on your magazine cover. You must also cite your sources appropriately and create a Works Cited page at the end of the report.

Desegregation Timeline

1895	1905	1915	1925	1935	1945	1955	1965	1975
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Desegregation: Important People and Events

Events

Plessy v. Ferguson

Atlanta Compromise

NAACP founding

Executive Order 9981

Brown v. Board of Education

Montgomery Bus Boycott

SNCC founding

CORE founding

Little Rock Nine

March on Washington

Civil Rights Act

24th Amendment

Voting Rights Act

SCLC founding

Birmingham Church Bombing

Woolworth's sit-in

Freedom Summer

Letter from Birmingham Jail

Black Panthers founding

Loving v. Virginia

March from Selma to Montgomery

Freedom Rides

Sweatt v. Painter

Browder v. Gayle

People

Booker T. Washington

W.E.B. Dubois

Marcus Garvey

James Farmer, Jr.

John Lewis

Stokely Carmichael

Thurgood Marshall

Rosa Parks

Martin Luther King, Jr.

James Meredith

Langston Hughes

Malcolm X

Sidney Poitier

Lyndon Johnson

Emmett Till

Medgar Evers

Jackie Robinson

Daisy Bates

Lorraine Hansberry

Edward W. Brooke

Shirley Chisholm

Paul Robeson

Robert F. Williams