

## What effect did the Civil Rights movement have on Louisiana's History?

<b>Content</b>	<p>This instructional task engages students in content related to the following grade-level expectations:</p> <ul style="list-style-type: none"> <li>• 8. 1. 1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:             <ul style="list-style-type: none"> <li>○ Conducting historical research</li> <li>○ Evaluating a broad variety of primary and secondary sources</li> <li>○ Determining the meaning of words and phrases from historical texts</li> <li>○ Recognizing varied points of view within historical context</li> </ul> </li> <li>• 8. 2. 9 Describe the Civil Rights movement in Louisiana and analyze how it changed the course of Louisiana's history</li> <li>• 8. 10. 3 Describe historical factors influencing the economic growth, interdependence, and development of Louisiana</li> </ul>
<b>Claims</b>	In this instructional task, students develop and express claims through discussions and writing which examine the causes and consequences of historical events related to the Civil Rights movement in Louisiana.
<b>Unit Connection</b>	<p>This instructional task helps students explore and develop claims around the content from unit 4:</p> <ul style="list-style-type: none"> <li>• What social and political changes occurred because of the Civil Rights movement in Louisiana? (8. 2. 9)</li> </ul>

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What impact did the Baton Rouge Bus Boycott have on Louisiana legislation, and how did it affect all parties involved?	How did the practice of literacy tests affect registration among African American voters, and what was the response?	What were the causes and effects of the lunch counter sit-ins?	Why was integration of public schools in Louisiana such a challenge?
<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>
Students will understand the atmosphere during the Baton Rouge bus boycotts and the conditions before and after Ordinance 222 was passed.	Students will take a literacy test from the 1960s with and discuss why it would illicit a response of protest among African American high school students of that time.	Students will apply the principle of peaceful protest to sit-ins in Louisiana and identify the catalysts and consequences for sit-ins.	Students will understand the reality of how difficult it was to integrate schools in the 60s in Louisiana, even though the federal government had already mandated it.
<b>Featured Source</b>	<b>Featured Source</b>	<b>Featured Source</b>	<b>Featured Source</b>
<b>Source A:</b> <a href="#">Baton Rouge Bus Boycott</a> , KnowLouisiana	<b>Source B:</b> <a href="#">Louisiana Literacy Test</a> , crmvet. org  <b>Source C:</b> <a href="#">Local High School Students Arrested in New Orleans</a> , crmvet. org	<b>Source D:</b> <a href="#">Baton Rouge: Higher Education – Southern Style</a> , crmvet. org	<b>Source E:</b> <a href="#">Segregation Bills Voted in Louisiana</a> , Chicago Tribune

<b>Summative Performance Task</b>	Using the sources and your knowledge of Louisiana history, write an essay that explains how individuals contributed to the Civil Rights movement in Louisiana and how those events affected Louisiana's history.
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## Formative Performance Task 1

<b>Supporting Question</b>	What impact did the Baton Rouge Bus Boycott have on Louisiana legislation, and how did it affect all parties involved?
<b>Formative Performance Task</b>	Students will understand the atmosphere during the Baton Rouge bus boycotts and the conditions before and after Ordinance 222 was passed.
<b>Featured Source</b>	<b>Source A:</b> <a href="#">Baton Rouge Bus Boycott</a> , KnowLouisiana
<b>Content and Claims</b>	This formative performance task requires students to analyze the conditions for public transportation in Louisiana before, during, and after the Civil Rights Movement in Louisiana.

### Featured Source

**Source A:** [Baton Rouge Bus Boycott](#), KnowLouisiana

### Steps

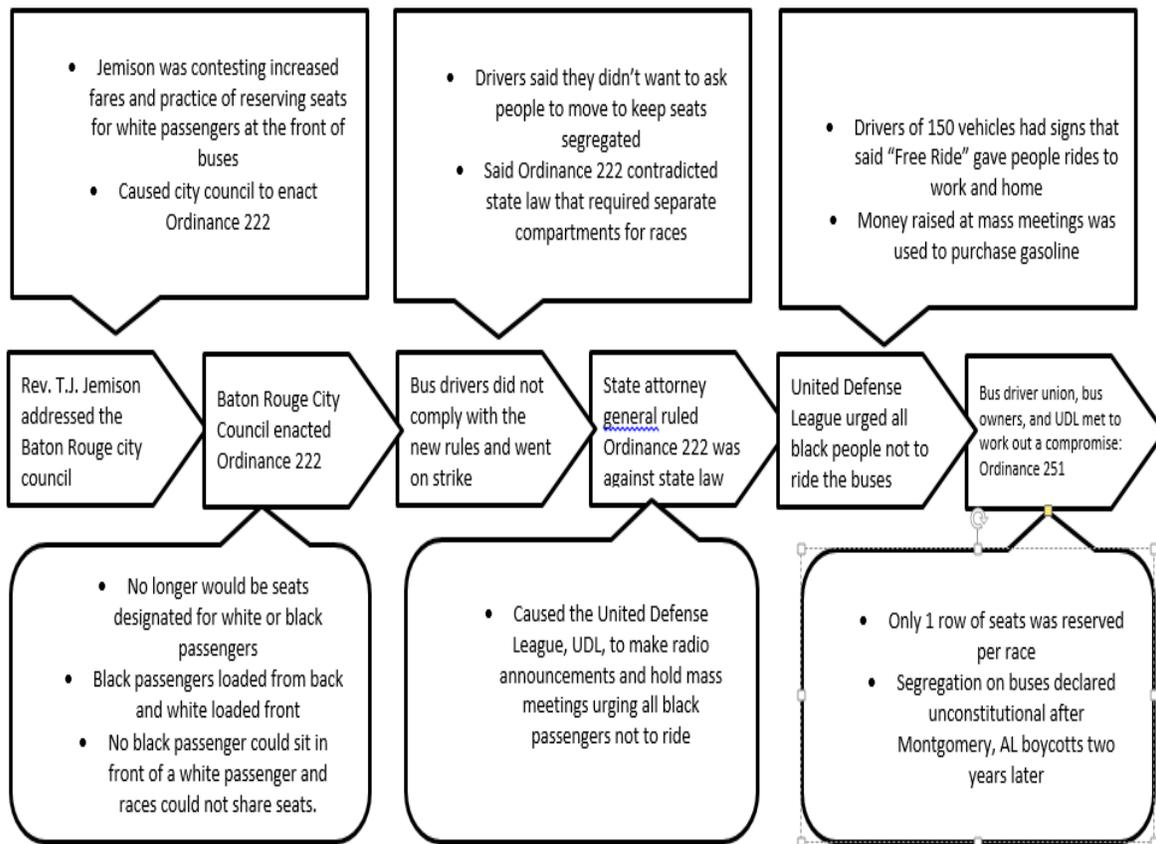
1. Present students with access to Source A and a copy of the sequence of events graphic organizer.
2. Project the article and read it aloud as students follow along.
3. Prior to reading the article aloud, walk students through the sequence of events graphic organizer so that they can track the reactions/effects of the events as they read. A sample sequence of events chart is included below.
4. Conduct a class discussion after the organizer is filled in, in which students consider how these events have influenced Louisiana's history. Possible guiding questions include:
  - What is the definition of boycott?
  - What were the riding conditions before and after Ordinance 222 was passed?
  - Ordinance 222 was a legal ordinance issued by the Baton Rouge City Council that stated that there would no longer be seats designated for whites or blacks, and it changed how passengers boarded the busses. How did riding conditions change for African Americans after Ordinance 251 was passed? How did those in support of the Ordinance 222 react? How did those in opposition to the Ordinance 222 react? Which group was more successful? Why?
  - How did African Americans react to the lack of enforcement of Ordinance 222?
  - Why was the compromise and Ordinance 251 possible?
  - Why were some people upset about Jemison's compromise?

Sequence of Events Chart

The chart is organized into three vertical columns. Each column contains three main components from top to bottom: a large empty rectangular box for notes or descriptions; a row of four overlapping arrow shapes pointing to the right, which serve as a visual sequence indicator; and a large empty rounded rectangular box for further details or analysis.

## Student Look-Fors

- Students should be able to identify riding conditions before Ordinance 222: there were ten seats reserved at the front of the bus for white passengers and an equal amount of seats reserved in the back for black passengers. If there was no one sitting in the white section and the black section was full, the black passengers had to stand.
- Review the following flowchart.



- The definition of boycott is "to refuse to buy, use, or participate in (something) as a way of protesting: to stop using the goods or services of (a company, country, etc. ) until changes are made." (Merriam-Webster Dictionary)
- Make the distinction that Jemison and his group simply "didn't ride"; he was very careful to portray that they were not boycotting. There were no signs in protest and no formal declaration of protest. They maintained a peaceful and professional presence.
- Jemison knew that the bus drivers and bus owners would need to be affected financially in order to initiate real change. The "touchdown" is a metaphor for the success in "not riding" and having all parties come to the table for a compromise.
- After Ordinance 251 passed black passengers were allowed to sit—and not just in the very back of the bus. These peaceful protest practices and ordinances ultimately led the way for integration of buses.

## Formative Performance Task 2

<b>Supporting Question</b>	How did the practice of literacy tests affect registration among African American voters, and what was the response?
<b>Formative Performance Task</b>	Students will take a literacy test that was used during the 1960s with black voters and discuss why it would illicit a response of protest among black high school students of that time.
<b>Featured Source</b>	<b>Source B:</b> <a href="#">Louisiana Literacy Test</a> , crmvet. org <b>Source C:</b> <a href="#">Local High School Students Arrested in New Orleans</a> , crmvet. org
<b>Content and Claims</b>	In this formative performance task, students evaluate the practice of literacy tests and alleged discrimination of potential voters during the 1960s and examine the reactions caused by such practices.

### Featured Source

**Source B:** [Louisiana Literacy Test](#), crmvet. org

**Source C:** [Local High School Students Arrested in New Orleans](#), crmvet. org

### Steps

1. Provide students with access to source B by printing and distributing a copy of the literacy test to pairs of students. (Pages 1-3 are the preliminary information/data asked; pages 4-13 are the 10 different forms available and pages 14-23 are the answers. ) For the purposes of this task, choose 1 form to give to all students: Example: Give a copy of form No. 1 to all student pairs.
2. Allow the students to complete the literacy tests in pairs.
3. Review the answers to the literacy test.
4. Conduct a class discussion regarding the literacy test. Possible guiding questions include:
  - Is this the type of test that comes to mind when you hear “literacy test?” Elaborate.
  - What do you think the success/failure rate was with this literacy test?
  - Why do you think it was a success/failure?
  - Why do you think the voter registrar’s office chose this particular test to administer? What was the intended purpose?
5. Distribute a copy of Source C to students. Prior to reading the article, have students define the following words: *protest*, *alleged*, *discrimination*, *boisterous*, and *harassment*.
6. Ask students to read the article in pairs along with a copy of the following guiding questions:
  - Why do you think the statement uses the terms “alleged discrimination?”
  - Does your experience with the literacy test support or contradict the “alleged discrimination”? Use evidence to support your answer. If there is a lack of evidence to support discrimination, cite that as well.
  - Why do you think less than 350 of the potential 1,000 voters were registered?
  - What other solutions or other forms of protest do you think would have been more successful in instituting change for the voter requirements?
  - How have these events affected Louisiana’s history?

## Student Look-Fors

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1. In the first discussion student responses should indicate that literacy tests are usually used to evaluate a person's ability to read and/or write. This particular test is assessing a person's knowledge of our government, not necessarily a person's ability to read. This "literacy test" produced a high failure rate, which is consistent with the fact that it did not actually assess someone's literacy level. The intended purpose of this test was to prevent African Americans from qualifying to vote.
2. The author of the statement in Source C probably used "alleged discrimination" for one of two reasons: the literacy test was not proven to be a form of discrimination at this time in history and/or if it was labeled as discrimination then the practice would have to be remediated. Student responses should cite test questions if they think that the test was a form of discrimination and why.
3. The lack of voters registered is consistent with the difficulty of the literacy test.
4. Other solutions could have included lessons on government to pass the "literacy test", petitioning to the various government boards, peaceful sit-ins in front of the registrar of voters, etc.

## Formative Performance Task 3

<b>Supporting Question</b>	What were the causes and effects of the lunch counter sit-ins?
<b>Formative Performance Task</b>	Students will apply the principle of peaceful protest to sit-ins in Louisiana and identify the purpose and consequences for sit-ins.
<b>Featured Source</b>	<b>Source D:</b> <a href="#">Baton Rouge: Higher Education – Southern Style</a> , crmvet. org (bottom 5 paragraphs)
<b>Content and Claims</b>	This formative performance task requires students to analyze what caused the students to practice sit-ins in Louisiana, and the consequences of them practicing the sit-ins.

### Featured Source

**Source D:** [Baton Rouge: Higher Education – Southern Style](#), crmvet. org (bottom 5 paragraphs)

### Steps

1. Prior to distributing the source, define the following words: *sit-ins*, *lunch counters*, *disciplinary action*, *expel*, *arrested*, *bond*, *astronomical*, *Negro*, *marched*, *segregation*, and *discrimination*.
2. Distribute Source D to students.
3. Ask students to read it independently.
4. Conduct a class discussion in which students consider the impact of this article. Possible guiding questions include:
  - Sit-ins were a means of peaceful protest. Describe how the sit-in is an example of peaceful protest.
  - How are the lunch counter sit-ins similar to the bus boycott? What did each hope to accomplish? Evaluate whether the Baton Rouge lunch counter sit-ins were successful in achieving their intended purpose. Provide evidence from the article to support your explanation.
  - What language in this editorial reflects the writer’s point of view on Dr. Felton Clark’s actions?
  - Discuss the progression of segregated lunch counters in New Orleans in the 1960s, to today’s reality of a “multi-cultural” mixing of races enjoying meals today in New Orleans.

### Student Look-Fors

1. “A peaceful protest, also known as nonviolent resistance or nonviolent action, is the act of expressing disapproval through a statement or action without the use of violence.” (study. com) A sit-in is an example of this because the students used no form of violence in conveying their message.
2. The lunch counter sit-ins and the bus boycotts are similar because the actions of the groups involved did not use any form of violence to convey their message of equality. Also, both forms of protest affected the businesses financially in hopes of instituting change.
3. The language identified from the article should be: “opportunity of taking a courageous position”, “chose to buckle-under.” The author did not have much respect for Dr. Felton Clark or his actions.

## Formative Performance Task 4

<b>Supporting Question</b>	Why was integration of public schools in Louisiana such a challenge?
<b>Formative Performance Task</b>	Students will understand the reality of how difficult it was to integrate schools in the 60s in Louisiana, even though the federal government had already mandated it.
<b>Featured Sources</b>	<b>Source E:</b> <a href="#">Segregation Bills Voted in Louisiana</a> , Chicago Tribune
<b>Content and Claims</b>	In this formative performance task, students explore the reality of desegregation of schools in Louisiana during the 1960s.

### Featured Sources

**Source E:** [Segregation Bills Voted in Louisiana](#), Chicago Tribune

### Steps

1. Provide students with access to source E.
2. Prior to reading the article, define the following words: *sovereignty*, *injunction*, *special session*, and *usurpation*.
3. Read the article out loud for the students to get an initial understanding.
4. Put students into reading pairs to re-read the article using the following guiding questions:
  - Why do you think the author chose the word “rammed” in the first paragraph?
  - Why does the author say “provided the way for the legislature to step between federal courts and integration?” Does the state government have the power to do this, or is federal law supreme in the United States?
  - What could the state use as a “barrier between the federal government and the people?” How do you think the state intends to do this, according to the article?
  - Does Rep. John Garrett have a bigger problem with integration or the federal government overstepping its authority? Use evidence to justify your answer.
  - Why do you think integration of schools was such a challenge for the state of Louisiana?
5. Conduct a class discussion in which the class shares the current make-up and conditions in schools in Louisiana today. Possible guiding questions include:
  - Does every race have the same access to an education in Louisiana? How so? Consider textbooks/materials, quality of school buildings, school busses, lunch at school, recess time, homework, etc. )
  - Are schools currently integrated?
  - According to the article, what reasons did Louisiana lawmakers provide for avoiding integration?

## Student Look-Fors

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1. The students should note that Governor Jimmie Davis and the Louisiana Legislature in 1960 were passing bills to circumvent the national mandate for integration of public schools.
2. The author chose “rammed” because he felt the governor and legislature were trying to quickly force the state’s agenda for desegregation or quickly expel the federal government’s idea of integration.
3. The resolution decided at the special session allowed the legislature to supersede the federal courts. The federal courts/government are the superior power in the United States.
4. The author says the states could then use their “sovereignty” or power to serve as a barrier, and the state intends to use its power by passing state laws that would invalidate federal laws.
5. Students should indicate current conditions in schools: integrated; same textbooks, busses, lunches, recess, homework for all races; and laws protecting these conditions.

## Summative Performance Task

<b>Compelling Question</b>	What effect did the Civil Rights Movement have on Louisiana’s history?
<b>Summative Performance Task</b>	Using the sources and your knowledge of Louisiana history, write an essay that explains how individuals contributed to the Civil Rights movement in Louisiana and how those events affected Louisiana’s history.

### Teacher Overview

In this summative performance task, students are asked to write a response to the compelling question using evidence from the sources they explored throughout the four formative performance tasks.

Throughout this instructional task, students have explored how events of the Civil Rights movement impacted Louisiana history; this information will be an essential part of a well-developed essay. Before the summative performance task, it may be helpful for students to review the sources provided and the writing/graphic organizers created during the formative assessment tasks. Doing so should help them to develop their interpretations and to highlight the appropriate examples and details to support their writing.

### Student Prompt

Using the sources and your knowledge of Louisiana history, write an essay that explains how individuals contributed to the Civil Rights movement in Louisiana and how those events affected Louisiana’s history.

### Student Look-Fors

1. Scoring Notes:
  - a. Students responses should make reference to and provide detailed information on:
    - What was the effect/atmosphere of Louisiana during the Civil Rights movement?
    - The rest of the country was trying to integrate, and Louisiana’s politicians and climate prevented integration when the federal government was mandating it.
    - There were forms of peaceful protest going on at the time, such as sit-ins, and there were very harsh punishments for those people peacefully protesting.
    - There were “literacy tests” and forms of harassment that prevented African Americans from voting at this time even though they could legally vote. People would protest these conditions, and were punished for these forms of protesting as well.
    - The federal government was pushing for integration, and Governor Jimmie Davis was pushing the legislature to pass bills to prevent this from happening.
2. A strong response:
  - a. References documents appropriately
    - Baton Rouge bus boycott and conditions before and after the boycott (Source A)

- “Literacy test” administered to prevent potential African American voters from being registered (Source B) and the consequences of protesting these practices at voter registration offices (Source C)
  - Peaceful protesting such as sit-ins at the lunch counters in New Orleans (Source D)
  - Segregation of schools when the rest of the country was integrating (Source E)
3. Applies the provided evidence as well as additional information about the Civil Rights Movement.
- a. The principle of separate but equal. *Plessy v Ferguson* said that races could have separate facilities as long as they were equal, even though this was not always the case.
  - b. Integration took a lot longer in Louisiana than it did in other places in the country. Governor Davis, in particular, passed several pieces of legislation preventing integration in schools as well as other public facilities.
  - c. Other forms of peaceful protest happening at this time were: Martin Luther King and his “I have a dream” speech, the Montgomery Bus Boycotts, and sit-ins across the country.
  - d. Other boycotts happening: African American’s boycotted the stores on Canal Street because they would not hire African American workers and some would not let African Americans shop there.
  - e. Segregation in schools: Ruby Bridges was made famous across the country for being one of the first to integrate a public school in New Orleans. She was escorted by Federal Marshalls so that she could have the same rights to education that white students had at the time.