Subject: Segregation  
Grade: 4
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School: Weyanoke Elementary
Title or Topic: Were segregation laws fair?
Instructional Time: 3-4 Lessons

PART I.
1. Essential Learning: (Big picture/concept to be learned.)
   VS.8b Essential Understandings, Knowledge, and Skills Understand the freedoms and rights promised to African Americans were slowly taken away after Reconstruction, and it would take years to win them back.

2. National History Standard (NHS): (Historical Thinking Standard)
   National Historic Standard 3
   Historical Analyses and Interpretation
   National Historic Standard 1
   Chronological Thinking
   National Historic Standard 2
   Historical Comprehension
   A. Formulate questions to focus their inquiry or analysis.
   B. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
   D. Distinguish between fact and fiction.
   E. Compare different stories about a historical figure, era, or event.
   G. Consider multiple perspectives.
   H. Explain causes in analyzing historical actions.
   I. Challenge arguments of historical inevitability.

3. Virginia Standards of Learning (SOL): (Identify by number and descriptor.)
   Virginia Studies: 1607 to Present
   4.5 The student will evaluate the social, political, and economic life in Virginia from the Reconstruction Period to the 20th century, with emphasis on
      * The Reconstruction Period and its impact on politics and Government, the economy, demographics, and public opinion;
      * The impact of segregation and Jim Crow laws; and
* The economic and social transition from a rural, agricultural society to a more urban, industrialized society.

4. **Fairfax County Program of Studies (POS):** (Identify by number and descriptor.)

   **POS Fairfax County Civics**

   **Students:**
   - Demonstrate knowledge of changes that occurred in Virginia as a result of the Civil Rights Movement

5. **Learning Strategy(s) Objectives:**
   - Compare/Contrast different values and ideas
   - Read documents and make appropriate inferences from them.
   - Make judgments about events that occurred.

**PART II.**

1. **Assessment:** (Describe here. Attach a copy of student instructions or assessment instrument.)
   - If applicable, include student self-assessment.
   - Use resource sheet for familiarizing students with upcoming terms for the following lessons.
   - Give students the vocabulary assessment at the close of the lesson to test for understanding.

2. **Instructional Strategies:** (Describe step by step procedure. Include opener, teacher presentation and student activities.)

   **Preparation:**
   - Transparencies must be made of the three Jim Crow pages.
   - Copies of each of the documents should be made and placed in a folder for students to use during the lessons.
   - “Word Wars” directions should be printed for each three man team as should the resolutions regarding segregation.
   - “Word Wars” certificates should be printed for the winning teams.
   - The terms: assault, prejudice, discriminate, U.S. Supreme Court, inferior, protest, and segregate should be listed on chart paper.
   - Analyzing Documents sheets should also be included in the students’ folders.
Lesson(s):

1. Students will form a giant circle within the classroom. Everyone including the teacher will take off their shoes and place them in the middle. The teacher will then prompt the students by asking, “How could we divide these shoes into two separate but equal groups?” The teacher should allow 2-3 minutes for students to think of a way to do this fairly. The teacher should then ask each student how he or she would accomplish this task. Potential responses may include “Girls vs. Boys’ shoes, dress shoes vs. tennis shoes”. It is important for the teacher to play devil’s advocate by making comments about how one determines what is a dressy shoe or a boy’s shoe. This will hopefully prompt students to start making confident stances on why their way is the right way. It is also important for the teacher to note out loud that there may not be equal numbers if that division works best. After several minutes of discussion, the teacher should walk to the pile and begin dividing the shoes into two groups: left shoe/right shoe.

2. Following this activity it is important to begin explaining to students that not too terribly long ago people in this country were divided into two separate but rather unequal groups. As little as 50 years ago schools as well as bathrooms and many other places were designated for either blacks or whites. Explain that Jim Crow Laws were in place and they dictated divisions of races that were horribly unfair. At this point place the transparencies (there are three) on the overhead so the students may see the images of “Jim Crow”. Read the information about the origin of the man and where the name came from.

3. Review with the class what life was like during the late 50’s early 60’s. Explain that clothes were different, cars were different, restaurants were different, and unfortunately schools were different.

4. Give students a copy of the article, “On the Front Lines With the Little Rock 9.” Students should read the article to themselves then talk about it in groups. Each student will complete an “Analyzing Documents” sheet though they may collaborate with peers.

5. Students will then be given a list of vocabulary terms that correspond to this lesson. They will create term/definition flip books so the terms are handy for later activities. There will also be a more formal “matching” assessment with the terms and definitions following the lessons.

6. Students will next receive the interview with Melba Pattillo Beals who was one of the Little Rock 9. Students will read through this interview with partners. One student will assume the role of Melba and the other will be the interviewer. This will be done aloud, and students will exchange roles halfway through.

7. Students will view a clip from the video, “My Friend Martin” before beginning the next activity. This clip actually shows the Little Rock 9 entering school on their first day, September 23, 1957.
8. Students will then work on the “Story Quilt” activity. This activity has students illustrating what life may have been like for the students who were there during day one of integration. In addition to completing a square for the quilt, students must write a culminating paragraph explaining what emotions they hope their squares will evoke.

9. Students will compose segregation raps. These may simply be poems or actual raps. Students may work individually or in groups. The poem or rap must be performed for the class and must contain at least 3 of the vocabulary terms for this series of lessons.

10. Students will create a Venn Diagram comparing and contrasting schools today vs. schools in the 1950’s. Students will have this graphic organizer in their folders. Students may place the completed graphic organizer in their writing folders to use as prewriting for their compare/contrast essays later on in the unit. On a large sheet of chart paper, recreate the Venn Diagram and use student responses to make a class diagram.

11. Students will participate in a library scavenger hunt. Students must use the library search engine to find books which address segregation or related themes. This list must include the following: at least one biography, two picture books, three books from the Coretta Scott King list, a Newberry award winner, and one historical fiction book.

12. Students will be given direction sheets for “Word Wars”. Students will be composing speeches for a debate either for or against resolutions regarding segregation. The students will be role playing and not necessarily agreeing with some of the resolutions. The resolutions will be: a. “Black students must attend schools closest to their homes even if the schools have all white populations.” b. “Black students should not be allowed to ride the bus to school.” c. “White students may not play sports for a school with a higher population of black students in it, regardless of talent.” d. “Black and White students are not allowed to attend prom with a student of another race.”

13. Students will need time to research the topic and gather the necessary information for “Word Wars”. They will be working cooperatively with the technology teacher to gather website information and to type their speeches for the debates.

14. Students will have the actual debate in class with the judges having the final decisions as to the winners. Debating skills will need to be modeled prior to the lesson. The winners will be chosen based on their preparedness and their delivery. Awards will be presented at the close of the debate.
3. **Materials/Resources to be used:**
   Teacher
   - Primary Source Documents Resource Sheets
   - Transparency of Jim Crow Laws Article
   - Chart Paper For Terms and Definitions
   - Copy of Assessment
   - Timer for Debate
   - Copies of handouts

   Students
   - Folder Entitled, “Segregation”.
   - Resource Documents 2-9 inside folder
   - Assessment sheet
   - Flip book Materials

   Group
   - Chart Paper
   - Markers/Crayons/Colored Pencils
   - Big Venn Diagram Sheet

4. **Differentiation:** (Include strategies for re-teaching and special populations such as GT, ESOL and special education.)

   **GT:** Students in the GT program will partner with special ed. students so that the groups are more evenly distributed. GT students will also be the captains for the debate teams and will fill out any necessary paperwork items. The GT teacher will collaborate on the lesson and offer additional direction and/or activities these students could work on.

   **Special Ed.:** Invite the special ed. teacher to sit in on parts of the lessons and make sure IEP goals are being met during the lesson. The teacher may also offer suggestions to the whole group about ways to organize materials and keep lesson folders in order.

   **ESOL:** ESOL students may have longer amounts of time, role plays and scaffolded assignments where language may be limited. The ESOL students will also be asked to share their perspectives on discrimination and instances where they have found themselves discriminated against.
5. **Attachments:** (Assessments, rubrics, handouts that support the lesson.)

Primary Source Annotation
Resource Sheet 1-Who Was Jim Crow? Document
Resource Sheet 2-News Article “On the Front Lines With the Little Rock 9”
Resource Sheet 3- Interview with Melba Pattillo Beals
Resource Sheet 4- Analyzing Document Sheets
Resource Sheet 5- Matching Vocabulary Sheet
Resource Sheet 6-Story Quilt Sheet
Resource Sheet 7-Scott Foresman reproducible Venn Diagram
Resource Sheet 8-Library Scavenger Hunt Sheet
Resource Sheet 9-Word Wars Debate Instructions Sheet
Bibliography
Primary Source Annotation:

• “Who Was Jim Crow?” Resource Sheet 1. This is an article explaining the origin of the name “Jim Crow”. This document will be used as a transparency so students may see the black faced minstrel and be able to view lyrics to the Jim Crow song. Ferris State University<http://www.ferris.edu/news/jimcrow/who.htm

• “On the Front lines With the Little Rock 9” Resource Sheet 2. This is an article depicting the emotion surrounding the first day as a student heading into Little Rock’s Central High School. This article will be used to prompt pictures for the story quilt activity. PBS<http://www.pbs.org/wgbh/amex/kids/civilrights/features_school.html

• “Melba Pattillo Beals” Resource Sheet 3. This is an interview with Melba Pattillo Beals who was a member of the “Little Rock 9”. This may also be used to prompt drawings for the story quilt activity. The interview highlights her feelings and emotions as well as the rest of her life that followed integration. Scholastic Interview<http://www.teacher.scholastic.com/barrier/hwy/mpbstory/interview.htm

• “Civil Rights” Resource Sheet 10. This is an online document detailing the case of Brown vs. the Board of Education. It also highlights similar case involving discrimination in later years. This may be used for “Word Wars’ the debate activity. Judicial Amendment Coalition<http://www.judicialamendment.com/civilrights.html

• “Study: Schools Resegregating By Race” Resource Sheet 11. This is an associated press article published in the Boston newspaper. It discusses how after many years of working on integration, there is a disturbing trend of moving back to segregated schools. This article may serve as research for the debate activity. Associated Press<http://www.kentucky.com/mld/kentucky/news/3830372.htm

• “Amendments to the Constitution” Resource Sheet 12. This is an actual government document that states what the amendments to the Constitution are. This will also serve as a research tool for the debaters. It includes the articles as well as the amendments. United States House of Representatives<http://www.house.gov/Constitution/Amend.html
Bibliography:

Associated Press.
  http://www.kentucky.com/ml/kyneuws/3830372.htm

Ferris State University.
  http://www.ferris.edu/news/jimcrow/who.htm

Judicial Amendment Coalition.
  http://www.judicialamendment.com/civilrights.html

PBS.
  http://www.pbs.org/wgbh/amex/kids/civilrights/features_school.html

Scholastic Interview.
  http://www.teacher.scholastic.com/barrier/hwy/mpbstory/interview.htm

United States House of Representatives.
  http://www.house.gov/Constitution/Amend.html