



The Bank of Justice: Civil Rights in the U.S.

Civil Rights



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Grade Level	9th – 12th Grade	Time Frame	2-3 class period(s)
Subject	Social Studies	Duration	120 minutes
Course	U.S. History		

Essential Question

In what ways does segregation still impact us today?

Summary

This lesson, aligned with the Oklahoma Academic Standards, examines the topic of segregation and liberty from the Civil War to the present. Through the study of paired texts, The Gettysburg Address and a lesser-known excerpt from Dr. King's I Have a Dream Speech, students will analyze the issue of segregation and integration between the Civil War and the Civil Rights Movement. In their synthesis of these texts, students will create a "third text" of new meanings and understandings about segregation and deepen this knowledge by considering current events related to racial segregation and integration.

Snapshot

Engage

Students watch a brief news video about a prom in Georgia that was recently integrated (2013) and discuss why this is a newsworthy event.

Explore

Students examine photos of segregated facilities in the early 20th Century.

Explain

Students analyze paired texts, the Gettysburg Address and a lesser-known excerpt from I Have a Dream, and create a "third text" by comparing the two.

Extend

Students consider an informational text on county school integration in Mississippi from 2010 and compare this to demographic charts on school exposure for racial categories.

Evaluate

Teachers have a variety of evaluative options for this lesson that assess students' knowledge of the paired texts used in class or examine students' synthesis of information that led to the "third text."

Standards

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

USH.1.2C: Assess the impact of the Black Codes, Jim Crow laws, and the actions of the Ku Klux Klan.

USH.7.1C: Compare the viewpoints and the contributions of civil rights leaders and organizations linking them to events of the movement, including Dr. Martin Luther King, Jr. and his "I Have a Dream" speech, the leadership of Malcolm X, the role of organizations such as the Black Panthers; describe the tactics used at different times including civil disobedience, non-violent resistance, sit-ins, boycotts, marches, and voter registration drives.

USH.9.3: Examine the ongoing issues to be addressed by the Donald Trump and subsequent administrations, including taxation, immigration, employment, climate change, race relations, religious discrimination and bigotry, civic engagement, and perceived biases in the media.

Attachments

- [Bank of Justice Exposure chart Handout - Spanish.docx](#)
- [Bank of Justice Exposure chart Handout - Spanish.pdf](#)
- [Bank of Justice Exposure chart Handout.docx](#)
- [Bank of Justice Exposure chart Handout.pdf](#)
- [Bank of Justice H Chart Handout - Spanish.docx](#)
- [Bank of Justice H Chart Handout - Spanish.pdf](#)
- [Bank of Justice H Chart Handout.docx](#)
- [Bank of Justice H Chart Handout.pdf](#)
- [Bank of Justice Texts 1&2 Handout - Spanish.docx](#)
- [Bank of Justice Texts 1&2 Handout - Spanish.pdf](#)
- [Bank of Justice Texts 1&2 Handout.docx](#)
- [Bank of Justice Texts 1&2 Handout.pdf](#)
- [Bank of Justice Two Voice Poem Template - Spanish.docx](#)
- [Bank of Justice Two Voice Poem Template - Spanish.pdf](#)
- [Bank of Justice Two Voice Poem Template.docx](#)
- [Bank of Justice Two Voice Poem Template.pdf](#)

Materials

- Bank of Justice Texts 1&2 handout (attached)
- Bank of Justice H Chart handout (attached)
- Bank of Justice Exposure chart handout (attached)
- Bank of Justice Two Voice Poem Template (attached)

Engage

Show the video embedded in the CNN article "[Segregated prom tradition leads to unity](#)" (2013), or a similar video that is more current, to the class.

Begin a class discussion about why this was considered a newsworthy event in 2013. What issues does this highlight about integration and segregation in America today? Share with students the essential question for this lesson: In what ways does segregation still impact us today? You might wish to discuss other questions, such as: Can we end segregation? Why or why not?

Sample Student Responses

America is freer than we were in the past, but we still have racism. People will always try to separate themselves from others. If it isn't racism, it will be something else. The South is still really segregated in comparison to the rest of the country.

Explore

Ask students to share what they already know about Jim Crow laws, segregation, and/or Brown v. Board of Education (1954). As a class, discuss the function of segregation in society during the Reconstruction Era and into the 20th Century.

Sample Student Responses

Jim Crow were laws created after the Civil War to keep races apart; Brown required schools to be integrated; segregation's function was to keep races apart and/or keep African Americans without power in society

If you have internet access and a projector, utilize one of the online slideshows about segregation below to deepen the discussion:

- ["Alabama, 1963: The Heart of Civil Rights in America"](#)
- ["The 10 most segregated urban areas in America"](#)

Alternative with Internet Access

Allow students to view one/both of the slideshows in a computer lab or on a mobile device. Alternative without Internet access: If Internet access is unavailable, ask students to survey photos in their textbook related to segregation. You can also locate photos from the Internet and print them in advance to distribute to students in class. Some photos to print may be found at [The Library of Congress' Prints and Photographs Reading Room](#). Look through the Resources section of this lesson for additional sources.

Explain

Provide students with the attached **Bank of Justice Texts 1&2** handout, which includes the Lincoln and King texts. This handout can be found under Attachments in this lesson. You may ask students to analyze both texts alone or to share the work with another student, having each partner read one of the two texts and then share their information together. Another option would be to read the two documents aloud with students as needed. After students have shared or the texts read aloud, pass out the attached **Bank of Justice H Chart** handout, which can be found under Attachments.

Teacher's Note: Using The H-Chart

The [Paired Text H-Chart](#) is designed to compare and contrast two texts or show how two texts can be synthesized. For example, what do they BOTH say about racism or segregation?

Have students use the H-Chart to guide their analyses. On one side, under "Text 1," ask students to jot down their thoughts about the Lincoln text and its main ideas; and on the other side, under "Text 2," have them do the same for the King text. In the middle of the H-chart, ask students to write the "third text," their ideas and thoughts about how these two texts compare/contrast and the ways in which, as a pair, they shine light on the essential question.

In small groups, or as a whole class, lead a discussion of the "third texts" students have created. Questions you might ask include: What was Lincoln trying to say about America and the war? What point(s) was King making with his speech? What ideas do both texts convey about racism, discrimination, or segregation?

Sample Student Responses

Gettysburg Address: President Lincoln is discussing the flaws in America and the losses of the war, explaining that the war is about liberty for everyone. I Have a Dream: Dr. King is discussing the 100 years since the Civil War, wondering why African Americans are still forced to fight for their rights, and claiming that the bank of justice is bankrupt so the "check" African Americans got during Reconstruction "bounced." Third Text: Responses here will vary greatly as this is where students reflect on how the two documents relate to the essential question.

Extend

To develop student understanding further, share the Washington Post article "[Mississippi County Schools ordered to comply with desegregation order](#)" (2010) or a similar one that is more current.

Another option: You might return to the original discussion regarding recently integrated proms and ask students to reflect on the gains in integration they feel America has made since Brown v. Board of Education (1954).

Pass out the "Bank of Justice Exposure chart Handout," found under Attachments, to students and allow them to reflect upon what they are reading in a [Think, Pair, Share](#) activity. (The chart included there can be provided thanks to research undertaken by the Civil Rights Project at UCLA, the full text of which can be found [here](#).) Give students time to consider the charts on the handout about exposure rates in schools and discuss how this relates to their own school or experiences. Ask students to discuss their ideas about what they think exposure means in the context of these charts. Ask them to discuss what they feel the value is of 'exposure' in schools.

Teacher's Note: Think, Pair, Share

Ask students to THINK about what the handout means and jot their ideas in the margins. **PAIR** students with a partner and ask them to SHARE what they wrote in the margins. Ask the pairs to combine their best ideas and draw a conclusion about what the handout means. **PAIRS** can share their best answers with the class. OPTION 2: You may also wish to **PAIR the PAIRS again** to make groups of four. Groups of four then discuss their conclusions and prepare one together to **SHARE** with the class

Evaluate

This lesson offers several options for evaluating student understanding. These options are offered so a teacher can choose an option that best fits the needs of his or her students.

- Students create an [iMovie](#) or other visual representation of their "third texts" from the H Chart activity, being sure to address the essential question in their work.
- Write a [Two-Voice Poem](#) (template included under Attachments) from the perspective of President Lincoln and Dr. King.
- Students may write a letter to President Lincoln or Dr. King discussing integration and segregation in America since the Civil War. You might consider an authentic audience as another alternative for this assignment. Authentic audiences might include sharing the letters publicly with other students, faculty, or on a secured website.
- Students may write a speech, set in the future and drawing on the ideas of President Lincoln and Dr. King. This speech should detail and reflect upon ways in which integration has been addressed in the 21st Century.

Resources

- Cosgrove, B. (2012, February). LIFE and Civil Rights: Segregation in 1956 South Carolina. LIFE. Copyright 2016, Time Inc. <http://time.com/3636362/life-and-civil-rights-segregation-in-1956-south-carolina/#1>
- Denvir, D. (2011, March). The 10 most segregated urban areas in America [Slideshow]. Salon. http://www.salon.com/2011/03/29/most_seggregated_cities/slide_show/
- Gumbrecht, J. (2013, December). Segregated prom tradition yields to unity. CNN. Copyright 2016, Cable News Network. Turner Broadcasting System, Inc., and Cable News Network. <http://www.cnn.com/2013/04/30/living/wilcox-integrated-prom/index.html>
- Hsu, S. S. (2010, April). Miss. county schools ordered to comply with desegregation order. Washington Post. Copyright 2010, The Washington Post Company. <http://www.washingtonpost.com/wp-dyn/content/article/2010/04/13/AR2010041302867.html>
- Orfield, G., Kucsera, G., & Siegel-Hawley, G. (2012, September). E Pluribus . . . Separation: Deepening Double Segregation for More Students (p. 23). Los Angeles, CA: The Civil Rights Project. http://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/mlk-national/e-pluribus...separation-deepening-double-segregation-for-more-students/orfield_epluribus_revised_omplete_2012.pdf
- The New York Times. (2011, July). Alabama, 1963: The Heart of Civil Rights in America [Photo Collection]. Copyright 2013, the New York Times Company. http://www.nytimes.com/slideshow/2011/07/10/opinion/sunday/20110710_Alabama.html
- More information on Brown v. Board of Education: McBride, A. (2006, December) Brown v. Board of Education (1954). PBS. Copyright 2006, Independent Television Service (ITVS). http://www.pbs.org/wnet/supremecourt/rights/landmark_brown.html
- More information on Jim Crow laws: Pilgrim, D. (2012). What was Jim Crow? (Rev. ed.). Jim Crow Museum of Racist Memorabilia. <http://www.ferris.edu/jimcrow/what.htm>
- The film "Prom Night in Mississippi" is a feature-length documentary exploring the issues related to segregation in contemporary America and is an excellent extension on this lesson if time allows. The film was aired as part of a 2009 HBO documentary series and may be available through HBO Go. Copyright 2009, Home Box Office, Inc. Netflix also carries the film on disc. Feature-length documentary: Saltzman, P. (2009). Prom Night in Mississippi [Motion Picture]. Canada: Return to Mississippi Productions.
- A free, downloadable teacher's guide for the film with a link to the film's site to request a copy: Teaching Tolerance. (2009). Prom Night in Mississippi. <http://www.tolerance.org/publication/prom-night-mississippi>
- K20 Center. (n.d.). iMovie. Tech Tools. <https://learn.k20center.ou.edu/tech-tool/636>
- K20 Center. (n.d.). Paired Text H-Charts. Strategies. <https://learn.k20center.ou.edu/strategy/132>
- K20 Center. (n.d.). Think-Pair-Share. Strategies. <https://learn.k20center.ou.edu/strategy/139>
- K20 Center. (n.d.). Two-Voice Poems. Strategies. <https://learn.k20center.ou.edu/strategy/133>