

Living in Segregation

Museum Connection: Family and Community

Purpose: In this lesson students will examine various perspectives on segregation through the use of primary and secondary sources. Students will create a storybook lesson for younger students on their findings.

Course: United States History, African American History

Time Frame: 2-3 Class Periods

Correlation to State standards:

United States History State Curriculum:

5.0 Content Standard: HISTORY- Students will examine significant ideas, beliefs and themes; organize patterns and events; analyze how individuals and societies have changed over time in Maryland and the United States.

Expectation 5.1: Students will demonstrate understanding of the cultural, economic, political, social and technological developments from Reconstruction to 1897.

1. Analyze the economic, political and social consequences of Reconstruction (5.1.1).

Objective:

d. Analyze the practices, policies and legislation used to deny African-Americans' civil rights, including black codes, lynching, the Ku Klux Klan, voting restrictions, Jim Crow Laws and *Plessy v. Ferguson (1896)* (PS, PNW, E)

Expectation 5.4: Students will demonstrate understanding of the cultural, economic, political, social and technological developments from 1946 - 1968.

3. Analyze the major developments, controversies and consequences of the Civil Rights Movement between 1946-1968 (5.4.3).

Objective:

c. Describe various activities that Civil Rights activists used to protest segregation, including boycotts, sit-ins, marches, and voter registration campaigns (PS, E)

Government State Curriculum:

1.0 CONTENT STANDARD: POLITICAL SCIENCE- Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

CLG Expectation 1.2 The student will evaluate how the United States government has maintained a balance between protecting rights and maintaining order.

C. Protecting Rights and Maintaining Order

1. The student will analyze the impact of landmark **Supreme Court** decisions on governmental powers, rights, and responsibilities of **citizens** in our changing society (1.2.1).

c. Analyze how the Supreme Court decisions in *Plessy v. Ferguson* (1896) and *Brown v. Board of Education of Topeka* (1954) impacted the rights of individuals

4.0 CONTENT STANDARD: ECONOMICS- Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

CLG Expectation 4.1 The student will demonstrate an understanding of economic principles, institutions, and processes required to formulate government policy.

A. Scarcity and Economic Decision-making

- 1.b. Explain how government attempts to prioritize **socio-economic goals** in response to changing economic, social and political conditions

Common Core State Reading Standards for Literacy in History/Social Studies 6-12

- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Common Core State Writing Standards for Literacy in History/Social Studies 6-12

- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- Draw evidence from informational texts to support analysis, reflection, and research.

Objective:

Students will analyze the political, social, and economic costs of segregation by describing the Supreme Court’s interpretation of the Fourteenth Amendment in *Plessy v. Ferguson* and its impact on American Society.

Vocabulary and Concepts:

14 th Amendment	post-Civil War amendment that provides equal protection under the law to all persons.
Black Codes	laws passed on the state and local level mainly in rural southern states of the United States to restrict the civil rights and liberties of African Americans.
Integration	to create equal opportunity regardless of race and to develop a culture that draws on diverse traditions.
Jim Crow	state and local laws enacted in southern and border states of the United States between 1876 and 1965 that mandated segregation in all public facilities, with supposedly “separate but equal” status for African Americans.
Segregation	separation of different racial groups in daily life, such as in schools and restaurants.
<i>Plessy v. Ferguson</i> (1896)	important United States Supreme Court decision that upheld the constitutionality of racial segregation even in public accommodations under the doctrine of “separate but equal.”
<i>Brown v. Board of Education</i> (1954)	Landmark Supreme Court decision that declared state laws that established separate public schools denied African American children equal educational opportunities. This decision stated that “separate but equal” segregation was unconstitutional.

Materials:

For the Teacher:

Deborah Wiles, *Freedom Summer*. (New York: Aladdin Paperbacks, 2001).

Teacher Resource Sheet 1: “Fourteenth Amendment”

Teacher Resource Sheet 2: “Justice John Harlan’s Dissent”

Teacher Resource Sheet 3: “*Brown v. Board of Education of Topeka (1954)*”

For the Students:

Student Resource Sheet 1: “*Plessy v. Ferguson (1896)*”

Student Resource Sheet 2: Living with Racial Segregation

Student Resource Sheet 18: Definitions Related to Civil Rights

One packet per group:

Group #1- Student Resource Sheets 3-5

Group #2- Student Resource Sheets 6-8

Group #3- Student Resource Sheets 9-11

Group #4- Student Resource Sheets 12-14

Group #5- Student Resource Sheets 15-17

Historic Background:

The history of racial ideology in the United States is a very long and complicated one. The nation still suffers from its effects today. The central contributing factor to America’s obsession with race is the “peculiar institution,” slavery. Because American slavery had such an emphasis on race, specifically white supremacy, after the abolition of slavery African Americans were treated as second class citizens. Even in the 21st century, the nation has not made it to a “post-racial” society. Race continues to play a major role in all facets of American life. This lesson attempts to place the period of “Jim Crow” within the historical context of America’s emerging racial ideology during the early to mid 20th century. In implementing this lesson the teacher must be cognizant of the fact that segregation was never beneficial to the African Americans who suffered under it or the whites who enforced and benefited from it. In order for this lesson to be successful students have to understand that segregation was a period in American history that was centered on prejudice. No society can survive and prosper when its social, political and economic order is based upon the subjugation of one people by another.

The history of race relations in the United States was not always one that focused on the racial subjugation of African Americans. The earliest Africans to come to the British North American colonies were for the most part treated very similarly to the European indentured servants. In fact many were themselves indentured servants. The earliest records of Africans in Maryland cite Mathias de Sousa as the first African to settle in the colony. He was an indentured servant. In both New Amsterdam and the Chesapeake Africans were not immediately assigned the identity of “slave” in the emerging societies. It was a long slow process of the colonial governments to identify all Africans as slaves based on race. In America’s colonial history a slave free society was possible. However, with the growing economic success of the colonies and the demand for more profits the cheapest form of labor possible was necessary. In what became the United States a unique form of slavery based on race and property developed and Africans were the chosen labor force.

Throughout the history of the United States Americans, both African American and white, fought diligently to bring an end to slavery. However, the motivations in many instances were

quite different. For instance, Frederick Douglass the famed abolitionist and statesmen fought for both the freedom and equality of the enslaved African American. On the other hand, Judge Hugh Lenox Bond, one of Maryland's most supportive friends of the enslaved and freedmen, while fighting to help African Americans gain admittance to the American body politic did not see them as equals. In his work with the Baltimore Association for the Moral and Intellectual Improvement of the Negro he believed that freedmen needed only enough education to suit them for their limited capacities and roles which they should play in society. This was not an uncommon belief in the antebellum and post-war years. Many whites believed slavery was wrong and that African Americans should be allowed to be citizens. However, under no circumstances were they to be considered social equals to whites, their political rights should be limited, and because of their limited intellectual capacity they should only be allowed to perform the most menial of tasks. This was the thinking of the most progressive whites during the post-reconstruction years. Thus, the United States Supreme Court codifies segregation in its 1896 *Plessy v. Ferguson* decision.

With the establishment of legalized segregation under the *Plessy* decision and the abandonment of the ideals of reconstruction former Confederate leaders were able to re-establish racialized slavery. One of the key components of Jim Crowism, which was its own undoing, was the concept of "separate but equal." The facilities provided African Americans were in no way equal to those for whites. Many historians often point to the inequities of segregation in public accommodations and education. This is well documented in the history of the *Brown v. Board of Education* decision of 1954. However, the economic impact of segregation was even more devastating to the African American community. The effects of Jim Crow extended beyond the south and impacted African Americans throughout the nation. Many college educated African Americans were unable to gain employment in their chosen fields and were poorly compensated when they were hired. Public sector jobs were held by whites and in many instances African Americans were not considered when positions became available. This forced America into two separate societies.

Since African Americans were unable to gain access to the American body politic they created their own. Many of these communities rivaled their white counterparts and sparked race riots. "Black Wall Street" in Oklahoma City is a case in point where the African American community was so successful that whites rioted burning down the African American businesses and homes. Nonetheless, African Americans and sympathetic whites strove to demand full equality and access to all of the rights they deserved as American citizens. With the 1954 *Brown* decision *Plessy* was overturned and the doctrine of "separate but equal" was overturned. This did not create a post-racial society just as the election of Barak Obama in 2008 did not create a post-racial society. It took many years of struggle after the *Brown* decision for America to address its issues regarding race and elect an African American as President.

Resources:

Publications:

Johnson, Charles and Smith Patricia, *Africans in America: America's Journey through Slavery*. New York: Harcourt, Brace, Jovanovich, 1998.

Horton, James O. and Lois E. Horton. *Slavery and the Making of America*. Oxford: Oxford University Press, 2004.

Hill, Herbert and Jones, James Jr., ed. *Race in America: The Struggle for Equality*. Madison: University of Wisconsin Press, 1993.

Web Sites:

Africans in America <http://www.pbs.org/wgbh/aia/home.html>

Slavery and the Making of America <http://www.pbs.org/wnet/slavery/>

Lesson Development:

Motivation:

The teacher will ask the students to read *Freedom Summer* by Deborah Wiles. After reading, the teacher will ask:

- In what time period does this story take place?
- What are the students' reactions to this story?

Tell students that this story took place in the 1960's in the Southern United States. This lesson will examine the impact of racial segregation from a variety of American perspectives.

Activities:

Day 1: Do vocabulary, *Plessy*, Harlan's Dissent, and *Brown*

Day 2: Picture book Images

Day 3: Debrief, write story to elementary schoolers based off of select images (use Wiles' picture book as guide/inspiration)

1. Display **Teacher Resource Sheet 1:** "The Fourteenth Amendment." Have students work in partner groups to answer the following questions:

- What is the meaning of this amendment?
- When was this amendment added to the United States Constitution?
- Why was it added to the Constitution?

Explain to students that the Fourteenth Amendment was a result of the Civil War. It gives all people equal rights and protection under the federal government.

***Please note:** As needed, the teacher may wish to follow the motivation by discussing with the students the importance of the vocabulary terms that appear earlier in this lesson plan. This might be accomplished by reviewing the definitions of the terms and then by having the students write sentences explaining how each term is important to the topic of civil rights. Refer to **Student Resource Sheet 18**.

2. Ask students: Who interprets the Constitution? Remind students of the roles of each of the branches of government: Legislative-make laws, Executive- enforce laws, Judicial-interpret laws.
3. Distribute **Student Resource Sheet 1: “Plessy v. Ferguson (1896)”** In groups of two or three, have students read the brief and write a one sentence description of the Supreme Court decision. Have groups share with the class. Create a class description.
4. Tell the class that there were people in American society who did not agree with *Plessy v. Ferguson (1896)*. Supreme Court Justice John Harlan was one of those people. Display **Teacher Resource Sheet 2: “Justice John Harlan’s Dissent.”** Ask: What did Justice Harlan think would happen as a result of *Plessy v. Ferguson (1896)*? Why did he disagree with *Plessy*?
5. Remind students of the book *Freedom Summer*. Did Harlan’s prediction come true? Give examples from the book. Tell students that segregation was a way of life in the United States from the time after the Civil War until the 1960’s. Display **Student Resource Sheet 2: “Living with Racial Segregation”**. Read “A Note About the Text” from the front of *Freedom Summer*. For this source, describe ways in which segregation affected life from the author’s point of view. Brainstorm a list of subgroups within U.S. society to consider when analyzing the impact of segregation. (Examples: African American parents, children, community leaders; white parents, children, community leaders, etc.) Why would each group’s perspective on this issue be different?
6. Tell students that they are going to be examining primary sources to analyze additional perspectives on segregation. Break students into 5 groups. Distribute a different packet of primary sources to each group. In order to facilitate a cooperative learning experience, have groups analyze their primary sources and complete the appropriate section of **Student Resource Sheet 2**. Discuss overall conclusions that can be drawn as a result of the primary source analysis and how the defined terms are important to the Civil Rights Movement.

Assessment: Students should respond to the following prompt:

Note to teacher: You may wish to assign each group a different aspect of American society about which to create their picture book (i.e.: transportation, education, recreation).

Your class is working with a fifth grade class at a local elementary school to help improve their reading skills. Each month, a different group of students goes to the elementary school and teaches the fifth graders about a different topic. Your group has been assigned to go this month. Your teacher has asked you to create a picture book that discusses the topic of

segregation in American society. The picture book should have pictures and text and include the following:

- Explanation of the 14th Amendment
- Description of *Plessy v. Ferguson* and its impact on American society
- Discussion of the political, social, and economic effects of segregation

Closure:

Display **Teacher Resource Sheet 3:** “*Brown v. Board of Education (1954)*” Ask: How do you think this decision would change American society? What challenges did it present?

Thoughtful Application:

Have students identify which area (political, economic, or social) had the most negative impact on the African American community. Then have them site evidence from the documents to support their position.

Have students list the ways in which whites were negatively impacted by segregation.

In view of the economic impact of segregation have students research and debate Affirmative Action and/or reparations for slavery.

Lesson Extensions

Visit the Resource Center of the Reginald F. Lewis Museum of Maryland African American History and Culture to examine oral histories of Maryland African Americans who lived during the era of segregation. Have students conduct oral histories about this period in history from senior citizens from their family, community or a senior citizen home.

- Visit the Resource Center to examine oral histories of Maryland African Americans who lived during the era of segregation. Have students conduct oral histories about this period in history with senior citizens, their family, community or a senior citizen home. Contact the museum and arrange a workshop.
- The Museum offers several school programs that connect to the curriculum lessons.
 - *Journey in History Theater* provides living history and theatrical performances which highlight African Americans in the museum’s gallery.
 - Take the theme tour, *The Fight for Justice* and examine the contributions made by Maryland African Americans in the battle for equality from Jim Crow through the Civil Rights Movement.
 - Contact group reservations for schedule updates.

Teacher Resource Sheet 1

The Fourteenth Amendment

United States Constitution

AMENDMENT XIV (1868)

Section 1.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Teacher Resource Sheet 2

Justice John Harlan's Dissent

“If a state can prescribe, as a rule of civil conduct, that whites and blacks shall not travel as passengers in the same railroad coach, why may it not so regulate the use of the streets of its cities and towns as to compel white citizens to keep on one side of a street, and black citizens to keep on the other? Why may it not, upon like grounds, punish whites and blacks who ride together in street cars or in open vehicles on a public road or street? Why may it not require sheriffs to assign whites to one side of a court room, and blacks to the other? And why may it not also prohibit the commingling of the two races in the galleries of legislative halls or in public assemblages convened for the consideration of the political questions of the day?...

The white race deems itself to be the dominant race in this country...But in view of the constitution, in the eye of the law, there is in this country no superior, dominant, ruling class of citizens. There is no caste here. Our constitution is color-blind and neither knows nor tolerates classes among citizens...”

Plessy v. Ferguson
163 U.S. 537 (1896)

Teacher Resource Sheet 3

Brown v. Board of Education of Topeka

347 U.S. 483 (1954)

Argued December 8, 1952

Reargued December 7, 1953

Decided May 17, 1954

Facts Black children were denied admission to public schools attended by white children under laws requiring or permitting segregation according to the races. The white and black schools approached equality in terms of buildings, curricula, qualifications, and teacher salaries. This case was decided together with *Briggs v. Elliott* and *Davis v. County School Board of Prince Edward County*.

Issue Does the segregation of children in public schools solely on the basis of race deprive the minority children of the equal protection of the laws guaranteed by the 14th Amendment?

Decision Yes. Despite the equalization of the schools by "objective" factors, intangible issues foster and maintain inequality. Racial segregation in public education has a detrimental effect on minority children because it is interpreted as a sign of inferiority. The long-held doctrine that separate facilities were permissible provided they were equal was rejected. Separate but equal is inherently unequal in the context of public education. The unanimous opinion sounded the death-knell for all forms of state-maintained racial separation.

Student Resource Sheet 1

Plessy v. Ferguson

163 U.S. 537 (1896)

Argued April 13, 1896

Decided May 18, 1896

Facts The state of Louisiana enacted a law that required separate railway cars for blacks and whites. In 1892, Homer Plessy—who was seven-eighths Caucasian—took a seat in a “whites only” car of a Louisiana train. He refused to move to the car reserved for blacks and was arrested.

Issue Is Louisiana’s law mandating racial segregation on its trains an unconstitutional infringement on both the privileges and immunities and the equal protection clauses of the Fourteenth Amendment?

Decision No, the state law is constitutional. The majority upheld state-imposed racial segregation. The justices based their decision on the separate-but-equal doctrine, that separate facilities for blacks and whites satisfied the Fourteenth Amendment so long as they were equal. Justice Brown conceded that the 14th Amendment intended to establish absolute equality for races before the law. But he noted that “in the nature of things it could not have been intended to abolish distinctions based upon colors, or to enforce social, as distinguished from political equality or a commingling of the two races unsatisfactory to either.” In short, segregation does not in itself constitute unlawful discrimination.

Student Resource Sheet 2

Living with Racial Segregation

NOTE: Although some of the individual primary sources are not applicable to the questions below, each packet is.

Bulleled List of Sources from Your Packet	Description of Segregation Rules Identified in Source Packet	How did your source packet illustrate <i>social, political, and/or economic</i> impacts of segregation?	How do you think the segregation described in your packet made the author of the source feel? Explain with evidence from the sources.
<i>Freedom Summer</i>	<i>Recreation Business</i>		
Group #: _____			

Student Resource Sheet 3

Drinking fountain on the county courthouse lawn,
Halifax, North Carolina.



<http://memory.loc.gov>

<http://www.loc.gov/pictures/item/fsa1997003218/PP/>

Student Resource Sheet 4

Memories of S u s a n H u e t t e m a n

For resource, go to the link below

<http://ebookbrowse.com/susan-huetteman-pdf-d147367490>

Scroll down to
The L & N RR to Grandmother's

Student Resource Sheet 5

Memories of
E d i t h V e i t c h F a r r i s

For resource, go to the link below

<http://writingsonthewall.edublogs.org/2011/03/07/jim-crow-narratives/>

Scroll down to blog #30
Written by Sabrina M.

Student Resource Sheet 6

Clinton, Louisiana Courthouse, 1963

For resource, go to the link below

http://www.wadsworth.com/history_d/special_features/ext/am_hist/ap/chapter29/29.1.Segregation.html

From *Report of the National Advisory Committee on Civil Disorders*. Washington, DC: United States Government Publication Office, 1968. 112.

Student Resource Sheet 7

Vending Machine in Jackson, Tennessee

For resource, go to the link below

<http://www.spartacus.schoolnet.co.uk/USAjimcrow.htm>

Student Resource Sheet 8

Leaflet Dropped by German Air Force World War One 1933-1945

To the colored soldiers of the U.S. Army

Hallo boys, what are you doing over here? Fighting the Germans? Why? Have they ever done you any harm? Of course, some white folks and the lying English-American papers told you that the Germans ought to be wiped out for the sake of humanity and democracy. What is democracy? Personal Freedom, all citizens enjoying the same rights socially and before the Law! Do you enjoy the same rights as the white people do in America, the land of Freedom and Democracy? Or aren't you rather treated over there as second class citizens? Can you go into a restaurant where white people dine, can you get a seat in a theater where white people sit, can you get a Pullman seat or berth in a railroad car or can you even ride, in the South, in the same street car with white people? And how about the law? Is lynching and the most horrible cruelties connected there with a lawful proceeding in a democratic country?

National Archives
RG 165, 165-WW-164A-7

Student Resource Sheet 9

**European Theater of Operations,
Nurses in England, 1944**

For resource, go to the link below

<http://memory.loc.gov/ammem/aahtml/exhibit/aopart8.html>

Student Resource Sheet 10

Memories of N o b u o H o n d a

For resource, go to link below

http://www.jimcrowhistory.org/resources/narratives/Nobuo_Honda.htm

Student Resource Sheet 11

Lewis Mountain Negro Area



<http://www.nps.gov/shen/images/20070117113507.jpg>

Student Resource Sheet 12

For Rent



Smithsonian
National Museum of American History
Behring Center

<http://americanhistory.si.edu/brown/history/1-segregated/detail/jim-crow-signs.html#forrentStudent>

Resource Sheet 13

Jim Crow Laws

“Marriages are void when one party is a white person and the other is possessed of one-eighth or more negro, Japanese, or Chinese blood.”

—**Nebraska, 1911**

“Separate free schools shall be established for the education of children of African descent; and it shall be unlawful for any colored child to attend any white school, or any white child to attend a colored school.”

—**Missouri, 1929**

“All railroads carrying passengers in the state (other than street railroads) shall provide equal but separate accommodations for the white and colored races, by providing two or more passenger cars for each passenger train, or by dividing the cars by a partition, so as to secure separate accommodations.”

—**Tennessee, 1891**

“The Corporate Commission is hereby vested with power to require telephone companies in the State of Oklahoma to maintain separate booths for white and colored patrons when there is a demand for such separate booths.”

—**Oklahoma, 1915**

Smithsonian
National Museum of American History
Behring Center

<http://americanhistory.si.edu/brown/history/1-segregated/jim-crow.html>

Student Resource Sheet 14

Baltimore City Colored Orchestra Circa 1935



<http://musiclibrary.peabody.jhu.edu/content.php?pid=225964&sid=2039785>

<http://musiclibrary.peabody.jhu.edu/content.php?pid=225964&sid=1874106>

Student Resource Sheet 15

Dunbar Senior High School
1943



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<http://www.mdhs.org/library/collections/hughesstudio/hughesstudio.asp?Box=7&Display=report>

<http://www.mdhs.org/findingaid/hughes-studio-photograph-collection-pp30>

Student Resource Sheet 16

St. Paul Institute
1946



MD

©Maryland Historical Society

<http://www.mdhs.org/library/collections/hughesstudio/hughesstudio.asp?Box=18&Display=report>

Student Resource Sheet 17

Rex Theatre for Colored People



U.S. Farm Security Administration/Office of War information Black & White Photographs

http://www.loc.gov/rr/print/res/071_fsab.html

en.wikipedia.org/wiki/File:Rex_theatre.jpg

Student Resource Sheet 18

Definitions Related to Civil Rights

Directions: For each of the defined terms below, write a sentence showing how it is important to a discussion of Civil Rights.

Vocabulary Term / Concept	Definition	Sentence
14 th Amendment	Post-Civil War amendment that provides equal protection under the law to all persons.	
Black Codes	Laws passed on the state and local level mainly in rural southern states of the United States to restrict the civil rights and liberties of African Americans.	
Integration	To create equal opportunity regardless of race and to develop a culture that draws on diverse traditions.	
Jim Crow	State and local laws enacted in southern and border states of the United States between 1876 and 1965 that mandated segregation in all public facilities, with supposedly “separate but equal” status for African Americans	
Segregation	The separating of different racial groups in daily life, such as in schools and restaurants.	
<i>Plessy v. Ferguson</i> (1896)	Important United States Supreme Court decision that upheld the constitutionality of racial segregation even in public accommodations under the doctrine of “separate but equal.”	
<i>Brown v. Board of Education</i> (1954)	Landmark Supreme Court decision that declared state laws that established separate public schools denied African American children equal educational opportunities; this decision stated that “separate but equal” segregation was unconstitutional.	