

Public Accommodation: What was it Like to Live in a Segregated Community?

Topic: Public Accommodation

Grade Level: 4th Grade

Objectives:

- Identify and explain changes in Indiana's government from the late 19th century to the early 20th century
- Acknowledge the limitations and restrictions put on minorities by the government
- Compare differences in opinions expressed in historical documents
- Analyze historical documents
- Work together in groups

Key Terms:

Equality: the quality or state of having the same rights, social status, etc. (Merriam-Webster)

Inclusive: open to everyone; not limited to certain people (Merriam-Webster)

Activities:

1. *Learning Objectives:*

- Examine a historical document or photo from the Civil Rights Movement and explain its meaning.
- Identify and explain opposing opinions represented in artifacts.
- Discuss opinions and observations with other students.

Activity: Students will be split into groups. Each group will be given a photo/historical document/political cartoon related to the minority restrictions people faced during the civil rights movement in America. They will be asked to make inferences from the artifact that they are shown. They will be asked to identify differences in opinions and point of views that might stem from the issue at hand and explain the reasoning behind those differences. Students will present their ideas to the class and discuss the differing opinions. (Example Photos)

Blacks practicing nonviolent resistance at a Walgreen's lunch counter challenging the segregation laws.



Digital image. *The Sit-ins--Off Campus and Into the Movement*. N.p., n.d. Web. 10 Nov. 2014.
<<http://www.crmvet.org/images/imgcoll.htm>>.

Segregated water fountains



Bromer, Jessica. "Interview with Elliot Erwit." *Portland Art*. N.p., 20 Mar. 2007. Web. 12 Nov. 2014.
<http://www.portlandart.net/archives/2007/03/an_interview_wi_1.html>.

Assessment: Students will examine the photo presented and explain the meanings behind it. They identify two or more opposing opinions. They will explain who is in the photo, what the people in the photo wanted to accomplish, and the context of the situation depicted in the photo or document. They should discuss their reasoning with the class.

2. *Learning Objectives:*

- Identify and explain the discrimination that some people faced during the civil rights movement.
- Understand and explain the concept of inequality.
- Explain why the notion that minorities were held to the same standards as whites but given limited opportunities.

Activity: Divide students into groups. Ask students to work together in their groups to create a hanging mobile display that will be displayed in the classroom. Use a topic from one of your subject matter areas as the theme for the mobile (e.g. Civil Rights Movement, equality, equal representation). Groups may only use the supplies they are given; they do not have to use all of them, but they may not use any additional items. Distribute the supplies as follows:

- Group 1: one coat hanger, two sheets of brown construction paper, one spool of thread.
- Group 2: two coat hangers, two rods, assorted colors of construction paper, assorted colors of yarn, thread.
- Group 3: three coat hangers, three rods, wire, branches, crayons, pine cones, yarn, thread, construction, tissue and glossy paper, wire-cutter, pliers.

Give each group 30-45 minutes to complete their hanging mobiles. During that time, take notes on the group's process and the student's comments. If students complain about the way items were distributed, respond in a very matter-of-fact way. Say something like, "That's the way life is. There will be no changes."

Assessment: Use the following questions to help students process the activity.

1. *How did you feel while doing the project?*
2. *How did you feel when you looked over at other groups?*
3. *In what ways was your project easy? Hard? Fun? Frustrating?*
4. *Why do you think I set up the project this way?*
5. *How would you feel if we had a contest and judged the mobiles? Why? How would you feel if we displayed them in the hallway by the office, with your names? Why? How would you feel if we gave prizes for the best mobiles? Why?*

6. *Think of a situation in school in which some students were unfairly given more resources than other people. Why does that happen? How would you think students felt being treated that way?*
7. *Who can explain how this activity is similar to issues during the Civil Rights Movement? (e.g., Segregated pools and dining, housing restrictions, employment opportunities)*
8. *Is there a similar situation in your family or community? Why might this happen, and how might people feel?*
9. *In what ways do some people in the world today start off with more resources, money, or power than other people, just like some of your groups started off with some more supplies than other groups? Do you think this affects what they can do for themselves? Explain how? Why is it unfair? How can this cause problems?*
10. *What happens if we expect everyone to be able to do equally well even though they don't have the same amount of resources, money, or power? What happens if they get judged that way-- the way we might judge you on these mobiles?*

(Section A Unequal resources=unequal results, Create A Mobile from Schniedewind, Nancy, and Ellen Davidson. Open Minds to Equality: A Sourcebook of Learning Activities to Promote Race, Sex, Class, and Age Equity. Englewood Cliffs, NJ: Prentice-Hall, 1983. Print.)

Materials:

- Coat hangers, construction paper, thread, rods, yarn, branches, crayons, wire, pine cones, tissue and glossy paper, wire cutters, pliers
- Political cartoons, historical documents, photos

Additional Resources:

- Schniedewind, Nancy, and Ellen Davidson. *Open Minds to Equality: A Sourcebook of Learning Activities to Promote Race, Sex, Class, and Age Equity*. Englewood Cliffs, NJ: Prentice-Hall, 1983. Print.
- Find more political cartoons here:
 - <http://hti.osu.edu/opper/lesson-plans/the-civil-rights-movement>
 - <http://www.loc.gov/rr/print/swann/mauldin/mauldin-cartoonist.html>