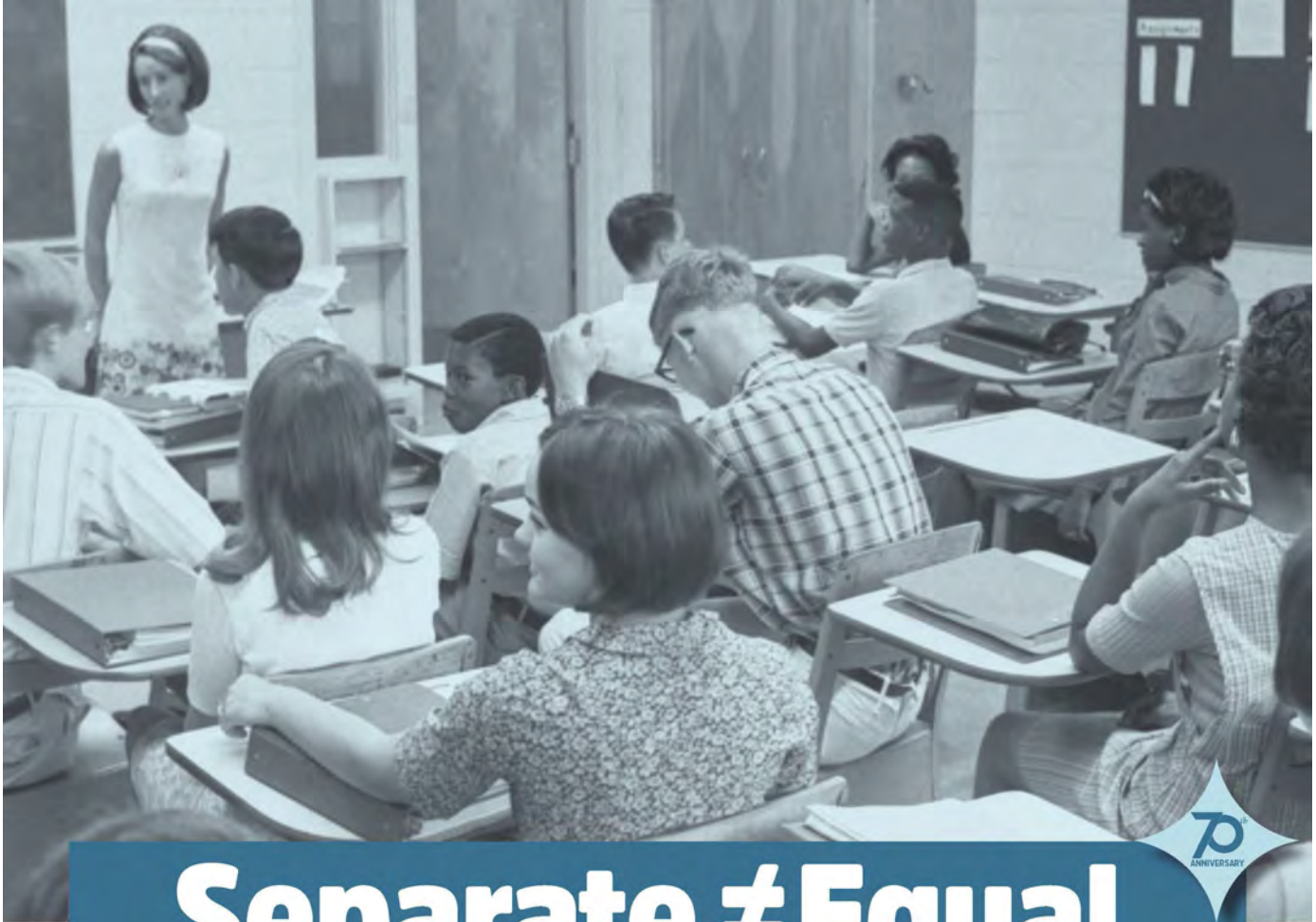


# Teacher Guide



70<sup>th</sup>  
ANNIVERSARY

## Separate ≠ Equal

Commemorating the 70<sup>th</sup> Anniversary of *Brown v. Board of Education*  
May 17, 1954 – May 17, 2024



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## **Civic education and your newspaper**

By Jodi Pushkin, President Florida Press Educational Services (FPES)

According to the Louis Frey Institute, research shows when students engage in simulated civic actions, they are prone to develop a positive political efficacy that contributes to lifelong engagement.

The local newspaper is a great teaching tool to engage your students in civics education. Did you know that more than 60% of people with high exposure to newspapers in childhood are regular readers of newspapers as adults, according to a study conducted for the News Media Alliance, former Newspaper Association of America Foundation? That percentage is significant because statistically people who read the newspaper daily are more engaged citizens. Engaged citizens participate in their communities by voting and practicing good citizenship.

The goal of NIE programs is to create a generation of lifelong readers, critical thinkers, engaged citizens and informed consumers. John F. Kennedy said, “Our progress as a nation can be no swifter than our progress in education. The human mind is our fundamental resource.” The goal of NIE is to engage and develop that resource.

The newspaper is both a primary and secondary source for informational text. According to Scholastic magazine, “Informational text is a type of nonfiction — a very important type. Nonfiction includes any text that is factual. (Or, by some definitions, any type of literature that is factual, which would exclude texts such as menus and street signs.) Informational text differs from other types of nonfiction in purpose, features, and format.”

The newspaper meets these specific characteristics of informational text. It is a logical resource for information about the natural, social and political world. The articles are written from someone who knows information to someone who doesn't. The newspaper has specialized features such as headings and technical vocabulary.

Join FPES in honoring the 70th anniversary of the passage of *Brown v. Board of Education* by using some of the activities and lessons in this packet. If you have other lessons to share or would like to provide feedback, please email [jpushkin@tampabay.com](mailto:jpushkin@tampabay.com). To learn more about Florida's NIE programs, visit the Florida Press Educational Services (FPES) Web site at [www.fpesnie.org](http://www.fpesnie.org).

Activities written by Jodi Pushkin and Sue Bedry, Tampa Bay Times Newspaper in Education. For more information, contact [ordernie@tampabay.com](mailto:ordernie@tampabay.com).

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## Florida Standards

The Florida Department of Education defines that the Florida Standards provide a robust set of goals for every grade. Emphasizing analytical thinking rather than rote memorization, the Florida Standards will prepare our students for success in college, career and life. The Florida Standards will reflect the knowledge and skills that our young people need for success in college and careers.

Building on the foundation of success that has made Florida a national model, the Florida Standards provide a clear set of goals for every student, parent, and teacher.

For more information on Florida Standards, go to the CPALMS website. CPALMS is the State of Florida's official source for standards information and course descriptions: [cpalms.org](http://cpalms.org).

This teacher guide and its activities incorporate Florida Standards for high school students.

**Social Studies:** SS.912.A.1.1; SS.912.A.1.2; SS.912.A.1.3; SS.912.A.1.4; SS.912.A.1.5; SS.912.A.1.6; SS.912.A.2.4; SS.912.A.2.5; SS.912.A.2.6; SS.912.A.6.4; SS.912.A.7.2; SS.912.A.7.6; SS.912.A.7.7; SS.912.A.7.8; SS.912.A.7.17; SS.912.AA.3.2; SS.912.AA.3.5; SS.912.AA.3.11; SS.912.AA.3.12; SS.912.AA.3.13; SS.912.AA.3.14; SS.912.AA.4.4; SS.912.AA.4.5; SS.912.AA.4.7; SS.912.AA.4.9; SS.912.AA.4.10; SS.912.AA.4.12; SS.912.AA.4.13; SS.912.CG.2.1; SS.912.CG.2.2; SS.912.CG.2.3; SS.912.CG.2.4; SS.912.CG.2.5; SS.912.CG.2.6; SS.912.CG.2.7; SS.912.CG.2.8; SS.912.CG.2.12

**BEST:** ELA.912.EE.1.1; ELA.912.EE.2.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912.EE.5.1; ELA.912.EE.6.1; ELA.912.F.2.1; ELA.912.F.2.2; ELA.912.F.2.4; ELA.912.C.1.2; ELA.912.C.1.3; ELA.912.C.1.4; ELA.912.C.1.5; ELA.912.C.2.1; ELA.912.C.3.1; ELA.912.C.4.1; ELA.912.R.2.1; ELA.912.R.2.2; ELA.912.R.2.3; ELA.912.R.3.2; ELA.912.R.3.4; ELA.912.V.1.1

## Newspaper in Education

Newspaper in Education (NIE) is a cooperative effort between schools and local newspapers to promote the use of newspapers in print and electronic form as educational resources.

Florida NIE programs provide schools with class sets of informational text in the form of the daily newspaper and original curriculum. NIE teaching materials cover a variety of subjects and are consistent with Florida's education standards.

Florida Press Educational Services, Inc. (FPES) is a non-profit 501(c)(3) organization of newspaper professionals that promotes literacy and critical thinking, particularly for young people. FPES members consist of daily and weekly newspapers throughout the state of Florida. For more information about FPES, visit [fpesnie.org](http://fpesnie.org), or email [ktower@flpress.com](mailto:ktower@flpress.com) or [jpushkin@tampabay.com](mailto:jpushkin@tampabay.com). Follow us on X/Twitter at [Twitter.com/nie\\_fpes](https://twitter.com/nie_fpes).

## To request classroom newspapers

All [FPES members](#) offer their local teachers free, sponsored or subsidized print newspapers and/or access to their digital editions. To request print or digital newspapers for your classroom, contact your local newspaper. If you need help finding your local newspaper, email [ktower@flpress.com](mailto:ktower@flpress.com).

## Relevant Social Studies Standards – Florida Department of Education

Benchmark#	Description	Idea/Standard	Subject	Grade	Body Of Knowledge/ Strand
SS.912.A.1.1	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.	Use research and inquiry skills to analyze American history using primary and secondary sources.	Social Studies	912	American History
SS.912.A.1.2	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.	Use research and inquiry skills to analyze American history using primary and secondary sources.	Social Studies	912	American History
SS.912.A.1.3	Utilize timelines to identify the time sequence of historical data.	Use research and inquiry skills to analyze American history using primary and secondary sources.	Social Studies	912	American History
SS.912.A.1.4	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.	Use research and inquiry skills to analyze American history using primary and secondary sources.	Social Studies	912	American History
SS.912.A.1.5	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.	Use research and inquiry skills to analyze American history using primary and secondary sources.	Social Studies	912	American History
SS.912.A.1.6	Use case studies to explore social, political, legal, and economic relationships in history.	Use research and inquiry skills to analyze American history using primary and secondary sources.	Social Studies	912	American History

SS.912.A.2.4	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.	Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.	Social Studies	912	American History
SS.912.A.2.5	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.	Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.	Social Studies	912	American History
SS.912.A.3.12	Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.	Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.	Social Studies	912	American History
SS.912.A.3.13	Examine key events and peoples in Florida history as they relate to United States history.	Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.	Social Studies	912	American History
SS.912.A.5.7	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.	Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.	Social Studies	912	American History
SS.912.A.6.15	Examine key events and peoples in Florida history as they relate to United States history.	Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States	Social Studies	912	American History

		role in the post-war world.			
SS.912.A.7.5	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.	Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.	Social Studies	912	American History
SS.912.A.7.6	Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.	Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.	Social Studies	912	American History
SS.912.A.7.7	Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.	Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.	Social Studies	912	American History
SS.912.A.7.8	Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.	Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.	Social Studies	912	American History

SS.912.A.7.17	Examine key events and key people in Florida history as they relate to United States history.	Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.	Social Studies	912	American History
SS.912.AA.3.5	Explain the struggles faced by African American women in the 19th century as it relates to issues of suffrage, business and access to education.	Identify significant events, figures and contributions that shaped African American life from 1865-1954.	Social Studies	912	African American History
SS.912.AA.3.8	Examine political developments of and for African Americans in the post-WWI period.	Identify significant events, figures and contributions that shaped African American life from 1865-1954.	Social Studies	912	African American History
SS.912.AA.3.11	Examine and analyze the impact and achievements of African American women in the fields of education, journalism, science, industry, the arts, and as writers and orators in the 20th century.	Identify significant events, figures and contributions that shaped African American life from 1865-1954.	Social Studies	912	African American History
SS.912.AA.3.12	Analyze the impact and contributions of African American role models as inventors, scientists, industrialist, educators, artists, athletes, politicians and physicians in the 19th and early 20th centuries and explain the significance of their work on American society.	Identify significant events, figures and contributions that shaped African American life from 1865-1954.	Social Studies	912	African American History
SS.912.AA.4.3	Examine the importance of sacrifices, contributions and experiences of African Americans during military	Analyze economic, political, legal and social advancements of African Americans and their	Social Studies	912	African American History



	service from 1954 to present.	contributions and sacrifices to American life from 1954 to present, including factors that influenced them.			
SS.912.AA.4.4	Analyze the course, consequence and influence of the modern Civil Rights Movement.	Analyze economic, political, legal and social advancements of African Americans and their contributions and sacrifices to American life from 1954 to present, including factors that influenced them.	Social Studies	912	African American History
SS.912.AA.4.5	Compare differing organizational approaches to achieving equality in America.	Analyze economic, political, legal and social advancements of African Americans and their contributions and sacrifices to American life from 1954 to present, including factors that influenced them.	Social Studies	912	African American History
SS.912.AA.4.7	Explain the struggles and successes for access to equal educational opportunities for African Americans.	Analyze economic, political, legal and social advancements of African Americans and their contributions and sacrifices to American life from 1954 to present, including factors that influenced them.	Social Studies	912	African American History
SS.912.AA.4.9	Examine the key people who helped shape modern civil rights movement (e.g., Dr. Martin Luther King Jr., Claudette Colvin, Rosa Parks, Stokely Carmichael, Fannie Lou Hamer, Freedom Riders, A. Philip Randolph, Malcolm X, Justice	Analyze economic, political, legal and social advancements of African Americans and their contributions and sacrifices to American life from 1954 to present,	Social Studies	912	African American History

	Thurgood Marshall, Mamie Till Mobley, Diane Nash, Coretta Scott King, John Lewis, Medgar Evers).	including factors that influenced them.			
SS.912.AA.4.10	Identify key legislation and the politicians and political figures who advanced American equality and representative democracy.	Analyze economic, political, legal and social advancements of African Americans and their contributions and sacrifices to American life from 1954 to present, including factors that influenced them.	Social Studies	912	African American History
SS.912.AA.4.12	Analyze economic, political, legal and social experiences of African Americans and their contributions and sacrifices to American life from 1960 to present.	Analyze economic, political, legal and social advancements of African Americans and their contributions and sacrifices to American life from 1954 to present, including factors that influenced them.	Social Studies	912	African American History
SS.912.AA.4.13	Examine key events and persons related to society, economics and politics in Florida as they influenced African American experiences.	Analyze economic, political, legal and social advancements of African Americans and their contributions and sacrifices to American life from 1954 to present, including factors that influenced them.	Social Studies	912	African American History
SS.912.CG.2.3	Explain the responsibilities of citizens at the local, state and national levels.	Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.	Social Studies	912	Civics and Government (Starting 2023-2024)

SS.912.CG.2.4	Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.	Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.	Social Studies	912	Civics and Government (Starting 2023-2024)
SS.912.CG.2.5	Analyze contemporary and historical examples of government-imposed restrictions on rights.	Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.	Social Studies	912	Civics and Government (Starting 2023-2024)
SS.912.CG.2.7	Analyze the impact of civic engagement as a means of preserving or reforming institutions.	Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.	Social Studies	912	Civics and Government (Starting 2023-2024)
SS.912.CG.2.12	Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.	Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.	Social Studies	912	Civics and Government (Starting 2023-2024)
SS.912.CG.2.13	Analyze the influence and effects of various forms of media and the internet in political communication.	Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government	Social Studies	912	Civics and Government (Starting 2023-2024)

		and the political system.			
SS.912.CG.3.11	Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.	Demonstrate an understanding of the principles, functions and organization of government.	Social Studies	912	Civics and Government (Starting 2023-2024)

## Activities

### Self discovery

A journal is an instrumental tool for helping people develop their ability to critically examine their surroundings from multiple perspectives and to make informed judgments about what they see and hear. Many students find that writing or drawing in a journal helps them process ideas, formulate questions and retain information. Journals make learning visible by providing a safe, accessible space for students to share thoughts, feelings and uncertainties. In this way, journals are also an assessment tool: you can use them to better understand what you know, what you are struggling to understand, and how your thinking has changed over time. Frequent journal writing also helps students become more fluent in expressing their ideas in writing or speaking. Using a composition notebook, start your own journal this month and record your thoughts and feelings about the events going on around you. To learn about things going on in the world around you, use your local newspaper as a resource. To begin your journal, write about something that you have read that directly affects your life and community.

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.6.1; ELA.912.C.1.2; ELA.912.C.1.4; ELA.912.C.3.1;

### Graffiti board

Graffiti boards are a shared writing space (e.g., a large sheet of paper or whiteboard) where students record their comments and questions about a topic. The purpose of this strategy is to help students “hear” each other’s ideas. Some benefits of this strategy include that it can be implemented in five to ten minutes, it provides a way for shy students to engage in the conversation, it creates a record of students’ ideas and questions that can be referred to at a later point, and it gives students space and time to process emotional material. You can use the Graffiti board strategy as a preview activity by introducing the topic of school integration and helping students to organize any existing knowledge about that topic. You can also use this strategy to prepare for a class discussion or writing assignment about a text by asking students to share their reactions to the text on the graffiti board.

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.6.1; ELA.912.C.1.2; ELA.912.C.1.4; ELA.912.C.3.1; ELA.912.F.2.3; SS.912.A.7.7; SS.912.A.7.8

### Analyzing the newspaper

Have students keep a journal for one week in which they examine local and national newspapers or watch the nightly news, documenting the words and phrases used to describe different groups of people. At the end of the weeklong assignment, ask students to write an essay or prepare a presentation about the words and phrases used, the messages of those labels, and why this is important. As a class, discuss the similarities and differences of students' findings and perceptions.

Source: Learning for Justice

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.6.1; ELA.912.C.1.2; ELA.912.C.1.4; ELA.912.C.3.1; ELA.912.C.2.1; ELA.912.V.1.1 ELA.912.V.1.2 ELA.912.V.1.3; SS.912.A.1.1; SS.912.A.1.2

### **What if?**

What if *Brown v. Board of Education* had never happened? How would schools look today in your neighborhood if the Supreme Court not ruled against segregation in 1954? How would you and your family's lives, and the lives of other students, be different? In small groups, design a front page of the newspaper with articles, pictures and headlines that reflect how things would be.

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912.EE.6.1; ELA.912.C.1.4; ELA.912.C.1.5; ELA.912.C.3.1; SS.912.A.7.7

### **Learning new words**

When you study new things, you often come up against new and challenging vocabulary words and subject-focused terms, otherwise known as jargon. *Separate ≠ Equal* has some new ideas, words and terminology for you to learn. While you read this publication, be sure to highlight words and terms you do not know. Try to figure out the meanings by looking for clues in the sentences around them. Write down your best guess, and then look up the words in a dictionary. As a group activity, make a list of the words your classmates identified and see which ones stumped the class. Next, use these words for a news scavenger hunt. See how many of the words on the list you can find in the newspaper. The group that finds the most words wins the game.

**Florida Standards:** ELA.9.V.1.1; ELA.9.V.1.2; ELA.9.V.1.3

### **The state of education**

In 2017, the LeRoy Collins Institute (LCI) issued a report titled *Patterns of Resegregation in Florida's Schools*, which analyzes the enrollment changes and segregation trends in Florida public schools and charter schools. The report examines patterns of resegregation in Florida's schools since 1994. It concludes that while our state has become much more diverse over that time, the schools have become more segregated. Read the findings of the report on the [Florida State University website](#). You also can read the entire report by [clicking on this link](#). Discuss the report with your classmates. Look for articles in the newspaper that focus on the topics mentioned in the report. Write down the main points of the articles in your journal. Share what you have learned with your class.

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.2.1; ELA.912.EE.3.1; ELA.912.EE.6.1; ELA.912.C.1.3; ELA.912.C.1.4; ELA.912.R.2.2; ELA.912.R.2.3; ELA.912.EE.4.1; SS.912.A.1.1  
SS.912.A.1.2; SS.912.A.1.5; SS.912.A.1.6

### Points to ponder: Discussion questions

Using the articles in your local newspaper, explore the following discussion questions with your class. Students can respond the questions in their journals and/or on a graffiti board.

- What is the purpose of public education?
- Do all children in America receive the same quality of education?
- Is receiving a quality public education a right (for everyone) or a privilege (for some)?
- Is there a correlation between students' race and the quality of education they receive?
- How and why are schools still segregated in 2024?
- What repercussions do segregated schools have for students and society?
- What are potential remedies to address school segregation?
- Why do you think public schools are more segregated today than when the *Brown* decision was rendered?
- Are there benefits from integrating schools?
- What do you think our schools will look like in the future?

Using the articles in the Newspaper in Education publication *Separate ≠ Equal*, have students respond to the following ideas in their journals.

1. What do you think segregated schools were like in pre-1954 America? How was the experience of a black student in public school different from that of a white student?
2. The *Brown* decision called for school desegregation to happen with "all deliberate speed." How quickly — and how fully — do you think schools de-segregated?
3. What is segregation? Does it still exist? Other than schools, where have segregation battles been fought?
4. Is your school segregated? In what ways? What could you do to work against that segregation, bringing more integration to your school?
5. Do you believe in what *Brown v. Board* stands for? How close to — or far from — fully embracing the *Brown* decision are we, as a society? What else needs to happen for us to move closer to the ideals of *Brown*?
6. How would schools have looked in your area had the Supreme Court not ruled against segregation in 1954? How would your life, and the lives of other students, be different?

Source: Learning for Justice

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.2.1; ELA.912.EE.3.1; ELA.912.EE.6.1; ELA.912.C.1.3; ELA.912.C.1.4; ELA.912.R.2.2; SS.912.A.1.2; SS.912.A.1.3; SS.912.A.1.6

## Respect for All campaign

A media campaign is used when you want to get a positive message out about a theme, a product or an event. In this activity, you will create a media campaign that illustrates the theme Respect for All.

First, find your audience: Who will best respond to a call to action? Who already agrees with your message? How can you enlist their help? On the flipside, whose minds might you change?

Make a list of the different types of people that you want to share your message with, then brainstorm how you might best reach that audience. For example, are they best reached by newspaper or magazine advertisements? Email? An online campaign? Phone calls? A website? A video? A song? A billboard? Think big now! Then, narrow down later to what you can actually accomplish.

Next, determine what you are asking people to do. You'll want more information to explain exactly why your cause is important and what people can do to help. Start by identifying why you care, and then create a list of actions that might be taken to address or fix the issue. If you come up with too many ideas, it may help to sort them out by listing the pros and cons of each action, and then selecting the best action or series of actions to promote in your campaign. Focus on making your message a **call to action** (a word, phrase or graphic which persuades a person to take immediate action). Think about examples we see in daily life (bumper stickers, signage, etc), such as:

- “Be the change that you wish to see in the world.”
- “Save the Whales.”
- “Reduce. Reuse. Recycle.”
- “Click it or Ticket”

Now, create your campaign: Look back at your list of ways to reach your intended audience and figure out which ones you have the time and resources to complete. Use print, digital and social advertisements (such as those in the Tampa Bay Times, at [tampabay.com](http://tampabay.com) and on the Times' social media channels ([instagram.com/tampabaytimes](https://www.instagram.com/tampabaytimes); [facebook.com/tampabaycom](https://www.facebook.com/tampabaycom); [twitter.com/TB Times](https://twitter.com/TB_Times)) as models.

Think about how you can measure your reach and record responses. How can you tell if you had a successful campaign? Facebook likes? Retweets? Email responses from flyers or print advertisements? What more intangible responses can you observe, such as overheard conversations in school? Maybe you want to get more formal results by using a survey tool after your campaign to measure results.

If you are able, launch your campaign using your school newspaper, morning TV/radio show or display boards.

Source: California Academy of Sciences

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.2.1; ELA.912.EE.3.1; ELA.912.EE.6.1; ELA.912.C.1.3; ELA.912.C.1.4; ELA.912.R.2.2; ELA.912.R.2.3; ELA.912.EE.4.1; SS.912.A.1.2; SS.912.A.1.4



### **When I was different**

Can you remember a time when you found yourself in a situation where you felt out of place? It may have been that you were dressed differently, didn't know the local customs, spoke with a different accent or had a different hairstyle or skin tone. Write a paragraph about how you felt at that time, then find an article or picture in the newspaper that describes or illustrates someone who may be having a similar experience. Now write a second paragraph from that person's point of view.

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912.EE.6.1; ELA.912.C.1.4; ELA.912.C.1.5; ELA.912.C.3.1; SS.912.A.1.2

### **What is your history?**

Read through the interviews posted online and in the *Separate ≠ Equal* Newspaper in Education publication. While you are reading, make a list of questions the interviewer may have asked to get the information presented in the article. Using that list of questions, you are going to conduct your own interview with your parents, grandparents or neighbors to get their first-hand recollections of school integration, busing and the civil rights movement.

First, get the permission of and arrange a time to meet with the person(s) you want to interview. Plan a visit, phone call or online meeting that takes no longer than about an hour.

Next, conduct some background research on your topic and interviewee. Before the interview, develop a list of 7-10 questions. Asking the right kinds of questions will result in more meaningful responses. Keep questions short, and ask open-ended, not yes/no, questions. Write down new questions as you think of them during the interview.

Finally, decide how you want to document the interview (handwritten notes, photographs, and/or audio/video recording). If you plan to take photographs, think about the different things you may want to take pictures of. Be sure to ask for permission before recording or taking photographs.

After the interview, write everything down you can remember about the person you interviewed and what was happening around you. At home, expand your notes by following up on things you learned in your interview with more research.

Using the *Separate ≠ Equal* interviews as models, write your own profile of the person you interviewed. Share what you have learned with your class.

Sources: New Hampshire State Council on the Arts, ReadWriteThink, The Washington Post Newspaper In Education Program, "Interviewing 101."

**Florida Standards:** ELA.912.C.1.2; ELA.912.C.1.3; ELA.912.C.1.5; ELA.912.C.2.1; ELA.912.C.3.1; ELA.912.C.4.1; ELA.912.C.5.1; ELA.912.C.5.2; ELA.912.R.2.4; ELA.912.R.3.2; ELA.912.V.1.1; ELA.912.V.1.3; SS.912.A.1.2; SS.912.A.1.6; SS.912.A.1.7; SS.912.A.6.15

## Repeating the past

Author George Santayana wrote, “Those who cannot remember the past are condemned to repeat it.” What does this phrase mean? Discuss this idea with your class. Using words and pictures from the newspaper, create a collage to make a connection between “then” and “now.” Images and metaphors should express feelings and attitudes as well as behaviors and events. The overall effect should reflect your viewpoint on whether the present world has learned the lessons of history. You may focus on only one theme or on several issues that you find particularly relevant to your own life. In your journal, discuss your thoughts about the class discussion.

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912.EE.6.1; ELA.912.C.1.4; ELA.912.C.1.5; ELA.912.C.3.1; SS.912.A.1.1; SS.912.A.1.2; SS.912.A.1.4

## Never again

From the perspective of someone living in the United States in 2024, the actions that took place during segregation may seem outrageous. Looking at the history of the period from the perspective of time, one can confidently utter the words “never again.” You may think that the factors that allowed segregation and Jim Crow laws to happen were unique to that time in history and to that part of the world. They are not.

- Look through the newspaper for an article focusing on prejudice and hate. Briefly summarize the article. In small groups, share your articles. As a group, decide how the negative events in the article could have been prevented.
- In Diary 94, from Freedom Writers, a Freedom Writer argues that people should "rock the boat" and "speak out" when they witness an injustice. Have you observed an unjust action or behavior? What did you do? If you could go back in time and revisit that moment, would you handle it differently? Why, do you believe, is it sometimes difficult for people to speak out or act against wrongdoing?

Source: Freedom Writers Foundation

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912.EE.6.1; ELA.912.C.1.4; ELA.912.C.1.5; ELA.912.C.1.3; SS.912.A.1.2; SS.912.A.2.5

## Heroes and heroism

A hero is a person noted for feats of courage or nobility of purpose, especially one who has risked or sacrificed his or her life. Author Ervin Staub wrote, “Heroes evolve; they aren’t born.” Peter Garrett, lead singer for the band Midnight Oil, defines a hero as having a “core set of values which include thinking about and doing things for others; self-belief without boasting; the capacity to accept setbacks without giving in; and a sense of humility.”

What is a hero? Write down your own definition of a hero. Would you consider any of the people profiled in *Separate ≠ Equal* to be heroes? Look for examples of heroes in the newspaper. Create a chart listing the heroes and their attributes. Share your thoughts and what you have learned with your class.

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.2.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912.EE.6.1; ELA.912.F.2.1; ELA.912.C.1.3; ELA.912.C.2.1; ELA.912.C.3.1; SS.912.AA.4.13; SS.912.A.6.15

## Community awareness

Author Cynthia Ozick writes, “Indifference is not so much a gesture of looking away – of choosing to be passive – as it is an active disinclination to feel.” A bystander is someone who sees an act but turns away from helping. Do you know what is happening in your neighborhoods? Look in the newspaper for articles of crimes in different towns and counties. You can check the police logs in the newspaper’s regional sections. On a piece of paper, list the name of the town and county and what crimes have occurred. Update this list daily for two weeks. Then review the information with your class. Were there bystanders to these events? What would you have done if you had witnessed these actions?

## Writing prompts

1. Identify a time when you went out of your way to help somebody else — a friend, a family member, a neighbor or a complete stranger. What were the consequences of your actions for you and for others?
2. Identify a situation in which you knew something was wrong or unfair, but you did not intervene to improve the situation. What were the consequences of your actions for you and for others?
3. Compare these two situations. What led you to act in one situation but not to intervene in the other?

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912.EE.6.1; ELA.912.C.1.4; ELA.912.C.1.5; ELA.912.C.3.1; SS.912.A.1.2

## **Philosophy of nonviolence**

As the National Park Service notes, the *Brown v. Board of Education* decision is far more complex than a little girl whose parents sued to get her into an all-white school. This landmark victory for equality was decades in the making. Attorneys, parents, scientists, activists and students struggled to steer the nation toward justice. After the decision, and even today, there is more work to be done by everyday citizens with a common goal – equality.

The path to equality has been anything but smooth. It's taken courage and dedication by everyday people coming together for a common goal to carry the country toward true equality. Parents, teachers, secretaries, welders, ministers and students drove their communities, and the country along with them, toward justice in a series of often unsteady turns leading to the *Brown v. Board* decision.

In his December 15, 1956, speech, Martin Luther King Jr. called the *Brown* decision, "...one of the most momentous decisions ever rendered in the history of this nation..." and it was a "...reaffirmation on the good old American doctrine of freedom and equality for all men." However, he also stated that "...segregation is already legally dead, but it is factually alive." According to King, the promise of *Brown v. Board of Education* would not be fulfilled until all forms of segregation were erased from society.

On August 28, 1963, Martin Luther King Jr. shared his dream with America about the future of American race relations. Standing in front of the Lincoln Memorial, King announced his hope that "...my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character." The dream King hoped for was a society that fulfilled the promise of *Brown*. The promise of an end to racial segregation, prejudice, and injustice.

The technique used by King to help achieve his dream was nonviolence. King explained how nonviolence worked: "refusing to hit back will cause the oppressors to become ashamed of their own methods and we will be able to transform enemies into friends." Nonviolence can be used in the absence of violence too. By showing brotherly love to everyone in society you are participating in nonviolence as well.

What is the philosophy of non-violence? How did it shape the civil rights movement? Why do people risk their lives to challenge injustice? How does the federal government ensure that its laws are upheld? What happens when federal laws are not enforced?

Research the history of non-violent protest during the civil rights movement. Are there parallels with more recent protest movements? Write an essay or prepare a presentation (poster, PowerPoint, etc.) for your class.

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.2.1; ELA.912.EE.3.1; ELA.912.EE.5.1; ELA.912.EE.6.1; ELA.912.F.2.1; ELA.912.C.1.3; ELA.912.C.1.4; ELA.912.C.2.1; ELA.912.C.3.1; ELA.912.C.4.1; ELA.912.C.5.1; SS.912.A.1.2; SS.912.A.1.6; SS.912.A.5.7; SS.912.A.7.5; SS.912.A.7.6; SS.912.AA.3.12; SS.912.AA.4.4; SS.912.AA.4.5; SS.912.AA.4.7

## ***Hernandez v. Texas***

When we think about 1954 and the Supreme Court, we're likely to think of the *Brown v. Board of Education* decision, which led to the demise of state-mandated segregation in schools and, ultimately, our society. Two weeks before *Brown*, however, the Court did something nearly as momentous.

In a case called *Hernandez v. Texas*, the Court recognized that Latinos were subject to discrimination based on their ethnicity. The Court concluded that, although Latinos were considered "white" under Jim Crow regimes, they were covered by the 14<sup>th</sup> Amendment's Equal Protection Clause. It was a path-breaking decision, in part, because of the Amendment's history.

Adopted during the Reconstruction era, the 14<sup>th</sup> Amendment was purposefully written to counteract *Dred Scott v. Sandford*, an early Supreme Court ruling that denied citizenship and Constitutional rights to slaves and their descendants. In *Hernandez v. Texas*, the Court summarily rejected claims that discrimination could or should be defined solely in Black-white terms.

Use the [Latinos and the Fourteenth Amendment](#) handout and worksheet to review the case. Then, review the 14<sup>th</sup> Amendment on the [U.S. Congress website](#). In a small group, research *Hernandez v. Texas* and note the similarities and differences to the *Brown v. Board of Education* case.

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.2.1; ELA.912.EE.3.1; ELA.912.EE.5.1; ELA.912.EE.6.1; ELA.912.F.2.1; ELA.912.C.1.3; ELA.912.C.1.4; ELA.912.C.2.1; ELA.912.C.3.1; ELA.912.C.4.1; ELA.912.C.5.1; SS.912.A.1.2; SS.912.A.1.6; SS.912.A.2.4; SS.912.A.2.5; SS.912.A.5.7; SS.912.A.5.10; SS.912.A.7.5; SS.912.A.7.7; SS.912.A.7.9; SS.912.CG.2.5; SS.912.CG.2.6

## **Changing times**

The United States has gone through many changes in the past 70 years.

Look through the Tampa Bay Times from [March 1, 1954](#). As you look through the newspaper, be sure to pay attention to all aspects of the newspaper, not just the news articles: headlines, advertisements, cartoons, editorials, letters to the editor, classified ads, etc.

What were some of the major issues or challenges facing people at this moment in time? How are different sexes, races and other groups portrayed?

Next, look through the Tampa Bay Times from [March 1, 2024](#). Are the major issues or challenges the same or different? How are different sexes, races and other groups portrayed? How is their portrayal different from 1954?

Write an essay or blog post about how the United States has changed over the past 70 years, based on the two newspapers you just read. Use specific evidence and cite specific examples to support your conclusions. Share your piece with your class.

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.2.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912.EE.6.1; ELA.912.F.2.1; ELA.912.C.1.3; ELA.912.C.2.1; ELA.912.C.3.1; SS.912.A.1.1; SS.912.A.1.2; SS.912.A.1.5; SS.912.A.1.7

## Hidden biases

Studies show people can be consciously committed to democracy and deliberately work to behave without prejudice, yet still possess hidden prejudices or stereotypes. So even though we believe we see and treat people as equals, hidden biases still may influence our perceptions and actions.

For example, when YouTube launched their video upload app for iOS, between 5 and 10 percent of videos uploaded by users were upside-down. Initially, it was thought that people were shooting videos incorrectly. But the answer was related to the app's developers, not its users. The app was designed for right-handed users by a right-handed team of developers, so left-handed users who typically rotate their phones the opposite way ended up with upside-down videos.

Discuss bias as a class. What does the word mean? As a class, make a list of biases in society. Where do you think these biases come from? Individually or in small groups, look for examples of biased ideas and language in the newspaper. Cut out or write down the words, phrases or pictures you find. Paste the words onto posterboard or piece of construction paper. On the back of the paper, explain the bias behind these words, phrases or pictures. Share your project with your class.

**Extension activity:** With your class, complete the [Analyzing How Words Communicate Bias](#) lesson from Learning for Justice. Use your newspaper to compare to the sources noted in the lesson.

Source: Learning for Justice

**Florida Standards:** ELA.912.EE.2.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912.EE.6.1; ELA.912.F.2.1; ELA.9.C.2.1; SS.912.A.1.5; SS.912.P.9.8; SS.912.P.10.9

## People are people

Throughout history, many different groups have been treated poorly. Typically, those persecuted have done nothing wrong to prompt the actions taken by their aggressors. Most often, these groups are singled out for characteristics that are not harmful. Look in the newspaper for examples of people or groups of people being treated unfairly. You can look at articles, photos or cartoons. Write down the points you see that identify unfair conditions or treatment. Once you have done that, write down some ways that this unfair treatment can be changed. Write a fully developed paragraph outlining the issues presented in the article, photo or cartoon and how changes can be made to improve the situation presented. Be sure to use specific examples from your sources to support your idea. Share your information with your classmates.

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912.EE.5.1; ELA.912.EE.6.1; ELA.912.C.2.1; ELA.912.C.4.1; ELA.912.R.2.2; ELA.912.R.2.3; ELA.912.C.1.3; SS.912.A.1.5; SS.912.A.1.2; SS.912.A.7.12

## Little Rock Nine

The Little Rock Nine and people throughout the city endured enormous hardships in order to integrate their city's schools and schools across the nation. Yet, today, schools are resegregating. Among the reasons is a string of Supreme Court decisions in the early 1990s and the 2000s that relaxed school integration standards. The most recent U.S. Supreme Court decision focused on whether race-based school assignment policies are constitutional.

In essence, the court must decide whether racial diversity in schools is a compelling interest – one that justifies the government's use of race in selecting students for admission to public high schools. Their ultimate ruling in the joined cases *Parents Involved in Community Schools v. Seattle School District No. 1* and *Meredith v. Jefferson County Board of Education* will have far-reaching implications for integrated schooling in the United States.

Bring these cases alive for your class by staging a moot court in your classroom. Divide students into three groups: one group should serve as the Justices, with the remaining groups serving as the litigation teams for and against race-based school assignment plans. To create oral arguments and lines of questioning, call upon "[Gates of Change](#)," key cases related to, briefs filed by the involved parties and by third parties and other sources.

For an added degree of authenticity, download the [Supreme Court's procedural guides](#), including "[Guide for Counsel in Cases to Be Argued](#)."

Source: Learning for Justice

**Florida Standards:** ELA.912.EE.2.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912.EE.6.1; ELA.912.F.2.1; ELA.9.C.2.1; SS.912.A.7.8; SS.912.A.7.7; SS.912.A.1.6; SS.912.A.7.12; SS.912.CG.2.6

## Taking a stand

Clarence Fort was among the 4,200 attendees at Dr. Martin Luther King Jr.'s speech when King spoke in Tampa, Fla., in 1961. Interviewed by a local television station in early 2011, Fort remembered King's lecture. "You could see people all dressed up in their Sunday best. Well, it was just very motivating and it gave you the sense that you really wanted to go out and do something; that you wanted to demonstrate. You didn't worry about whether you might lose your job – but you just wanted to go for the equal rights and what it meant to us as African Americans." Fort continued, "Our eyes did not begin to come open until Dr. King came into town and he started telling us about the injustices that, as a race of people, we faced every day."

What does the word "injustice" mean? Do you think injustice is prevalent in your community? Why do people risk their lives to challenge injustice? Would you? Make a list of examples of injustice that you have seen or heard about. Then, look in the newspaper for additional examples. Choose at least one example from personal experience and one from the newspaper. Focusing on the issue of injustice, write an argument paper. Use the examples to support your claims.

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912.EE.5.1; ELA.912.EE.6.1; ELA.912.C.2.1; ELA.912.C.4.1; ELA.912.R.2.2; ELA.912.R.2.3; ELA.912.C.1.3; SS.912.CG.2.7; SS.912.A.3.12; SS.912.A.1.5; SS.912.A.1.2

## What Is a human right?

Ask students to define what a human right using the graffiti board teaching strategy. On a whiteboard or large paper, write Article I of the [Universal Declaration of Human Rights](#) (UDHR): “All human beings are born free and equal in dignity and rights,” and write the following prompt: I think a human right is . . .

Encourage students to silently jot down or draw as many responses they feel are appropriate and assure them that repetition is allowed.

Direct students to examine the graffiti board and consider:

- What is a right, as opposed to a privilege?
- What ideas were repeated by more than one class member? Why might students in your community value this?
- What ideas pertain to basic necessities (food, shelter, health care, clean water)?
- What ideas relate to the U.S. Constitution (freedom of the press, political participation, nationality, other protections in the Bill of Rights)?
- What ideas reflect notions of a good quality of life (access to education and healthcare)?

Then, ask students to privately define what universal human rights means to them in their notebooks.

Next, ask your students to explore the connections between different human rights and current news stories. Have students work together in small groups to find a newspaper article that connects to at least one human right.

Ask your students to analyze and share their articles using the [Jigsaw teaching strategy](#). Students can meet in initial “expert” groups to discuss a single article and determine which rights people are fighting to have recognized or upheld in the story. Then, you re-organize students into “teaching” groups where each member shares a different article from their previous group.

Finish by leading a brief class discussion in which students discuss the patterns that they notice across the articles. In the discussion, you might ask students to name things they learned that are surprising, interesting, and troubling (S-I-T) from the patterns they noticed.

Source: Facing History and Ourselves

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912.EE.5.1; ELA.912.EE.6.1; ELA.912.C.2.1; ELA.912.C.4.1; ELA.912.R.2.2; ELA.912.R.2.3; SS.912.A.1.6; SS.912.A.7.12; SS.912.CG.2.5; SS.912.CG.3.11; SS.912.CG.2.6

## Exploring primary sources

Many documents at the National Archives illustrate how individuals and groups asserted their rights as Americans. Use [archives.gov](#) to explore the topics of slavery, racism, citizenship, women's independence, immigration and more. Next, explore "Records of Rights" at [recordsofrights.org](#), where documents from the holdings of the National Archives illustrate how Americans have endeavored to define, secure and protect their rights. Finally, look for a news article in the local newspaper that explores one of these topics, and use a graphic organizer to analyze it.

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912.EE.5.1; ELA.912.EE.6.1; ELA.912.C.2.1; ELA.912.C.4.1; ELA.912.R.2.2; ELA.912.R.2.3; ELA.912.C.1.3; SS.912.A.1.2; SS.912.A.7.9; SS.912.A.7.7



## **Jim Crow**

“Jim Crow was the name of the racial caste system that operated primarily, but not exclusively, in southern and border states between 1877 and the mid-1960s. Jim Crow was more than a series of strict anti-Black laws. It was a way of life,” according to the Jim Crow Museum of Racist Memorabilia. Under Jim Crow laws, Black people were considered second-class citizens. Jim Crow laws legitimized racism. Have your teacher break up your class into small groups. Research Jim Crow laws, focusing on Florida. Think about how these laws would affect everyday life. Are there laws in our communities today that are unfair to specific groups of people? Discuss this with your peers and write down what you have learned and your thoughts about it in journal or blog form.

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912.EE.5.1; ELA.912.EE.6.1; ELA.912.C.2.1; ELA.912.C.4.1; ELA.912.R.2.2; ELA.912.R.2.3; ELA.912.C.1.3; SS.912.A.1.2; SS.912.A.2.5; SS.912.A.2.6

## **Analyzing primary sources**

While most people may know that the 13th Amendment to the U.S. Constitution abolished slavery, fewer know that it still allowed for slavery, as well as indentured servitude, as a punishment for crime. Read and analyze the text of the [13<sup>th</sup> Amendment](#). Use the [Library of Congress Primary Source Analysis Tool](#) to help. What are the main points? What did you learn that was new information? How does this knowledge change your thinking about emancipation and more generally about race in the United States? Working in small groups, write a script for a short-form (two minutes or less) video explaining what you learned. Your script should include three to five direct quotes from the text; visuals; and voice-over narration.

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912.EE.5.1; ELA.912.EE.6.1; ELA.912.C.2.1; ELA.912.C.4.1; ELA.912.R.2.2; ELA.912.R.2.3; ELA.912.C.1.3; ELA.912.C.5.1; SS.912.A.1.2; SS.912.A.2.4; SS.912.CG.2.6

### **Do the research: Notable civil rights figures**

The definition of research is “the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.” Choose one of the notable civil rights figures listed below to research.

Mary McLeod Bethune  
Ruby Nell Bridges  
Oliver Brown  
LeRoy Collins  
Orval Faubus  
Virgil Hawkins  
Charles Hamilton Houston  
Dr. Martin Luther King, Jr.  
Bernard Lafayette, Jr.  
Rev. A. Leon Lowry  
Thurgood Marshall  
Harriet Moore  
Harry Moore  
Rosa Parks  
Homer Plessy  
Leon W. Russell  
James B. Sanderlin  
Robert Saunders, Sr.  
George Starke, Jr.  
Earl Warren  
Booker T. Washington  
Dr. Samuel Wright

1. When you are doing research, it is important to use reliable sources, including credible websites. Websites such as Wikipedia and personal blogs are not always credible since some of the information presented as fact may be opinion or plagiarized from another source. Be sure to keep a list of your sources.
2. Research the person you chose. Write down the important facts, including:
  - Who is this person?
  - What is his or her background?
  - Where was this person born and where did he or she live?
  - When did this person live?
  - Why is this person notable and/or important?
  - How is this person a role model?
3. Create your own set of lesson plans about the person you chose. Using one of the worksheets from this packet as a model, create your own vocabulary list, reading comprehension questions and newspaper tie-in activities.
4. Next, compare the person you chose to one of the other individuals you have read about during your exploration.

5. Create an oral presentation to share with your classmates about what you have learned and discovered.

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912.EE.5.1; ELA.912.EE.6.1; ELA.912.C.2.1; ELA.912.C.4.1; ELA.912.R.2.2; ELA.912.R.2.3; ELA.912.C.1.3; ELA.912.C.5.1; SS.912.A.1.2; SS.912.A.1.5; SS.912.A.1.6; SS.912.A.3.12; SS.912.A.7.6; SS.912.AA.3.11; SS.912.AA.3.12; SS.912.AA.3.14; SS.912.AA.4.9; SS.912.AA.4.10; SS.912.AA.4.13

### **Do the research: The Little Rock Nine**

The National Women’s History Museum notes: “Imagine showing up to your first day of school and being greeted by an angry mob and the National Guard. On September 4, 1957, nine African American students arrived at Central High School in Little Rock, Arkansas. They made their way through a crowd shouting obscenities and even throwing objects. Once the students reached the front door the National Guard prevented them from entering the school and (they) were forced to go home. The students returned on September 29th. This time they were protected by federal troops.”

Research the Little Rock Nine and write a report on the information you learn. Here are some helpful sources you can use for your research:

- [Bill of Rights Institute](#)
- [Britannica](#)
- [Dwight D. Eisenhower Library](#)
- [National Park Service](#)
- [National Women’s History Museum](#)
- [Smithsonian: National Museum of African American History & Culture](#)
- [Southern Poverty Law Center](#)

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.2.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912.EE.5.1; ELA.912.EE.6.1; ELA.912.F.2.2; ELA.912.F.2.4; ELA.912.C.4.1; ELA.912.R.2.3; ELA.912.C.1.2; ELA.912.C.1.4; ELA.912.C.2.1; ELA.912.C.3.1; SS.912.A.1.2; SS.912.A.1.5; SS.912.A.1.6; SS.912.A.3.12; SS.912.A.7.6; SS.912.AA.3.11; SS.912.AA.3.12; SS.912.AA.3.14; SS.912.AA.4.9; SS.912.AA.4.10; SS.912.AA.4.4; SS.912.AA.4.5

## Analyzing an interview – Mary McLeod Bethune: Close and critical reading questions

Read the [interview with Mary McLeod Bethune](#). Then respond to the following questions using short answers.

1. What incident from her childhood does Mary McLeod Bethune describe?
2. How does she say she felt when the incident happened?
3. In what conditions did Mary and other Black children live?
4. How did going to school affect Mary and the children she knew?
5. How did it affect her family?
6. How did Mary’s experience affect her choices in the future?
7. What is the central purpose of the text? In other words, why was this text created? What is the most important thing you learned from it?
8. How does the content of the text connect to your life? You might use this prompt to get you started: This text reminds me of the time that I \_\_\_\_\_.
9. How does the content of the text connect to other things you have read, heard or seen? You might use this prompt to get you started: This text reminds me of a book I read/movie I saw because \_\_\_\_\_.
10. How does the content of the text connect to events in the present or past? You might use one of these prompts to get you started: This text reminds me of what I saw on the news about \_\_\_\_\_ OR This text reminds me of something I learned in history class about \_\_\_\_\_.

### Extension activity: Community inquiry

Divide the class into groups of three or four students. Let each group discuss the interview using its members’ answers to the close and critical reading questions. Have students discuss the similarities and differences among the connections group members made with the text. Ask students: “Overall, how relevant do you and your group members find the interview’s content almost 75 years after it was written? Explain how you reached your answer.”

### Extension activity: Write to the source

Explore the content of the interview with other students. Note that Mary McLeod Bethune talks about a childhood experience she had; how that experience affected her at the time; and how it affected important decisions she made in her life. She used the injustice she experienced as an incentive to make a positive difference for Black Americans. Write a paragraph summarizing this aspect of the interview. Then write a second paragraph describing an experience you have had, how that experience affected you at the time; and how you think it may affect you in the future.

Source: Learning for Justice

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.2.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912.EE.5.1; ELA.912.EE.6.1; ELA.912.F.2.2; ELA.912.F.2.4; ELA.912.C.4.1; ELA.912.R.2.3; ELA.912.C.1.2; ELA.912.C.1.4; ELA.912.C.2.1; ELA.912.C.3.1; SS.912.AA.3.5; SS.912.AA.3.11; SS.912.A.1.2; SS.912.A.1.5; SS.912.A.1.6; SS.912.A.3.12; SS.912.A.7.6; SS.912.AA.3.12; SS.912.AA.3.14; SS.912.AA.4.9; SS.912.AA.4.10; SS.912.AA.4.13

### **Do the research: Charles Hamilton Houston**

The first chief legal officer of the National Association for the Advancement of Colored People (NAACP), Charles Hamilton Houston is known as “The Man Who Killed Jim Crow.” Research Charles Hamilton. Some of the following sources may be useful for your research.

- [Britannica](#)
- [Harvard Radcliffe University](#)
- [Howard University School of Law](#)
- [NAACP](#)
- [National Park Service](#)
- [Public Broadcasting System](#)
- [Smithsonian National Museum of American History](#)

You will be presenting your research to the class in the form of an oral presentation to include a PowerPoint or Prezi presentation. You must have a proper Works Cited page as your final slide. All sources listed on the Works Cited page must match in-text citations. For your presentation, include the following points:

- Who is Houston?
- What time period did he live and work in?
- What is Houston’s background?
- What is he famous for – be specific?
- Where is Houston from?
- What is Houston’s background?
- Why did the author choose this profession?
- How is Houston unique?
- What interesting facts did you find about Houston?

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.2.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912.EE.5.1; ELA.912.EE.6.1; ELA.912.F.2.2; ELA.912.F.2.4; ELA.912.C.4.1; ELA.912.R.2.3; ELA.912.C.1.2; ELA.912.C.1.4; ELA.912.C.2.1; ELA.912.C.3.1; SS.912.A.1.2; SS.912.A.1.5; SS.912.A.1.6; SS.912.A.3.12; SS.912.A.7.6; SS.912.AA.3.11; SS.912.AA.3.12; SS.912.AA.3.14; SS.912.AA.4.9; SS.912.AA.4.10

### **Do the research: Court cases**

The purpose of this research is to examine the important court cases that led to integration in America. Working in small groups, select one of the cases below and research as much information as you can to teach your classmates about the case. Each group will choose one case.

- *Brown v. Board of Education of Topeka, Kansas*
- *Brown v. Board of Education II*
- *Gaines v. Canada*
- *McLaurin v. Oklahoma State Regents*
- *Mendez v. Westminster*
- *Murray v. Pearson*
- *Pearson v. Murray*
- *Plessy v. Ferguson*
- *Runyon v. McCrary*
- *Smith v. Allwright*
- *Sweatt v. Painter*
- *McLaurin v. Oklahoma State Regents*

You will be presenting your research to the class in the form of an oral presentation to include a Power Point or Prezi presentation. You must have a proper Works Cited page. All sources listed on the Works Cited page must match in-text citations. For your presentation, include the following points: Who is the focus of the case; what is the focus of the court case and the details; where did the court case take place; when did the case occur; why did the case occur; how was the case settled and how did it affect society?

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.2.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912.EE.5.1; ELA.912.EE.6.1; ELA.912.F.2.2; ELA.912.F.2.4; ELA.912.C.4.1; ELA.912.R.2.3; ELA.912.C.1.2; ELA.912.C.1.4; ELA.912.C.2.1; ELA.912.C.3.1; SS.912.A.1.2; SS.912.A.1.5; SS.912.A.1.6; SS.912.A.3.12; SS.912.A.7.6; SS.912.AA.3.11; SS.912.AA.3.12; SS.912.AA.3.14; SS.912.AA.4.9; SS.912.AA.4.10; SS.912.AA.4.4; SS.912.AA.4.5

### **Analyzing a turning point in history**

Major historic events inevitably bring about big and small changes in society, from politics to daily routines. For example, the 9/11 attacks prompted the U.S.-led war in Afghanistan (big change), and it also led to “God Bless America” being played at ballparks (smaller change).

Think about how the *Brown v. Board of Education* decision changed the course of history in big and small ways. If you lived at this time, how would this event have changed your life? Write down at least two changes. Try to come up with one big change and one small change. Why do you think these changes would occur? Write down at least one reason for each change. Finally, how does this event continue to affect our lives today? Give at least one example.

As a class, discuss how major events can change the course of history in big and small ways.

- What were some of the big changes you wrote down? What were some of the smaller changes?
- What type of evidence/reasons did you use to make your hypotheses about changes?
- Sort the changes you hypothesized into categories. Possible categories: predictable versus unpredictable; positive versus negative; political versus personal, etc.

### **Extension activity: Journaling history**

Write a journal entry from the perspective of someone living shortly before this event occurred, then a second entry from after. At the top of your entry, give a description of who “you” (the person writing this journal entry) are. Use the second journal entry to describe some of the changes that have happened in your life since your chosen big event.

**Source:** [NewseumED.org](http://NewseumED.org)

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.2.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912.EE.5.1; ELA.912.EE.6.1; ELA.912.F.2.2; ELA.912.F.2.4; ELA.912.C.4.1; ELA.912.R.2.3; ELA.912.C.1.2; ELA.912.C.1.4; ELA.912.C.2.1; ELA.912.C.3.1; SS.912.A.1.2; SS.912.A.1.6

## Analyzing news coverage

In this activity, students will analyze how three newspapers covered the 1954 *Brown v. Board of Education* Supreme Court decision. While some states celebrated the ban on segregation, others defended their segregation laws and pushed back against the ruling. Most newspapers around the United States reported on this landmark case, showcasing the mixed reactions.

Have students read the front-page coverage of the court ruling in three newspapers: [The Topeka State Journal](#) from May 17, 1954; [Jackson Daily News](#) from May 18, 1954; and [The Providence Journal](#) from May 18, 1954. Students should use the [Analysis of a Civil Rights News Report graphic organizer](#) to take notes as they read.

Individually or in small groups, answer the discussion questions below. When students are finished, discuss your findings as a class.

1. The three front pages contain a variety of reactions from across the country but what commonalities do they share? How do they differ? What do those shared aspects indicate of the state of racial relations across the United States at the time?
2. Are there any underlying messages or themes that the papers are trying to convey through their front pages? Consider the titles, photographs, accompanying articles and the geographic location of the papers in your analysis.
3. Do you think the ruling against a local school district influenced The Topeka State Journal coverage? How?
4. According to The Topeka State Journal, which states had laws that required segregation? Were they concentrated in one part of the country or spread out? Are you surprised by this or is this what you expected? Are any of these papers from states that had school segregation?
5. What amendment was responsible for granting citizenship to newly freed slaves? How did that relate to segregation? Why was it brought up in The Topeka State Journal article?
6. Why do you think the Supreme Court justices didn't include a plan for implementing desegregation?

## Extension activity

Watch this [Newseum-produced video](#) of journalist Hodding Carter III explaining how *Brown v. Board* made the press pay attention to the Black community. The mainstream news media up until this point had minimized the Black community. Furthermore, Carter explains that the Supreme Court decision was a reflection of American public opinion rejecting segregation. Ask students: What do you think the role of the press should be in advancing civil rights? Does the press do a sufficient job of this today? Why or why not?

## Extension activity

Ask students for their initial answers to the following questions, then have them do research to refine their answers. Does everyone in America have a chance for equal education? Are there still traces of segregation in today's public schools? How do you think the history of segregation affects education today?

Source: NewseumED.org

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.2.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912.EE.5.1; ELA.912.EE.6.1; ELA.912.F.2.2; ELA.912.F.2.4; ELA.912.C.4.1; ELA.912.R.2.3; ELA.912.C.1.2; ELA.912.C.1.4; ELA.912.C.2.1; ELA.912.C.3.1; SS.912.A.1.2; SS.912.A.1.6; SS.912.A.1.7; SS.912.A.5.7; SS.912.A.7.7; SS.912.A.7.8



### **From the front page to the history books**

Journalism is often referred to as the “first rough draft of history.” In this activity, students analyze the similarities and differences between contemporary news coverage and historical accounts to understand:

- The role and importance of journalists’ first reports of breaking news.
- How the initial information evolves over time to become part of the historical record.

On June 18, 1958, a federal court ordered the University of Florida to allow qualified Blacks to enroll in its graduate schools. The Tampa Bay Times (then the St. Petersburg Times) covered the story on the next day’s front page.

Using the [front page from June 19, 1958](#), have students work in small groups to fill in the left column of the [From the Front Page to the History Books worksheet](#) with the key facts about this historical event, as well as any questions that are not answered.

Next, give students access to the library or Internet and allow them 15 to 20 minutes to find information to fill in the right column of the worksheet with key facts about this event from a historical source and any answers they can find for the questions they posed in the left column.

Have students complete step 3 on the worksheet, underlining facts that are the same and circling those that do not match up, then underlining the questions for which they found answers and circling those for which they did not.

Give students 15 to 20 minutes to respond to the three questions in step 4 on the worksheet, analyzing their findings.

As a class, discuss:

- Which facts did you find were the same in both sources? Which were only found in one or the other? Why do you think this was the case?
- Which of the questions you wrote after reading the news source are still unanswered? Why do you think that is?
- What is the role of a reporter? What is the role of a historian? Compare and contrast.
- How much time must pass before news becomes history?

Source: NewseumED.org

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.2.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912.EE.5.1; ELA.912.EE.6.1; ELA.912.F.2.2; ELA.912.F.2.4; ELA.912.C.4.1; ELA.912.R.2.3; ELA.912.C.1.2; ELA.912.C.1.4; ELA.912.C.2.1; ELA.912.C.3.1; SS.912.A.1.1; SS.912.A.1.2; SS.912.A.1.5

## Reporting on the civil rights movement

A news report should inform readers about events. It should include facts, descriptions and answers to the “reporter’s questions” – who, what, when, where, why and how. It should be accurate, fair and clear; that is, it should be objective as opposed to personal, be easily understood by the audience and tell a complete story. The content and layout choices reporters and publishers make affect readers’ knowledge and interpretation of events. For example, headline size, article placement, choice of photograph, etc., give readers clues about the relative importance of the subject that day. The facts and the order in which a reporter tells them in an article influences what readers think is the most important and least important information.

As a class, ask students to call out the first adjectives that come to mind when you say “Martin Luther King Jr.” Make a list of adjectives on the board.

Show students the [front page of The Augusta Courier from March 13, 1965](#). Ask them to read the lead article on the left side. What is this article about? What similarities and differences do they notice between their lists and the adjectives in the article?

Ask students if they are surprised. How does this account differ from their knowledge of the Martin Luther King Jr. and the March on Washington? Does the article seem accurate, fair or clear? Why or why not? Create a list of evidence on the board. (*Examples might include: name-calling, no quotes from King or the people he was working with, no photographs for context, Confederate flag in the banner, question in red in the footer, no quotes from Democratic representatives, use of anonymous sources (the priest, FBI agents), no explanation of why King might have responded that way to the FBI agents.*)

Ask the class if they know why The Augusta Courier was allowed to print this version of the events. (*The First Amendment in the Bill of Rights guarantees all people on U.S. soil the right to freedom of speech, press, religion, petition and assembly. Although there are a few limitations on freedom of press that have to do with harm and privacy, in general, that freedom allows reporters and newspapers to publish any information they want. That includes writing reports that only tell some of the facts, that are inaccurate or that interpret an event in ways some readers or subjects might not like.*)

Look again at the article in The Augusta Courier. Ask students to imagine they are readers in Augusta, Ga., in 1965. What conclusions would they draw about Martin Luther King Jr. and the civil rights movement? How would they perceive the events mentioned in the paper?

Divide students into small groups. Have each group choose two historical civil rights front pages from the same year from the [NewseumED media map](#). They should identify the article in each paper related to the civil rights movement, read the articles and then compare and contrast them using the Analysis of a News Reports worksheet.

As a class, discuss:

- What content and layout similarities and differences do you notice about the newspapers? What similarities and differences do you notice about the articles?
- Does the content in each report confirm, deepen or contradict your prior knowledge about the event? How?
- Why do you think the reporters and editors made these choices? What factors may have influenced these choices?

Source: NewseumED.org

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.2.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912.EE.5.1; ELA.912.EE.6.1; ELA.912.F.2.2; ELA.912.F.2.4; ELA.912.C.4.1; ELA.912.R.2.3; ELA.912.C.1.2; ELA.912.C.1.4; ELA.912.C.2.1; ELA.912.C.3.1; SS.912.A.1.1; SS.912.A.1.2; SS.912.A.1.5

## **Fighting Jim Crow in the schools**

During the Jim Crow era, education was an important component of the aspirations of Black Americans. Many prominent Black leaders were nationally recognized educators, and many of the key battles to overturn Jim Crow centered on equal access to education.

As a class, discuss the purpose of education. What is education for? Ask students to consider the following propositions:

- To learn basic skills that will allow us to get jobs?
- To become "productive members of society?"
- To become good citizens?
- To instill certain moral and social values?

During the Jim Crow era, many Black Americans struggled to define the purpose of education. Booker T. Washington stressed vocational over cultural education, stating that "there is as much dignity in tilling a field as in writing a poem." On the other hand, W.E.B. Du Bois insisted that "the object of all true education is not to make men carpenters, it is to make carpenters men."

Divide students into small groups of four or five. Have students watch the following series of video segments about the education of Black Americans during the years of Jim Crow. Before watching each video, students should review the questions on the [Fighting Jim Crow in the Schools - Discussion Questions handout](#) and take notes while they watch the segment. Following each segment, students should discuss their responses to the questions within their groups.

- [Booker T. Washington and W.E.B. Du Bois: The Conflict](#)
- [Lucy Laney](#)
- [Charlotte Hawkins Brown](#)
- [Students Strike at Fisk University](#)
- [Barbara Johns of Farmville, Virginia](#)

Discuss the following questions with the entire class. As different student groups respond, have them refer to their notes and the specific cases studied and talked about in the video segments.

- Why has education played such a significant role in the history of African Americans? How has education played an important role for other groups? (For example, immigrants, women, the poor.)
- What was the role of students in the fight against Jim Crow?
- One Farmville student recalls that "we had the idealism of American young people about America." In what way do the student strikes at Fisk University and Moton High School represent American idealism at its best? Are young people as a rule more idealistic than their parents?

## **Extension activity: Debating the role of education**

One of the greatest educational debates among Black Americans at the turn of the twentieth century was between those who supported Booker T. Washington's philosophy of industrial education and those who supported the "Talented Tenth" philosophy of W.E.B. Du Bois.

Divide students into two groups. One group will read Booker T. Washington's essay "Industrial Education is the Solution" and the other group will read "The Talented Tenth," by W.E.B. Du Bois. The following are study questions to guide both groups in their reading (both online articles have numbered paragraphs):

### **Booker T. Washington, "[Industrial Education is the Solution](#)"**

- According to paragraphs 1 and 2, how has Tuskegee Institute transformed life for black people in and around the Institute?

- What examples does Washington give in paragraphs 3 through 5 of "learning by doing?"  
What skills have people learned?

In paragraph 6, what does Washington have to say about the value of manual labor? How is Tuskegee training people to participate in Southern society?

**W.E.B. Du Bois, "[The Talented Tenth](#)"**

- According to Du Bois, what is the greater purpose of education? (See especially paragraphs 1 through 3 and paragraph 9.)
- Is Du Bois' "Talented Tenth" an elitist idea? How are the other nine-tenths of the population to benefit from this? (See paragraphs 5 through 7.)
- What criticism of vocational education does Du Bois offer? (See paragraphs 12 through 15.)
- How will whites as well as blacks benefit from the educational system Du Bois recommends?

Have the two groups of students debate the question "What is the purpose of education?"

Each group should begin with a statement of their position, each group adopting the position taken by the author of the paper they read. Propose the following questions to each group:

- How would your model of education benefit African Americans?
- What would your model of education have done to improve the political position of African Americans living under Jim Crow?

Source: PBS Learning Media

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.2.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912.EE.5.1; ELA.912.EE.6.1; ELA.912.F.2.2; ELA.912.F.2.4; ELA.912.C.4.1; ELA.912.R.2.3; ELA.912.C.1.2; ELA.912.C.1.4; ELA.912.C.2.1; ELA.912.C.3.1; ELA.912.R.2.4; SS.912.A.1.2; SS.912.A.1.6; SS.912.A.2.5; SS.912.A.5.8; SS.912.A.7.6; SS.912.AA.3.8

## Understanding *Brown v. Board of Education* through roleplay

This roleplaying activity will help students understand some of the people and issues that triggered the landmark *Brown v. Board of Education* case in 1954 and the nation's divided response to the Supreme Court ruling. The goal of this lesson is to give students a deeper understanding of the different positions over time by putting themselves in someone else's shoes. When assigning characters, consider mixing gender, race and ethnicity so that students can learn about a position in society different from their own.

Divide the class into three groups and assign each student one of the historical characters listed for that group. Each student will prepare for the activity by researching a historical figure. Then students will work in small groups toward a final presentation in which they will present their characters and the issues and positions each one represented.

### 1: Living with Plessy

Each student in this group will research and present one of the following characters from the era preceding 1954, when the "separate but equal" doctrine sanctioned legalized segregation:

- Harry Briggs ([Harry Briggs, Sr. and Eliza Briggs](#) PDF Document)
- Gonzalo Mendez ([Mendez v. Westminster: Desegregating California's Schools](#) QuickTime Video)
- Gong Lum ([Documenting Brown 3: Gong Lum v. Rice](#) PDF Document)
- Governor Earl Warren ([Mendez v. Westminster: Desegregating California's Schools](#) QuickTime Video)
- Orange County school official ([Mendez v. Westminster: Desegregating California's Schools](#) QuickTime Video)
- Thurgood Marshall ([Simple Justice 1: A Handful of Lawyers](#) QuickTime Video)

### 2: A Landmark Decision

Each student in this group will research and present one of the following characters from the *Brown* case, and the public reaction in the wake of the Supreme Court ruling (up until 1957):

- Thurgood Marshall ([Simple Justice 1: A Handful of Lawyers](#) QuickTime Video)
- John Davis ([Simple Justice 3: The Trial Begins](#) QuickTime Video)
- Chief Justice Earl Warren ([Simple Justice 6: Justice Warren Reads the Decision](#) QuickTime Video)
- Zora Neale Hurston ([Brown Reactions: Zora Neale Hurston](#) PDF Document)
- Constance Baker Motley ([Implementing Brown](#) QuickTime Video)
- Burke Marshall ([Burke Marshall](#) PDF Document)

### 3: Implementing *Brown*

Each student in this group will research efforts to desegregate schools in the aftermath of the *Brown* ruling. Some students will represent hypothetical figures from different regions of the country, while others will research and represent actual historical figures.

- Melba Pattillo Beals ([Melba Pattillo Beals](#) QuickTime Video)
- President Dwight D. Eisenhower ([Implementing Brown](#) QuickTime Video; [Ike and Little Rock](#) QuickTime Video)
- Vanessa Venable ([Vanessa Venable](#) PDF Document)
- An African American student from Boston ([Boston Desegregation](#) QuickTime Video)
- Senator James Eastland ([White Resistance](#) QuickTime Video)

The presentations can take the form of a skit, debate, mock trial, or oral history presentation. For each of the simulations, students should research the context and issues for their character, prepare an opening statement to introduce their character, and address the following questions **from their character's perspective**:

- What impact does segregation have on you?

- What are your thoughts on school desegregation?
- What does "separate but equal" or "desegregation" mean for you?
- What public stand or action do you, or would you, take?
- What risks do you face? What do you stand to gain?
- What larger issues are important to you?
- What do you expect your local, state, or federal government to do?
- What would you like the courts to do for you?
- What democratic values are most important to you?

After each presentation, allow time for questions. Students who are not presenting should take notes and/or think of questions for the presenters. Presenters may question other each another staying in character.

After each group finishes, ask the students who are listening to the presentations to reflect on who the most compelling character was, why, and what they learned from the presentation.

### **Extension activity**

After the presentations, ask students to reflect on what they've learned and to consider the following questions from their own present-day perspective:

- Is your school integrated (in terms of race, ethnicity, class, etc.)?
- What are examples of integration or segregation in your community?
- What factors influence your school's demographics?
- What strategies would you support to make schools more integrated, and why?
- What are the challenges and benefits of each strategy?
- What roles do the legislative, executive, and judicial branches of government play in the issue of school desegregation?
- What can an individual and community do to effect change?

### **Extension activity**

Ask students to pick two people from the list of characters, preferably two people who represent different points of view. In a written essay, students should describe who the people were, the issues they faced, specific legal action they took or supported, and how the laws changed. Students should also explain whether they disagree or agree with the position each character took. In making their arguments, students should incorporate examples from their present-day school experiences, making connections between past and present events and conditions.

Source: PBS Learning Media

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.2.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912.EE.5.1; ELA.912.EE.6.1; ELA.912.F.2.2; ELA.912.F.2.4; ELA.912.C.4.1; ELA.912.R.2.3; ELA.912.C.1.2; ELA.912.C.1.4; ELA.912.C.2.1; ELA.912.C.3.1; ELA.912.R.2.4; SS.912.A.1.1; SS.912.A.1.2; SS.912.A.1.6; SS.912.A.3.12; SS.912.A.5.7; SS.912.A.5.10; SS.912.A.7.6; SS.912.A.7.7; SS.912.A.7.12; SS.912.AA.3.10; SS.912.AA.3.11; SS.912.AA.3.12

## Strategies for an equal education: Percy Julian

This activity uses the NOVA program *Percy Julian: Forgotten Genius* to examine inequality in education for African Americans in the 20th century and identify and examine strategies used to overcome discrimination.

As a class, review the [Fourteenth Amendment](#) PDF Document, the legal basis used to argue for equality in the courts. Show the [Simple Justice 4: Arguing the Fourteenth Amendment](#) QuickTime Video and [The Road to Brown](#) QuickTime Video and discuss the following:

- What did the Fourteenth Amendment establish?
- When and why was the Fourteenth Amendment added to the U.S. Constitution?
- What did the Fourteenth Amendment imply for education?
- Why did the Fourteenth Amendment have limited impact?

Next, divide the class into four small groups. Each group of students will use the following resources to examine the different responses to inequalities in education. As they watch or read the resources, ask students to think about the conditions that triggered activism and the strategies that were used to combat discrimination.

- Group 1 – Legal action: examine legal action, using [Documenting Brown 2: Plessy v. Ferguson](#) PDF Document.
- Group 2 – Migration: examine migration, using [Getting an Education](#) QuickTime Video and [Julian the Trailblazer](#) HTML Document.
- Group 3 – Direct action: examine direct action, using [How One Rural NC County Made Civil Rights History](#) Audio story and/or Transcript.
- Group 4 – Busing: examine busing, using [Bus to the Burbs](#) QuickTime Video and [Boston Desegregation](#) QuickTime Video.

Each group should discuss the following questions and write down their answers to present to the class.

- What triggered the action? What were the conditions like for African Americans?
- What action did people take?
- How did they go about it?
- What obstacles did they face?
- What was the outcome? Did the strategy work? Why or why not?
- What were the advantages and disadvantages of using this strategy?
- Might this strategy have appealed to you personally? Why or why not? Would you use this strategy in an unfair situation today? Why or why not? Discuss and list different responses.

Ask each group to present what it learned. As a class, discuss the different strategies that were used, and the advantages and disadvantages of each. Next, discuss the strategies that students suggested both for situations in the past and if such events were to happen now, and the expected outcomes.

Source: PBS Learning Media

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.2.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912.EE.5.1; ELA.912.EE.6.1; ELA.912.F.2.2; ELA.912.F.2.4; ELA.912.C.4.1; ELA.912.R.2.3; ELA.912.C.1.2; ELA.912.C.1.4; ELA.912.C.2.1; ELA.912.C.3.1; ELA.912.R.2.4; SS.912.A.1.2; SS.912.A.1.7; SS.912.A.2.4; SS.912.A.7.7; SS.912.A.7.8

## Analyzing editorial cartoons

Newspaper editorial cartoons are graphic expressions of their creator's ideas and opinions. Editorial cartoons are published in a mass medium, such as a newspaper, news magazine or the internet. In addition, the editorial cartoon usually, but not always, reflects the publication's viewpoint.

Editorial cartoons differ from comic strips. Editorial cartoons appear on the newspaper's editorial or front page, not on the comics page. Editorial cartoons are sometimes referred to as political cartoons, because they often deal with political issues.

Like written editorials, editorial cartoons have an educational purpose. They are intended to make readers think about current political issues, and can provide a window into history by showing us what people were thinking and talking about at a given time and place.

Use the guiding questions below to analyze the historic editorial cartoons in [Appendix 4](#).

### **OBSERVE: Identify and note details**

- Describe what you see.
- What do you notice first?
- What people and objects are shown?
- What, if any, words do you see?
- What do you see that looks different than it would in a photograph?
- What do you see that might refer to another work of art or literature?
- What do you see that might be a symbol?
- What other details can you see?

### **REFLECT: Generate and test hypotheses**

- What's happening in this cartoon?
- What was happening when this cartoon was made?
- Who do you think was the audience for this cartoon?
- What issue do you think this cartoon is about?
- What do you think the cartoonist's opinion on this issue is?
- What methods does the cartoonist use to persuade the audience?

### **QUESTION: What didn't you learn that you would like to know about?**

- What do you wonder about...
  - Who?
  - What?
  - When?
  - Where?
  - Why?
  - How?
- What more do you want to know, and how can you find out?

Discuss what you have learned with your class.

### **Extension activity: Identifying persuasive techniques**

Cartoonists use a variety of techniques, such as symbolism, exaggeration, labeling, analogy and irony, to communicate ideas and opinions with readers.

Use the [Library of Congress Persuasive Techniques Chart](#) to identify the persuasive techniques used in the historical and modern editorial cartoons you analyzed.

Once you've identified the persuasive techniques that the cartoonist used, answer these questions:



- What issue is this political cartoon about?
- What do you think is the cartoonist's opinion on this issue?
- What other opinion can you imagine another person having on this issue?
- Did you find this cartoon persuasive? Why or why not?
- What other techniques could the cartoonist have used to make this cartoon more persuasive?

Source: Library of Congress

**Florida Standards:** ELA.912.EE.1.1; ELA.912.EE.2.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912.EE.5.1; ELA.912.EE.6.1; ELA.912.F.2.2; ELA.912.F.2.4; ELA.912.C.4.1; ELA.912.R.2.3; ELA.912.C.1.2; ELA.912.C.1.4; ELA.912.C.2.1; ELA.912.C.3.1; ELA.912.R.2.4; SS.912.A.1.1; SS.912.A.1.2; SS.912.A.1.4; SS.912.A.1.5; SS.912.A.1.7; SS.912.AA.3.8; SS.912.CG.2.11; SS.912.H.1.2

**Extension activity: Editorial cartoon essential questions**

- How are editorial cartoons different from other kinds of art and media?
- Why do artists create editorial cartoons?
- How can images and text work together to deliver a message?
- How do I interpret an editorial cartoon?
- What are the important elements that many artists use in editorial cartoons?

## **Additional lessons and resources for teachers**

- [iCivics: Untold Stories: Changemakers of the Civil Rights Era](#)
- [iCivics: Students and the Struggle for School Integration](#)
- [Jim Crow Museum](#)
- [Learning for Justice: The Color of Law: Creating Racially Segregated Communities](#)
- [Library of Congress: Segregation: From Jim Crow to Linda Brown](#)
- [The Natural Museum of American History: Separate is Not Equal](#)
- [National Park Service: “All the World is Watching Us”: The Crisis at Little Rock Central High School, 1954-1957](#)
- [National Park Service: You are the Justice!](#)
- [NewseumED.org](#)
- [PBS: Beyond Brown: Beyond Brown Pursuing the Promise](#)
- [PBS Learning Media: Resources](#)
- [PBS Learning Media: Resistance to Integration After Brown v. Board of Education](#)
- [Smithsonian National Museum of American History: Separate is not equal](#)
- [A Time for Justice – Learning for Justice](#)



# WORKSHEET 1

## Analyze a Cartoon

### Meet the cartoon.

Quickly scan the cartoon. What do you notice first?

What is the title or caption?

### Observe its parts.

#### WORDS

Are there labels, descriptions, thoughts, or dialogue?

#### VISUALS

List the people, objects, and places in the cartoon.

List the actions or activities.

### Try to make sense of it.

#### WORDS

Which words or phrases are the most significant?

List adjectives that describe the emotions portrayed.

#### VISUALS

Which of the visuals are symbols?

What do they stand for?

Who drew this cartoon?

When is it from?

What was happening at the time in history it was created?

What is the message? List evidence from the cartoon or your knowledge about the cartoonist that led you to your conclusion.

### Use it as historical evidence.

What did you find out from this cartoon that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



## WORKSHEET 2

### Discuss Cartoons as Primary Sources

#### Discuss Cartoons as Primary Sources

Respond to the following statements and questions to discuss how political cartoons illustrate history.

1. Which cartoon best embodies the phrase “a picture is worth a thousand words”?
2. What insight does the cartoon you selected provide about an important issue facing America when the cartoon was published?
3. Which cartoon best presents a social issue?
4. Which cartoon best presents a political issue?
5. Which cartoon best presents a foreign policy issue?

**Cartoonists use a variety of techniques, such as symbolism, exaggeration, labeling, analogy and irony, to communicate ideas and opinions with readers.**

**Use the chart below, adapted from the Library of Congress, to identify the persuasive techniques used in the historical and modern editorial cartoons you analyzed.**

<b>Symbolism</b>	<p>Cartoonists use simple objects, or <b>symbols</b>, to stand for larger concepts or ideas.</p> <p>After you identify the symbols in a cartoon, think about what the cartoonist means each symbol to stand for.</p>
<b>Exaggeration</b>	<p>Sometimes cartoonists overdo, or <b>exaggerate</b>, the physical characteristics of people or things in order to make a point.</p> <p>When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make by exaggerating them.</p>
<b>Labeling</b>	<p>Cartoonists often <b>label</b> objects or people to make it clear exactly what they stand for.</p> <p>Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object more clear?</p>
<b>Analogy</b>	<p>An <b>analogy</b> is a comparison between two unlike things. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light.</p> <p>After you've studied a cartoon for a while, try to decide what the cartoon's main analogy is. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist's point more clear to you.</p>
<b>Irony</b>	<p><b>Irony</b> is the difference between the ways things are and the way things should be, or the way things are expected to be. Cartoonists often use <b>irony</b> to express their opinion on an issue.</p> <p>When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?</p>

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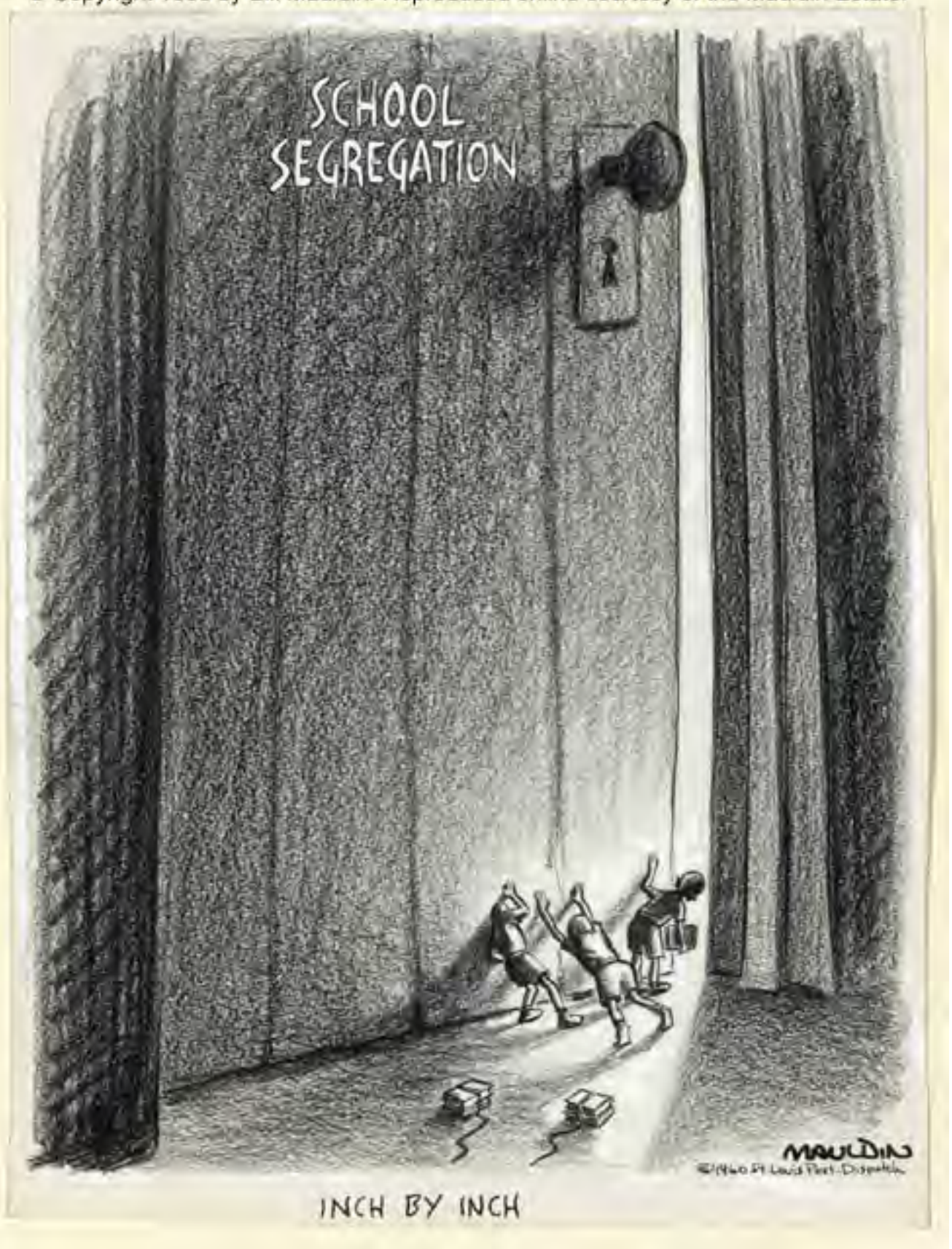
HERBLOCK  
THE WASHINGTON POST

Courtesy of Dr. Helma Harrington

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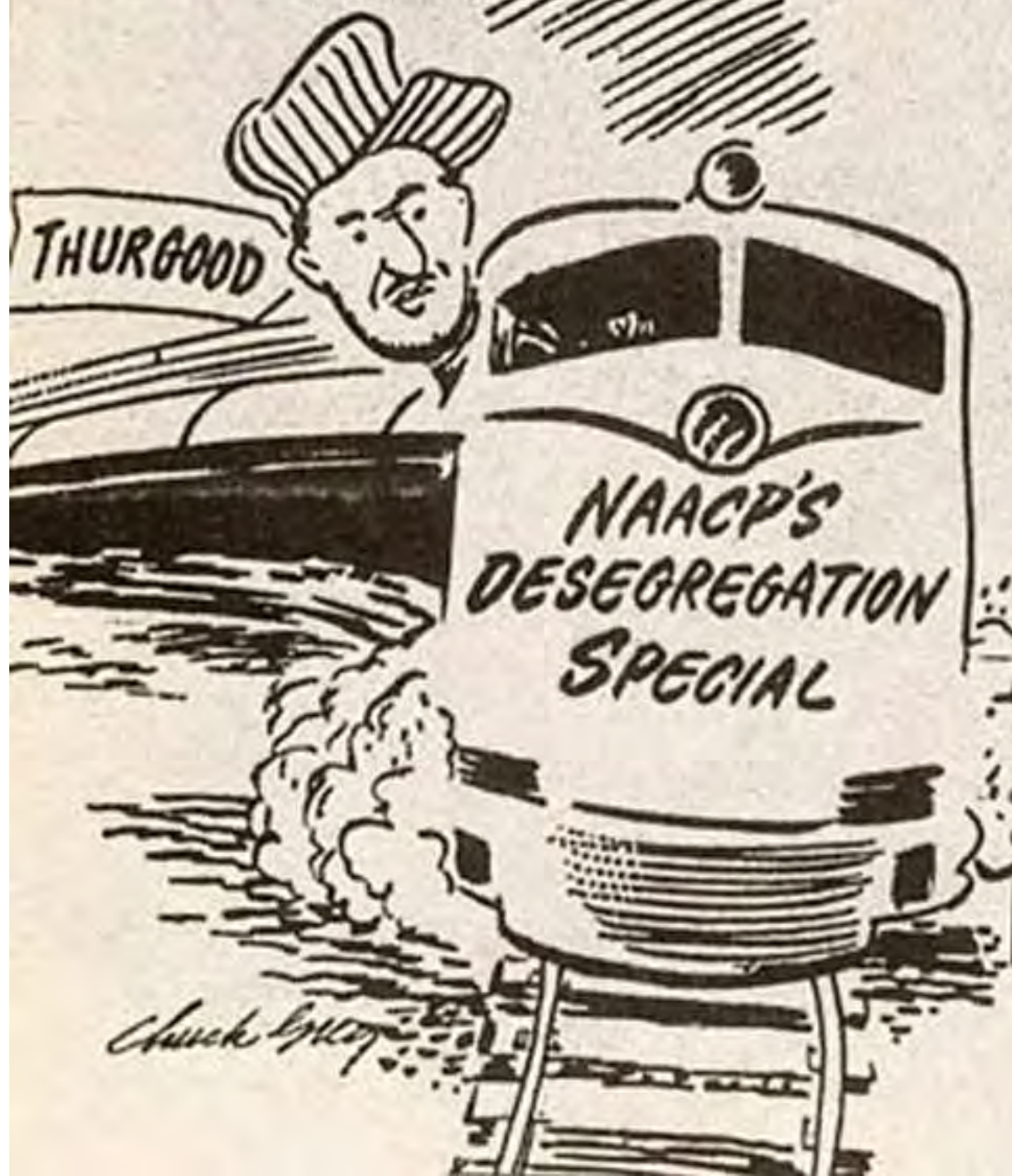
"I'M EIGHT. I WAS BORN ON THE DAY OF THE SUPREME COURT DECISION"



HERBLOCK  
THE WASHINGTON POST

1962  
5-17-62

"...With All 'Deliberate Speed'"



# Civil Rights, 1956-63



## Cartoon 51 Smothered

July 7, 1956. A major educational funding bill failed to pass Congress when an amendment to it barred aid to states with racially segregated schools.

Jim Berryman

National Archives Identifier: 5743224



# Civil Rights, 1956–63

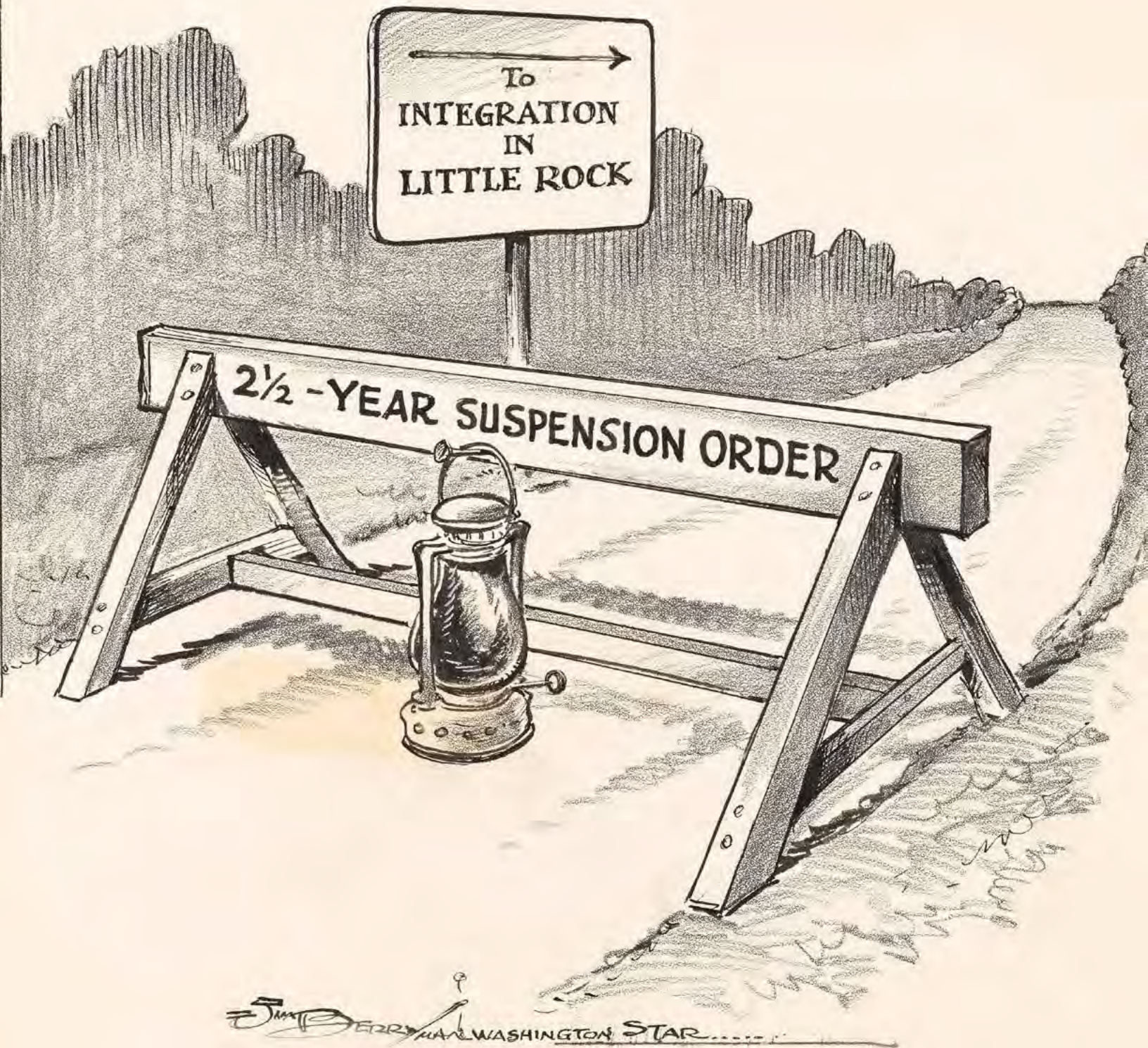


## Cartoon 56 Roadblock...Or Repair Work Ahead?

June 24, 1958. Although federal troops enforced a partial integration of Little Rock's schools in 1957, the city struck back the following year with a plan to push off integration for two and a half more years.

Jim Berryman

National Archives Identifier: 5743262





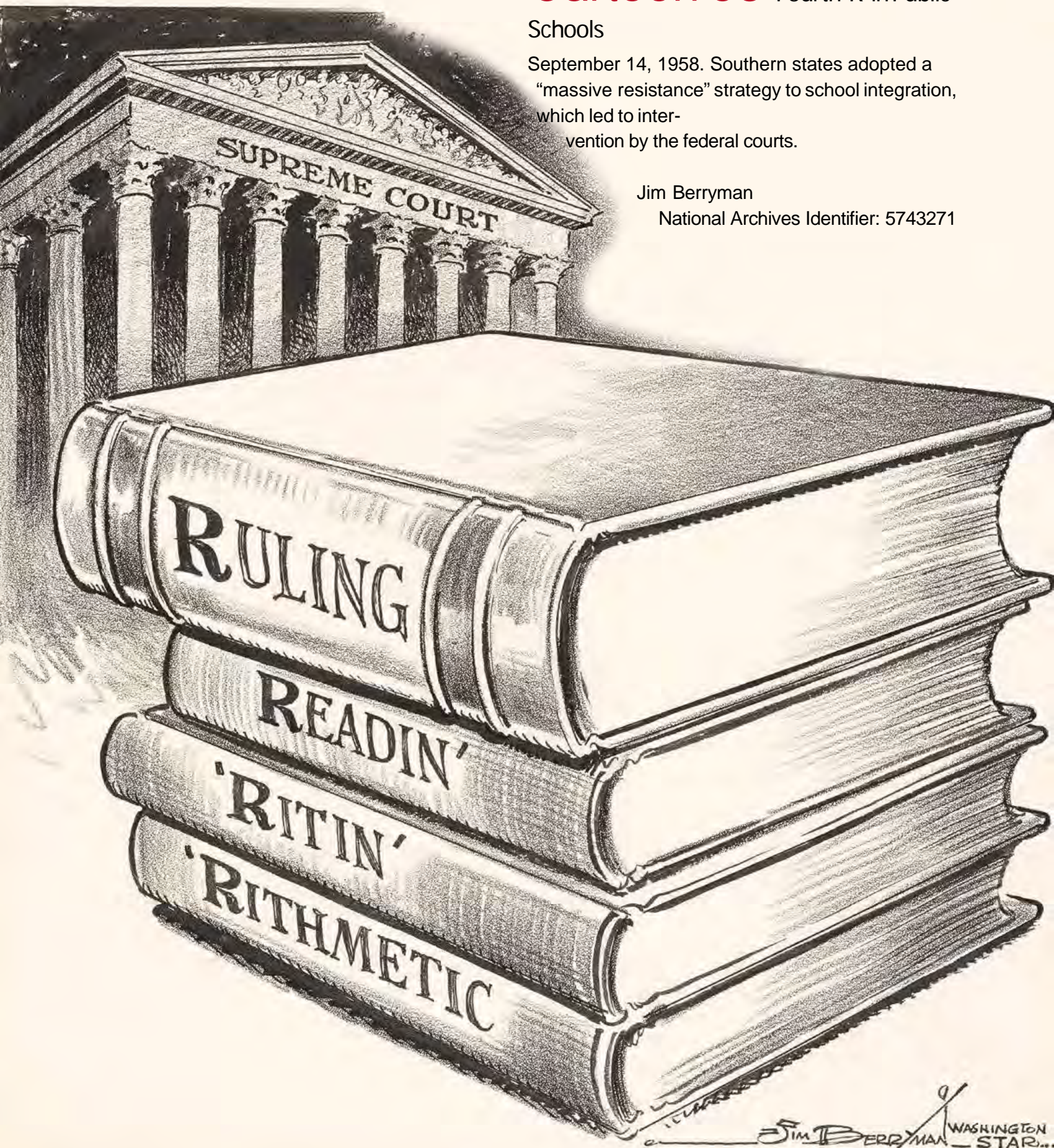
# Civil Rights, 1956–63

## Cartoon 58 Fourth 'R' in Public Schools

September 14, 1958. Southern states adopted a “massive resistance” strategy to school integration, which led to intervention by the federal courts.

Jim Berryman

National Archives Identifier: 5743271



Name:  
Date:

## Analysis of a News Report

Article 1	Information	Article 2
	<b>Newspaper</b>	
	<b>Date of publication</b>	
	<b>Place of publication</b>	
	<b>Article headline</b> Note details: size, font, etc.	
	<b>Placement on page</b>	
	<b>Photo included?</b> <b>Caption?</b>	
	<b>Content</b>	
	<b>What happened?</b> Two sentences	
	<b>Who was involved?</b> Names of people or organizations, if available	
	<b>When did it happen?</b> Date of event? Relation to date of paper	

Name:  
Date:

	<b>Where did it happen?</b> City, state	
	<b>Why/how did it happen?</b> Was it an accident? Did someone react?	
	<b>Sources</b> Anonymous people? Government officials?	
	<b>Is this report accurate?</b> Are all the facts right? Give specific examples.	
	<b>Is this report clear?</b> What happened? Give specific examples.	
	<b>Is this report fair/unbiased?</b> Can you tell if the writer has an opinion about the event? Give specific examples.	
	<b>Strengths</b> What did the writer do well?	
	<b>Weaknesses</b> What could the reporter have done better?	

# TEACHER'S GUIDE ANALYZING PRIMARY SOURCES



Guide students with the sample questions as they respond to the primary source. **Encourage them to go back and forth between the columns; there is no correct order.**

## OBSERVE

**Have students identify and note details.**

Sample Questions:

What do you notice first? · Find something small but interesting. · What do you notice that you didn't expect? · What do you notice that you can't explain? · What do you notice now that you didn't earlier?

## REFLECT

**Encourage students to generate and test hypotheses about the source.**

Where do you think this came from? · Why do you think somebody made this? · What do you think was happening when this was made? · Who do you think was the audience for this item? · What tool was used to create this? · Why do you think this item is important? · If someone made this today, what would be different? · What can you learn from examining this?

## QUESTION

**Have students ask questions to lead to more observations and reflections.**

What do you wonder about...  
who? · what? · when? · where? · why? · how?

## FURTHER INVESTIGATION

**Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.**

Sample Question: What more do you want to know, and how can you find out?

**A few follow-up activity ideas:**

### Beginning

*Have students compare two related primary source items.*

### Intermediate

*Have students expand or alter textbook explanations of history based on primary sources they study.*

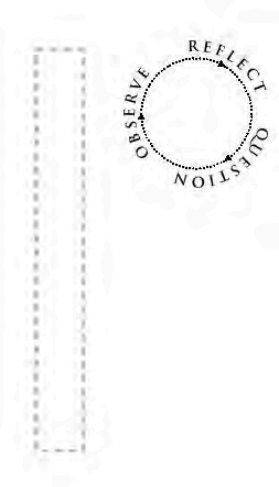
### Advanced

*Ask students to consider how a series of primary sources support or challenge information and understanding on a particular topic. Have students refine or revise conclusions based on their study of each subsequent primary source.*

*For more tips on using primary sources, go to <http://www.loc.gov/teachers>*



# PRIMARY SOURCE ANALYSIS TOOL



## OBSERVE

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## REFLECT

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## QUESTION

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## FURTHER INVESTIGATION



# TEACHING TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER  
TOLERANCE.ORG

BEYOND ROSA PARKS

## Interview with Mary McLeod Bethune

*This document is a transcript of an interview apparently conducted in about 1939 or 1940 by Dr. Charles Spurgeon Johnson, an authority on race relations who chaired the Sociology Department and was later the first black president at traditionally-black Fisk University.*

I think that possibly the first and real wound that I could feel in my soul and my mind was the realization of the dense darkness and ignorance that I found in myself—when I did find myself—with the seeming absence of a remedy. What I mean by that was the recognition of the lack of opportunity. I could see little white boys and girls going to school every day, learning to read and write; living in comfortable homes with all types of opportunities for growth and service and to be surrounded as I was with no opportunity for school life, no chance to grow—I found myself very often yearning all along for the things that were being provided for the white children with whom I had to chop cotton every day, or pick corn, or whatever my task happened to be.

I think that actually, the first hurt that came to me in my childhood was the contrast of what was being done for the white children and the lack of what we got.

**Johnson:** At what age did this occur?

**Bethune:** Around nine or ten years.

**Johnson:** Sometimes we may be feeling that thing under the surface for a long time and a little instance touches it off. Do you remember any such?

**Bethune:** My mother kept in rather close contact with the people she served as a slave. She continued to cook for her master until she owned five acres of land. He deeded her five acres. The cabin, my father and brothers built. It was the cabin in

which I was born. She kept up these relations. Very often I was taken along after I was old enough, and on one of these occasions I remember my mother went over to do some special work for this family of Wilsons, and I was with her. I went out into what they called their play house in the yard where they did their studying. They had pencils, slates, magazines and books.

I picked up one of the books ... and one of the girls said to me—"You can't read that—put that down. I will show you some pictures over here," and when she said to me "You can't read that—put that down" it just did something to my pride and to my heart that made me feel that some day I would read just as she was reading.

I did put it down, and followed her lead and looked at the picture book that she had. But I went away from there determined to learn how to read and that some day I would master for myself just what they were getting and it was that aim that I followed. ...

That first morning on my way to school I kept the thought uppermost "Put that down—you can't read," and I felt that I was on my way to read and it

was one of the incentives that fired me in my determination to read. And I think that because of that I grasped my lessons and my words better than the average child and it was not long before I was able to read and write. ...

(11) **Johnson:** Were there any other colored children around your age? What was their outlook?

**Bethune:** There was nothing for them to aspire to—it was an incentive to me, and of course, many followers after that. Many boys and girls of the community. A new life came into the district.

Sunday afternoon I would take the farm children for miles around—I would give them whatever I had learned during the week ... Poetry, reading, songs, etc. ... I would give to them as often as I got. As I got I gave. They gave me a broader capacity for taking in and I feel that up to today, I feel it in all things, and I feel that as I give I get.

(12) I think the very first thrill I got from being able to transfer a desire for learning and the buckling down to getting something was from my own brother who was older than I was.

(13) When he saw what it was doing for me and that I was able to help him master his letters, and words so that he could open his eyes, and he could see and he began to realize what it meant to get some learning and to, himself, be awakened to such extent as to go ten miles at night to the Maysville village and attend night school until all could read, write and apply himself.

Things got and remembered was what he [her brother] got, what my immediate family got and the awakening came to mother and father when able to sit down and read the newspapers and magazines and the Bible to them—that they had in their own home somebody who could do that—that was the greatest thrill.

Of course, that was just the beginning of the thousands and thousands of lives that have been touched and awakened all along the way.

**Johnson:** I am very much interested in seeing just how a kind of family setting—however impoverished it may be, may have something that would set a person off ... How did this radiate in the community?

**Bethune:** In this way—that a new standard for living was set up in many of the homes and different little school centers were set up and workers who did not have much money, but more than they had before; and the little Sunday School, and the little chorus, and things of that kind. It brought about a growth—a desire for learning. It gave to the masses there an understanding that they just did not have to continue in darkness—that there was a chance. ...

(26) As I studied the situation I saw the importance of someone going down there doing something—So I selected Daytona Beach, a town where very conservative people lived and where James N. Gamble (of the Proctor & Gamble Company of Cincinnati); Thomas White, (of the White Sewing Machine Company of Cleveland); and other fine people. A fine club of white women in that section formed a philanthropic group of ... Palmetto Club through whom I thought approaches could be made. The colored people had little to offer. A splendid man of the Baptist church, Rev. A.L. James; another fine man of the little Methodist Episcopal church ... had conferences with these people and a little woman named Mrs. Warn, had some daughters who felt the importance of some one doing something in that section and gave their cooperation with my idea of starting a school. I made up my mind that I would do it and started out.

**SOURCE:** The original transcript is available at the Department of State or the State Library and Archives of Florida: [www.floridamemory.com/onlineclassroom/marybethune/documents/Interview/?transcript=33](http://www.floridamemory.com/onlineclassroom/marybethune/documents/Interview/?transcript=33).

# From the Front Page to the History Books Worksheet



NAME \_\_\_\_\_

1. Fill out the left column of the chart below using the front page of one of the historical newspapers included in this Teaching Trunk.

2. Find an account of this event in a history book or encyclopedia, or on a reliable history website. Using the information you find, fill out the right column of the chart.

NEWS	HISTORY
Front page event: _____ Newspaper: _____	Source: _____ _____
Key facts about the event:	Key facts about the event:
What information is this news coverage missing? What questions do you have about what happened?	Answers to your questions:

# From the Front Page to the History Books Worksheet



3. Underline the key facts that appear in both sources. Circle the key facts that do not. Underline the questions for which you were able to find answers. Circle the ones for which you were not.

4. Respond to these questions:

Why do you think some key facts appear in both sources and others do not?

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Did you find answers to all of your questions? Explain why you think you did or did not.

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Do you think your front page story could be considered a first draft of history? Explain your answer.

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**Adapted from:** From the Front Page to the History Books worksheet, Newseum Ed, <https://newseumed.org/sites/default/files/legacy/2017/10/From-the-Front-Page-Worksheet.pdf>



## **Fighting Jim Crow in the Schools Questions handout**

**Instructions:** Prior to watching each video segment, review the corresponding set of questions below. While watching, take careful notes to answer each question.

### **Video Segment: Booker T. Washington: An Education**

- What was Booker T. Washington's philosophy of education?
- What is industrial education?
- How important was education to the Holtzclaw family?
- What measures did they take to see that their children received an education?
- What impressed William Holtzclaw about Tuskegee?
- Why did so many white leaders applaud and support Washington's philosophy?

### **Video Segment: Lucy Laney**

- What did Lucy Laney believe was the purpose of education?
- What did her students study?
- How did this differ from the Tuskegee model?

### **Video Segment: Charlotte Hawkins Brown and the Palmer Institute**

- How did Charlotte Hawkins Brown's "cultural" school differ from a "vocational" school?
- How did Brown raise funds for the school? What difficulties did she have to endure to keep her school operating?
- What was her educational philosophy? What do her former students remember about their education at the Palmer Institute?

### **Video Segment: Fisk Students Strike**

- What was the focus of DuBois' educational philosophy?
- Why was the Fisk University administration hostile to DuBois and the NAACP?
- Why did students strike at Fisk University? What were their demands?
- Describe DuBois' idea of the "Talented Tenth." In his opinion, what special responsibilities did educated African Americans have?

## Latinos and the Fourteenth Amendment

HERNANDEZ v. TEXAS, 347 U.S. 475 (1954)  
347 U.S. 475

HERNANDEZ v. TEXAS. CERTIORARI TO THE COURT OF CRIMINAL APPEALS OF TEXAS. No. 406. Argued January 11, 1954. Decided May 3, 1954.

(Citations omitted.)

MR. CHIEF JUSTICE WARREN delivered the opinion of the Court.

**1** The petitioner, Pete Hernandez, was indicted for the murder of one Joe Espinosa by a grand jury in Jackson County, Texas. He was convicted and sentenced to life imprisonment. The Texas Court of Criminal Appeals affirmed the judgment of the trial court. Prior to the trial, the petitioner, by his counsel, offered timely motions to quash the indictment and the jury panel. He alleged that persons of Mexican descent were systematically excluded from service as jury commissioners, grand jurors, and petit jurors, although there were such persons fully qualified to serve residing in Jackson County. The petitioner asserted that exclusion of this class deprived him, as a member of the class, of the equal protection of the laws guaranteed by the Fourteenth Amendment of the Constitution. After a hearing, the trial court denied the motions. At the trial, the motions were renewed, further evidence taken, and the motions again denied. An allegation that the trial court erred in denying the motions was the sole basis of petitioner's appeal. In affirming the judgment of the trial court, the Texas Court of Criminal Appeals considered and passed upon the substantial federal question raised by the petitioner. We granted a writ of certiorari to review that decision.

**2** In numerous decisions, this Court has held that it is a denial of the equal protection of the laws to try a defendant of a particular race or color under an indictment issued by a grand jury, or before a petit jury, from which all persons of his race or color have, solely because of that race or color, been excluded by the State, whether acting through its legislature, its courts, or its executive or administrative officers. Although the Court has had little occasion to rule on the question directly, it has been recognized [previously] that the exclusion of a class of persons from jury service on grounds other than race or color may also deprive a defendant who is a member of that class of the constitutional guarantee of equal protection of the laws. The State of Texas would have us hold that there are only two classes - white and Negro - within the contemplation of the Fourteenth Amendment. The decisions of this Court do not support that view. And, except where the question presented involves the exclusion of persons of Mexican descent from juries, Texas courts have taken a broader view of the scope of the equal protection clause.

**3** Throughout our history differences in race and color have defined easily identifiable groups which have at times required the aid of the courts in securing equal treatment under the laws. But community prejudices are not static, and from time to time other differences from the community norm may define other groups which need the same protection. Whether such a group exists within a community is a question of fact. When the existence of a distinct class is demonstrated, and it is further shown that the laws, as written or as applied, single out that class for different treatment not based on some reasonable classification, the guarantees of the Constitution have been violated. The Fourteenth Amendment is not directed solely against discrimination due to a “two-class theory” - that is, based upon differences between “white” and Negro.

**4** As the petitioner acknowledges, the Texas system of selecting grand and petit jurors by the use of jury commissions is fair on its face and capable of being utilized without discrimination. But as this Court has held, the system is susceptible to abuse and can be employed in a discriminatory manner. The exclusion of otherwise eligible persons from jury service solely because of their ancestry or national origin is discrimination prohibited by the Fourteenth Amendment. The Texas statute makes no such discrimination, but the petitioner alleges that those administering the law do.

**5** The petitioner’s initial burden in substantiating his charge of group discrimination was to prove that persons of Mexican descent constitute a separate class in Jackson County, distinct from “whites.” One method by which this may be demonstrated is by showing the attitude of the community. Here the testimony of responsible officials and citizens contained the admission that residents of the community distinguished between “white” and “Mexican.” The participation of persons of Mexican descent in business and community groups was shown to be slight. Until very recent times, children of Mexican descent were required to attend a segregated school for the first four grades. At least one restaurant in town prominently displayed a sign announcing “No Mexicans Served.” On the courthouse grounds at the time of the hearing, there were two men’s toilets, one unmarked, and the other marked “Colored Men” and “Hombres Aqui” (“Men Here”). No substantial evidence was offered to rebut the logical inference to be drawn from these facts, and it must be concluded that petitioner succeeded in his proof.

**6** Having established the existence of a class, petitioner was then charged with the burden of proving discrimination. To do so, he relied on the pattern of proof established by *Norris v. Alabama*. In that case, proof that Negroes constituted a substantial segment of the population of the jurisdiction, that some Negroes were qualified to serve as jurors, and that none had been called for jury service over an extended period of time, was held to constitute prima facie proof of the systematic exclusion of Negroes from jury service. This holding, sometimes called the “rule of exclusion,” has been applied in other cases, and it is available in supplying proof of discrimination against any delineated class.

**7** The petitioner established that 14% of the population of Jackson County were persons with Mexican or Latin-American surnames, and that 11% of the males over 21 bore such names. The County Tax Assessor testified that 6 or 7 percent of the freeholders on the tax rolls of the County were persons of Mexican descent. The State of Texas stipulated that “for the last twenty-five years there is no record of any person with a Mexican or Latin American name having served on a jury commission, grand jury or petit jury in Jackson County.” The parties also stipulated that “there are some male persons of Mexican or Latin American descent in Jackson County who, by virtue of being citizens, householders, or freeholders, and having all other legal prerequisites to jury service, are eligible to serve as members of a jury commission, grand jury and/or petit jury.” The petitioner met the burden of proof imposed in *Norris v. Alabama*. To rebut the strong prima facie case of the denial of the equal protection of the laws guaranteed by the Constitution thus established, the State offered the testimony of five jury commissioners that they had not discriminated against persons of Mexican or Latin-American descent in selecting jurors. They stated that their only objective had been to select those whom they thought were best qualified. This testimony is not enough to overcome the petitioner’s case. As the Court said in



Norris v. Alabama:

- “That showing as to the long-continued exclusion of negroes from jury service, and as to the many negroes qualified for that service, could not be met by mere generalities. If, in the presence of such testimony as defendant adduced, the mere general assertions by officials of their performance of duty were to be accepted as an adequate justification for the complete exclusion of negroes from jury service, the constitutional provision . . . would be but a vain and illusory requirement.”

The same reasoning is applicable to these facts.

**8** Circumstances or chance may well dictate that no persons in a certain class will serve on a particular jury or during some particular period. But it taxes our credulity to say that mere chance resulted in there being no members of this class among the over six thousand jurors called in the past 25 years. The result bespeaks discrimination, whether or not it was a conscious decision on the part of any individual jury commissioner. The judgment of conviction must be reversed.

**9** To say that this decision revives the rejected contention that the Fourteenth Amendment requires proportional representation of all the component ethnic groups of the community on every jury ignores the facts. The petitioner did not seek proportional representation, nor did he claim a right to have persons of Mexican descent sit on the particular juries which he faced. His only claim is the right to be indicted and tried by juries from which all members of his class are not systematically excluded - juries selected from among all qualified persons regardless of national origin or descent. To this much, he is entitled by the Constitution.

- Reversed.

## Questions

1. What is this paragraph saying?

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Parts that were/are confusing:

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2. What is this paragraph saying?

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3. What is this paragraph saying?

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6. What is this paragraph saying?

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8. What is this paragraph saying?

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9. What is this paragraph saying?

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Parts that were/are confusing: \_\_\_\_\_

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## Further reading

*[Please note that books may contain adult content or controversial topics.]*

Raymond Arsenault, *Freedom Riders: 1961 and the Struggle for Racial Justice (Pivotal Moments in American History)*

Constance Baker Motley, *Equal Justice Under Law: An Autobiography*

Derrick Bell, *Silent Covenants: Brown v. Board of Education and the Unfulfilled Hopes for Racial Reform*

John Charles Boger & Gary Orfield (Eds.), *School Resegregation: Must the South Turn Back?*

Ruby Bridges, *Through My Eyes*

Tomiko Brown-Nagin, *Civil Rights Queen: Constance Baker Motley and the Struggle for Equality*

Robert L. Carter And John Hope Franklin, *A Matter of Law: A Memoir of Struggle in the Cause of Equal Rights*

Matthew Desmond, *Poverty, by America*

Davison Douglass, *Jim Crow Moves North: The Battle Over Northern School Segregation 1865-1954*

William Doyle, *An American Insurrection: James Meredith and the Battle of Oxford, Mississippi 1962*

Leon Friedman (Ed.), *Brown V. Board of Education: The Landmark Oral Argument Before the Supreme Court*

Henry Hampton/Blackside, *Eyes on the Prize: America's Civil Rights Movement* (documentary video series)

[PBS American Experience website](#)

Nikole Hannah-Jones (ed.), *The 1619 Project*

[The 1619 Project website](#)

Rawn James Jr., *Root and Branch: Charles Hamilton Houston, Thurgood Marshall, and the Struggle to End Segregation*

Ira Katznelson, *When Affirmative Action Was White: An Untold History of Racial Inequality in Twentieth-Century America*

Richard Kluger, *Simple Justice: The History of Brown v. Board of Education and Black America's Struggle for Equality*

Jonathan Kozol, *Savage Inequalities: Children in America's Schools*

Kenneth Mack, *Representing the Race: The Creation of the Civil Rights Lawyer*

Genna Rae McNeil, *Groundwork: Charles Hamilton Houston and the Struggle for Civil Rights*

Waldo Martin, *Brown V. Board of Education: A Brief History with Documents*

Toni Morrison, *Remember: The Journey to School Integration*

Charles Ogletree, *All Deliberate Speed: Reflections on the First Half-Century of Brown V. Board of Education*

Melba Patillo Beals, *Warriors Don't Cry: A Searing Memoir of the Battle to Integrate Little Rock's Central High School*

Beth Roy, *Bitters in the Honey: Tales of Hope and Disappointment Across Divides of Race & Time*

Bernard Schwartz, *Swann's Way: The School Busing Case and the Supreme Court*

Amilcar Shabazz, *Advancing Democracy: African Americans and the Struggle for Access and Equity in Higher Education in Texas*