**Day 1 Lesson**  
Lesson 1: Segregation  
Time Estimated: 1 day (45 minutes)

**Objectives:**  
Students will:

1. Demonstrate knowledge of the reconstruction of Virginia following the Civil War by identifying the effects of segregation and “Jim Crow” on life in Virginia.

2. Define the term “segregation.”

**Materials:**
- [http://www.literacyrules.com/jim_crow2.htm](http://www.literacyrules.com/jim_crow2.htm)
- [www.literacyrules.com](http://www.literacyrules.com)
- [http://www.swisseduc.ch/english/resources/jimcrow.html](http://www.swisseduc.ch/english/resources/jimcrow.html)
- overhead transparencies
- overhead projector
- teacher access to the Internet
- copies of images
- notebooks or paper for all students

**Strategies:**

1. **Hook:** Display overhead images of “Jim Crow” signs from [http://www.literacyrules.com/Black%20History/waitingroom.jpg](http://www.literacyrules.com/Black%20History/waitingroom.jpg)  
Remind students that these photos are primary sources, actual pictures that were taken at the time that these Jim Crow laws were enforced. Lead a discussion with students posing the following questions adapted from [http://www.archives.gov/education/lessons/index.html](http://www.archives.gov/education/lessons/index.html)

   - Who do you see in these pictures?
   - What are the people doing?
   - What items/objects do you see?
   - What do the signs say?
• How do these signs make you feel?
• Where else do you think these signs like these were posted?
• Who do you think posted these signs?
• Why were these signs posted?
• Are signs like these still allowed in public places today?
• How do these photos (primary sources) help us to understand this period in history?

2. Show students an image of the character “Jim Crow” from http://www.swisseduc.ch/english/resources/jimcrow.html (there are several to choose from)
3. As you show the image, use the information from http://www.swisseduc.ch/english/resources/jimcrow.html - go to “The Name Jim Crow,” “Who was Jim Crow?” to explain to students the origin and meaning behind Jim Crow
4. Show students a card with the term “segregation,” and elicit from students the meaning of segregation to be “the separation of people usually based on race.”
5. Students should copy the term in their notebooks.

**Homework:** Students will each get a copy of an image of two water fountains, one labeled “white” and other labeled “colored.” Students should compare and contrast the water fountains. Use the image found on pg. 52 of *Remember: The Journey to School Integration* by Toni Morrison. You can also use an image found at http://www.literacyrules.com/jim_crow2.html which features segregated water fountains.

**Rubric** for homework assignment (this is to be used as a checklist):
Did the student notice inequality in the water fountains?
• Did the student notice that the “white” water fountain was newer, cleaner and colder?
• Did the student notice that the “colored” water fountain was smaller, dirty and did not have a cooler?
• Did the student notice that the “colored” water fountain was substandard?

**Differentiation:** This lesson’s homework can be differentiated so that students are provided a list of questions to direct their comparison and contrast of the segregated water fountains.

**Day 2 Lesson**
Lesson 2: Desegregation, Integration, Brown v. Board of Education
Time Estimated: 1 day (45 minutes)

**Objectives:**
Students will:

1. Demonstrate knowledge of twentieth-century Virginia by identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history.
2. Define the terms “integration” and “desegregation.”

3. Recognize the U.S. Supreme Court ruled in 1954 that “separate but equal” public schools were unconstitutional (Brown v. Board of Education).

Materials:

- www.olemiss.edu/.../segregation/phay.html
- http://brownvboard.org/index.htm
- overhead transparencies
- overhead projector
- narrative-type synopsis of Brown v. Board of Education
- student notebooks

- The Reader’s Companion to American History by Eric Foner and John A. Garraty

Strategies:

1. Review the definition of “segregation,”
2. Discuss responses to homework questions from Lesson One. Ask students, what if the water fountains pictured were equal? How would you feel if you were forced you drink at a water fountain that was separated from everyone? (Lead a discussion where students might grasp the critical point in Brown that separating people, even if the facilities are equal, conveys a feeling of inferiority)
3. If time, show students the video “Out of Obscurity” so students will understand that courageous citizens in Alexandria tried to gain access to “whites only” libraries.
2. Show students overhead or enlarged images of segregated classrooms, found at: www.olemiss.edu/.../segregation/phay.html

Have students work in pairs to:
- Study the details of the images
- list the people, objects and activities taking place in the images
- Describe the classroom buildings and equipment
- Compare these schools to their own school
3. Bring students together to discuss their findings
4. Tell students that schools were segregated.
5. Ask students how the images show that the school is probably not well-equipped.
6. Ask students how they or their parents would react if they had to go to a school like those in the pictures. Why do their parents think education so important?
7. Describe the case of Brown v. Board of Education in narrative form, use
http://brownvboard.org/index.htm and The Reader’s Companion to American History by
Eric Foner and John A. Garraty for background information.
8. Stress the fact that Brown v. Board of Education came about because Linda Brown, an
African American child, was denied admission to the white neighborhood school and had
to walk dozens of blocks to attend an African American school.
   • Tell students the case went to the U.S. Supreme Court in 1954.
   • Have students predict what the justices in the case decided about Linda Brown.
   • Explain the decision: The U.S. Supreme Court ruled in 1954 that “separate but
equal” public schools were unconstitutional.
   • Ask students what the opposite of “segregation” is.
   • Elicit from students that the opposite of “segregation” is allowing people of all
races to have equal access to public facilities regardless of race.
   • Tell students the term is “integration.”
   • Tell students that the decision in Brown v. Board of Education required all public
schools to “integrate.”
   • This process is called “desegregation”- the abolishment of racial segregation.
9. Students should write the definitions of “integration” and “desegregation” in their
notebooks.

Homework: Ask students to write a paragraph predicting how white southerners and
African Americans would react to the Brown decision to integrate all public schools (in
preparation for Lesson 3 on Massive Resistance)

Differentiation: This lesson can be differentiated by showing students images of Linda
Brown while telling the class about her case, showing images of the U.S. Supreme Court
to clarify concepts of court cases and having guest speakers speak about their own
experience attending a segregated school.

Day 3 Lesson
Lesson 3: Massive Resistance in Virginia
Time Estimated: 1 day (45 minutes)

Objectives:
   Students will:

   1. Understand that Harry F. Byrd, Sr. led a Massive Resistance movement
      against the integration of public schools in Virginia

   2. Recognize that all Virginia’s public schools were integrated, and opened, as a
      result of the failure of Massive Resistance.

Materials:
• Statement by Senator Harry F. Byrd written on May 17, 1954. 

• Note taking worksheet, “Making Sense of Documents”

• Picture of a closed school in Prince Edward County, Virginia. 
  http://www.vahistory.org/massive.resistance/photos/1/Sep0002.jpg

• Selected pictures of reactions to school integration from Remember: The 
  Journey to School Integration by Toni Morrison and/or at 
  http://www.vahistorical.org/civilrights/massiveresistance.htm#35.

• A power point presentation on “Massive Resistance in Virginia”

• A textbook selection which discusses the progression from Brown v. 
  Board of Education’s decision for integration to Massive Resistance and 
  eventual integration of all Virginia’s schools. This unit uses Virginia by 
  Dr. Candy Dawson Boyd et al., published by Scott Foresman, 2003 (pp. 
  336-337).

Strategies:

1. **Hook:** Write the words “segregation,” “desegregation,” “integration” and 
   “Brown v. Board of Education” on the board. Play a vocabulary game to refresh 
   the students’ minds about the content. Say: “I am thinking of a word that means 
   keeping African Americans and whites separated. Which word am I describing?” 
   Continue this until students have demonstrated a conceptual understanding of the 
   words in context.

2. Have students share their predictions (homework from Lesson 2) of reactions to 
   the Brown decision. Show pictures from Remember of people picketing for and 
   against integration.

3. Bring the class back together and introduce Harry F. Byrd’s statement from 1954. 
   Each student should have their own copy of the document and the teacher should 
   have an overhead transparency. This is a challenging document for students, but 
   work through the statement orally in conjunction with the “Making Sense of 
   Documents” (note taking worksheet). Summarize Byrd’s reasoning for being 
   against school integration.

4. Write the phrase “Massive Resistance” on the board. Brainstorm synonyms for 
   the words so students connect with the phrase before reading about it in context. 
   Assign a reading that describes Virginia’s massive resistance to the Brown decision 
   (the last three paragraphs on page 377 in the textbook Virginia).
5. After the reading, have students define Massive Resistance. Write the definition on the board.

6. Quickly review with students events from Virginia’s early history, such as its tobacco economy which relied on slave labor, and the Civil War. Ask students how this history influenced Virginia attitudes and its response to the Brown decision.

7. Show the picture of the closed school in Prince Edward County. Ask students if this school was allowed to stay closed forever.

8. Show the power point presentation on Massive Resistance to reinforce their understanding, and to insure students recognize that the courts made Virginia reopen and integrate ALL public schools. If students are struggling to understand the transition from Massive Resistance to integration use information from http://www.vahistorical.org/civilrights/massiveresistance.htm#35 to guide the discussion.

**Differentiation:** Students work with partners. The challenging text of Byrd’s statement are discussed orally so students can access it regardless of reading levels, or teachers can select one or two paragraphs to analyze. For visual learners, pictures from http://www.vahistorical.org/civilrights/massiveresistance.htm#35 should help students understand the concept.

As an extension activity, introduce students to the story of Barbara Jones, an eleventh grader who led students at R.R. Moton High School in Farmville, Virginia, in a strike protesting educational conditions. This courageous act led to the involvement of the NAACP, and became a precursor to one of the cases (Davis v. Prince Edward County) before the Supreme Court that ultimately resulted in the Brown decision. To engage students, go to http://americanhistory.si.edu/brown/history/4-five/farmville-virginia-1.html for documents and photos.

**Assignment:** Ask students to write a paragraph summarizing the strategies used by African Americans that finally led to the successful integration of the schools in Virginia.

**Day 4 Lesson**

Lesson 4: Culminating Assessment

Time Estimated: 1-2 days (45 minutes each day)

**Objectives:**

Students will:

2. Create a poster that will explain events in Virginia before and after the Brown decision.

Materials:

- Poster board, makers, crayons, colored pencils
- Students will have access to all the materials previously used in the unit.
- Picture of a closed school in Prince Edward County, Virginia. [http://www/vahistory.org/massiveresistance/photos/1/Sep0002.jpg](http://www/vahistory.org/massiveresistance/photos/1/Sep0002.jpg)
- Selected pictures of reactions to school integration from Remember: The Journey to School Integration by Toni Morrison.
- The Story of Ruby Bridges by Robert Coles
- A Picture Book of Rosa Parks by David A. Adler
- A textbook selection which discusses the progression from Brown v. Board of Education’s decision for integration to Massive Resistance and eventual integration of all Virginia’s schools. This unit uses Virginia by Dr. Candy Dawson Boyd et al., published by Scott Foresman, 2003 (pp. 336-337).

Strategies:

1. **Hook:** Begin class with a quick true/false game. Ask true and false questions about life in Virginia during segregation and after integration. Make sure to include the key terms and ideas of the unit.

   Sample Statements:
   1. After WWII African Americans demanded equal treatment and the recognition of their rights as American citizens. (True)
   2. In Brown v. Board of Education of 1954 the Supreme Court ruled that “separate but equal” public schools were legal. (False)
   3. Some public schools in Virginia closed to avoid integration of black and white children in the same schools. (True)
   4. Massive Resistance was a policy led by Harry F. Byrd to prevent the integration of public schools. (True)
   5. As a reaction to segregation, many African Americans opened their own churches, businesses, theaters and restaurants. (True)
2. Discuss with students their paragraphs on the successful strategies used to achieve the integration of Virginia schools. Note that these strategies provided a model for the civil rights struggles in the 1960s and today.

3. Introduce the assessment project and the expectations to the students. Students will choose to either work alone or in groups of two. Each person, or group, will receive a piece of poster board. Their job is to use the following list of key terms and ideas to show the change in life for African Americans during segregation and after integration.

   Key Terms and Ideas that MUST be included:
   - segregation, separate but equal, desegregation, integration, Brown v. Board of Education, Massive Resistance, Harry F. Byrd Sr., any other words or terms learned as a class during the unit.

   Ways to Organize Poster Information: (Choose One)
   - “T” Chart with headings “during segregation” and “after integration”
   - Concept map with main idea bubbles for “during segregation” and “after integration”
   - Venn Diagram with “during segregation,” “both,” and “after integration”
   - Cause and effect chart showing the relationship between events “during segregation” and “after integration”

   Options for Expressing Key Terms and Ideas: (Choose One)
   - phrases (note taking)
   - complete sentences
   - colored pictures for each term or idea with captions

4. Allow students time to complete their posters. Make sure all the materials used previously in the unit are available for them as resources. Hand out rubrics (see below) for the children to refer to while they are working.

5. When students are finished with their posters, put them up around the room. Groups of students can take turns walking around and looking at the different posters. Compare and contrast how students chose to demonstrate their knowledge. (This step may need to be done on a different day depending on how quickly or slowly students work.)

6. Rubric

   Poster Rubric
   
   Format, Neatness   4 3 2 1
Name, date, and title are included
Writing is neat and within the margins of the paper or chart
Illustrations are carefully drawn or colored
Looks like care and attention was given to the project

**Organization  4 3 2 1**
Focuses on central topic
Organization method is easily understood
Terms and ideas are placed in the correct locations

**Composing  4 3 2 1**
Writing is clear and understandable
Reader clearly understands the terms and ideas
Includes a variety of phrases and descriptive words

**Spelling, Usage, and Mechanics  4 3 2 1**
Key terms and ideas are spelled correctly
Words are used in correct form
Punctuation is used correctly
Common words are spelled correctly

**Differentiation:** Students are able to choose to work alone or in small groups. They can choose from a variety of options to demonstrate their knowledge of the unit’s terms and ideas.