

# NYSBA/LYC Brown v. Board of Education

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## M.S. Lesson Activity no. 2

### Was Separate Equal?

#### Applications

Students — Grade 7 and 8

#### Lesson Time

30 minutes to one class period

#### Objectives

At the end of this lesson, the students should be able to:

1. Analyze a picture, quotation and a chart.
2. Understand the concept that "**separate but equal**" was a violation of the rights of African American children.
3. Understand that segregated public schools had a long term social, economic and cultural impact on the individual and American society.

#### Materials

- [Handout A: Was Separate Equal? \[with photograph\]](#)
- [Handout B: Was Separate Equal? \[with chart\]](#)

#### Activity

- Distribute **Handouts A** and **B**. Allow students to analyze the stimuli and answer questions.
- Discuss student answers to the questions and their reactions to the content contained in the stimuli.

#### New York State Standards

Students will understand, evaluate and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy.

Students will consider the need to respect the rights of others and to respect others' points of view.

#### Format

This lesson is in **constructed response question** format which is used in New York State Assessments.

#### Sources

- Joy Hakim, All the People, Oxford University Press, 1995, p. 66; Photo

by Alex Rivera, p.66.

- <http://www.nea.org/brownvboard/index2.html>
- <http://www.americanhistory.si.edu/brown/history/4-five/clarendon-county-4.html>

Base your answers to questions 1 through 4 on the photograph below and on your knowledge of social studies.

### Was Separate Equal?



In 1954, segregation was legal if the facilities provided to blacks and whites were equal. This one-room North Carolina schoolhouse (for seven classes) contains a “library,” “running water,” and “central heating.” See if you can find those things in the picture.

Source: Joy Hakim, *All the People*, Oxford University Press (adapted)

“The Negro child is made to go to an inferior school; he is branded in his own mind as inferior . . . You can teach such a child the Constitution, anthropology, and citizenship, but he knows it isn’t true.”

Source: Thurgood Marshall, concluding remarks, *Briggs v. Elliot*

1 Thurgood Marshall’s quote refers to Negro children attending inferior schools. Based on the photograph, list **one** condition that would qualify this school as inferior.

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2 Why did children attend such schools?

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3 According to Thurgood Marshall, how did attending these schools affect children?

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4 Why is it so important that children receive a good education?

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Base your answers to questions 1 through 4 on the chart below and on your knowledge of social studies.

**By 1940, per pupil spending throughout many states with segregated schools was discernibly unequal:**

State	White	Black
Alabama	\$34.25	\$12.20
Arkansas	\$23.93	\$11.17
Florida	\$51.96	\$23.09
Georgia	\$40.50	\$13.92
Louisiana	\$51.78	\$14.93
Mississippi	\$31.33	\$6.64
North Carolina	\$34.63	\$23.60
South Carolina	\$42.00	\$13.81
Texas	\$53.09	\$29.36
<b>Nine-state average</b>	<b>\$40.39</b>	<b>\$16.52</b>

**In 1954, 17 of 48 states had laws that required racial segregation.**

Source: National Education Association, <http://www.nea.org/brownvboard/index2.html>

1 By 1940, how much money was spent to educate a white student in Mississippi?

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2 In which state was the amount of money spent on the education of black and white students closest to being equal?

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3 From the information provided in the document, describe the trend of per pupil spending in states with segregated schools?

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4 Does the amount of money spent per pupil affect that student's education? \_\_\_\_\_

Explain your answer.

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