

What are you willing to fight for?

NEH Landmarks of American History and Culture Workshops for School Teachers

Long Road to Brown: School Desegregation in VA, July 2015

Submitted by Rachele Zeitlin

Grades: 9-12

Comparing past and present events

3 class periods (55 minutes each)

Introduction

In this lesson students will analyze the 1951 student walk-out in Farmville, Virginia and the 2011 student walk-out in Phoenix, Arizona. In both cases students were attempting at obtaining some form of equality. A better school, a bigger building, more qualified teachers or just simply access to education is all these students wanted.

Essential Questions

- What are you willing to fight for?
- What significant changes occurred in education as the result of the student walk outs?

Student Learning Objectives (Targets)

- I can accurately articulate the events leading up to and after the 1951 student walkout in Farmville, Virginia.
- I can analyze the reasons for and the results of the student walkout in 2011 in Phoenix, Arizona.

College and Career Readiness Standards:

- ❖ **11-12.RH.1.** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- ❖ **11-12.RH.3.** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- ❖ **11-12.RH.2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- ❖ **11-12.RH.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- ❖ **11-12.RH.10.** By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

C3 Framework Standards:

- ❖ **D1.4.9-12.** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
- ❖ **D1.5.9-12.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.



- ❖ **D2.Civ.2.9-12.** Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present.
- ❖ **D2.Civ.5.9-12.** Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
- ❖ **D2.Civ.10.9-12.** Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
- ❖ **D2.His.1.9-12.** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

Arizona State Social Studies Standards:

Concept 1: Research Skills for History

- ❖ **PO 3.** *Formulate questions that can be answered by historical study and research.*
- ❖ **PO 4.** Construct graphs, tables, timelines, charts, and narratives to interpret historical data.
- ❖ **PO 5.** Evaluate primary and secondary sources for:
 - a. authors’ main points
 - b. purpose and perspective
 - c. facts vs. opinions
 - d. different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective)
 - e. credibility and validity
- ❖ **PO 6.** Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.
- ❖ **PO 7.** Compare present events with past events:
 - a. cause and effect
 - b. change over time
 - c. different points of view
- ❖ **PO 3.** Describe aspects of post-World War II American society:
 - a. protest movements (e.g., anti-war, women’s rights, civil rights, farm workers, César Chavez)
 - b. shift to increased immigration from Latin America

Background

In 1951 students walked out and went on strike at Moton School in Farmville, Virginia. They wanted better schooling facilities. They wanted non-tar shacks. They wanted and needed more room. They took their fate into their own hands. The schools were segregated, whites in one shiny fancy school and the African-American’s in The Moton School with overcrowding and no heat.

In 2011 students walked out of various high schools in the inner city area of Phoenix, Arizona. They wanted equal opportunity to an education. **On a** Tuesday around midnight Ana, 16, received the text message: “Walk out tomorrow... It’s time to rise up, this is it. They will no longer intimidate us.” This was in response to Arizona Senate Bill 1611 which would require parents of K-12 students to present proof that their children are in the United States legally.



Web resources: (for background information for instructor)

http://www.aaregistry.org/historic_events/view/students-protest-virginia-segregated-school
<http://www.motonmuseum.org/motonstrike2014/>
<http://www.neh.gov/humanities/2013/septemberoctober/feature/massive-resistance-in-small-town>
<http://www.archives.gov/education/lessons/davis-case/>
<http://www.azcentral.com/news/articles/2011/03/04/20110304phoenix-capitol-student-march-abrk.html>
http://www.huffingtonpost.com/2011/03/04/arizona-students-stage-walkout_n_831659.html
<http://www.alipac.us/fl2/phoenix-students-walk-out-march-protest-immigration-bill-219536/>
<https://www.youtube.com/watch?v=dZWx72QZImw>
<http://newamericamedia.org/2011/03/arizona-bills-spark-high-school-protests-at-state-capitol.php>
<http://www.colorlines.com/articles/arizona-introduces-omnibus-immigration-bill>

Lesson Activities

Introduction: 10 minutes

- Display two photographs side by side on the screen. Instruct students to write what is happening in each photo while comparing the two “event” without any prior knowledge.



- Have students then participate in a pair-share activity by pairing up students with their elbow partners.
- Instruct students to each read their written responses out loud then compare their responses.

Close Reading: 1-2 days (Two 55 minutes periods)

- Pass out readings to each student. Have them do a “close read” of each article.
- Have them then fill out Venn diagram comparing both articles.
- Then, instruct students to use the Venn diagram and the articles to fill out a SMACCS form which will then be turned into an essay about comparing both walk outs. *see attachments.

Closure 20-30 minutes

- To conclude this lesson, students will create their own “protest” sign about something they are willing to fight for. (Immigration reform, lower drinking age, equal pay for sexes, gun control...)
- Have each student present their poster to the class.

Assessment



- Students will be assessed on their photo analysis, close reading activity, SMACCS form, Venn diagram, essay and protest posters.

Extending the Lesson

- This lesson may be extended by allowing the students to do further research on other protests throughout US History.

THE BASICS

Subject Areas

- History and Social Studies > Virginia and Arizona State History
- History and Social Studies > U.S. > Civil Rights Movement > Civic Engagement
- History and Social Studies > Themes > Segregation and Desegregation and Equality

Skills

- Critical thinking
- Photo analysis
- Essay writing
- Close reading/Marking the Text
- Oral presentations

