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School: Chesnee Elementary School

Title of Activity	<i>Desegregation of Schools</i>
Overview	<i>Students will analyze five primary source documents/images to discover the realities of the events that happened after Brown v Board of Education and during desegregation of schools in the Civil Rights Movement.</i>
Essential Question	<i>How do the primary source documents highlight the timeline of the events that occurred after the Brown v Board of Education ruling?</i>
Audience	<i>5th grade students</i>
Time Required	<i>50 minute lesson</i>
Goal	For students to gain an understanding of the timeline and what it was really like for African American students during the desegregation of schools.
Objectives	After completing this learning activity, students will be able to: <ul style="list-style-type: none"> • understand the timeline of Brown v Board of Education and the desegregation of schools, • understand the injustices occurring toward African Americans in schools during desegregation.
SC Standards	<p>SS 5-5.3 Explain the advancement of the modern Civil Rights Movement; including the desegregation of the armed forces, <i>Brown v. Board of Education</i>, the roles of Rosa Parks, Martin Luther King Jr., Malcolm X, the Civil Rights acts, and the Voting Rights Act.</p> <p>RI.MC.7.1 Compare and contrast how events, topics, concepts and ideas are depicted in primary and secondary sources.</p> <p>AASL Framework for Learners I.B.1: Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions.</p>
Digital and Other Resources	<p>Primary sources:</p> <ul style="list-style-type: none"> • Left to right: George E.C. Hayes, Thurgood Marshall, and James M. Nabrit, congratulating each other, following Supreme Court decision declaring segregation unconstitutional, 1954, New York World-Telegram & the Sun Newspaper Photograph Collection (Library of Congress) http://www.loc.gov/pictures/item/94505573/ • Mrs. Nettie Hunt, sitting on steps of Supreme Court, holding newspaper, explaining to her daughter Nikie the meaning of the Supreme Court's decision banning school segregation, 1954, New York World-Telegram and the Sun Newspaper Photograph Collection (Library of Congress) http://www.loc.gov/teachers/classroommaterials/themes/civil-rights/ • Arkansas State Press- Daisy Bates to Roy Wilkins, December 17, 1957, on the treatment of the Little Rock Nine, http://memory.loc.gov/cgi-bin/ampage?collId=ody_mssmisc&fileName=ody/ody0918a/ody0918apage.db&recNum=0&itemLi

	<p>nk=r?ammem/aaodysey:@field(NUMBER%2B@band(mssmisc%2Bbody0918a))&linkText=0</p> <ul style="list-style-type: none"> ● School dilemma Charlotte, N.C.: Youths taunt Dorothy Geraldine Counts, 15, as the Negro girl walks to enroll at the previously all-white Harding High School here, September 4th. Leaving the school, she was pelted with trash, small sticks, and pebbles, 4 September 1957, Don Sturkey, photographer http://hdl.loc.gov/loc.pnp/ppmsca.40933 ● African American children on way to PS204, 82nd Street and 15th Avenue, pass mothers protesting the busing of children to achieve integration, 1965 September 13, Dick DeMarsico, http://www.loc.gov/pictures/item/2004670162/ <p>Other resources:</p> <ul style="list-style-type: none"> ● Transcript and background of letter from Daisy Bates to Roy Wilkins http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/herstory/postwar.html ● Google Doc for printing Primary Sources https://docs.google.com/document/d/1bwy7ZliMliH0ZpjhUeBD2AH9_2m1rR846l_t1QIHR3o/edit?usp=sharing
<p>Classroom Materials</p>	<ul style="list-style-type: none"> ● Primary Source Analysis Tool, Library of Congress http://www.loc.gov/teachers/primary-source-analysis-tool/ ● Teacher's Guide: Analyzing Primary Sources http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf ● pencils ● paper ● iPads or other device <ul style="list-style-type: none"> ○ Interactive Primary Source Analysis Tool http://www.loc.gov/teachers/primary-source-analysis-tool/
<p>Preparation</p>	<ul style="list-style-type: none"> ● Print and laminate copies of the primary sources, providing only the date taken ● Make copies of Primary Source Analysis Tool (or use online version) ● Decide how students will be divided up to work in small groups
<p>Procedure</p>	<ul style="list-style-type: none"> ● Tell students they will work in small groups to analyze some primary sources to gain understanding of the events that occurred during the desegregation of schools. (<i>"Primary sources" are the raw materials of history — original documents and objects which were created at the time under study. They are different from secondary sources, accounts or interpretations of events created by someone without firsthand experience. Students will most often work with primary sources that have been digitized.</i> https://blogs.loc.gov/teachers/2011/10/what-makes-a-primary-source-a-primary-source/) ● Hand out copies of the letter and photographs. If there is access to a device, these items can be linked for viewing and analysis. ● Hand out the Primary Source Analysis Tool - Analyzing Photographs and Prints for students to complete by answering the questions listed. Model how to use the Primary Source Analysis Tool. If there is access to a device, students may complete this online. ● Allow students to record observations, following the guiding questions on the the Teacher's Guide: Analyzing Photographs & Prints. ● Discuss observations for each primary source, emphasizing the date of occurrence (mistreatment of African American students occurred long after Brown v Board of Education ruling). ● Students should draw conclusions, pulling evidence from the primary sources, regarding the events of Brown v Board of Education and the injustices occurring in schools during desegregation.
<p>Assessment/ Reflection</p>	<p>Students will complete a 3-question exit slip reflecting on the following questions:</p> <ol style="list-style-type: none"> 1. After examining these photographs, think about the reason they were created. What was the purpose of the photographer? What evidence supports your claims? 2. Why was it important at the time to represent the experiences of these African Americans? What do you think the people in the images and in the letter were thinking about what was happening? 3. After reading the letter, how do you compare your school today to how some schools were in the 1950s. Give two examples from you current school life and two examples from the school in

	the letter written by Daisy Bates.
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