

LOUISIANA: A HISTORY, *SEPARATE BUT NOT EQUAL*

GRADES 6-8

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TIME ALLOTMENT: Three to four 50-minute classes.

OVERVIEW:

Events that took place after the end of Reconstruction had lasting effects on race relations in America, particularly in the South. Black Codes and Jim Crow Laws not only limited the voting rights of blacks and poor whites, but also placed restrictions on how whites and blacks related with one another. The goal was segregation. This lesson begins by introducing the damaging effects prejudice and discrimination can have on a society by completing a Focus For Media Interaction worksheet while viewing the video, "The Eye of the Storm." Students will then view, "Louisiana: A History, Separate But Equal," to learn about the case of Plessy vs. Ferguson to understand how the concept of separate but equal began. Groups of three will use the Internet to research these issues further and conclude by creating a PowerPoint slide show.

SUBJECT MATTER: Language Arts, Reading, Social Studies, Louisiana History

LEARNING OBJECTIVES:

Students will be able to:

- Discover that events in history have chronological relationships and patterns;
- Identify significant events that occurred ending Reconstruction in Louisiana;
- Evaluate the Plessy vs. Ferguson case that decided Separate But Equal was justified.

STANDARDS:

Louisiana Social Studies Content Standards

<http://www.doe.state.la.us/conn/standards1.php>

H-1A-M1: Describing chronological relationships and patterns;

H-1A-M2: Demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred;

H-1A-M3: Analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history; (1, 2, 3, 4)

H-1A-M4: Analyzing historical data using primary and secondary sources; (1, 2, 3, 4)

H-1A-M5: Identifying issues and problems from the past and evaluating alternative courses of action;

H-1A-M6: Conducting research in efforts to answer historical questions;

H-1B-M13: Comparing and evaluating various reconstruction plans of the post-Civil War era;

H-1D-M1: Describing the contributions of people, events, movements, and ideas that have been significant in the history of Louisiana;

H-1D-M3: Identifying and discussing the major conflicts in Louisiana's past.

MEDIA COMPONENT:

Video:

Louisiana: A History, Episode 4
(Louisiana Public Broadcasting)
PBS Frontline, *Eye of the Storm*

Louisiana
A HISTORY



Web sites:**Eye of the Storm**

<http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html>

Plessy vs. Ferguson

<http://campus.northpark.edu/history/WebChron/USA/PlessyFerguson.html>

Real Life Segregation

<http://www.americanradioworks.org/features/remembering/>

Segregation Views

<http://www.unitedstreaming.com>

Separate But Equal Schools

<http://www.isbe.state.il.us/ils/socsciassess/Stage%20E/socsci14C14FE.pdf>

Merry-go-Round

<http://www.favoritepoem.org/poems/hughes/merry.html>

Lynchings

<http://www.musarium.com>

Software: Microsoft® PowerPoint®

MATERIALS:

Per Student:

- Video, **Louisiana: A History, Episode Four**
- Video, **PBS Frontline, Eye of the Storm** (46:00 in five consecutive chapters)

PREP FOR TEACHERS:

Obtain and preview the videos, **Louisiana: A History, Episode Four** and **Eye of the Storm**

Download **unitedstreaming™** Videos

- 1) "Introducing John Kaspar and Sam Englehard, Rival Members of the White Citizens Council"
- 2) "Frank McGee Asks the Same Questions of Both Segregationists"
- 3) "Is the Negro Inferior to the White Man?"

Run off 1 copy for each student of the handout, "Eye of the Storm, Focus For Media Interaction."

Run off 1 copy for each group of three of the, "Culminating Activity: Segregation From Plessy vs. Ferguson to Now."

Check Web sites.

Bookmark Web sites.

INTRODUCTORY ACTIVITY:***The Eye of the Storm***

The purpose of this activity is to introduce the damaging effects prejudice and discrimination can have on society by studying the effects it had on a third grade classroom in Iowa.

1. **CUE *Eye of the Storm***, Tuesday Morning flashes on the screen. The students and their teacher Jane Elliot are discussing Brotherhood Week. Tell your students they will be viewing a part of the film, ***The Eye of the Storm***, about an activity a class took part in to learn about discrimination and prejudice. Jane Elliot conducted this activity after the assassination of Martin Luther King to help her all white Christian community to try and truly understand what discrimination and prejudice feels like.
2. Hand out, ***Eye of the Storm: Focus for Media*** worksheet and review questions with students.

3. **STOP** Appx. 10 minutes. When Ms. Elliot says, “Yesterday I told you that brown-eyed people were not as good as blue-eyed people.”
4. The class will discuss their responses to the questions on the *Eye of the Storm, Focus for Media Interaction* worksheet.

Extension Activities:

Finish viewing the video, *The Eye of the Storm*. Discuss the effects of discrimination and prejudice when the roles are reversed and the brown-eyed people become the smarter, better students. How did the activity affect their ability to learn?

Go to the *Eye of the Storm* Web site to learn what the students in Ms. Elliot’s class were like 14 years after filming, *The Eye of the Storm*, and the effect the lesson had on their lives.

LEARNING ACTIVITY:**Plessy vs. Ferguson****Background Information:**

Abraham Lincoln’s success in the Civil War and the end of slavery sparked a new era for the Black race in America. But in an attempt to restrict the freedom of freed slaves, many southern states passed “Black Codes” or “Jim Crow Laws” that limited the right to vote, to engage in certain occupations and to participate in the judicial system. In response, The Radical Republicans in Congress passed a “Civil Rights Bill” and the “Reconstructions Acts” to limit these “Black Codes” and guarantee Blacks their rights. But through intimidation by such organizations as the Ku Klux Klan and by other means, laws were passes that segregated Blacks from Whites. While the Fourteenth Amendment ended slavery, it still left many questions about the relations between Blacks and Whites. These questions became a significant factor in the case of Plessy v. Ferguson.

Homer Plessy, a 30-year old shoemaker, was jailed for sitting in the “White’s” car of the East Louisiana Railroad. Plessy was a mix of seven-eighths white and one-eighths black. The Louisiana law still considered him black and, therefore, required him to sit in the “colored” car. Plessy went to court and argued that the Separate Car Act violated the Thirteenth and Fourteenth Amendments to the Constitution. The judge found Plessy guilty of refusing to leave the white car.

Plessy decided to appeal the decision to the Supreme Court of Louisiana, but that court upheld Ferguson’s opinion. Plessy then decided to take his case to the United States Supreme Court. In 1896, The Supreme Court of the United States found Homer Plessy guilty once again.

Step One: Review orally the **Background Information** above.

FOCUS FOR MEDIA INTERACTION, While viewing the video, **Louisiana: A History, Episode Four, Separate But Equal**, ask students to raise their hands when they can complete the following activities: As the students raise their hands pause to discuss their responses.

Ask the students to watch the video to find out:

1. What Jim Crow law was Plessy vs. Ferguson challenging? (*the law that required separate seats on passenger trains for blacks and whites*)

CUE Title: *Separate But Equal*

STOP when the students raise their hand or after the narrator says, “*The group carefully constructed a test case. It was one of the first such challenges mounted anywhere in America.*” Discuss the students’ responses. Ask the students to respond to how much courage they think it took to follow complete this task.

Ask the students to watch the video to:

2. Describe how the group of Creole blacks set up the test case. (*Plessy would buy a train ticket, aboard the train and sit in the white section. Members of the committee would notify the conductor that a black man was sitting in the white section*)
3. Why did they choose Homer Plessy? (*His skin was light in color, he was only 1/8th black*)

Begin the tape where you left off.

STOP: When the students raise their hands or when the narrator says, “..so the ticket into this care would be an abrogated contract.” Discuss students’ responses.

Ask the students to watch the video the find out:

4. Which amendment did Plessy’s lawyers argue was being violated? (14th)

Begin the tape where you left off.

STOP: When the students raise their hands or after Revius O. Ortigue says, “When it should have been said from the moment that the ink dried on the pages of the Supreme Court decision.” Make sure students are aware that this is the birth of the concept of Separate But Equal.

5. Copy the following chart on the Blackboard and have students copy and complete as they watch the video. Also, students should listen to find the answer to the question below

A Comparison of Voters: 1896 and 1904			
		# of voters	Difference
Black Voters	1896	146,000	143,500
	1904	1,500	
White Voters	1897	164,000	72,284
	1904	91,716	

6. What caused the decline in the number of white and black votes between 1896 and 1904? *Black Code/ Jim Crow Laws*

Begin the tape where you left off.

STOP: When the students raise their hands or when narrator says, “It seems that blacks and many poor whites now had yet another thing in common, politically, they were powerless.”

Step Two:

Discuss student responses. Provide time for students to calculate the difference in the # of black and white voters from 1896 to 1904.

Ask students to discuss characteristics that segregate people other than race. Who or what is responsible for this type of treatment? *Students may need a little help recognizing the segregation of people based on physical abilities and economic class often occurs in societies all over the world for different reasons. Lack of education and learn prejudices must be recognized as contributors to this way of thinking.*

CULMINATING ACTIVITIES:

Segregation: From Plessy vs. Ferguson to Now

The purpose of this activity is to explore the issue of segregation further by

1. Investigating Plessy vs. Ferguson in greater depth,
2. Discovering what daily life was like during this era,
3. Comparing how society viewed segregation then and how it views segregation now.

Step One

Divide the class into groups of three. Each group will meet and decide which of three tasks they will be responsible for. Each task requires the students to research a topic and then create 3-5 **Microsoft®**

PowerPoint® slides. These slides will be arranged to form one **Microsoft® PowerPoint®** production that will be presented to the class.

Task One: Plessy vs. Ferguson

Go to: [Plessy vs. Ferguson](#)

Use the information from this website to create 2-7 **Microsoft® PowerPoint®** slides that:

1. Clearly explains what Plessy vs. Ferguson was all about
2. Identifies the only judge that voted against the ruling
3. Identifies the case that ended the Plessy vs. Ferguson ruling

Task Two: Real Life Segregation

Go to: [Real Life Segregation](#)

Your job is to explore this Web site and present a realistic view at life during the time of the Plessy vs. Ferguson ruling. Create 2-5 **Microsoft® PowerPoint®** slides with examples of photos exemplifying segregation in the everyday lives of both blacks and whites. Your presentation must address whether realistically can their be a society were Separate But Equal can truly exists.

Task Three: Segregation, Then and Now

Go to: [Segregation Views](#)

Type segregation in Search by Keyword

Click **Go**

Click the S next to the following streaming videos

1. "Introducing John Kaspar and Sam Englehard, Rival Members of the White Citizens Council"
2. "Frank McGee Asks the Same Questions of Both Segregationists"
3. "Is the Negro Inferior to the White Man?"

This streaming video is quite alarming, but does exemplify the beliefs of some people in the 1950's. Now over fifty years later you need to reflect on your own life experiences and compare segregation in the past with today. Your job is to create 2-5 **Microsoft® PowerPoint®** slides comparing segregation as it is today with segregation in past.

Step Two

When students have had time to complete their **Microsoft® PowerPoint®** slide presentations, invite parents to view the slide presentations. You may want to have a committee of teachers, parents, staff members to judge the presentations and present prizes for first, second and third places.

CROSS-CURRICULAR EXTENSIONS:**LANGUAGE ARTS:**

- **Separate But Equal Classrooms:**

Go to: [Separate But Equal Schools](#)

Scroll down the page two and compare the two schools in Macon Count, Georgia. Write a short essay including the answers to the following questions:

1. How are the 2 schools alike?
2. How are the 2 schools different?
3. Which of the 2 schools do you think would offer better educational opportunities and why?
4. Which of the two school would you like to attend and why?
5. Do you think there are differences in the types of schools we have today? Why or why not?

- **Langston Hughes, Merry-go-round:**

Go to: [Merry-go Round](#), a poem by Langston Hughes. Write your own poem regarding your views about segregation

DRAMA/LANGUAGE ARTS:

- Students should imagine they are a news reporter and write 2 (1 from a white perspective and 1 from a black perspective) 1-2 minute newscasts about the Plessy vs. Ferguson case after the Louisiana Supreme Court ruling. Students should tape their newscasts to present to the class.

SOCIAL STUDIES/LANGUAGE ARTS:

- Lynching was a practice under which whites, motivated by extreme racism, would attack black Americans in brutal ways to control them. Between 1882 and 1901, more than 100 people were lynched each year in the United States, and the great majority of them were southern African Americans—numbering nearly 2,000 men and boys killed in those two decades. Learn more about lynching by visiting the following site. **Warning!! This assignment contains horrific pictures and may not be suitable for some students.**

Go to: [Lynchings](#) Click on Without Sanctuary, then click on continue, then click on *Flash Movie* (need to down load macromedia flash player) or *Gallery of Photos* to view actual pictures. Write a paragraph about how you feel about the lynchings that took place in America in the late 1800's and early 1900's.

STUDENT MATERIALS:

See attached:

- **Eye of the Storm, Focus For Media Interaction** worksheet
- Culminating Activity: **Segregation: From Plessy vs. Ferguson to Now**

TEACHER MATERIALS:

See attached:

- **Rubric**

Name _____

Eye of the Storm
Focus for Media Interaction

Answer the following questions while viewing the video, *The Eye of the Storm*.

1. What characteristic does the teacher use to separate the class into 2 groups?

2. Which group is superior the first day of the activity?

3. How are the blue-eyed students better than the brown-eyed students?

4. What privileges does the teacher grant the blue-eyed students?

5. How did the teacher distinguish between the blue and brown-eyed students?

6. How did the attitudes of the blue-eyed students change toward the brown-eyed students?

7. What evidence of prejudice behavior occurred during recess?

Culminating Activity
Segregation
From Plessy vs. Ferguson to Now

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**Separate But Equal
Microsoft® PowerPoint® Rubric**

Category	10-8	7-5	4-2	2-0	Points Earned
Content -Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.	
Effectiveness	Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide.	Project is missing more than two key elements. It would make an incomplete study guide.	Project is lacking several key elements and has inaccuracies that make it a poor study guide.	
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 slides.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.	
Sequencing	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.	Most information is organized in a clear, logical way. One card or item of information seems out of place.	Some information is logically sequenced. An occasional card or item of information seems out of place.	There is no clear plan for the organization of information.	
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.	
Cooperation	Group delegates tasks and shares responsibility effectively all of the time.	Group delegates tasks and shares responsibility effectively most of the time.	Group delegates tasks and shares responsibility effectively some of the time.	Group often is not effective in delegating tasks and/or sharing responsibility.	
	A = 48-45	B = 44-42	C = 41-37	D = 38-34	0

