

History of Segregated Schools

Merrick M. Murray

CIEP 475 – Teaching with Primary Sources

Loyola University Chicago

Fall 2011

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Lesson 1: History of Segregated Schools

Overview: The activities in this lesson will give students the necessary background information that led to the groundbreaking Supreme Court's ruling on *Brown v. Board of Education of Topeka* in 1954.

Grade level: Grades 6-8

Subject(s): Social Studies; Literacy: Reading Language Arts; English Language Arts

Goal: Use primary sources to understand the impact of Jim Crow laws on the U.S. school system.

Time Required: 30-40 minutes

Materials/Resources

- *“Observe, Reflect, Question” graphic organizer
- * Kurland, Phillip B. “Landmark Briefs and Arguments of the Supreme Court of the United States: Constitutional Law.” 1975. <http://www.loc.gov/exhibits/brown/images/br0003s.jpg>
- * NAACP Records. “African American School House.” 1938. <http://www.loc.gov/exhibits/brown/images/br0026as.jpg>
- * Lee, Russell. “White school near Southeast Missouri Farm.” 1938. <http://www.loc.gov/pictures/item/fsa2000012442/PP/>
- * Wolcott, Marion Post, 1938, “White” school house Chaplin, Scotts Run, West Virginia. <http://www.loc.gov/pictures/item/fsa1998011445/PP/>
- * Block, Herbert. “One Nation – Indivisible.” February 22, 1977. <http://www.loc.gov/pictures/item/00652246/>

Standards addressed (Common Core & ILS)

- RH.6-8.2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- W.7.1 and W.8.1 – Write arguments to support claims with clear reasons and relevant evidence.
- 3.C.3a – Compose persuasive writings for a specified audience.
- 14.A.3 – Describe how responsibilities are shared and limited by the U.S. Constitution and significant court decisions.
- 16.D.2c – Describe the influence of key individuals and groups in the historical eras of the U.S.

Essential Question(s)

What impact did Jim Crow laws have on schools?

What impact did the Supreme Court's decisions have on schools?

Preparation

Background information: Schools in the U.S. were segregated until the Supreme Court ruled that segregated schools were unconstitutional. The 1896 Supreme Court case of Plessy v. Ferguson stated that as long as facilities were “equal”, facilities that separated whites and blacks were lawful. The NAACP began challenging the “separate but equal” doctrine in the 1930’s. It wasn’t until 1954 that the Supreme Court ruled racially segregated schools are “inherently unequal”. A year later the Court outlined a plan for implementing desegregation in the schools “with all deliberate speed”.

- Copies of the *Observe, Reflect, Question* graphic organizer for student pairs
- Copies of all primary sources for student pairs

Procedure

- 1.) Pair students up, or allow students to choose their own partner.
- 2.) Distribute primary source packets and graphic organizers to student pairs.
- 3.) Inform students that they will work in pairs to analyze various photographs using the *Observe, Reflect, Question* graphic organizer. Explain that the statements/questions listed are simply a guide. (5 minutes)
- 4.) Allow students to view and analyze the photographs in the primary source packet. Circulate around the room to assist students who may have questions, and monitor to ensure students stay on task. (10 minutes)
- 5.) Take about 5-10 minutes to have students share their responses from the graphic organizer.
- 6.) Distribute discussion question sheet (short answer). Have students complete the question sheet. (10-15 minutes)

Assessment

Write a persuasive letter to the head of a school district about why schools should be integrated.

Observe	Reflect	Question
<p>Describe what you see. What do you notice first? What in the picture looks strange or unfamiliar? What place(s) does the picture show? What, if any, words do you see?</p>	<p>Why do you think the photograph was taken? Who do you think the audience was for the photograph? What does the photograph tell you about time period? If this photograph was taken today, what would be different? What would be the same?</p>	<p>What do you wonder about... Who? What? When? Where? Why? How?</p>

IN CASES
Supreme Court of the United States

OCTOBER TERM, 1895.

No. 210.

H. A. PLESSY, PLAINTIFF IN ERROR,

vs.

J. H. FERGUSON, JUDGE, &c.

BRIEF FOR PLAINTIFF IN ERROR.

This writ of error brings up a judgment rendered in the supreme court of Louisiana, denying to the plaintiff in error writs of prohibition, etc., asked for against the defendant in error as judge of a certain criminal court of that State; as to which writs the following extract from the opinion of the court below will be a sufficient introduction:

"When a party is prosecuted for crime under a law alleged to be unconstitutional, in a case which is unappealable, and where a proper plea setting up the unconstitutionality has been overruled by the judge, a proper case arises for an exercise of our supervisory jurisdiction in determining whether the judge is exceeding the bounds of judicial power by entertaining a prosecution for a crime not created by law. * * *"

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"Relator's application conforms to all the requirements of this rule. He alleges that he is being prosecuted for a violation of act No. 111 of 1890; that said act is unconstitutional; that his plea of its unconstitutionality has been presented, and overruled by the respondent judge, and that the case is unappealable.

"He therefore applies for writs of certiorari and prohibition in order that we may determine the validity of the proceedings, and in case we find him entitled to such relief may restrain further proceedings against him in the cause." (Record, p. 24.)

Thereupon, after consideration, the court held the act in question to be constitutional, and ordered that the relief sought be denied (p. 30).

In *Weston vs. City Council*, 2 Peters, 449, 464, it is held that an application for a writ of prohibition is of itself a "suit," so that a writ of error may lie to this Court from any judgment which puts an end to such application, no matter whether the suit in connection with which it is asked for be thereby ended or not.

The petition below for writs of prohibition and certiorari appears at pages 1, etc., of the record, and the return to a provisional order thereupon at pages 12, etc.

Supposing that the rule under which this case is to be heard may be that laid down in *Ex parte Easton*, 95 U. S., 68, 74, and therefore that nothing material to the determination of the cause can be looked for except in the record of the criminal court, this brief will be confined to that record.

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Title: Landmark Briefs and Arguments of the Supreme Court of the United States: Constitutional Law

Creator: Phillip B. Kurland

Year: 1975

URL: <http://www.loc.gov/exhibits/brown/images/br0003s.jpg>

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Title: African American School House near Summerville, South Carolina

Creator: NAACP Records, 1938

URL: <http://www.loc.gov/exhibits/brown/images/br0026as.jpg>



Title: White school near Southeast Missouri Farm
Creator: Lee, Russell (1938)
URL: <http://www.loc.gov/pictures/item/fsa2000012442/PP/>



Title: "White" school house Chaplin, Scotts Run, West Virginia

Creator: Wolcott, Marion Post (1938)

URL: <http://www.loc.gov/pictures/item/fsa1998011445/PP/>



Title: One Nation - Indivisible

Creator: Herbert Block, February 22, 1977

URL: <http://www.loc.gov/pictures/item/00652246/>

Merrick M. Murray
CIEP 475 – Teaching with Primary Sources
Fall 2011
Lesson 2: Little Rock Nine and Central High

Overview: Students will further learn about how the Supreme Court’s ruling on “separate but equal” affected the integration of Central High School in Little Rock, Arkansas.

Grade level: Grades 6-8

Subject(s): Social Studies; Literacy: Reading Language Arts; English Language Arts

Goal: Use primary sources to understand the impact of Jim Crow laws on the U.S. school system.

Time Required: 40 minutes

Materials/Resources

- *“I See, I Know, I Wonder” graphic organizer
- * Little Rock Nine video from www.history.com
- * Ebony Magazine. “Escorted by Federal troops, ‘Little Rock Nine’ enter front door of Central High School.” Jan. 1958. <http://www.loc.gov/pictures/item/2002715023/>
- * “Troops block Negro students at school.” New York World-Telegram & Sun Photograph Collection. 1957. <http://www.loc.gov/pictures/item/00649675/>
- * Bledsoe, John T. “Little Rock, 1959. Rally at state capitol. August 20, 1959.” <http://www.loc.gov/pictures/item/2003654385/>
- * Bledsoe, John T. “Little Rock, 1959. Mob marching from capitol to Central High. 1959.” <http://www.loc.gov/pictures/item/2003654358/>
- * Bate, Daisy. “Daisy Bates to Roy Wilkins, December 12, 1957 on the treatment of the Little Rock Nine”. 1957. <http://memory.loc.gov/mss/mssmisc/ody/ody0918a/0918a001v.jpg>
- * Bate, Daisy. “Daisy Bates to Roy Wilkins, December 12, 1957 on the treatment of the Little Rock Nine”. 1957. <http://memory.loc.gov/mss/mssmisc/ody/ody0918a/0918a002r.jpg>

Standards addressed (Common Core & ILS)

RH.6-8.2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

W.7.1 and W.8.1 – Write arguments to support claims with clear reasons and relevant evidence.

14.A.3 – Describe how responsibilities are shared and limited by the U.S. Constitution and significant court decisions.

16.D.2c – Describe the influence of key individuals and groups in the historical eras of the U.S.

Essential Question(s)

What impact did Jim Crow laws have on schools?

What impact did the Supreme Court’s decisions have on schools?

Preparation

Background information: The desegregation of Central High School in Little Rock, Arkansas in 1957 outraged many white citizens, one of whom was Gov. Oval Faubus. There were nine African-American students chosen to be the first group of students to integrate the school. Their obstacles thrust them into the history. They became known as the “Little Rock Nine”.

- Copies of the *I See, I Know, I Wonder* graphic organizer for students
- Power Point slideshow of primary sources (optional)
- Copies of letter to Roy Wilkins from Daisy Bates
- Article from http://pbskids.org/wayback/civilrights/features_school.html (or print outs of article)

Procedure

- 1.) Distribute and explain the graphic organizer to students. (2 minutes)
- 2.) Inform students that they will examine various photographs related to the integration of Central High using the *I See, I Know, I Wonder* graphic organizer. (6 minutes)
- 3.) Students will turn and talk with a neighbor on their findings. Then teacher will call on students to share their responses with the class. (5-7 minutes)
- 4.) Student will read the passage “On the Front Lines with the Little Rock 9” from www.pbskids.org/wayback/civilrights/features_school.html. (5 minutes)
- 5.) Distribute discussion question sheet (short answer). Have students complete the question sheet. (10-15 minutes)
- 6.) Student will share their responses with the class. (5 minutes)
- 7.) Distribute the letter to Roy Wilkins from Daisy Bates. Have students begin reading the letter and point out the struggles that students were facing even in December of 1957.

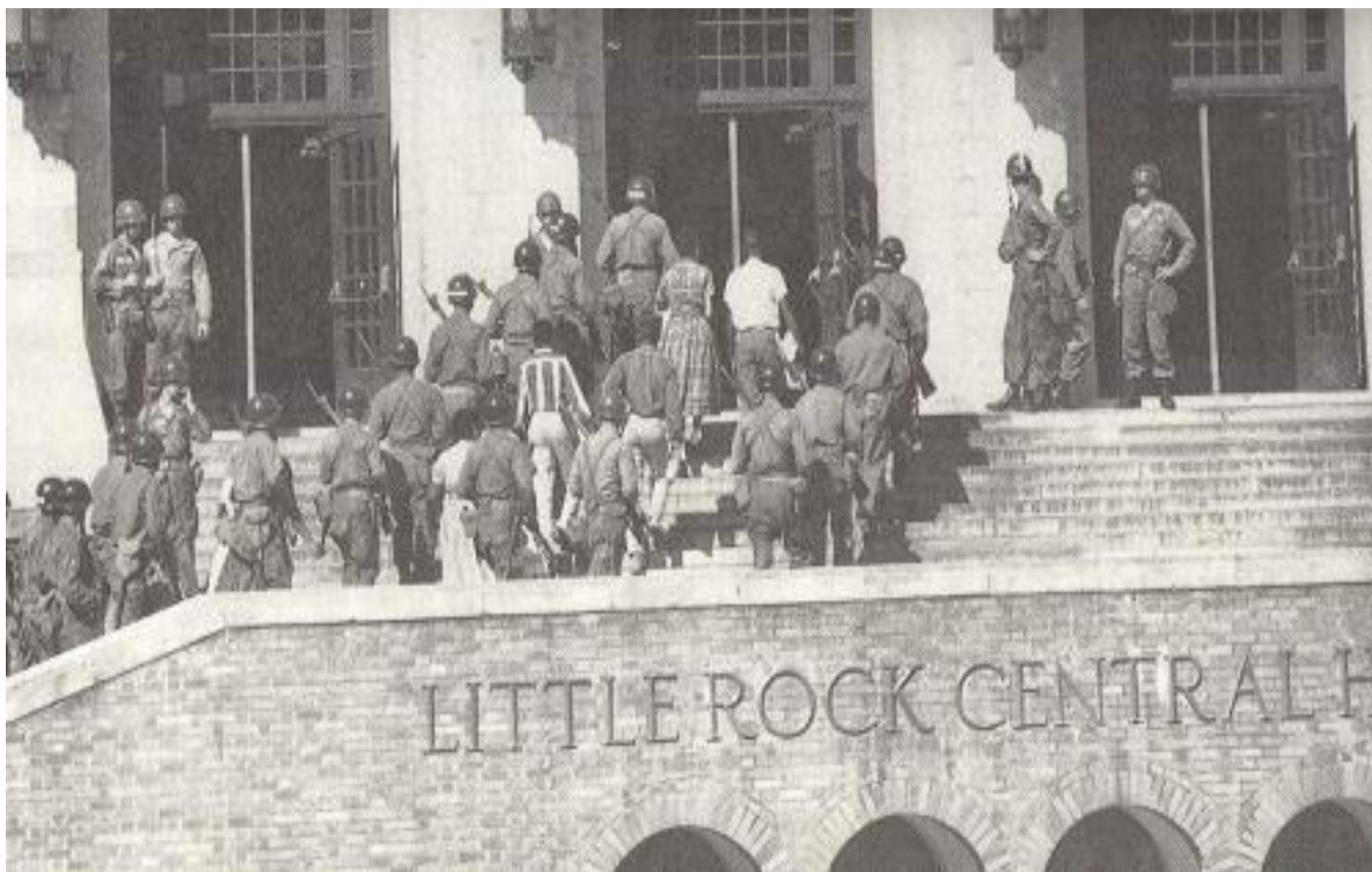
*Be sure to point out to students that the time that has passed since the Supreme Court ruling (1954) and the integration of Central High School (1957).

Assessment/Homework

Create a journal entry from the perspective of one of the students chosen to integrate Central High School about their experience at school.

“I see, I know, I wonder”

Image	What do you see in the photos? What stands out to you?	What do you know from the photos?	What do you wonder about the photos? What questions come to mind?
#1			
#2			
#3			
#4			
#5			



Title: Escorted by Federal troops, "Little Rock Nine" enter front door of Central High School

URL: <http://www.loc.gov/pictures/item/2002715023/>

Date: Jan. 1958

Creator: Ebony Magazine



Title: Troops block Negro students at school

URL: <http://www.loc.gov/pictures/item/00649675/>

Date: 1957

Creator: New York World-Telegram & Sun Photograph Collection



Title: Little Rock, 1959. Rally at state capitol

URL: <http://www.loc.gov/pictures/item/2003654385/>

Date: August 20, 1959

Creator: John T. Bledsoe



Title: Little Rock, 1959. Mob marching from capitol to Central High

URL: <http://www.loc.gov/pictures/item/2003654358/>

Date: 1959

Creator: John T. Bledsoe

Name _____

Room/Grade _____

Little Rock Nine Discussion Questions

Directions: Answer the following questions regarding the Little Rock Nine passage.

1.) Why do you think white students and parents reacted so strongly to African-Americans attending Central High?

2.) Why were soldiers required to accompany the students to school?

3.) How do you think the African-American students at Central High School coped with constant harassment and threats to their lives? What do you think you would have done if you were one of the Little Rock Nine?

"The Paper That's Published For Its Readers"

ARKANSAS
STATE PRESS

P. O. BOX 2179

Little Rock, Arkansas

December 17, 1957

Mr. Roy Wilkins
20 West 40th Street
New York, N. Y.

30618 DEC 19 57

Dear Mr. Wilkins:

Conditions are yet pretty rough in the school for the children. Last week, Minnie Jean's mother, Mrs. W. E. Brown, asked me to go over to the school with her for a conference with the principal, and the two assistant principals. Subject of conference: "Firmer disciplinary measures, and the withdrawal of Minnie Jean from the glee club's Christmas program." The principal had informed Minnie Jean in withdrawing her from the program that "When it is definitely decided that Negroes will go to school here with the whites, and the troops are removed, then you will be able to participate in all activities." We strongly challenged this statement, which he denied making in that fashion.

We also pointed out that the treatment of the children had been getting steadily worse for the last two weeks in the form of kicking, spitting, and general abuse. As a result of our visit, stronger measures are being taken against the white students who are guilty of committing these offenses. For instance, a boy who had been suspended for two weeks, flunked both six-weeks tests, and on his return to school, the first day he knocked Gloria Ray into her locker. As a result of our visit, he was given an indefinite suspension.

The superintendent of schools also requested a conference the same afternoon. Clarence and I went down and spent about two hours. Here, again we pointed out that a three-day suspension given Hugh Williams for a sneak attack perpetrated on one of the Negro boys which knocked him out, and required a doctor's attention, was not sufficient punishment. We also informed him that our investigation revealed that there were many pupils willing to help if given the opportunity, and that President Eisenhower was very much concerned about the Little Rock crisis. He has stated his willingness to come down and address the student body if invited by student leaders of the school. This information was passed on to the principals of the school, but we have not been assured that leadership would be given to children in the school who are willing to organize for law and order. However, we have not abandoned the idea. Last Friday, the 13th, I was asked to call Washington and see if we could get FBI men placed in the school December 16-18.

Title: Daisy Bates to Roy Wilkins, December 12, 1957 on the treatment of the Little Rock Nine

URL: <http://memory.loc.gov/mss/mssmisc/ody/ody0918a/0918a001v.jpg>

Date: 1957

Creator: Daisy Bates

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2. WILKINS

Thanks for sending Clarence to help. I don't know how I would have made it without him. I am enclosing a financial statement, and as you can see, we are in pretty bad shape financially. On December 18, we will probably have to make bond for three of our officials from the North Little Rock Branch. December 18, midnight, is the deadline for filing names and addresses of members and contributors. I have talked with Mrs. Birdie Williams, and we are attempting to have them spend the night away from their homes, because we have been informed that they plan to arrest them after midnite.

I am suggesting that a revolving fund be set up here of \$1,000.00 to take care of emergencies, and an accounting could be given at the end of each month. We are having trouble getting cost bonds executed on the North Little Rock suit. We had to put up \$510.00 collateral plus three co-signers. We informed Bob Carter of our difficulty, and he asked Jack to see what could be done on that end. Please check with him.

I have not heard anything from the scholarship trust papers. We have deposited the money received for the scholarship. Mrs. A. L. Mothershed, 1313 Chester street, mother of one of the children, is serving as trustee.

I would appreciate hearing from you pertaining to the above mentioned matters at your earliest convenience.

I plan to attend the board meeting on January 6.

Sincerely,

Daisy Bates

LCB:j

cc: Mr. Current

Title: Daisy Bates to Roy Wilkins, December 12, 1957 on the treatment of the Little Rock Nine
URL: <http://memory.loc.gov/mss/mssmisc/ody/ody0918a/0918a002r.jpg>
Date: 1957
Creator: Daisy Bates

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Fall 2011
Lesson 3: Characteristics of a Warrior

Overview: Students will further learn about how the Supreme Court’s ruling on “separate but equal” affected the integration of Central High School in Little Rock, Arkansas, and the strength of the Little Rock Nine.

Grade level: Grades 6-8

Subject(s): Social Studies; Literacy: Reading Language Arts; English Language Arts

Goal: To understand the impact of Jim Crow laws on the U.S. school system.

Time Required: 45 minutes

Materials/Resources

- *Warriors Don’t Cry novel (Beals, Melba P.)
- *Character Web graphic organizer

Standards addressed (Common Core & ILS)

RH.6-8.2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RL.8.3 – Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

14.A.3 – Describe how responsibilities are shared and limited by the U.S. Constitution and significant court decisions.

16.D.2c – Describe the influence of key individuals and groups in the historical eras of the U.S.

Essential Question(s)

What characteristics made people “warriors” during the civil rights movement?

Preparation

Background information: The memoir Warriors Don’t Cry was written by Melba Pattillo Beals, one of the Little Rock Nine. It gives specific details about the happenings of the desegregation of Central High School, and what the students had to endure.

- Copies of the character web
- Copies of Warriors Don’t Cry novel

Procedure

- 1.) Distribute Warriors Don’t Cry memoir and character webs to students.
- 2.) Show students how to complete the character web. (5 minutes)

3.) Students will read chapters 1-2 of the novel. (35 minutes)

Assessment/Homework

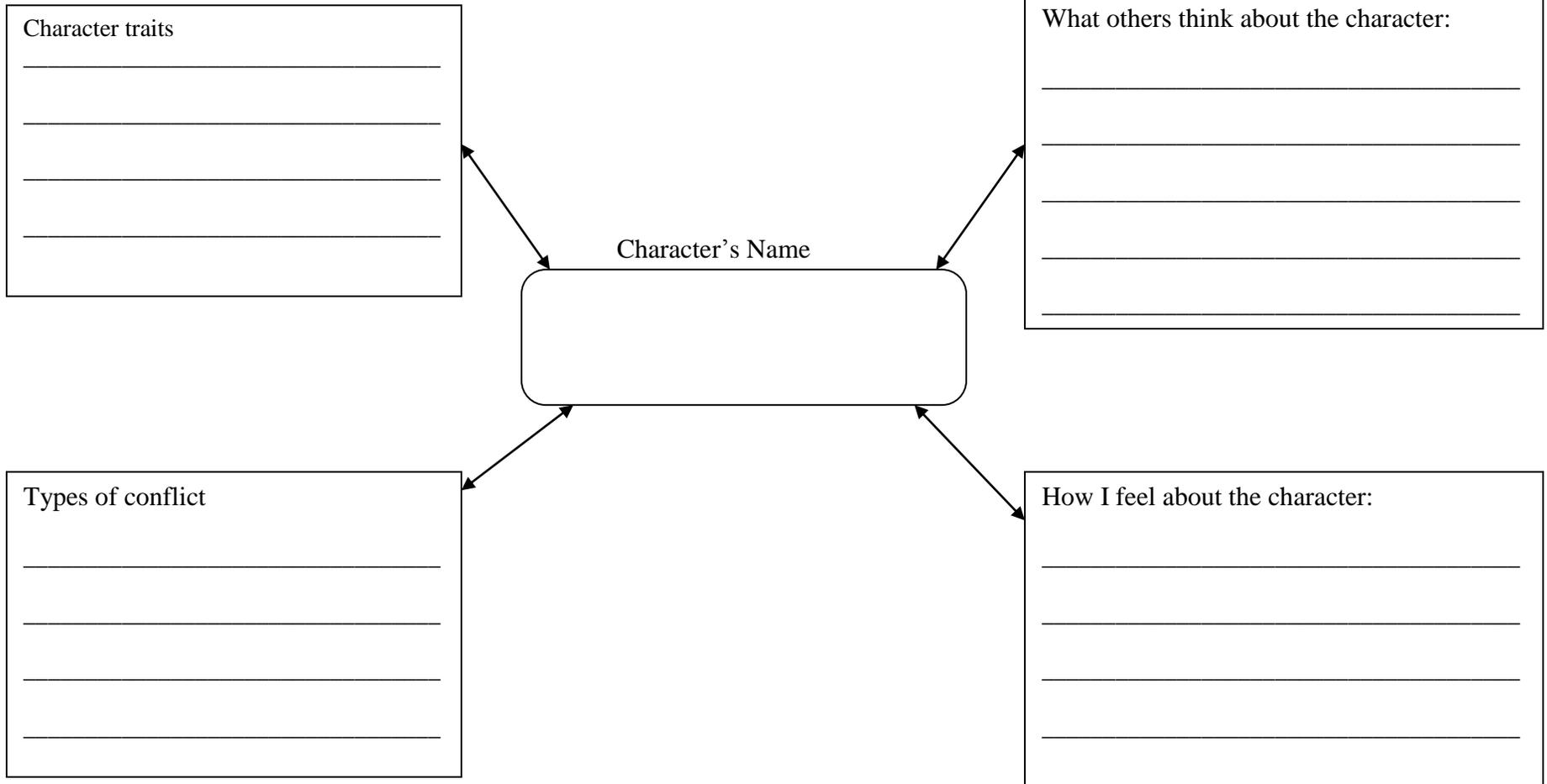
Read chapters 3-5 and complete a character web for one of the “warriors” introduced in the book.

Name _____

Date _____

Room _____

Character Web



Short answer: Based on what you've read so far, what makes him/her a *warrior*? Answer on back or on a separate sheet.