

Oklahoma and Segregation

Individual Rights and Majority Rule

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Grade Level	9th – 11th Grade	**Time Frame**	1-2 class period(s)
Subject	Social Studies	**Duration**	90 minutes
Course	Oklahoma History, U.S. History		

Essential Question

How can individual rights be protected within the context of majority rule?

Summary

This lesson explores the role of segregation in Oklahoma's laws as well as the role Oklahoma played in the desegregation of the United States.

Snapshot

Engage

Students "vote" on classroom rules while the teacher decides which votes count.

Explore

Students watch a video over the *Plessy v. Ferguson* decision of 1896.

Explain

Students review a list of Jim Crow laws passed by the state of Oklahoma between 1890 and 1957.

Extend

Students complete an I Notice, I Wonder activity over a video about Ada Lois Sipuel Fisher.

Evaluate

Students write a 2-minute paper in response to a prompt to demonstrate their learning.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR301: Locate simple details at the sentence and paragraph level in somewhat challenging passages
CLR302: Draw simple logical conclusions in somewhat challenging passages

ACT College and Career Readiness Standards - Writing (6-12)

I&A 402: Analyzing critical elements of an issue and differing perspectives on it. A score in this range indicates that the writer is able to: -Establish and employ a relevant context for analysis -Recognize implications, complexities and tensions, and/or underlying values and assumptions

Oklahoma Academic Standards (Social Studies: Oklahoma History (9th through 12th grade))

OKH.5.2B: passage of Senate Bill 1 establishing Jim Crow Laws
OKH.6.1B: landmark Supreme Court cases of Sipuel v. Board of Regents of the University of Oklahoma (1948)and McLaurin v. Oklahoma Board of Regents for Higher Education (1950)

Oklahoma Academic Standards (Social Studies: Oklahoma History (9th through 12th grade))

USH.7.1B2: Montgomery Bus Boycott
USH.7.1B3: desegregation of Little Rock Central High School
USH.7.1B4: Oklahoma City lunch counter sit-ins led by Clara Luper
USH.7.1B5: Freedom Rides
USH.7.1B7: adoption of the 24th Amendment

Attachments

- H Chart—Oklahoma and Segregation - Spanish.docx
- H Chart—Oklahoma and Segregation - Spanish.pdf
- H Chart—Oklahoma and Segregation.docx
- H Chart—Oklahoma and Segregation.pdf
- Jim Crow Laws in Oklahoma—Oklahoma and Segregation - Spanish.docx
- Jim Crow Laws in Oklahoma—Oklahoma and Segregation - Spanish.pdf
- Jim Crow Laws in Oklahoma—Oklahoma and Segregation.docx
- Jim Crow Laws in Oklahoma—Oklahoma and Segregation.pdf
- KWL Chart—Oklahoma and Segregation - Spanish.docx
- KWL Chart—Oklahoma and Segregation - Spanish.pdf
- KWL Chart—Oklahoma and Segregation.docx
- KWL Chart—Oklahoma and Segregation.pdf
- Oklahoma and Segregation-Lesson Slides.pptx
- Show Me Your Credentials Ballot—Oklahoma and Segregation - Spanish.docx
- Show Me Your Credentials Ballot—Oklahoma and Segregation - Spanish.pdf
- Show Me Your Credentials Ballot—Oklahoma and Segregation.docx
- Show Me Your Credentials Ballot—Oklahoma and Segregation.pdf

Materials

- Lesson Slides (attached)
- Ballot (attached; one per student)
- Jim Crow Laws in Oklahoma (attached; one per student)
- KWL Chart (attached; one per student)
- H Chart (attached; one per student)
- Pens, pencils, highlighter
- Notebook paper
- Projector
- Internet access

Engage

Teacher's Note: Ballot

There is a ballot included under Attachments which can be edited or replaced for this exercise. The ballot attached to this lesson is included as a Word document for easy editing.

Using the attached **Lesson Slides**, review the Essential Questions (**slide 3**) and Lesson Objectives (**slide 4**) to the extent you feel is necessary. Upon entering the classroom, hand each student a **Ballot** (attached) with new proposals for classroom rules. Have the instructions on **slide 5** displayed.

Once students have finished voting, tally up the votes and show the new classroom rules.

Display **slide 6**. First, ask students how they feel about the new rules and their ability to have a say in the voting process. Were they happy to be able to influence the rules of the classroom?

Then, ask the students how they would feel about the new rules and their ability to have a say in the voting process if you had denied some of them the right to cast their vote. Would they feel excluded? Would they be upset if the rules directly affected them, yet their voice was not heard?

To follow-up, ask students: "Did you know that many African Americans were denied the right to vote? Some were denied the right due to grandfather clauses or poll taxes, but others were denied the right because they couldn't pass an exam. Even though the Fifteenth Amendment guaranteed all men the right to vote, many local and state governments found ways to prevent voting by many groups."

Explore

Pass out a **KWL Chart** to each student. Display **slide 7** and have students write what they know in the *K* column. Use **slide 8** to introduce students to Plessy v Ferguson. Display **slide 9** and allow time for students to copy the question "*Did the separate car law violate the rights of the freed people?*" into the *W* column.

Display **slide 10** and have students watch "Plessy vs. Ferguson" which discusses the impact of Plessy v. Ferguson on the United States. Display **slide 11** and have students complete the *L* column of the chart.

Embedded video

https://youtube.com/watch?v=2ka0iFmU7Jk

Teacher's Note: 1:1

While this lesson is intended for whole-group learning, using a 1:1 device to view the video may be beneficial to allow students rewatching and thinking time.

Explain

Explain to students that while literacy tests, poll taxes, and grandfather clauses were blatant forms of abuse against African-Americans, many states had laws that further attacked against these disenfranchised groups. In the case of Oklahoma, the state passed laws prior to statehood all the way to 1957.

Have students work in small groups to read and discuss the attached **Jim Crow Laws in Oklahoma**. Have them compare what they have read to what they previously read about the Plessy v. Ferguson case. Do they think the two are related? How do they feel about the extent of this legal segregation?

Display **slide 12**. Have students (or student groups) use the **H Chart** handout to organize, compare, and contrast the information between the video and The Oklahoman article. Students should write information from the first article on the left side of the H Chart, information from the second article on the right side of the H Chart and overlapping information from both articles in the connecting leg of the H Chart. Consider having students submit the chart for assessment and grading purposes.

Extend

Once students have discussed the impacts of the Jim Crow laws in Oklahoma, have them complete an I Notice, I Wonder activity over the University of Oklahoma School of Law's A Tribute to Ada Lois Sipuel Fisher. The video can be found on **slide 13** with instructions on **slide 14**.

Embedded video
https://youtube.com/watch?v=-XjV_x_hjng

Have students briefly discuss their observations and questions over the video.

Display **slide 15**. Once students have discussed, have them complete a Two-Minute Paper over their thoughts on segregation and desegregation. A few questions they may choose to answer include:

- Do you think that all Oklahomans (or Americans) are equal in the eyes of the law? Why or why not?
- What do you think school would be like today if these cases never happened?
- Do you think Oklahoma has played a major role in any other important cases? Which ones?
- Do you think Ada Lois Sipuel's fight was similar to that of Justice Harlan's dissent of Plessy v Ferguson? Why or why not?

Evaluate

Students can turn in their Two-Minute paper for an evaluation-based grade. They could also submit their observations and questions from the video for a participation grade.

Resources

- Americans All. (n.d.). Jim Crow Laws: North Dakota, Ohio and Oklahoma. https://americansall.org/legacy-story-group/jim-crow-laws-north-dakota-ohio-and-oklahoma
- K20 Center. (n.d.). I Notice, I Wonder. Strategies. https://learn.k20center.ou.edu/strategy/180
- K20 Center. (n.d.). KWL. Strategies. https://learn.k20center.ou.edu/strategy/127
- K20 Center. (n.d.). Two-Minute Paper. Strategies. https://learn.k20center.ou.edu/strategy/152
- Bill of Rights Institute (September 11, 2020). Plessy vs. Ferguson. https://billofrightsinstitute.org/videos/plessy-v-ferguson-homework-help
- UofOklahomaLaw. (2011, November 10). A Tribute to Ada Lois Sipuel Fisher. YouTube [video]. https://youtu.be/-XjV_x_hjng