Historical Literacy Project Model Unit Gallery Template

Unit Title: Civil Rights in Delaware

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District: Appoquinimink School District

Content Area: Social Studies

Grade Level(s): 9-12

Summary of Unit

This unit addresses change over time of legal rights for minority groups in Delaware.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

History One 9-12a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.

Big Idea(s)

Chronology

Change over Time

Unit Enduring Understanding(s)

Students will understand that history is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources that are available at the time.

Unit Essential Questions(s)

How can we use historical materials to analyze change and continuity over time?

Knowledge and Skills

Students will know…

- **Legal and de facto inequalities experienced by minorities in Delaware**
- **Significant historical events that altered the status of minorities in Delaware.**

Students will be able to…

- **Use historical documents, photographs, and other artifacts to analyze change over time**

Stage 2 – Assessment Evidence

(Design Assessments To Guide Instruction)

Suggested Performance/Transfer Task(s)

Prior Knowledge	Now that you have learned about some of the experiences of minority groups in Delaware, you are ready to investigate change and continuity in Delaware schools.
Problem	A collection of photographs has been donated to a Delaware history museum (see below). The museum would like to use these primary sources to create a museum exhibit focusing on the history of Delaware schools.
Role/Perspective	You are the museum curator in charge of selecting artifacts, researching history, and creating an exhibit.
Product/ Performance	Your task is to create a museum exhibit using the donated collection of Delaware school photographs. The title of the exhibit is *Equal Opportunity for All?* The theme of the exhibit is change and continuity over time. You must choose which photographs to include in the exhibit. For each photograph, write a caption that explains how this artifact adds to our understanding of education in Delaware and how it has changed over the course of the 20th century. You should add at least two more photographs that you select through your own research Exemplary exhibits will include references to relevant historical events (e.g., Brown vs. Board of Education) Arrange your photographs and captions into an exhibit on poster board or on an online poster (www.glogster.edu) Write a one-paragraph summary analysis of the exhibit that addresses the theme of change or continuity over time.
Reflection	Write responses to the following questions: • Which photographs did you select for your exhibit and why? Which did you exclude? • What photograph(s) were missing from this collection that you would have liked to use in your exhibit?

Rubric

Scoring Category This exhibit provides …	Score Point 3	Score Point 2	Score Point 1
Chronology	Photographs are arranged in a way that clearly demonstrates change or continuity over time	Photographs are arranged in a way that demonstrates some change or continuity over time	Photographs do not demonstrate change or continuity over time.
Analysis	The explanation of change or continuity over time is thoroughly developed	Partially developed explanation	Minimally developed explanation
Research	Captions and summary include thorough explanation of the historical context for the photographs	Captions and summary include some explanation of the historical context for the photographs	Captions and summary do not include an explanation of the historical context for the photographs
Reflection	Reflection includes thorough explanation of why certain artifacts were included and what was still missing from exhibit	Reflection includes some explanation of why certain artifacts were included and what was still missing from exhibit	Reflection does not include an explanation of why certain artifacts were included and what was still missing from exhibit

Total Score: _____

Above the Standard: 10-12
Meets the Standard: 7-9
Below the Standard: less than 7

Photographs from the Delaware Historical Society:

Dover Colored School, 1915

St. Elizabeth's School Typing Class, 1943

Warner Jr. High School Basketball Team, 1955-56

Warner Jr. High School Basketball Team, 1958-59

Snack time, P.S. 21, Wilmington, 1945

Grade 1, Hartley School, 1967-68

James A. Garfield School No. 17. Wilmington, 1928

Stage 3 – Learning Plan

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

Lesson 1

Change and Continuity - Civil Rights Regarding Delaware's role and response to Desegregation

Author(s) Brant Perry

Lesson Description:

In this lesson students will explore and develop the historical thinking skill of identifying change and continuity over time. Students will analyze primary source documents and determine fact and opinion while creating arguments by synthesizing that information. Understanding formed in this lesson will be utilized in the following lessons and end-of-unit assessment.

Time Required: Approximately two, 45 minute class periods

Essential Question Addressed: How have realities affecting Civil Rights in Delaware's educational system changed since *Brown v Board of Education*? How have they stayed the same?

Enduring Understanding: Delaware played a significant role in the desegregation process. Several challenges were made to historical social values in terms of Civil Rights, equality and fairness regarding minority populations. Delaware's changing demographics result in a continuation of many of these issues.

Materials:

- Textbooks explaining the Tenth and Fourteenth Amendment or

  http://www.ushistory.org/documents/amendments.htm

- Attached documents, Handouts, Class visuals.

Procedure:

Step 1- View the 10th and 14th Amendments (textbook) and discuss the intent of each and possible conflict. Identify the role of the Supreme Court as interpreting the constitutionality of laws.

Then have the students read and discuss the *Plessey v Ferguson* review and majority opinion. Students should give examples of "separate but equal" and analyze the concept of segregation.

Step 2- Place students in groups of 3-4 and explain that they will be examining challenges to segregation in Delaware. Give students copies of Student Handout 1. Each group should assign two readers, one recorder for answering the questions and one recorder to list arguments from each side. Students should then brainstorm addition arguments that they would use if arguing the case.

Step 3- Assign one of the five documents*, Physical Facilities, Administration, Accreditation, Library and Curricula*, to each of the groups. They should examine the assigned document and present facts to the class that they expect to be used in a court case challenging

“Separate but Equal”. Use *Example Faculty* as a model. Remind them the Plaintiffs in *Parker* must prove that the facilities are unequal.

After students present their findings, give the class Student Handout 2 and analyze the arguments for both sides.

Assessment/Closure-Display overhead I and discuss the potential social, political and educational impact from *Parker*.

Step 4- (Day 2)

Distribute class sets of *BELTON et al.* **v.** *GEBHART et al. & BULAH et al.* **v.** *GEBHART et al. Key Players* to each group and review. Then give half of the groups *Summary Version I* and the other half *Summary Version II.* Each group should read their version and determine the facts. Groups will then share their findings to create a “master fact list”.

Step 5- Groups will remain split, now as “lawyers” for the plaintiffs and defendants. Each group should use the *Parker* case as a resource, as well as additional text and class reference material, to support their arguments as well as *Plessey* (for the defense; they may need additional assistance). Each side should present their arguments and, as a class, discuss the most likely outcome.

Step 6- Review the decision. Distribute the document titled *Part 3: The Brown Cases 1950-1952* and discuss the impact of Chancellor Seitz’s opinion.

Step 7- Read *Brown* synopsis in groups. Each student reads a paragraph as group members follow and verify understanding. Steer discussion around the fact that Delaware’s case was the only one in which the decision was made in favor of the plaintiffs and the State Board of Education appealed.

Conclusion- Write a letter from the perspective of one of the *Key Players* to the News Journal expressing your opinion about the Supreme Court’s decision. Focus on how you expect Delaware to respond, especially the potential varied reactions of the Northern and Southern regions.

Review of Plessey v Ferguson
In 1896,…the Supreme Court ruled in Plessey v. Ferguson that segregation was permissible in facilities such as schools, restaurants, railroad cars and restrooms, so long as those facilities were equal. This doctrine, know as “Separate but Equal” was in place for nearly 60 years. Because “Separate but Equal” lasted so long, many Americans came to think of segregation as appropriate or even desirable.

The Delaware Law Related Education Center, Inc

In the case of *Plessy v. Ferguson*, Justice Henry Billings Brown, writing the **majority opinion**, stated that:

"The object of the [Fourteenth] amendment was undoubtedly to enforce the equality of the two races before the law, but in the nature of things it could not have been intended to abolish distinctions based upon color, or to endorse social, as distinguished from political, equality. . . If one race be inferior to the other socially, the Constitution of the United States cannot put them upon the same plane."

http://www.uscourts.gov/EducationalResources/ConstitutionResources/LegalLandmarks/HistoryOfBrownVBoardOfEducation.aspx

STUDENT HANDOUT ONE:
Background *on Parker v University of Delaware*

Terms to Know:

Class Action is a lawsuit brought by one or more persons on behalf of a larger group.

Court of Chancery is a court of equity, which can provide relief when no adequate remedy is available in the law. Delaware is one of the few states with a Court of Chancery.

Injunction is a court order requiring a person to do or not do something.

In 1950, Delaware had two separate institutions of higher learning. The University of Delaware was reserved for white students. African American students who wanted to attend college in Delaware were required to attend Delaware State College. Several African American students, including Brooks M. Parker, requested that the University of Delaware give them application forms so that they could apply for admission to the University of Delaware. The University refused because they were African American and because there was another school, Delaware State College, which they could attend.

The African American students instituted a class action suit against the University saying that the University's policy violated the Equal Protection Clause of the Fourteenth Amendment to the Constitution. They argued that Delaware State College was not equal to the University of Delaware. They asked the Court of Chancery to issue an injunction that would force the University to allow students of any race to apply for admission and to be accepted without regard to the race of the applicant.
(Source: *Simple Justice* by Richard Kluger)

QUESTIONS:

1. What happened in this case?

2. Who are the parties in the case?

3. What facts are important?

4. Why did the people involved act the way they did?

STUDENT HANDOUT TWO:
Parker v. University of Delaware Arguments

The Plaintiffs (Students)

"[P]laintiffs brought this action charging (1) that the Trustees of the University were not authorized by the Constitution of the State of Delaware or by any statute or law in force in Delaware to deny plaintiffs application blanks because of their color, and (2) the action of the Trustees violated . . . the Equal Protection Clause of the Fourteenth Amendment to the United States Constitution."

The Defendants (University of Delaware)

"The Defendants have asserted three defenses to the complaint. They first contend that the complaint does not involve a class action . . . . They next contend that the Fourteenth Amendment to the United States Constitution has no application because the University is not a state institution. And finally, they contend that, assuming the Fourteenth Amendment to the Constitution to be applicable, and conceding that separate segregated state facilities must be equal, nevertheless, the evidence fails to show that the College is unequal to the University"

QUESTION

What are the arguments presented by each side?

WHOLE GROUP DISCUSSION

What are the legal and constitutional issues in the case?

What are the public policy issues? How will the Court's decision affect society?

What values are in conflict?

Example

FACULTY

University of Delaware	Delaware State College
Rank 48 Professors, 33 Associate Professors	*Rank* 4 Full Professors
Training 77 Doctors, 112 Masters 58 Bachelors	*Training* 4 Doctors, 21 Masters, 6 Bachelors
Salary Distribution 3,000 to $6,700	*Salary Distribution* $2,250 to $4,300
Scholarship of faculty Research- full time and part Encouragement of Research by administration Honors (Presentation of papers to honorary societies, etc.) Bibliography and scholarly publications	*Scholarship of the faculty* No Encouragement No distinction No bibliography, no publication
Teaching Load 12 hours Faculty stimulated by Graduate School	*Teaching Load* 15 hours
Tenure Instructor - 1 year Assistant Professor - 3 years New Associate Professor - 3 years Associate Professor renewing contract -5 years Full Professor- without term	*Tenure* Year to year, for all faculty members – no one has tenure

Physical Facilities

The campus at the University is a thing of beauty. I say this based on my visit and not unmindful of the necessity for objectivity because of my own undergraduate background. The beauty of the campus arises from the obvious quality of the many substantial buildings and from the striking symmetry created by the landscaping and the overall architectural uniformity. An examination of the various buildings demonstrated to me, with a few exceptions, that the physical plant at the University is of a very high quality. Indeed, the University's acting president, when testifying, took an obvious and commendable pride in the excellence of the University's physical plant and equipment. In contrast, the campus at the College left one with the feeling that there was no particular plan behind the positions of the various buildings. Moreover, an examination of the buildings themselves [***21] led me to conclude that with very [*394] few exceptions the few good buildings at the college were inferior to nearly all of the comparable buildings at the University. Once came away from the College with the feeling that here was an institution which, even without comparison, was a most inadequate institution for higher learning.

Administration and Other Factors

The two institutions may be compared in many other respects. The administration of the University is so far superior to that existing at the College that it almost defies comparison. The scope of the duties of the various administrative officers at the University were well defined, [*399] while the duties of the various officers at the College are vague in many instances.

I merely mention several other important ways in which the College is inferior to the University. Thus, the University provides a fairly elaborate student personnel service to assist the students in securing employment during attendance and after graduation – the College has none.

The University possesses a division of health, a health building, an infirmary and [***29] a medical staff including nurses. All [**234] the College has is a doctor on call and a most inadequate infirmary.

Disparities also appear in the maintenance staffs of the two institutions. It may be noted that maids clean the dormitories at the University, while the students do this work at the College. At the University, athletic facilities exist in abundance, including swimming pools and gymnasia, while at the College neither a swimming pool nor a gymnasium can be found. The State by statute has created certain chairs of learning at the University, while it has created none at the College. The State created scholarships and prizes at the University including some 33 funds, while there is just one scholarship fund at the College.

Accreditation

Plaintiffs contend that the educational opportunities offered at the College are inferior to those offered at the University because the University is accredited and the College is not. The testimony before [***27] me clearly indicates that a graduate of an unaccredited college is often at a [*398] distinct disadvantage. Some of these disadvantages arise in attempting to transfer to another undergraduate institution, in attempting to enter graduate or professional school and in seeking employment. The disadvantages arise because school authorities and employers generally give persons from unaccredited institutions less consideration than those coming from accredited schools. This is understandable because most reputable educational institutions are accredited. This means that the institution is being conducted in accordance with certain standards which have been determined to be acceptable for educational institutions. n4 One expert witness of prominence testified that in this day and age when there are many more applicants for admission to graduate and professional schools than there are available places the school authorities quite often commence their selection process by eliminating applicants from unaccredited schools. The possible adverse effect of this practice on graduates from the College is not difficult to comprehend.

Library

We next consider the libraries. Along with the faculty the library constitutes the "[**223] heart" of any educational institution. All the educators so testified and the soundness of this conclusion is self-evident.

The University has more than 140,000 volumes, housed in a magnificent structure which is well lighted and beautifully [***26] situated. The University's library contains cubicles for insolated study and it contains a periodical room which makes available to the students a tremendous variety of periodicals. It also provides students with records of great operas, records to study various foreign languages and many other things. On the other hand, the College library contains 16,000 volumes. The experts testified that this number of volumes was, in and of itself, insufficient to meet even minimum requirements for a college of this type. Many of the volumes were piled on the floor because there apparently is inadequate space to house them. Its periodical selection does not even compare with that found at the University. It would be a waste of time to amplify the overwhelming inferiority of the library at the College to the library at the University. Indeed, the College library was originally designed as a chapel. I conclude that in this very important respect the College is inferior to the University.

Curricula

I now look to the curricula offered at the two institutions. It is obvious that at the heart of this problem is the question as to whether the State shall give all of its citizens equal educational opportunities. With this in mind it is important to see what the University offers to its students and what the College offers to its students. Of course, it must be recognized that under the present educational scheme students "major" in certain fields. Apparently this practice is identified as a "field [***22] of concentration." Since this suit involves admission to the School of Arts and Science at the University, it is pertinent to note that the University offers students an opportunity to concentrate in 18 fields and in 5 related subjects in the School of Arts and Science. The University also offers Bachelor of Science degrees in Business Administration, Chemistry, Physics, Medical Technology, Agriculture, Education, Engineering and Home Economics. The catalogue of the College offers fields of concentration in 8 subjects in pursuance of the Bachelor of Arts and Bachelor of Science degrees in the divisions of Language [**232] and Literature, Social Science, Natural Science and Mathematics. It also apparently offers fields of concentration in 5 educational fields. The testimony clearly convinced me that while these fields of concentration [*395] appear in the catalogue of the College, many of the courses and facilities necessary to pursue these fields of concentration are not in fact available at the College. Thus, I conclude that based on the comparative number of fields of concentration offered and in fact available, the education opportunities offered in this important [***23] respect at the College are vastly inferior to those offered at the University.

One is also struck by the gross disparity between the richness and variety of particular courses offered at the University and at the College. An examination of the bulletins of the two schools reveals that the University offers many, many courses which are not offered at the College. Not only are more and different courses offered at the University, but the difference in depth and intensity is markedly great. Thus, it appears that a large number of seminar courses are available at the University while no seminar courses are offered at the College. All the witnesses agreed that seminar courses are valuable because they provide for closer contact between teacher and student and because they involve a more intimate interchange of ideas among the students. Defendants' counsel suggest that this marked deficiency is removed at the College because of the small number of students in the classes. This suggestion by the defendants' counsel loses sight of the real importance of seminar work, since the emphasis in seminar work is on individual effort and the exchange of ideas by the students in a non-classroom [***24] atmosphere. It is rather shocking that at this stage in the progress of higher education in Delaware many of its citizens do not have available to them in their college work anything resembling seminar courses.

Overhead I:
Chancellor Seitz's Decision

"The various matters discussed and compared demonstrate the all-pervading manner in which the College is inferior to the University. Thus whether the two institutions are compared item by item or in their totalities the same conclusion inescapably appears. The College is woefully inferior to the University in physical facilities available to and in the educational opportunities offered its undergraduates in the School of Arts and Sciences.

In consequence, the State of Delaware is not providing these plaintiffs and others similarly situated with the educational opportunities at the College which are equal to those provided at the University.

"It follows from my conclusion that the Trustees of the University by refusing to consider plaintiffs' applications because they are Negroes have violated the guarantee contained in the Equal Protection Clause of the United States Constitution. The Plaintiffs are therefore entitled to a permanent injunction in accordance.

BELTON et al.* v. *GEBHART et al. & BULAH et al.* v. *GEBHART et al.

Key Players

Ethel Louise Belton
Ethel Belton and 6 other adults filed suit on behalf of 8 Negro children against Francis B. Gebhart and 12 others (both individuals and state education agencies) in the case *Belton et al.* v. *Gebhart et al.* The plaintiffs sued the state for denying to the children admission to certain public schools because of color or ancestry. The *Belton* case was joined with another very similar Delaware case, *Bulah et al. v. Gebhart et al.,* and both would ultimately join four other NAACP cases in the Supreme Court ruling in *Brown* v. *Board of Education.* Ms. Belton was born in 1937 and died in 1981.

Sarah Bulah
Sarah Bulah, who was born in 1947, filed suit on behalf of her daughter, Shirley Barbara Bulah, against Francis B. Gebhart and 12 others (both individuals and state education agencies) for denying Sarah and the other named plaintiffs admission to certain public schools because of color or ancestry, in the case *Bulah et al. v. Gebhart et al.* The *Bulah* case was joined with another very similar Delaware case, *Belton et al.* v. *Gebhart et al.,* and both would ultimately join four other NAACP cases in the Supreme Court ruling in *Brown* v. *Board of Education.*

Francis B. Gebhart
Francis Gebhart, as a member of the State Board of Education of the State of Delaware, was named as the lead defendant in both segregation cases, *Bulah et al.* v. *Gebhart et al.,* and *Belton et al.* v. *Gebhart et al.*

Jack Greenberg
Jack Greenberg, who was born in 1924, argued on behalf of the plaintiffs in the *Brown* v. *Board of Education of Topeka* case, and worked on the briefs in *Belton* v. *Gebhart.* Jack Greenberg served as director-counsel of the NAACP Legal Defense and Educational Fund from 1961 to 1984.

Louis Lorenzo Redding
Louis L. Redding, who was born in 1901, became Delaware's first African American attorney in 1929. Redding argued the cause for respondents in *Gebhart* v. *Belton.* Louis Redding died in 1999.

Belton v. Gebhart (Bulah v. Gebhart) Summary Version I

First petitioned in 1951, these local cases challenged the inferior conditions of two black schools designated for African American children. In the suburb of Claymont, African American children were prohibited from attending the area's local high school. Instead, they had to ride a school bus for nearly an hour to attend Howard High School in Wilmington. Located in an industrial area of the state's capital city, Howard High School also suffered from a deficient curriculum, pupil-teacher ratio, teacher training, extra curricular activities program, and physical plant. In the rural community of Hockessin, African American students were forced to attend a dilapidated one-room school house and were not provided transportation to the school, while white children in the area were provided transportation and a better school facility. In both cases, Louis Redding, a local NAACP attorney, represented the plaintiffs, African American parents.
http://www.will.uiuc.edu/community/beyondbrown/brown5cases.htm

Belton v. Gebhart (Bulah v. Gebhart) Summary Version II

The final challenge to segregated schools in Delaware came by way of two separate cases with identical issues. One case developed in the suburb of Claymont and another in the rural community of Hockessin.

Segregated Howard High School was a continual source of frustration for African American parents in suburban Claymont. Although their community had a well maintained school in a picturesque setting with spacious facilities, African American children could not, by law, attend the Claymont school. Instead they were transported daily on a twenty mile round trip to Howard High School located in an undesirable section of Willmington. Not only was the distance an adverse factor, class size, teacher qualifications in terms of advanced degrees, and the incomplete curriculum also angered African American parents. Students interested in vocational training courses had to walk several blocks to the run-down Carver annex, regardless of the weather.

In March of 1951, eight African American parents sought legal counsel from attorney Louis Redding. At his urging these parents asked state education officials to admit their children to the local Claymont School, they were denied. Consequently, Redding agreed to take their case.

In the rural community of Hockessin, Mrs. Sarah Bulah only wanted equal opportunity for their adopted daughter, Shirley Barbara. While a bus carrying white children passed her home each day, she had to drive Shirley two miles to an old one-room schoolhouse designated for African American children. Sarah Bulah decided to share her concern with state officials, so she wrote to the Department of Public Instruction and to the Governor. Their replies reaffirmed that no bus transportation would be provided because "colored" children could not ride on a bus serving white children. Undaunted, Mrs. Bulah made an appointment with attorney Louis Redding.

In both cases attorney Redding was ready to challenge the notion of not permitting integrated schools. Both Sarah Bulah and the parents from Claymont including Ethel Belton were prepared to sue in order to change state law. Their case would name the State Board of Education as the principal defendant. The Board members were specifically charged. The first name among the members was Francis B. Gebhart. The resulting cases were called Belton v. Gebhart and Bulah v. Gebhart.

United States Dept. of the Interior National Park Service
Brown v. Board of Education National Historic Site

PART THREE: The Brown Cases, 1950-1952

I now consider whether the facilities of the two institutions are separate but equal, within the requirements of the Fourteenth Amendment to the United States Constitution. Are the separate facilities and educational opportunities offered these Negro plaintiffs, and those similarly situated, "equal" in the Constitutional sense, to those available at Claymont High to white children, similarly situated? The answer to this question is often much more difficult than it appears, because many of the factors to be considered are not just susceptible of mathematical evaluation; e.g., aesthetic considerations. Moreover, and of real importance, the United States Supreme Court has not yet decided what should be done if a Negro school being compared with a white school is inferior in some respects and superior in others. It is easy, as courts do, to talk about the necessity for finding substantial equity. But, under this approach, how is one to deal with a situation where, as here, the mental and physical health services at the Negro school are superior to those offered at the white school, while the teacher load at the Negro school is not only substantially heavier than that at the white school, but often exceeds the State announced educationally desirable maximum teacher-pupil ratio. The answer, it seems to me is this: Where the facilities or educational opportunities available to the Negro are, as to any substantial factor, inferior to those available to white children similarly situated, the Constitutional principle of "separate but equal" is violated, even though the State may point to other factors as to which the Negro school is superior. I reach this conclusion because I do not believe that a court can say that the substantial factor as to which the Negro school is inferior will not adversely affect the educational progress of at least some of those concerned. Moreover, evaluating the unlike factors is unrealistic. If this is a harsh test, then I answer that a State which divides its citizens should pay the price.

from *Beton v. Gebhart,* Judge Scitz's Opinion

Brown v. Board of Education **(1954, 1955)**

The case that came to be known as *Brown v. Board of Education* was actually the name given to five separate cases that were heard by the U.S. Supreme Court concerning the issue of segregation in public schools. These cases were *Brown v. Board of Education of Topeka*, *Briggs v. Elliot*, *Davis v. Board of Education of Prince Edward County* (VA.), *Boiling v. Sharpe*, and *Gebhart v. Ethel*. While the facts of each case are different, the main issue in each was the constitutionality of state-sponsored segregation in public schools. Once again, Thurgood Marshall and the NAACP Legal Defense and Education Fund handled these cases.

Although it acknowledged some of the plantiffs' claims, a three-judge panel at the U.S. District Court that heard the cases ruled in favor of the school boards. The plantiffs then appealed to the U.S. Supreme Court.

When the cases came before the Supreme Court in 1952, the Court consolidated all five cases under the name of Brown v. Board of Education. Marshall personally argued the case before the Court. Although he raised a variety of legal issues on appeal, the most common one was that separate school systems for blacks and whites were inherently unequal, and thus, violate the "equal protection clause" of the Fourteenth Amendment to the U.S. Constitution. Furthermore, relying on sociological tests, such as the one performed by social scientist Kenneth Clark, and other data, he also argued that segregated school systems had a tendency to make black children feel inferior to white children, and thus, such a system should not be legally permissible.

Meeting to decide the case, the Justices of the Supreme Court realized that they were deeply divided over the issues raised. While most wanted to reverse Plessy and declare segregation in public schools to be unconstitutional, they had various reasons for doing so. Unable to come to a solution by June 1953 (the end of the Court's 1952-1953 term), the Court decided to rehear the case in December 1953. During the intervening months, however, Chief Justice Fred Vinson, died and was replaced by Gov. Earl Warren of California. After the case was reheard in 1953, Chief Justice Warren was able to do something that his predecessor had not—i.e. bring all of the Justices to agree to support a unanimous decision declaring segregation in public schools unconstitutional. On May 14, 1954, he delivered the opinion of

the Court, stating that "We conclude that in the field of public education the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal. . ."

Expecting opposition to its ruling, especially in the southern states, the Supreme Court did not immediately try to give direction for the implementation of its ruling. Rather, it asked the attorney generals of all states with laws permitting segregation in their public schools to submit plans for how to proceed with desegregation. After still more hearings before the Court concerning the matter of desegregation, on May 31, 1955, the Justices handed down a plan for how it was to proceed; desegregation was to proceed with "all deliberate speed." Although it would be many years before all segregated school systems were to be desegregated, Brown and Brown II (as the Courts plan for how to desegregate schools came to be called) were responsible for getting the process underway.

http://www.uscourts.gov/EducationalResources/ConstitutionResources/LegalLandmarks/HistoryOfBrownVBoardOfEducation.aspx

Name:_____ **Date:**_____

Opinion Letter Rubric

Requirement	Possible Points	Points Earned
Appropriate perspective	5	
Delaware's response- *Expectations for the North* *Expectations for the South*	 10 10	
Three examples to support opinion	15	
Grammar and Mechanics	5	
TOTAL POINTS	45	

Lesson # 2
Change and Continuity - Civil Right concerns in Sussex County Delaware

Author(s) Tom Baker

Lesson Description: In this lesson students will explore and develop the historical thinking skill of identifying change and continuity over time. Students will analyze primary source documents and answer a writing prompt by synthesizing that information. Understanding formed in this lesson will be utilized in the end-of-unit assessment.

Time Required: Approximately two, 45 minute class periods

Essential Question Addressed: How have realities affecting Civil Rights in Sussex County Delaware changed over the past fifty years? How have they stayed the same?

Enduring Understanding: While Sussex County has made great strides in integrating African-Americans following desegration efforts of the 50s, 60s and 70s, modern Sussex County is struggling to assimilate a new ethnic group – mainly Hispanics. Racial stereotypes, segregation and separation still exist in Sussex County.

Materials: Materials needed: Handouts and Source readings

Procedures:
Step 1: Distribute copies of A Rally of Hate (Doc. A) to students. Provide students with 5 – 8 minutes to analyze the image and complete the analysis questions. When complete discuss student analysis through Q and A of the class, if possible, project the image on a smartboard and have students come to the board and identify the different elements. Explain that this sort of analysis is vital in truly understanding historical sources, particularly when trying to understand and create common meaning from a variety of sources.

Step 2: Explain to students that their next task will be to look at additional sources, only this time, the sources will be in print. Discuss the similarities and differences between primary and secondary sources. Introduce students to SOAPSTone analysis and review document B – SoapsTone Worksheet.

Step 3: Divide students into groups of 4. Give each group the "sources" packet containing source 1 through 4. Have each group member choose a different source, read it and complete a Soapstone Worksheet. When all group members are finished, students share their Soapstone results with the other group members so all members are exposed to each source.

Step 4: Conduct a classroom discussion on the state of race relations and civil rights in Sussex County based on the evidence provided. Review each document and discuss civil rights efforts in Delaware. Be sure to include at a minimum, Jim Crow laws, The Civil Rights Act of 1965, Brown v Board of Ed.. Ask students: What groups of people are affected by Civil Rights efforts? What stereotypes and or prejudices are evident in the documents? How well have these issues been resolved over the past 50 years?

Step 5: Explain that some things change while others stay the same over time. Analyzing change and continuity over time is a vital skill for historians. Preview the fact that to help them develop these skills, you will provide them some additional resources that are modern. They will then compare modern realities with the past evidence and reach some new conclusions on the state of race/ethnicity relations and civil rights in Sussex County by answering an essay prompt.

Step 6: Provide each student with the Wordsplash Worksheet (Document C) and provide them with 5 minutes to complete. When finished, discuss student responses.

Step 7: Provide each student with a copy of the Hola, Delaware! Article (Document D). Pair students up and allow them to move away from other pairs. Have students utilize a "read, retell" strategy. One student reads a section of the article, then summarizes it to their partner. The partner corrects any mistakes and fills in any missing information. Then the pair switch roles and the activity proceeds until the entire article has been read.

Step 8: note – some groups will finish reading before the others and may begin this step when they have finished reading. Provide students with Document E. Explain that they will play "beat the teacher". They must read the 4 articles and write one question from each in an attempt to stump the teacher. The teacher should read and write questions to ask students. This activity could be a formal game with score-keeping or a more relaxed and fun way to Q and A and review material. When done, students should recognize current issues with Hispanics in Sussex County.

Step 9:
Display on a smartboard or give students a copy of the graph titled Ethnicity of North Georgetown Elementary (Document F). Analyze the graph as a class, have students come to the screen to point out features they notice. Ask – What does this graph show us? Can we make any inferences or connections from this data? How does this graph relate to evidence we have already seen? Read the short article on the second page of the document and discuss.

Step 10:
Provide students with the essay writing prompt (Document G). Students should write an essay that examines change and continuity over time in terms of racial/ethnic divisions and civil rights in Sussex County over the past 50 years. Students should provide evidence from the lesson documents to support their arguments. In general, students should demonstrate understanding of change and continuity over time regarding this subject matter. Possible conclusions may include: much of the civil rights efforts of the 50s and 60s was targeted towards African-American populations while recent efforts focus on Hisapanics; Not only is school integration the norm today, some schools have a rapidly decreasing white population; Segregation still exists in other facets of life such as housing and job availability; Groups are being formed to stop Hispanic immigration much like groups like the NAAWP was formed to stop integration; Laws are being passed to limit the rights and possibly infringe upon the liberties of immigrants, similar to Jim Crow laws of the past; Stereotyping, prejudice and racist attitudes still exist; etc…

Step 11:
Have students complete the self-assessment rubric (Document H) to ensure they have completed the essay as required.

ALTERNATE/DIFFERENTIATION: Time allowed for reading assignments and/or writing can be varied as can the "style" of writing depending on the level and ability of class. Grading rubric may also be modified.

Formative Assessment ("Check for Understanding"): Student understanding will be assessed on their change and continuity over time essay. The rubric will be the same one provided to the students as a "self check".

Document A

A Rally of Hate – Delmar (in Sussex County) Delaware around 1920

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

_____

_____

_____

_____

_____

Step 3. Questions

A. What questions does this photograph raise in your mind?

_____

_____

_____

_____

B. Where could you find answers to them?

_____

_____

_____

Document B

A strategy for document analysis: SOAPSTone

SOAPSTone is a great strategy for "unpacking" documents. It is especially good for identifying *point of view* or *perspective.*

When analyzing any primary or secondary source, try to identify the following aspects. This method will help you to think critically about the "point of view" the source is coming from.

Speaker
Occasion
Audience
Purpose
Subject
Tone

Who is the **Speaker?** The speaker is the voice that tells the story. Include not only the name of the author, but also important facts about him/her. Can you make some assumptions about this person? What class do they come from? What political party? A gender?

What is the **Occasion**? It is the time and place of the piece; the context that encouraged the writing to happen. This can be a larger occasion (an environment of ideas and emotions that swirl around a broad issue) or an immediate occasion (a specific event). What prompted the author to write this piece?

Who is the **Audience?** The audience is the group of readers to whom the piece is directed. The audience could be an individual, a small group, or a large group of people. Try to find out who the speaker is "talking" to. What assumptions can you make about the audience? Are there any words or phrases that are unusual or different? Does the speaker use language that is specific for a unique audience?

What is the **Purpose?** It is the reason behind the text. What does the author want the audience to think or do as a result of reading this text? What is the speaker's purpose? In what ways does he convey this message? How would you perceive the speaker giving this speech? What is the document saying? What is the emotional state of the speaker? How is the speaker trying to spark a reaction in the audience? What words or phrases show the speaker's tone? How is the document supposed to make you feel?

What is the **Subject?** It is the general topic, content, and ideas contained in the text. This should be brief. What is the subject of the piece? What is your evidence?

What is the **Tone**? It is the attitude of the author as heard in his/her tone of voice. Tone extends meaning beyond the literal. Consider the diction (choice of words), syntax (sentence structure), and imagery (vivid descriptions that appeal to the senses) that the author uses. What is the author's mood? What is the author's point of view? Is there any bias?

Refer to the other side of this sheet as you "unpack" your document using SOAPStone!

Document Name/Title/Description: _____

Speaker –

Occasion –

Audience –

Purpose –

Subject –

Tone -

Name: _____

Wordsplash

Hola, Delaware!

Document C

Directions: After examining the words below, write a few sentences or a paragraph using the words.

immigrant

illegal

success

Georgetown

Deep South

Guatemala

victimized

resentment

crowding

chicken

Wordsplash summary

_____

_____

_____

_____

_____

_____

_____

Document D

Hola, Delaware!

How Guatemalan immigrants changed a small American town.

Christopher Caldwell

The Weekly Standard - August 14, 2006, Vol. 11, No. 45

Georgetown, Delaware

"Cristo viene," reads a bumper sticker on a beat-up old Econoline van parked in front of the police station here. " Estás preparado?" The van has North Carolina license plates, even though its owner lives down the street. Many of the other cars parked in the ramshackle nineteenth-century neighborhood called Kimmeytown have North Carolina or Pennsylvania plates. Shortly after 9/11, Delaware governor Ruth Ann Minner blocked the issuance of tags to people who couldn't prove their citizenship with a Social Security card. North Carolina and Pennsylvania ask fewer questions. That is a big plus here. Kimmeytown is inhabited almost entirely by Guatemalan immigrants who, around 1993, suddenly started showing up in their thousands.

Half a block away is a two-story house where someone put up pillars a few decades back to make it look more like Tara. Now there's a sprung sofa on the front porch and--a desideratum of Guatemalan-American houses--garlands of Christmas lights dangling from the roof. The whole building is leaning rhomboidally. Houses take a beating here. In the past decade the local papers have been full of stories of illegal immigrants living a-family-to-a-room or three-dozen-to-a-basement.

Inside the station, the crew-cut police chief William Topping sits amidst a flag, his military decorations, a mounted pistol of some kind, and a gigantic box of Advil within arm's reach. "We have people who die and can't get death certificates because we have no birth certificates," he says. "We get calls from all over the country from people saying: 'I've never worked at a chicken plant and I've never been to Delaware, and the IRS tells me I owe taxes for working there.'"

Delaware's reported immigrant population has nearly doubled since 2000--to 67,000--and 9 percent of births in the state are to illegal immigrant mothers. There are around 3,000 Chinese in the northern part of the state, most of them students or high-tech workers around Wilmington and Philadelphia. There are mosques up there, too. There are a handful of Haitians in some agricultural towns. Pretty Czech and Polish girls dominate the cash-register and waitressing jobs in the coastal resorts from about May to September. That, of course, is small potatoes compared with the past two decades' mass migration elsewhere in the country. But it has been sufficient to bring about an unprecedented transformation of many towns in the bucolic and historically poor south of the state.

Suddenly a minority

Sussex is the southernmost of Delaware's three counties. Almost everyone who has studied it thinks it resembles an outpost of the Bible Belt or the Deep South that has somehow come loose and attached itself to the mid-Atlantic. "The northernmost county of Mississippi," some New Yorker writer is said to have written years ago. A long coal train chugs through the middle of Georgetown on the way to the electrical plant at Dagsboro. At Smith's Family Restaurant on Market Street, there are tables full of potbellied, 60-ish men in plaid shirts and suspenders and hunting caps and jeans. There are small-town notables--mostly lawyers, for this is the county seat--in tight, two-piece suits, who can't seem to keep their hands off the backs of the people they're talking to. And there is a woman at the front door who says, "Have a blesséd evening" when you tell her how good the chicken with dumplings was.

Delaware voted for Breckenridge in the election of 1860, and its sympathies in the Civil War were uncertain. In New Castle County, near Wilmington, they leaned Union. Down here, Confederate sympathies (and enlistment) increased throughout the war. There is a historic whipping post in Georgetown, though accounts diverge on when the authorities stopped using it. The WPA guide, published at the tail end of the Depression, insists it was still in use in 1938. Desegregation was slow--Georgetown's William C. Jason High School, the Negro high school for the county, closed only in 1967.

One difference between Sussex County and the Deep South is that the white population of Sussex County is much less diverse. Virtually all the white people here are English, Welsh, or Scots-Irish--and Methodist, for this is the cradle of American Methodism, with the denomination's very oldest churches. You seldom meet a person whose surname isn't also the name of a nearby street. From the eighteenth century until the mid-twentieth-century leisure boom that turned

nearby Rehoboth and Bethany from Methodist prayer camps into summer resorts, Georgetown's experience with immigration--even of migration from elsewhere in the United States--was next to nil.

After the Civil War, the C.H. Treat Co. opened a wooden-plate factory and brought in employees to run it. Kimmeytown was built to house them. They were white, English-speaking Protestants from further north, and still they got the cold shoulder. According to the historian William H. Williams, Wesley United Methodist Church took them in as worshipers, but refused to give them any positions of responsibility. So they built Grace UMC, the rival church that exists in Kimmeytown to this day. During World War II, a smattering of Jewish entrepreneurs from New York set up chicken operations in this part of the Delmarva Peninsula, according to Williams. There were a few dozen Bahamians and Jamaicans brought in to farm land for men away at war. They soon went home.

In the past decade, the Anglo-Saxon Methodists have not just encountered immigration--they have suddenly become a minority. Georgetown had 4,896 people in the 2000 census, 32 percent of whom described themselves as Hispanic. It is hard to find an official in Georgetown who believes that percentage was accurate even at the time it was compiled. Conservative estimates of the town's Latin American population put it at 3,000. Other guesses run over 5,000, higher than the official population of the town. That might not be far off, to judge from the outlying concentrations of Guatemalans and Mexicans--like the chock-a-block County Seat trailer park, hidden in a forest northeast of town, where mobile homes of 1950s and 1960s vintage are festooned with Christmas lights as if this were Central America.

The majority of Delaware Guatemalans come from near Tacaná, in San Marcos province. Most can use Spanish as a second language but speak an Indian language--usually Mam--at home. They are leaving their mark. On Race Street, there is a place called Central Service where you can do laundry, get guanábana juice, wire money, cash checks, and watch the World Cup. There are a number of Latin American grocery stores, including the big Mercado, which sells Mexican CDs, coconut water, and big plastic bags of pork scratchings. Outside is a cart where a man sells grilled corn-on-the-cob. Many once-sleepy towns on the Delmarva peninsula--particularly those, such as Millsboro, Selbyville, and Seaford, that have chicken plants--are taking on a Central American cast, with money-wiring services, young men in cowboy boots, girls decked out in elaborate dresses for quinceañera parties, and soccer games in vacant lots.

You probably can't expect everyone to love that. There are communities in Delaware that have come down on immigration like a ton of bricks. Over the past two years, the town of Elsmere, near Wilmington, has sought to pass a variety of controversial (and legally questionable) ordinances. One would have imposed $100 fines on those who couldn't prove legal U.S. residence within 72 hours, an other would have banned on-street parking for those with out-of-state plates. And there have been various edicts affecting landlords, including $1,000 fines for those who rent to illegal aliens, and requirements that all landlords give local authorities a list of the vehicle registrations of their tenants.

This approach may have been tempting in Georgetown. Workers have sometimes crowded into rooms to the point where they were sleeping in shifts. A worker who came back from his night shift job at 2 A.M. and found his bed occupied would wander the streets of town alone to kill time until his bed freed up. This kind of normal Latin American behavior scared the dickens out of the locals. In 1993, an immigrant who had been out drinking drove his car across a median strip and hit a popular high-school cheerleader, killing her instantly and sparking tensions. Bob Ricker, a longtime fire chief and former mayor, infuriated immigrants when he said: "It is their job to bring themselves up to our level, not bring our society down to theirs." A Latino congregation hoping to worship at a local Methodist church while they built a church of their own got a lukewarm reception. Worries were expressed about the "spread of disease" from too close contact with immigrants, according to one parishioner. At a church meeting to clear the air, a local custodian stood up and shouted, "You're going to regret bringing these people in here!" There was bitter resentment of the local chicken companies, whose need for labor, it was said, had changed the town beyond recognition.

Sitting at a desk in a tiny cabin at the front of the used-car lot he runs, Mike Wyatt, the mayor of Georgetown, says the town really didn't have any idea what was happening to it until it had become a different place altogether. "The demographics started changing in the early 1990s," he recalls, "but people didn't wake up to it until about 1997. Back then, everybody hated them. Today, I would say that 85 percent understand them."

"When they arrived, they were the sorriest looking people you ever saw in your life," says Carlton Moore, a real estate developer who works on projects in Kimmeytown. "But they were always willing to work."

Birds of passage

Local farms are heavily manned by immigrant labor, most of it seasonal. The first Latinos recruited to Delaware may have been Mexicans hired at the border in the late 1980s under H2B visas, by the now-defunct Draper King Cole canning company and others. But it is the chicken-processing industry that people think of when they think of Delaware Hispanics. The processing of poultry is the objective correlative of those "jobs Americans won't do" that we hear so much about whenever illegal immigration is discussed. According to the U.S. Department of Agriculture, the percentage of meat-processing workers who are Latino increased from under 10 percent to almost 30 percent in the last two

decades of the twentieth century. It is very easy to see how the chicken industry around Georgetown became, by industry estimates, 85 percent Hispanic.

There are two big chicken-processing companies headquartered in Delaware: Mountaire (in Selbyville) and Allen (in Seaford). Perdue, which has its main office just across the state line in Salisbury, Maryland, and Arkansas-based Tyson's also have large-scale operations here. Contrary to popular caricature, this is not the chicken capital of the country--Delaware ranks only seventh in broiler production, according to the National Chicken Council. But it was here that the "broiler industry"--a broiler is a young chicken bred for eating, not laying--developed before the Second World War. And Delmarva is probably the place where the rest of the local economy is most interlinked with, and dependent on, chicken. Delaware has gone in recent decades from an agricultural economy based on truck farming to one based on two crops: feed corn and soy. These are ancillary to the local chicken industry. Since the soil on the peninsula is good but not great, Delaware soy and corn are not price-competitive against those grown elsewhere in the United States. They can be grown for a profit only because they can reach one particular consumer--the chicken processors--at next to no transportation cost. As the broiler goes, so goes the entire economy of the southern inland of the state.

Every day, at the Perdue plant a quarter-mile east of Kimmeytown, almost 100 container trucks full of birds are turned into Oven Stuffer Roasters. There are three shifts. One runs from 5 in the morning until early afternoon, another starts then and runs till around 9:30 at night (the length of the shift varies according to the size of the "kill"), at which point the sanitation shift comes in and scrubs the plant down until morning.

Why is there such a desperate need for foreigners to do this work? It is not that workforces have grown. True, since 1960, the consumption of broilers has roughly quadrupled (while the consumption of both beef and pork has fallen slightly). But this spike in demand has been met by mechanization. At 6,000-7,000, the number of food production workers in this part of Delmarva is probably slightly lower than it used to be.

At most chicken plants, there is still a lot of manual work. There are groups of eight or ten men in chain-mail aprons removing breasts with super-sharp knives. For roasting chickens, there is a guy who pumps plastic thermometers into the birds with a thermometer gun (an innovation of the last five years); vacuum-packed whole birds still have their leg joints cracked and folded by hand. But what present-day chicken workers mostly do is back up machines, catching the 2 percent to 3 percent of birds that the vacuums and cleansers and rotating blades don't do a thorough job on. Thus, at a modern plant, you can now run 105 birds a minute on two evisceration lines using eight or ten people. In 1980, to manage 70 birds a minute, you would have needed 35 to 40. "We used to have a whole army out there," says one manager who has worked in Delaware poultry for decades.

With a lot of slippery floors and fast-moving knives, it can be dangerous work--but it is not particularly dangerous by manufacturing standards. All the Delmarva poultry companies routinely rack up millions of consecutive hours without a workplace accident, and hold company picnics and parties to celebrate when they do. Workers are constantly shifted between different tasks to reduce muscle strain and the kind of boredom that can cause mishaps. Nor are workers ripped off. At Perdue, for example, the hourly pay starts at $9.70, rising to $10.20 for a "line leader." Benefits vary from company to company, but Perdue contributes to 401(k) programs for its workers and offers ten-dollar doctor's visits for all employees who request them.

But in general, chicken processing is tough work. Parts of any plant are unpleasantly hot, like the gate where the new birds come in to be hung by the legs from shackles, stunned in an electrical bath, and decapitated. Other parts are unpleasantly cold, like the dank and rather Gothic-looking cooling room, where it is always 36 and workers run through billows of steam in their turtlenecks and down vests. It is loud with the banging of carcasses on metal as they're dropped into the chill vat, and it's wet with the constant washing and sluicing that is going on.

The problem for poultry processors has been retention. Today, the companies have 3 percent monthly turnover in their workforce. This is a sea change. Two decades ago, a plant would lose 10 to 15 percent of its workers per month--that is, at any given moment, most of the workers in a plant would have been hired in the past four or five months. This is how immigrants wound up dominating the poultry industry. It is not that corporations sought to unload their local workers wholesale and replace them with cheaper and harder-working ones. It is that every time a local worker quit, he was replaced by a Guatemalan who didn't, and the job changed from a stopgap into the lifeline for a family.

Complicating this adjustment is that Delaware is not just a land of old industries. The general trajectory of immigrants in Delaware is from the industrial economy, which does not require English, into the service economy (mostly landscaping, construction, and restaurant work), which does. The service industries are highly developed on the coast, just ten miles away. There, a boom in real estate, retail, and restaurants is changing life in Sussex County more than immigration. The median age in most states, including Delaware, is 36 or 37. In Sussex County, it is creeping towards the mid-40s. New development, the tendency of people to retire to summer houses, youth flight, and a state tax code with a generous "pension exclusion" are all turning Sussex into what real-estate agents refer to as a NORC, a "naturally occurring retirement community."

In such places, it is easy to understate the demand for immigration by mixing up "workforce participation" and "employment." Why, many people ask, does southern Delaware need immigrants when its unemployment rate is in low single digits? The answer is that even in communities made up disproportionately of retirees, there's still work to be done. In Rehoboth and Fenwick, the retirees are not "unemployed," but they're not paving the roads they drive on or cutting their own grass, either.

The juxtaposition of these two economies has created the single largest problem faced by immigrants and by Georgetown. It has made moderate-income housing unprofitable. In the center of Georgetown, crowding persists, even as townhouse developments and suburban subdivisions and "active adult" communities for the 55-and-older set spring up on its outskirts. When the decade began, no house in Georgetown had ever sold for more than $200,000; today there is a development just east of town where the prices start in the high $200s. According to Lucia Campos of NCALL, a nonprofit that gives financial advice to the working poor, the going rate to rent a so-so house in Georgetown is $1,200 a month. So when $9.70 an hour is also supporting a family and relatives back home in Guatemala, it is not surprising that families double and triple up. There ought to be opportunities to build and renovate for this market. But immigrants had the bad fortune to arrive in Georgetown at exactly the moment when the retirement of the Baby Boomers was transforming Georgetown from a "hick town" into a "destination . . . just minutes from the beach!"

Identity crisis

Kevin Andrade, an Ecuadoran journalist who broadcasts in Spanish three hours a week on local radio station WGMD, says he has heard that 50 percent of immigrants eligible for renewal of their "temporary protected status"--which allows them to stay in the United States if their home country has been hit by a natural disaster, such as Hurricane Mitch in 1998--don't exercise it. Many immigrants have developed the conviction, he says, that if Congress should offer amnesty to illegal immigrants, those who are legal will not be permitted to stay. Apparently, they are used to life-or-death questions with ironic answers. On a 100-degree Sunday afternoon from a radio studio in the middle of a cornfield, Andrade pleads with his listeners, "If you have the opportunity to renew, don't wait for tomorrow! Having your documents in order is the most important thing of all." That, at least, is something that everyone in Delaware can agree on. Dan Gaffney, the programming director at the station, is on the air himself for 20 hours a week. His conversations vary, but his callers insist on one thing: "They're adamant," he says, "about this legal-illegal status thing." That is, they care a lot, rhetorically at least, about whether an immigrant came into the country with a visa or sneaked across the border.

So does Jan Ting, a law professor at Temple University. Ting has the Republican endorsement to run for the Senate against incumbent Democrat Tom Carper in November. He was an assistant commissioner of the INS under "Bush 41," as he calls him, and is campaigning on immigration as his "number-one issue." That his own parents were immigrants--his father, a refugee from Japanese-occupied China, fought for the United States in World War II--does nothing to reduce his sympathy for Delawareans who are riled up about newcomers' paperwork. "People should be riled up," he said during a campaign swing through Sussex County. "The [Wilmington] News-Journal doesn't print the race of perpetrators. So you know they won't print immigrant status."

Ting feels that Americans were sold a bill of goods with the 1986 "Simpson-Mazzoli" immigration reform, which extended amnesty to workers in exchange for heightened enforcement of immigration laws. He doesn't want it to happen again. It was predicted that a million immigrants would gain amnesty; 3 million did. The enforcement never happened. Ting sees today's Senate bill, which offers a path to citizenship to those here, as similarly naive. He cites a Bear Stearns study arguing that there are 20 million illegal immigrants in the United States now, rather than the 12 million usually reported. The worst problem with the Simpson-Mazzoli approach, Ting believes, is that all it required employers to do when hiring an employee was to look at a document on its face, rather than verify it. "It has provoked a huge industry in counterfeit documents," he says.

Ting is quite right. The 1986 law has given companies that hire immigrants what amounts to plausible deni ability, should they happen to hire an illegal one--or should they happen to hire illegals systematically. It is not a coincidence that Phoenix, the first stop on many immigrants' journeys into the United States, also ranks first in identity theft. Ting suggests an electronic verification system such as is used when you buy something with a credit card. "Does that work," he asks, sitting in a coffee shop in Lewes, "or does that not work?"

It does work. But there already is such a system, the INS's Employer Verification Pilot (EVP). Many area companies, including Perdue, already use it for every em ployee hired. Fraudulent papers are grounds for dismissal. But civil rights laws make it hard to challenge a new hire's documents. Courts have assumed that the only reason one would want to be so intrusive is that the worker in question has brown skin or talks funny.

Phony numbers and identities, once established as untraceable, can be used for years, and even recycled from immigrant to immigrant. In the late 1990s, the Washington Post ran a number of News-of-the-Weird-style stories about Delaware immigrants whose assumed identities had tied them in knots--the man whose identity came with alimony payments from a previous user, for instance, and who kept making the payments to a woman he'd never met because

the ability to work was worth more to him than the monthly deductions. It is easy, too, to imagine the Damoclean menace that a long-ago decision to fudge one's identity would cause. Phony statements tend to beget phony statements. There must be many a long-established paterfamilias waiting--like Bulstrode in Middlemarch or Henchard in The Mayor of Casterbridge--for a long-ago misdeed to catch up with him.

Crime among Georgetown immigrants that does not involve their legal status is low. There is a serious problem with illegal driving. And there is rampant, self-destructive, lie-down-in-the-middle-of-the-street alcoholic binging, of a sort that will not exactly surprise anyone who has visited rural Guatemala. But there appears to be none of the gang activity that some immigrant groups in bigger cities fall into. This spring, one local police officer told WBOC in Salisbury that there had been activity by the Salvadoran gang MS-13 in the area. Police Chief Topping disputes that. "These people's main relationship with crime," he says, "is as victims of it."

Immigrants are victimized in subtle ways. Those who get hired with a fake Social Security number (and get accused of "ripping off the system" on right-wing talk radio) are paying money into FICA and Social Security that they will never see. They are also victims of more overt robberies. Many workers are afraid or unable to use banks. They walk around with their life savings in their pocket--great wads of many thousands of dollars. Those who live among nonfamily members often padlock themselves in their rooms. And since, in these dried-out buildings, solitary men tend stupidly to put four or five appliances on a single extension cord--cooker, television, space heater, mini-fridge, lamp--fires are frequent, and sometimes fatal. Workers add to their bankrolls at the end of every week when the check-cashing vehicle pulls into the parking lot of the chicken plant. The money is with them when they go into the liquor store with friends. It's with them when they wander into the woods behind the First State Community Action building. And it's with them when they fall down drunk. But it's not always there when they wake up.

Not left behind

Given their vulnerability, their high levels of illiteracy, and the language barrier, one naturally expects the children of these immigrants to be struggling a bit. They are not. They are doing extremely--almost shockingly--well. Latinos make up 40 percent of the student population at Georgetown North elementary school, and that percentage is steadily rising. They will make up 55 percent of the first graders who arrive on the first day of school next month. Thanks to No Child Left Behind laws, there is a bevy of data broken down all sorts of ways on school progress. Hispanics in the third grade at Georgetown North are outscoring both whites and blacks in reading comprehension.

This should not surprise us as much as it probably does. Obsessed as we are with upward social mobility, Americans harbor a sneaking assumption that only educated parents can have educated children. Learning, the thinking goes, is a matter of playing Mozart in pregnancy and keeping the Classic Children's Books strewn tastefully about the bedroom. This is quite wrong. You don't learn by aping the learned classes--you learn by taking the work of learning seriously. Latino children come to school as ready to work as their parents do at the plant. Asked if Latino parents did anything differently, James Hudson, the principal at North Georgetown, says, "The first question parents ask at parent-teacher conferences is not 'How are my child's grades?' but 'How is my child's behavior?'"

There may also be a political factor behind young Latino students' success. In the early decades of mass immigration--say from the seventies through the nineties--a lot of the ideas about what makes a new community successful were simply borrowed from the utopian left of the civil rights movement. One great advantage of the Delaware immigration, it turns out, is that it happened after a lot of baseless nostrums of the caring professions were discredited. Institutions were built up in the more pragmatic spirit of Gingrich Republicanism, without any immigrants'-rights establishment protecting its entrenched programs and its turf.

Asked about bilingual education, Hudson gives a look as if he's never heard the term before. "The key is that all kids have access to the regular curriculum," he says. "You don't want to isolate them from what the other kids are learning." North Georgetown has three English-Language Learner teachers. One of them, Meg Lawson, says that her immigrant students are possessed of a great curiosity. "They like the nonfiction more than the fiction. That surprised me." Her second-graders last year particularly liked learning about hibernation and migration. What about teaching them about their culture? "I try to do different books that aren't about their own culture," she says. "They know their own culture. Some tests try to use more names like José or Juan. I don't think that makes a difference."

In rural areas, school systems are doubly important, because some of the work of assimilation that cities do automatically doesn't get done there. An urban immigrant has to know enough English to buy a subway token. A rural immigrant can disappear into a subculture as iso lated as that of the Amish. Such subcultures can be picturesque and upstanding, but it is probably a mistake to encourage them when the influx of immigrants is as large as it is today.

Who are those five thousand people?

Until this past winter, immigrants in Delaware were decidedly apolitical. Unions have had some success at organizing chicken-catchers (the people who grab the chickens to be sent to slaughter), but none of the processing-plant workers

are unionized. Immigrant communities across the country had been boiling for weeks over House Bill 4437--the tough immigrant-enforcement measure sponsored by Wisconsin congressman James Sensenbrenner--before anyone in Georgetown had ever heard of it.

The decision to stage a rally in downtown Georgetown in support of nationwide demonstrations on February 14 seems to have been made on February 12 or 13, by several local leaders. Pastor René Knight of Iglesia Metodista Unida Betel had been in touch with two groups--the National Council of La Raza and Day Without an Immigrant/Philadelphia. Knight, a big, charismatic man from the Dominican Republic, has traveled to Guatemala, as have many Protestant evangelists in recent decades. He estimates that 45 percent of Guatemalans, not just in the United States but in their home country, are evangelical Christians of some description. "Real religion is social religion," Knight said in an interview in July. "As a pastor I have a call to be in the community. How am I to preach the Good News of Jesus closed in a building?"

That was the beginning of a season of protest in Georgetown, which brought tensions with immigrants to their highest point since the mid-1990s. Much of the organizing was done by churches. On March 7, a local Catholic priest from Colombia, with the help of Mexicans without Borders and the Hispanic Coalition of Delaware, took five busloads of South Delaware Latinos to Washington for a protest. On April 10, many of the same groups joined in the National Day of Action for Immigration Justice.

The Day Without an Immigrant held on May 1 was supposed to mark an escalation of protest nationwide, with calls on immigrants not only to stay home from work but also to refrain from spending money. It was an impressive event in Georgetown, with thousands massing in a park off of Bedford Street, but less confrontational than in other parts of the country. Loose talk about punishing local businesses is stupid politics in a small town. "We told our constituents that we were not joining that," says René Diaz, a Puerto Rican schoolteacher from nearby Bridgeville, and one of the more active organizers with Mexicans without Borders, "because it wouldn't be right, given the cooperation we'd received." It isn't too wise, either, to alienate an area's largest employer--in this case, the chicken plants--and this led to another local variation. "We never sprang a march on them," Diaz says. "The people in Human Resources were told well in advance. One thing we always said clearly: 'The chicken plants are cooperating. If you're in danger of losing a job, don't march.'"

These marches and demonstrations divided community leaders. Some favored the activism as a show of force: Here was one industry, after all, where the vast majority of workers were immigrants, and the dependence of employers was abject. On May 1, four of the five poultry-processing plants in the county closed. By assembling what Mayor Wyatt calls "two, three, four thousand people" in a town the size of Georgetown, the Latinos showed themselves not just a force in the community, but a majority.

They may have proved their point too well. "It was stupid," says one community leader who asked not to be identified. "Why hurt the very people who want to have you here?" Commercial leaders and personnel directors from the poultry industry coordinated with march leaders to minimize disruptions, just as Diaz said. That left the poultry execs in an awkward position. All right, many people muttered, if all your workers are legal, then who are those five thousand people out on the circle?

There is another curiosity about the protests in Georgetown. One constantly meets leaders of the Hispanic community in South Delaware who are Puerto Rican, Spanish, Colombian, Dominican, Ecuadoran, Mexican . . . but never any Guatemalans from Kimmeytown. Why is that? Most people, when you ask, will say something about the legacy of Guatemala's civil war, and lessons learned in a place where the slightest political involvement can be deadly. But René Knight thinks the incentives to keep one's head down come from closer to home. "Their status does not allow them to speak out," he says, explaining that his own ability to take a high public profile is due to his U.S. citizenship. Kevin Andrade, the radio host, offered a different explanation, which, if true, would show how profoundly Guatemalans have assimilated into the life of the most Confederate part of Delaware and one of the most conservative parts of the United States. "People in this area hate politicians, anyway," he said.

The price of purity

"I'm a great Limbaugh fan," says the realtor Carlton Moore, trying in a very Sussex County way to temper the lèse-majesté that will follow, "but he's dead wrong saying we don't need 'em. We do need 'em. Saying that if chicken plants paid $20 an hour Americans would do the work . . . it's not that simple. I think sending them back would tear the economy apart." Mayor Wyatt agrees: "That's not gonna work."

Still, there is a can't-live-with-'em, can't-live-without-'em ambiguity about the way this immigration is transpiring that immigrants are the first to admit. "I understand why U.S. citizens feel terrible," says Andrade. "Everybody needs to stay under the law. The biggest problem is the border. It needs to be controlled. If you don't know who is living in your neighborhood, how tranquil can you be about your kids?"

And yet, as Friedrich von Hayek showed, markets work through millions of informal, word-of-mouth channels. Once we strip the problem down to its economic essentials, "getting serious about illegal immigration" means replacing a free system with one in which regulators determine how many immigrants America needs and gets. Of course, economic essentials are not everything. A country is a culture too, and a wide open labor market can break a culture's cohesion. Laws may need to be passed, and bureaucrats empowered, to protect it.

We should be aware of what we're doing, though. If the border is controlled--and if the book is thrown at all those Mam-speaking chicken workers with their phony IDs and their alcoholic binges and their unusually hard-working children--there will be a price to pay. There is not a demand in Georgetown for a certain quota of different-looking poor people. There is a demand for people from Tacaná who have two decades' experience in the peculiar Delaware economy of chicken, soybeans, and retirement homes, and two decades of ties to the community out of which that economy grows. It is not, in fact, certain that the economy of Sussex County could survive without them, for Delawareans have gotten too old and too rich to maintain it on their own. Those who maintain it for them are a conservative force, made necessary because, as Giuseppe di Lampedusa wrote in The Leopard, "If we want everything to stay the same, everything must change."

Christopher Caldwell is a senior editor at THE WEEKLY STANDARD. He is at work on a book on immigration, Islam, and Europe.

BEAT THE TEACHER – READ SILENTLY AND WRITE ONE QUESTION CONCERNING EACH OF THESE 4 ARTICLES. BE PREPARED TO ANSWER QUESTIONS FROM THE TEACHER!

Document E

'Dentist' raid underscores need for cooperation between residents, police

By Patrick Varine

Sussex Countian

Posted Feb 25, 2009 @ 11:21 AM

BRIDGEVILLE, DEL. —

Late last week, Georgetown police executed a warrant on a Crestwood Gardens apartment building, where they discovered an illegal dentistry operation.

Two local Hispanic residents were arrested and charged with operating the unlicensed "office," and had actually been doing so for a number of years before their alleged misdeeds were brought to the attention of the police.

And even then, it really only came to light because a sizable number of people – exclusively Hispanic residents – who had visited the unlicensed dentist, Carlos Ruben Ramos-Martin, had developed serious oral infections after having their teeth pulled by an amateur, who police said received his dental education while observing dentists in an office where Ramos-Martin had been hired to work as a janitor.

The whole situation really serves to drive home Georgetown Police Chief William Topping's longstanding plea for any and all town residents to bring concerns to the police.

Police said many victims of Ramos-Martin's operation were afraid to come forward due to their immigration status, and Topping has repeated time and again that his concern is enforcing the laws of the Town of Georgetown and the State of Delaware.

"We are not immigration," he has said at numerous community meetings, stressing only a desire to keep everyone in town safe.

Which is not to say they are completely ignoring the immigration aspect: both Ramos-Martin and his roommate were served with immigration detainers, and chances are, they're outta here.

It is too bad, though, that so many people had to suffer in fearful silence, essentially forcing their physicians to go out on a limb in reporting the abuse to police.

The immigration debate has been tossed, like an empty Burger King wrapper, into the national backseat, so to speak, as the country's political drivers attempt to solve the economic crisis, so it's no surprise that many illegal immigrants are still very much intimidated at reporting a crime when they have no idea what the potential consequences might be.

In Georgetown, though, the consequences appear to be clear: victims deserve justice, not an ICE detainer, and until the powers-that-be muddle their way to some sort of immigration solution, that's the way it should be.

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Elsmere councilman forms group to crack down on illegal immigration
By SUMMER HARLOW, The News Journal

Posted Saturday, January 6, 2007

Maria Matos, head of the Latin American Community Center, said an atmosphere of fear, hate and intolerance already exists.
Buoyed by calls and letters from voters urging him to continue the fight, John Jaremchuk, who lost a bid for a seat in the state legislature, is creating a local anti-illegal immigration group.

"We're going to focus on exposing employers who employ illegal immigrants," said Jaremchuk, an Elsmere councilman who unsuccessfully has proposed several laws aimed at ridding that town of undocumented immigrants. "We're bringing to light the issue [illegal immigration], and all the negative consequences that go along with it. Now is the time because it's obvious the federal government is not going to address the issue."

The group, Delaware Citizens for Immigration Control, will hold its charter meeting later this month. The group is the first in Delaware, but just one more in a nationwide anti-illegal immigration movement that ranges from advocating reduced immigration levels to encouraging gun-toting vigilantes.

"These groups have literally appeared in every corner of the country," said Mark Potok, director of the Southern Poverty Law Center's Intelligence Project. "The movement is spreading like wild fire.

Fearing crackdown, Elsmere's Latinos keep low profile
Councilman's proposal would fine residents who are undocumented
By Melissa Tyrrell
The News Journal (Wilmington, DE), April 16, 2005
http://www.delawareonline.com/newsjournal/local/2005/04/16fearingcrackdow.html

ELSMERE -- *the following a small excerpt from a much larger article*

Families used to linger by the tomatillos and plantains in the three aisles of Ruby Lopez's Bernal Produce market in Elsmere. Now lone shoppers furtively check off lists and hurry back to cars.

At the attached Mariscos Los Del Fines restaurant, tables used to fill with young men hungry for seafood lunches and a glimpse of Lopez's pretty waitresses. But the Kirkwood Highway restaurant has been empty for more than a month.

Those men stopped coming several weeks ago. They fear the way they look, or the bright blue building with illuminated Spanish words outside, could make them stand out in the town of 5,800.

And since March, no one has wanted to stand out.

That's when word got out that an Elsmere councilman proposed an ordinance to fine undocumented residents $100 if they are stopped by the police. Their landlords and employers could face fines of $1,000.

'This is a racial profiling ordinance if I've ever seen one,' said Maria Matos, executive director of the Latin American Community Center in Wilmington. She said she doesn't think the council has done enough research on the proposal's legality.

The ordinance won't be introduced until May's City Council meeting. But already residents are **living in fear**, worried - whether they are legal or not - that they'll be confronted by a stranger.

'This affects every Hispanic,' said Lopez, a legal resident of the United States for the past decade. 'It's even affecting the kids. They're saying 'We're not going to play outside because we look very Mexican.' '

Under the ordinance, Councilman John Jaremchuk proposes people 'encountered' by the police who cannot provide proof of residency pay a fine.

Jaremchuk summarized his ordinance in the town's March newsletter, saying local officials should take up where the federal government appears to have left off in enforcing citizenship status.

'The federal government apparently has no time to go after these individuals, so local government will step in,' Jaremchuk wrote.

Still, people are afraid. At Mariscos Los Del Fines, Lopez misses the men who used to come from all over to flirt with the waitresses.

'They came in to say, 'We have to say goodbye, we're not coming in,' and asked for a picture,' she said.

One waitress told Lopez anytime she sees a van while walking, she shudders. She wonders if an immigration agent will jump out and question her. She's afraid of white people now.

At Lafonda restaurant, just down the street from Mariscos, Vicky Espinosa said nobody's coming in for tacos and sopes. She's making no money, but must pay rent. She said she'll probably move when her lease ends.

Espinosa has a work visa - her brother-in-law sponsored her move from Puebla, Mexico. But she too is scared of being stopped and questioned. She is still learning English, and she doesn't know what would happen. …

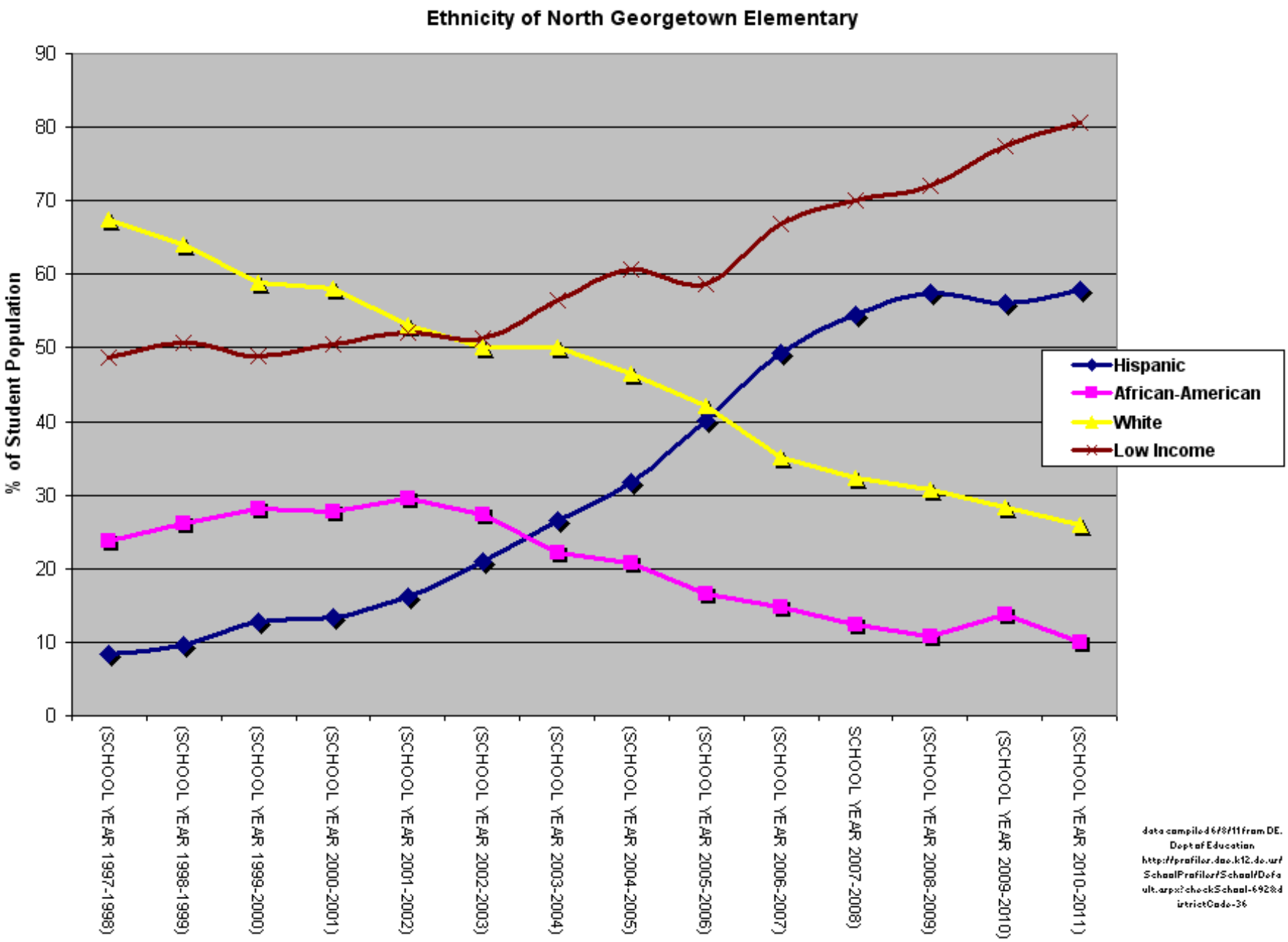
MEASURING DELAWARE SEGREGATION

Social scientists measure segregation using an index that describes how evenly two groups are spread across neighborhoods. The lowest possible value is zero, which means the percentage of each group in every neighborhood is the same as their overall percentage in the city, county or state. The highest value of 100 indicates that the two groups live in completely different neighborhoods. Scientists consider a place with an index of 30 or less to be well integrated; an index of 60 or greater is considered highly segregated.

RACIAL SEGREGATION

	1990	2000	2010
Wilmington	62.7	59.5	55.8
New Castle County (excluding Wilmington)	37.5	38.4	37.2
Kent County	32.5	34.4	28.6
Sussex County	38.7	39.4	37.2

Source: U.S. Census Bureau, The News Journal research


Ethnicity of North Georgetown Elementary
% of Student Population
0
10
20
30
40
50
60
70
80
90
(SCHOOL YEAR 1997-1998)
(SCHOOL YEAR 1998-1999)
(SCHOOL YEAR 1999-2000)
(SCHOOL YEAR 2000-2001)
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(SCHOOL YEAR 2006-2007)
SCHOOL YEAR 2007-2008)
(SCHOOL YEAR 2008-2009)
(SCHOOL YEAR 2009-2010)
(SCHOOL YEAR 2010-2011)
Hispanic
African-American
White
Low Income
data compiled 6/8/11 from DE. Dept of Education
http://profiler.doe.k12.de.us/SchoolProfiler/School/Default.aspx?checkSchool=692&districtCode=36

Document F

PHILADELPHIA INQUIRER

November 4, 2006

One Delaware town makes peace
Georgetown adjusts a decade after immigrant influx

By Paul Nussbaum, Philadelphia Inquirer
http://www.smfws.com/art11042006c.htm

GEORGETOWN, DEL. – *the following a small excerpt from a much larger article*

….. And immigration has become a hot political issue in some Delaware races. Republicans John Jaremchuck, an Elsmere councilman running for the state Legislature, and Jan Ting, a Temple University law professor running for the U.S. Senate against incumbent Tom Carper, have made illegal immigration prime campaign topics.

"It's not the job of the American government to supply a constant supply of low-wage workers for big businesses," said Ting, whose parents emigrated from China during World War II. "Big business loves illegal immigration because it suppresses the wages of American workers, too. ... Do we care about the less-skilled, less-educated American workers?"

In Georgetown, the impact of immigration is felt acutely at North Georgetown Elementary. Principal Jim Hudson, a lifelong resident of the town, said that the lower grades were now 55 percent Hispanic, and that his school must shift resources to English Language Learner classes from such things as art and music and special reading.

"We need more support from the state," Mr. Hudson said. But he said the Guatemalan students were hard workers and quick learners who rarely presented discipline problems.

"The parents come in and they don't ask, 'How are my child's grades?' They ask, 'How is my child behaving?'" The school was just named a National Blue Ribbon School by the U.S. Department of Education, one of three schools in the state and 250 in the country to be recognized for strong academic progress.

Many of the town's Hispanic elementary students gather after school at La Casita, on the edge of Kimmeytown (near North Georgetown), for homework help. There, one of the parent leaders, Yolanda Diaz, an undocumented Guatemalan who has been here for 13 years, said it was important that her three sons, Jesus, Edward, and Manuel, do well in school.

"I don't want them to work in a chicken plant like I do," she said. "It's hard there."

Document G

Directions: You are to answer the following question.
Take the time to outline your thoughts at the bottom of this sheet before writing.

Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
- Addresses all parts of the question.
- Analyzes the process of continuity and change over time.

Describe the continuities and changes in race/ethnic relations in Sussex County Delaware over the past 50 years and assess the effects of the continuities and changes on the civil rights of those concerned.

Use the space below to outline you thoughts and ideas.

Don't forget to include the following:

- Thesis Statement
- Evidence from the Documents
- Closing paragraph

…and yes, spelling counts.

Document H

Self-Check Rubric

CATEGORY	**4 - Above Standards**	**3 - Meets Standards**	**2 - Approaching Standards**	**1 - Below Standards**	**Score**
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
Evidence from the Documents	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author\'s position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author\'s position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author\'s position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer\'s position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author\'s position is restated within the first two sentences of the closing paragraph.	The author\'s position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	

Soapstone activity packet

Source 1

Transcript of a speech given during a desegregation rally in Milford, Delaware by the NAAWP (National Association for the Advancement of White People) – 1954

"…I have here another little part outlined by this same party, it says "however, (indistinct) pointed out that our justice department cannot enforce this supreme court ban on racial segregation and public schools until the court decides on a program for integration. He added that the justice department has made available to police, to District of Columbia and elsewhere the records of Bulls, a former Florida resident transplanted to Washington.

Brothers, it might be true, he might be transplanted, but as you see, my face is white. I hope it will remain white unless it's colored with blood. (applause)

I understand that only last week there was a meeting held in Dover by a certain group in regards to the stituations in our schools and I hope that those men are standing in this audience because every darned one of them wore a mask. Any man that wears a mask is not white! I look across the audience here, I see most all of you are white. I know you're white inside whether you may be tanned on the outside or not. That is a good feeling."

audio available at:
http://archives.delaware.gov/exhibits/misc/audio/1954_Milford%20deseg%20crisis%20tape%203.mp3

Union City, N. J.
Oct. 14, 1954.

Honorable Governor J. Caleb Boggs,
Dover, Delaware.

Dear Sir:

I appeal to you as a White Man to stop integration in the Delaware Schools. For integration whether in schools, armed forces or neighborhoods is Forced Association, and Forced Association is unconstitutional and undemocratic. The Constitution has guaranteed our people the right to Life, Liberty and the Pursuit of Happiness and only segregation can protect this right.

Just because nine senile men submitted to the forces of Pressure Groups and Communistic Bigots please DO NOT subject our White Children to the Forced Association of Negroes, who will injure the morale of our children for life and destroy us and our civilization. This is just what the Communistic 5th Column has planned.

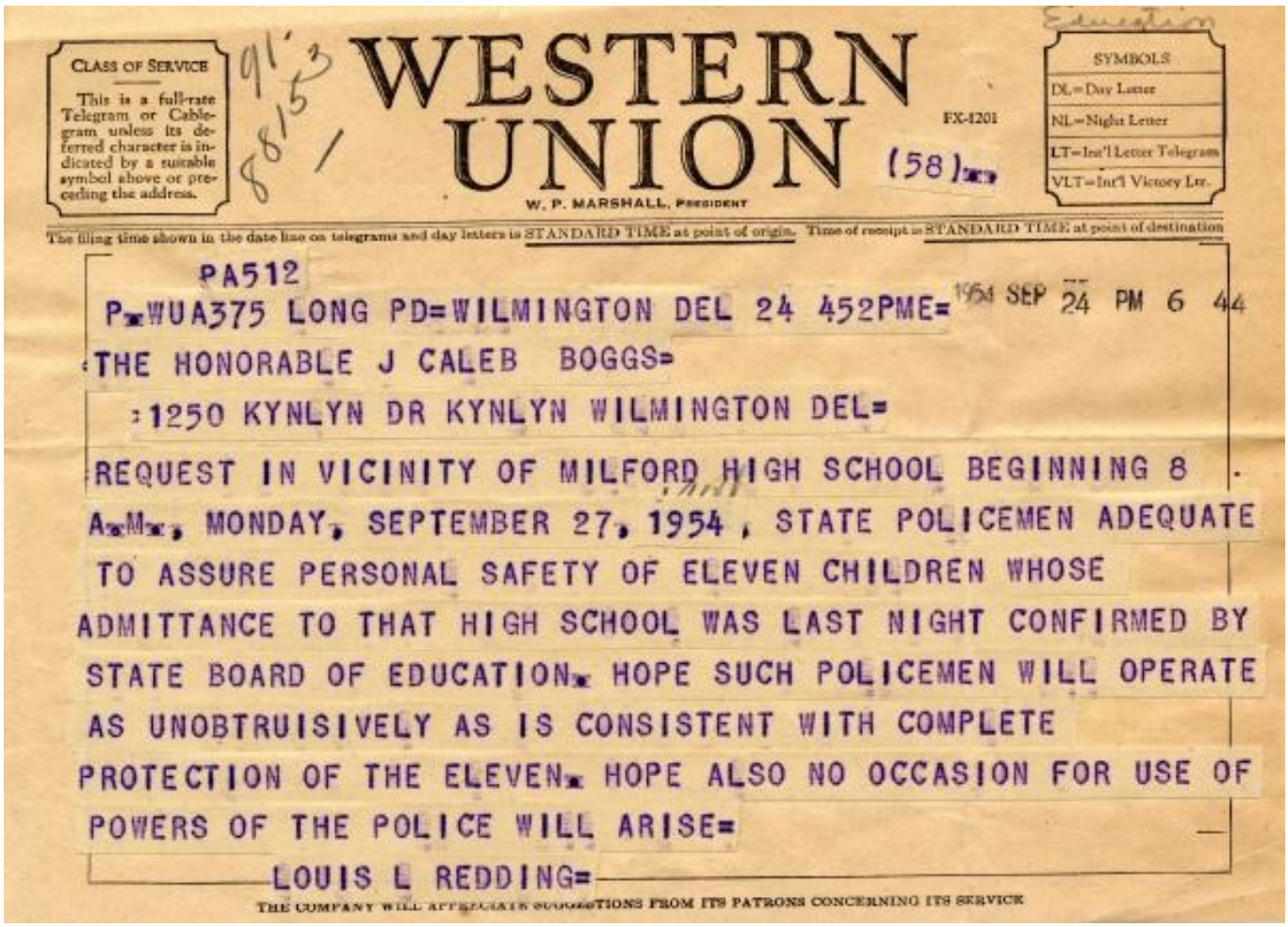
Please keep our schools Public Schools and prevent them from becoming National Schools devoted to subjecting our children to enslavement and brain wash?

Please Governor Boggs for the sake of our White Children of the State of Deleware prevent integration in our schools and our neighborhoods?

Respectfully yours,

Source 2

Source 3



CLASS OF SERVICE

This is a full-rate Telegram or Cablegram unless its deferred character is indicated by a suitable symbol above or preceding the address.

WESTERN UNION

W. P. MARSHALL, PRESIDENT

FX-1201

SYMBOLS

DL=Day Letter

NL=Night Letter

LT=Int'l Letter Telegram

VLT=Int'l Victory Ltr.

The filing time shown in the date line on telegrams and day letters is STANDARD TIME at point of origin. Time of receipt is STANDARD TIME at point of destination

PA512

P WUA375 LONG PD=WILMINGTON DEL 24 452PME= 1954 SEP 24 PM 6 44

THE HONORABLE J CALEB BOGGS=

1250 KYNLYN DR KYNLYN WILMINGTON DEL=

REQUEST IN VICINITY OF MILFORD HIGH SCHOOL BEGINNING 8 A M, MONDAY, SEPTEMBER 27, 1954, STATE POLICEMEN ADEQUATE TO ASSURE PERSONAL SAFETY OF ELEVEN CHILDREN WHOSE ADMITTANCE TO THAT HIGH SCHOOL WAS LAST NIGHT CONFIRMED BY STATE BOARD OF EDUCATION. HOPE SUCH POLICEMEN WILL OPERATE AS UNOBTRUISIVELY AS IS CONSISTENT WITH COMPLETE PROTECTION OF THE ELEVEN. HOPE ALSO NO OCCASION FOR USE OF POWERS OF THE POLICE WILL ARISE=

LOUIS L REDDING=

THE COMPANY WILL APPRECIATE SUGGESTIONS FROM ITS PATRONS CONCERNING ITS SERVICE

Louis L. Redding's 1954 telegram to Governor Boggs reflects the turmoil that enveloped the town of Milford when it attempted to desegregate the high school.

Racial Tension

Louis L. Redding was the first African American lawyer in Delaware being admitted to the bar in 1929. In 1952, Redding prevailed in two cases that compelled the desegregation of two school districts in New Castle County. Those proceedings were among the six cases of the landmark decision in 1954; Brown vs. Board of Education, which said segregation in public schools, violated the 14th Amendment. Eleven African American teenagers choose to attend Milford High School in 1954 which at that time was all white. Many citizens were outraged and seventy percent of the student population boycotted school in September of that year. Many religious groups urged their parishioners not to boycott the school, but to uphold the law and work for integration.

Source – Delaware State Archives

CHEVROLET SALES AND SERVICE OLDSMOBILE

I. G. BURTON & COMPANY, INC.

MILFORD, DELAWARE

October 4, 1954.

The Hon. J. Caleb Boggs
Governor's Office
State of Delaware
Dover, Delaware

Dear "Cale":

The events of the past few weeks in Milford have been appalling to the citizens of this town. Grave errors have been made by all branches of our governing body. I hope something can and will be done to clarify the situation.

On a subject as basic as integration I am at a loss to understand why there has not been a firm and uniform policy established by the State Board of Education and by the executive branch of our government. For the State Board of Education to promulgate a policy of local action is a refusal to be realistic about a basic problem in human relations. I cannot believe the president and board of directors of General Motors would allow the plant managers in their various operations to set basic policy for G. M. nor do I believe it right to expect a local school board to set policy on integration. I believe we have a right to expect a uniform and consistent policy and program in any basic State issue.

In the early 1920's I toured Sussex County with George S. Williams on a campaign of consolidation for our school system. I recall a great amount of opposition to the program from our people. But as it was explained to them, the majority began to understand the benefits that would accrue from consolidation. Information before action backed by a consistent and uniform state program made consolidation an established

and valuable asset to us.

I realize we are
which has been made more d
I cannot understand why th
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HLP Lesson for Civil Rights Unit – Change and Continuity
Interviewing Those Who Were There - How Their Experiences Reflect the Time

Jane Parker

Lesson Description: In this lesson students will learn how to properly interview people to get information about perceptions of the Civil Rights Movement and how they might differ from person-to-person based on age, race, culture, socio-economics, etc. Students will be required to develop interview questions, seek and interview an individual who lived during the Civil Rights Period; and share the their results with the class for analysis of the perceptions regarding the Civil Rights movement from various individuals of varying circumstances.

Time Required: One to two 90 minute class periods to introduce assignment and develop questions, with an additional one to two 90 minute class periods to present interview results. Students will be required to do some research and interviews on their own time.

Essential Question Addressed: How did Americans perceive the Civil Rights Movement?

Enduring Understanding: Students will understand that the individuals living during the Civil Rights period viewed this movement in a variety of different ways and that it impacted their lives differently depending upon a variety of factors.

Materials:

- Closed- and Open-Ended Question Warm-Up and Notesheet (Attachments 1-2)
- Closed- and Open-Ended Question Power Point Notes (Attachment 3)
- Living the Story: The Civil Rights Movement in Kentucky, "Oral History How To: Tips for Successful Interviewing" (http://www.ket.org/civilrights/oral_history.htm).
- How to Interview People for Their Life Stories video clip (http://www.youtube.com/watch?v=0plSyP-uDzU).
- Civil Rights Oral History Interview Project (Attachment 4)
- Civil Rights Oral History Interview Project Rubric (Attachment 5)
- Civil Rights Story Quilt (Attachment 6)
- Quilt Template: http://www.litcircles.org/Extension/sqtemp.pdf
- Quilt Rubric: http://www.litcircles.org/Extension/storyquilteval.pdf

Procedures:

1. Distribute two sets of warm-up questions (one for each half of the class) prior to the students entering the class (Attachments 1-2). One set of questions is closed-ended and the other questions are open-ended. Students are to answer the questions at the start of class. Review student answers without divulging there are two sets of questions and note on chalkboard or SmartBoard. Prompt students to note differences in answers from student responses. Explain the difference between closed- and open-ended questions and why the latter is more valuable for interviewing someone. Students should use the back of their warm-up to take brief notes on types of questions. A Power Point with detailed notes for students is also provided (Attachment 3).
2. Engage students in a discussion regarding good candidates to interview regarding life during the Civil Rights period. Explain that the goal would be to learn how different individuals, depending on their gender, race, culture, socio-economic background, experienced the changes that occurred during this time period. Students should brainstorm with a partner characteristics of someone who would make a good interview candidate and where they could contact a suitable interview candidate. Students should then text their ideas to the poll set-up in www.polleverywhere.com by the teacher (a sample slide with potential results is located at http://www.polleverywhere.com/free_text_polls/MTc0OTA0NDk2Nw). Discuss results as a class and link or copy http://www.ket.org/civilrights/oral_history.htm for students to use in determining subjects for interview.
3. Explain to students that their task will be to conduct an interview with someone who lived through the Civil Rights period to learn what their perspective was of the event. The students will be required to produce the results of the interview in an oral history product providing the class with the interviewee's perspective of the movement. Give instructions for the oral history interview and review together as a class (Attachment 4).

4. As a class watch the brief video from YouTube, "How to Interview People for Their Life Stories" (http://www.youtube.com/watch?v=0plSyP-uDzU) and discuss as needed. Divide the students into academically balanced groups of 3-4 and charge them with developing a list of ten open-ended questions that would provide information that might be useful in determining the perspective of the individual's role in the civil rights movement. Discuss as a class the results as time allows and explain that the students will then work on developing more specific questions related to their own needs based upon their interviewee.

Following completion of all interviews and written summaries:

5. Have students return to small groups (see step #4) and share information about their interviews. Develop of list of similarities and differences regarding the oral histories. Each group will then report out to the class their findings based on small group discussions.
6. Using the Story Quilt directions for teachers (Attachment 5), have students design and create a quilt block related to their interviewee. Students will share these with the class and create a class quilt that reflects the differing experiences that people had regarding the Civil Rights Movement. The template and rubric for grading the quilt block is found online at http://www.litcircles.org/Extension/sqtemp.pdf (template) and http://www.litcircles.org/Extension/storyquilteval.pdf (rubric). Hang completed quilt in class for remainder of unit.

Formative Assessment ("Check for Understanding"):

1. Check for understanding via the discussions and brainstorming regarding closed- and open-ended questions and during introduction of oral history interview assignment.
2. Student understanding will be assessed on their interview summaries and quilt panel. Rubrics are provided.

Warm-Up for First Day of Lesson

Attachment 1

<u>Directions</u>: Answer the following questions. Be prepared to share your answers.

1. Did you learn something from the Social Studies lesson yesterday?

2. What was the strategy used to analyze and review the various documents?

3. Where were similar civil rights issues evident in 2011?

Warm-Up for First Day of Lesson

<u>Directions</u>: Answer the following questions. Be prepared to share your answers.

1. Did you learn something from the Social Studies lesson yesterday?

2. What was the strategy used to analyze and review the various documents?

3. Where were similar civil rights issues evident in 2011?

Notes from Warm-up Discussion:

Term	Definition	Examples

Notes from Warm-up Discussion:

Term	Definition	Examples

Warm-Up for First Day of Lesson

Attachment 2

Directions: Answer the following questions. Be prepared to share your answers.

1. What were some things you learned yesterday in Social Studies?

2. What variety of things did you discover after analyzing/reviewing the civil rights documents yesterday?

3. How are civil rights issues similar and/or different in 2011?

Warm-Up for First Day of Lesson

Directions: Answer the following questions. Be prepared to share your answers.

1. What were some things you learned yesterday in Social Studies?

2. What variety of things did you discover after analyzing/reviewing the civil rights documents yesterday?

3. How are civil rights issues similar and/or different in 2011?

Notes from Warm-up Discussion:

Term	Definition	Examples

Notes from Warm-up Discussion:

Term	Definition	Examples

Civil Rights Oral History Interview Project

Do not applaud me. It is not I who speaks to you, but history which speaks through my mouth. - Fustel de Coulanges

And that's what you are to do – capture the history that comes from the mouth of someone *who lived during the Civil Rights Movement period*. You are to conduct an interview an individual of your choosing who could have been an active participant in the movement or someone who simply lived during this time period. It does not matter what their race, gender, or socio-economic background was at that time – in fact, the more variety we have as a class, the better!

Focus on the experiences in your interviewee's life during the time when Civil Rights was impacting their community, life, and/or country. Depending on the person you select to interview, there experiences may vary widely from what you might expect or from what other individuals interviewed by classmates may share. You will need to ask a minimum of ten questions specifically designed to meet your needs.

Required questions to be asked of all interviewees (not included in the ten designed by you) include:

What is your name?
What is your date of birth?
Where were you born?
How old were you when you were aware that the Civil Rights Movement was occurring?

Requirements:

1. Submit a list of interview questions you have developed based on your knowledge of your interview candidate (10 minimum). These questions must be submitted prior to your interview in a written or typed format that includes the following information:

Interviewer (Your name)
Interviewee Name and Brief Biography (explain why this person is a good candidate)
Scheduled Date of Interview and Location
Questions To Be Asked (including required questions noted above)

2. Videotape or audiotape copy of interview conducted.

3. Type a summary of the interview, incorporating the historical vents surrounding their life related to the Civil Rights Movement. This summary is to be 1-3 pages in length, double-spaced with standard margins and font size. Grammar and mechanics will be evaluated as part of the report grade.

4. Create a quilt panel that reflects your interviewees experience regarding the Civil Rights Movement. More directions will follow, since this will be done towards the end of our unit.

Due Dates
Interview Questions: within one week of assignment.
Video/Audio of Interview and Written Summary: within two weeks of assignment

Name:_____ **Date:**_____

Civil Rights Oral History Interview Rubric

Requirement	Possible Points	Points Earned
Video or Audio Recording of Interview	10	
Four Required Questions Noted (and answered) *What is your name?* *What is your date of birth?* *Where were you born?* *How old were you when you were aware that the Civil Rights Movement was occurring?*	5	
Ten Questions Noted and Answered (mimimum number needed to earn points)	20	
Grammar and Mechanics	5	
TOTAL POINTS	40	

Civil Rights Story Quilt

Directions

1. Once students have finished interviewing, summarizing, and sharing the information they collected in their oral history interviews, have them choose a key story, main event, character, or theme to illustrate.

2. Squares can be made from paper or cloth. The simplest format is white construction or copy paper cut into a square with dimensions of nine to 12 inches. The size of the square and the number of students will determine how large your final quilt will be.

3. We suggest that you guide students to draw a draft of their quilt square on scratch paper. This will help them plan the spacing and arrangement of their visual and written responses.

4. Around the edges of the square, students draw a one-inch border.

5. Inside the border the students create their illustration. We suggest that you have them include a sentence or two explaining the significance of the illustration, or a quote directly from the interview that supports the illustration.

6. Students can create their quilts with their small group (so that each group uses a common motif for the border but each student creates his/her own square). You can also create the quilt with the whole class. In that case, students brainstorm ideas for symbols to go around the border and then vote for their favorite.

7. As a final touch, every student draws in the border.

8. You then mount all the squares on a long strip of butcher paper. If you don't have the right number of squares to make even rows, you can have a student (or group) create an extra square with the title of the book and author. If you need yet another square to even things out, you can ask another student to create a square that identifies the class that made the quilt and include the date.

Adapted from Story Quilt assignment as noted in http://www.litcircles.org/Extension/storyquilt.html#directions

Lesson 4

A "Glogster" Celebration of the 50th Anniversary of the Freedom Rides

Christopher A. Lohman
Middletown High School
HLP, July 2011

Lesson Description:

In 1960, at the height of the Civil Rights movement, the US Supreme Court ruled in *Boynton v. Virginia* that racial segregation in public transportation was illegal. By extension, the ruling clarified that all interstate transportation, including busing, and facilities that supported such transportation, including terminal waiting rooms and restaurants, would be desegregated as well. To test this new law, especially in the Deep South, in May of 1962 two separate "Freedom Rides" on public busing were organized. The CORE organization left Washington DC on May 4, 1961, while the Nashville Student Movement boarded buses in Nashville on May 15, 1961. The two organizations eventually joined together in Birmingham, Alabama, and eventually ended their respective journeys in New Orleans on May 18, and Jackson, MS on May 24. The riders faced violence and intimidation at many of the stops, including being fire bombed in Anniston, AL, and being trapped in a Baptist Church in Montgomery, AL. Intervention by local police and the federal government helped the passengers along their journey and set the stage for future court sessions and arguments over desegregation in the United States.

The purpose of this assignment is for you to understand the history and the purpose of the Freedom Rides as they were a significant part of the Civil Rights movement and the attempts by blacks to test the limits of their freedoms and to call attention to their continued plight as a racially oppressed people in the US. To celebrate the brave individuals and their journey through the Deep South, you will be working with a small group of individuals to create a series of "Glogster" posters that highlight the journey, the people, and the events of the CORE Freedom Ride. Secondly, your group will be researching modern uses of "Freedom Rides" that various groups have used to draw attention to their causes and to initiate discussion, debate, and ultimately a change of some sort. Lastly, your group will choose a modern cause that you would like to draw attention to and plot a journey through the State of DE that you believe would be most effective in drawing attention to your cause.

Time Required:

Three class periods. I'm anticipating using one day to show students how to use the Glogster website (www. Glogster.com), a second class period to allow for group research and collaborative brainstorming activities, and a third day for presentations. The students will be given a week of research and creation time on their own.

History Standard(s) and Essential Question(s) Addressed:

HS1 - Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.

- Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? To what extent can we learn from studying historical responses to societal problems?

HS2: Students will gather, examine, and analyze historical data.

Specifically, what was the significance of the Freedom Rides, and how did the personalities involved and events of the journey help further the cause of desegregation in the United States during the 1960's? Are "Freedom Rides" still an effective method of drawing attention to a cause and can they still be used as an instrument of change?

Enduring Understanding:
Students will acquire the skills of gathering, examining, analyzing, and interpreting data. Students will learn to use the web program "Glogster" to create interactive and media-savvy displays of historical events. Students will be able to research and collect data from multiple sources to include in their projects. Data will include geographic and biographical data, photos, and both video and audio files. Students will be able to differentiate the types of sources that exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. Students will be able to combine multiple medias together in order to present a cohesive poster depicting the historical events and personalities of the Freedom Rides. Students will evaluate the effectiveness of modern "Freedom Rides" used by social groups in the last decade to bring attention to their specific plights. Lastly, students will bring together the information and skills they have acquired in order to create their own "Freedom Ride" through the state of DE (synthesis) that highlights the particulars of a social cause of their choosing.

Materials:

Glogster Website – www.glogster.com
Student computer access for Glogster overview and instruction
Scoring Rubric (attached below)
Map of US (attached below)
Delaware Information (http://portal.delaware.gov/delfacts/default.shtml)
Student Evaluation Questions (attached below)

Procedures:
Student Assignment: The purpose of this assignment is for you to understand the history and the purpose of the Freedom Rides as they were a significant part of the Civil Rights movement and the attempts by blacks to test the limits of their freedoms and to call attention to their continued plight as a racially oppressed people in the US. To celebrate the brave individuals and their journey through the Deep South, you will be working with a small group of individuals to create a series of "Glogster" posters that highlight the journey, the people, and the events of the CORE Freedom Ride.

In a group of four students:

Student Number 1: You are responsible for creating a poster that presents a geographic overview of the CORE Freedom Ride. On your poster, you will need to include the following items:

1. A title and background for your geography-based poster.
2. A brief, one paragraph overview of the journey and the stops made along the way through the Deep South.
3. A map of the United States with each of the states and cities of the journey labeled clearly. Beginning with Washington DC and ending in both New Orleans and Jackson, include all seven states and all twenty-two cities on your map. You will need to download a blank US map, label it, and then upload it to your poster.
4. Include pictures of ten of the stops made along the bus route that the Freedom Riders took while traveling south. Your pictures should be of that city during the Civil Rights movement, and if possible, of the actual stop made by the Freedom Riders during their 1961 journey to that city. Make sure to include a caption naming the city and the date that the Freedom Riders stopped there.
5. Finally, upload a thematic song to your poster that you feel best exemplifies the Civil Rights Movement, or even more specifically the Freedom Rides themselves. The song can be modern or classic, of any genre and with clean content, and have lyrics that reflect human struggle, freedoms, peace, etc.

Student Number 2: You are responsible for focusing on the individuals who participated in and supported the CORE Freedom Rides. There were a total of thirteen riders on the CORE bus that departed Washington DC. In addition there were numerous local and national political and movement leaders involved, including Martin Luther King Jr. and John F. Kennedy. On your poster:

1. Create a title and background for your biography-based poster.
2. Include fifteen pictures, depicting both riders and supporters or opponents of the Freedom Rides. You should have ten riders and five additional individuals depicted.

3. For each picture, include a caption with the individual's name and a two sentence summary of their part in the Rides. What was their significance to the success of (or opposition to) the Freedom Rides?
4. Upload a video to your poster of an interview with a rider from the original CORE group that boarded in Washington DC. Find either an historical interview from the time period or a modern interview that has an individual reflecting on their participation in the Ride.

5. Finally, upload a thematic song to your poster that you feel best exemplifies the Civil Rights Movement, or even more specifically the Freedom Rides themselves. The song can be modern or classic, of any genre and with clean content, and have lyrics that reflect human struggle, freedoms, peace, etc.

Student Number 3: You are responsible for highlighting the specific historical events of the Freedom Ride. You will need to research the following cities along the Freedom route in order to find out what happened there. Was there an arrest, an angry mob, a firebombing? You will need to:

1. Create a title and background for your event-themed poster.
2. Research the following cities: Charlotte NC, Rock Hill SC, Atlanta GA, Aniston Birmingham and Montgomery AL, Jackson MS, and New Orleans LA. Find out what happened in these specific cities during the CORE Freedom Ride.
3. Include an historical picture from the Freedom Ride of each of the cities you researched on your poster. Caption each picture with the name of the city, the date on which the event took place, and a three sentence summary of what exactly happened during that stop.
4. Upload two separate videos that depict or describe the events of one or more of the cities you researched. Your videos can either be historical newscasts from the time period, interviews from the time period of the people involved, or current news broadcasts or historical documentaries that draw from flashbacks or interviews from the time period.
5. Finally, upload a thematic song to your poster that you feel best exemplifies the Civil Rights Movement, or even more specifically the Freedom Rides themselves. The song can be modern or classic, of any genre and with clean content, and have lyrics that reflect human struggle, freedoms, peace, etc.

Student Number 4: You are responsible for researching the modern use of bus tours as a way of attracting attention to a specific cause. Much like the Freedom Rides of the 1960's were successful in drawing attention to the inequalities of segregation, groups of individuals since then have used the idea of bus tours, often taken through adversarial regions, to bring the national spotlight to their plights. You will need to:

1. Use the following two links to begin your research on modern "Freedom Rides". It will be up to you to find a third modern (in the last decade) ride.

a. NAACP Youth & College Division Kicks-Off Modern Day Freedom Rides With 'Vote Hard' Bus Tour Throughout Southern States
http://www.reuters.com/article/2008/10/24/idUS212198+24-Oct-2008+PRN20081024

b. Demonstrators roll on immigrant freedom ride
http://www.usatoday.com/news/nation/2003-09-23-immigrants-usat_x.htm

c. Title: _____
Weblink: _____

2. Create a title and background for your event-themed poster.
3. Create three separate, six sentence summaries of the three modern Freedom Rides that you researched. Each summary should highlight the purpose of the ride, its route, and if any, its opposition, successes, or failures. What did the ride set out to do, how did it do it, and was it successful?

4. Create a collage totaling twelve pictures, four from each journey, that highlights the cities, individuals and events of each ride. Each picture should have a one sentence caption explaining what has been pictured.
5. Upload video coverage of one of the modern freedom rides. This more than likely will be a news broadcast video that summarizes the event, a specific city stop, or an interview with an individual who participated in the ride. Use your discretion when adding a video so that it gives the viewer a sense of the purpose and intent of the ride.
6. Finally, upload a thematic song to your poster that you feel best exemplifies the Civil Rights Movement, or even more specifically the Freedom Rides themselves. The song can be modern or classic, of any genre and with clean content, and have lyrics that reflect human struggle, freedoms, peace, etc.

Group Glogster - A Delaware "Freedom Ride".

As a group, it is now your responsibility to create one last Glogster. Each of you will contribute something to the poster in order to present to the class a modern "Freedom Ride" through the state of Delaware. As a group, the first thing you will need to do is choose a current issue or cause that you want to bring to the classes' attention. As a group, you will need to take a position on this issue that you want to support. What kind of issue? It can be about anything. It can be about big national issues like immigration, civil unions, the debt issue, overseas wars, or it can be about a local DE issue like beach erosion, the state budget, Title IX and UD, a proposed highway project, crime and punishment…anything. Look at local papers from your community or one of the state papers to target an issue that you can create a poster about. Once you have chosen an issue that you have taken a position on and want to draw attention to:

1. Create a title and background for your event-themed poster.
2. You need two separate, typewritten blocks. The first is an overview of the issue you have taken on. What is the issue, what are the opposing sides, and what is the current situation of your issue. Where does it stand as of today? The second is a summary of your group's position on the issue. What do you believe, why do you believe this way, and what should be done to resolve this issue successfully, in your opinion?
3. On a map of DE, highlight between eight and ten cities in the state that your group feels would be essential stops for a "Freedom Ride". Upload the map to your poster. Find a picture of each of the cities you would stop at, add a caption, and then explain why your group feels that that city would be an essential stop. What significance does that city serve for you cause? Why would stopping there bring attention to your cause?
4. Who do you think would be the essential people that you would need to convince of your group's cause if you were to be successful? The governor, a school principal, the local sheriff, a high-profile judge, a veterinarian, a union leader…? Upload photos of five state personal that your group would need to convince if it were to gather support for cause. Add a caption naming each individual and a brief explanation of why that person's support would be important if your cause was to be successful.
5. Choose and upload an anthem for your "Freedom Ride", a song that your cause can rally behind. The song should somehow emphasize your group's cause or some aspect of your plight.

Debrief:

What was the significance of the Freedom Rides, and how did the personalities involved and events of the journey help further the cause of desegregation in the United States during the 1960's? Can "Freedom Rides" still be used to draw attention to a group's cause, and used as effective instruments of change? One student poster will depict the geography of the journey, another poster the personalities, and the last the events that occurred. The group also has a set of evaluation questions that need to be answered after they have completed their posters. These are opinion questions and should be read not only for the student's initial responses, but for the evidence from their research they used to support their answers. Each student will receive their own grade for their individual poster, even though they will be researching together and presenting at the same time. There is a collaborative grade for this assignment also, as the group will need to create a DE Freedom Ride poster together. The "group" is more or less a support system to allow students to share research and to work within the Glogster program effectively as each student will achieve a different level of mastery of the program.

Formative Assessment ("Check for Understanding"):

Freedom Riders Rubric
Glogster Poster Assignment

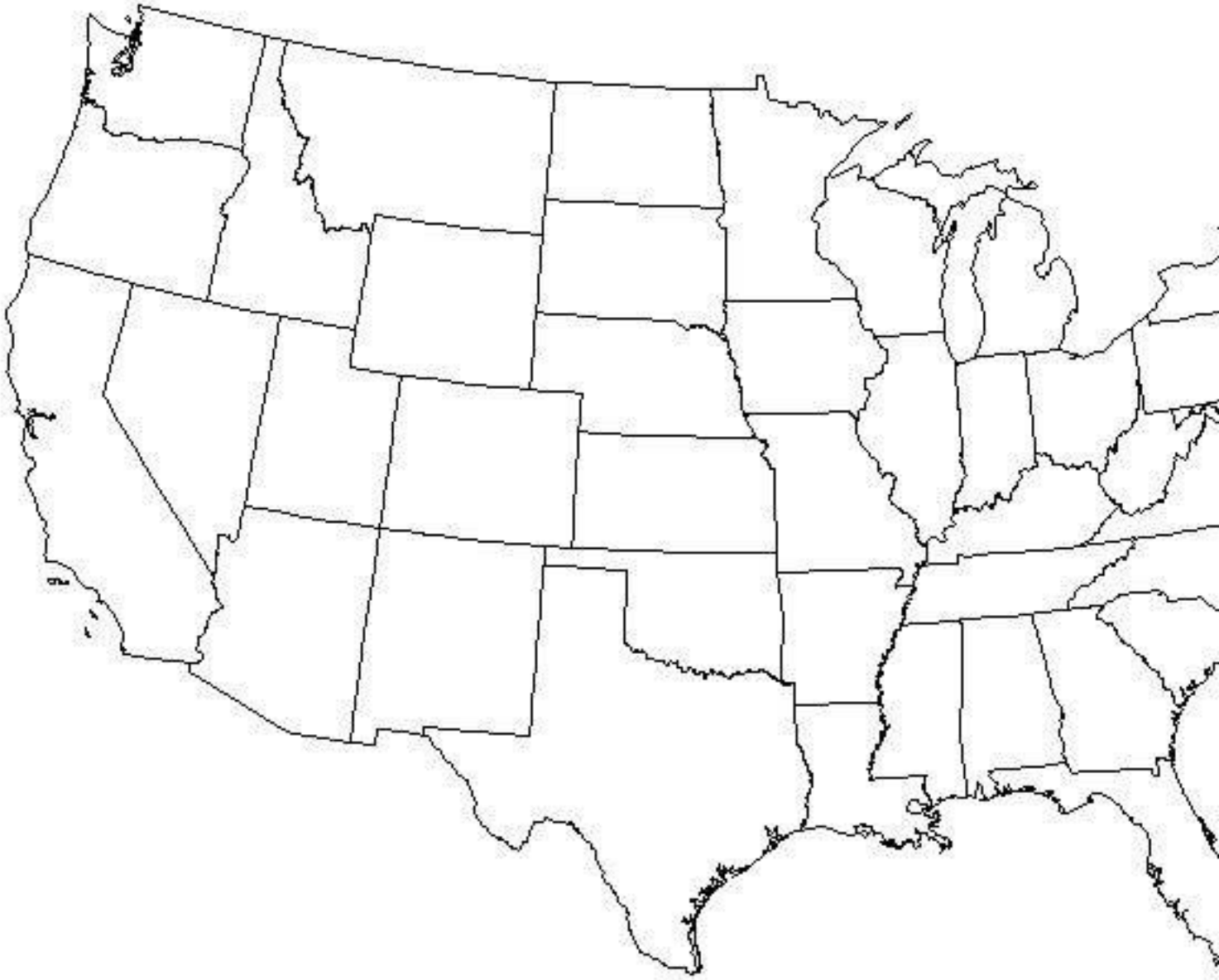
	5	4	3	2	1
Title and Background (All Posters)	**A title unique to the specific topic assigned has been included.**		**A title is included, but it does not reflect the specific topic assigned.**		**No title or the title does not reflect the topic assigned.**
Organization (All Posters)	**Effectively organized. Logical structure of points and smooth transitions convey both understanding of topic and care in writing.**	**Well organized, but may lack some transitions between ideas. Logical structure of most ideas conveys understanding of topic and composition.**	**Ideas are logically structured, but may lack transitions between ideas. Could benefit from reorganizing 1 or 2 ideas.**	**Some significant gaps in organization are present but the basic framework of ideas is logical. Overall organization could be improved.**	**Much of the poster lacks organization of ideas, making it difficult to understand the ideas expressed in the poster.**
Content Connects to the Main Ideas of the Freedom Rides (All Posters)	**The content of the paper effectively supports the topic assigned. Every aspect of the topic is supported by quality academic research.**	**The content of the poster provides good support for the topic. Most aspects of the topic are supported by quality academic research.**	**The content of the poster adequately supports the topic. Although there may be some inconsistencies with support from quality academic research.**	**The content of the poster inadequately supports the topic, and/or there may be a lack of support from quality academic research.**	**The content of the poster does not adequately support the topic; there are many unsupported aspects of the topic and the research lacks quality sources.**
Civil Rights Song (All Posters)	**A song with an applicable theme or topic appropriate lyrics has been embedded in the poster.**		**A song with either a theme or lyrics loosely based on the topic of Civil Rights has been embedded in the poster.**		**Either no song, or a song without any connection via theme or lyrics to the Civil Rights Movement, has been embedded in the poster.**
Conventions (All Posters)	**Conventions of standard written English are used with accuracy; there are few, if any, minor errors.**	**Conventions of standard written English are used; there may be several minor errors of usage.**	**Conventions of standard written English are used; however, there may be a few major errors and few minor errors of usage.**	**Conventions of standard written English are used with numerous major errors and several minor errors of usage.**	**The paper shows significant errors in conventions of standard written English.**
Map (Geography Specific)	**A one paragraph summary of the Freedom Ride has been included. The facts are accurate and detail the route traveled.**		**A one paragraph summary of the Freedom Ride has been included. Most of the facts are accurate, though some stops have been excluded.**		**No paragraph detailing the Freedom Riders route has been included, or the details and facts are entirely inaccurate.**
Map (Geography Specific)	**A map showing the route traveled by the Freedom Riders has been included. It accurately depicts all seven states and twenty-two stops made along the way.**		**A map showing the route traveled by the Freedom Riders has been included. It accurately depicts less than seven but more than five states, or less than twenty-two but more than eighteen cities.**		**No map has been included, or the map either inaccurately depicts or is missing more than two states or more than four cities.**

Pictures (Geography Specific)	**Ten pictures of the cities along the Freedom route have been included, with appropriate captions accompanying the pictures.**	**Eight or nine pictures of the cities along the Freedom route have been included, with appropriate captions accompanying the pictures.**	**Sic or seven pictures of the cities along the Freedom route have been included, with appropriate captions accompanying the pictures.**	**Four or five of the cities along the Freedom route have been included, with appropriate captions accompanying the pictures.**	**Either less than four pictures or captions have been included on the poster, or the accuracy of the pictures or captions is incorrect.**
Pictures and Captions (Biography Specific)	**Fifteen pictures of individuals associated with the Freedom Riders, in the correct proportions, have been included. Each picture included a caption detail their significance to the Rides.**	**Thirteen or fourteen pictures of individuals associated with the Freedom Riders, in the correct proportions, have been included. Each picture included a caption detail their significance to the Rides.**	**Eleven or twelve pictures of individuals associated with the Freedom Riders, in the correct proportions, have been included. Each picture included a caption detail their significance to the Rides.**	**Nine or ten pictures of individuals associated with the Freedom Riders, in the correct proportions, have been included. Each picture included a caption detail their significance to the Rides.**	**Either less than nine pictures of individuals associated with the Freedom Riders, in the correct proportions, have been included, or the information provided for more than six individuals is missing or inaccurate.**
Video Clip (Biography Specific)	**An appropriate video clip depicting an interview with a Freedom Rider has been included.**				**No video clip has been included.**
Historical Events (History Specific)	**Eight historical cities, each with a title and summary paragraph, has been included.**	**Seven historical cities, each with a title and summary paragraph, has been included.**	**Six historical cities, each with a title and summary paragraph, has been included.**	**Five historical cities, each with a title and summary paragraph, has been included.**	**Less than five historical cities, or less than five captions or paragraphs, have been included with this poster.**
Video Clips (History Specific)	**Two appropriate video clips depicting historical events from the Freedom Rides has been included.**		**One appropriate video clip depicting an historical event from the Freedom Rides has been included.**		**No video clips have been included, or the clips included do not accurately depict historical events that occurred during the original Freedom Rides.**

Summaries of Modern "Freedom Rides" (Modern Specific)	**Three, six-sentence summaries of modern "Freedom Rides".**	**Three summaries, but less than six sentences per summary.**	**One to two, six-sentence summaries of modern "Freedom Rides".**	**One to two summaries, but less than six sentences per summary.**	**No summaries have been included on this poster.**
Collage of Modern "Freedom Rides" (Modern Specific)	**Twelve pictures depicting the events of three separate modern-day rides.**	**Ten to eleven pictures depicting the events of three separate modern-day rides.**	**Eight to nine pictures depicting the events of three separate modern-day rides.**	**Six to seven pictures depicting the events of three separate modern-day rides.**	**Less than six pictures depicting the events of three separate modern-day rides.**
Video Clip (Modern Specific)	**An appropriate video clip depicting a modern Freedom Ride event has been included.**				**No video clip has been included.**
Delaware Freedom Ride Summary (Points added to each individuals point total)	**Both an interview paragraph about the group's specific cause, and a summary paragraph about the group's position on that issue, have been included.**				**Either an overview or summary paragraph is missing, or no paragraphs have been included at all.**
Delaware Freedom Ride Geography (Points added to each individuals point total)	**A map highlighting the group's route through DE, as well as eight to ten pictures, captions and summaries of those**	**A map highlighting the group's route through DE, as well as six to seven pictures, captions and summaries of those**	**A map highlighting the group's route through DE, as well as four to five pictures, captions and summaries of those**	**A map highlighting the group's route through DE, as well as two to three pictures, captions and summaries of those**	**No map highlighting the route has been included, or more than seven pictures, captions or explanations are**

	stops, has been included.	**stops, has been included.**	**stops, has been included.**	**stops, has been included.**	**missing.**
Delaware Freedom Ride Influential Personalities (Points added to each individuals point total)	**Five DE personalities have been pictured, captioned, and their particular purpose and influence explained.**	**Four DE personalities have been pictured, captioned, and their particular purpose and influence explained.**	**Three DE personalities have been pictured, captioned, and their particular purpose and influence explained.**	**Two DE personalities have been pictured, captioned, and their particular purpose and influence explained.**	**Less than two personalities have been included, or more than three captions and/or explanations are missing.**

Group Evaluation Questions

1. What do you think the overall purpose of the Freedom Rides was?
2. What was the significance of the Freedom Rides traveling southward, rather than into the northern states or out west? Why do you think that specific travel route was chosen? Explain.
3. Do you think there is any significance to choosing Washington DC as the starting point, or New Orleans as the ending point? Explain. Why do you feel these specific cities were chosen to stop at? Of all the stops made along the twenty-two city tour, which three do you feel were the most important in revealing whether or not desegregation was really going to work or not in the Deep South? What did you notice about the events of the journey as the travelers moved deeper into the South? Why do you think this happened? What did it say about how easy or difficult change would be during the Civil Rights?
4. Of all the individuals involved in the Freedom Rides, including riders, politicians, police, etc., which three people made the greatest impact in terms of calling attention to the issues of segregation in the South? What actions did they take that either challenged the laws or supported the movement towards change?
5. Explain why you chose the three songs that were imbedded in your posters? What meaning did they have, and what connection did they have to the Civil Rights movement and the purposes of desegregation laws, equality, and the human struggle for freedom?
6. In your opinion, do you think that the use of "Freedom Rides" is an effective tool of change that modern groups can use to draw attention to their cause and initiate change? Explain. If so, do you think there are other causes today, in 2011, that could effectively use this technique to draw attention and initiate change? If not, what other methods do you think could be more effective than a "Freedom Ride"? If you wanted to draw attention to your cause and bring about change, how would you do it? Explain.

Blank Map of the United States – Geography of the Freedom Ride