1. **Title**: What Can Brown Do for You: Various sentiments and responses to the Brown Decision

2. **Overview**
   Students will read and analyze Daisy Bates' letter that documented the treatment of African American students in Little Rock after the ruling of the Brown Decision. Students will then examine three cartoons pertaining to school desegregation. Both activities will sharpen students’ abilities to interpret and analyze primary sources. Students will learn how different groups of people felt about the Brown Decision from examining these primary sources.

3. **Goals**
   1) Student will learn how to analyze and interpret primary sources.
   2) Students will understand various sentiments and responses to the Brown Decision.

4. **Objectives**
   1) Students will read and examine Daisy Bates' letter (progress report on African American students in Little Rock) and complete a primary sources analysis worksheet based on their reading.
   2) Students will analyze three cartoons pertaining to school desegregation and describe at least four symbols from each cartoon. Students will also explain what each symbol means, as well as how these symbols reveal different interest groups' sentiments or reactions to the Brown Decision.

5. **Investigative Question**: How did different interests groups feel and react to the Brown Decision?

6. **Time Required**: One class period (50 min)
   - Brief review of previous lesson – 2 min
   - Completion of Primary Sources Analysis Worksheet - 15 min
   - Group discussion on best answers for Primary Sources Analysis Worksheet – 5 min
   - Brief review of what was learned from Daisy Bates’ letter – 1 min.
   - Class discussion on answers to Primary Sources Analysis Worksheet - 10 min.
   - Cartoon analysis – 15 min
   - Brief review of the lesson learned – 2 min.

7. **Recommended Grade Range**: Grades 9-12

8. **Subject / Sub-Subject**: U.S. History, Social Studies, and Language Arts

9. **State Standards**

   **STATE GOAL 1**: Read with understanding and fluency.
1.C.4b Explain and justify an interpretation of a text.

1.C.4e Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).

STATE GOAL 4: Listen and speak effectively in a variety of situations.

4.A.4a Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).

4.B.4b Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.

STATE GOAL 5: Use the language arts to acquire, assess and communicate.

5.B.4a Choose and evaluate primary and secondary sources (print and nonprint) for a variety of purposes.

STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.

16.D.5 (US) Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history.

10. Credit(s): Manny Tang

PREPARATION

11. Material Used
PowerPoint, Daisy Bates' letter, three cartoons, and primary sources analysis worksheets.

12. RESOURCES USED (From the Library of Congress):

Title: Letter from Daisy Bates to NAACP Executive Secretary Roy Wilkins on the treatment of the Little Rock Nine.
13. PROCEDURE and INQUIRY CYCLE

1) Teacher will briefly review previous lesson on the case of Brown vs. Board of Education.
2) Students will read and examine the Daisy Bates letter, and then complete a primary sources analysis worksheet based on their reading.
3) Upon the completion of the worksheets, students will work in groups of four to choose the best answer for each question on the worksheet and report it in class.
4) Teacher will briefly summarize what was learned from the primary sources analysis activity.
5) Teacher will show three cartoons in PowerPoint and guide the class to analyze what these cartoons reveal about the reactions to the Brown Decision. The teacher will ask students the following questions for each cartoon:

1. What is the caption of this cartoon?
2. Tell me some of the objects that you see in this cartoon. Could some of these objects be some types of symbols? If so, what are they? What do they symbolize? [Connect / Investigate]
3. Describe the action(s) that is taking place in this cartoon.
4. How would you describe the emotions portrayed in the cartoon? [Connect / Investigate]
5. What is the message of this cartoon? [Connect / Construct]
6. Is there anything you noticed in the letter that you could not explain or still have a question about? [Reflect]
7. What special interests groups would agree/disagree with the cartoon's message?
Why? [Express]

6) Teacher will ask students to summarize what was learned from this lesson.
7) Both activities covered the full cycle of inquiry.

15. EVALUATION

The teacher will assess whether students obtained a solid understanding of lesson learned through teacher-guided cartoon analysis, completed primary sources analysis worksheet, as well as class discussions of answers to the worksheet.

Daisy Bates’ Letter can teach students about:
1) How African American students were treated in public schools after the Supreme Courts passed the Brown Decision, and how different groups of people, such as civil rights advocates, white Americans, politicians (Eisenhower), and school boards respond to it.

store owners, what might they do and feel?

PowerPoint - letter:
1) What do you think was happening when this letter was written? Make sure to explain your answer. [Connect / Investigate]
2) Why do you think Daisy Bates write this letter to Mr. Wilkins? Who might he be?
3) Do you think this letter is important? Why or why not? [Connect / Investigate]
4) What can you learn from examining the letter? List at least 6 things. [Construct]
5) What do you think of President Eisenhower's response/offer? What was his attitude towards making an appearance in Little Rock? [Investigate]
6) What was the most interesting thing that you noticed from examining this letter? Perhaps something that reminded you of a similar incident that had happened to you or other people. Be sure to explain your answer. [Construct / Express / Reflect]
7) Is there anything you noticed in the letter that you could not explain or have a question about? [Reflect]

PowerPoint- Cartoons:

The School Segregation Door
– Although the Brown Decision and other laws were passed to reinforce desegregation, all of these efforts only crack open the door of desegregation just a little bit, because school districts were slow to accommodate African American children, and school boards were reluctant to follow the laws.

Dark laughter cartoon
– In order to dodge the Brown Decision, many public schools were closed and were replaced with private schools, so that they could keep school segregated. As a result, some black children do not live in an area where public school system is available, and
that is what this cartoon tried to portray.

White flight
  - After the Supreme Court passed the Brown Decision, all of the white people left urban areas and moved into the suburbs. As a result, the inner city began to decline and segregation actually had gone upward due to the division between public education in the inner cities and the suburbs.
To print:
1. Title: School Desegregation: Various sentiments and responses to the Brown Decision

2. Overview
   Students will read and analyze Daisy Bates' letter that documented the treatment of African American students in Little Rock after the ruling of the Brown Decision, and examine three cartoons pertain to school desegregation. Both activities will sharpen students the abilities to interpret and analyze primary sources. Students will learn how different groups of people viewed the Brown Decision from examining these primary sources.

3. Goal
   Students will learn how to analyze primary sources and understand various sentiments and responses to the Brown Decision.

4. Objectives
   3) Students will analyze three cartoons pertain to school desegregation and describe at least four symbols from each cartoon. Students will also explain what each symbol symbolize, as well as how these symbols reveal different interest groups' sentiments or reactions to the Brown Decision.
   4) Students will read and examine Daisy Bates' letter (progress report on African American students in Little Rock) and complete a primary sources analysis worksheet based on their reading.

5. Investigative Question: How did different interests groups feel and react to the Brown Decision?

6. Time Required: One class period (50 min)
   - Completion of Primary Sources Analysis Worksheet - 15 min
   - Group discussion on best answers for Primary Sources Analysis Worksheet – 5 min
   - Brief review of what was learned from Daisy Bates’ letter – 2 min.
   - Class discussion on answers to Primary Sources Analysis Worksheet - 10 min.
   - Cartoon analysis – 15 min
   - Brief review of the lesson learned – 2 min.

7. Recommended Grade Range: Grades 9-12


13. PROCEDURE and INQUIRY CYCLE

8) Teacher will briefly review previous lesson on the case of Brown vs. Board of Education.
9) Students will read and examine the Daisy Bates letter, and then complete a primary sources analysis worksheet base on their reading.
10) Upon the completion of the worksheets, students will work in groups of four to choose a
best answer for each question on the worksheet and report it in class.

11) Teacher will briefly summarize what was learned from the primary sources analysis activity.

12) Teacher will show three cartoons in PowerPoint and guide the class to analyze what these cartoons reveal about the reactions to the Brown Decision. The teacher will ask students following questions for each cartoon:

8. What is the caption of this cartoon?
9. Tell me some of the objects that you see in this cartoon. Could some of these objects be some types of symbols? If so, what are they? What do they symbolize? [Connect / Investigate]
10. Describe the action(s) that is taking place in this cartoon.
11. How would you describe the emotions portrayed in the cartoon? [Connect / Investigate]
12. What is the message of this cartoon? [Connect / Construct]
13. Is there anything you noticed in the letter that you could not explain or have a question about? [Reflect]
14. What special interests groups would agree/disagree with the cartoon's message? Why? [Express]

13) Teacher will ask students to summarize what was learned from this lesson.

14) Both activities covered the full cycle of inquiry.

15. EVALUATION

The teacher will assess whether students obtained a solid understanding of lesson learned through teacher-guided cartoon analysis, completed primary sources analysis worksheet, as well as class discussions of answers to the worksheet.