

Chautauqua Summer Institute
June 20-24, 2007

Lesson Plan

Lesson Plan Title: *Racism during WWII*

Concept / Topic To Teach: Racism and dealing with the issue that our country is quick to come to the aide of a foreign nation but slow to coming to a resolution with problems at home.

Grade Level: 8th grade

Standards Addressed:

- b. 8.2 Describe and explain the social, economic and political effects of
 - a. stereotyping and prejudice
 - b. racism and discrimination
 - c. institutionalized discrimination

Grade 8:

OH.1. - Interpret relationships between events shown on multiple-tier time lines.

1.A. - Interpret relationships between events shown on multiple-tier time lines.

1.1. - Grade Level Indicator: Chronology: Select events and construct a multiple-tier time line to show relationships among events.

OH.2. - Grade Level Indicator: Diffusion: Explain how the diverse peoples of the United States developed a common national identity.

2.6. - Grade Level Indicator: Diffusion: Explain how the diverse peoples of the United States developed a common national identity.

OH.3 - Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.

3.D. - Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.

OH.6. - Grade Level Indicator: Participation: Show the relationship between participating in civic and political life and the attainment of individual and public goals including: The Sons of Liberty and Committees of Correspondence/American independence; The Underground Railroad and the abolitionist movement/Abolition of slavery.

6.1. - Grade Level Indicator: Participation: Show the relationship between participating in civic and political life and the attainment of individual and public goals including: The Sons of Liberty and Committees of Correspondence/American independence; The Underground Railroad and the abolitionist movement/Abolition of slavery.

General Goal(s):

Students would be exposed to the Double V idea that was propagated in the states (esp. with the minority culture) during World War II. Students would then compare and contrast the role of racism in the United States during both wars.

Required Materials: Items from the Virginia Historical Society

http://vhs3.vahistorical.org/starweb/x.marc/servlet.starweb?_sessionNumber=23&_pageid=Main&_a1=%29&_a2=%29&_a3=%29&_hiddenstyle=USA&_dirtyFlag=undefined&_action=258&KeywordsTextField=racism&YearFrom=&YearThrough=&MaxRecords=S32%7BI+-1%3A-200%7D#?

Primary Sources Used:

Political cartoon samples:

<http://www.tfaoi.com/am/8am/8am204.jpg>

The African-American Mosaic

<http://www.loc.gov/exhibits/african/afam007.html>

House Divided Speech

<http://xroads.virginia.edu/~cap/SCARTOONS/house.html#note>

Photos

<http://www.loc.gov/exhibits/boundforglory/images/bg0056.jpg>

http://www.loc.gov/rr/print/list/107_civw.html

http://www.loc.gov/rr/print/list/082_slave.html

<http://www.pbs.org/civilwar/cwimages/tellingDetails/flash.html>

Warm-up:

Use the second segment. Titled: *What it means to be an American* – length 2:06

Link:

<http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetID=FD2D9FA6-6F6B-42E0-A6BA-B00CB21AAD19>

This would allow the students to think about what it means to be an American and the role that being an American plays.

Civil Rights: The Long Road to Equality

Use the fourth segment. Titled: Segregation in the Twentieth Century America – length 1:14

Link:

<http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetID=4FF4D77A-0ED5-4BEB-9E34-62879D305ED4>

Step-By-Step Procedures:

Read and Discuss The Double V Campaign

African Americans in the Civil War

[http://en.wikipedia.org/wiki/Category:African Americans in the Civil War](http://en.wikipedia.org/wiki/Category:African_Americans_in_the_Civil_War)

African Americans in the Military

[http://en.wikipedia.org/wiki/Category:African Americans in the United States military](http://en.wikipedia.org/wiki/Category:African_Americans_in_the_United_States_military)

Extensions (For Gifted Students):

Research and explore the racism and institutionalism that existed with any of the following issues:

- The exclusion of African Americans in both the Civil War and World War II
- The execution of Jews during the Holocaust
- The deportation of American Japanese after the bombing of Pearl Harbor

Possible Connections To Other Subjects: Language Arts connection with several different novels

Possible books to use:

OSU Newark library:

<http://library.ohio-state.edu/search?/XRacism&SORT=D/XRacism&SORT=D&SUBKEY=Racism/1%2C3511%2C3511%2CB/frameset&FF=XRacism&SORT=D&32%2C32%2C#>

<http://library.ohio-state.edu/search/dRacism+in+anthropology+---+Germany+---+History+---+20/dracism+in+anthropology+germany+history+++20th+century/-3,-1,0,B/browse>

<http://library.ohio-state.edu/search?/dRacism+---+History/dracism+history/-3%2C-1%2C0%2CB/frameset&FF=dracism+in+anthropology+history&3%2C%2C3#>

Science connection dealing with the scientific nature of weaponry or the effects and methods used in the gas chambers.

Other sources:

http://en.wikipedia.org/wiki/Image:Chicago_Defender_July_31_1948.jpg

<http://www.trumanlibrary.org/photos/9981a.jpg>

<http://www.trumanlibrary.org/photos/9981p2a.gif>

http://www.trumanlibrary.org/whistlestop/study_collections/desegregation/large/index.php?action=docs

<http://www.trumanlibrary.org/9981a.htm>

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Directions: Answer true or false to each of these questions by marking “T” or “F” on the blank line in front of each statement.

- 1) _____ Martin Luther King, Jr., preached the importance of nonviolent resistance during civil rights protests and marches.
- 2) _____ Adults were the only ones who played an important role in the Civil Rights Movement.
- 3) _____ In the 1950s, black children in the South were required to attend separate schools from white students.
- 4) _____ Brown v. The Board of Education was an important Supreme Court case.
- 5) _____ In 1957, the integration of Little Rock’s Central High School was met with angry resistance.
- 6) _____ College students used sit-ins to desegregate whites- only lunch counters.
- 7) _____ In the early 1960s, Birmingham, Alabama, was considered one of the South’s most integrated cities.
- 8) _____ The passage of the Voting Rights Act was an important success for the Civil Rights Movement.
- 9) _____ The Civil Rights Movement became a model for other change movements in the United States and internationally.
- 10) _____ The Civil Rights Movement achieved all its goals.

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TERMINOLOGY

Directions: Write the definition for each of the following terms, concepts or things in the space provided.

13th Amendment

14th Amendment

15th Amendment

Brown v. Board of Education of Topeka

Civil Disobedience

Jim Crow

National Association for the Advancement of Colored People (NAACP)

Nonviolent resistance

Plessy v. Ferguson

Segregation

Segregation (*de facto*)

Segregation (*de jure*)

Sit-ins

Voting Rights Act

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VIEWER'S GUIDE

Directions: Answer the following questions immediately after viewing the video, or as instructed by your teacher. Use the back of this sheet if necessary.

1. In addition to the well-known leaders, who played a significant role in the Civil Rights Movement of the 1950s and 1960s in the struggle for racial equality?
2. Despite the inclusive language of the Declaration of Independence, who were some of the people that were excluded from full participation in American society at the time it was enacted?
3. Describe segregation in the South during this time. Was segregation different in the North?
4. Why was the Supreme Court decision in Plessy v. Ferguson considered so important?
5. Why was Brown v. Board of Education considered such a landmark case?
6. What caught your attention most about the events surrounding the desegregation of Little Rock's Central High School? How did you feel watching the footage?
7. Define "civil disobedience." How was it used by students in the Civil Rights Movement?
8. How did you feel watching the footage of the Children's Crusade in Birmingham? Why?
9. What important act was signed into law by President Johnson after the events of Bloody Sunday in Selma, Alabama?
10. What ideas do you have for breaking down the racial barriers that exist between people today?

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VIDEO QUIZ

Directions: Fill in the blank with the correct word from the list at the bottom of the page. Not all words will be used. A word may be used only once.

1) In 1896, the Supreme Court ruled in the case _____ that separate but equal public facilities were legal.

2) The decision in the landmark 1954 Supreme Court case, _____, ruled that segregation in public schools was illegal.

3) This program focuses on the important role _____ played in helping adults in the Civil Rights Movement challenge injustice and inequality.

4) Known as the _____, these teenagers initially needed a military escort to attend classes.

5) _____ was a Baptist minister from Atlanta whose stirring speeches and belief in the power of nonviolence shaped the course of the national Civil Rights Movement

6) Students used _____ as a method to desegregate lunch counters in more than 200 cities.

7) _____ is a peaceful way to object to a law considered unjust.

8) In May, 1963, young students faced fire hoses and police dogs as they peacefully tried to march against racial injustice in _____.

9) The _____ Amendment abolished slavery.

10) The _____ was signed by President Johnson in 1965 after the events of Bloody Sunday shocked the nation.

Birmingham, Alabama ° Mahatmas Gandhi ° 13th ° Civil Rights Act ° Jesse Jackson
Sit-ins ° Little Rock Nine ° Roe v. Wade ° 14th ° Topeka, Kansas ° Young people °
Malcolm X ° Brown v. Board of Education ° Selma, Alabama ° Martin Luther King, Jr.
Black Panthers ° Plessy v. Ferguson ° Civil Disobedience ° Voting Rights Act
Freedom Rides

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National Civil Rights Timeline 1954 – 1968

1954 *Brown v. Board of Education* (May 17, 1954)

U.S. Supreme Court rules unanimously that “separate but equal” educational facilities were “inherently unequal.” Therefore, segregation in public schools was unconstitutional.

1955 Rosa Parks arrested on December 1st after refusing to relinquish her seat to a white man. Montgomery Bus Boycott begins on December 5th.

1956 Montgomery’s black community continues their protest, boycotting the buses for more than a year. Supreme Court rules that segregation on Montgomery city buses is illegal. Montgomery buses desegregate.

1957 Martin Luther King, Jr., and others form the Southern Christian Leadership Conference (SCLC). In September Nine black students (the “Little Rock Nine”) attempt to integrate the previously all white Central High in Little Rock, Arkansas. President Eisenhower forced to intervene. It would take three weeks, 1,000 paratroopers, and nationalized units of the Arkansas National Guard to guarantee compliance with court-ordered desegregation and allow the black students to attend classes.

1960 The sit-in protest movement begins at the F.W. Woolworth segregated lunch counter in Greensboro, North Carolina. This direct-action protest movement spreads across the South. Student initiated, this form of protest represents a new stage of black activism. As noted by William Chafe in his 1980 book, *Civilities and Civil Rights*, these direct action protests would “revolutionize the civil rights movement.” Student Nonviolent Coordinating Committee (SNCC) is formed.

1961 Freedom rides begin from Washington D.C. Integrated groups of CORE volunteers ride the buses challenging segregation policies at Southern bus terminals and public facilities.

1962 James Meredith requires federal protection to enroll at the University of Mississippi.

1963 Martin Luther King, Jr., and other civil rights leaders are arrested for demonstrating in Birmingham, Alabama. King writes his famous civil rights essay, “Letter from a Birmingham Jail.”

Birmingham’s Children’s Crusade began. Police turn fire hoses and police dogs on peaceful demonstrators. National television coverage. In May the Supreme Court rules that Birmingham’s segregation rules are unconstitutional. In Jackson, Mississippi, Medgar Evers, a NAACP leader, is murdered as he returns home on June 12th.

President Kennedy federalizes the Alabama National Guard to enforce integration at the University of Alabama.

In August, 250,000 attend the March on Washington, D.C. Largest demonstration in favor of civil rights legislation. Martin Luther King, Jr. delivers his famous "I Have A Dream" speech.

On September 15th, four young black girls are killed in bombing of the Sixteenth Street Baptist Church in Birmingham, Alabama, while attending Sunday School.

1964 Three civil rights Freedom Summer Project (voters registration project) workers, James Earl Chaney, Andrew Goodman, and Michael Schwerner, are found murdered in Mississippi.

President Johnson signs the Civil Rights Act of 1964 on July 2nd.

1965 Malcolm X is murdered on February 21, 1965.

On March 7th, "Bloody Sunday," the first attempt by civil rights demonstrators to march from Selma to Montgomery is forcibly turned back at the Edmund Pettus Bridge by Alabama State Troopers and local law enforcement officers. Television cameras record the event. The nation is outraged by the photographs and film recordings of the brutal attack.

Between March 21st and 25th, under the protection of federalized National Guard troops, the Selma to Montgomery March is successfully completed. Thousands attend rally at the state capitol.

President Johnson signs the Voting Rights Act of 1965 into law on August 6th.

In August, the Watts riots leave 34 dead in Los Angeles.

1966 Black Panther Party for Self Defense is formed by Huey Newton and Bobby Seale in Oakland, California.

1967 Thurgood Marshall is appointed first African- American Supreme Court Justice.

During the summer, riots break out in numerous cities. There are many deaths, hundreds are wounded, thousands are arrested. Millions of dollars of property damage is reported.

1968 On April 4th, Martin Luther King, Jr., is assassinated in Memphis, Tennessee. In reaction, violence erupts in more than 100 cities. On April 11th, President Johnson signs federal open housing legislation.

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Civil Rights Timeline 1956 - 1976 Milwaukee, Wisconsin

1956 Martin Luther King, Jr. makes his first visit to Milwaukee on August 14th.

1962 Vel Phillips introduces open housing legislation.

1963 Lloyd Barbee, chairman of the Wisconsin chapter of the NAACP, first raises the issue of de facto segregation in Milwaukee public schools.

Father James Groppi is assigned to St. Boniface parish.

In July, the Milwaukee chapter of the Congress for Racial Equality (CORE) is founded. On August 28 and 29, members of CORE conduct a sit-in at the courthouse. Protesters demand that County Board chairman Eugene Grobschmidt dismiss an appointee to the Social Development Commission who had made disparaging comments about African Americans. Sit-in also conducted at Mayor's office. Demonstrations last three weeks with 24 arrests.

1964 On January 27th, Martin Luther King, Jr., addresses standing room only crowd at the Milwaukee Auditorium

In March the Wisconsin State NAACP and Milwaukee CORE chapter form Milwaukee United School Integration Committee (MUSIC). Organized expressly to boycott Milwaukee's black public schools. First school boycott held in May.

1965 In Milwaukee, Father Groppi is arrested for the first time, after participating in a human chain outside Siefert Elementary School.

Milwaukee lawyer Lloyd Barbee files federal court suit to desegregate Milwaukee public schools.

Father Groppi becomes NAACP youth council advisor in July.

Initiated on October 18th, the second school boycott lasts three days. Father Groppi holds a rally at St. Matthews, followed by a 38-block march.

On December 5th, Milwaukee United School Integration Committee (MUSIC) begins protests at McDowell Elementary School. Protesters employ new tactics chaining themselves to construction equipment and school buses.

1966 During February and March, the Milwaukee NAACP youth council pickets the Eagles Club. Protesters attempting to convince judges and other public officials to resign from the club, as membership in the Eagles is barred to blacks.

In August, the Milwaukee office of the NAACP is bombed.

Also in August protesters picket Judge Cannon's home in Wauwatosa.

On August 28th protesters march from downtown Milwaukee to Wauwatosa, more than 4000 whites line Wisconsin Avenue.

In October, the Commando unit is formed.

1967 July 31st riots begin in Milwaukee. In an incident at the home of John Tucker, nine policeman are shot, one dies. Mayor Maier declares a state of emergency and requests the National Guard. Maier announces a 24-hour curfew.

Father Groppi is arrested for refusing police order to get off the streets. Large national media presence in the city. Mayor calls for a Model Cities program.

On August 1st, "Common View" releases a statement criticizing city administration and outlining problems in education, housing, employment, and police relations.

On August 2nd, Clifford McKissick, an 18-year-old black youth, is killed by police. Groppi declare McCissick's death a murder.

On August 4th, a "Statement of Concern" is published in the New YorkTimes and signed by Mayor Maier.

On August 6th, Archbishop William E. Cousins of Milwaukee broadcasts a speech, carried on all local TV and radio stations, urging Milwaukee's 700,000 Catholics to reexamine their views on race. That same day Groppi leads march to the Safety Building.

On August 7th, McCissick is buried. Over 500 people attend the funeral.

On August 28th, the first open housing march in Milwaukee is conducted. National civil rights leaders Ray Wilkins and Jesse Jackson are in attendance. The next day, Groppi holds press conference and announces that the marches will continue. They would ultimately last 200 days. Many whites react violently to the marchers at Kosciuszko Park on the South Side. Groppi burned in effigy. That night the Freedom House is firebombed.

On August 30th, a mayoral proclamation prohibiting night marches is issued. In defiance of the mayor's order, a night rally is held at the burned out shell of the Freedom House.

On September 2nd, the march of 1,000 demonstrators would stretch three city blocks. National press coverage. Milwaukee is called the "Selma of the North."

On September 7th, there is a violent sit-in at the mayor's office.

In November, despite weeks of protests, the Common Council again rejects open housing.

1968 The biggest civil rights demonstration in Milwaukee history. Fifteen thousand marchers walk through the downtown in memory of Martin Luther King, Jr. This was one of the largest King memorials in the country.

On April 30th, the Milwaukee open housing law, which had more teeth than the recently enacted federal law, is passed.

1976 Federal Judge John Reynolds, ruling on Lloyd Barbee's lawsuit, orders the desegregation of Milwaukee Public Schools.

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BROWN v. BOARD of EDUCATION

As provided by the Brown Foundation for Educational Equity, Excellence, and Research, the basic facts of the *Brown v. Board of Education* are as follows:

- * The first school integration case was in 1849, *Roberts v. the City of Boston*.

- * Kansas was the site of eleven school integration cases dating from 1881 to 1949 prior to the *Brown* case. Three of those early cases were also in Topeka.

- * The *Brown* case was conceived and developed by the Topeka Branch NAACP under the leadership of McKinley Burnett along with legal counsel for the organization. For two years, 1948-1950, Burnett tried to bring about school integration on behalf of the Topeka NAACP by attempting to persuade the Board of Education to make a choice. Kansas law permitted but did not require segregated elementary schools.

- * Volunteer plaintiffs were recruited by Topeka NAACP leadership. Lucinda Todd, NAACP secretary, was first to volunteer to be a plaintiff on behalf of her daughter. The plaintiff roster grew to thirteen parents participating on behalf of their total of twenty children.

- * The Topeka NAACP case was named for Oliver L. Brown principally because he was the only male on the plaintiff roster. Alphabetically, the case would have been named for Darlene Brown, whose name also appeared. (She is not related to Oliver) Oliver Brown's role was no greater than that of his fellow plaintiffs.

- * At the Supreme Court level, the case was combined with similar cases from Delaware (*Belton v. Gebhart*), South Carolina (*Briggs v. Elliot*), Virginia (*Davis v. County School Board of Prince Edward County*), and the District of Columbia (*Bolling v. Sharp*). When mention is made of Oliver L. Brown, et. al., v. the Board of Education et. al., is intended to encompass the entire roster of cases. In all, the Brown case represents more than 100 plaintiffs.

LIST OF TERMS

Anti-racist - The effort to combat racism in all its forms.

Anti-biased - the effort to combat the idea that a person is inferior because of gender, race, ethnicity, or disability.

Bias - A limited and inaccurate perspective of looking at the world or any given situation. A predisposition or prejudice.

Coalition - a temporary alliance for combined action, especially of distinct parties forming a government, or of nations. Fusion into one whole. (*Oxford Dictionary and Thesaurus*. American Edition. Oxford University Press, 1996)

Culture - A set of beliefs, ideas, values and way of life of a group of people who share the same historical experiences.

Culturally diverse - Exposure to various cultures. Various cultures represented.

Disability - This word refers to a person's characteristic, while the term handicapped refers to the consequences of society's barriers. People with disabilities are not handicapped by their conditions but by prejudice, lack of accessibility and discrimination.

Institutional bias - Attitudes, actions, and structures of institutions which subordinate any individual or group on the basis of sex, race, age, disabling condition, socioeconomic status, or religion; inequalities created by institutions (i.e., schools, courts, banks, hospitals, etc.) which result in discrimination against a particular group. Glossary excerpted from *Common Threads Emerging Tapestry: Implications for Multicultural Classroom Instruction*. Produced by the Multicultural Cross Curricular Institute. Milwaukee, Wisconsin. Used with Permission. (As noted in *Common Threads Emerging Tapestry*, most of these definitions taken from *A Guide to Developing Multicultural Nonsexist Education Across the Curriculum*. Iowa Department of Public Education. May, 1989)

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Directions: Through class discussions and research, as a group, or independently, provide definitions of these important concepts. Give examples for each term from what you have experienced personally or through others, witnessed, read in a newspaper or magazine, heard on the radio, or saw on television or the Internet.

Bigotry

Discrimination

Prejudice

Race

Racism

Stereotypes