

What led to desegregation in America?

Inquiry Lesson Plan

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Abstract

The Civil Rights Movement was a set of legendary events in America aimed at gaining greater civil rights and abolishing acts of racial discrimination against African Americans. In this lesson, students learn about that movement through the process of Inquiry. In the Inquiry process, students formulate hypotheses and investigate a series of data sets in order to form a reasoned conclusion to the focus question: What led to desegregation in America? Examples of data sets include: excerpts from the *Brown v. Board of Education* (1954) ruling, Rosa Parks' police report, and a video clip of Malcolm X. Finally, students are presented with disconfirming data sets to promote discussion on whether or not the US is truly desegregated today.

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Inquiry Lesson Plan

Ideal Audience

This lesson is designed for a high school US History class. However, alterations could be made to make it more applicable to other ages. Possible adaptations could be to remove or add data sets or to change the form of assessment as deemed appropriate by the instructor for the grade and abilities levels of one's respective students. The lesson could also be implemented in a Civics/Political Science/Law class because of the large amount of court cases and legislation associated with this time. Also, many ideals and values of democracy, such as justice, equality, diversity, and the common good, are incorporated with the concept of social movements. This lesson is an important one to incorporate into a US History class. The Civil Rights Movement accounts for an important piece of our nation's history and relates to many current issues too. The rights and freedoms of this nation's citizens have long been examined and it is important for students to analyze these issues as well. It is also important for students to understand their part in the political process and recognize how they can create change.

Objectives

As a result of this lesson, students will:

- Identify and explain efforts aimed at ending segregation
- Create an argument with a thesis statement and supporting evidence which explains the primary factors that led to desegregation
- Critically examine historical events and outcomes and relate that knowledge to today
- Evaluate democratic values
- Evaluate primary and secondary evidence and reach a conclusion on an important part of our nation's history

WMASS Standards Addressed By This Lesson

During this lesson, students will:

B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history

B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world

C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals

C.12.16 Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women

Standards addressed but not assessed:

C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments, have changed and evolved over time

C.12.10 Identify ways people may participate effectively in community affairs and the political process

Time

This lesson is intended to take approximately five fifty-minute class periods. However, the time frame may vary due to the amount of discussion generated by students or adaptation in the number of data sets utilized.

Materials

1. Computer with Internet access
2. “The Long Walk Home” DVD
3. Overhead projector/Chalkboard
4. Data sets (For the groups)
5. Hypothesis and evidence worksheets (For every student)
6. Participation in Desegregation Inquiry Rubric (For every student)
7. Inquiry Writing Assignment Rubric (For every student)

Procedure

1. Engagement in the Inquiry (Hook)

The lesson will be introduced with two short clips from the film “A Long Walk Home” (Scenes: 1 and 12 Time: 1:30-3:05 and 1:20:24-1:31:50). In the film, a white family’s African American housekeeper struggles with getting to work during the Montgomery bus boycott. The mother of the family begins driving the housekeeper and drives for the carpool, against the wishes of her racist husband. After watching the clips, the instructor will explain the inquiry process and the assessment for this lesson. Students will be given copies of the rubrics for the assessments. The instructor will also answer any questions that students may have about this process. The instructor will provide some background information on the subject for students by providing them with a list of definitions of key terms (Background Knowledge Sheet). The instructor and class will work together to generate examples of the key terms. The instructor may also perform or act out some examples of the terms to the students in an effort to make them feel and understand the terms more thoroughly.

2. Elicit Hypothesis

The instructor will have a student hand out the hypothesis and evidence sheet to the students while simultaneously writing the question, “What led to desegregation in America?” on the board and announce it to the class. The instructor then asks all students to individually write down one hypothesis on their worksheet. The instructor will ask students to remember what they learned in previous lessons about segregation and use that information if they can. Next, the students will be placed into seven groups and will share their hypothesis with their group and write these hypotheses on their worksheets. These hypotheses will be shared with the class. The instructor will write and number these hypotheses on the overhead projector while the students write them on their worksheets. The instructor will then ask students to generate one outlandish or “off the wall” hypothesis in their group and these will be shared with class and recorded. The instructor will distribute the data sets to the groups while students are coming up with one outlandish hypothesis and will ask a student to read a data set to the class.

3. Data Gathering and Data Processing

The student asked to read the data set will read it aloud to the class now. Students will be asked to take notes of important information on a sheet of notebook paper. The instructor will remind students that they will need to document the evidence for their conclusion in their writing assignment so it is important to write any key information down. The instructor will facilitate a discussion on the information provided in the data set and will inform students to critically examine the credibility of the sources throughout the lesson.

4. Revising Hypotheses (Support or Undermine?)

The instructor and the students will form new hypotheses, revise old ones, and will document the supporting or undermining evidence on their worksheets with a plus sign for supporting evidence and a minus sign for undermining evidence. A key word about that evidence can be written to help students remember.

5. Repeat Steps 3 and 4

The instructor will have a student hand out another data set and have a student read it to the class. Steps three and four will change as students become accustomed to the inquiry process. Students will slowly be weaned off of the support of the instructor and will do the process in their individual groups. In addition, students will slowly be given more data sets and will have to deal with multiple sources of new information simultaneously. (The instructor will re-hook the students as necessary, such as after a weekend, with 1) a short audio-visual clip that incorporates Martin Luther King Jr.'s "I Have a Dream" speech and Aerosmith's "Dream On" music video or 2) an audio clip from the Staple Singers song, "When will we be paid for the work we've done?").

6. Form Tentative Conclusion

After all of the data sets have been presented, discussed, and hypotheses have been revised, the instructor will have the groups discuss their overall conclusions and decide on an answer to the focus question. The students will then discuss their conclusions as a class. The instructor will ask students to individually write for five to ten minutes about their "final" conclusion. Then, the instructor will formally assign the assessment.

7. Give Disconfirming Data Set

A couple of days after the students formed their "final" conclusions; the instructor will introduce new data sets that disconfirm the others. A graph of the percentage of black students in 50-100% minority schools from 1968-2001 will be presented. In addition, a picture of segregated drinking fountains from the 1950s will be juxtaposed with a political cartoon about school segregation in 2000, which also uses drinking fountains as an image. Finally, the students will be provided with a map of active US hate groups. Students will be asked to discuss this new data and will be asked if the US is truly desegregated.

8. Assessment

The students will be assessed on their in-class participation and in a written assignment. The instructor will monitor the students' participation in groups, class discussions and the extent to which his/her hypothesis worksheet is completed. Students will be given a small point value for this work and will be evaluated using the attached rubric. Most of the students' grade will come from the written assignment. In the written assignment, the students will be asked to answer the inquiry question, "What led to desegregation in America?" Students will need to create a compelling argument that

includes a thesis statement. Students should reference the data sets in providing their opinion of what main factors (2-3) caused desegregation. Students will also be assessed using a rubric.

Supporting Materials

1. Possible Hypotheses

These are reasonable hypotheses students may come up with, however, the hope is that they will generate more.

Desegregation was caused by:

- African Americans who no longer wanted to be treated unfairly
- the efforts of Martin Luther King Jr.
- the work of many influential leaders
- the Supreme Court's decision in *Brown v. Board of Education of Topeka* (1954)
- numerous court cases and legislation
- Rosa Parks and the Montgomery bus boycotts
- the Civil Rights Act of 1964
- the cooperation of white and African American citizens

2. Hypothesis and Evidence Sheet

3. Participation in Desegregation Rubric

4. Written Assignment Rubric

Name _____

Inquiry Lesson Hypothesis and Evidence Sheet
What led to desegregation in America?

Hypotheses	Supporting Evidence	Undermining Evidence

Name _____

Participation in Desegregation Inquiry Rubric

	Criteria				Points
	4	3	2	1	
Level Of Engagement In Class	Student proactively contributes to class by offering ideas or asking questions more than once per class either in group or in whole class discussions.	Student proactively contributes to class by offering ideas or asking questions once per class.	Student rarely contributes to class by offering ideas or asking questions.	Student never contributes to class by offering ideas or asking questions.	_____
Listening Skills	Student listens when others talk, both in groups and in whole class discussions. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in group and class discussions.	Student does not listen to others or interrupts others when others talk, in group or class discussions.	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.	_____
Behavior	Student almost never displays disruptive behavior during class.	Student rarely displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student almost always displays disruptive behavior during class.	_____
Hypothesis Worksheet	Worksheet includes more than 10 sound hypotheses and student has documented supporting and refuting evidence.	Worksheet includes 10 or fewer hypotheses and has adequate documentation of supporting and refuting evidence.	Worksheet includes five or less hypotheses and has incomplete documentation of supporting and refuting evidence.	Worksheet is incomplete and is missing documentation of supporting and refuting evidence.	_____
				Total---->	_____

Comments:

Name: _____

Inquiry Written Assignment Rubric What led to desegregation in America?

	Criteria				Points
	1	2	3	4	
Thesis and Supporting Evidence	No thesis statement is made and supporting evidence is unrelated or irrelevant. No factors for causing desegregation are provided.	No thesis statement is made or one is made but is unclear. Supporting evidence is not clearly explained upon. One factor for causing desegregation is given.	A thesis statement is made but supporting evidence is not adequately expanded upon. Two main factors for causing desegregation are given.	A thesis statement is provided with adequate and relevant supporting evidence. Three main factors for causing desegregation are presented.	
Content Knowledge	Student does not have grasp of information; student cannot answer the inquiry question.	Student is uncomfortable with content but is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge and shows clear understanding of main concepts.	
Organization	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information is presented in a logical and interesting sequence which reader can follow.	
References	Work displays two or fewer references to the data sets and does not connect that information to the question.	Work has at least three references to the data sets and that information is vaguely connected to the question.	Work has at least four references to the data sets and the writer connects that information to answering the question.	Work displays five or more references to the data sets and the writer connects that information to answering the question.	
Grammar and Spelling	Work has four or more spelling errors and/or grammatical errors.	Paper has three misspellings and/or grammatical errors.	Paper has no more than two misspellings and/or grammatical errors.	Paper has one or no misspellings or grammatical errors.	
				Total---->	

Comments:

Score:

A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = 59 and below

Background Knowledge

-
1. **SEGREGATION**—Imposed separation or isolation on a race or class from the rest of the population. In the United States, segregation has taken two forms: legal (de jure), where a set of laws such as those that prevailed in the South until the 1960s mandates such separation; and de facto segregation, which often prevailed in the North and is enforced by cultural and economic patterns in housing and education rather than by law.
 2. **DESEGREGATION**—The elimination of laws, customs, or practices under which different races, groups, etc., are restricted to specific or separate public facilities, neighborhoods, schools, organizations, or the like.
 3. **DISCRIMINATION**— treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit.
 4. **PREJUDICE**—Pre-judging, making a decision about a person or group of people without sufficient knowledge. Prejudicial thinking is frequently based on stereotypes.
 5. **RACISM** –A belief or doctrine that inherent differences among the various human races determine cultural or individual achievement, usually involving the idea that one's own race is superior and has the right to rule others.
 6. **STEREOTYPE** – A stereotype is an oversimplified generalization about a person or group of people without regard for individual differences. Even seemingly positive stereotypes that link a person or group to a specific positive trait can have negative consequences.

1. Leadership Conference on Civil Rights/Leadership Conference on Civil Rights Education Fund. (n.d.). *Civil Rights 101 Reference Guide*. Retrieved January 28, 2007, from http://www.civilrights.org/research_center/civilrights101/desegregation.html
2. Desegregation. (n.d.). *Dictionary.com Unabridged (v 1.1)*. Retrieved January 28, 2007, from Dictionary.com website: <http://dictionary.reference.com/browse/desegregation>
3. Discrimination. (n.d.). *Dictionary.com Unabridged (v 1.1)*. Retrieved January 28, 2007, from Dictionary.com website: <http://dictionary.reference.com/browse/discrimination>
4. Anti-Defamation League. (2001). *101 Ways to Combat Prejudice: Close the Book on Hate*. [Electronic version]. Retrieved on January 28, 2007, from <http://www.adl.org/prejudice/default.asp>
5. Racism. (n.d.). *Dictionary.com Unabridged (v 1.1)*. Retrieved January 28, 2007, from Dictionary.com website: <http://dictionary.reference.com/browse/racism>
6. Anti-Defamation League. (2001). *101 Ways to Combat Prejudice: Close the Book on Hate*. [Electronic version]. Retrieved on January 28, 2007, from <http://www.adl.org/prejudice/default.asp>

Data Set #1

Picketing

1.



2.



1. PBS. (2004). *Beyond Brown: Pursuing the Promise. Long Road to Brown*. Retrieved on January 28, 2007, from <http://www.pbs.org/beyondbrown/history/photos2.html>
2. Ball, William J. (n.d.). School segregation protest. *Images of American Political History*. Retrieved January 28, 2007, from http://teachpol.tcnj.edu/amer_pol_hist/thumbnail453.html

Data Set #2

Brown v. Board of Education of Topeka (1954)

Argued December 9, 1952. Reargued December 8, 1953.

Decided May 17, 1954.

1. Segregation of white and Negro children in the public schools of a State solely on the basis of race, pursuant to state laws permitting or requiring such segregation, denies to Negro children the equal protection of the laws guaranteed by the Fourteenth Amendment - even though the physical facilities and other "tangible" factors of white and Negro schools may be equal. Pp. 486-496.

(a) The history of the Fourteenth Amendment is inconclusive as to its intended effect on public education. Pp. 489-490.

(b) The question presented in these cases must be determined, not on the basis of conditions existing when the Fourteenth Amendment was adopted, but in the light of the full development of public education and its present place in American life throughout the Nation. Pp. 492-493.

(c) Where a State has undertaken to provide an opportunity for an education in its public schools, such an opportunity is a right which must be made available to all on equal terms. Pp. 493.

(d) Segregation of children in public schools solely on the basis of race deprives children of the minority group of equal educational opportunities, even though the physical facilities and other "tangible" factors may be equal. Pp. 493-494.

(e) The "separate but equal" doctrine adopted in *Plessy v. Ferguson*, [163 U.S. 537](#), has no place in the field of public education. Pp. 495. [347 U.S. 483, 484]

(f) The cases are restored to the docket for further argument on specified questions relating to the forms of the decrees. Pp. 495-496.

2. From the 1954 Supreme Court decision in *Brown vs. Board of Education*

“In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity... is a right which must be made available to all on equal terms...”

Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other "tangible" factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does...

We conclude that in the field of public education the doctrine of “separate but equal” has no place. Separate educational facilities are inherently unequal. ”

1. FindLaw for Legal Professionals. (n.d.) *Brown v. Board of Education*, 347 U.S. 483 (1954). Retrieved on January 28, 2007, from

<http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=us&vol=347&invol=483>

2. PBS. (2004). *Beyond Brown: Pursuing the Promise. Long Road to Brown*. Retrieved on January 28, 2007, from <http://www.pbs.org/beyondbrown/history/decision.html>

Data Set #3

Relevant Supreme Court Cases

Case Name: [Plessy v. Ferguson](#), 163 U.S. 537 (1896)

Argued: April 13, 1896 Decided: May 18, 1896

Significant Points: Homer Plessy a biracial man challenged a Louisiana law requiring railroad companies in the state to provide "equal but separate accommodations for the white and colored race." The court decided 'separate but equal' facilities were constitutional. This ruling was extended to include schools. Justice John Marshall Harlan was the sole dissenting opinion and he wrote "Our Constitution is color-blind and neither knows nor tolerates classes among its citizens."

Case Name: [Brown v. Board of Education of Topeka, "Brown II,"](#) 349 U.S. 294

Argued: April 11-15, 1955 Decided: May 31, 1955

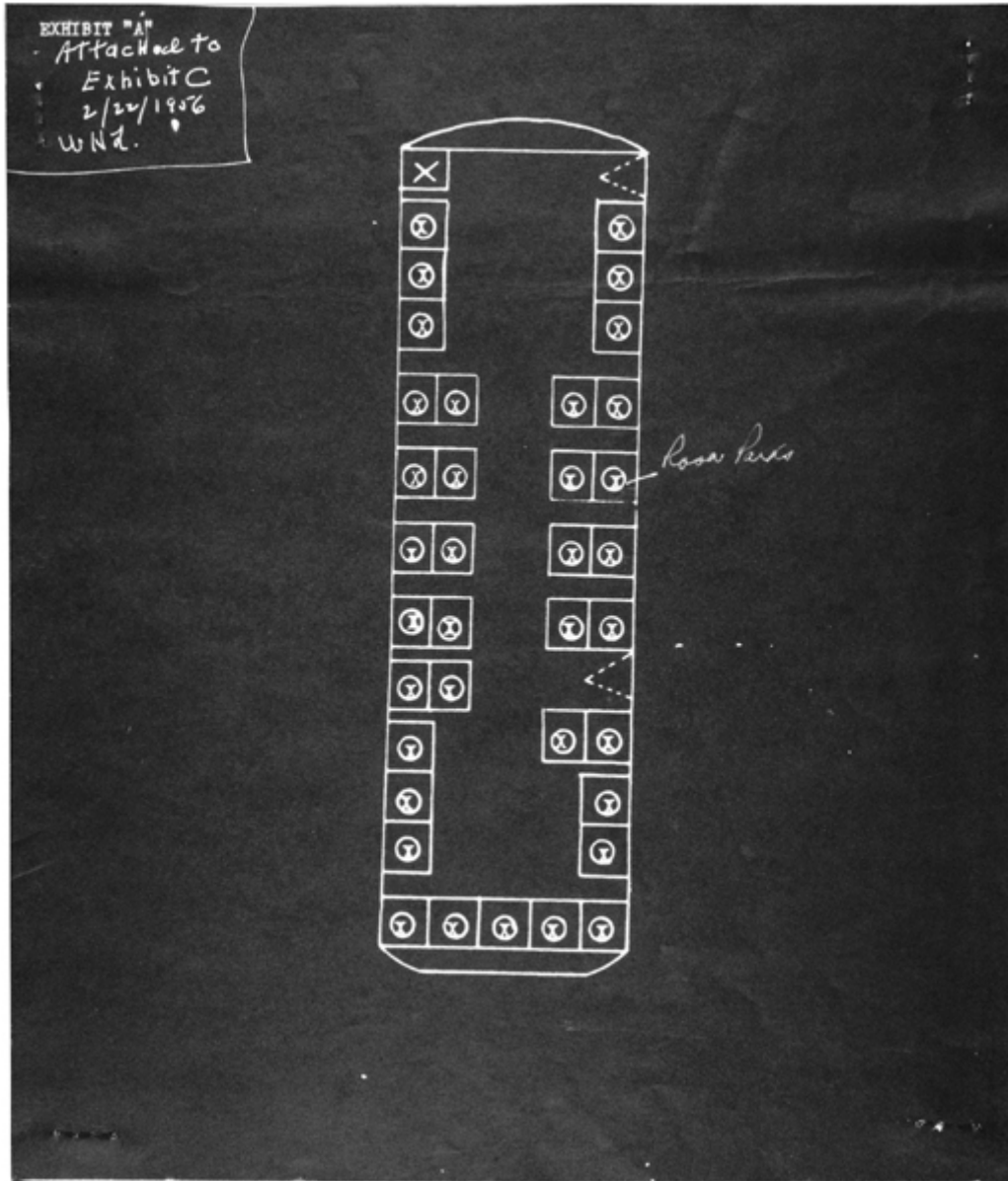
Significant Points: The principle that racial discrimination in public education is unconstitutional was announced by the Supreme Court in *Brown v. Board of Education* (and three companion cases) 347 US 483, 98 L ed 873, 74 S Ct 686, 38 ALR2d 1180 (dealing with state public schools) and in *Bolling v. Sharpe*, 347 US 497, 98 L ed 884, 74 S Ct 693 (dealing with public schools of the District of Columbia). In all these cases the Supreme Court requested further argument on the question of relief.

In a supplemental opinion by Warren, Ch. J., the Supreme Court unanimously reversed those courts below which had permitted racial segregation in public schools, and remanded the cases with directions that these courts, in fashioning and effectuating the decrees, should be guided by equitable principles as defined in the opinion. The most important principle is that the defendants should make a prompt and reasonable start toward full compliance with the decision requiring desegregation and that the burden rests upon them to establish that additional time is necessary in the public interest and is consistent with good-faith compliance at the earliest practicable date. The trial courts are directed to retain jurisdiction of the cases during the period of transition.

University of Michigan, University Library. (2004, January 12). *Brown v. Board of Education Online Archive: Federal Court Cases*. Retrieved January 28, 2007, from <http://www.lib.umich.edu/exhibits/brownarchive/cases.html#ten>

Data Set #4

Rosa Parks



Data Set #4

Rosa Parks

Misc.

POLICE DEPARTMENT
CITY OF MONTGOMERY

Date 12-1-55 19__

Complainant J.F. Blake (wm)

Address 27 No. Lewis St. Phone No. _____

Offense Misc. Reported By Same as above

Address _____ Phone No. _____

Date and Time Offense Committed 12-1-55 6:06 pm

Place of Occurrence In Front of Empire Theatre (On Montgomery Street)

Person or Property Attacked _____

How Attacked _____

Person Wanted _____

Value of Property Stolen _____ Value Recovered _____

Details of Complaint (list, describe and give value of property stolen)

We received a call upon arrival the bus operator said he had a colored female sitting in the white section of the bus, and would not move back.

We (Day & Mixon) also saw her.

The bus operator signed a warrant for her. Rosa Parks, (cf) 634 Cleveland Court.

Rosa Parks (cf) was charged with chapter 6 section 11 of the Montgomery City Code.

Warrant #14254

THIS OFFENSE IS DECLARED:
UNFOUNDED
CLEARED BY ARREST
EXCEPTIONALLY CLEARED
INACTIVE (NOT CLEARED)

Officers F.D. Day
D.W. Mixon

Division Patrol Time 7:00 pm
12-1-55

10M-PARAGON PRESS-24321

Data Set #4

Rosa Parks

December 1, 1955

On the city buses of Montgomery, Alabama, the front 10 seats were permanently reserved for white passengers. The diagram shows that Mrs. Parks was seated in the first row behind those 10 seats. When the bus became crowded, the bus driver instructed Mrs. Parks and the other three passengers seated in that row, all African Americans, to vacate their seats for the white passengers boarding. Eventually, three of the passengers moved, while Mrs. Parks remained seated, arguing that she was not in a seat reserved for whites. Joseph Blake, the driver, believed he had the discretion to move the line separating black and white passengers. The law was actually somewhat murky on that point, but when Mrs. Parks defied his order, he called the police. Officers Day and Mixon came and promptly arrested her.

In police custody, Mrs. Parks was booked, fingerprinted, and briefly incarcerated. The police report shows that she was charged with "refusing to obey orders of bus driver." For openly challenging the racial laws of her city, she remained at great physical risk while held by the police, and her family was terrified for her. When she called home, she spoke to her mother, whose first question was "Did they beat you?"

After Mrs. Parks was convicted under city law, her lawyer filed a notice of appeal. While her appeal was tied up in the state court of appeals, a panel of three judges in the U.S. District Court for the region ruled in another case that racial segregation of public buses was unconstitutional. That case, called *Browder v. Gayle*, was decided on June 4, 1956. The ruling was made by a three-judge panel that included Frank M. Johnson, Jr., and upheld by the United States Supreme court on November 13, 1956.

Special Original Document Display In Memory Of Rosa Parks (2005, October 26). US National Archives and Records Administration. [Electronic version]. Retrieved January 28, 2007, from <http://www.archives.gov/press/press-releases/2006/nr06-08.html>

Data Set #5

Montgomery Bus Boycott

Pressures had been building in Montgomery for some time to deal with public transportation practices that treated blacks as second-class citizens. Those pressures

were increased when a 15-year-old girl, Claudette Colvin, was arrested on March 2, 1955, for refusing to give up her seat to a white person.

Colvin did not violate the city bus policy by not relinquishing her seat. She was not sitting in the front seats reserved for whites, and there was no other place for her to sit. Even under the double standards of the bus seating policy at the time, blacks sitting behind the white reserved section in a bus were only required to give up their seats to whites if there was another seat available for them. But despite the apparent legality of her refusal to give up her seat, Colvin was still convicted.

Responding to the arrest of Parks was E.D. Nixon, a Pullman train porter who led the state chapter of the Brotherhood of Sleeping Car Porters. Nixon had worked for better conditions for blacks for decades. He organized the Montgomery Voters League in 1943 and served as president of both the state and local chapters of the NAACP. With the help of white attorney **Clifford Durr**, Nixon bailed Mrs. Parks out of jail on the evening of Dec. 1. He then persuaded her to allow her case to be used to challenge the city's bus segregation policy.

After leaving the Parks home, Nixon talked on the telephone with Alabama State College professor Jo Ann Robinson, who had conferred with attorney Fred Gray. They agreed that a long-term legal challenge of bus segregation should be underscored by a one-day boycott of the bus system. That evening Nixon and Robinson went about setting the boycott into motion.

Nixon spent the late evening talking on the telephone and drawing up a list of names of people whose support he felt was essential, including many of the more prominent black leaders of Montgomery.

Robinson, who was president of the Women's Political Council, a group of black women who lobbied the city and state on black issues, had been pushing for a bus boycott for months. She saw an opportunity and took it. In her memoir, Robinson recalls some notes she made that evening: The Women's Political Council will not wait for Mrs. Parks's consent to call for a boycott of city buses. On Friday, December 2, 1955, the women of Montgomery will call for a boycott to take place on Monday, December 5.

By around midnight, Robinson had written a flier calling for a boycott. She called a colleague at Alabama State, who agreed to let her use a mimeograph machine to print copies of the flier. With his help and the aid of two of her students, Robinson spent the early morning hours of Dec. 2 duplicating, cutting and bundling the flier. They finished about 4 a.m., only about 10 hours after the arrest of Parks.

The flier read: "Another Negro woman has been arrested and thrown in jail because she refused to get up out of her seat on the bus for a white person to sit down. It is the second time since the Claudette Colvin case that a Negro woman has been arrested for the same thing. This has to be stopped. Negroes have rights, too, for if Negroes did not ride the buses, they could not operate. Three-fourths of the riders are Negroes, yet we are arrested, or have to stand over empty seats. If we do not do something to stop these arrests, they will continue. The next time it may be you, or your daughter, or mother. This woman's case will come up on Monday. We are, therefore, asking every Negro to stay off the buses Monday in protest of the arrest and trial. Don't ride the buses to work, to

town, to school, or anywhere on Monday. You can afford to stay out of school for one day if you have no other way to go except by bus. You can also afford to stay out of town for one day. If you work, take a cab, or walk. But please, children and grown-ups, don't ride the bus at all on Monday. Please stay off all buses Monday."

The Rosa Parks case was not used as the basis for the federal lawsuit for several reasons. As a criminal statute, it would have to wend its way through the state criminal appeals process before a federal appeal could be filed. City and state officials could have delayed a final rendering for years. In addition, it is possible that the only outcome would have been that the conviction of Parks would be vacated, with no lasting impact on bus segregation.

A hearing on Browder v. Gayle was held in Montgomery on May 11, 1956. The attorneys for the black plaintiffs argued that the 1954 Supreme Court ruling in Brown v. Board of Education of Topeka, Kansas applied not only to public education, but to public transportation as well. On June 5, the special panel ruled two to one in favor of the black plaintiffs.

As soon as new mass meetings could be arranged, several thousands blacks voted to end the boycott when the high court's enforcement order was served. That occurred on Dec. 20, 1956, and black Montomerians -- led by King -- returned to the city buses the next day.

The 381-day boycott of Montgomery buses finally had ended. Not only could the black residents of Montgomery now ride city buses as equals, thanks to their efforts so could many other black citizens throughout the nation.



Hare, Ken. (n.d.). They Changed the World: The Story of the Montgomery Bus Boycott. *Montgomery Advisor*. [Electronic version]. Retrieved January 28, 2007, from http://www.montgomeryboycott.com/article_overview.htm

Data Set #6

Sit-ins

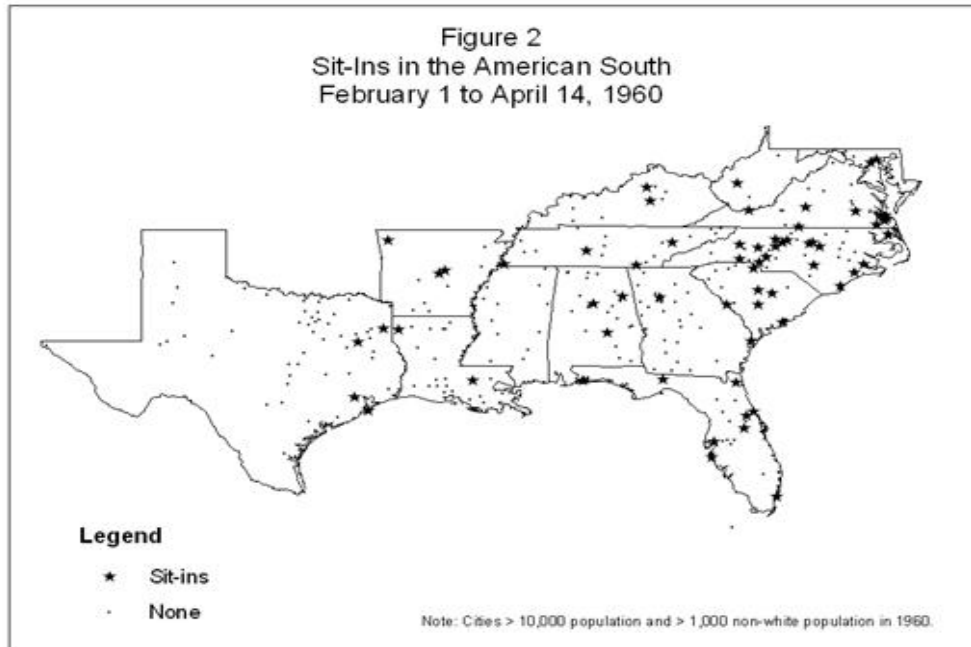


Civil Rights Movement Veterans. (n.d.). *Photo Album: Off Campus-Into Movement*. Retrieved January 28, 2007, from <http://www.crmvet.org/images/imgcoll.htm>

Data Set #6

Sit-ins

Figure 2
Sit-Ins in the American South
February 1 to April 14, 1960



Andrews, Kenneth, & Biggs, Michael. (n.d.) The Origins, Dynamics, and Impacts of the 1960 Sit-In Movement. Retrieved January 28, 2007 from http://www.unc.edu/~kta1/kta_sitins.htm

Data Set #7
Little Rock

1.



2.



3.



1. The Digital Journalist (n.d.). *100 Photographs that Changed the World* by LIFE. Retrieved January 28, 2007, from <http://www.digitaljournalist.org/issue0309/lm16.html>
2. Feaster, Felicia (2003, July 17). Higher Learning: Little Rock Traces Life of Civil Rights Activist [Review of the motion picture *Journey to Little Rock: The Untold Story of Minnijean Brown Trickey*]. Creative Loafing Atlanta. Retrieved January 28, 2007, from <http://atlanta.creativeloafing.com/gyrobase/Content?oid=oid%3A12702>
3. British Broadcasting Corporation (2006). *On This Day: September 25, 1957: Troops End Little Rock School Crisis*. Retrieved January 28, 2007, from http://news.bbc.co.uk/onthisday/hi/dates/stories/september/25/newsid_3078000/3078227.stm

Data Set #7

Little Rock

The African American struggle for desegregation," observes [Gary Orfield](#), co-director at the [Harvard Civil Rights Project](#) and among the nation's leading experts on desegregation, "did not arise because anyone believed that there was something magical about sitting next to whites in a classroom. It was, however, based on a belief that the dominant group would keep control of the most successful schools and that the only way to get full range of opportunities for a minority child was to get access to those schools." ...

Following [Brown](#) and [Brown II \(which called for desegregation with "all deliberate speed" in 1955\)](#), education became the focus of what was called the South's "massive resistance" to the Court's rulings.

Massive resistance was symbolized most dramatically by Arkansas Governor Orval Faubus' order that his state's national guard unit block the admission of nine African American students to Little Rock's [Central High School](#) in 1957. The nearly month-long confrontation ended when President Eisenhower sent in U.S. troops to protect the students.

Faubus' action was just one of a variety of methods employed by states and localities to resist implementing the Supreme Court's rulings. In one prominent example, Prince Edward County, Virginia, abandoned its entire public school system, leaving education to private interests that excluded African American children from their schools. After desegregation's first decade, only 2.3 percent of African American children in the Deep South attended integrated schools. But such tactics also tried the patience of African Americans and the federal courts. Enactment of the [1964 Civil Rights Act](#) in response to the nonviolent civil rights movement finally spurred action. In 1966, the Fifth Circuit Court, in *United States v. Jefferson County Board of Education*, ordered school districts not only to end segregation but to "undo the harm" segregation had caused by racially balancing their schools under federal guidelines. Jefferson was followed by the Supreme Court's [Green v. County School Board of New Kent County](#) decision in 1968, requiring desegregation plans that promised to work right away.

A strong federal commitment to enforcement of the Civil Rights Act of 1964 proved critical. In the first five years after the Act's passage, with the federal government threatening and sometimes using fund termination enforcement provisions (i.e., cutting off federal funding to school districts that failed to comply with the law), more substantial progress was made toward desegregating schools than in the 10 years immediately following the *Brown* decision. In 1964, 1.2 percent of African American students in the South attended school with whites. By 1968, the figures had risen to 32 percent.

Data Set #8

Excerpts from Letter from a Birmingham Jail-Martin Luther King Jr.

April 16, 1963

Injustice anywhere is a threat to justice everywhere... Whatever affects one directly, affects all indirectly. Never again can we afford to live with the narrow, provincial "outside agitator" idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds.

You deplore the demonstrations taking place in Birmingham. But your statement, I am sorry to say, fails to express a similar concern for the conditions that brought about the demonstrations... It is unfortunate that demonstrations are taking place in Birmingham, but it is even more unfortunate that the city's white power structure left the Negro community with no alternative.

In any nonviolent campaign there are four basic steps: collection of the facts to determine whether injustices exist; negotiation; self-purification; and direct action. We have gone through all these steps in Birmingham. There can be no gainsaying the fact that racial injustice engulfs this community. Birmingham is probably the most thoroughly segregated city in the United States. Its ugly record of brutality is widely known. Negroes have experienced grossly unjust treatment in the courts. There have been more unsolved bombings of Negro homes and churches in Birmingham than in any other city in the nation....

You may well ask: "Why direct action? Why sit-ins, marches and so forth? Isn't negotiation a better path?" You are quite right in calling for negotiation. Indeed, this is the very purpose of direct action. Nonviolent direct action seeks to create such a crisis and foster such a tension that a community which has constantly refused to negotiate is forced to confront the issue. It seeks so to dramatize the issue that it can no longer be ignored... there is a type of constructive, nonviolent tension which is necessary for growth....

"justice too long delayed is justice denied."

We have waited for more than 340 years for our constitutional and God-given rights. The nations of Asia and Africa are moving with jetlike speed toward gaining political independence, but we still creep at horse-and-buggy pace toward gaining a cup of coffee at a lunch counter. Perhaps it is easy for those who have never felt the stinging dark of segregation to say, "Wait." But when you have seen vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at whim; when you have seen hate-filled policemen curse, kick and even kill your black brothers and sisters; when you see the vast majority of your twenty million Negro brothers smothering in an airtight cage of poverty in the midst of an affluent society; when you suddenly find your tongue twisted and your speech stammering as you seek to explain to your six-year-old daughter why she can't go to the public amusement park that has just been advertised on television, and see tears welling up in her eyes when she is told that Funtown is closed to colored

children, and see ominous clouds of inferiority beginning to form in her little mental sky, and see her beginning to distort her personality by developing an unconscious bitterness toward white people; when you have to concoct an answer for a five-year-old son who is asking: "Daddy, why do white people treat colored people so mean?"; when you take a cross-county drive and find it necessary to sleep night after night in the uncomfortable corners of your automobile because no motel will accept you; when you are humiliated day in and day out by nagging signs reading "white" and "colored"; when your first name becomes "nigger," your middle name becomes "boy" (however old you are) and your last name becomes "John," and your wife and mother are never given the respected title "Mrs."; when you are harried by day and haunted by night by the fact that you are a Negro, living constantly at tiptoe stance, never quite knowing what to expect next, and are plagued with inner fears and outer resentments; when you no longer fight a degenerating sense of "nobodiness" then you will understand why we find it difficult to wait...

Since we so diligently urge people to obey the Supreme Court's decision of 1954 outlawing segregation in the public schools, at first glance it may seem rather paradoxical for us consciously to break laws. One may ask: "How can you advocate breaking some laws and obeying others?" The answer lies in the fact that there are two types of laws: just and unjust. I would be the first to advocate obeying just laws. One has not only a legal but a moral responsibility to obey just laws. Conversely, one has a moral responsibility to disobey unjust laws. I would agree with St. Augustine that "an unjust law is no law at all"

Now, what is the difference between the two? How does one determine whether a law is just or unjust? A just law is a man-made code that squares with the moral law or the law of God. An unjust law is a code that is out of harmony with the moral law. To put it in the terms of St. Thomas Aquinas: An unjust law is a human law that is not rooted in eternal law and natural law. Any law that uplifts human personality is just. Any law that degrades human personality is unjust...

Data Set #9

Court-ordered Busing

By the 1970s, according to studies by Gary Orfield, the South had become the nation's most integrated region. In 1976, 45.1 percent of the South's African American students were attending majority white schools, compared with just 27.5 percent in the Northeast and 29.7 percent in the Midwest. These gains occurred in the context of the second great controversy of the school desegregation effort -- busing.

The controversy came to a head in the Supreme Court's 1971 decision, [Swann v. Charlotte-Mecklenburg Board of Education](#), one of the first attempts to implement a large-scale urban desegregation plan. Swann called for district-wide desegregation and allowed for the use of busing to achieve integration, finding that the times and distances involved in the desegregation plan were no more onerous than those involved in the busing already undertaken by Charlotte for non-desegregation purposes. Court-ordered busing, as it came to be known, was fiercely attacked, not least by the administration of President Richard Nixon. Busing was criticized as undermining the sanctity of neighborhood schools, as social engineering, as impractical and unworkable, and as intrusive and inappropriate judicial meddling.

While busing drew a great deal of public attention, critics largely overlooked the facts that few students were bused for the purpose of desegregation and, indeed, that busing worked -- especially in the South where school districts are often countywide and include both central cities and suburbs.

In 1972, President Nixon, partially in fear of Alabama Governor George Wallace's independent presidential campaign, mounted an attack on busing and asked Congress to ban it. Although President Nixon's effort failed, the drive for desegregation slowed. In 1974 the Supreme Court, in [Milliken v. Bradley](#), a case involving the Detroit metropolitan area, effectively halted busing at a city's borders. The Court's 5-4 decision blocked a city-suburb desegregation plan in Detroit that would have involved busing across school district boundaries. Ignoring evidence of state governments' past and continuing involvement in housing and school segregation, the Court said that "local control" was an important tradition in education. The decision allowed for proof of "interdistrict violations," while placing heavy burdens on plaintiffs in future cases.

In 1977, the Court took up another issue arising out of the Detroit litigation and sought to ease the impact of denying interdistrict desegregation. In [Milliken II](#) the Court ordered the state of Michigan, along with the Detroit school system, to finance a plan to address the educational deficits faced by African American children. These deficits, the Court suggested, arose out of enforced segregation and could not be cured by physical desegregation alone.

Data Set #19

Civil Rights Act of 1964

The most prominent civil rights legislation since reconstruction is the [Civil Rights Act of 1964](#). Decisions of the Supreme Court, at the time limited Congressional enforcement of the 14th Amendment to state action. (Since 1964 the Supreme Court has expanded the reach of the 14th Amendment in some situations to individuals discriminating on their own). Therefore, in order to reach the actions of individuals, Congress, using its power to regulate interstate commerce, enacted the Civil Rights Act of 1964 under Title 42, Public Health and Welfare, Chapter 21, Civil Rights, of the United States Code. Discrimination based on "race, color, religion, or national origin" in public establishments that had a connection to interstate commerce or was supported by the state is prohibited. Public establishments include places of public accommodation (e.g., hotels, motels, trailer parks), restaurants, gas stations, bars, taverns, and places of entertainment in general. The Civil Rights Act of 1964 and subsequent legislation also declared a strong legislative policy against discrimination in public schools and colleges which aided in desegregation. Title VI of the Civil Rights Act prohibits discrimination in federally funded programs. Title VII of the Civil Rights Act prohibits employment discrimination where the employer is engaged in interstate commerce. Congress has passed numerous other laws dealing with employment discrimination.

Data Set #12

Where Minorities Live

The majority of African Americans live in the South (54%), followed by the Northeast and Midwest (19% each), and the West (8%). Fifty-three percent of African Americans live in the central centers of metropolitan areas. The five states with the greatest number of African Americans in 2000, according to the Census Bureau, are New York, California, Texas, Florida, and Georgia.

Those states with the largest number of Latinos in 1999 were California, Texas, New York, Florida, Illinois, Arizona, and New Jersey.

Most Asian Americans (53%) live in the West. The states with the largest number of APIs are California, New York, Hawaii, Texas, and New Jersey.

One half of all American Indians and Alaskan Natives live in the Western states. Those with the largest numbers are California, Oklahoma, Arizona, New Mexico, and Washington.

Data Set #12

Education

Minorities continue to make important gains in educational attainment -- yet significant gaps remain, especially among African Americans and Latinos when compared to their white counterparts. For example, 2000 Current Population Survey data reports that a record 79% of African Americans 25 and older had completed at least high school -- a rate double that of 1970. Similarly, 17% of African Americans had earned at least an undergraduate degree -- also a record, and triple 1970 levels.

Among other groups, 88% of whites aged 25 or older had completed high school by 2000, 57% of Latinos, and 85% of Asian and Pacific Islanders.

Twenty-eight percent of white Americans had completed at least an undergraduate degree, compared to 44% of Asian/Pacific Islanders, and 11% of Latinos.

What led to desegregation in America? An Internet Hotlist on Video and Music Clips

Created by Meghan Gamble

[Introduction](#) | [Data Sets](#) | [Additional Hooks](#)

Introduction

Continue your Inquiry journey online.

The Internet Resources

Data Sets

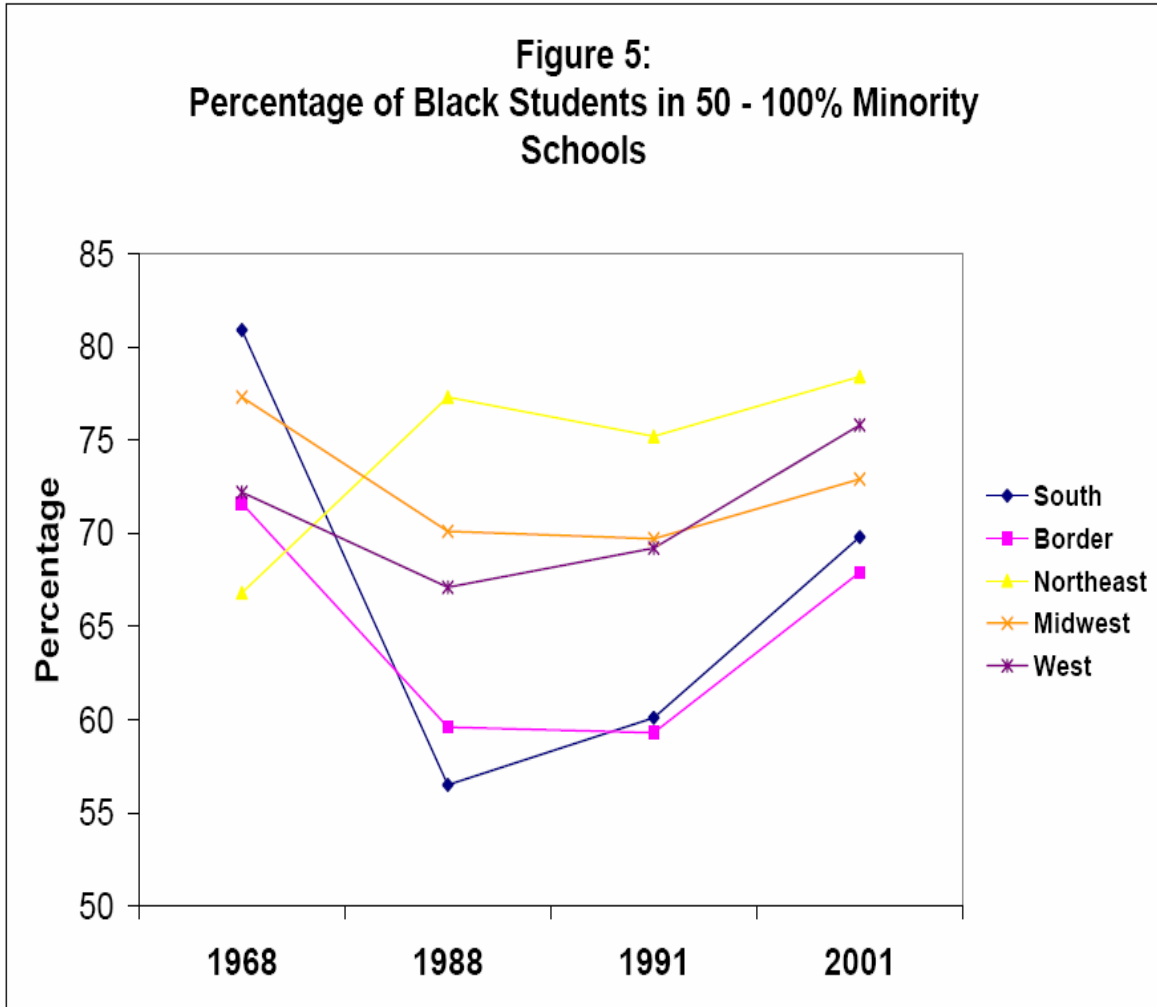
- [Data Set #13: Malcolm X discusses the solution to America's race problem.](#) - This is a video clip of Malcolm X from a 1963 television broadcast.
- [Data Set #14: Martin Luther King's "I have a dream" speech](#) - Martin Luther King Jr. recited this famous speech at the March on Washington for Jobs and Freedom in Washington, D.C., on August 28, 1963. It was attended by 250,000 people, and was the largest demonstration in the nation's capital. It was also one of the first demonstrations to have extensive television coverage.

Additional Hooks

- [Additional Hook #1: MLK's "I have a dream" and Aerosmith's "Dream on"](#) - This clip combines MLK's speech and Aerosmith's hit song. Enjoy!
- [Additional Hook #2: "When will we be paid for the work we've done?"](#) - This Staple Singers song critically discusses aspects of African American history. 'We fought in your wars ... to keep this country free for women, children, man ... When will we be paid for the work we've done?'

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3. King, Martin Luther, Jr. (Speaker). (2006, September, 8). I Have a Dream [Speech] & Dream On [Music Video] . Retrieved on January 28, 2007 from <http://video.google.com/videoplay?docid=-8068599084779886865&q=i+have+a+dream+speech>
4. Singers, The Staple. (2004). When Will We Be Paid for the Work We Did. On *The Ultimate Staple Singers: A Family Affair* [Electronic version]. Kent/Ace. Retrieved January 28, 2007, from <http://gofish.about.com/detail.html?gfid=11-4111614>

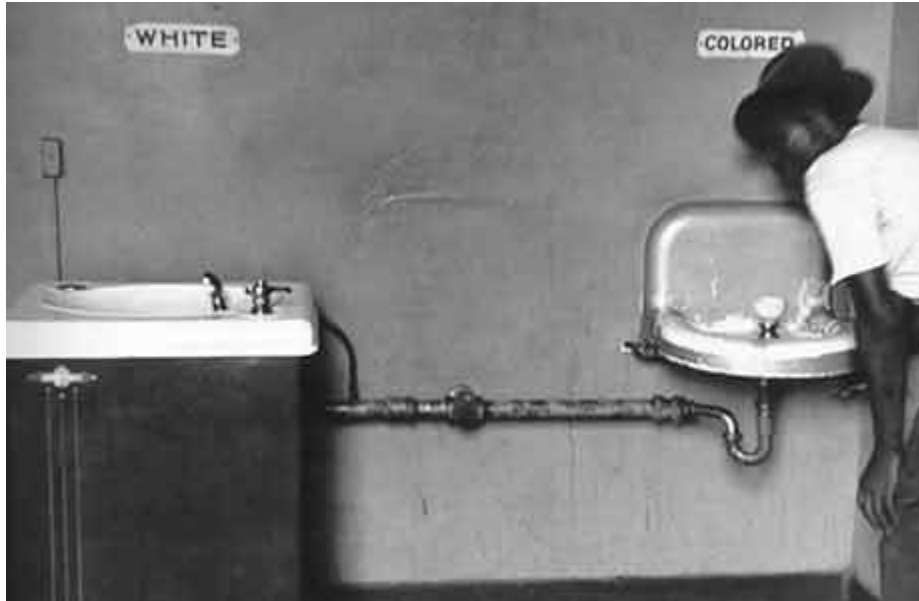
APPENDIX



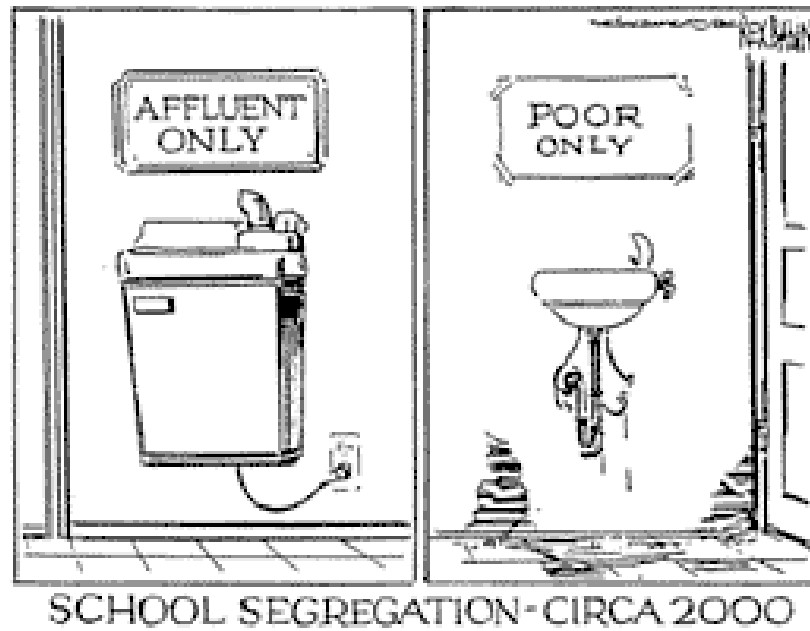
Orfield, Gary & Lee, Chungmei. (2004). *Brown at 50: King's Dream or Plessy's Nightmare?* [Electronic version]. The Civil Rights Project: Harvard University, 47. Retrieved January 28, 2007, from <http://www.lib.umich.edu/exhibits/brownarchive/resegregation.html>

Disconfirming Data Set Segregation Today?

1.



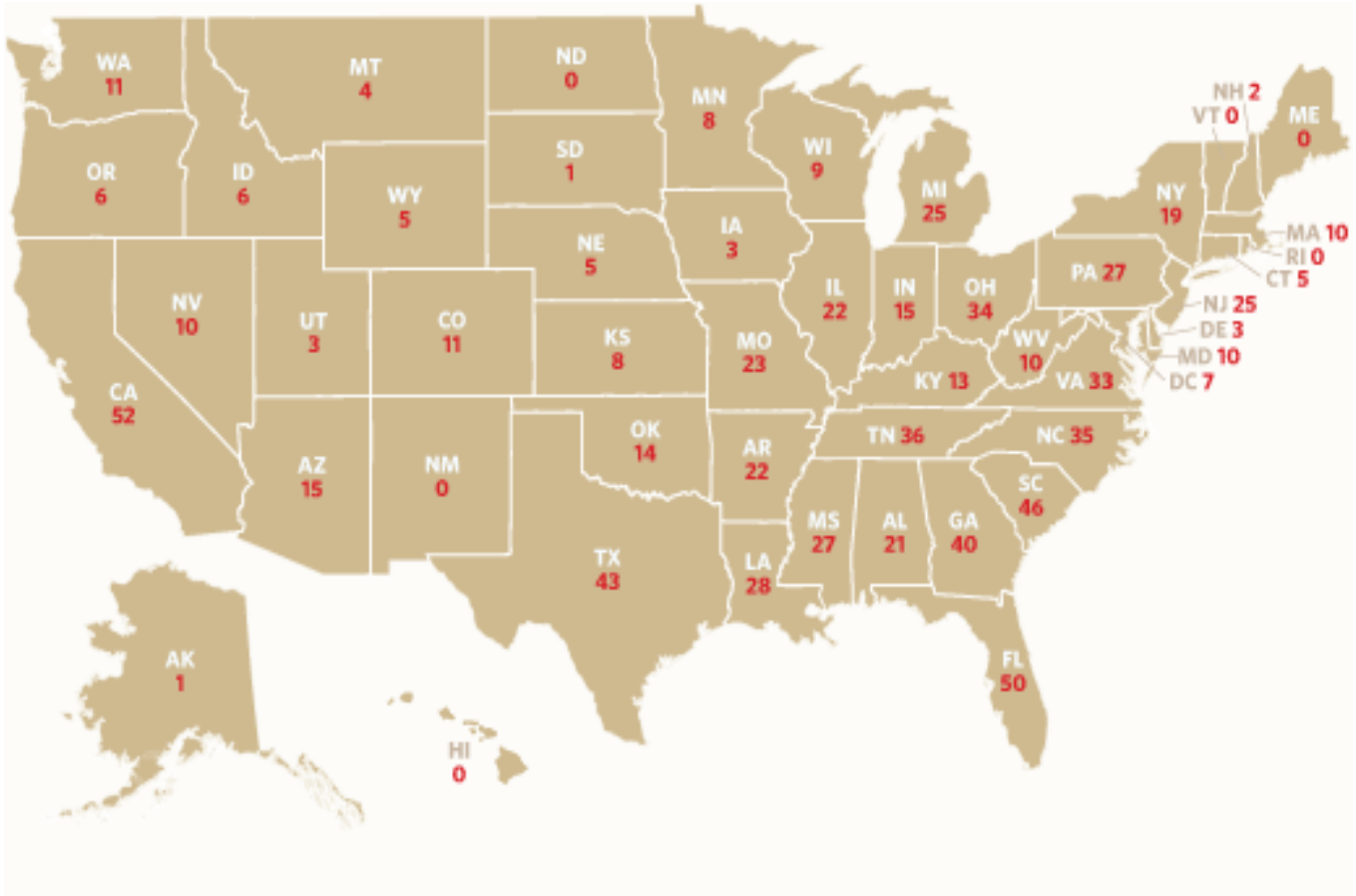
2.



1. Jerry Jazz Musician, Bringing you the Goods on the Greats. (2004). *Art Beat Archive*. Retrieved January 28, 2007, from <http://www.jerryjazzmusician.com/mainHTML.cfm?page=artbeat.html>
2. Decent Schools for California: Williams v. State of California. (n.d.). *School Segregation – Circa 2000*. Retrieved January 28, 2007, from <http://www.decentschools.org/>

Disconfirming Data Set
Segregation Today?

Active U.S. Hate Groups in 2005



Southern Poverty Law Center. (2005) *Intelligence Project: Active U.S. Hate Groups in 2005* Retrieved January 28, 2007, from <http://www.splcenter.org/intel/map/hate.jsp>

Inquiry Lesson Plan Evaluation and Reflection

PASS Standards

Standard One-Higher Order Thinking

I gave myself a four on standard one. This lesson allows students to synthesize and generalize information from the data sets. Also, students hypothesize and form conclusions about the issue in class and in a written assignment. I did not give myself a five because I think it might be hard to get almost all students performing high order thinking almost all of the time. I did not give a three because the lesson demonstrated more than just lower order thinking and there was more than one higher order thinking activity.

Standard Two-Deep Knowledge

I rated this lesson as a four for deep knowledge. A significant topic about civil rights was discussed and thoroughly explored. Students explained their positions and drew conclusions both in class and in a paper. Knowledge was connected through discussing the various data sets and how they relate and through connecting past events to current conditions. I did not give the lesson a five because almost all students did not demonstrate their understanding of the problematic nature of the information. I did not give the lesson a three because the knowledge is not treated unevenly and focus is generally sustained.

Standard Three-Substantive Conversation

I rated this standard as a four. This is a difficult standard to discuss because each class could vary and their level of discussion might change. However, I believe that there would be reciprocal interactions between the teacher and the students and among students. I did not rate it a five because I did not actually present the lesson and I cannot be sure that almost all students would participate. I did not give the lesson a three because all three features (higher order thinking, sharing of unscripted ideas, and building dialogue) of substantive conversation were found in this lesson.

Standard Four-Connection to the World Beyond the Classroom

I also gave this standard a three. The lesson had a focus on understanding the real world contemporary public problem of segregation and equal rights. Students studied segregation and then applied some of those concepts to their world today. However, they did not necessarily apply what they learned beyond the classroom. I also think that the teacher might need to connect the material to the students' lives rather than the students doing it themselves. I did not give the lesson a four because there was no effort made to influence an audience beyond the classroom and because the teacher might need to connect the material and because students may not find personal meaning in the material. A two was not given because the connections to the world were specified and students understood the connection after it was provided to them.

Standard Five-Ethical Valuing

I gave this standard a four. Segregation and the fight for civil rights is a value-based issue that the students constructed positions on both in class and in their papers. The democratic values of justice, equality and diversity were clearly explored in the lesson along with positions and justifications for those values. I think that many students would participate in this discussion, but if not this standard would be given a three. The standard would also be given a three if justifications for a position on

desegregation were not given. I did not give the standard a five because an opposing position was not adequately addressed. The opposing viewpoints of Martin Luther King Jr. and Malcolm X were stated, but a white segregationist side was not really presented.

Standard Six-Integration

I gave this standard a three. The lesson integrates the social studies discipline with US history and political science elements being discussed. English was briefly touched on by having students write a paper and music was incorporated through the use of songs, but I would not consider their use enough to warrant a four. Also, the Civil Rights period was compared and contrasted with the present. I did not give the lesson a four because social understanding and civic efficacy were not enhanced. I did not give the lesson a two because more than 1 type of integration was used.

Lesson Appropriateness

Overall, I think this lesson is very appropriate for the intended hypothetical context. In the eleventh grade students are getting closer to becoming adults and can actively participate in social reform and soon in the voting process. I think it is important for students to see how they can participate and see that they can create change if they are unhappy with their society. I think the concepts behind this lesson should be appropriate no matter the school because they transcend cultural barriers and affect all citizens. This lesson relates to both US history and political science. The Civil Rights Movement was an important time period in our nation's history and has greatly impacted our nation's citizens. It is important for students to realize that all citizens have not always been treated equally or fairly and that a significant struggle was undergone to receive some of those rights. It is also crucial for students to understand that many people are still treated unfairly.

Potential Changes to the Lesson

After reviewing the lesson, I think there are changes that could be made. I might want to include more of a white segregationist viewpoint so students can more clearly see what the movement was fighting against and clearly understand how hard it was to achieve desegregation. I might also want to include a data set that comes from an average African American rather than simply key leaders in the movement. This might also help to demonstrate just how hard the struggle was. I also think that there might be too many data sets and I might need to get rid of some. I think they all contain good information, but it might be too overwhelming for students. I think after I present the lesson I might be able to tell which data sets are best and which could possibly be thrown out. I think it would depend on how the students react to the data sets and what they are getting out of each one. However, I am not sure if I could adequately assess that without trying it out first.

What I learned

I have learned that there is a lot to consider if you want to construct a good Inquiry lesson. There is so much information that I want to incorporate, but I know there would never be enough time. I learned that you really need to sift through that information and find what will be the most engaging and relevant for the students so

that they will not only want to learn it, but will participate in the lesson and retain and react to the material after leaving class. I think that this type of lesson would be effective and would help students learn material. I would like to include this type of lesson in my teaching because it fosters critical thinking and is discussion based. I think that students might be more willing to participate in discussions when there is a problem being presented or a question to be answered. Therefore, I think I might incorporate focus questions into many of my lessons. It helps to show students what they should focus on, while also engaging them in the material. I think these are main components of good teaching and hope that my students will enjoy and learn from this strategy.