Unit Title: Desegregation and Massive Resistance in Virginia

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<tr>
<th>Authors: Mare Mellody</th>
<th>Grade Level: 4</th>
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<td>Carol Emerson</td>
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<tr>
<th>Schools: Maury Elementary</th>
<th>Time Estimated: 4-5 days</th>
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<tr>
<td>Douglas MacArthur Elementary</td>
<td>45 minutes per day</td>
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Overview:
In this unit, a heterogeneous group of fourth grade students will understand the relationship between desegregation and Massive Resistance in twentieth century Virginia. They will learn about the changes that occurred in Virginia as a result of the burgeoning Civil Rights Movement. Students will make connections between key events, such as Brown v. Board of Education, and their impact on Virginia. Through the use of primary resources, secondary resources, games, and learning activities students will link key terms and individuals with an understanding of the time period.

Historical Background:
When the Confederacy surrendered in 1865, Virginia had to rewrite its constitution to gain admission back into the Union. Although their new constitution appeased the Union, many of the political leaders held the same mindset regarding African Americans they believed prior to the Civil War.

Reconstruction won slaves emancipation but not equal rights. During Reconstruction, African Americans enjoyed a short period of political freedoms such as holding office and voting. However, this progress soon ended after the close election of 1877 resulted in a decision that ended Reconstruction to insure the electoral victory of Republican presidential candidate, Rutherford B. Hays. Republicans abandoned efforts to secure the rights of African Americans and Democrats regained control of their states. Though African Americans were emancipated from the technicalities of slavery, their personal rights were still limited. As Virginia shifted from a predominately rural to a more urban society, life for African Americans shifted as well. Railroads, new industries, and growth of cities provided new jobs for African Americans. Yet, many still worked on former plantations trapped into sharecropping on the land of wealthy landowners. This was very much a hierarchical relationship with the African American sharecropper being treated more like a slave than a tenant and the landowner more like a master than a landlord

Soon, rights disappeared on the heels of the arrival of Jim Crow laws instituted by white segregationists. Many states wrote their new constitutions in such a way as to allow the continued disenfranchisement of African Americans. The Jim Crow laws paved the path for legalized segregation. In 1892, the court case of Plessy v. Ferguson set the precedent for this type of segregation. It ruled that African Americans could be legally separated from whites as long as they were provided with an “equal” alternative. However, their alternative schools and facilities were far from equal. Opposition to segregation continued to grow and activists, both African American and white, fought to change the
laws. After World War II, African Americans continued to demand equal treatment and recognition of their rights as American citizens. This time period became known as the modern Civil Rights Movement. The power of the individual activist was focused in such organizations as the NAACP. In 1909, W.E.B. DuBois and Ida B. Wells-Barnett were founding members. In 1954, these efforts culminated in a U.S. Supreme Court case, *Brown v. Board of Education*. “Separate but equal” was declared unconstitutional. All public schools were required to integrate. Not all states wished to comply. Several counties in Virginia closed their public schools rather than integrate. Senator Harry F. Byrd, from Virginia, led this movement called Massive Resistance. The failure of this movement was determined by a court ruling requiring all public schools to re-open and integrate.

**Major Understanding/Objectives:**

**Objectives:**
Students will:

- Define the terms, “segregation,” “integration,” and “desegregation.”

- Interpret the impact of segregation on both the political and social lives of African Americans.

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

- Understand that Harry F. Byrd Sr. led a Massive Resistance movement against integration of public schools.

- Understand that Virginia’s government reacted to integration by establishing a policy of Massive Resistance.

- Understand that some public schools were closed to avoid integration.

- Explain how the policy of Massive Resistance failed.

- Recognize that Virginia’s public schools were integrated as a result as the failure of Massive Resistance.

- Recognize the courageous leadership and persistence of African Americans in their struggle to achieve civil rights.

**Standards of Learning:**

**Skills**

**VS.1** The student will develop skills for historical and geographical analysis including the ability to:
a) identify and interpret artifacts and primary and secondary source documents to understand events in history
b) determine cause and effect relationship.
c) compare and contrast historical events.
d) draw conclusions and make generalizations.
e) make connections between past and present.
f) sequence events in Virginia history.
g) interpret ideas and events from different historical perspectives.

Content
VS. 9: The student will demonstrate knowledge of 20th century Virginia by:
  b) identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history.

- Terms to Know:
  1. Desegregation: abolishment of racial segregation
  2. Integration: full equality of all races in the use of public facilities
  3. Massive Resistance: The political and legal policy developed by Virginia to prevent school desegregation

- Desegregation and Massive Resistance in Virginia:

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

All public schools, including those in Virginia, were ordered to integrate.

Led by Harry F. Byrd Sr., Virginia’s government established a policy of Massive Resistance which fought to “resist” the integration of public schools.

Some schools were closed to avoid integration.

The policy of Massive Resistance failed and Virginia’s public schools were integrated.

Culminating Assessment:
Students will demonstrate knowledge of terms and events such as “separate but equal,” Massive Resistance, integration, segregation, and Brown v. Board of Education by creating a unique poster about the changes in Virginia during the 1900s. Students will focus on events and individuals that impacted Virginia during segregation and after desegregation. Students may work individually or in small groups. Projects will be shared in a poster fair.
Students will be assessed according to the following 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
Care and attention were 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

**Resources**

**Books and Media**


Students will follow the life story of Rosa Parks and her role in the Civil Rights Movement by reading and looking at the pictures in this illustrated biography. Both secure readers and struggling readers can interact with this story. The readability of the text is slightly challenging for fourth graders. However, the pictures tell the story almost as well as the text.


Fourth grade textbook used by Alexandria City Public Schools.


Desegregation of public schools following *Brown v. Board of Education* will come alive for students in this illustrated biography about Ruby Bridges. Students will understand
the complexities of the process of integrating schools from the perspective of an African American child.


This book includes an overview of major events in American History from its origins to the late 20th century.


Toni Morrison’s book is a wonderful pictorial narrative that speaks directly to children as she tells the story of the difficult struggle toward integration.

*Out of Obscurity: The Story of the 1939 Alexandria Library Sit-in.*

This video is important so that students in Alexandria schools recognize the courage and persistence of individuals in their own city who fought for equal rights. The 40 minute video focuses specifically on the 1939 sit-in at the Alexandria Public Library which was led by Samuel Tucker. It includes testimonials from individuals present in Virginia during segregation.


This book is a children's story of racial tension in a rural town. Two young girls, one white and one black, live next door to each other; they are separated by a wooden fence. The story shows how the girls begin to interact and eventually become friends.

**Websites**

[www.solpass.org](http://www.solpass.org)
Virginia Studies learning games and activities

[www.lva.lib.va.us](http://www.lva.lib.va.us)

This website of Television News of the Civil Rights Era from 1950-1970 includes digital primary sources for grades K-12, background information for teachers, oral histories and films with summaries.
This website focuses on the Civil Rights Movement in Virginia. It includes many key photos with summaries. It also includes political cartoons, one particularly useful cartoon shows the Virginia Supreme Court of Appeals striking down the Massive Resistance Laws designed to close schools that planned to integrate. "The decision plugs the barrel of the cannon of Massive Resistance."

This is a great web resource of images that chronicle massive resistance and desegregation in Virginia. Students will benefit from comparing and contrasting images of “separate but equal” African American schools with images of White schools from the same time period.

This website offers a vast array of information pertaining to Brown v. Board of Education. It also has several links, including one to the Brown v. Board of Education National Historic Site.

This website displays a collection of images of black public schools taken during the 1940s and 1950s. “John E. Phay conducted studies of both African American and white public schools in eleven counties in Mississippi. Photographed between 1949 and 1959, the collection contains over 3,800 images.”

The National Archives provides excellent worksheets to analyze primary sources that can be adapted by teachers for different grade levels

This website includes general information about Jim Crow, including NPR transcripts and racists photographs of segregation.

This website offers a history of Jim Crow

This website gives a synopsis of Steven Kasher’s book titled: The Civil Rights Movement – A Photographic History 1954-1968. In order to use the photos one must retain permission from the publisher

This documentary provides background essays and a picture gallery of life under Jim Crow laws

**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

• www.literacyrules.com

• http://www.swisseduc.ch/english/resources/jimcrow.html

• Remember: The Journey to School Integration by Toni Morrison.

• overhead transparencies

• overhead projector

• teacher access to the Internet

• copies of images

• notebooks or paper for all students

Strategies:
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

• 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://www.olemiss.edu/.../segregation/phay.html)
- [http://brownvboard.org/index.htm](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 to 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.
4. Show students overhead or enlarged images of segregated classrooms, found at: [www.olemiss.edu/.../segregation/phay.html](http://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
   - 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?
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 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

• 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.  

**TEACHER CREATED RESOURCES**  
Making Sense of a Document (Note-Taking Worksheet) for Day 3  
1. Circle the date the document was written.  
2. Underline any words you don’t recognize or can’t read.  
3. Reading what you can in the document, go back and write in words that you think make sense for some of the words that you underlined.  
4. Choose one sentence from the document you think is important and write it here:  
5. What do you think this document is about?  
6. What questions do you have about the document?  
7. How could you go about getting answers to the questions you wrote?  

Massive Resistance Powerpoint for Day 3