

Lesson Plan
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Topic: Civil Rights Movement

OBJECTIVE: Students will grasp the meaning of segregation—with knowledge of the difference between de facto and de jure segregation. They will gauge an understanding of the need for the Civil Rights Movement, and become familiar with the Supreme Court case, *Brown v Board of Education*.

KEY CONCEPTS: segregation (de facto, de jure), integration, discrimination, *Brown v Board of Education*

PROCEDURE: Students will be given a survey dealing with discrimination in daily life. They will read and answer the questions, scoring it along the way.

Once the class is finished, they will stand and become part of a continuum line based on their scores from the survey. A response to the survey and how they scored on the continuum will be required.

Next students will read textbook pages 529-532 along with background sheet on history of segregation in the US. They will do this as a whole class and tree map their readings together.

Once that is completed, students will view transparencies 2.1a, b, and c along with placard 3.2 from TCI Civil Rights materials. We will talk about what they see in each of the pictures, giving enough time for them to soak up the images.

They will be given a writing prompt to complete for homework that will be part of their notebooks.

Students will then be shown a clip of Ruby Bridges as she walks into school past protesting adults. They will then be shown the clip from *Separate but Equal* where the psychologist is testifying about the affects of segregation on African American children. The study has to deal with dolls, both black and white, and how black children relate to them. Students will be given time to address what they see and how it makes them feel.

MATERIAL NEEDED: textbook—*America Pathways to the Present*
Transparencies 2.1a,b,and c
Ruby Bridges film
Separate but Equal film
Placard 3.2
Survey sheets
Background sheet on history of segregation.

TECHNOLOGY COMPONENT: Students will be given the opportunity to surf the web for additional information and images of segregation. They are to report their findings to the class. They may download images to display. I will assign cooperative teams of three to complete this portion of the assignment. They will have to give websites sources with their images. (Images will be used as primary sources.)

ASSESSMENTS: Homework writing prompt: Write the following writing prompt in your notebook and complete it tonight.

Think back to class today and the images you saw on the overhead. What emotions did these images inspire in you? How did the images of segregation make you feel? What came to your mind when you saw the pictures?

RUBRIC:

To get 5 points for this assignment you must answer the prompt staying focused on segregation and what emotions (feelings) it awoke in you. You need to write in complete sentences. You must give me two paragraphs, with each paragraph consisting of more than four sentences a piece.

To get 3 points you complete the prompt, but you go off the topic, don't give two paragraphs, or you are short on sentences. Less than 5 sentences per paragraph will earn you a point value of 3.

To earn 1 point you try to do the assignment, but you miss the objective of the prompt—what feelings do images of segregation awaken in you. You don't set the work up in two paragraphs. You write words, not sentences. You display very little effort to complete assignment.

BACKGROUND INFORMATION FOUND ON WIKIPEDIA.ORG:

Racial discrimination was long regulated by the so-called [Jim Crow laws](#). These restrictive rules against African descendants were instituted at the close of the [Reconstruction](#) period several decades following the [Civil War](#), primarily in the [U.S. Southern States](#). Such legalized segregation lasted up to the [1960s](#). White and black people would sometimes be required to use separate schools, public toilets, park benches, train and restaurant seating, etc. "[Miscegenation](#)" laws prohibited people of different races from marrying. In some locales, in addition to segregated seating, it could be forbidden for stores or restaurants to serve different races under the same roof.

In [World War I](#), blacks served in the [United States Armed Forces](#) to some degree or another, including in the Army where segregated units were created. However, they were often poorly trained, equipped, and led, and low expectations meant low performance.

Still, the 93rd Division, serving alongside the French (who needed troops, and with their use of Algerian, Moroccan, etc soldiers saw nothing wrong with black soldiers), performed well, with the 369th Infantry (formerly 15th New York National Guard) Regiment distinguished themselves, and were known as the "Harlem Hellfighters".

During [World War II](#), people of Japanese descent (whether citizens or not) were [excluded](#) from the [West Coast](#) and placed in [internment camps](#), on the basis of their race.

Advocaton to end government racial segregation grew among African Americans and progressives after the end of the World War. On [January 26, 1948](#) [President Harry S. Truman](#) signed [Executive Order 9981](#), ending segregation in the [United States Armed Forces](#).

Institutionalized racial segregation was ended in practice by the efforts of such [civil rights](#) activists as [Rosa Parks](#) and [Martin Luther King Jr.](#), working during the period from the end of World War II through the passage of the [Voting Rights Act](#) and the [Civil Rights Act of 1964](#) supported by President [Lyndon Johnson](#). Many of their efforts were acts of [civil disobedience](#) aimed at violating the racial segregation rules and laws, such as insisting on sitting at the white part of the bus (Rosa Parks), or holding sit-ins at all-white diners.

Although racial equality is, at least in theory, granted to all citizens in the US today, some see the [USA Patriot Act](#) as an attempt at covert racial segregation or discrimination against non-citizens. [Arabs](#) and [Pakistanis](#), who have similar skin color, are allegedly subjected to different procedures that do not apply to others. However, the US has strict rules against [racial profiling](#) to prevent such segregation.

Not all racial segregation laws have been repealed in the United States, although Supreme Court rulings have rendered them unenforceable. For instance, the [Alabama Constitution](#) still mandates that "Separate schools shall be provided for white and colored children, and no child of either race shall be permitted to attend a school of the other race."
[\[1\]](#) (<http://www.legislature.state.al.us/CodeOfAlabama/Constitution/1901/CA-245806.htm>) A proposal to repeal this provision was narrowly defeated in [2004](#).