

After School Desegregation

7th Grade

Developed for Teaching with Primary Sources from the Library of Congress:
“Not Just Flyover Country: Exploring Kansas History through Primary Sources”, 2016

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Overview – Most student’s schema of segregation are the photographs and stories of segregation and Jim Crow laws of the deep South, however segregation looked different in Kansas in the 1940’s and 1950’s than in the South. This lesson is designed to address that difference, as well as fill in the gap in events between legal desegregation of Topeka schools after Brown vs. Topeka Board of Education in 1954 and the Civil Rights Movement of the 1960’s.

Standards

Kansas History, Government and Social Studies

Standard #3 - Societies are shaped by beliefs, ideas, and diversity

Benchmark 3.2 - The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideals were reached and the multiple perspectives from which they come.

Standard #5 - Relationships among people, places, ideas, and environments are dynamic.

Benchmark 5.3 - The student will investigate the relationship among people, places, ideas, and/or the environment and connect those relationships to contemporary issues.

Kansas College and Career Ready Standards

Reading Standards for Literacy

1. Cite specific textual evidence to support analysis of primary and secondary sources.
7. Integrate visual information with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.

Writing Standards for Literacy

- 1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- 1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- 2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Speaking and Listening Standards

1. Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
2. Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under scrutiny.

Objectives

Content

- The student will be able to compare and contrast segregated schools in Topeka (i.e. first class city) before and after desegregation of schools.
- The student will be able to explain the difference between de facto and de jure segregation.

Skills

- The student will be able to use primary sources to gain historical evidence.

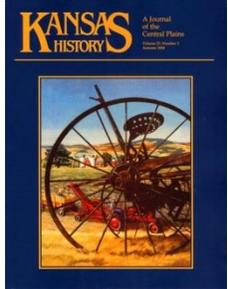
Compelling Questions

1. How did segregation impact the society in Kansas?
2. To what extent can desegregation (complete integration) be mandated by law?

Resource Chart

Image	Description	Citation	URL
	<p>Image of Sumner Elementary School, Topeka, the white only school named in the Brown vs. Topeka BOE</p>	<p>Schrock, John Edward. <i>Sumner Grade School</i>. 1950. Kansas Memory, Topeka KS.</p>	<p>http://www.kansasmemory.org/item/208673</p>
	<p>Image of Monroe Elementary School, Topeka, the African-American only school named in Brown vs. Topeka BOE</p>	<p>Schrock, John Edward. <i>Monroe School</i>. 1929. Kansas Memory, Topeka KS.</p>	<p>http://www.kansasmemory.org/item/9338</p>
	<p>Image of second grade class at African American Monroe Grade School 1949</p>	<p>Schrock, John Edward. <i>Second Grade Students Monroe School</i>. 1949. Kansas Memory, Topeka KS</p>	<p>http://www.kansasmemory.org/item/208931</p>
	<p>Topeka Capital article about BOE voting to end segregation in grade schools</p>	<p>"School Board Votes End to Topeka Segregation, Move Urged "as Soon as Practicable"" <i>Topeka Capital</i> [Topeka KS] 4 Sept. 1953: n. pag. Print.</p>	<p>http://www.kansasmemory.org/item/211811</p>

Image	Description	Citation	URL
	<p>Image of 1st/2nd grade class at Sumner (whites only) Grade School 1950</p>	<p>Schrock, John Edward. <i>First and Second Grade Students at Sumner Grade School</i>. 1950. Kansas Memory, Topeka KS.</p>	<p>http://www.kansasmemory.org/item/314110</p>
	<p>Topeka Journal article discussing how integration would work in Kansas</p>	<p>"8,000 Students Affected, State Officials See No Trouble Adjusting Schools to New Rule." <i>Topeka Journal</i> [Topeka KS] 17 May 1954: n. pag. Print.</p>	<p>http://www.kansasmemory.org/item/211812</p>
	<p>Image of Sumner Grades School 2nd grade class after integration 1955</p>	<p>Schrock, John Edward. <i>Second Grade Class, Sumner School, Topeka, Kansas</i>. 1955. Kansas Memory, Topeka KS.</p>	<p>http://www.kansasmemory.org/item/215078</p>
<p>KANSAS MEMORY</p> 	<p>Oral history of a Topekan who attended segregated schools and experience integration first hand</p>	<p>"Jack Alexander, Separate but Equal in Topeka: A Personal Oral History." Interview by Jack Alexander. <i>Kansas Memory</i>. Kansas Historical Society, 2014. Web.</p>	<p>http://www.kansasmemory.org/item/309869</p>

Image	Description	Citation	URL
	<p>Kansas History journal article detailing the discrimination and segregation within desegregated schools</p>	<p>Beatty, Robert, and M. A. Peterson. "'Covert Discrimination: Topeka-Before and After Brown.'" <i>Kansas History</i> (2004): 146-163. <i>Kansas Historical Society</i>. Web</p>	<p>http://www.kshs.org/publicat/history/2004autumn_beatty.pdf</p>
	<p>Brown decision as reported in the Topeka State Journal</p>	<p>"School Segregation Banned." <i>The Topeka State Journal Company</i> [Topeka KS] 17 May 1954: n. pag. Print</p>	<p>http://www.kansasmemory.org/item/415</p>

Lesson Procedure

Day 1

1. Teacher should display photographs of **Monroe** (#9338) and **Sumner** (208673) schools exteriors, or give pairs of students copies of the photos. Have students predict which school is the "White" and which is the "African American" school. Have them give evidence for their predictions, before telling them which is which.
2. Then project or distribute photos from inside the schools. Working in pairs they should compare and contrast the two classes. First they should focus on the people only (number, dress, teacher, students, etc.) then on the physical classroom (desks, boards, windows, supplies, etc.) using organizer #1.
3. As a class, discuss what students observed. Each group should add to their list anything other groups observed that they did not. The teacher should create a master chart for the class to use as a reference.

4. Exit ticket writing assignment: Based only on the evidence in the photographs, were the quality of racially separated classrooms in Topeka grade schools greatly different?

Day 2

1. The teacher will read some of the responses from yesterday's exit ticket, or ask for students to voluntarily tell what they wrote in response. The class consensus will probably be that the classrooms themselves were not vastly different.

2. The teacher should introduce, but not attempt at this time, the question "If the segregated schools were not inferior in quality in Topeka, why would African American parents sue in order to desegregate schools?" Students should use today's lesson to help formulate their answers.

3. Project the "**School Segregation Banned**" (#415). Have students read in *Kansas Journey* "**Brown vs. Topeka Board of Education.**" How might this have felt for African Americans? How might this have felt for white families?

4. Have one partner read the article "**School Board Votes to End Topeka Segregation**" (#211812) and the other partner read "8,000 Students Affected" (211812). Then working together, they should answer "What seems to be mood about desegregation in Topeka and Kansas?" citing quotes and inferences on organizer #2.

5. Give each partner group a copy of photograph of the **Sumner** (previous white school) class in 1955 after segregation (#215078). Upon first inspection, does this seem to be an integrated class?

6. According to the **Beatty** article, the population of Topeka at the time was 79,000, of whom approximately 5,000 were African Americans. Work with the class to create a simplified ratio of African American to white citizens.

$$5,000:74,000 = 1:14.8$$

Now using this ratio, look into each quadrant of the photograph and create a ratio of African American to white students. Does quadrant A fit our 1:15 ratio? Does quadrant B? Quadrant C? Quadrant D? What stands out to you? Then calculate the ratio for the entire class. Does the entire class meet the 1:15 ratio? According to the ratio, this is an "equally" integrated classroom, but would it have felt like that to the African American students?

7. Return to the original question "If the segregated schools were not inferior in quality in Topeka, why would African American parents sue in order to desegregate schools?" and have students write an answer.

Day 3

1. Introduce the definitions for de facto and de jure segregation. Have students brainstorm, then share out, historical or modern day example of each.
2. As a class, watch and listen to the interview of Jack Alexander through 7:45, focusing on schools and businesses/neighborhoods. Students will record examples of de facto and de jure segregation in Topeka. Share out examples.
3. Return to the yesterday's question question "If the segregated schools were not inferior in quality in Topeka, why would African American parents sue in order to desegregate schools?" Discuss what African-Americans are really fighting for during this time. Is it just about school segregation? How would segregation affect African American children and society? How would segregation affect white children and society? Record answers on organizer #3.
4. Assignment: What does segregation look like today? Let's expand the concept of de facto segregation beyond the 1950's and beyond African American and white. Let's consider all races, socio-economic, genders, education levels, etc. today. Write two paragraphs to answer the following questions:

Paragraph 1: De jure segregation has ended in America, but in what ways does de facto segregation still exist? Give me three examples, 1 from your school, 1 from a local or state level, and 1 from national or world level.

Paragraph 2: Why does de facto segregation still exist?

Assessment

1. Observe students participation in class analysis and discussion.
2. Evaluate the student's written response for thoughtfulness and completeness.

“After School Desegregation” Student Page #1

Write the differences between the people in the Sumner and Monroe Grade Schools in the outer spaces. Write the similarities in the inner space.

Sumner Grade School

Monroe Grade School

Write the differences between the physical classrooms in the Sumner and Monroe Grade Schools in the outer spaces. Write the similarities in the inner space.

Sumner Grade School

Monroe Grade School

Based only on the evidence in the photographs, were the quality of racially separated classrooms in Topeka grade schools greatly different? Give support for your answer.

“After School Desegregation” Student Page #2



Something to think about today: “If the segregated schools were not inferior in quality in Topeka, why would African American parents sue in order to desegregate schools?”

According to the articles you read, what does the mood seem to be toward desegregation in Topeka and the state?

Evidence = Direct Quote	Inference

Ratio of African-Americans to Whites in Topeka in 1955= _____: _____

Write a ratio for each quadrant of the photograph. Only count heads, so that you only count each person one time in one quadrant.

Total ratio for the classroom= _____ African-Americans: _____ White

<p>Evidence: Read the photograph geographically to answer.</p>	<p>Infer: Why am I seeing what I see? Brainstorm</p>
<p>Where are the African-American students in relation to the front of the classroom and the teachers desk?</p>	<p>First thought as to why African-American students are sitting where they are:</p>
<p>Where are the African-American students in relation to other African-American students?</p>	<p>Brainstorm possible and plausible other reasons for all African American students being in quadrant B.</p>
	<p>How might this seating chart affect the African-American students?</p>
	<p>How might this seating chart affect the white students?</p>

Write some thoughts to answer the question with which we began today. If the segregated schools were not inferior in quality in Topeka, why would African American parents sue in order to desegregate schools?

“After School Desegregation” Student Page #3

Vocabulary:

De facto segregation:

De jure segregation:

Listen to the interview of a man who lived in Topeka during this time. Write examples he give of *de facto* segregation and *de jure* segregation for African-Americans in Topeka in the 1940's and 1950's.

De Facto	De Jure

Assignment: What does segregation look like today? Let's expand the concept of de facto segregation beyond the 1950's and beyond two races. Let's consider all races, socio-economic, genders, education levels, etc. today. Write two paragraphs to answer the following questions:

Paragraph 1: De jure segregation has ended in America, but in what ways does de facto segregation still exist? Give me three examples, 1 from your school, 1 from a local or state level, and 1 from national or world level.

Paragraph 2: Why does de facto segregation still exist?