

# Historical Literacy Project Model Unit Gallery Template

**Unit Title: Modern America**

**Designed by: Chris Kenton, Matt Lindell, Cliff Cromwell, Molly Phillips**

**District: Cape Henlopen, Capital and Lake Forest School Districts**

**Content Area: US History, Modern America**

**Grade Level(s): High School**

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**Summary of Unit** As part of our United States History curriculum, the following unit will address three separate topics under the topic of “Modern America.” Students will be asked to compare historical narratives to learn more about 1) The Civil Rights Movement, 2) Malcolm X vs. Martin Luther King Jr, and 3) School Segregation. It is our hope that by doing so, students will be able to meet Delaware History Standard 3 which asks students to “compare competing historical narratives, by contrasting different historians’ choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.”

## Stage 1 – Desired Results

What students will know, do, and understand

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### Delaware Content Standards

**9-12a:** Students will compare competing historical narratives, by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.

### Big Idea(s)

**Modern America- Civil Rights Movement**

### Unit Enduring Understanding(s)

Students will understand that the backgrounds of historians and the strategies they employ produce biases that often lead to competing interpretations.

### Unit Essential Questions(s)

How are artifacts and documents used to write the story of the past?

## Stage 2 – Assessment Evidence

(Design Assessments To Guide Instruction)

## Suggested Performance/Transfer Task(s)

### Essential Question Addressed:

How are artifacts and documents used to write the story of the past?

### Prior Knowledge:

Students will have examined “The Civil Rights Movement,” “MLK vs Malcolm X,” and “Segregation in Schools” through Lessons #1, #2, and #3.

### Scenario:

Ask students to complete a "Motion Picture Analysis Worksheet" from the National Archives (available below), evaluating the film, how it communicates, and its major themes. What are the movie's major thematic and economic objectives? Which is more reliable--historical documents, historians' accounts, or the movie--and why? Does the movie contain any inaccuracies? How do movies and written texts communicate and present evidence differently? Which communicates more effectively and why?

### Requirements:

Using one of the following films (Eyes on the Prize, Malcolm X, or Separate But Equal), the students will fill out a “Motion Picture Analysis Worksheet” from the National Archives website to evaluate how Hollywood portrayed the historical events studied in class.

### Final Product:

"Motion Picture Analysis Worksheet" from the National Archives and Records Administration:  
[http://www.archives.gov/digital\\_classroom/lessons/analysis\\_worksheets/movie.html](http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/movie.html):

Criteria	1	2	3
Identifies film's major themes	1	2	3
Identifies film's economic objectives	1	2	3
Assesses the reliability of the film	1	2	3
Identifies any inaccuracies in the film	1	2	3
Provides examples of how the film presented evidence differently	1	2	3

Total Points \_\_\_\_\_

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

### Lesson #1 Civil Rights Movements

Cliff Cromwell

**Lesson Description:** Students will be creating an instructional powerpoint on a segment of the Civil Rights Movement from 1954-1965. They can use both visual and audio components to help convey the message about the civil rights time period.

**Time Required:** The edited version of the video “Eye on the Prize” is about 2 hours. The powerpoint creation should take about 4 class periods.

**Essential Question Addressed:** How was the civil rights idea for equal rights achieved. What methods and techniques were used to reach their goal?

**Enduring Understanding:** The Civil rights movement was made up of many segments, each one learning from the previous. New groups came and changed the dynamics of the movement.

**Materials:**

1. Eye on the Prize video.
2. Access to a computer with internet connection
3. Method of projection of finished project

#### Procedures:

1. Start the unit taking about civil rights. What are they? Who gets them? Why in our history did we limit them to certain people? Tell the students they will be watching a video on the Civil Rights Movement. They are to take notes on each segment of the video. (See student handout #1.
2. Show the video “Eye on the Prize”; The teacher may stop and emphasize points as the video goes on. Things to point out could be the use of music and song with the participants, the age of the participants and their motivation. Pass out the packet “Student Notes: Thee students are to take notes of the different segments that will help them organize and understand the different motives.
3. At the end of the video tell the students they will be creating a Powerpoint lesson on one of the segments in the 9 year process for civil rights using their notes to help. The lesson should have a purpose (thesis) and should tell the story of the segment for the movement.
  - a. SIT-INS (Nashville)
  - b. EMMITT TILL’s Murder
  - c. STUDENT NONVIOLENT COORDINATING COMMITTEE (SNCC)
  - d. LITTLE ROCK NINE
  - e. FREEDOM RIDES
  - f. ALBANY MOVEMENT
  - g. UNIVERSITY OF MISSISSIPPI
  - h. MEDGAR EVERS ASSASSINATION
  - i. BIRMINGHAM
  - j. MARCH ON WASHINGTON

- k. CIVIL RIGHTS ACT OF 1964
- l. MISSISSIPPI SUMMER PROJECT
- m. SELMA TO MONTGOMERY MARCH
- n. 1965 VOTING RIGHTS ACT

4. The following criteria are for the powerpoint

- a. 10 to 15 content slides excluding cover and bibliography. Text should be clear, concise, and to the point; don't clutter a slide with more than 5 bulleted pieces of information. Choose your word carefully to get the most out the them.
- b. Graphics **MUST BE VERY CLEAR**, not foggy or blurry. They can include pictures, photos, art, maps, charts, graphs, etc. The websites furnished are a few of the many sites that have information and pictures that may be used.

Sound is optional if included, use sparingly and for special effect or mood. You can choose a music to be played over the entire powerpoint. It should enhance the powerpoint, not detract for the message.

Animation also should be used for special effect or emphasis. Don't go zooming or flying in everything on the slide; it should **not distract** from the information presented on that slide.

- c. Besides the content, a PowerPoint presentation should have a good background and color scheme that reflects in some way the subject being presented. Think of the many PPTs that I have shown throughout the year—the color of the slide, the text colors, the shape of bullets, etc., should reflect the theme of your topic. You should create a “master slide” for the entire presentation. For help with this, attend one of my mini-workshops on “PPT ‘Bells & Whistles’.” You should NOT have a different background color or design for each slide!!

**This is NOT a “cut-and-paste” project!!** Thought, research, and organization must be evident to obtain a high grade.

- d. Your **grade** will be based on the following criteria: – for content and historical accuracy, visuals/graphics [and their appropriateness], organization, formatting, clarity of theme/thesis.

Web sites that you can use to help with illustration and storylines:

[http://www.loc.gov/pictures/search?q=african american civil rights](http://www.loc.gov/pictures/search?q=african+american+civil+rights)

<http://www.civilrights museum.org>

<http://www.pbs.org/wgbh/amex/eyesonthepize/resources/index.html>

<http://www.picturehistory.com>

<http://www.historywiz.com/civilrights.htm>

<http://www.nytstore.com>

<http://memory.loc.gov/ammem/index.html>

<http://udlibsearch.lib.udel.edu/highschools/>

<http://www.fofweb.com/subscription/LogInDBs.asp> Username=lakeforest,  
password=spartans

<http://www.ashp.cuny.edu/investigatinghistory/m11.html>

<http://digitalgallery.nypl.org/nypldigital/dgkeysearchresult.cfm?keyword=civil+ri>  
ghts

<http://www.nps.gov/history/nr/travel/civilrights/sitelist.htm>

*You may use other sites that you know about for this project.*

The following rubric will be used to score your powerpoints. It will be on a scale of 1 to 5 for each statement.

1. The topic selected meets the requirements of the assignment.
2. The powerpoint appears to be well researched.
3. The content of the powerpoint is accurate and appropriate.
4. The powerpoint indicates a understanding of the subject.
5. The powerpoint indicates an ability to synthesize information.
6. The powerpoint includes the required number of elements.
7. The powerpoint is neatly executed and inviting.
8. The powerpoint represents the individual's full potential.

Student Name: \_\_\_\_\_

The topic selected meets the requirements of the assignment.	1	2	3	4	5
The powerpoint appears to be well researched.	1	2	3	4	5
The content of the powerpoint is accurate and appropriate.	1	2	3	4	5
The powerpoint indicates a understanding of the subject.	1	2	3	4	5
The powerpoint indicates an ability to synthesize information.	1	2	3	4	5
The powerpoint includes the required number of elements.	1	2	3	4	5
The powerpoint is neatly executed and inviting.	1	2	3	4	5
The powerpoint represents the individual's full potential.	1	2	3	4	5
TOTAL					

















**Debrief:** In debriefing the students, you may use the powerpoints themselves to see if they message was learned.

**Formative Assessment (“Check for Understanding”):** The students can use these lessons to interview people in their family on their understanding about civil rights. They can use a historical point of view or make it current to this time. Reports could be given by the students if this type of assessment is warranted.

*Did you consider the following unit design principles?*

*IP – International education perspective*

*IL – Information Literacy*

*WR – Workplace readiness/21<sup>st</sup> century skills*

*FA – Formative assessment, used to check for understanding*

*DI- Differentiated Instruction*

*UDL– Universal Design for Learning*

*TL – Technology Literacy*

**Resources and Teaching Tips** (Consider the two questions below when completing this section.)

**The PBS video Eye on the Prize is used in this lesson. It is available from many local libraries if the teacher does not have a copy in their school.**

**The teacher might have to guide some students with their project. A tendency to just cut and paste and use others ideas might occur. Some of the historical nuances’ might have to be discussed with the class as the video is being viewed. For example: In the Little Rock segment, the use of federal troops in the south to enforce a national law for the first time since Reconstruction was significant. The change in using young adults as a means to put pressure on the southern cities which occurs in the Albany and Birmingham segments shows a shift in the evolution with the movement.**

**Lesson #2**  
**Malcolm X and Martin Luther King Jr.: Matter of Perspective**

Matt Lindell—Cape Henlopen High School

**Lesson Description:** This lesson is an attempt to show to show students how two people in history can share a common goal but have two different paths to reaching that common goal. During the Civil Rights Movement, Martin Luther King Jr. and Malcolm X were two important civil rights leaders who shared a common goal of black equality; however, both men had two polar opposite strategies of reaching this goal. This lesson will give students practice in digesting information provided by primary sources, and it will allow students to investigate the importance of perspective and bias in shaping the debate and course of the Civil Rights Movement.

**Time Required:** 2 class periods

**Essential Question Addressed:** To what degree is historical investigation about the historian as much as the history? Is it necessary to include an investigation of the writer in regard to what we read?

**Enduring Understanding:** Students will understand that the backgrounds of historians and the strategies they employ produce biases that often lead to competing interpretations.

**Materials:** Primary Source #1—Letter from Birmingham Jail Excerpt Reading (Glencoe, American Vision 2005). Primary Source #2—Malcolm X Speech—Excerpt Reading (Glencoe, American Vision, 2005). Internet (to search the biographies of MLK Jr. and Malcolm X) (Teacher might want to print copies of each biography). Over head with questions addressed in the procedures.

**Procedures:**

1. Ask students to respond and make an argument for or against allowing students who have an A average being allowed to forgo the last month of school. Once students have created their arguments, allow students to voice their opinions. Next, ask one of the students against this proposal, why they think that some of the people for the proposal want to see it passed. (Students may mention that they have A's and it would benefit them. Do the same in asking someone who supports this idea why people might be against this idea. (Students may say that those without A's do not want to see their peers rewarded while they have to stay in school). Also, ask those that are against the proposal if they are against student improvement. Most will say no, and they may come up with different ideas to reward everyone for improvement. Tell students that many people in history have had the same goal in mind, but they have had a different perspective in how to reach that goal.
2. Tell students that they are going to engage in an activity that will investigate the common goals of Martin Luther King Jr. and Malcolm X and their two polar opposite paths in attaining the goal of equality for all people.
3. There are two primary sources. The teacher should have desks divided into six groups, and three of the groups will receive Malcolm X's speech and the other groups will receive MLK Jr.'s speech. Their job will be to formulate an opinion on the best course of action to seek civil rights.

Malcolm X's speech should lead them to the idea of using force when faced with force, and more black independence within the movement as opposed to MLK Jr.'s idea of nonviolent protest and assistance from sympathetic whites. Students will share their arguments.

4. After completing #3, have students answer the following questions:
  - a. 1. What are the major differences in beliefs between these two men?
  - b. 2. How can two men with the same goal come to two different conclusions about reaching the goal?
  - c. 3. Would you have liked to know the background of these two men before they wrote these documents? Why?
  - d. What would you like to know?
5. After going over these questions, which should center around bias and perspective, handout biographies that you have found on the internet or have the students look them up as a homework assignment, and have them explain any possible connections between the life experiences of these two men and their perspective on the pursuit of civil rights. Students should be able to justify their arguments with support from their biographies.

**Debrief:** The teacher will revisit the essential question: To what degree is historical investigation about the historian as much as the history? Is it necessary to include an investigation of the writer in regard to what we read?

**Formative Assessment (“Check for Understanding”):** Students will complete an exit ticket that reviews the essential question of the lesson.

*Did you consider the following unit design principles?*

*IP – International education perspective*

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*WR – Workplace readiness/21<sup>st</sup> century skills*

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# Letter from Birmingham Jail ... Dr. Martin Luther King

## About the Selection

Dr. Martin Luther King, Jr., was arrested and jailed many times during his crusade to end segregation and advance the cause of racial equality. In 1963 he was imprisoned for leading a demonstration in Birmingham, Alabama. While in prison there, he wrote the following letter to members of the clergy who had criticized him for using direct-confrontation tactics and for “moving too quickly” to change race relations in the South.

## Reader's Dictionary

repudiated: renounced

emulate: copy

Integral: essential

scintillating: bright sparkling

## GUIDED READING

As you read, determine what-according to King-are the two opposing forces in the African American community. Then answer the questions that follow.

April I, 1963

My Dear Fellow Clergymen:

... I am in Birmingham because injustice is here .... I had hoped that the white moderate would understand that law and order exist for the purpose of establishing justice. And that when [law and order] fail in this purpose, they become the dangerously structured dams that block the flow of social progress. I had hoped that the white moderate would understand that the present tension in the South is a necessary phase. [It marks] the transition from an obnoxious, [hateful] negative peace, in which all [people] will respect the dignity and worth of human personality.

Actually, we who engage in nonviolent direct action are not the creators of tension. We merely bring to the surface the hidden tension that is already alive. We bring it out in the open where it can be seen and dealt with. [Injustice is) like a boil that can never be cured so long as it is covered up,

but must be opened with all its ugliness to the natural medicines of air and light. Injustice must be exposed, with all the tension its exposure creates, to the light of human conscience and the air of national opinion before it can be cured .... You speak of our activity in Birmingham as extreme. At first I

was rather disappointed that fellow clergymen would see my nonviolent efforts as those of an extremist. I began thinking about the fact that I stand in the middle of two opposing forces in the Negro community.

One is a force ... made up, in part, of Negroes who, as a result of long years of oppression, are so drained of self-respect and a sense of “some-bodiness” that they have adjusted to segregation. And, in part, of a few middleclass Negroes who-because of a degree of academic and economic security and because in some ways they profit by segregation-have become insensitive to the problems of the masses.

The other force is one of bitterness and hatred. And it comes perilously close to advocating violence. It is expressed in the various black nationalist groups that are springing up across the nation-the largest and best-known being Elijah Muhammad's Muslim movement. Nourished by the Negro's frustration over the continued existence of racial discrimination, this movement is made up of people who have lost faith in America, who have absolutely repudiated Christianity, and who have concluded that the white man is [hopelessly a) devil.

I have tried to stand between these two forces, saying that we need to emulate neither the "do-nothingism" of the complacent nor the hatred and. Despair of the black nationalist. For there is the more excellent way of love and nonviolent protest. I am grateful to God that, through the influence of the' Negro church, the way of nonviolence became an integral part of our struggle.

If this philosophy had not emerged, by now many streets of the South would, I am convinced, be flowing with blood. And I am further convinced that if our white brothers dismiss [us) as "rabble-rousers" and outside agitators" ... and if they refuse to support our nonviolent efforts, millions of Negroes will, out of frustration and despair, seek solace and security in black nationalist [ideas]-a development that would inevitably lead to a frightening racial nightmare ....

I hope this letter finds you strong in the faith. I also hope that circumstances will soon make it possible for me to meet each of you, not as an integrationist or a civil rights leader, but as a fellow clergyman and a Christian brother.

Let us all hope that the dark clouds of racial prejudice will soon pass away and the deep fog of misunderstanding will be lifted from our fear-drenched communities. And in some not-too-distant tomorrow, the radiant stars of love and brotherhood will shine over our great nation with all their scintillating beauty.

Yours for the cause of Peace and Brotherhood

Martin Luther King, Jr.

# Malcolm X

## About the Selection

Malcolm X did not mince words. In 1963 he referred to the famous March on Washington-where Dr. Martin Luther King, Jr., delivered his "I Have a Dream" speech-as the "Farce on Washington." Until Malcolm X made his pilgrimage (hajj) to Makkah, he and King represented a series of choices that African Americans had to make, and still do: Separatism or integration? Violent action or peaceful protest? Revolution or evolution?

## GUIDED READING

As you read, find out who the March on Washington really served-according to Malcolm X. Then answer the questions that follow.

Not long ago, the black man in America was fed a dose of another form of the weakening, lulling, and deluding effects of so-called "integration:'. It was that ."Farce on Washington; I call it.

The idea of a mass of blacks marching on Washington was originally the brainchild of the Brotherhood of Sleeping Car Porters' A Phillip Randolph. For twenty or more years the March on Washington idea had floated around among Negroes. And, spontaneously now, that idea caught on.

Any student of how "integration" can weaken the black man's movement was about to observe a master lesson.

The White House, with a fanfare of international publicity, "approved," "endorsed; and "welcomed" a March on Washington ....

It was like a movie. The next scene was the "big six" civil rights Negro "leaders" meeting in New York City with the white head of a big philanthropic agency. They were told that their money-wrangling in public was damaging their image. And a reported \$800,000 was donated to a United Civil Rights Leadership council that was quickly organized by the "big six:'

Now, what had instantly achieved black unity? The white man's money. What string was attached to the money? Advice....

The original "angry" March on Washington was now about to be entirely changed.

Invited next to join the March were four famous white public figures: one Catholic, one Jew, one Protestant, and one labor boss ....

And suddenly, the previously March-nervous whites began announcing they were going.

It was as if an electrical current shot through the ranks of bourgeois Negroes-the very 50-called "middle-class" and "upper-class" who had earlier been deploring the March on Washington talk by grass-roots Negroes.

But white people, now, were going to march.

Why, some downtrodden, jobless hungry Negro might have gotten trampled. Those "integration"-mad Negroes practically ran over each other trying 'to find out where to sign up. The "angry blacks" March suddenly had been, made chic. Suddenly it had a Kentucky Derby image. For the status-seeker, it was a status symbol. "Were you there?" You can hear that right today. '

It had become an outing, a picnic. The morning of the March, any rickety carloads of angry, dusty, sweating small-town Negroes would have gotten lost among the chartered jet planes, ' railroad cars, and air conditioned buses ....

. . . And, by how, there wasn't a single logistics aspect uncontrolled. The marchers had been instructed to bring no signs-signs were provided. They had been told to sing one song: "We Shall Overcome." They had been told how to arrive, when, where to arrive, where to assemble, when to start marching and the route to march. First-aid stations were strategically located-even where to faint '

Yes, I was there, I observed the circus. Who ever heard of angry revolutionists all harmonizing "We Shall Overcome ... Some Day ..." while tripping and swaying along arm-in-arm with the very people they were supposed to be angrily revolting against? Who ever heard of angry revolutionists swinging 'their bare feet together with their oppressor in lily-pad park pools, with gospels and guitars and "I Have a Dream" speeches?

From The Autobiography of MalcolmX by Malcolm X and Alex Haley, copyright 1964 by Alex Haley and Malcolm X, Copyright 1965 by Alex Haley and Betty Shabazz. Used by permission of Random House, Inc.

### Lesson #3

Molly Phillips  
Dover High School  
United States History  
HLP July 2011

Topic: Looking at the average American classroom 50 years since the Brown vs. The Topeka Board of Education Supreme Court Decision

Brown v. Board: Where are We Now?

Level:Grades 9 to 12

Subject:Reading and Social Studies

Key Learning: The Resegregation of American schools

Lesson Essential Question: What is happening in your community to cause schools to resegregate based on ethnicity?

\*\*In order to complete this lesson the teacher will need to do quite bit of background research. The "Special Collections" section of the library at University of Delaware has a great deal of information that will be useful when utilizing this lesson in a Delaware classroom.

Learner Activity 1: Students will read "Where are We Now?" and utilize the PALS reading strategy. The students will all receive a copy of the reading and a blank PALS chart. They will be paired together by Lexile scores. A partner will read the first paragraph and then they will need to summarize each paragraph into ten words or less. For the next paragraph the roles are reversed. This activity will continue until the article is complete.

Learner Activity 2: Teacher will place students into small groups of about 3. They will be given materials to research their school district's history. They will then need to fill out a graphic organizer with the following questions.

When, why and how did it first begin its desegregation process?

Are local schools integrated?

Are they resegregating?

What factors are impacting the level of integration?

Learner Activity 3: The previous groups will remain together to brainstorm the following idea.

Integrated schools are better for all students. Brainstorm a list of integration's benefits. Are there any "cons" to integration. If so, create a separate list for each. Have students present their ideas to the class and then create "whole" class chart. If time, a small debate should take place within the class period especially if certain groups challenge ideas for the chart.

Learner Activity 4: Arrange a classroom exchange with a school that has different demographics than your school.

How are students' educational experiences the same?

How are they different?

Assessment:

Formal: Students will complete a powerpoint project on their findings. They will present their information to the class.

Informal: Teacher will monitor progress as the students work on their projects and will provide timely feedback.

## PALS READING COLLECTION SHEET

Summarize each paragraph in 10 words or less!

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

Paragraph 5:

Paragraph 6:

Paragraph 7:

Paragraph 8:

Paragraph 9:

Paragraph 10:

Paragraph 11:

Paragraph 12:

Paragraph 13:

Paragraph 14:

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### Harvard Civil Rights Project Reports Rise In School Segregation

A report issued in June 1999 by The Civil Rights Project at Harvard University and researchers at Harvard Graduate School of Education finds that students in U.S. public schools are becoming more segregated by race and class. The study, *Resegregation in American Schools*, is based on the latest data from the National Center for Education Statistics and highlights several important trends in public schools. Among these trends are rapid resegregation in the South, severe segregation among Latino populations, increased isolation of blacks and Latinos in the suburbs, and a strong overlap between segregation by race and by class. The authors, Gary Orfield and John Yun, emphasize that these patterns appear against a backdrop of waning support for desegregation efforts among policymakers and in the courts.

Among the major findings of the report:

In the South, a region which achieved the highest national level of integration beginning in 1970, public schools have been resegregating over the past decade at an accelerated pace. From 1988 to 1996, the percentage of black students in majority white schools in the South fell from a peak of 43.5% to 34.7%.

While in the 1970s, all states with substantial black enrollment showed increased desegregation, between 1980 and 1996, virtually all of these states experienced a rise in segregation.

While more minority students are attending schools with students of more than one race, whites remain the only racial group that attend schools where the overwhelming majority of students, 81%, are from their own race.

The average white student is in a school with a 8.6% black students, 6.65% Latinos, 2.8% Asians, and 1% American Indians.

Blacks and Latinos attend schools where a little more than half the children are from their own group, on average, while American Indians attend schools that are one-third Indian [excluding Bureau of Indian Affairs (BIA) schools]. Asians tend to be in schools that are one-fifth Asian.

Although the population of blacks and Latinos has risen significantly in the suburbs, these racial groups increasingly find themselves in segregated schools. The authors warn that if definite measures are not taken to reverse this trend, the suburbs may soon experience the same degree of segregation as big cities.

The most severe segregation occurs among Latinos, the nation's fastest growing minority. Data from 1996-1997 indicates that 74.8% of Latinos attend schools with over 50% minority student population, and 35.4% of Latinos attend schools with over 90% minority student population. Both figures are significantly higher than they were in the 1968-1969 school year when 64.3% of Latinos attended schools with over 50% minority student population and 23.1% of Latinos attended schools with over 90% minority student population. Although the authors acknowledge that the increase in Latino segregation may simply reflect the growth of the Latino population, the demographic changes do not explain why whites stay segregated in regions of rapid Latino enrollment growth.

Finally the study draws a strong connection between segregation by race and schools experiencing concentrated poverty. The report finds that students in segregated minority schools are eleven times more likely to be in schools with concentrated poverty than their peers in predominantly white schools. Poverty is linked to lower educational achievement, and racially segregated schools for all groups except whites are almost always schools with high concentrations of poverty. The report states, "While debates over the exact academic impact of desegregation continue, there is no question that black and Latino students in racially integrated schools are generally in schools with higher levels of average academic achievement than are their counterparts in segregated schools."

The authors argue that despite compelling evidence of ongoing segregation, the political atmosphere has been increasingly hostile towards desegregation plans. They highlight three Supreme Court rulings in the 1990s which have curtailed desegregation rights and weakened support for desegregation programs. In the 1991 Board of Education of Oklahoma City v. Dowell, the Court ruled that desegregation orders were temporary and sanctioned a return to segregated neighborhood schools for districts that have made good faith efforts to desegregate and remedied past discrimination "as far as practicable." In 1992, the Court argued that causes of segregation, such as changing demographics, may be out of the reach of the courts in Freeman v. Pitts, and in 1995, in Missouri v. Jenkins, the Court ruled that Kansas City's desegregation plan

to lure suburban whites to inner-city magnet schools was overambitious, thus overturning a lower court decision to maintain the extensive magnet school remedy.

These rulings have set in motion the dismantling of desegregation programs in many major school districts and pose a great challenge for civil rights lawyers trying to preserve court desegregation orders. Successes, such as the settlement in March 1999 of the longstanding Liddell case are few and far between. Although the settlement scales back the busing plan in St. Louis, it provides the means for the continuance of the popular inter-district transfer program. The decision by the Boston School Committee in July 1999 to end a 25 year desegregation program under the pressure of impending legal challenge and demographic change has become a more common occurrence according to the authors.

Despite the largest increase over the last decade in segregation since the civil rights era, the Clinton administration has offered no initiatives to offset this trend. The authors strongly urge the administration to address intensifying segregation. They recommend a concerted effort by the President and Education and Justice Departments to raise awareness of resegregation and its consequences.

They also call for:

- 1.the Justice Department and Department of Education, Office of Civil Rights, to set clear definitions of desegregation requirements and to defend remaining desegregation court orders;
- 2.incentives in Title I plans to encourage the transfer of students from “concentrated-poverty low-achieving schools” to more diverse settings;
- 3.a policy of strong support for diverse suburban communities by the Education, HUD, and Justice Departments; and
- 4.a program of aid for human relations, staff training, and educational reform in the nation’s thousands of multiracial schools.

Forty-five years after *Brown v. Board of Education* declared “separate but equal” as “inherently unequal,” segregation continues to produce unequal educational opportunities, particularly for low-income minority students. This report serves as a wake up call to Americans. In a time when the country is rapidly growing and becoming more diverse, it is important that the nation’s schools reflect this diversity. The immense gains of the civil rights movement cannot be taken for granted. As difficult as progress was to achieve, without a strong national policy supportive of desegregation, it is just as easily rolled back.

The Civil Rights Project at Harvard is an interdisciplinary initiative engaged in assessing the prospects for justice and equal opportunity under the law for racial and ethnic minorities in the United States. Gary Orfield is Professor of Education and Social Policy and Co-Director of the Civil Rights Project at Harvard University and John Yun is a doctoral candidate at the Harvard Graduate School of Education. The full report can be accessed at [www.law.harvard.edu](http://www.law.harvard.edu)

Lesson #4  
Chris Kenton  
Lake Forest High School

**Lesson Description:**

In this culminating activity, students will be asked to compare what they have learned in one of the three previous lessons with the way Hollywood portrayed that historical event through film.

**Time Required:**

3-5 class periods, depending on the choice of film.

**Essential Question Addressed:**

How are artifacts and documents used to write the story of the past?

**Materials:**

Choose one of the following three films:

Eyes on the Prize

Malcolm X

Separate But Equal

Movie Analysis Worksheet provided by the National Archives (Provided)

**Procedures:**

The instructor will choose one of the three films listed above to show in class. The students will be asked to look for five themes while watching the film to better help them fill out the Analysis Worksheet. The worksheet asks students to fill out a few questions prior to watching the film, several questions to fill out while watching the film, and finally to fill out some questions after the film has been completed.

**Other:**

The Analysis Worksheet and Rubric for grading are provided in Section 2 above under "Assessment Evidence."