

Cost and Benefits of Segregation

Time Frame: 2-3 Class Periods

Grade Level/ Content Focus: High School United States History

U.S. History VSC:

- 5.1.1.c Identify the legal and illegal methods used to deny African American civil rights including black codes, lynching, the Ku Klux Klan, voting restrictions, Jim Crow Laws and *Plessy v. Ferguson*
- 5.4.3 Analyze the major developments, controversies, and consequences of the Civil Rights Movement between 1946-1968

Government VSC:

- 1.C.1.c Compare the landmark cases *Plessy v. Ferguson* (1896) and *Brown v. Board of Education of Topeka* (1954)
- 4.A.1.b Explain how governments attempt to prioritize socio-economic goals in response to changing economic, social and political conditions

Reading VSC:

- 2.A.1.a Read, use, and identify the characteristics of primary and secondary sources of academic information (Grade 10)
- 3.A.1.a Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, time periods, and literary eras. (Grade 10)

Objectives:

- Describe the Supreme Court's interpretation of the 14th Amendment in *Plessy v. Ferguson*.
- Describe the impact of *Plessy v. Ferguson* on American society.
- Analyze the political, social, and economic costs and benefits of segregation.

Vocabulary/Concepts:

14th Amendment
Black Codes
Integration
Jim Crow
Segregation
Plessy v. Ferguson
Brown v. Board of Education

Materials:

Teacher:

Deborah Wiles, *Freedom Summer*. (New York: Aladdin Paperbacks, 2001).

Teacher Resource Sheet #1, "Fourteenth Amendment"

Teacher Resource Sheet #2, "Justice John Harlan's Dissent"

Teacher Resource Sheet #3, "*Brown v. Board of Education*"

Student:

Student Resource Sheet #1, "*Plessy v. Ferguson*"

Student Resource Sheet #2, "Costs and Benefits of Segregation"

One packet per group

Group #1- Student Resource Sheets #3-4

Group #2- Student Resource Sheets #5-7

Group #3- Student Resource Sheets #8-10

Group #4- Student Resource Sheets #11-13

Group #5- Student Resource Sheets #14-17

Group #6- Student Resource Sheets #18

Group #7- Student Resource Sheets #19-20

Group #8- Student Resource Sheets #21-22

Lesson Development:

1. **Motivation:** Read *Freedom Summer* by Deborah Wiles.

After reading ask:

- In what time period does this story take place?
- What are the students' reactions to this story?

Tell students that this story took place in the 1960's in the Southern United States. This lesson will discuss the costs and benefits of segregation for ALL Americans.

2. Display Teacher Resource Sheet #1, "The Fourteenth Amendment." Have students work with a partner to answer the following questions.
 - What is the meaning of this amendment?
 - When was this amendment added to the United States Constitution?
 - Why was it added to the Constitution?

Explain to students that the Fourteenth Amendment was a result of the Civil War. It gives all people equal rights and protection under the federal government.

3. Ask students: Who interprets the Constitution? Remind students of the roles of each of the branches of government: Legislative-make laws, Executive-enforce laws, Judicial-interpret laws.

4. Distribute Student Resource Sheet #1, "*Plessy v. Ferguson*." In groups of two or three, have students read the brief and write a one-sentence description of the Supreme Court decision. Have groups share with the class. Create a class description.
5. Tell the class that there were people in American society who did not agree with *Plessy v. Ferguson*. Supreme Court Justice John Harlan was one of those people. Display Teacher Resource Sheet #2, "Justice John Harlan's Dissent." Ask: What did Justice Harlan think would happen as a result of *Plessy v. Ferguson*? Why did he disagree with *Plessy*?
6. Remind students of the book *Freedom Summer*. Did Harlan's prediction come true? Give examples from the book. Tell students that segregation was a way of life in the United States from the time after the Civil War until the 1960's. Display Student Resource Sheet #2, "Costs and Benefits of Segregation". Read "A Note About the Text" from the front of *Freedom Summer*. List the costs and benefits of segregation from the author's point of view. Brainstorm a list of subgroups within U.S. society to consider when analyzing the costs and benefits of segregation. (Examples: African American parents, children, community leaders; white parents, children, community leaders, etc.)
7. Tell students that they are going to be examining primary sources to identify additional costs and benefits of segregation. Break students into 8 groups. Distribute a different packet of primary sources to each group. Groups should analyze their primary sources and complete the appropriate section of Student Resource Sheet #2. Remind students to refer to the list of population subgroups that the class generated to help them look at different perspectives on the costs and benefits of segregation. Have student groups report their findings. Discuss.
8. **Assessment:** Students should respond to the following prompt.

Note to teacher: You may wish to assign each group a different aspect of American society about which to create their picture book (i.e.: transportation, education, recreation, etc.).

Your class is working with a fifth grade class at a local elementary school to help improve their reading skills. Each month, a different group of students goes to the elementary school and teaches the fifth graders about a different topic. Your group has been assigned to go this month. Your teacher has asked you to create a picture book that discusses the topic of segregation in American society. The picture book should have pictures and text and include the following:

- Explanation of the 14th Amendment
- Description of *Plessy v. Ferguson* and its impact on American society

- Discussion of the political, social, and economic costs and benefits of segregation
9. **Closure:** Display Teacher Resource Sheet #3, "*Brown v. Board of Education.*" Ask: What might the costs and benefits of desegregation been?

The Fourteenth Amendment

United States Constitution

AMENDMENT XIV (1868)

Section 1.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Justice John Harlan's Dissent

“If a state can prescribe, as a rule of civil conduct, that whites and blacks shall not travel as passengers in the same railroad coach, why may it not so regulate the use of the streets of its cities and towns as to compel white citizens to keep on one side of a street, and black citizens to keep on the other? Why may it not, upon like grounds, punish whites and blacks who ride together in street cars or in open vehicles on a public road or street? Why may it not require sheriffs to assign whites to one side of a court room, and blacks to the other? And why may it not also prohibit the commingling of the two races in the galleries of legislative halls or in public assemblages convened for the consideration of the political questions of the day?...

The white race deems itself to be the dominant race in this country...But in view of the constitution, in the eye of the law, there is in this country no superior, dominant, ruling class of citizens. There is no caste here. Our constitution is color-blind and neither knows nor tolerates classes among citizens...”

Plessy v. Ferguson
163 U.S. 537 (1896)

Brown v. Board of Education of Topeka
347 U.S. 483 (1954)

Argued December 8, 1952
Reargued December 7, 1953
Decided May 17, 1954

Facts Black children were denied admission to public schools attended by white children under laws requiring or permitting segregation according to the races. The white and black schools approached equality in terms of buildings, curricula, qualifications, and teacher salaries. This case was decided together with *Briggs v. Elliott* and *Davis v. County School Board of Prince Edward County*.

Issue Does the segregation of children in public schools solely on the basis of race deprive the minority children of the equal protection of the laws guaranteed by the 14th Amendment?

Decision Yes. Despite the equalization of the schools by "objective" factors, intangible issues foster and maintain inequality. Racial segregation in public education has a detrimental effect on minority children because it is interpreted as a sign of inferiority. The long-held doctrine that separate facilities were permissible provided they were equal was rejected. Separate but equal is inherently unequal in the context of public education. The unanimous opinion sounded the death-knell for all forms of state-maintained racial separation.

<http://www.oyez.org/oyez/resource/case/51/print>

Plessy v. Ferguson
163 U.S. 537 (1896)

Argued April 13, 1896
Decided May 18, 1896

Facts The state of Louisiana enacted a law that required separate railway cars for blacks and whites. In 1892, Homer Plessy- who was seven-eighths Caucasian- took a seat in a “whites only” car of a Louisiana train. He refused to move to the car reserved for blacks and was arrested.

Issue Is Louisiana’s law mandating racial segregation on its trains an unconstitutional infringement on both the privileges and immunities and the equal protection clauses of the Fourteenth Amendment?

Decision No, the state law is constitutional. The majority upheld state-imposed racial segregation. The justices based their decision on the separate-but-equal doctrine, that separate facilities for blacks and whites satisfied the Fourteenth Amendment so long as they were equal. Justice Brown conceded that the 14th Amendment intended to establish absolute equality for races before the law. But he noted that “in the nature of things it could not have been intended to abolish distinctions based upon colors, or to enforce social, as distinguished from political equality or a commingling of the two races unsatisfactory to either.” In short, segregation does not in itself constitute unlawful discrimination.

<http://www.oyez.com/oyez/resource/case/307/print>

Student Resource Sheet #2

Costs and Benefits of Segregation

Source	Description of Segregation	Costs	Benefits
<i>Freedom Summer</i>	<i>Recreation Business</i>		
Group #1			
Group #2			
Group #3			

Group #4			
Group #5			
Group #6			
Group #7			
Group #8			

Student Resource Sheet #3

**Drinking fountain on the county courthouse lawn,
Halifax, North Carolina.**



<http://memory.loc.gov>

Memories of Susan Huetteman



As my mother and I waited for our train, I saw a water fountain and ran toward it. "Stop!" she called. "You can't drink from that fountain: it is for coloreds." I didn't understand why I couldn't drink from the fountain since it was closer, but I was a child, and in our family it was an adult world with rules for children. I looked at the sign and memorized the new rule on the sign: Coloreds.

http://www.jimcrowhistory.org/resources/narratives/Susan_Huetteman.htm

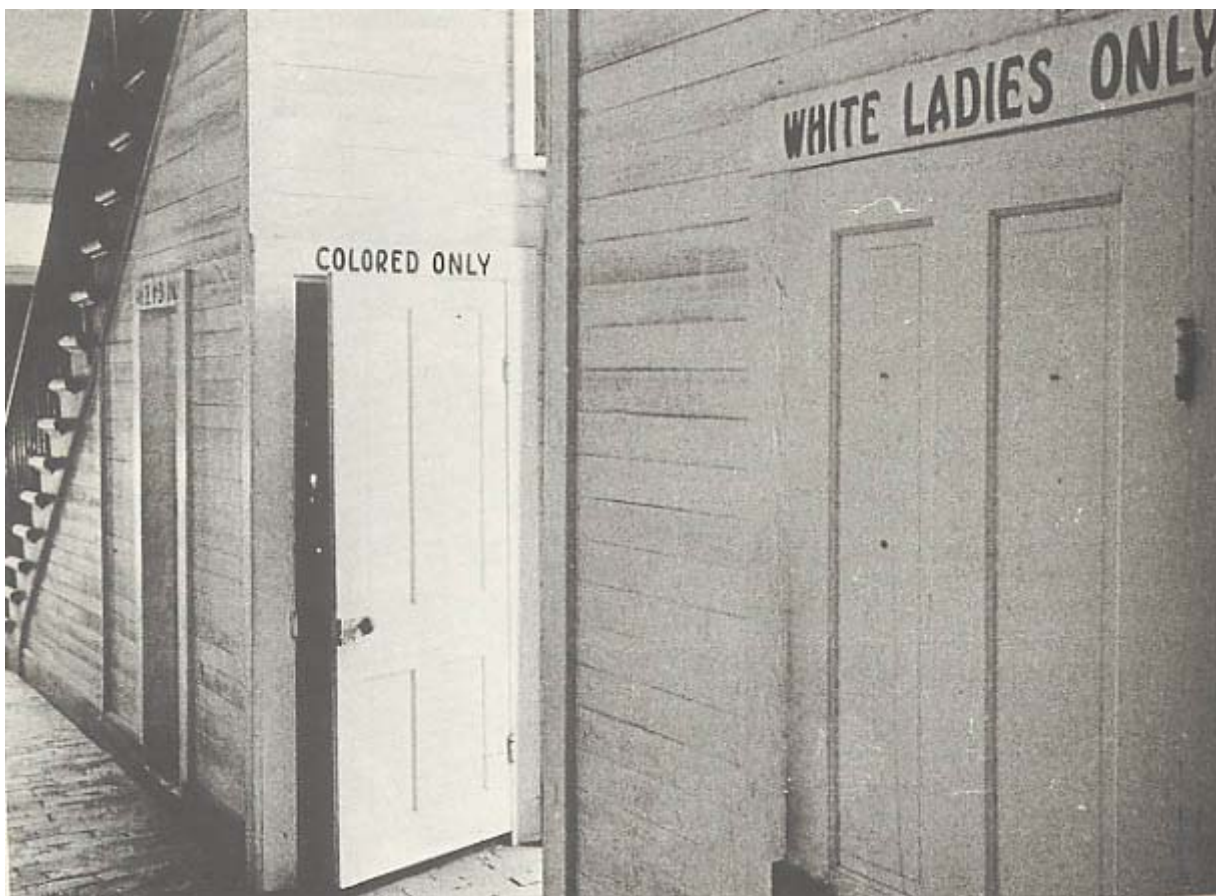
Memories of Edith Veitch Farris



My family's next move was to Miami, Florida, in 1948. Like in Kentucky, the schools and all public facilities were segregated. One late afternoon after school, I decided to treat myself to a bus ride home instead of the usual long walk. I waited quite a while for the correct number bus to my neighborhood, and, finally, it arrived. I waved it down, and, once the doors opened allowing me to enter, I saw that the driver was a white man with a shocked look on his face. I couldn't imagine what was wrong for him to look at me in that way, so I ignored him, dropped my money in the fare box, and turned to find a seat. Every passenger on the nearly full bus was black, and all were looking at me. I walked down the aisle looking for a seat until I got about a third of the way and saw an empty seat by the window. The lady sitting on the aisle by the empty seat smiled a huge, happy smile at me and said, "Here, Honey, you just squeeze right on into that seat by me." I did, and she started asking me about school and my life, and I chattered gaily to her until I came to my stop. During our conversation, I heard a man seated behind and across the aisle from us say, "Why don't she git on her own bus?" I looked back at him, puzzling over what he meant, and the lady said, "Don't you mind him, Honey. He don't know no better." When I got home, I told my mother about the nice Negro lady and what the Negro man had said. My mother said, "Florida isn't like California. Florida is a southern state, so it's segregated, and you got on a Negro bus."

http://www.jimcrowhistory.org/resources/narratives/Edith_Farris.htm

Clinton, Louisiana Courthouse, 1963



<http://www.ucl.ac.uk/~ucaasm/Making/segregation.htm>

Student Resource Sheet #7

Vending Machine in Jackson, Tennessee



<http://www.spartacus.schoolnet.co.uk/USAjimcrow.htm>

**Leaflet Dropped by German Luftwaffe
World War One**

To the colored soldiers of the U.S. Army

Hallo boys, what are you doing over here? Fighting the Germans? Why? Have they ever done you any harm? Of course, some white folks and the lying English-American papers told you that the Germans ought to be wiped out for the sake of humanity and democracy. What is democracy? Personal Freedom, all citizens enjoying the same rights socially and before the Law! Do you enjoy the same rights as the white people do in America, the land of Freedom and Democracy? Or aren't you rather treated over there as second class citizens? Can you go into a restaurant where white people dine, can you get a seat in a theater where white people sit, can you get a Pullman seat or berth in a railroad car or can you even ride, in the South, in the same street car with white people? And how about the law? Is lynching and the most horrible cruelties connected there with a lawful proceeding in a democratic country?

National Archives
RG 165, 165-WW-164A-7

Student Resource Sheet # 9

**European Theater of Operations,
Nurses in England, 1944**



<http://memory.loc.gov/ammem/aahtml/exhibit/aopart8.html>

Memories of Nobuo Honda



The year was 1951 and I was on my way to Fort Benning Georgia to attend the U.S. Army Infantry School. I had just arrived in Atlanta from Fort Ord, California, where I had completed an eight week non-commissioned officer's school. I was 24 years old and not only was this my first time in the South, it was my first real experience on the American mainland.

From Los Angeles I traveled on a train to Chicago, and from Chicago, I continued my journey to Atlanta. I got on a Greyhound bus in Atlanta, heading for Fort Benning, Georgia. Growing up in Hawaii, when my friends and I used to ride the bus, we liked to be in the back. We'd fool around and have a lot of fun back there, and the bus driver would leave us alone. So, when I got on the bus in Atlanta, I naturally headed to my spot in the back of the bus. The bus was quite empty when we started, but as we traveled through the rural roads toward Fort Benning, we began to pick up many African Americans. At one point, the bus driver noticed that the bus was filling up, and he stopped the bus along the side of the road. He looked to the back of the bus where he saw me sitting in the last row.

All of a sudden he stood up and waved, motioning to me, signifying to sit in the front of the bus. He said, "Soldier, come here." I had no idea what he wanted. When I reached him, he pointed to a seat up toward the front and said, "Soldier, you sit here." Being new to the United States, I did not want to argue with the bus driver so even though I didn't know the reason, I acquiesced to his order. After a few minutes sitting up front, I began to realize what was happening--that I was in the American South where they have different rules and regulations where Blacks all sit in the back of the bus. Not wanting to cause any disturbances, I just obeyed the customs and the rules of the American South. When I got off the bus in Fort Benning, I had to choose between the black and white bathrooms. Not being black or white, I nevertheless made the conscious choice to go to the white bathroom. After having been scolded by the bus driver, I didn't want to get into any more trouble. That was my first introduction to Jim Crow in the South, but not to discrimination.

http://www.jimcrowhistory.org/resources/narratives/Nobuo_Honda.htm

Tuesdays at the Memphis Zoo



<http://www.is.uwp.edu/academic/political.science/murin/fall100/segzoo.jpg>

For Rent



<http://americanhistory.si.edu/brown/history/1-segregated/detail/jim-crow-signs.html#for-rent>

Jim Crow Laws

“Marriages are void when one party is a white person and the other is possessed of one-eighth or more negro, Japanese, or Chinese blood.”

—Nebraska, 1911

“Separate free schools shall be established for the education of children of African descent; and it shall be unlawful for any colored child to attend any white school, or any white child to attend a colored school.”

—Missouri, 1929

“All railroads carrying passengers in the state (other than street railroads) shall provide equal but separate accommodations for the white and colored races, by providing two or more passenger cars for each passenger train, or by dividing the cars by a partition, so as to secure separate accommodations.”

—Tennessee, 1891

“The Corporate Commission is hereby vested with power to require telephone companies in the State of Oklahoma to maintain separate booths for white and colored patrons when there is a demand for such separate booths.”

—Oklahoma, 1915

<http://americanhistory.si.edu/brown/history/1-segregated/jim-crow.html>

Student Resource Sheet #14

**Baltimore City Colored Orchestra
Circa 1935**



<http://mdhsimage.mdhs.org/Library/Images/Mellon%20Images/Z24access/z24-01673.jpg>

Student Resource Sheet #15

**Dunbar Senior High School
1943**

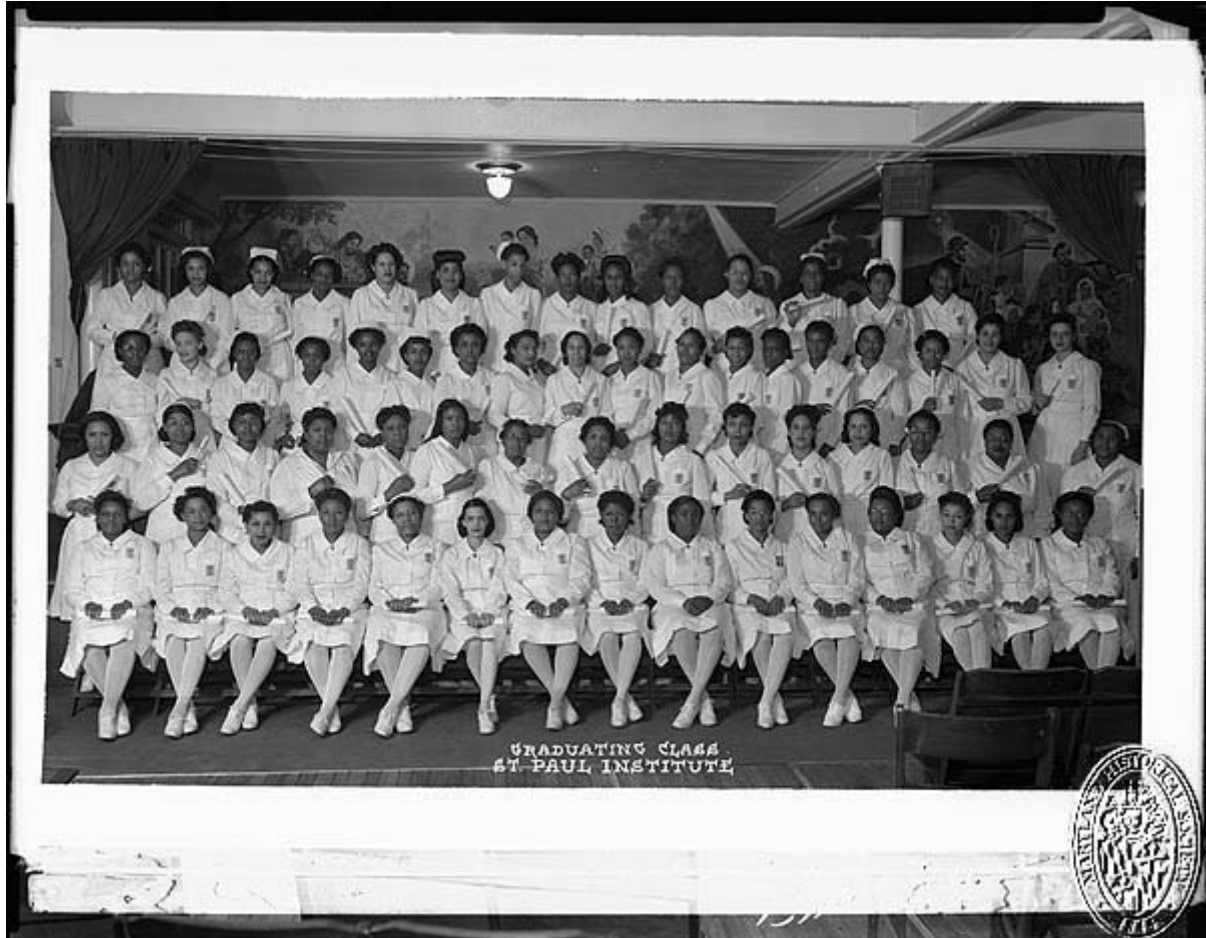


MD Historical Society

<http://www.mdhs.org/library/collections/hughesstudio/hughesstudio.asp?Box=7&Display=report>

Student Resource Sheet #16

**St. Paul Institute
1946**



MD Historical Society

<http://www.mdhs.org/library/collections/hughesstudio/hughesstudio.asp?Box=18&Display=report>

Memories of Ronald Davis



I grew up in Kansas City, Missouri, in the 1940s and early 1950s only halfway conscious of the fact that black people lived in the poorer parts of the city...

One of my most vivid memories is of the occasional shopping trips via streetcars to downtown Kansas City. After a day of shopping at the big department stores, my mother would always take my two sisters and me to a local dime store for hot dogs and root beer at a special "stand-up" counter. They were the best hotdogs in the world, with wonderful steamed buns and tangy relish. Blacks ate there, too, but lined up at a separate counter from the whites. There we stood, enjoying the same hotdogs and drinks but with our backs to each other, separated by an invisible color line that ran down the middle of the store's hall. I also remember that the white kids could sit on the steps leading up to the main floor of the dime store, whereas the black kids, who had to squat at their mother's feet on the floors, couldn't. Upstairs, white folks, but not blacks, could sit at a soda fountain, although black waitresses did serve the seated whites.

http://www.jimcrowhistory.org/resources/narratives/Ron_Davis.htm

Memories of Roceal Duke



I was born in Washington, D.C., at D.C. General Hospital, and I grew up Deanwood, which is a northeast suburb of the city. Deanwood was totally African American. We rarely saw white people unless they were the milkman or the bread man. We always thought of white people as people who were downtown...

Our schools were excellent. I mean, we didn't have the best of everything, but what we had was of good quality. I never had a raggedy book. I had very, very qualified and intelligent teachers. Several of the teachers at my high school had PhDs. They were doctors. My principal was Dr. Pervis J. Williams. How much more distinguished a name can you have than that?

The whole idea of separate but equal was very prevalent in the Washington area. I never felt--I can only speak for myself--that I was missing out on anything. We had movie theaters, we had restaurants, and we went shopping. Even when we went downtown, we went to stores where we knew we were going to be waited on...

Washington was very peculiar. The train station, Union Station, was the point where--as you traveled from the North--you changed trains. Until you arrived at Union Station, you could sit anywhere you wanted to as you traveled from the North; but when you got to Washington, D.C., the trains became segregated. There were black cars, and there were white cars. So, as you went further south, you were segregated into black cars and white cars. At Union Station. Where the laws are made right across the street.

[Things were different farther South.] I remember an incident. My father is from Mississippi, my mother is from North Carolina, and we would go to North Carolina every summer. Going to my grandmother's in North Carolina was always a treat, because the road trip was a special time. We didn't know why it was so special. The night before, my mother would fry chicken and make potato salad, and my father would pull the cooler out, and they'd go get ice, and we had sodas, and my brother and I would sleep and have fun and whatever in the back of the car. But, it was just so special. It's like a six-hour trip. Every summer we looked forward to it, not knowing that the food, the sodas and the water were what we had to have with us because we couldn't stop anywhere on the road to eat. But for us, it was fun. It was like a picnic.

But, one summer we went to Mississippi, and I think that's when it kind of really hit home. I was about ten or eleven years old, and my father pulled into one gas station on the road. You know, those big old cars back in the 1950s didn't go very far. We had to go to the bathroom, and the man was pumping the gas. My father said, "Well, my children need to go to the bathroom." Then the attendant said, "You can't use the bathroom." My father said, "You're taking my money for my gas, and my children can't use the bathroom?" The attendant said, "What do you want me to do, take it out? I can take the gas out." We were not allowed to use the bathroom. I was struck by the whole idea, you know, I'll take your money, but you still can't use the bathroom...

http://www.jimcrowhistory.org/resources/narratives/Roceal_Duke.htm

Memories of Willie Wallace

The big thing on Saturday mornings was the Ritz Theater up here, they had movies with cowboys. They were packed, whites and blacks. Every Saturday morning there was a matinee at these movies, and we would pay 15 cents, and you'd have popcorn and hot dogs. But like I said, we were separated. We went upstairs, the white kids went downstairs. And there was a lot of them downstairs. They were just as packed as we were, on Saturday mornings. I don't remember any other time where you would have blacks and whites in the same building. Now if the movie was something about the North and the South, the rebels and the union soldiers, then when you finished your soda pop, something would be happening, you'd just tip it downstairs. All of a sudden, whap! You'd see it come back upstairs. We'd throw a few cups, they'd throw a few cups back and that was it.

It was the movies, the only place I remember where whites and blacks came together. We didn't play baseball together. We didn't play football together. We'd play black schools in Mississippi. White schools played white schools. There's no other time I remember [when we'd be together], unless we were meeting on the street or something, or shopping at a place downtown. You weren't supposed to be in their neighborhoods. If they caught you, you were going to jail. They would question you and they would beat you. I heard people tell, what are you doing there, you stealing something? So you ain't got no business being in their neighborhood. You knew not to go over there because there's nothing over there for you. It was total separation. I had no idea coming up how we were being treated badly [and] the whites were being treated better because I never went to see a white neighborhood to see how badly we were being treated.

http://www.jimcrowhistory.org/resources/narratives/Willie_Wallace.htm

Student Resource Sheet #20

Rex Theatre for Colored People



http://upload.wikimedia.org/wikipedia/en/thumb/e/e7/Rex_theatre.jpg/250px-Rex_theatre.jpg

Student Resource Sheet #21

**Colored State Normal School
Bowie, MD
1915**



<http://mcgregor.lib.virginia.edu/davis/FMPro?-db=jd&-format=results.html&-lay=layout%20%231&State=Maryland&%5bsearch%5d=do%20not%20care&-max=10&-find=>

Memories of Annie Zachery



I enjoyed teaching very much, but was highly disappointed when integration of schools came about. Integration was hard on the black children, because the white teachers categorized the black children as being hard to learn and having bad behavioral problems. The black students were not pushed to perform to the best of their abilities because of low expectations from the white teachers. Integration also dampened my enthusiasm. When I was placed at Walter Hill Elementary School, a result of integration, I was the only black teacher there for one year. Upon my arrival there, the principal, a poorly educated white man, gave me nothing to do for the first two weeks. After two weeks, I was given a position team teaching; then given thirteen of the worst students they could find, perhaps to discourage me.

http://www.jimcrowshistory.org/resources/narratives/Annie_Zachery.htm