

NYSBA/LYC Brown v. Board of Education

M.S. Lesson Activity no. 8

Document Based Question

Application

Students — Grades 7 and 8

Lesson Time

Depends on how the teacher uses this activity

Objectives

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

1. Demonstrate an understanding of the impact of *Brown v. Board of Education* on the civil rights movement.
2. Demonstrate an understanding of the issues involved in the civil rights movement
3. Demonstrate an understanding of the successful use of non-violent methods of protest in the civil rights movement.
4. Analyze pictures, headlines and timelines and incorporate information from those documents into a well-organized essay

Materials

[Handout A: Document Based Question](#)

Activity

This [document based question](#) may be used in a variety of ways: as a class activity, homework assignment or a culminating assessment activity at the end of the civil rights movement unit. Individual components of the question could be used as individual activities. The decision regarding use of this material is best left to the discretion of the teacher.

New York State Standards

Students will analyze how the values of a nation affect the guarantee of human rights.

Students will analyze the sources of a nation's values as embodied in its constitution, statutes, and important court cases.

Students will value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality.

Sources

- www.nytimes.com/learning/general/onthisday/big/0517.html

- www.cjonline.com/indepth/brown/multimedia/topekastate.jpg
- www.africanaonline.com/montgomery.htm
- <http://memory.loc.gov/ammem/aohtml/exhibit/aopart9b.html#0909>
- www.abbeville.com/civilrights/washington.asp
- Joy Hakim, *All the People*, Oxford University Press, 1995.
- www.sitinmovement.org/history/timeline.pdf

GRADE 8

INTERMEDIATE-LEVEL TEST SOCIAL STUDIES

DOCUMENT-BASED QUESTION (DBQ)

Student Name _____

School Name _____

Print your name and the name of your school on the lines above.

Part III is based on several documents.

Part III A contains the documents. Each document is followed by one or more questions.

In developing your answer to Part III, be sure to keep this general definition in mind:

discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1-5). The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

Historical Context:

The United States Supreme Court decision in the case of *Brown v. Board of Education* not only ordered an end to segregation in public schools but created an atmosphere that led to the integration of other public facilities that had been segregated since the end of Reconstruction. To accomplish this integration, supporters often used non-violent methods of protest.

Task:

- Discuss non-violent methods of protest used by individuals, groups and/or the federal government to integrate public facilities in the United States
- Discuss the impact of these non-violent methods on integration of public facilities in the United States

Part A

Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1



Source: <http://www.nytimes.com/learning/general/onthisday/big/0517.html>
(adapted)



Source: <http://www.cjonline.com/indepth/brown/multimedia/topekastate.jpg> (adapted)

1 According to this document, through what government process was segregation in public schools ended.

2 These two newspaper headlines refer to which Supreme Court case?

Document 2



In December 1955, 42,000 black residents of Montgomery began a year-long boycott of city buses (Montgomery Bus Boycott) to protest racially segregated seating. After 381 days of taking taxis, carpooling, and walking the hostile streets of Montgomery, African Americans eventually won their fight to desegregate seating on public buses, not only in Montgomery, but throughout the United States.

Source: <http://www.africanaonline.com/montgomery.htm>

- 3 According to this document, what method of non-violent protest was used to integrate public buses in Montgomery?

Document 3

February 2, 1960, Greensboro, N.C.: A group of African American students from North Carolina A & T College, who were refused service at a luncheon counter reserved for white customers, staged a sit-down strike at the F. W. Woolworth store in Greensboro, February 2. Ronald Martin, Robert Patterson, and Mark Martin are shown as they stayed seated throughout the day. The white woman at left came to the counter for lunch but decided not to sit down.



Source: Library of Congress/*New York World-Telegram & Sun* Photograph Collection (adapted)

4 Why were these people protesting?

5 What method of non-violent protest did they and their supporters use?

Document 4



The March on Washington: A view of the rally from the Reflecting Pool.

— Photo by Nat Herz, *The Civil Rights Movement* by Steven Kasher
Source: Steven Kasher, *The Civil Rights Movement*, Abbeville Press, 1996;
<http://www.abbeville.com/civilrights/washington.asp>

6 What method of non-violent protest is shown in this document?

7 Why was this method of protest effective?

Document 5

Timeline of Selected Civil Rights Events

- 1954:** Supreme Court rules in *Brown v. Board of Education*
- 1955:** Montgomery Bus Boycott begins
- 1956:** Supreme Court rules the segregation of Montgomery buses unconstitutional
- 1957:** Southern Christian Leadership Conference formed to work for full equality for African Americans; President Eisenhower sends federal troops to assist nine African American students in desegregation of Little Rock High School
- 1960:** (February): sit-in protest movement begins at Woolworth lunch counter (July): Woolworth lunch counters begin to serve all customers (August): by this time, more than 70,000 people had participated in sit-ins at swimming pools, beaches, libraries, parks and movies
- 1961:** Congress of Racial Equality forms Freedom Rides to desegregate interstate public bus travel
- 1963:** 250,000 people march on Washington, D.C.; *Letter from a Birmingham Jail* written and published
- 1964:** Civil Rights Act outlaws discrimination in employment and makes segregation of public facilities illegal
- 1965:** Voting Rights Act makes illegal certain practices designed to prevent African Americans from voting

Sources: Joy Hakim, *All the People*, Oxford University Press, 1995;
<http://www.sitinmovement.org/history/timeline.pdf> (adapted)

8 Based on this document, list **two** advances won by African Americans and their supporters through non-violent protest.

(1) _____

(2) _____
