

Goldie's HISTORY KITS



School Desegregation

TEACHER MANUAL

STATE HISTORICAL
SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

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Instructions

What is a Goldie's History Kit?

This Goldie's History Kit is designed by the State Historical Society of Iowa for elementary-level educators to instruct on the history of school desegregation. It includes the corresponding Read Iowa History lessons and educational components that have been tested and vetted as part of the State Historical Society of Iowa's Goldie's Kids Club that focus on literacy, visual literacy and Iowa history. There are detailed instruction to assist educators to incorporate these activities in a classroom. This kit also was developed to reflect the Iowa Core Social Studies and Literacy Standards. [Goldie's Kids Club](#) is a free program developed by the State Historical Society of Iowa to introduce children aged 12 and under to Iowa history – starting with Goldie, the eastern goldfinch, which is the state bird.

What's Included

Read Iowa History

- Structured lesson plans integrating primary sources and literacy skills

Read Aloud

- 3 books to read aloud to students
- Text-dependent questions

History Mystery

- Students investigate objects from the State Historical Museum of Iowa collection

Think Like... Cards

- Cards featuring prominent Iowans in history to integrate with lesson plans

Read Iowa History

Read Iowa History is a curriculum project that provides elementary-level educators with primary source lessons that are directly tied to key literacy skills and the [State Historical Society of Iowa's Primary Source Sets](#). These lessons provide structured lesson plans that integrate social studies and literacy with accompanying worksheets and hands-on activities to promote the use of primary sources at an elementary level.

Read Aloud

The School Desegregation Goldie's History Kit provides three books related to unique perspectives from students about experiencing school desegregation in America. This read aloud activity, which addresses school desegregation through the eyes of children, directly combines literacy and Iowa history.

History Mystery

History Mystery is designed to challenge students to use their skills of deduction, observation and critical thinking to identify the multiple artifacts included in this activity. All objects are from the State Historical Museum of Iowa's collection, providing students with a unique opportunity to interact with museum artifacts from their own classrooms. Individual students or small groups will work as "history detectives" to figure out the nature of the object, its use and its relationship to the theme, school desegregation, through the use of photographs and videos.

Think Like... Cards

The "Think Like..." activity includes a set of cards to encourage students to think about history through multiple perspectives. The cards include questions for students to use to guide their process of understanding school desegregation from different points of view. Every kit includes five universal cards (geographer, economist, journalist, economist and political scientist) and two additional ones related directly to the topic. Each card provides background information about a notable Iowan to provide a direct Iowa history connection.


Instructions

How To Use The Kit

This kit is designed to provide structured lessons and supplemental activities to educators with the freedom to decide what options are best for their classrooms and best fit into their curriculum. Educators are encouraged to first explore the manual and its four main elements (Read Iowa History, Read Aloud, History Mystery and Think Like... cards) to design a lesson for students that will fit their needs. Educators are welcome to alter any lesson plans, worksheets and assessments in the kit. Each of the four main sections include detailed instructions and suggested formats on how to use each section individually or interchangeably. Below are some suggested recommendations and tips to navigate the manual and activities.

Begin with Read Iowa History

The Read Iowa History lesson plans are structured and provide a more defined outline for integrating primary sources in the classroom. You can use the primary source lesson plans in the order provided, or however you see fit. Read Iowa History - as all four components - has background information, a materials list, easily reproducible worksheets and instructions to prepare your lesson.

 **Goldie's History Kit Connection:** There are Goldie icons in Read Iowa History to highlight connections that you could integrate with an activity from Read Aloud, History Mystery or the Think Like... cards activity.

Read Aloud, History Mystery & Think Like... Cards

These three components can be used as a separate lesson or you can integrate an element of an activity to Read Iowa History to provide more hands-on experience within the lesson. At the beginning of each of these sections in the manual, there are detailed introductions to highlight what is needed for that section (i.e. books are used for Read Aloud, photos and videos with History Mystery) and suggested formats to guide the sections. For Read Aloud, this includes additional information about the book and historical context. For History Mystery, this includes different formats to assist in the activity depending on time constraints and detailed information about each object, as well as a worksheet and questions to help students identify each object and its historical significance. Think Like... cards also provide instructions, and of the three, can be a much more flexible activity that can be integrated into a more structured lesson plan.

Digital Access

Some elements of the kit will need to be digitally accessed. There is a USB flash drive in the kit box. It includes a digital version of this manual, worksheets, photographs and video for History Mystery and some optional supplemental materials. This content also is available on a [Google Drive folder](#), where materials can be downloaded.

Register for Free Goldie's History Kit [Merchandise](#)

Receive Goldie's History Kit merchandise by submitting your contact information to the [online form](#). The form also is available in the [Google Drive folder](#).

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

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 meet 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, instructions and Kit Connections (see below). The plan also includes a brief activity (labeled “summative”) 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 with the primary sources.

 **Goldie's History Kit Connection:** A Kit Connection is designated with the Goldie icon, as seen on the left. This signals there is an opportunity in the Read Iowa History lesson plan to integrate another element of the kit. This could include a Think Like... card, a storybook or a History Mystery object.

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 on the USB flash drive and in the [Google Drive folder](#) for easiest reproduction.

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. Reproducible assessment worksheets also are available on the USB flash drive and [Google Drive folder](#).



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 and Social Studies & 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). (<i>This Promise of Change</i>)
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 when the local 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, 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 **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, 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 reflect 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*?



Goldie’s History Kit Connection: Refer to the [Think Like... Chester Cole card](#), as well as the [History Mystery portrait of Cole](#) (pg. 51, 61).

- Discuss the biography and questions that accompany the card and the portrait to better understand Chester Cole.
- Reference Chester Cole while leading the follow-up discussion of “Iowa Supreme Court Rules on Equal Access.”

- 3 Lead a follow-up discussion as a class. Here are some additional questions that may help facilitate the discussion:
 - How else did Alexander Clark change access to education in Iowa, especially in regard to higher education?
 - What role did Clark play in shaping civil rights history in Iowa? Are there any examples you can give to demonstrate this? (*Display portrait of Alexander Clark*)

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

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

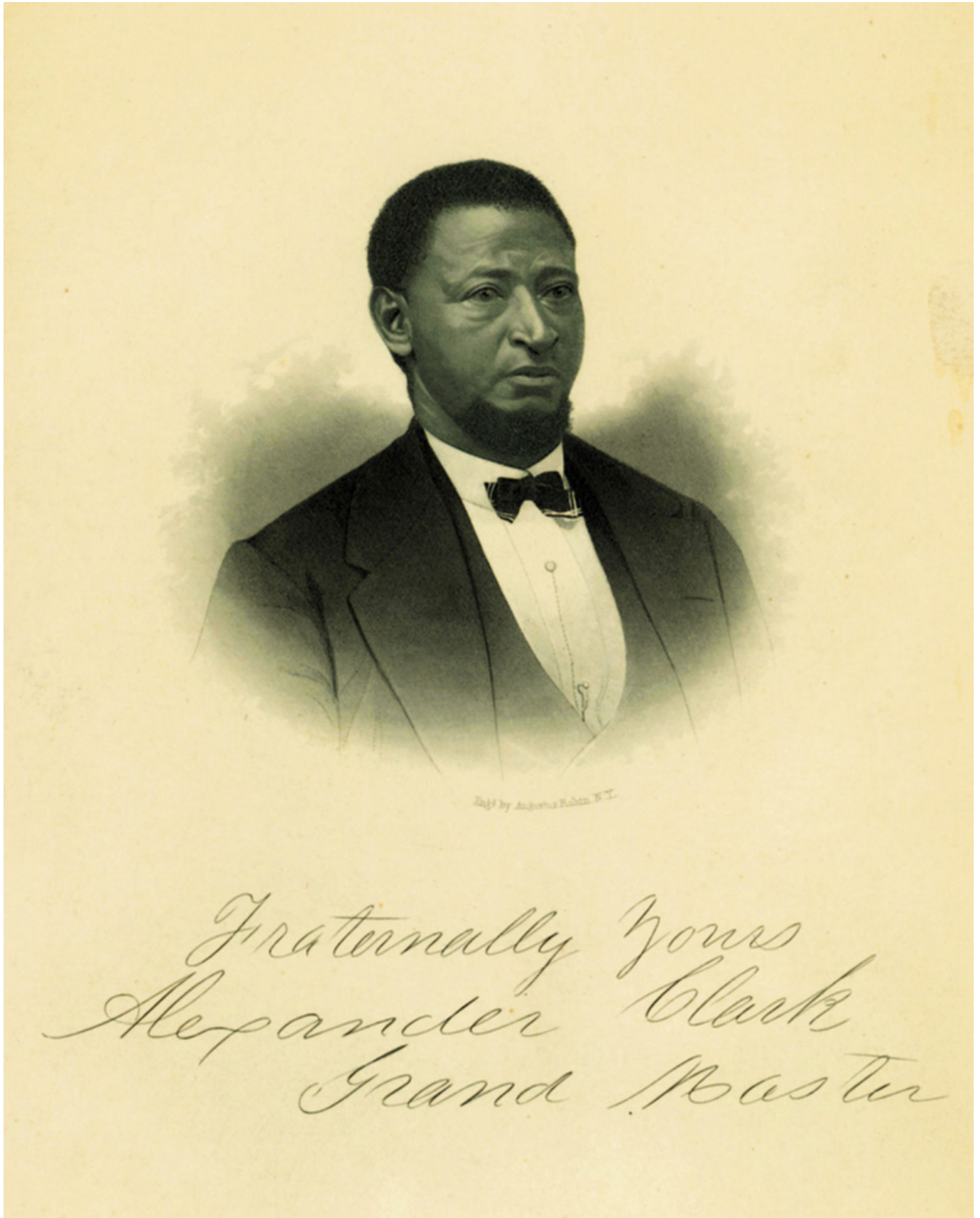
Instructions continued



Goldie's History Kit Connection: Refer to [Think Like... cards for Alexander Clark, a Historian](#) and [a Journalist](#) (pg. 60, 64, 66).

- Use the questions on the cards as part of the follow-up discussion about “Iowa Supreme Court Rules on Equal Access.”

- 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 aware of their own learning process (metacognitive). For Part 1, ask students to summarize “School Desegregation in Iowa.”



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

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. Clark 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.

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 an 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.

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



Goldie's History Kit Connection: Refer to [History Mystery's Complete Geography Book](#) (pg. 53).

- Discuss the questions that accompany the object to better understand the history of the southern states that will be addressed in the lesson.

- 1 Distribute and/or display the two maps and hand out copies of 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.
- 3 Have students use the Venn diagram worksheet to analyze the maps. Students should work independently or with a partner.
- 4 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?

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

Highest population is in the southeast., especially the “deep south” of Georgia, Alabama, Mississippi and Louisiana. Minimal migration to other states happened by 1950, thus explaining why school desegregation was a larger challenge in states with a higher African-American population.

U.S. Population Distribution Maps

Instructions continued

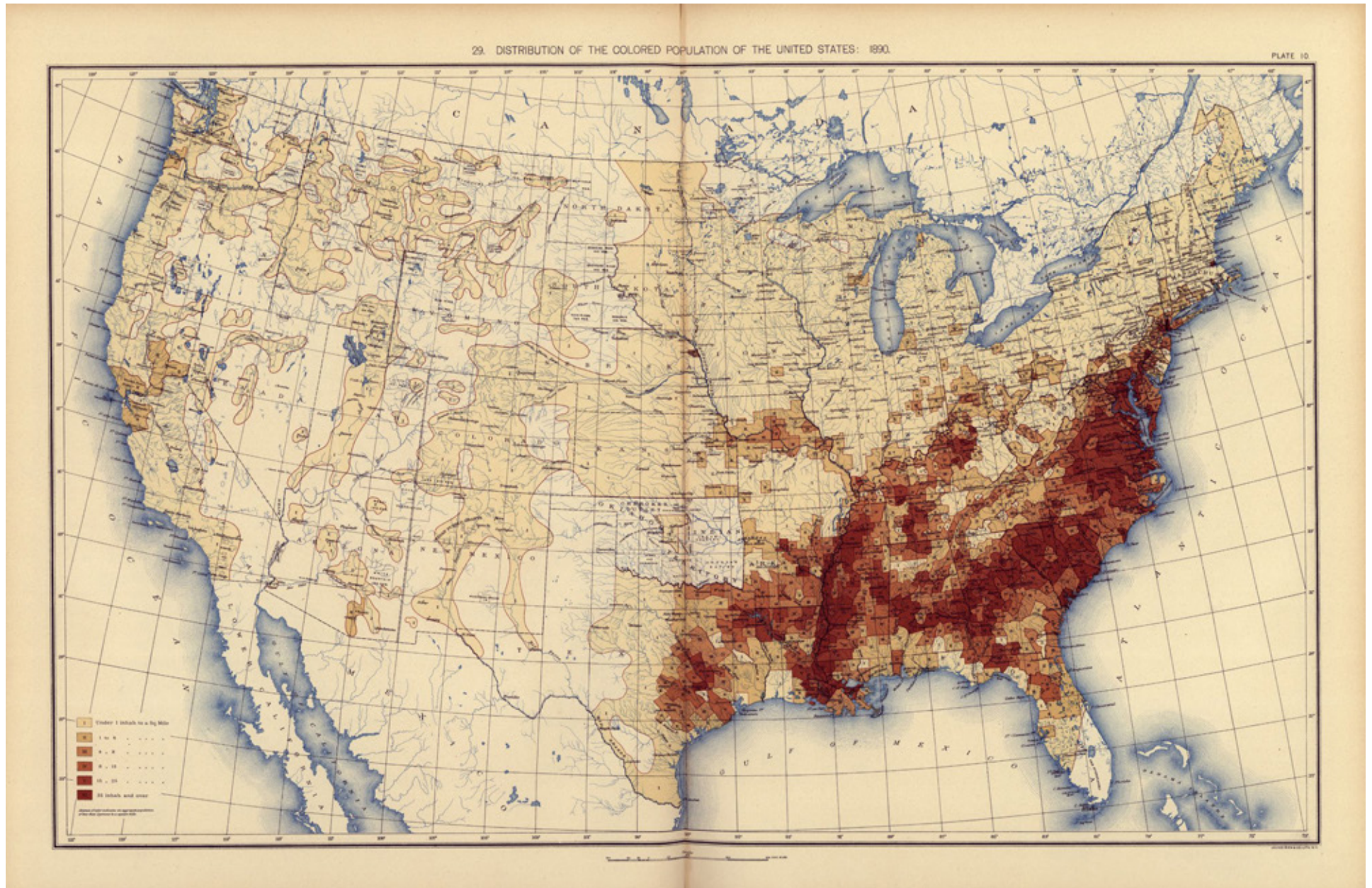


Goldie's History Kit Connection: Refer to [Think Like... a Geographer](#), [Economist](#) and [Political Scientist cards](#) (pg. 62, 63, 65).

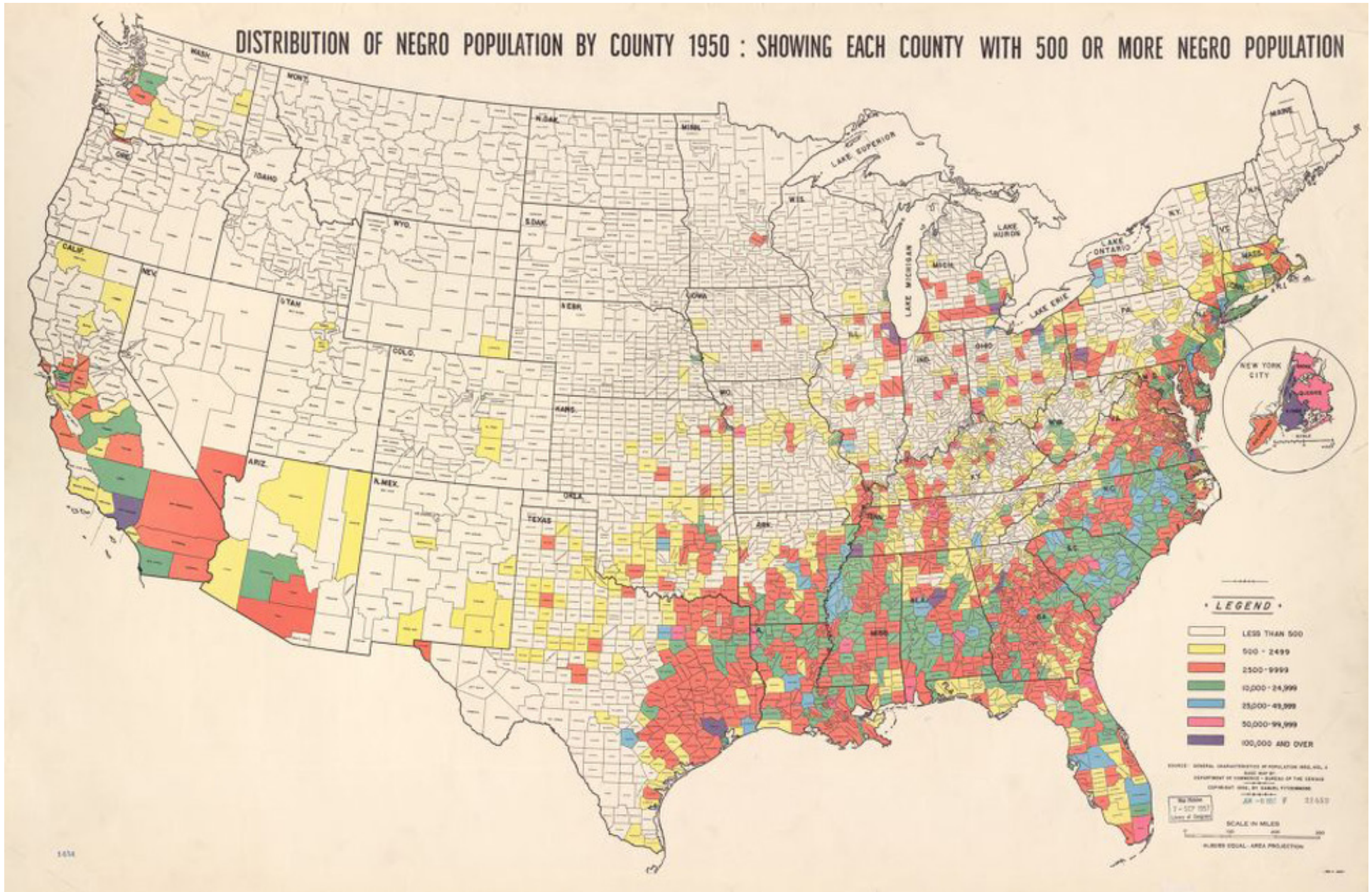
- Use the questions on the cards as part of the follow-up discussion of the maps.

- 5 **Summative:** Students need to add a “line of learning” - a brief reflection - 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.

Distribution of the Colored Population of the United States, 1898



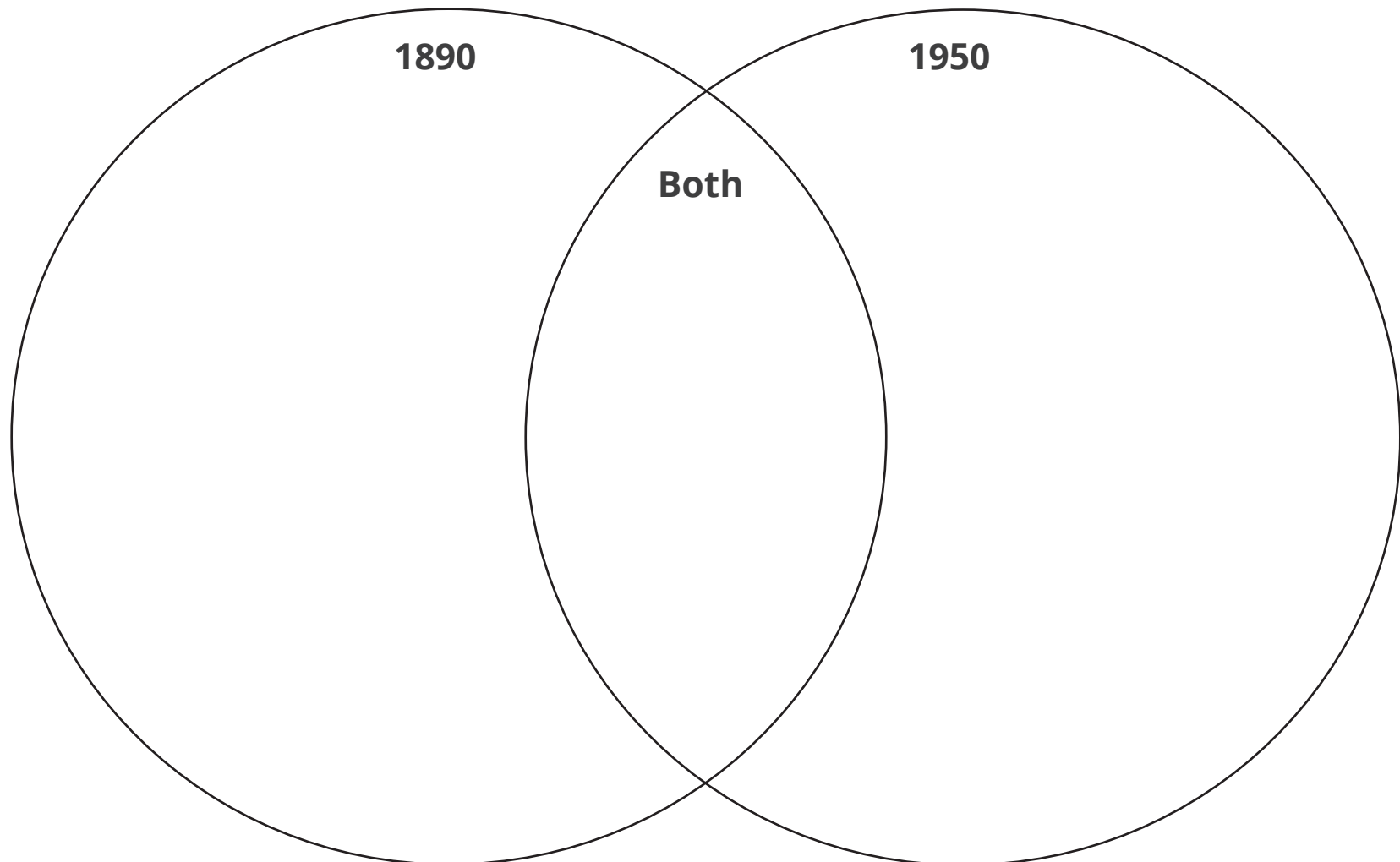
Courtesy of Library of Congress, United States Census Office, 11th Census (1890), and Henry Gannett, Washington, 1898



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 utilize. A printable worksheet is available in this topic's [Google Drive folder](#) and USB flash drive.



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](#).



Goldie’s History Kit Connection: Refer to any of the books in the [Read Aloud section of this kit](#) (pg. 40).

- To add more context to school desegregation and the impact on students in different states, read any of the books that will best resonate with your students.

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

Instructions continued on next page.

Brown v. Board of Education, May 17, 1954

Instructions continued

- 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.



Goldie's History Kit Connection: Refer to [Think Like... Alexander Clark card](#) (pg. 60).

- As part of this discussion and to highlight Iowa's history, discuss the last two questions on the card.

- 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 aware of their own learning process (metacognitive). For Part 3, ask students to summarize why the U.S. Supreme Court would reverse its earlier “separate but equal” decision.



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 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 the speeches 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 on June 11, 1963, what does that say about how important these ideas were to President Kennedy? In other words, how big of a deal was this?

Materials

- Transcript of President Kennedy’s civil rights address
- “Comparison of Two Speeches on Civil Rights” graphic organizers
- Transcript of Sen. Martin’s speech
- Computer or document projector to show enlarged-version of the document



Goldie’s History Kit Connection: Refer to [Think Like... Alexander Clark card](#) (pg. 60).

- To highlight Iowa’s history, read Alexander Clark’s biography and discuss the similarities and differences between Kennedy’s message and Clark’s lifelong achievements.

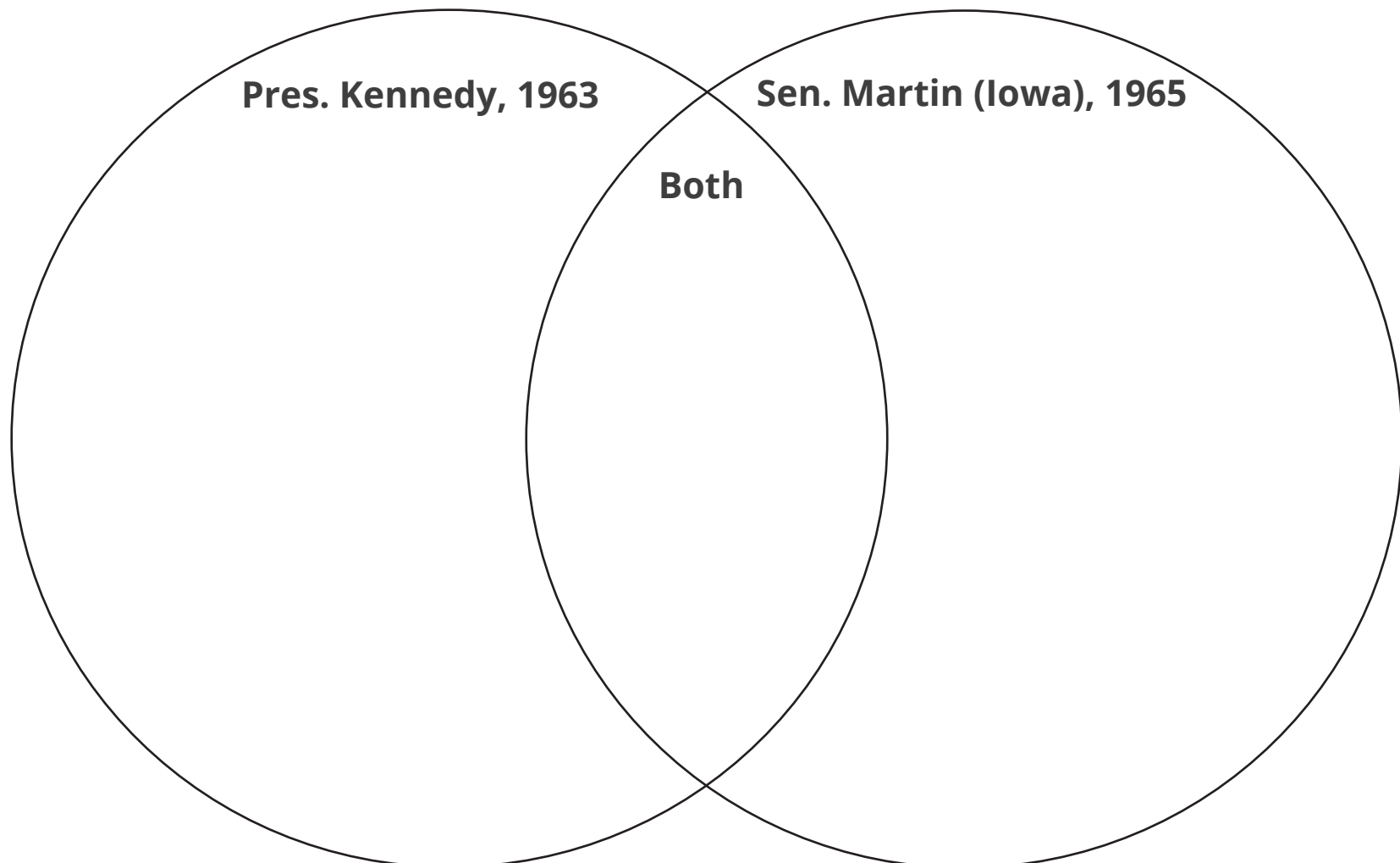
Pres. John F. Kennedy's Civil Rights Address, June 11, 1963

Instructions continued

- 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.

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 utilize. A printable worksheet is available in this topic's [Google Drive folder](#) and USB flash drive.



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.

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



Goldie's History Kit Connection: Refer to the [History Mystery plaque for Sen. Thomas Martin](#) (pg. 52).

- As part of this discussion and to highlight Iowa's history, discuss the questions that accompany the plaque.

Senator Thomas Martin's Speech on Civil Rights, 1965

Instructions continued

- 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 students write down thoughts as a way to process a question or to be aware of their own learning process (metacognitive). 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?”

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 ~~the manner of living~~ ^A manner of living which ~~has~~ ^{HAS} developed over many decades, cannot be ~~discarded~~ ^{OUTLAWED} overnight in favor of ^A diametrically opposed manner of living.

~~There is~~ ^T 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~~ problem.

The Supreme Court first decreed an end to ~~racial~~ ^{100% IN} segregated public schools in 1954. Today, segregated schools are a thing of the past throughout the north. ~~Segregation~~ Segregation has been largely ended in the so-called border states. But the problem remains in the ~~southern~~ ^{SO-CALLED "DEEP SOUTH"} states, in some of which there has been a token ~~in~~ 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.

James E. Martin

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 ~~convince~~ ^{MAKE} the people of these states ~~to~~ ^{REALIZE} the basic truth that our Constitution never was meant to be a document to bestow its rights and privileges only ~~on~~ ^{an} a favored segment of our American people, but that rather it was intended to -- and does -- guarantee those rights and privileges to ALL Americans. ~~and that they have affirmatively disqualified themselves~~ In the eyes of ~~the~~ 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~~ ^{is} evidenced by the growing ~~opposition~~ public feeling, in those communities where schools ~~have~~ have been closed rather than obey court orders ^{ENDING} ~~for~~ ^{SEGREG} racial integration, 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 ~~and~~ ^{IT IS} on a racially-integrated basis, than ^{to} allow their schools to be closed in a futile protest against ending a practice which from its very inception improperly and illegally deprived ~~an~~ some American citizens of some of the rights and privileges guaranteed them by our Constitution.

But this awakening ~~awareness~~ 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 ^{OUR} ~~recognizes~~ ^{RECOGNIZES} that under ~~the~~ ^{OUR} Constitution, ~~an American citizen is an American and~~ ^{AMERICANS} there is no provision for ~~distinguishing~~ classifying ~~them~~ as first,

SECOND
 or ~~these~~ 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 ~~and~~ ^{improper} charging/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.

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 this to complete 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 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 **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 favored 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 utilize. A printable version of this worksheet is available for reproduction in this topic's [Google Drive folder](#) and USB flash drive.



Analyze a Source

Type of Sources (circle one)				
Text	Image	Map	Video	Other:
Source Title		Creator(s)		Date Created or Published
<p>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?</p> <p>2. Where did this source take place? Geographic location (i.e. place); era in history (i.e. time)</p> <p>3. Why do you think this source was created?</p> <p>4. Who is the creator's intended audience?</p> <p>5. What questions does this source lead you to ask?</p>				

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 utilize. A printable version of this worksheet is available for you in this topic's [Google Drive folder](#) and USB flash drive.

Assessment: School Desegregation

Separate but equal schools are unfair because...

School Desegregation in Iowa

School Desegregation in the South

School Desegregation Vocabulary List

U.S. Supreme Court

The U.S. Supreme Court heads the judicial branch of the United States government. It is the only court established by the U.S. Constitution, and its decisions 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 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 no one should suffer discrimination, regardless of gender, skin color, religion, nationality, age, disability, or religion.

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 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."

[Plessy v. Ferguson](#)

This website offers in-depth analysis and background on this 1896 U.S. Supreme Court case.

[Brown v. Board of Education Case Image](#)

The image is of Mrs. Nettie Hunt, sitting on the steps of the 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.

[Buxton: A Lost Utopia Source Set](#)

This digital source set features primary sources about the former, southeast Iowa coal-mining town of Buxton, which was known for racial integration during the community's short existence.

READ ALOUD

READ ALOUD

EDUCATOR MATERIALS

School Desegregation



5TH GRADE

Goldie's 
HISTORY KITS

**STATE HISTORICAL
SOCIETY OF IOWA**
IOWA DEPARTMENT OF CULTURAL AFFAIRS

Read Aloud: School Desegregation

Introduction

A “read aloud” is an effective way to promote language and literacy skills and help encourage a lifelong love of reading and learning. The [School Desegregation](#) Goldie’s History Kit provides three books related to unique perspectives from students about school desegregation in America. This read aloud activity, which addresses school desegregation through the eyes of children, directly combines literacy and Iowa history in an easily reproducible format.

What’s Included

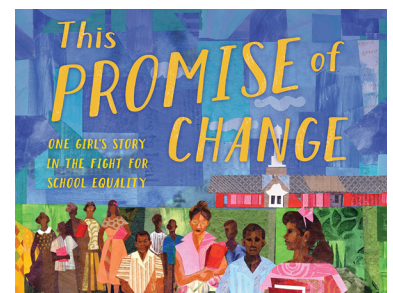
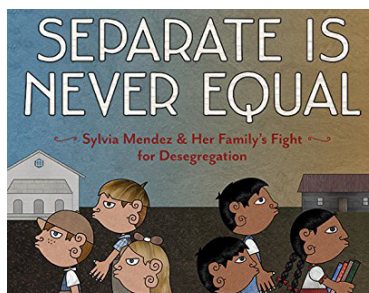
Each Read Aloud Activity Features

- Hard copy of the book
- Description of the book
- Reasoning for its inclusion in the kit and connection to Iowa history
- Text-dependent questions

Books

This kit contains the three books listed below. Each book has an activity instruction sheet that provides: a book description, a comprehensive explanation of how this book relates to school desegregation, why it was selected and how it aligns with Iowa Core Literacy and Social Studies Standards.

- *Through My Eyes* by Ruby Bridges
- *Separate is Never Equal: Sylvia Mendez and Her Family’s Fight for Desegregation* by Duncan Tonatiuh
- *This Promise of Change: One Girl’s Story in the Fight for School Equality* by Jo Ann Allen Boyce



Text-Dependent Questions

Each book activity instruction sheet includes three to five text-dependent questions that align with the Iowa Core Literacy and Social Studies Standards. These questions can be integrated throughout the read aloud activity or after the book is completed to offer a point of reflection for students. Some of the questions are more oriented to facilitate a connection between the Goldie’s History Kit theme, Iowa history and/or U.S. history.

School Desegregation Read Aloud

5th Grade

Read Aloud Table of Contents

Book: <i>Through My Eyes</i>	44
Book: <i>Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i>	45
Book: <i>This Promise of Change: One Girl's Story in the Fight for School Equality</i>	46

Suggested Read Aloud Tips

Below are listed suggestions of how to prepare for a read aloud activity with the additional historical resources available in this Goldie's History Kit. Educators are welcome to adjust the format to best fit their classroom needs.

Before Read Aloud

- Start by choosing one of the suggested storybooks to read aloud. To assist in your selection, each book is accompanied with a description, reasons for its selection with historical context and relationship to the topic and selected state standards.
- It is recommended that you read the books ahead of time. This allows you to get familiar with the book's content and difficult pronunciations and helps provide context for possible background information to prep students before you begin.
- Read and/or print off text-dependent questions prior to beginning the read aloud. It is up to the educator on whether to use the questions during read aloud or after, but this step allows you to become familiar with the questions and to denote pages within the storybook to use for a particular text-dependent question.
- It is encouraged to introduce the overall topic ([school desegregation](#)) with a brief explanation. You can use the [background essay](#) and the individual book description to assist in prefacing the book.
- Expressive reading can be effective in keeping students' attention and emphasizing points of the book for retention. Consider using an expressive voice by changing the volume and tone of your reading to reflect different characters or significant events.

During Read Aloud

- Draw attention by pointing to characters or objects in the pictures as you read. It is important to bring attention to topics, events and specific characters you want to connect to the [Read Iowa History lesson plan](#) and the topic, school desegregation.
- Creating a dialogue with students during read aloud enhances engagement. Text-dependent questions are provided for each book, but educators are encouraged to include their own. Common questions asked to facilitate engagement during read aloud are: "What do you think will happen next?" or "Why would (X) do this? What would you have done if you were (X)?"
- Don't be afraid to follow participants' lead. If students have questions or want to go back, if time allows, try to be receptive to their observations. It may lead to important exchanges about the story that may not be discussed in follow-up questions.

School Desegregation Read Aloud

5th Grade

After Read Aloud

- After you have finished reading the book aloud to the class, additional text-dependent questions are an effective way to gauge how much students remember from the book and if they can demonstrate an understanding of the text. Text-dependent questions were designed to reflect the Iowa Core Literacy and Social Studies Standards.
- If students are struggling to answer the text-dependent questions, feel free to go back to the book and re-read passages that could assist in their recollection and application.
- It is critically important that students are able to make connections between the story they heard and how it relates to history in Iowa and around the country.
 - **Example:** The Iowa Story of Susan Clark and *Through My Eyes* by Ruby Bridges. The stories of school integration from Ruby Bridges and Susan Clark, though at least 80 years apart, share many common themes, challenges and triumphs. One way to emphasize the connection between a storybook and Iowa history could be made between the book, *Through My Eyes*, and Susan Clark. After finishing the book, show students with the image of Susan's father, [Alexander Clark](#). Explain the background information from the Read Iowa History part or from the [background essay](#). Then utilize the text-dependent questions in the read aloud, which include questions to help facilitate the connection between Ruby's perspective and that of Iowa's own school desegregation history.
- Educators are welcome and encouraged to use the primary sources (such as the ones found in the Read Iowa History section or online within the [Primary Source Sets](#)) or find their own to present to the class. Pass around, hold up or project the images for students to view.
- Ultimately, the purpose of the read aloud wrap-up is to facilitate and evaluate students' comprehension of the subject matter and provide a direct link to history and literacy.

School Desegregation Read Aloud Standards

Below are the Iowa Core Literacy and Social Studies Standards that specifically align with the read-aloud activities in the School Desegregation Goldie's History Kit. If a book title is listed after the description, this signifies that this standard only applies to this book.

Iowa Core Literacy Standards

No.	Description
RL.5.2	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.
RL.5.3	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). (<i>This Promise of Change</i>)
RL.5.6	Describe how a narrator's or speaker's point (perspective) of view influences how events are described.
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (<i>This Promise of Change</i>)
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Iowa Core Social Studies Standards

No.	Description
SS.5.4.	Identify evidence that draws information from multiple perspectives and sources in response to a compelling question.
SS.5.6.	Identify challenges and opportunities when taking action to address problems, including predicting possible results.
SS.5.8.	Analyze how rights and laws influence interactions between groups in society.
SS.5.9.	Analyze the strategies that a variety of demographic groups have used to ensure their rights.
SS.5.11.	Explain the processes people use to change rules and laws in the classroom, school, government, and/or society. (21st century skills)
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.5.23.	Using information from within a primary source, infer the intended audience, purpose, and how the creator's intended audience shaped the source.
SS.5.25	Develop a claim about the past and cite evidence to support it.
SS.5.26.	Analyze Iowa's role in civil rights history.

Through My Eyes

Ruby Bridges

Author

1999

Year of Publication

Non-Fiction (Autobiography)

Book Genre/Type

Book Description

In November 1960, all of America watched as a tiny six-year-old African-American girl, surrounded by federal marshals, walked through a mob of screaming segregationists and into her new school. An icon of the Civil Rights movement, Ruby Bridges chronicles each dramatic step of this pivotal event in history through her own words. (63 pages)

Why This Book

To contextualize the African-American child's perspective of school desegregation, this book was selected to offer a first-hand account to provide evidence, reflection and analysis about what integration looked like in America, especially in the South. It also provides a bridge between the story and struggle of Ruby Bridges and the story of school desegregation for Susan Clark from Iowa decades earlier. This book includes Ruby's recollection of events, historical context about segregation and desegregation in America, photographs and quotes from newspapers and prominent activists.

Text-Dependent Questions

- 1 Describe Ruby Bridges' story. What was it like for her to go to a school of only white children? How was she treated by other children, other adults and teachers at her school?
- 2 What were some of the challenges that Ruby and her family faced? How did they overcome them? What do their actions reveal about their character?
- 3 What type of support did Ruby receive during her first-grade year? How did that support impact both her year and her outlook?
- 4 Who is the narrator of this book? How does this narrator's experiences affect how the story is told? How might this story be different if it was told from the perspective of Barbara Henry or Yolanda Gabrielle?
- 5 How could you welcome a new student to this school?
- 6 *If you read *Separate is Never Equal**: How does Ruby's story of integration compare to the story of Sylvia Mendez? How are they the same? How are they different?

Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation

Duncan Tonatiuh

Author

2014

Year of Publication

Non-Fiction (Storybook)

Book Genre/Type

Book Description

This book is a true story about the Mendez family and their fight in court to desegregate their local schools in California. The true story focuses not only on Sylvia Mendez and her role in the trial, but also depicts the discriminatory comments from those who supported segregation. (40 pages)

Why This Book

This book was selected to offer a broader view of who school desegregation affected, because it is traditionally seen and discussed as an issue about African-American and white children. But this story speaks to the discrimination experiences by a Latinx family in California who was forced into a segregated school system and then fought in court to give their children equal opportunities in the classroom. It is told from the perspective of Sylvia, a young girl in an integrated classroom, and the trials and triumphs she experienced throughout desegregation. Again, this offers more modern context to the struggles of Susan Clark and her family in Iowa in the 1860s.

Text-Dependent Questions

- 1 Look at the illustrations of the two schools. How would you describe the Garden Grove school? How would you describe Hoover Elementary? How might students have had different experiences at these schools?
- 2 What is the purpose of telling the story of Sylvia's family? What does their story tell you about desegregation?
- 3 Why do you think families were hesitant to sign the petition that Mr. Mendez was carrying? When was a time that you did something right even though other people did not support you? How does this relate to Mr. Mendez?
- 4 *If you read Through My Eyes:* What reasons did the school board give to claim that segregation was necessary? Using parts from Sylvia and Ruby's stories, explain why desegregation was important for students.

This Promise of Change: One Girl's Story in the Fight for School Equality

**Jo Ann Allen Boyce
& Debbie Levy**

Authors

2019

Year of Publication

Non-fiction (Chapter Book)

Book Genre/Type

Book Description

This chapter book focuses on 12 teenagers from Clinton, Tennessee, who, in 1956, were among the first African-American students to pave the way for school integration. Free verse and formal poetry, along with newspaper headlines, snippets of legislation and other primary sources about national and local history are mixed with Boyce's first-person narrative. (320 pages)

Why This Book

While this is a chapter book, its content is packaged in a way is easy-to-read and offers additional resources that can be used with the [Read Iowa History lesson plan](#) on this topic. The book also was chosen because it highlights a relatively unknown story about school desegregation that can be connected to the stories of the Little Rock Nine, Susan Clark, Ruby Bridges and the U.S. Supreme Court Case, *Brown v. Board of Education*. Selected chapters also have been highlighted to focus on particular parts of the teenagers' experiences during school desegregation. These chapters are marked in the book and with some text-dependent questions.

Text-Dependent Questions

- 1 *My Schools/Their School (Part 1, Section 5 & 6)*: Compare Jo Ann's descriptions of "my school" versus "their school" (Clinton High School). What challenges might have impacted students like Jo Ann. Why would Jo Ann's parents and other parents want to desegregate schools in Clinton, Tennessee?
- 2 *We Walk (Part 4, Section 29)*: From Jo Ann's perspective, what was it like to walk to Clinton High School? How does her voice influence the event in the book? What impact does her perspective give to this part of the story?
- 3 *Try Again (Part 5)*: What are one or two main takeaways about Jo Ann's experience attempting for a second time to attend Clinton High School? Use parts of the text, newspaper articles, etc. to support your main ideas.
- 4 *If you read Through My Eyes and/or Separate is Never Equal*: Each of these books' topic is about school desegregation. How are these journeys similar? How are they different? Think about the differences in schools, the community reaction, treatment of the students in and out of the school.

HISTORY MYSTERY

HISTORY MYSTERY

EDUCATOR MATERIALS

School Desegregation



5TH GRADE

Goldie's 
HISTORY KITS

**STATE HISTORICAL
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History Mystery: School Desegregation

Introduction

The History Mystery activity utilizes historic objects from the State Historical Museum of Iowa's collection to provide students with a unique opportunity to investigate photos of museum artifacts in their own classrooms. Students will work as "history detectives" to figure out the nature of the object, its use and its relationship to the kit theme, [School Desegregation](#). This activity is designed to challenge students to use their skills of deduction, critical thinking and visual literacy to identify the multiple artifacts and understand their connections to Iowa History and the theme of the kit. History Mystery can be used as an independent student activity or in conjunction with the [Read Iowa History lesson plan](#). Educators should explain to students that the goal of the activity is to solve the mystery by searching photos (and possibly videos) for visual clues.

By participating in History Mystery, students will:

- Use problem-solving and critical thinking skills
- Analyze visual clues to deduce the use of the objects and connections to theme
- Explore and use background information provided for each object to determine historical significance
- Make real-world connections between the use of the objects and the kit theme, [School Desegregation](#)

What's Included

This History Mystery Activity Features

- Photographs of four objects
- Videos of select objects
- Background information for each object
- Suggested questions to facilitate students for each object
- History Mystery worksheet

Objects

Each object has photos specifically taken for students to analyze. The photos are printed and included in the kit. Most objects include multiple photos at different angles, close-ups, etc. to provide different perspectives to help in their detective work. Some objects also include videos. All images and videos for History Mystery are available on the USB flash drive included in this kit and also in the [Google Drive folder](#).

Questions

Each individual object page in the educator materials packet includes questions to help educators encourage, assist and further engage students as they attempt this activity. Questions are meant to provoke conversation about the object, its relation to the theme of the kit and its connection to Iowa history.

History Mystery Worksheet with Artifact Interpretation Instructions

The History Mystery worksheet includes artifact interpretation questions to assist students in analyzing the objects. The worksheet is easily reproduceable and meant to be distributed to students. It can also be applied to any activity similar to History Mystery, such as having students bring in their own family artifacts.

History Mystery: School Desegregation

5th Grade

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Suggested History Mystery Set Up and Implementation

Below are suggestions of how to prepare for and run a History Mystery activity. The first format shows how to integrate the activity with the [Read Iowa History lesson plan](#) (refer to Kit Connections). The second suggested format is using History Mystery as a standalone, group activity. Educators are welcome to adjust the format to best fit their classroom needs.

Type of Activity	Before Activity	During Activity
<p>Kit Connections</p> <p>Using the objects identified with Kit Connections</p>	<ul style="list-style-type: none"> Choose which Kit Connection with a History Mystery object you would like to use. Kit Connections are identifiable by the yellow box and Goldie's icon within the Read Iowa History lesson plan. Have the object pages from this manual available to you with the object descriptions, historical significance and additional questions. Choose the most effective, convenient way to display the object photos (and possibly videos) to the class. If they have not already read it or had it read to them, please read aloud the background essay about school desegregation. 	<ul style="list-style-type: none"> After displaying the photos or video of the object, it is recommended that students receive one to two minutes to silently analyze the object. After the initial analysis, start a discussion with the students (one to three minutes) to reveal their initial thoughts and analysis of the object. Following this time, pose the questions connected to the object to your students. Remember to connect the objects to the kit topic and the lesson currently in progress.

History Mystery: School Desegregation

5th Grade

Type of Activity	Before Activity	During Activity
<p>Group Work</p> <p>Standalone activity with students working together in small groups to investigate objects</p>	<ul style="list-style-type: none"> • Have the object pages from this manual available to you with the object descriptions, historical significance and additional questions. • Separate your students into groups and assign each group a photo of an object from the kit. • Choose the most effective, convenient way to display the object photos (and possibly videos). • Instruct students to use the artifact interpretation worksheet to assist them as they attempt to determine the History Mystery object. • Worksheet Options: Either have the students work together with one worksheet or have each student independently fill in the worksheet and report out from the group. • If they have not already read it or had it read to them, please read aloud the background essay about school desegregation. 	<ul style="list-style-type: none"> • It is recommended that students receive four to five minutes to analyze the object and fill in the artifact interpretation worksheet. • Ask student groups to present on their objects. As they speak, project the object on the classroom screen. • To encourage classroom discussion and to make connections to the topic, ask all or some of the questions that are associated with each object.

Portrait of Iowa Supreme Court Justice Chester Cole



David John Gue

Artist

Description

This portrait is entitled “Chester Cicero Cole” and is an image of Iowa Supreme Court Justice Chester Cole, a prominent legal figure in Iowa history. Cole graduated from Harvard Law School and, upon moving to Iowa in 1857, played an important role in the establishment of the law schools at the University of Iowa and Drake University. He retired from teaching at the age of 83 and continued to practice law until he was 87 years old. This portrait was painted sometime during Cole’s lifetime (1824-1913) by Gue, who was well known for his portraits, landscapes and coastal marine paintings.

Object Significance

This portrait is not nearly as significant to school desegregation as the person featured in it. In February 1864, Cole was appointed to serve as a justice on the Iowa Supreme Court. He was the author of the landmark *Clark v. Board of School Directors* opinion in 1868, which determined that racial segregation of public schools was unconstitutional under the Iowa Constitution. This decision desegregated Iowa schools 86 years before the U.S. Supreme Court case, *Brown v. Board of Education*, which found under the U.S. Constitution that racial segregation of children in public schools was unconstitutional. Cole wrote several other civil rights cases during his 12-year career as a justice in the Iowa Supreme Court and established a firm legacy in favor of defending all Americans’ civil rights.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice? Is there meaning behind this object?
- 2 Think about Justice Cole’s role in school desegregation in Iowa. Why would a portrait of Cole be painted? What does having a portrait painted of a person imply?
- 3 Notice Justice Cole’s clothing: What is he wearing? What does that tell you about him?
- 4 Notice his facial hair. What does that tell you about the time period in which this portrait was created? What does this tell you about his personality?
- 5 Why do you think Justice Cole sits alone in this portrait, rather than having other items included? What would you include in this portrait to help tell his story? What objects or clothing would your own portrait include?

Plaque Honoring U.S. Congressman Thomas E. Martin



July 1975

Presentation of Plaque

"Hon. Thomas E. Martin

In grateful appreciation for many years of distinguished and dedicated services to Iowa and our nation while serving as United States Congressman and United States Senator

Republican State Central Committee of Iowa

**Bess Cowden, State Vice Chairman
Verne R. Martin, State Chairman"**

Transcription of Plaque

Description

This plaque was given to Thomas E. Martin, a U.S. representative and senator from Iowa. It was created by the Republican State Central Committee of Iowa and honored Martin's "distinguished and dedicated service" during his many years (22 spent in Congress) as an elected official.

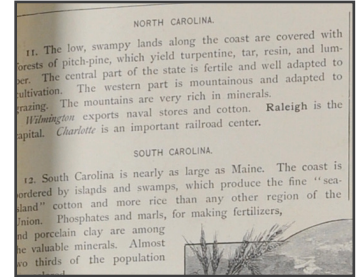
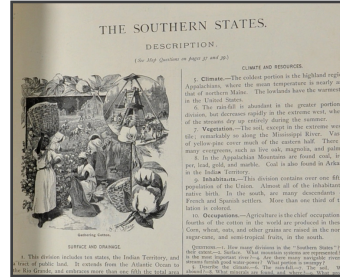
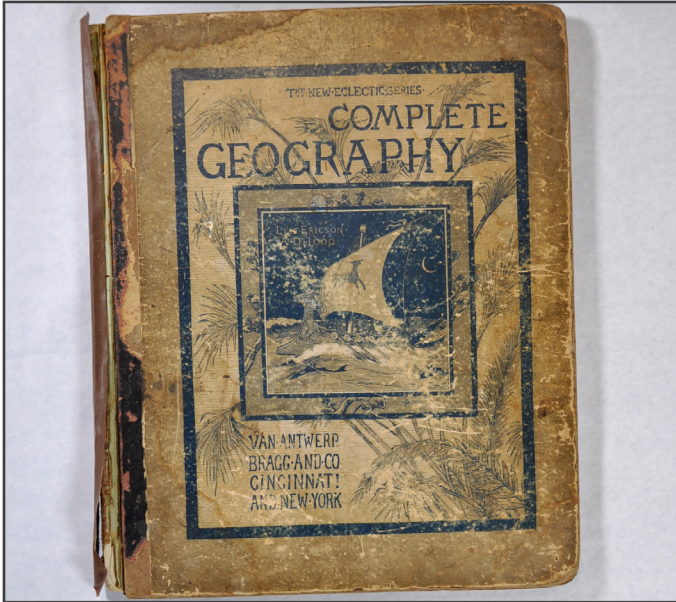
Object Significance

Martin served in the U.S. Congress from 1939 to 1961, a time when the civil rights movement was in full swing. In a speech by then-retired Martin in 1965 (available in [Read Iowa History](#)), he explained the work that was being done to desegregate schools and ensure equal rights for all races. He said that racial segregation was "one of the toughest" domestic problems facing the country. He also spoke about "deep South" states flouting the authority of the federal government and blatantly ignoring landmark civil rights cases like *Brown v. Board of Education* (1954).

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Why do people receive plaques? What do plaques usually signify?
- 3 Martin wrote, "The problem of ending racial segregation and bringing a full measure of civil rights to ALL Americans in ALL part of the county, has been met head-on and is proving to be one of the toughest of current domestic problems." Discuss how this passage of text relates to the plaque's message of "...many years of distinguished and dedicated services..."
- 4 As a senator from Iowa, Martin was an advocate for civil rights and school desegregation. Why might the Republican State Central Committee of Iowa want to honor Martin's record?

Complete Geography Book from The New Eclectic Series



Description

This object is a geography book that was first published in 1867. It was a teacher's manual created by James Monteith and was published by the American Book Company. This edition of the book was printed in 1883. The book includes text, illustrations and maps highlighting the geography of different regions in the United States, as well as around the world.

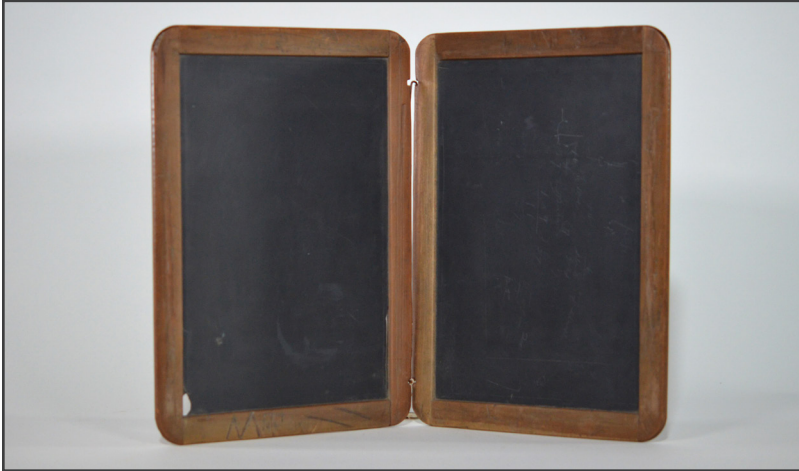
Object Significance

This geography book helps students explore continuity and change in relation to the American South. The book has examples of different states' terrain, crops, jobs and people but from the perspective of the late 1800s, a time just 20 years after the Civil War. In relation to the topic of school integration, this book can assist students in thinking about what life was like in the South, particularly for African Americans, and why they might have left for the North.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 This book was published in 1883 and is a teacher's manual. Slavery ended 18 years before it was published, and schools across the U.S. would not be desegregated until 1954. Why might this book not mention the different groups or races of people who lived in the southern part of the U.S.?
- 3 Look at the images in the book and describe how African Americans are depicted. What messages would these images send to people living in different areas of the United States?
- 4 This book is over 130 years old. What similarities does it have to your current textbooks? What is different?

Double Slate of Matthew Tinley



Description

This object is a double slate board that belonged to student Matthew Tinley. A slate is a thin piece of hard flat material that is used for writing. The date on its frame reads, "November 7, 1883." Tinley carved his initials "M.T." multiple places along the frame of the double slate.

Object Significance

The writing slate was used by children to practice writing and arithmetic during classes or at home until the 20th century. This object provides students a chance to consider how classrooms and school materials have changed over time. It also provides a connection to school desegregation by raising questions about the impact resources could have on students and what happens when they are denied resources or only have them in limited supplies. Matthew Tinley, the slate's owner, trained as a physician and surgeon and began his military career as a Private in the 3rd Iowa National Guard around 1894. He served in World War I and would eventually be promoted to Major General in charge of the 34th division in 1924.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 A slate is like a white board in many ways (reusable, erasable, chalk = markers) and this slate could travel between the classroom and home. In what other ways is this slate similar to current day classroom materials (hints: paper, laptop, worksheets, etc.)?
- 3 Following the Civil War, the African-American population increased in Iowa. By 1870, 1,194,020 people lived in the state, but only 5,762 African Americans called Iowa home (just half of one percent of the total population). Given this population breakdown, how would school desegregation impact Iowa students?
- 4 School segregation led to inequity among students, even those who lived in the same city. Imagine half of your class had slates like Tinley's and the other half had a single sheet of paper for the whole school year. How would this impact the learning of your classmates?

Analyze History Mystery Objects

This is an example worksheet that corresponds with the instructions to analyze the objects from History Mystery. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this kit's "Student Materials" packet on the USB flash drive and [Google Drive folder](#).

Analyze an Object

1	1. What does it look like? Think about size, shape and color.	4. Do you see any signs of wear? Does it mean anything about how the object was used?
	2. What is the object made from? Are several materials combined?	5. What year or time period do you think it is from? Why do you think it was from that year?
	3. Is there any writing or details? If yes, what does it tell you about the object?	6. Who is the owner? Write a brief description of the owner.
2	1. What does it look like? Think about size, shape and color.	4. Do you see any signs of wear? Does it mean anything about how the object was used?
	2. What is the object made from? Is it one or more materials combined?	5. What year or time period do you think it is from? Why do you think it was from that year?
	3. Is there any writing or details? If yes, what does it tell you about the object?	6. Who is the owner? Write a brief description of the owner.

Continued on next page.

Analyze History Mystery Objects

3	<p>1. What does it look like? Think about size, shape and color.</p>	<p>4. Do you see any signs of wear? Does it mean anything about how the object was used?</p>
	<p>2. What is the object made from? Is it one or more materials combined?</p>	<p>5. What year or time period do you think it is from? Why do you think it was from that year?</p>
	<p>3. Is there any writing or details? If yes, what does it tell you about the object?</p>	<p>6. Who is the owner? Write a brief description of the owner.</p>
4	<p>1. What does it look like? Think about size, shape and color.</p>	<p>4. Do you see any signs of wear? Does it mean anything about how the object was used?</p>
	<p>2. What is the object made from? Is it one or more materials combined?</p>	<p>5. What year or time period do you think it is from? Why do you think it was from that year?</p>
	<p>3. Is there any writing or details? If yes, what does it tell you about the object?</p>	<p>6. Who is the owner? Write a brief description of the owner.</p>
5	<p>1. What does it look like? Think about size, shape and color.</p>	<p>4. Do you see any signs of wear? Does it mean anything about how the object was used?</p>
	<p>2. What is the object made from? Is it one or more materials combined?</p>	<p>5. What year or time period do you think it is from? Why do you think it was from that year?</p>
	<p>3. Is there any writing or details? If yes, what does it tell you about the object?</p>	<p>6. Who is the owner? Write a brief description of the owner.</p>

THINK LIKE ...

THINK LIKE ...

EDUCATOR MATERIALS

School Desegregation



5TH GRADE

Goldie's 
HISTORY KITS

**STATE HISTORICAL
SOCIETY OF IOWA**
IOWA DEPARTMENT OF CULTURAL AFFAIRS

Think Like A... Cards: School Desegregation

Introduction

The “Think Like...” activity includes a set of cards to encourage students to think about history through multiple perspectives. The cards feature questions students can use to guide their process of understanding school desegregation from individuals with varying interests and priorities. Every kit includes five universal cards (geographer, economist, journalist, economist and political scientist) and two additional ones including that highlight specific individuals connected to the topic (Alexander Clark and Chester Cole). Each card provides background information about a notable Iowan to provide an Iowa history connection to reference as they work on the questions.

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What’s Included

Think Like... Cards Feature

- Pack of seven cards
- Each card includes
 - Definition of card description (ex: the job of a geographer)
 - Questions to guide the connection between the card and the topic
 - Brief biography of a notable Iowan in that profession

Questions

The questions with the five universal cards (in every kit) are broad enough that they can relate to any topic, not just school desegregation. Some cards are more applicable than others to this topic, but each question is open-ended and can push students to think about a topic from multiple perspectives. For instance, thinking about school desegregation as a political scientist may be an easier application than thinking about it from the perspective of a geographer. The Iowan featured on the back of the card is a unique element of these cards that allows students to make local, real-life connections between Iowa history and the history school desegregation in America.

Think Like A... Cards: School Desegregation

5th Grade

Suggested Think Like... Activity Set Up and Implementation

Below are suggestions of how to prepare for and run a Think Like... card activity. The first format shows how to integrate the activity with the [Read Iowa History lesson plan](#) (refer to Kit Connections). The second suggested format is using Think Like... cards as a standalone, group activity. Educators are welcome to adjust the format to best fit their classroom needs.

Type of Activity	Before Activity	During Activity
<p>Kit Connections</p> <p>Using the Think Like... cards with Kit Connections</p>	<ul style="list-style-type: none"> Choose which Kit Connection with a Think Like... card you would like to use. If connected to an object or primary source from the kit, have the source images available to you with the source descriptions, historical significance and additional questions (if applicable). Choose the most effective, convenient way to display the Think Like... card questions and the primary source images (if applicable) to the class. If they have not already read it or had it read to them, please read aloud the background essay about school desegregation. 	<ul style="list-style-type: none"> Provide students with a description of the profession they will think like, as well as the biography of the Iowan who had the same career, if appropriate. Provide students with the Think Like... questions and display connected primary source image (if applicable). Pose the Think Like... questions to your students to connect with the source, lesson or topic of the kit. To encourage classroom discussion and to make connections to the topic, ask all or some of the questions, if provided, that are associated with each card or source to the entire class

Type of Activity	Before Activity	During Activity
<p>Group Work</p> <p>Standalone activity with students working together in small groups to use Think Like... Cards</p>	<ul style="list-style-type: none"> Separate your students into groups. Assign each group a different Think Like... card from the kit. Choose the most effective, convenient way to display the card's questions for the groups. The questions on the cards work best when paired with a museum object, a primary source from the kit or directly linked to the topic of the kit. If they have not already read it or had it read to them, please read aloud the background essay about school desegregation. 	<ul style="list-style-type: none"> It is recommended that students receive four to five minutes to read and answer the questions on the Think Like... card. Ask groups to present their answers to the questions. As they speak, project the Think Like... card on the screen. Following their answers, open the discussion to the class for other ideas or answers regarding the questions. Remember to connect the Think Like... questions to the kit topic and the lesson currently in progress.

Think Like... Alexander Clark Card

Think Like Alexander Clark

- What are ways that being the son of a formerly enslaved person might have impacted Clark's life?
- Why do you think Clark thought it was unfair that his daughter could not attend her local school? Why would he want statewide change?
- The U.S. Supreme Court ruled in *Brown v. Board of Education* (1954) that schools could not be segregated by race. Iowa schools had been desegregated for 86 years. How do you think Iowans reacted?
- The Clark case, *Clark v. Board of Directors*, was used as an example during the *Brown v. Board of Education* case. Why would lawyers use past cases to argue for current legislation?



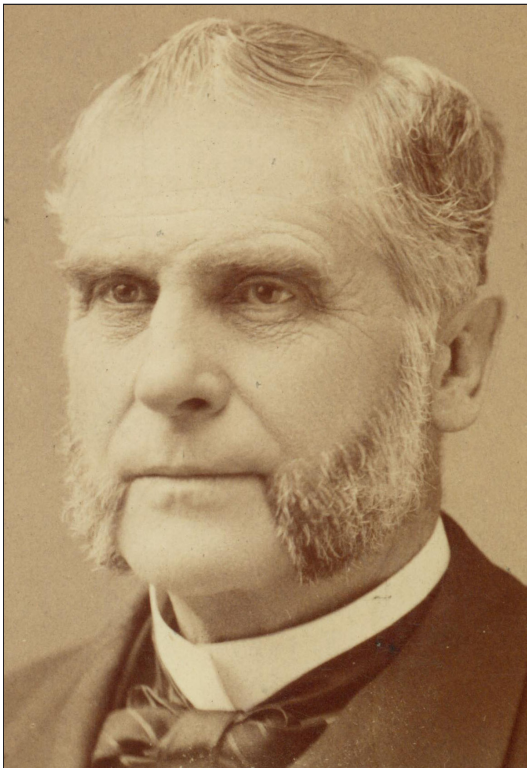
Alexander Clark (1826-1891)

Born in Pennsylvania in 1826 as the son of a formerly-enslaved person, Clark was encouraged to pursue an education. When he was 16, he moved to Bloomington (now Muscatine) and opened a barber shop. He petitioned to repeal discriminatory laws and organized the first unit of African-American soldiers to fight in the Civil War. In 1867, the Muscatine school board said Clark's daughter, Susan, could not attend the same public school as white children. Clark sued and in 1868, the Iowa Supreme Court ruled in his favor, stating all children could attend a common school. Clark also was instrumental in having the word "white" struck from the Iowa Constitution so all men could vote. His son became the first African American to graduate from the University of Iowa's law school, and Clark himself graduated five years later. Clark was appointed U.S. minister to Liberia.

Think Like... Chester Cole Card

Think Like Chester Cole

- In 1868, the year that *Clark v. Muscatine Board of School Directors* was decided by the Iowa Supreme Court, the Iowa Legislature granted voting rights to African-American men. Given previous discriminatory laws across the country, why were the 1868 decisions so important?
- How did Cole's rulings, such as *Clark v. Board of Directors*, and achievements, such as founding the Drake Law School, influence Iowa's political and legal future? Are there any ways that the impact of Cole's decision is still felt today?
- Chester Cole and Alexander Clark led two very different lives, but both greatly influenced Iowa. What was different about their upbringings? What was similar? How did their backgrounds influence their decisions?



Chester Cole (1824-1913)

Chester Cole was born on June 4, 1824, in Oxford, New York. Born into a wealthy family, Cole was educated from an early age, eventually graduating from Harvard Law School in two years. Before coming to Des Moines, Cole headed the legislative coverage for a Kentucky newspaper and was admitted to the bar, beginning his law career. He moved to Des Moines in May 1857 and was appointed to the Iowa Supreme Court in 1864. Among other accomplishments, Justice Cole authored the *Clark v. Board of Directors* opinion in 1868. He also founded the law schools at both the University of Iowa and Drake University. He became the Chief Justice of the Iowa Supreme Court in 1869 and retired from the court in 1876, wanting to return to the bar. He died in 1913, having practiced law until the age of 89.

Think Like... a Geographer Card

Think Like a Geographer

A person who studies the environment and how it impacts people.

- Describe details about this location. What do you notice that can help figure out where this place is located? What is unique?
- Why would people move to or leave this place?
- How would people travel to this location? How has traveling to this location changed over time?
- Describe details about people who live here and how they impact the location? How does the location impact the people who live there?



Ira Cook (1821-1902)

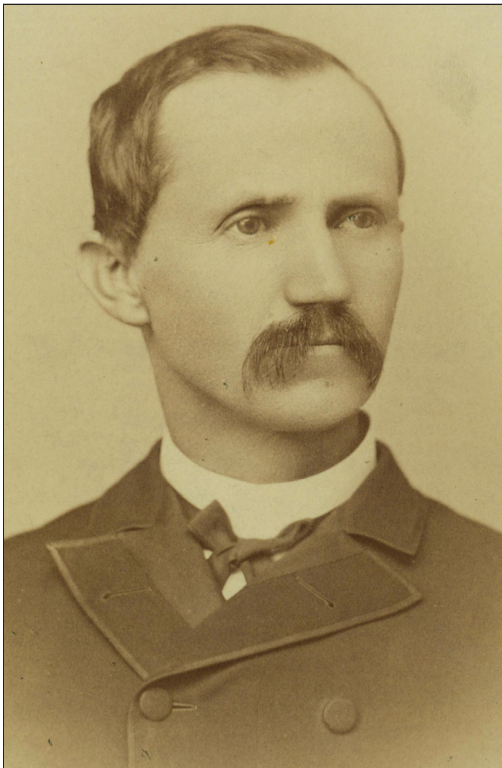
Much like how a geographer studies the land, a land surveyor is someone who measures land areas in order to determine boundaries for settlers to purchase. Ira Cook was one of many lowans to receive a contract from the government to be a land surveyor when Iowa territory had to be measured. Cook endured tough conditions, long journeys by foot and wagon and harsh weather from 1849-1853 as he crossed the state measuring the land. He was elected mayor of Des Moines, Iowa, in 1861 and later moved to Washington, D.C., to become Deputy United States Revenue Collector in 1864.

Think Like... an Economist Card

Think Like an Economist

A person who studies the ways people make a living.

- Describe the people in relation to the location. What jobs or occupations do you think people had? Why do you say that? How do you think they met their needs and wants?
- How do decisions made by individuals affect themselves and the economy?
- How do decisions made by businesses affect people?
- How do jobs impact people and the economy? Describe what happens when jobs are lost.



Voltaire Twombly (1842-1918)

Voltaire P. Twombly was elected Treasurer of Iowa in January 1885. The treasurer officially oversees the state's revenue and finances. He served three terms in the position before stepping down in 1891. Not only was Twombly financially savvy, he also was a war hero. During the Battle of Fort Donelson during the Civil War, he picked up and carried his regiment's national colors after three other members of his regiment were killed or incapacitated by Confederate fire while attempting to secure the flag. Twombly received a Medal of Honor in 1897 for his heroic deeds during the battle.

Think Like... a Historian Card

Think Like a Historian

A person who explains changes that happened in the past.

- What happened in the past? Why is it important to understand what has happened in the past?
- How did past decisions or actions significantly transform people's lives?
- What has changed or stayed the same over time? Who benefited from the change? Why? Who did not benefit? Why?
- Who or what made changes happen? Who supported the change? Who didn't? Why?



Louise Noun (1908-2002)

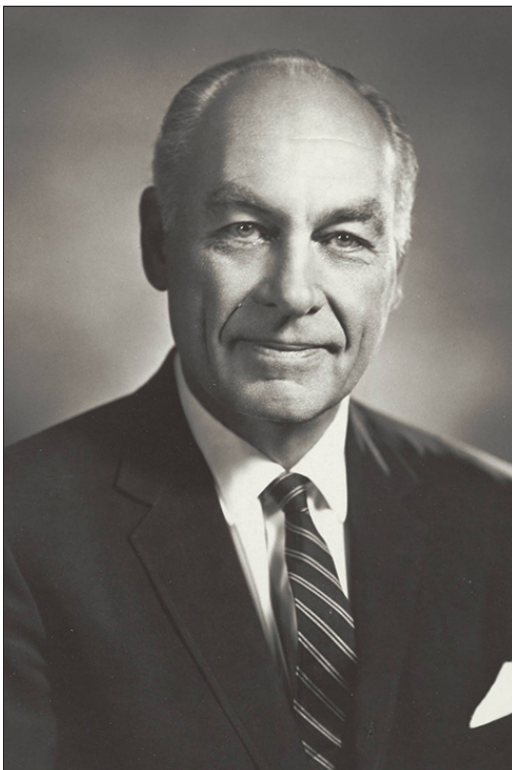
Louise Frankel Rosenfield Noun spent her life preserving and sharing Iowa history. She was born in Des Moines to Meyer Rosenfield, owner of the Younker's department store, and Rose Frankel Rosenfield, a suffrage-supporting mother. Noun and Mary Louise Smith, the former chair of the Republican National Committee, worked together to found the Iowa Women's Archives at the University of Iowa Main Library. The archives include important manuscripts and papers which record women's history in Iowa. Louise Noun also authored numerous books and papers regarding feminist history in Iowa.

Think Like... a Political Scientist Card

Think Like a Political Scientist

A person who studies governments and how they work.

- What problems might people have faced in this society?
- What rights do people have? What rights are people missing?
- What might lead to people being treated fairly? What might lead to people being treated unfairly?
- What information can be gathered about trends at this location or time period that might change or impact the future?



George Gallup (1901-1984)

A native of Jefferson, Iowa, and graduate of the University of Iowa, George Gallup invented the now famous Gallup Poll. The Gallup Poll is a method of survey sampling (asking different people the same question for their answers) to help figure out public opinion. Polls are important for elections and helpful for political scientists. The first instance of using the Gallup Poll for politics was the 1932 campaign of Gallup's mother-in-law, Ola Babcock Miller, who successfully ran for Iowa Secretary of State.

Think Like... a Journalist Card

Think Like a Journalist

A person who tells others about the story.

- What are the major headlines of this historical topic?
- What people would you want to interview? What questions would you ask?
- What details are needed to tell this particular story to people not from this area?
- Why is it important to share news about what is happening at this time period or this location?



George Mills (1906-2003)

There was not a story developing within the Iowa Capitol's hallways or chambers that George Mills did not cover for *The Des Moines Register* newspaper. Mills covered events and political news at the capitol building from 1943-1971 and later served as a reporter for television station WHO-TV. From 1943 to 1954, Mills was also the Iowa correspondent for *Time*, *Life* and *Fortune* magazines, writing Iowa stories for a national audience.

No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
SS.5.1.	Identify the disciplinary concepts and ideas associated with a compelling question.				
SS.5.2.	Use supporting questions to help answer the compelling question in an inquiry.	X			
SS.5.3.	Determine the credibility of multiple sources.	X			
SS.5.4.	Identify evidence that draws information from multiple perspectives and sources in response to a compelling question.	X	X		
SS.5.5.	With teacher direction, construct responses to compelling questions supported by reasoning and evidence.	X			
SS.5.6.	Identify challenges and opportunities when taking action to address problems, including predicting possible results.		X		
SS.5.7.	Use a range of consensus-building and democratic procedures to make decisions about and act on civic problems in the classroom.	X			
SS.5.8.	Analyze how rights and laws influence interactions between groups in society.	X	X		
SS.5.9.	Analyze the strategies that a variety of demographic groups have used to ensure their rights.		X		
SS.5.10.	Describe how the Declaration of Independence and the Constitution impact the decisions of government, society, and/or communities. (21st century skills)	X			
SS.5.11.	Explain the processes people use to change rules and laws in the classroom, school, government, and/or society. (21st century skills)		X		
SS.5.12.	Describe how laws, rules and processes have changed over time in order to restrict, protect, or extend rights. (21st century skills)	X	X		
SS.5.13.	Describe how goods and services are produced and distributed domestically and globally.				
SS.5.14.	Explain how various levels of government use taxes to pay for the goods and services they provide.				
SS.5.15.	Explain how trade impacts relationships between countries.				
SS.5.16.	Demonstrate ways to monitor how money is spent and saved. (21st century skills)				
SS.5.17.	Give examples of financial risks that individuals and households face. (21st century skills)				
SS.5.18.	Investigate ways that personal information is fraudulently obtained. (21st century skills)				
SS.5.19.	Create geographic representations to illustrate how cultural and environmental characteristics of a region impacted a historical event.				
SS.5.20.	Analyze how rules and laws encourage or restrict human population movements to and within the United States of America.	X			
SS.5.21.	Describe the connections between historical developments that occurred within the same time period.				
SS.5.22.	Explain how economic, political, and social contexts shaped people's perspectives at a given time in history.				X
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.	X	X	X	
SS.5.24.	Explain probable causes and effects of historical developments.				
SS.5.25.	Develop a claim about the past and cite evidence to support it.			X	X
SS.5.26.	Analyze Iowa's role in civil rights history.	X	X	X	X

No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
RL.5.2	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.		X		
RL.5.3	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).		X		
RL.5.6	Describe how a narrator's or speaker's point (perspective) of view influences how events are described.		X		
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		X		
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.		X		
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	X			
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.		X		
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		X		
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented.	X			
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.	X			
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	X			

*Only Iowa Core Literacy Standards applied in the Goldie's History Kit are listed.

Goldie's History Kit: School Desegregation Manual

Book 1: *Through My Eyes* by Ruby Bridges

Book 2: *Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation* by Duncan Tonatiuh

Book 3: *This Promise of Change: One Girl's Story in the Fight for School Equality* by Jo Ann Allen Boyce

History Mystery Object Photos

- Portrait of Iowa Supreme Court Justice Chester Cole
- Plaque Honoring U.S. Congressman Thomas E. Martin
- Complete Geography Book from The New Eclectic Series
- Double Slate of Matthew Tinley

7 Think Like... Cards

- Alexander Clark
- Chester Cole
- Ira Cook - Geographer
- Voltaire Twombly - Economist
- Louise Noun - Historian
- George Gallup - Political Scientist
- George Mills - Journalist

USB Flash Drive

- Student Worksheets and Vocabulary List
- Read Iowa History Primary Sources
- Photos of History Mystery Objects
- Digital Version of Think Like... Cards
- Digital Version of School Desegregation Manual

Goldie's History Kit Container