

# NYSBA/LYC Brown v. Board of Education

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## **M.S. Lesson Activity no. 3**

### **An Overview of the Civil Rights Movement and the Impact of *Brown v. Board of Education* Decision**

#### Application

Students — Grade 7 and 8

#### Lesson Time

Two to three class periods

#### Objectives

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

1. Clearly be able to define the **vocabulary terms** relating to the *Brown v. Board of Education* decision and the Civil Rights movement.
2. Identify the significant individuals connected with the *Brown v. Board of Education* decision and the civil rights movement.
3. Identify the major events of the civil rights movement.

#### Materials

Student textbook, dictionaries (2 for each group), other textbooks or books pertaining to *Brown v. Board of Education* or the Civil Rights movement.

#### **Handouts**

- [Handout A: Overview of Civil Rights History and the Impact of \*Brown v. Board of Education\*](#)
- [Handout B: Vocabulary Terms](#)

#### Activity

##### **Day 1**

1. Divide class into groups of five students. Distribute **a different sheet of five terms** to each group and have the groups research these terms. Have students exchange their understanding of these terms with other members of their group and write down the meaning of these terms on their sheet of 25 terms.
2. "Jigsaw" the groups by having each group of five confer with another group of five with the purpose of exchanging information about the terms and to write the meaning/ identification of the terms on their sheet of 25 terms.

**Day 2**

1. Continue with "jigsaw" until all groups have conferred with each other and each student has completed the meaning/identification of the terms on their sheet.
2. Distribute essay sheet on which students complete the blanks with the appropriate terms, individuals and events. Teachers should use their discretion in using this essay for either a test, homework assignment or group completion.

**New York State Standards**

Students will describe the evolution of democratic values and beliefs as expressed in the United States Constitution and other important historical documents.

Students will analyze the decisions leading to major turning points in United States history, comparing alternative courses of action, and hypothesizing, within the context of the historic period, about what might have happened if the decision had been different.

**OVERVIEW OF CIVIL RIGHTS HISTORY  
AND  
THE IMPACT OF BROWN v. BOARD OF EDUCATION**

In 1896, in the case of \_\_\_\_\_, the United States Supreme Court ruled that races could be separated in public transportation. This was interpreted in many states to also extend to the field of public education. According to this court ruling, races could be separated as long as the facilities available to both were similar. This became known as the doctrine of \_\_\_\_\_. This doctrine led to the widespread separation of races, which is termed \_\_\_\_\_. Southern state governments passed laws, known as \_\_\_\_\_, which separated African Americans from other Americans in all public facilities, including schools.

For many years, African Americans desired their rights as American citizens and an organization, known as the \_\_\_\_\_, was formed to better their lives. The leaders felt that the policy of separation of the races was a violation of their right of due process under the law which was guaranteed by the \_\_\_\_\_. In 1954, this organization brought before the United States Supreme Court a challenge to the court's ruling of 1896. In a series of five cases, the most important of which is the case of \_\_\_\_\_, this organization's lawyers argued that the 1896 ruling was a violation of African American rights guaranteed in the Constitution and that therefore the 1896 ruling was \_\_\_\_\_. One of the lawyers arguing this case was \_\_\_\_\_, who later became the first African American justice on the United States Supreme Court. In an unanimous decision, the Supreme Court overturned the court's ruling of 1896 and ordered that all public schools should be open to all races with "deliberate speed". This policy of not separating people by race is called \_\_\_\_\_. This decision of the Supreme Court was welcomed by many Americans; however, particularly in the southern states, some white Americans and their state governments fought the decision by establishing private schools, closing some public schools and attempting to terrorize African American children who tried to enroll in public schools. Probably the most famous of these incidents occurred when a small number of African American children attempted to attend a public high school in Arkansas' capital city. A large mob of protesters and the Governor of Arkansas blocked their path into the school. The federal government had to send troops to escort these students into the school and guarantee their safety. This brave group of students is known as the \_\_\_\_\_. Because of resistance, the integration of public schools and colleges was a slow process and, in 1969, the United States Supreme Court handed down a decision which stated that all public schools must be integrated immediately.

The 1954 ruling in Brown v. Board of Education had enormous impact in the United States. African Americans and many white Americans felt that it was not fair to separate the races in any public area. On December 1, 1955, \_\_\_\_\_ was arrested for refusing to give up her seat on a bus to a white man. Her action led to the \_\_\_\_\_

in which many African Americans refused to ride any of the public busses in that city. At great sacrifice to these protesters, this action lasted for over a year until the public bus company in that city allowed the integration of the busses. This protest was successful in part because of the leadership of a dedicated minister, \_\_\_\_\_. He encouraged African Americans to use non-violent protest in their attempts to change unfair laws. Two methods of non-violent protest are the \_\_\_\_\_ (a refusal to purchase goods or services from a certain business) or the \_\_\_\_\_ (a refusal to move from a certain place until an unfair practice has been changed).

For many years, most restaurants and lunch counters in Southern states had been segregated. On February 1, 1960, a small group of African American students sat down at a “whites only” lunch counter in a Woolworth’s in North Carolina and refused to move when they were not served. They left when the store closed that evening but returned the next day and repeated their actions from the day before. This group, known as the \_\_\_\_\_, was eventually joined by both supporters who also engaged in the sit-in and others who came to try to remove the protesters from their seats. In the next two months, this type of protest was occurring in fifty-seven cities in the Southern states. Because these stores were hurt economically by the sit-ins, lunch counters and most restaurants eventually did away with eating areas restricted by race.

Public transportation, such as railroads and trains, had long been segregated in many areas of the South. In the summer of 1961, groups of students, known as \_\_\_\_\_, rode busses through the South in an attempt to stop this unfair practice. Many of them faced beatings, arrest and some were killed. Their actions led to the integration of transportation systems and waiting rooms. In the summer of 1963, Martin Luther King, Jr. led thousands of supporters to our nation’s capital in an attempt to draw the attention of all Americans to the injustices that African Americans were suffering. This event became known as the \_\_\_\_\_.

Since the end of Reconstruction, most African Americans had been denied the right to vote in Southern states because of \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. In 1965, Congress passed the \_\_\_\_\_ which removed any laws that were designed to prevent minorities from voting. In 1966, the \_\_\_\_\_ was added to the United States Constitution to stop the use of poll taxes in any election. In 1964, Congress passed the \_\_\_\_\_ making discrimination based on race, color, religion, sex or national origin illegal in public facilities and in employment.

### **Question to Think About-**

**Was the *Brown v. Board of Education* decision important?**

**FOR TEACHERS:**

**CUT THIS LIST INTO SECTIONS AND GIVE ONE SECTION TO EACH GROUP.**

1. INTEGRATION
2. PLESSY v. FERGUSON
3. POLL TAX
4. BOYCOTT
5. GREENSBORO FOUR
  
6. SEGREGATION
7. "SEPARATE BUT EQUAL" (see Plessy v. Ferguson)
8. NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE (NAACP)
9. THURGOOD MARSHALL
10. TWENTY-FOURTH AMENDMENT
  
11. MONTGOMERY BUS BOYCOTT
12. LITERACY TESTS FOR VOTING
13. UNCONSTITUTIONAL
14. MARCH ON WASHINGTON, 1963
15. SIT-INS
  
16. *BROWN v. BOARD OF EDUCATION, TOPEKA*
17. ROSA PARKS
18. FOURTEENTH AMENDMENT
19. GRANDFATHER CLAUSE
20. FREEDON RIDERS
  
21. MARTIN LUTHER KING, JR
22. VOTING RIGHTS ACT (1965)
23. JIM CROW LAWS
24. CIVIL RIGHTS ACT (1964)
25. LITTLE RICK NINE

**Note: This list has been prepared to be divided with groups of five. Class size may not accommodate that division so the list may have to be divided differently. All twenty-five terms are used in the essay that is included in this activity.**

**TERMS RELATED TO OVERVIEW OF CIVIL RIGHTS HISTORY**

**AND**

**THE IMPACT OF BROWN v. BOARD OF EDUCATION**

Define or identify each of the terms below as they relate to the Civil Rights Movement.

1. integration-
2. *Plessy v. Ferguson* -
3. poll tax -
4. boycott -
5. Greensboro Four -
6. segregation -
7. “separate but equal” -
8. National Association for the Advancement of Colored People (NAACP) -
9. Thurgood Marshall -
10. Twenty-fourth Amendment -
11. Montgomery Bus Boycott -
12. Literacy tests for voting -
13. unconstitutional -
14. March on Washington, 1963 -
15. sit-ins -
16. Brown v. Board of Education -
17. Rosa Parks -
18. Fourteenth Amendment -
19. grandfather clause -

20. Freedom Riders -

21. Martin Luther King, Jr. -

22. Voting Rights Act (1965) -

23. Jim Crow laws -

24. Civil Rights Act (1964) -

25. Little Rock Nine -