

**Teaching American History Project**  
**Dealing with Discrimination**  
***Responses to Discrimination during the Civil Rights Period***  
By: Ryan Broderick and Bobby Skarvelas

**Grade:** 9-12

**Length of Period:** 1-2 class periods

**Inquiry:** Students will get an up-close view of seeing the implications of discrimination. They will discuss possible means to deal with discrimination, as well as analyze the methods used during the Civil Rights Movement. What were the tactics used by various groups to deal with discrimination during the Civil Rights Period?

**Objectives:**

Students will know and be able to:

- Identify multiple perspectives dealing with Civil Rights
- Analyze primary source documents to formulate an opinion
- Develop empathy for those discriminated against
- Compare and contrast the effectiveness of non-violent and violent action

**Materials:**

- Blue deck of cards
- Red deck of cards
- Duct tape
- Candy
- Resource Packet
- Forrest Gump/Malcolm X

**Activities:**

- Initiation- Prior to students entering the room, write on the board "QUIZ TODAY". Taking the two decks of cards, count out enough cards so each student will have one card. Mix the colors so there is more of one color than the other. As students enter the room, hand each one a card. Don't tell them what it's about and if they trade, that's alright.
- Next, have all the students with a blue card move to the back of the room. When they are finished moving, take the duct tape and put up a barrier between the blue students and the red students. Ask everyone if they are ready for the quiz, when the blue students begin to complain, treat them with indifference. Say that first you are going to have a vote. Of course, all the red students will raise their hands and the blue students will complain again, and again treat them with indifference. Then take another vote "All those in favor of getting a candy bar, raise your hand." When all the students raise their hands, only count the red students' vote. The blue students will complain, at this time you can explain that they have not passed the voting test and until they do, their votes do not count.

- Instruct the students to take out a sheet of paper for the quiz. Remind them to put their name on their paper and number the paper 1-10. When this is completed, mark the red students' papers with an "A" and collect all the papers.
- The blue students will probably ask for a voting test. Be sure to give them a difficult and detailed question that the students will not be able to answer.
- Finally, ask the students how they felt when they were being discriminated against. Have them brainstorm ways to combat discrimination and list them on the board.
- Brief discussion about the Civil Rights Movement. Include just basic background information.
- Hand out resource packet to students. Read through it together as a class. How did the law limit the daily activities of blacks? What observations do you have about the pictures? (Non-violent)
- Show film clip (either Forrest Gump Black Panther Scene or a clip from Malcolm X). How did these groups feel racial equality should be accomplished?
- Free write- Students will be allowed 10 minutes to answer the following questions: What tactics do you think were more effective? In today's society, would a non-violent protest or violent action be more effective to motivate change?

**Assessment:**

- Informal Class Discussion
- Class participation
- Check and Monitor Progress
- Formal free write will be evaluated

**CT State Standards:**

Educational experiences in **Grades 9-12** will assure that students:

- formulate historical questions and hypotheses from multiple perspectives, using multiple sources
- use primary source documents to analyze multiple perspectives
- identify various parties and analyze their interest in conflicts from selected historical periods
- initiate questions and hypotheses about historic events they are studying
- display empathy for people who have lived in the past

*\*lesson adapted from lessonplanpage.com*

# Resource Packet

*Code of the City of Montgomery, Alabama.*

C. 6, § 10

MONTGOMERY CITY CODE

C. 6, § 13

**Sec. 10. Separation of races—Required.**

Every person operating a bus line in the city shall provide equal but separate accommodations for white people and negroes on his buses, by requiring the employees in charge thereof to assign passengers seats on the vehicles under their charge in such manner as to separate the white people from the negroes, where there are both white and negroes on the same car; provided, however, that negro nurses having in charge white children or sick or infirm white persons, may be assigned seats among white people.

Nothing in this section shall be construed as prohibiting the operators of such bus lines from separating the races by means of separate vehicles if they see fit. (Code 1938, §§ 603, 606.)

**Sec. 11. Same—Powers of persons in charge of vehicle; passengers to obey directions.**

Any employee in charge of a bus operated in the city shall have the powers of a police officer of the city while in actual charge of any bus, for the purpose of carrying out the provisions of the preceding section, and it shall be unlawful for any passenger to refuse or fail to take a seat among those assigned to the race to which he belongs, at the request of any such employee in charge, if there is such a seat vacant. (Code 1938, § 604.)

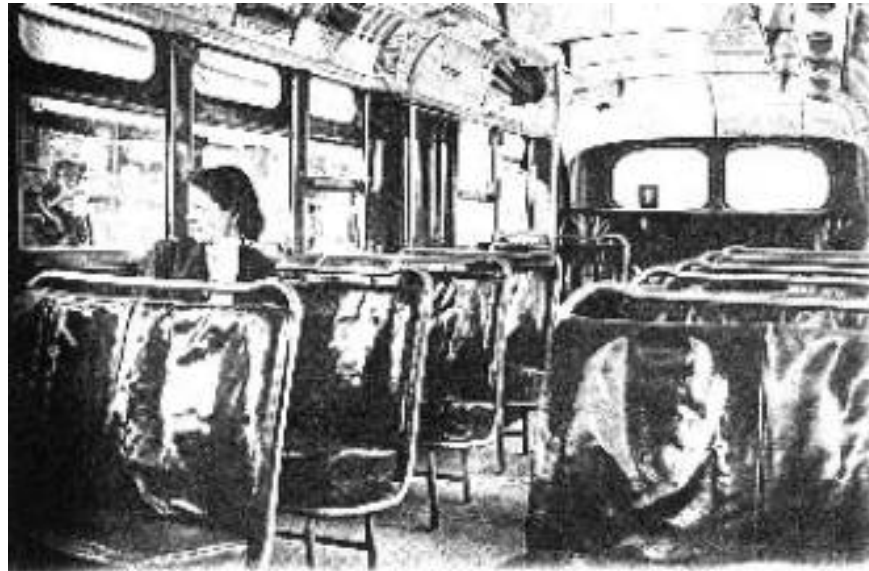
**Sec. 12. Failure to carry passengers.**

It shall be unlawful for any person operating a bus line in the city to refuse, without sufficient excuse, to carry any passenger; provided, that no driver of a bus shall be required to carry any passenger who is intoxicated or disorderly, or who is afflicted with any contagious or infectious disease, or who refuses to pay in advance the fare required, or who for any other reason deemed satisfactory by the recorder should be excluded. (Code 1938, § 699.)

**Sec. 13. Smoking.**

It shall be unlawful for any person to smoke a cigar, pipe or cigarette upon any bus in the city; provided, however, that

# THE MONTGOMERY BUS BOYCOTT





**Additional Non-Violent Actions:**

- Sit-ins
- Boycotts
- Protests
- Marches
- Speeches