

Education: How Were Some Students Denied a Quality Education During the Civil Rights Movement?

Topic: Education

Grade Level: 4th Grade

Objectives:

- Define key terms: *inclusivity*, *segregation*, *integration*, and *equality*
- Identify differences between being *inclusive* and being *equal*
- Determine whether an institution and its policies are inclusive, equal, or both
- Describe the political climate of schools and public education during the Civil Rights era
- Analyze, interpret, and discuss public education legislation and its effects
- Distinguish between *de facto* and *de jure* segregation

Key terms:

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

Integration- “incorporation as equals into society or an organization of individuals of different groups (as races)” (Merriam-Webster)

Segregation- “the practice or policies of keeping people of different races, religions, etc., separate from each other” (Merriam-Webster)

***De facto* segregation-** “During racial integration efforts in schools during the 1960’s, “de facto segregation” was a term used to describe a situation in which legislation did not overtly segregate students by race, but nevertheless school segregation continued.” (Legal Info Institute, Cornell University)

***De jure* segregation-** “racial separation forced by specific laws” (adversity.net)

Activities:

1. Learning objectives:

- Identify and explain the political climate of schools and public education in the Civil Rights era
- Analyze, interpret, and discuss public education legislation and its effects
- Define key terms: *segregation*, *integration*, and *equality*
- Identify ways that students can fight injustice in their school and/or community

Activity: Share with students photos and information regarding school desegregation at Little Rock Central High School in Little Rock, Arkansas. Students then will be asked to write a letter to a government official of that time who was in favor of segregation. If students disagree or agree, they should persuade that government official to believe what the student believes. Students are also encouraged to suggest a course of action that could be used to fight injustice in their school or community. In their letter, students should use three historical facts regarding school desegregation. They should correctly use the words “integration,” “segregation,” and “equality.”

Assessment: Students will incorporate persuasive elements of writing and identify at least three historical facts regarding school desegregation. Students will use the terms “*integration*, *segregation*, and *equality*” correctly. Students will suggest a course of action for responding to injustice in their school community.

2. Learning objectives:

- Identify the differences between being inclusive and being equal
- Describe the political climate of schools and public education during the Civil Rights era
- Analyze, interpret, and discuss public education legislation and its effects

Activity: The teacher will split students into small groups. Each group will be given a copy of *Going to School During the Civil Rights Movement* by Rachel A. Koestler-Grack and asked to read it. On a large sheet of butcher-block paper, students will create a Venn diagram in which one circle represents black schools and one represents white schools. In the overlap between the schools, students should note what similarities they find between both schools. The groups will share their findings with the class and then in a larger group discussion, students will discuss how their findings compare with schools in their own community and whether those schools were equal or inclusive based on the example provided by the Little Rock Nine.

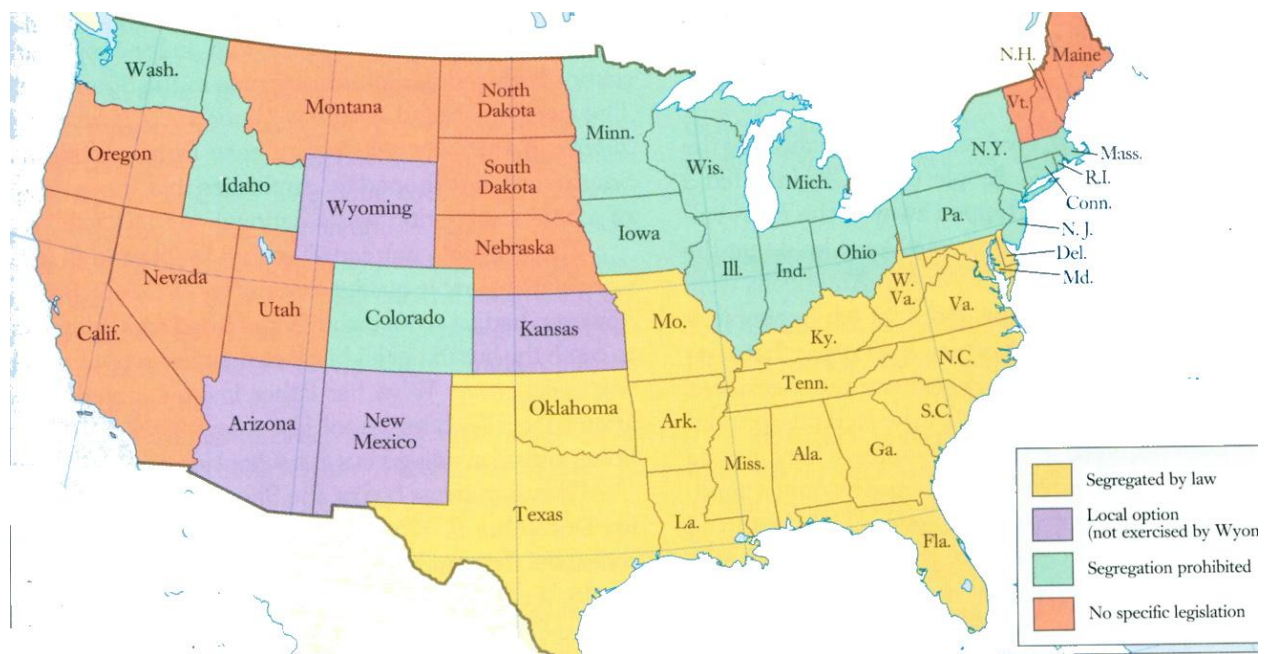
Assessment: Students will identify the physical inequities (e.g., new desks, equipment, spacious rooms versus cramped classrooms) between classrooms. Students will correctly define inclusivity and equality and use the terms appropriately when responding to the group discussion questions.

3. Learning objectives:

- Distinguish the difference between *de facto* and *de jure* segregation

Activity: Arrange students into groups. Each group should be assigned a color territory for the map (e.g., green territory, orange territory). They then should answer questions about the map of school segregation as well as compare their own belief system to the stigma of the 1960s. Questions for students can include:

- *How many states were segregated by law? List the states.*
- *Was Indiana a state where segregation was allowed in schools?*
- *T or F: Oregon was a state that was segregated by law.*
- *What makes (choose the state) a place where you'd find de jure segregation?*
- *What makes (choose the state) a de facto segregation state?*



Assessment: Students will correctly answer all questions based on the map. They will correctly define *segregation* and indicate which states supported integrated schools and which ones were against integrated schools. Students will correctly identify and define *de jure* and *de facto* segregation.

Materials:

- Koestler-Grack, R.A. (2001). *Going to School during the Civil Rights Movement*. Mankato, MN: Blue Earth Books

- Doherty for Modern US History. (2014). *3/11-3/14 Civil Rights Intro*. Retrieved from <http://dohertyformodernus.wordpress.com/2014/03/14/311-314-civil-rights-intro/>
- Little Rock Nine Images
 - New York Hotel and Motel Trades Council (n.d.). Retrieved November 2nd, 2014 from <http://hotelworkers.org/about/history/the-little-rock-nine>
 - LIFE Magazine (2014). *Brave hearts: Remembering the Little Rock Nine [Gallery]*. Retrieved November 2nd, 2014 from <http://life.time.com/history/little-rock-nine-1957-photos/#1>

Additional Resources:

- Thomas, J.C. (2003). *Linda Brown, You Are Not Alone: The Brown vs. Board of Education Decision*. New York, NY: Hyperion Books.
- History.com Staff (2010). *Integration of Central High School*. Retrieved from <http://www.history.com/topics/black-history/central-high-school-integration>
- Lucas, E. (1997). *Cracking the Wall: The Struggles of the Little Rock Nine (On My Own History)*. Minneapolis, MN: Carolrhoda Books.
- Jacoway, E. (2007). *Turn Away Thy Son: Little Rock, the Crisis that Shocked the Nation*. New York, NY: Free Press.
- Williams, J. (2013). *Eyes on the Prize: America's Civil Rights Years 1954-1965*. New York, NY: Penguin Books
- Telgen, D. (2005). *Brown v. Board of Education*. Detroit, MI: Omnigraphics.

State Standards:

Indiana Grade 4 State Standards for Social Studies Education

- 4.1.11** Identify/describe important events/movements that change 20th century Indiana life
- 4.1.13** Identify/describe important events/movements that changed Indiana life from mid 20th century to present
- 4.1.15** Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana. (Individuals, society and culture)
- 4.1.17** Construct a brief narrative about an event in Indiana history using primary and secondary sources
- 4.2.2** Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, which people have under Article I of Indiana's Constitution.
- 4.2.3** Identify major responsibilities of legislative (A4), executive (A5) & judicial (A7) of Indiana Constitution

Indiana Grade 4 State Standards for English/Language Arts

4.RL.2.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text

4.RN.2.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RN.2.3 Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text.

4.RN.3.1. Apply knowledge of text features to locate information and gain meaning from texts (e.g. charts, tables, graphs, headings, subheadings, font, format)

4.RN.3.2 Describe the organizational structure (e.g. chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.

4.RN.3.3 Compare and contrast a firsthand and secondhand account of the same event or topic and describe the differences in focus and the information provided in the accounts.

4.RN.4.1 Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.

4.W.3.1 Write persuasive compositions in a variety of forms that-

- In an introductory statement, clearly state an opinion to a particular audience
- Support the opinion with facts and details from various sources, including texts.
- Use an organizational structure to group related ideas that support the purpose
- Connect opinion and reasons using words or phrases.
- Provide a concluding statement or section related to the position presented.

4.SL.2.1 Engage effectively in range of collaborative discussions (one-on-one, in groups, and teach-led on) grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

4.SL.2.2 Explore ideas under discussion by drawing on readings and other information.

4.SL.2.3 Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.

4.SL.2.4 Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

4.SL.2.5 Review the key ideas expressed and explain personal ideas in reference to the discussion.

4.SL.3.1 Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

4.SL.3.2 Identify and use evidence a speaker provides to support particular points