READ IOWA HISTORY

EDUCATOR MATERIALS



School Desegregation

LESSON PLAN FOR SUPPORTING QUESTION

How did school desegregation happen in Iowa compared with southern states?

5TH GRADE

STATE HISTORICAL SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

LIBRARY OF CONGRESS
TEACHING WITH PRIMARY SOURCES

Introduction to Read Iowa History

About Read Iowa History

Through the Library of Congress Teaching with Primary Sources grant, the State Historical Society of Iowa developed Read Iowa History — free, downloadable K-5 lesson plans to build and develop reading and critical thinking skills with primary sources in the classroom.

Primary sources (from the digital **Primary Source Sets collection**) are used to help students learn from multiple perspectives, develop primary source-based claims and evidence, and to interpret documents and images of the past. These lessons were developed with the Iowa Core Social Studies and Literacy Standards. Each lesson plan includes ready-to-use source material, student worksheets, educator lesson plans and assessment tools and activities. Educators are encouraged to explore the lesson plans, and use materials as they see fit for their students. Educators are welcome to alter lesson plans, worksheets and assessments to best align with their curriculum.

Please check out the **Primary Source Sets toolkit** to learn more about using primary sources in the classroom.

What's Included

Educator Materials

Sources are accompanied by an educator lesson plan. This plan includes: the compelling question, supporting question, objectives, background information, vocabulary cards (words bolded throughout lesson plan), a materials list and instructions. The plan also includes a brief activity to wrap up each part of the lesson plan and to check for comprehension. Educators are welcome to use the activities that are suggested and outlined, or to create their own lessons.

Student Materials

Many of the lesson plan instructions are accompanied by a worksheet that can be copied and distributed to students as they analyze the primary source(s) to assist in their application and comprehension. These worksheets are optional but may provide a structure for students to think critically about the primary sources they are analyzing. These student worksheets also are available in the "Student Materials" packet for this topic for easier reproduction located on the **Read Iowa History webpage**.

Supporting Question Assessments and Scoring Options

The assessment activities and possible scoring options allow educators to evaluate how students comprehend and apply the knowledge they learned from the individual primary source activities. Assessment instructions, example worksheets and possible scoring options are located at the end of this Read Iowa History section in "Educator Materials." Reproduceable assessment worksheets are available in this topic's "Student Materials" packet on the **Read Iowa History webpage**.



Courtesy of Library of Congress, DeMarsico, Dick, New York World-Telegram and the Sun Newspaper, 13 September 1965

School Desegregation

5th Grade

Overview

This unit requires students to use text, maps and video to understand the process of school desegregation in the United States and in Iowa as well as the struggle in the southern states. Students also will develop skills of analyzing sources, summarizing, comparing and contrasting, and supporting answers with evidence.

Compelling Question

Can schools be "separate but equal?"

Lesson Supporting Question

How did school desegregation happen in Iowa compared with southern states?

The compelling question is included to show how the supporting question of this lesson plan can be used to reflect on a broader, enduring question.

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Objectives & Social Studies and Literacy Standards

Objectives

- I can analyze a primary source, including making a reasonable prediction about the author's purpose and intended audience.
- I can describe how laws about desegregation of public schools impacted students.
- I can compare and contrast two similar primary sources.
- I can use and cite evidence from multiple sources to answer a question. .

Iowa Core Social Studies Standards

No.	Description
SS.5.2.	Use supporting questions to help answer the compelling question in an inquiry.
SS.5.3.	Determine the credibility of multiple sources.
SS.5.4.	Identify evidence that draws information from multiple perspectives and sources in response to a compelling question.
SS.5.5.	With teacher direction, construct responses to compelling questions supported by reasoning and evidence.
SS.5.7.	Use a range of consensus-building and democratic procedures to make decisions about and act on civic problems in the classroom.
SS.5.8.	Analyze how rights and laws influence interactions between groups in society.
SS.5.10.	Describe how the Declaration of Independence and the Constitution impact the decisions of government, society, and/or communities.
SS.5.12.	Describe how laws, rules and processes have changed over time in order to restrict, protect, or extend rights. (21st century skills)
SS.5.20.	Analyze how rules and laws encourage or restrict human population movements to and within the United States of America.
SS.5.23.	Using information from within a primary source, infer the intended audience, purpose, and how the creator's intended audience shaped the source.
SS.5.26.	Develop a claim about the past and cite evidence to support it.

Iowa Core Literacy Standards

No.	Description
W.5.1	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
W.5.2	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (*This Promise of Change*)
W.5.9	Describe how a narrator's or speaker's point (perspective) of view influences how events are described.
RI.5.2	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RI.5.3	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Background Essay

Utilize this background essay to provide further context and understanding of school desegregation

The right to an education has long been a bedrock American assumption. However, while laws guarantee equal access to public schools in practice, the nation has not always achieved the ideal. The Northwest Ordinance of 1787, which was created to provide for the future of the nation's western territories, set aside one square mile in each township (36 square miles in total) to support public schools. Very early in its frontier days, Iowa pioneers set up schools to educate their children.

Early Iowa laws tried to discourage African Americans from moving into the state and imposed penalties and restrictions on them. Because there were very few African-American families in the early population, racial integration in public schools was not a big issue and was handled on a local basis. As the slavery question became more contentious and the nation drifted toward the Civil War, free African Americans and runaway slaves began appearing more often. Race relations in Iowa became more important. In Ringgold County along the Missouri border, African-American children whose family had fled slavery attended a one-room school. In Grinnell, however, a mob protested vigorously when the school was opened to African-American children, and a race riot followed

Alexander Clark was a prominent African American in Muscatine. He was initially denied entry into the university law school because of his race, but he was determined to open opportunities for his children. In 1867, he filed a lawsuit when his daughter was not allowed to attend public school in Muscatine where a separate school had been set aside for African-American children. The Iowa Supreme Court ruled in his and his daughter's favor, declaring that schools could not bar children because of their race.

About 30 years later, however, in 1896, the **U.S. Supreme Court** ruled in Plessy v. Ferguson that states could allow racial **segregation** as long as the facilities were "**separate but equal**." In practice, however, facilities for African-American children were almost never equal but almost always inferior. In southern states, **segregation** was nearly universal and embedded in the law. In the north, including Iowa, local customs varied but in practice, African Americans were often barred from hotels and restaurants and often forced into separate facilities on trains, buses and sometimes schools. The few African Americans who attended public universities in Iowa were prohibited from living in school dormitories and were forced to find their own housing.

In 1954, the **U.S. Supreme Court** reversed its "**separate but equal**" position and declared in Brown v. the Board of Education that the **segregation** in public schools was unconstitutional and must end. This caused huge protests across the south. President Dwight Eisenhower had to call on federal troops to enforce school integration.

Legal **segregation** had ended, but true equality had not been achieved. Because African Americans and white people often lived in separate neighborhoods, their local schools continued to reflect the racial divide. In Massachusetts, the legislature required schools to achieve a racial balance in each school district by busing children to achieve proportionate numbers. In Boston through the 1970s and 80s, angry protests erupted from white parents who feared for the safety and educational quality of their children. Even today, because the races in many communities tend to separate themselves into different neighborhoods based on race, our schools are often heavily dominated by one racial group or another.

Taking steps to overcome past **discrimination** is called affirmative action. Many attempts to provide African Americans, other minorities, women, the physically and mentally impaired and those with different sexual or gender orientations speak to the American commitment to equality of opportunity. The goal remains a continuing challenge.

Vocabulary Words

- U.S. Supreme Court
- "Separate but Equal"
- Segregation
- Discrimination
- Civil Rights

Iowa Supreme Court Rules on Equal Access & Portrait of Alexander Clark

Compelling Question

Can schools be "separate but equal?"

Lesson Supporting Question

How did school desegregation happen in Iowa compared with southern states?

Overview

In this part, students read and analyze an article about the Iowa Supreme Court decision in the case, *Clark v. Board of School Directors.* Students focus on the results of the case, how school desegregation laws changed in Iowa and the role of Alexander Clark.

Source Background

On September 12, 1867, 12-year-old Susan Clark was denied admission to Muscatine's Second Ward Common School Number 2 because she was African American. Her father, Alexander Clark, a determined businessman, acted to resist racism and the segregation of Iowa's schools. Clark filed a lawsuit to allow his daughter to attend the whites-only public school. The Iowa Supreme Court affirmed the district court's decision that children of color could not be refused admission to Iowa's district schools.

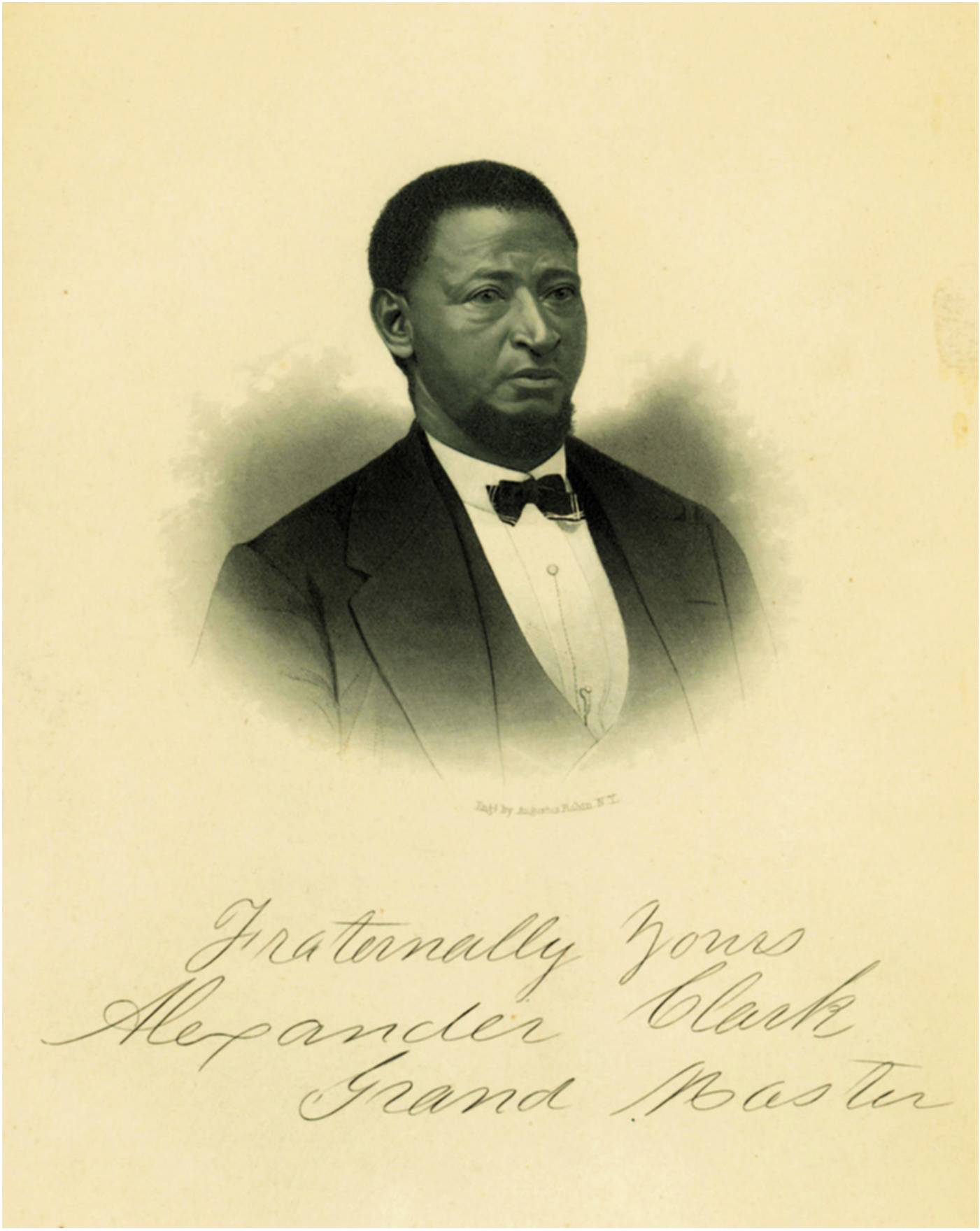
Instructions

1. Distribute and/or display the historical text, "Iowa Supreme Court Rules on Equal Access."
2. Students read and analyze the text using this focus question: How did the Iowa Supreme Court rule in Clark v. Board of School Directors?
3. Lead a follow-up discussion as a class. Here are some additional questions that may help facilitate the discussion:
   - What were the reasons and process Alexander Clark used to degregate schools in Iowa?
   - How else did Clark change access to education, especially higher education, in Iowa?
   - What role did Clark play in shaping civil rights history in Iowa? (Display portrait of Alexander Clark)
4. **Summative:** Students need to add a "line of learning" in their notebook as a way to gather evidence that they can use later for the lesson plan assessment of this supporting question. This is a processing strategy where a student writes down thoughts as a way to process a question or to be metacognitive about their own learning. For Part 1, ask students to summarize "School Desegregation in Iowa."

Materials

- "Iowa Supreme Court Rules on Equal Access" Document (may need multiple copies)
- Portrait of Alexander Clark
- Computer or document projector to show enlarged image

Portrait of Alexander Clark, Date Unknown



Courtesy of Robin, Augustus, Portrait of Alexander Clark: Engraving, New York, Date Unknown

Iowa Supreme Court Rules on Equal Access

The Iowa Supreme Court Rules in Equal Access to Schools and Common Carriers
Outside In: African-American History in Iowa by Bill Silag, Susan Koch Bridgford and Hal Chase,
Published by the State Historical Society of Iowa, 2001. Pg. 72-73

Alexander Clark was a man of many parts - a political leader, an orator, a barber, an investor in Muscatine real estate, a conductor on the Underground Railroad, and a recruiter for the Union Army. Clerk was also a father of three children and cared passionately about their education. In 1867 he wrote a letter to the Muscatine Journal: "[M] y personal object is that my children attend where they can receive the largest and best advantages of learning."

Clark noted the contrasts between Muscatine's segregated schools. The white schools were conveniently located in the city, while the black school was "nearly a mile from many of the small colored children, keeping more than a third of them from school." The white schools had "globes and charts and competent teachers," whose salaries ranged from $700 to $900 a year. The black school had none of these advantages, and its teacher was paid a yearly salary from $150 to $200. The white schools "have prepared and qualified pupils by the hundred for the high school; the colored school has never prepared or qualified one that could pass an examination for any class in the high school."

On September 10th, 1867, Alexander Clark's 12-year-old daughter, Susan, presented herself at Muscatine's white "Grammar School No. 2" And was refused entry. That same day, the principal of the school wrote to Alexander Clark: "I am authorized by the school board of this city to refuse your children admittance into Grammar School No. 2."

Clark, as "next friend" of his daughter, filed a lawsuit in the Muscatine County District Court, asking for a writ of mandamus to compel the school board to admit Susan into Grammar School No. 2. The district court ordered the writ, and the board of directors appealed, claiming that it had the right to maintain a separate school for black children. In Clark v. The Board of Directors, etc., the Iowa Supreme Court affirmed The District Court's decision, holding that children of color could not be refused admission to Iowa's district schools.

Courtesy of State Historical Society of Iowa, Silag, Bill, Bridgford, Susan Koch & Hal Chase, Outside In: African-American History in Iowa, pg. 72-73, 2001 (1 of 2)

Iowa Supreme Court Rules on Equal Access

In its opinion, the court reviewed the history of Iowa's discriminatory school statutes, but noted that the Constitution of 1857 had created a statewide board of education, which was required to "provide for the education of all the youths of the State, through a system of common schools." The court reasoned that this constitutional provision and subsequent legislation removed from the board of directors all discretion to decide "what youths shall be admitted."

The court rejected the board's argument that because it maintained several schools within the district, it could decide which of the several schools a student could attend and, pursuant to this discussion, could require Susan Clark to attend the black school. If the board would require African American children to attend separate schools, it equally could require German, Irish, French, English, and children of other nationalities to attend separate schools. The court concluded: "[T]he board cannot, in their discretion... deny a youth admission to any particular school because of his or her nationality, religion, color, clothing or the like."

In 1870, the Iowa legislature struck out the words " white male" from the statute concerning the qualifications to practice law. Now Alexander Clark could realize and even higher ambition for his children, and his son, Alexander Clark Jr., became the first African-American student to enroll in the State University's Law Department in Iowa City, receiving his law degree in 1879. Clark Sr. himself attended the law school in 1883 and graduated the following year.

Courtesy of State Historical Society of Iowa, Silag, Bill, Bridgford, Susan Koch & Hal Chase, Outside In: African-American History in Iowa, pg. 72-73, 2001 (2 of 2)

U.S. Population Distribution Maps

Compelling Question

Can schools be "separate but equal?"

Lesson Supporting Question

How did school desegregation happen in Iowa compared with southern states?

Overview

Students analyze two maps that show the distribution of the African-American population in America in 1890 and 1950. After comparing and contrasting the maps, students discuss the story the maps tell about the migration of African Americans.

Source Background

"Distribution of the Colored Population of the United States" is a statistical atlas of the United States that is based on the results of the 11th census, completed in 1890, and it shows the distribution of the "colored population" in the United States. As seen in the distribution maps, members of the targeted population predominantly lived in the southeast. "Distribution of Negro Population by County" is a statistical atlas by Samuel Fitzsimmons that shows the distribution of the "Negro population" by each county in 1950.

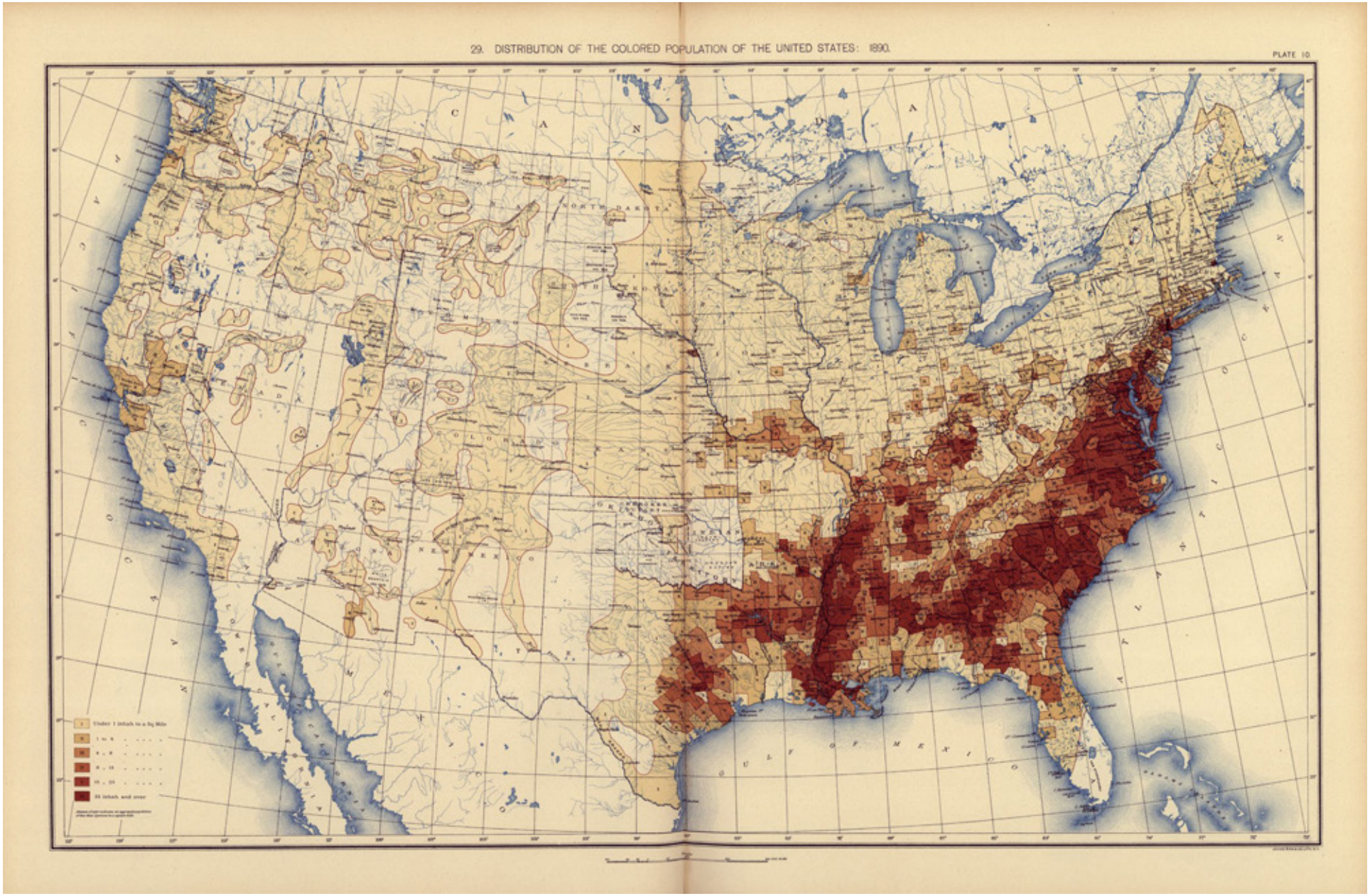
Instructions

1. Distribute and/or display the two maps to analyze. Also distribute the "Distribution of African-American Population" worksheet.
2. Explain to students that each map tells a story. When we have the same map from different eras, we can understand the continuity and change of the information the map is showing. Have students use the Venn diagram worksheet to analyze the maps. Students should work independently or with a partner.
3. Lead a follow-up discussion as a class. Use the focus question: What story do these maps tell about the location and migration of African-Americans from 1890 to 1950? (Highest population is in SE U.S., especially the "deep south" of Georgia, Alabama, Mississippi and Louisiana. Minimal migration to other states has happened by 1950, thus explaining why school desegregation was a larger challenge in states with a higher African-American population.)
4. **Summative:** Students need to add a "line of learning" in their notebook as a way to gather evidence that they can use later for the lesson plan assessment of this supporting question. For Part 2, ask students to summarize how the geographic location of African Americans did or did not change from 1890 to 1950.

Materials

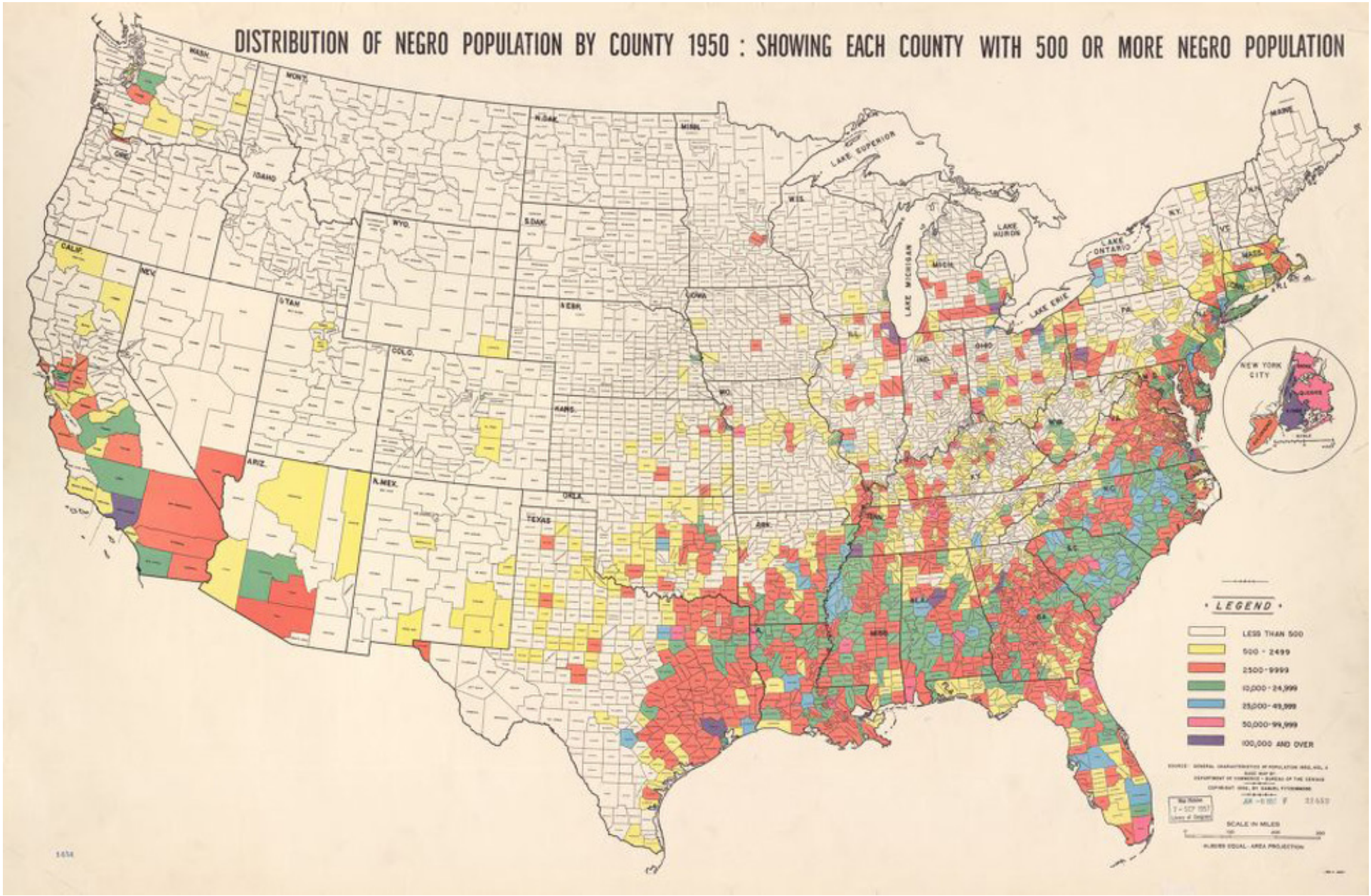
- "Colored Population of U.S." Map and "Negro Population by County" Map (may need multiple copies)
- Venn Diagram worksheet
- Computer or document projector to show enlarged-version of maps

Distribution of the Colored Population of the United States,1898



Courtesy of Library of Congress, United States Census Office, 11th Census (1890), and Henry Gannett, Washington, 1898

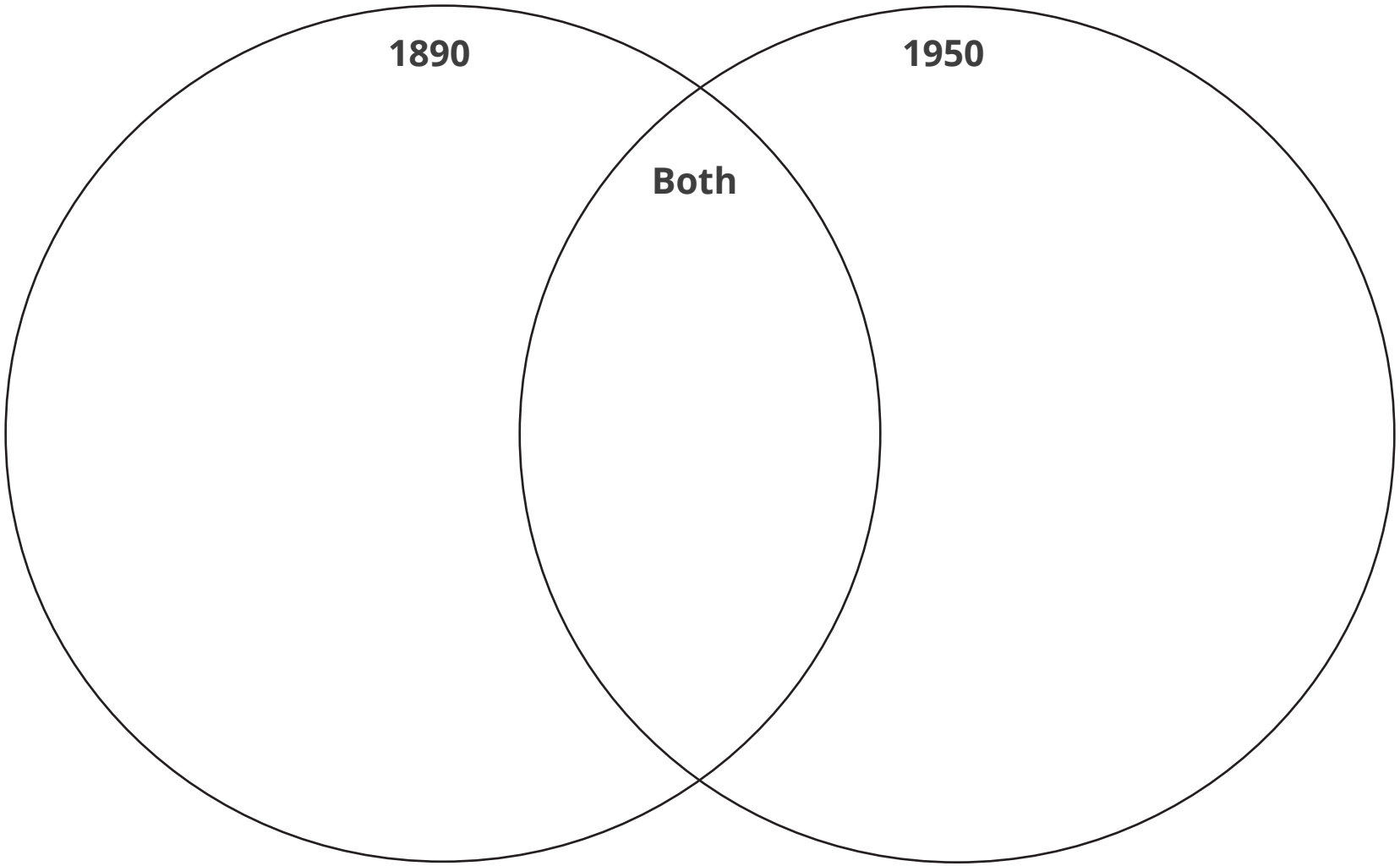
Distribution of Negro Population by County, 1956



Courtesy of Library of Congress, Fitzsimmons, Samuel, "Distribution of Negro population by county 1950," Washington, 1956

Distribution of African-American Population

This is an example worksheet that corresponds with instructions from Part 2 to compare the distribution of the African-American population from 1890 to 1950. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A printable worksheet is available in this topic's "Student Materials" packet to easily reproduce for students.



Brown v. Board of Education, May 17, 1954

Compelling Question

Can schools be "separate but equal?"

Lesson Supporting Question

How did school desegregation happen in Iowa compared with southern states?

Overview

Students analyze a historical photograph and receive additional background information as context for the U.S. Supreme court case, *Brown v. Board of Education of Topeka*. The educator leads a large-group discussion about the case and its impact on today's students.

Source Background

In 1954, the United States Supreme Court unanimously ruled that the practice of "separate but equal" public schools was unconstitutional. This ruling directly reversed the 1896 Plessy v. Ferguson ruling that established the "separate but equal" idea. To accomplish this, the NAACP represented Linda Brown in this court case, and this photo shows the legal team celebrating after the ruling. Linda Brown lived in Topeka, Kansas, and had to walk across a dangerous railroad switch yard to get to her bus stop in order to travel to and from the all-black elementary school that the school district required her to attend. Linda's parents asked for help from the NAACP to fight this rule in court.

Instructions

1. Distribute and/or display this image of George E.C. Hayes, Thurgood Marshall and James M. Nabrit following the U.S. Supreme Court decision, Brown v. Board of Education. Read the source background information aloud.

2. To add further context to this court case, have students view the **"Brown v. Board of Education"** landmark case website or **"Separate is NOT Equal"** video.

3. Lead a large group discussion about the U.S. Supreme Court case. Here are additional questions that may help facilitate the activity.
   - The phrase "equal justice under law" is featured in this photo. It was proposed by the architects planning the U.S. Supreme Court building and then approved by the justices in 1932. What do you think "equal justice under law" means?
   - Describe the impact of this court case on schools across the United States.

4. **Summative:** Students need to add a "line of learning" in their notebook as a way to gather evidence that they can use later for the lesson plan assessment of this supporting question. This is a processing strategy where a student writes down thoughts as a way to process a question or to be metacognitive about their own learning. For Part 3, ask students to summarize why the U.S. Supreme Court would reverse its earlier "separate but equal" decision.

Materials

- Brown v. Board of Education Attorney Photo (may need multiple copies
- Other Potential Materials to Provide Historical Background to Brown v. Board of Education Decision
- Computer or document projector to show enlarged-version of the document

Brown v. Board of Education, May 17, 1954



Courtesy of Library of Congress, Associated Press, 17 May 1954

Pres. John F. Kennedy's Civil Rights Address, June 11, 1963

Compelling Question

Can schools be "separate but equal?"

Lesson Supporting Question

How did school desegregation happen in Iowa compared with southern states?

Overview

In this part, students watch the video excerpt of "President John F. Kennedy's Civil Rights Address." Then they compare and contrast Kennedy's speech with Senator Martin's speech (from Part 5) with a worksheet before discussing the significance of Kennedy's address as a class.

Source Background

In his civil rights address of June 11, 1963, delivered to the nation over radio and television, President John F. Kennedy (1917–1963) announced that he soon would ask Congress to enact landmark civil rights legislation. Martin Luther King Jr. (1929–1968) called the speech "one of the most eloquent, profound, and unequivocal pleas for Justice and Freedom of all men ever made by any President." This excerpt of the speech appeared in CBS News Eyewitness: The President Faces the Racial Crisis, broadcast June 14, 1963. Kennedy was assassinated five months later on Nov. 22, 1963.

Instructions

1. As a class, have students watch the three-minute video excerpt from **"President John F. Kennedy's Civil Rights Address."**
2. Distribute the video transcript and the transcript of Sen. Thomas Martin's speech from Part 5. Distribute the "Comparison of Two Speeches on Civil Rights" worksheet.
3. Students compare and contrast Kennedy's speech to Martin's speech by completing the worksheet.
4. When students finish the worksheet, consider using these follow-up questions to facilitate discussion:
   - What does President Kennedy mean when he says that the U.S. Constitution should be color blind?
   - If this speech was broadcast to the entire nation over radio and television on June 11, 1963, what does that say about how important these ideas are to President Kennedy? In other words, how big of a deal was this?
5. **Summative:** Students should find multiple similarities and differences between the two speeches. Students should write down main idea statements, rather than small detail statements.

Materials

- Transcript of President Kennedy's Civil Rights Address (may need multiple copies)
- "Comparison of Two Speeches on Civil Rights" graphic organizers
- Transcript of Sen. Martin's speech (may need multiple copies)
- Computer or document projector to show enlarged-version of the document

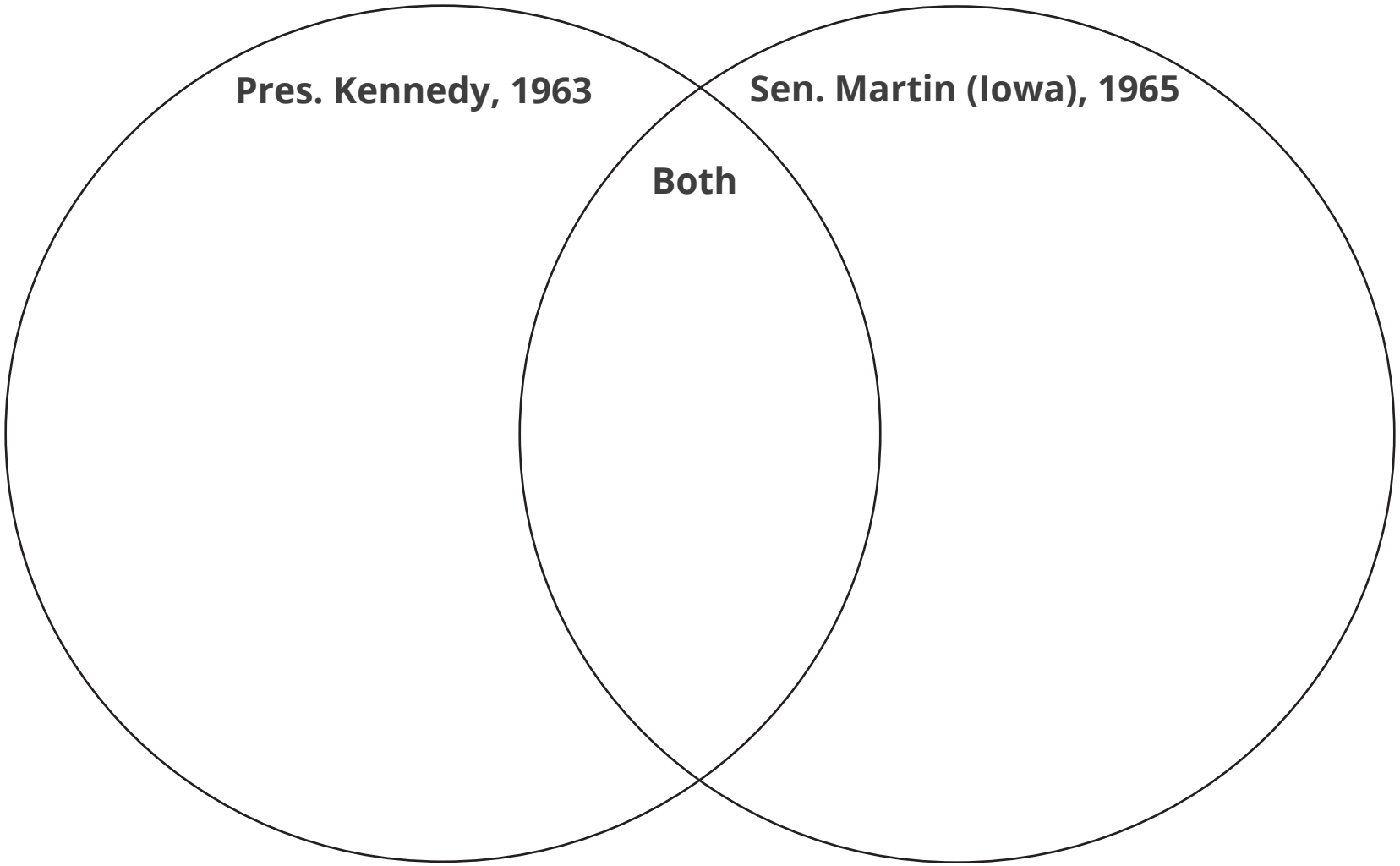
Pres. John F. Kennedy's Civil Rights Address, June 11, 1963



Courtesy of Library of Congress, "The President Faces the Racial Crisis," CBS News, 11 June 1963

Comparison of Two Speeches on Civil Rights

This is a worksheet that corresponds with the instructions in Part 4 to compare and contrast the two civil rights speeches of Sen. Thomas Martin and President John F. Kennedy. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A printable version of this worksheet is available for reproduction in this topic's "Student Materials" packet.



Senator Thomas Martin's Speech on Civil Rights, 1965

Compelling Question

Can schools be "separate but equal?"

Lesson Supporting Question

How did school desegregation happen in Iowa compared with southern states?

Overview

This lesson requires students to hear the historical document (Sen. Martin's speech) read aloud. They will analyze the text with a paraphrased version of the document and complete a worksheet to assist in their analysis. Students will also discuss their observations as an entire class.

Source Background

This speech was delivered in 1965 by Iowa U.S. Congressman and Senator Thomas E. Martin, who served in Congress for 22 years, from January 1939 to January 1961. In the speech, Martin explains the current work being done to desegregate schools at the time and the fight for equal rights for all races. He refers to the end of racial segregation as "one of the toughest of current domestic problems," even though legal precedent had been made to stop it.

Instructions

1. Distribute U.S. Senator Thomas Martin's speech on civil rights. You can distribute and/or display the original text with Martin's edits for students to observe. For Step 1, ask students to answer the question, "Why are separate but equal schools unfair?"
2. Read the original text aloud to the class.
3. Distribute the paraphrased version of the speech that was adapted for 5th-grade readers. Students will analyze this and complete the "Analyze a Source" worksheet.
4. Have students work independently or in pairs to read and analyze Martin's speech.
5. Discuss as a whole group what students learned from this speech. Be sure to point out the U.S. Supreme Court case *Brown v. Board of Education* which ended school segregation in 1954. Students will need this information as they continue to analyze the sources in this unit.
6. **Summative:** Students need to add a "line of learning" in their notebook as a way to gather evidence that they can use later for the lesson plan assessment of this supporting question. This is a processing strategy where a student writes down thoughts as a way to process a question or to be metacognitive about their own learning. For Part 5, ask students to answer the question, "Why is it important that all Americans in all parts of the country have civil rights?

Materials

- Sen. Martin's Speech on Civil Rights (may need multiple copies)
- "Analyze a Source" worksheet
- Paraphrased version of Sen. Martin's Speech (may need multiple copies)
- Computer or document projector to show enlarged-version of the document

Senator Thomas Martin's Speech on Civil Rights, 1965

CIVIL RIGHTS

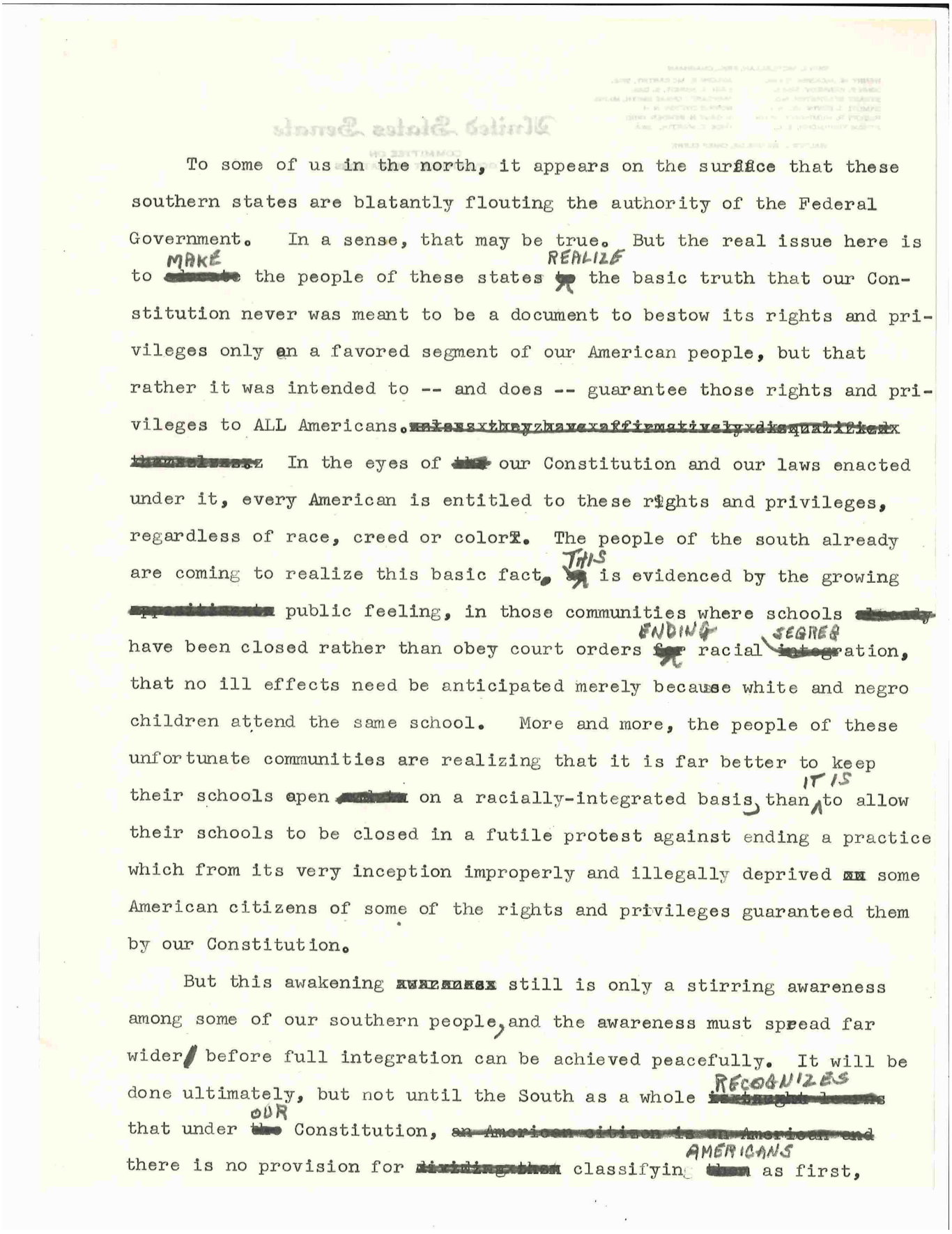
The problem of ending racial segregation and bringing a full measure of civil rights to ALL Americans in ALL parts of the country, has been met head-on and is proving to be one of the toughest of current domestic problems. Everyone now admits that it is a problem which will take a long time to solve fully, one which requires a maximum of effort and patience and understanding on all sides.

To many of you, it may seem like an unduly long process. On the other hand, those who have been accustomed to racial segregation and to the discriminations which we now seek to end, contend that a manner of living which has developed over many decades, cannot be outlawed overnight in favor of a diametrically opposed manner of living.

There is at least a limited degree of logic and justice in their argument. But conceding that the goal of equality for all will take some time and cannot be achieved overnight, there then arises the question of what is reasonable speed and how much delay is necessary. That, basically, is the core of today's civil rights problem.

The Supreme Court first decreed an end to racially segregated public schools in 1954. Today, segregated schools are a thing of the past throughout the north. Segregation has been largely ended in the so-called border states. But the problem remains in the so-called "DEEP SOUTH" states, in some of which there has been a token racial integration of public schools but several of which are fighting to the bitter end against any integration, even to the point of closing down those schools to which admittance of negroes has been ordered by Federal courts.

Courtesy of State Historical Society of Iowa, 1965 (1 of 3)



To some of us in the north, it appears on the surface that these southern states are blatantly flouting the authority of the Federal Government. In a sense, that may be true. But the real issue here is to MAKE the people of these states REALIZE the basic truth that our Constitution never was meant to be a document to bestow its rights and privileges only on a favored segment of our American people, but that rather it was intended to -- and does -- guarantee those rights and privileges to ALL Americans. In the eyes of our Constitution and our laws enacted under it, every American is entitled to these rights and privileges, regardless of race, creed or color. The people of the south already are coming to realize this basic fact, THIS is evidenced by the growing public feeling, in those communities where schools have been closed rather than obey court orders ENDING racial SEGREG ration, that no ill effects need be anticipated merely because white and negro children attend the same school. More and more, the people of these unfortunate communities are realizing that it is far better to keep their schools open on a racially-integrated basis, than IT IS to allow their schools to be closed in a futile protest against ending a practice which from its very inception improperly and illegally deprived some American citizens of some of the rights and privileges guaranteed them by our Constitution.

But this awakening still is only a stirring awareness among some of our southern people, and the awareness must spread far wider before full integration can be achieved peacefully. It will be done ultimately, but not until the South as a whole RECOGNIZES that under OUR Constitution, there is no provision for classifying AMERICANS as first,

Courtesy of State Historical Society of Iowa, 1965 (2 of 3)

SECOND
or ~~third~~ class Americans.

There is, of course, more than schools to the problem. One phase involves the right of franchise -- the right to vote. The principal feature of the civil rights bill we enacted last year was to make it illegal to deprive any American of his right to vote because of race. Progress is being made on this count, as well as on ~~integrating~~ ending school segregation. ~~The Justice Department~~ The Justice Department ~~just~~ recently instituted its first action against a violation of this law, in the form of a civil suit to compel the voting registrar in Carroll County, Georgia, to place certain negro citizens on his roll of qualified voters. And the Civil Rights Commission, established under this same 1957 Civil Rights Law, is beginning to fulfill its function of investigating complaints ~~of~~ charging improper deprivation of civil rights of our citizens.

The overall problem of ending discrimination against colored people is difficult of solution in the extreme, but ~~far more~~ some progress has been made toward achieving that solution during the past five years ~~than had been made in many, many years previously.~~ notwithstanding the violent reaction that has arisen in some southern communities. At the risk of being repetitious, I say again that it takes times and patience and effort to upset customs which have become almost inbred over a period of many decades.

Courtesy of State Historical Society of Iowa, 1965 (3 of 3)

Paraphrased Text of Senator Thomas Martin's Speech

This is an example of the paraphrased version of the text for Part 5's speech delivered by Senator Thomas Martin. Students will need to utilize this to assist in their completion of the worksheet "Analyze a Source."

Original Speech by Sen. Thomas Martin

The problem of ending racial **segregation** and bringing a full measure of **civil rights** to ALL Americans in ALL parts of the country, has been met head-on and is proving to be one of the toughest of current domestic problems. Everyone now admits that it is a problem which will take a long time to solve fully, one which requires a maximum of effort and patience and understanding on all sides.

To many of you, it may seem like an unduly long process. On the other hand, those who have been accustomed to racial **segregation** and to the **discriminations** which we now seek to end, contend that a manner of living which has developed over many decades, cannot be outlawed overnight in favor of diametrically opposed manner of living.

There is at least a limited degree of logic and justice in their argument. But conceding that the goal of equality for all will take some time and cannot be achieved overnight, there then arises the question of what is reasonable speed and how much delay is necessary. That, basically, is the core of today's **civil rights** problem.

The **Supreme Court** first decreed an end to racial **segregation** in public schools in 1954. Today, segregated schools are a thing of the past throughout the north. **Segregation** has been largely ended in the so-called border states. But the problem remains in the so-called "deep south" states, in some of which there has been a token racial integration of public schools but several of which are fighting to the bitter end against any integration, even to the point of closing down those schools to which admittance of negroes has been ordered by Federal courts.

To some of us in the north, it appears on the surface that these southern states are blatantly flouting the authority of the Federal Government. In a sense, that may be true. But the real issue here is to make the people of these states realize the basic truth that our Constitution never was meant

Paraphrased for Upper Elementary Students

The problem of ending racial **segregation** and bringing a full measure of **civil rights** to ALL Americans in ALL parts of the country, has been met head-on and is proving to be one of the toughest problems of our time. Everyone now admits that it is a problem which will take a long time to solve fully, one which requires a maximum of effort and patience and understanding on all sides.

To many of you, it may seem like an unnecessarily long process. On the other hand, those who are used to racial **segregation** and to the **discriminations** that we are trying to end, say that a way of life that has developed over many decades cannot be outlawed overnight and changed into the opposite way of life.

There is at least a limited degree of logic and justice in their opinion. But the goal of equality for all will take some time and cannot be achieved overnight raises the question of what is a reasonable speed and how much delay is the right thing to do. That, basically, is the core of today's **civil rights** problem.

The **Supreme Court** first decreed to end racial **segregation** in public schools in 1954. Today, segregated schools are a thing of the past throughout the north. **Segregation** has been largely ended in the so-called border states. But the problem remains in the so-called "deep south" states. In some of the deep south states there has been a small amount of racial integration of public schools, but several communities are fighting to the bitter end against any integration, even to the point of closing down the public schools because the Federal courts have ordered them to allow negroes students to attend.

To some of us in the north, it appears on the surface that these southern states are openly disobeying the authority of the Federal Government. In a sense, that may be true. But the real issue here is to make the people of

Paraphrased Text of Senator Thomas Martin's Speech

Original Speech by Sen. Thomas Martin

to be a document to bestow its rights and privileges only on a flavored segment of our American people, but that rather it was intended to -- and does -- guarantee those rights and privileges to ALL Americans. In the eyes of our Constitution and our laws enacted under it, every American is entitled to these rights and privileges, regardless of race, creed or color. The people of the south already are coming to realize this basic fact. This is evidenced by the growing public feeling, in those communities where schools have been closed rather than obey court orders ending racial **segregation**, that no ill effects need be anticipated merely because white and negro children attend the same school. More and more, the people of these unfortunate communities are realizing that it is far better to keep their schools open on a racially-integrated basis, than it is to allow their schools to be closed in a futile protest against ending a practice which from its very inception improperly and illegally deprived some American citizens of some of the rights and privileges guaranteed them by our Constitution.

But this awakening still is only a stirring awareness among some of our southern people, and the awareness must spread far wider before full integration can be achieved peacefully. It will be done ultimately, but not until the South as a whole recognizes that under our Constitution, there is no provision for classifying Americans as first or second class Americans

There is, of course, more than schools to the problem. One phase involves the right of franchise -- the right to vote. The principal feature of the **civil rights** bill we enacted last year was to make it illegal to deprive any American of his right to vote because of race. Progress is being made on this count, as well as on ending school **segregation**. The Justice Department recently instituted its first action against a violation of this law, in the form of a civil suit to compel the voting registrar in Carroll County, Georgia, to place certain negro citizens on his roll of qualified voters. And the **Civil Rights** Commission, established under this same 1957 **Civil Rights** Law, is beginning to fulfill its function of investigating complaints charging improper deprivation of **civil rights** of our citizens.

Paraphrased for Upper Elementary Students

these states realize the basic truth that our Constitution never was meant to be a document to give rights and privileges only to a flavored part of our American people, but that rather it was intended to -- and does -- guarantee those rights and privileges to ALL Americans. In the eyes of our Constitution and our laws enacted under it, every American is entitled to these rights and privileges, regardless of race, creed, or color. The people of the south already are coming to realize this basic fact. There is a growing public feeling, in those communities where schools have been closed rather than obey court orders ending racial **segregation**, that there is no need to worry about something bad happening because white and negro children attend the same school. More and more, the people of these unfortunate communities are realizing that it is far better to keep their schools open on a desegregated basis, than it is to allow their schools to be closed in a pointless protest against ending a way of life which from its very beginning improperly and illegally took away some of the rights and privileges guaranteed to American citizens by our Constitution.

But this awakening still is only beginning among some of our southern people, and the awareness must spread far wider before full integration can be achieved peacefully. It will be done ultimately, but not until the South as a whole recognizes that under our Constitution, there is no place for classifying Americans as first or second class Americans.

There is, of course, more than schools to the problem. One phase involves the right to vote. The main feature of the **civil rights** bill we enacted last year was to make it illegal to take away any American's right to vote because of race. Progress is being made on this, as well as on ending school **segregation**. The Justice Department recently took its first action against a violation of this law, in the form of a civil lawsuit to force the voting registrar in Carroll County, Georgia, to add certain negro citizens on his list of qualified voters. And the **Civil Rights** Commission, established under this same 1957 **Civil Rights** Law, is beginning to fulfill its job of investigating complaints of people taking away the **civil rights** of our citizens.

Paraphrased Text of Senator Thomas Martin's Speech

Original Speech by Sen. Thomas Martin

The overall problem of ending **discrimination** against colored people is difficult of solution in the extreme, but some progress has been made toward achieving that solution during the past five years notwithstanding the violent reactions that has arisen in some southern communities. At the risk of being repetitious, I say again that it takes time and patience and effort to upset customs which have become almost inbred over a period of many decades.

Paraphrased for Upper Elementary Students

The overall problem of ending **discrimination** against colored people is extremely difficult, but some progress has been made toward achieving that goal during the past five years even with the violent reactions that have arisen in some southern communities. At the risk of repeating myself, I say again that it takes time and patience and effort to reverse customs which have become widely accepted over a period of many decades.

Analyze a Source: Sen. Martin's Speech on Civil Rights, 1965

This is an example worksheet that corresponds with the instructions in Part 5 to analyze Sen. Thomas Martin's speech. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A printable version of this worksheet is available for reproduction in this topic's "Student Materials" packet.



Analyze a Source

Type of Sources (circle one)				
Text	Image	Map	Video	Other:

Source Title	**Creator(s)**	**Date Created or Published**

1. Describe what you see in the source. Who is in it? What are they doing? What is the story that the creator is trying to tell with this source?

2. Where did this source take place? Geographic location (i.e. place); era in history (i.e. time)

3. Why do you think this source was created?

4. Who is the creator's intended audience?

5. What questions does this source lead you to ask?

Lesson Supporting Question Assessment

Compelling Question

Can schools be "separate but equal?"

Lesson Supporting Question

How did school desegregation happen in Iowa compared with southern states?

Assessment Instructions

1. Distribute "Assessment: School Desegregation" worksheets to students. Students need to work independently to complete the worksheet.
2. Tell students that in each section of the worksheet, they need to write bullet notes or a summary of the topic.
3. Then, on a separate piece of paper, direct students to craft a conclusion to answer the following question: How and why was school desegregation in Iowa so different than in the southern states?
4. Remind students to cite evidence from this lesson plan's sources to support their conclusion.

Assessment Scoring Options

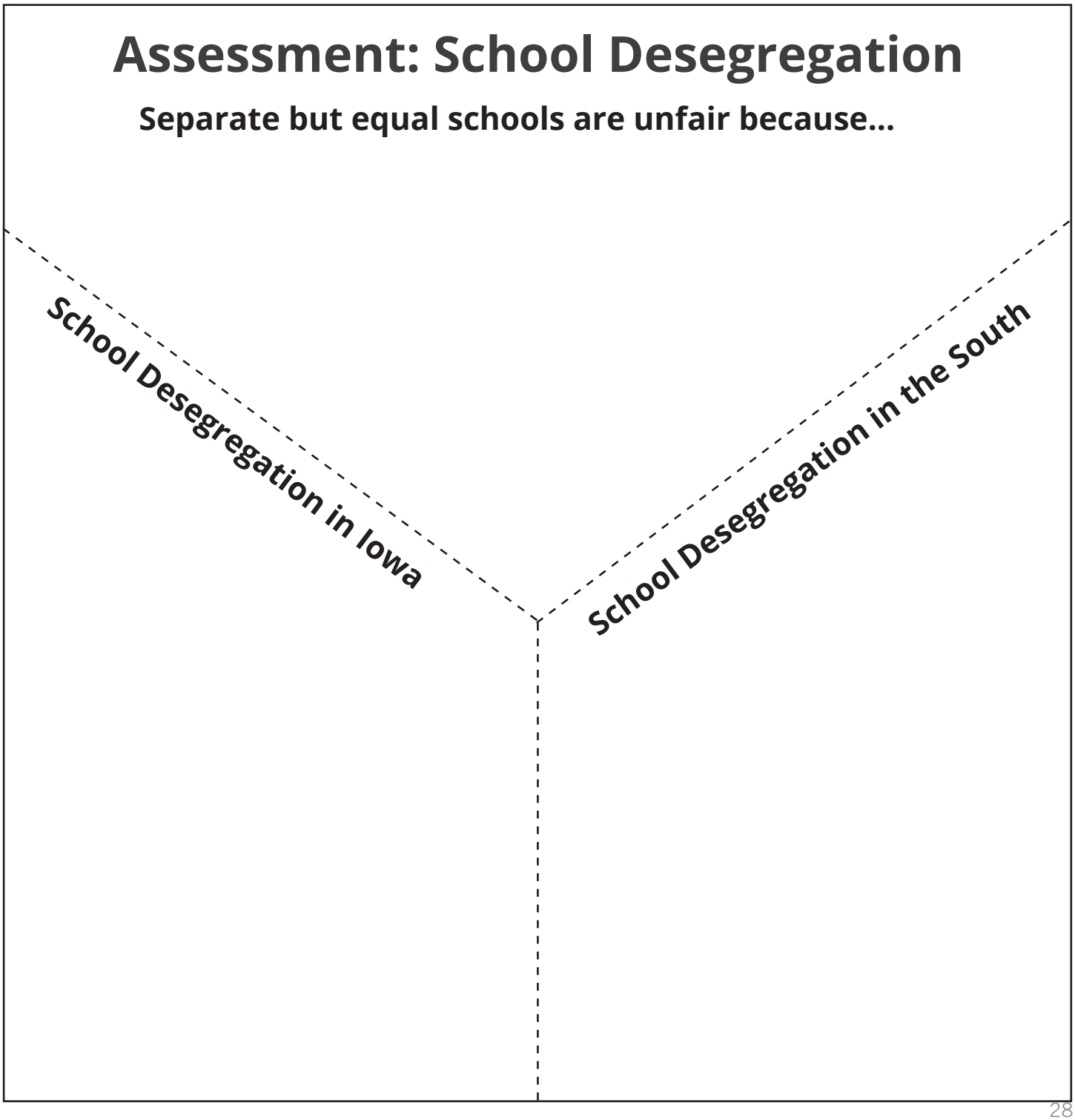
Proficient	Demonstrates understanding of the desegregation in schools in Iowa and in the deep south; uses and cites at least two strong pieces of evidence from sources within this lesson plan; explanation is accurate and complete
Developing	Partially answers question, or has mixture of some accurate and some inaccurate ideas
Beginning	Minimal or insufficient answer to question and/or ideas are very inaccurate

Lesson Supporting Question Assessment

This is a worksheet that corresponds with the instructions from the lesson supporting question assessment. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A printable version of this worksheet is available for you in this unit's "Student Materials" packet that allows for you to easily reproduce for students.

Assessment: School Desegregation

Separate but equal schools are unfair because...



School Desegregation Vocabulary List

U.S. Supreme Court

The Supreme Court heads the judicial branch of the United States government. It is the only court established by the U.S. Constitution, and decisions made by the Supreme Court are usually of national importance. The wording of the Constitution is complex, so it must be carefully studied and examined. When questions concerning particular laws arise in lower courts, the justices who make up the Supreme Court are responsible for explaining and interpreting the Constitution.

Separate but Equal

In 1898, the Supreme Court made segregation legal with its decision in the lawsuit Plessy vs. Ferguson. The ruling said that different racial groups could be required to use different public facilities (restrooms, water fountains, schools, entrances, etc.) as long as they were equal. The saying "separate but equal" came about as a result of this case.

Segregation

Segregation is the enforced and legal separation of racial groups. For many years in America, segregation was a part of life. African Americans were treated unfairly and sometimes violently by white Americans, many were terrorized with hate crimes and forced to use separate facilities that were worse off than their white counterparts.

Civil Rights

Civil rights are basic rights that every citizen has under the laws of the government. In the United States, the civil rights of each individual citizen are protected by the Constitution. Civil rights for every person means that regardless of gender, skin color, religion, nationality, age, disability, or religion, a person should not be discriminated against.

Discrimination

Discrimination is the unfair treatment of one particular person or group of people. Usually, the different treatment is because of the person's gender, religion, nationality, ethnicity (culture), race or other personal traits. Discrimination based on race is called racism. Discrimination prevents people from doing things that other people can do freely. It can happen in many ways and in many areas of life.

Additional School Desegregation Resources for Educators

School Desegregation Source Set
This digital source set offers a number of other school desegregation-related sources, including photographs of two classrooms in Georgia in 1941 showing two segregated schools (**"Classroom in the School, Siloam, Georgia" & "One-Teacher Negro School in Veazy, Georgia"**). It also includes links to the additional resources listed below.

Plessy v. Ferguson, U.S. Supreme Court, 1896
A landmark constitutional law case that upheld the state racial segregation laws for public facilities under the doctrine of "separate but equal."

Brown v. Board of Education Case Image
The image is of Mrs. Nettie Hunt, sitting on steps of U.S. Supreme Court, holding a newspaper, explaining to her daughter Nikie the meaning of the Supreme Court's decision banning school segregation in 1954.

Through My Eyes by Ruby Bridges
Ruby Bridges was the first African-American child to desegregate the all-white William Frantz Elementary School in Louisiana during the New Orleans school desegregation crisis in 1960. This book is her first-hand account.

Buxton: A Lost Utopia Source Set
This digital source set features primary sources looking at the former, southeast Iowa coal-mining town of Buxton, which was known for racial integration during the community's short existence.