

Crispus Attucks Museum Unit #3: School Segregation and Desegregation of Indianapolis Public Schools

Grades: Grade 11/ Grade 12	Subject: U.S. History/U.S. Government	Teacher:
Duration: 30 minutes (each)	Day(s) 1	Lesson #: 1 of 2

Standards:

Grade 11 – U.S. History after 1877

USH.6.2 Summarize and assess the various actions which characterized the early struggle for civil rights (1945-1960).

USH.6.3 Describe the constitutional significance and lasting societal effects of the United States *Brown v. Board of Education* Supreme Court case.

USH.6.4 Summarize key economic and social changes in post-WW II American life.

USH.9.1 Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.

USH.9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.

USH.9.4 Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.

Grade 12 – U.S. Government

USG.1.9 Evaluate how the United States Constitution establishes majority rule while protecting minority rights and balances the common good with individual liberties.

USG.2.8 Explain the history and provide historical and contemporary examples of fundamental principles and values of American political and civic life, including liberty, security, the common good, justice, equality, law and order, rights of individuals, diversity, popular sovereignty, and representative democracy.

USG.5.2 Analyze the roles and responsibilities of citizens in Indiana and the United States.

USG.5.8 Describe opportunities available to individuals to contribute to the well-being of their communities and participate responsibly in the political process at local, state and national levels of government.

Grades 11/12 – Social Studies Content Area Literacy Standards

11-12.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.

11-12.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

11-12.LH.4.1: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., *visually, quantitatively, as well as in words*) in order to address a question or solve a problem.

Objectives:

- Students will examine the broader history of Indiana education and school segregation and how it specifically shaped IPS and Crispus Attucks
- Students will be able to weigh the impact of major desegregation laws the Supreme Court case, Brown vs. Board of Education (1954) as it on Indianapolis public schools, and Crispus Attucks in particular
- Students will trace the impact of school integration on Indianapolis Public Schools, school sports and on Crispus Attucks, specifically
- Students will analyze research data in the ntext of school desegregation and use it support a position
- Students will interpret documents, primary and secondary, to form an opinion to an essential question
- Students will extend their knowledge about racial diversity to consider new areas of diversity as it applies to current day district policy in Indianapolis

Vocabulary

- Students identify and define key learning terms:
 - Segregation, de facto segregation, de jure segregation, desegregation, integration, NAACP, token desegregation, re-segregation, nondiscriminatory, racial imbalance, landmark case, legal act, creed, litigation

Resources:**Why Sports History is American History**

<http://www.gilderlehrman.org/history-by-era/reform-movements/essays/why-sports-history-american-history>

Indiana Public School Traditions: Dominant Themes and Research

Opportunities (teacher background to period)

<http://scholarworks.iu.edu/journals/index.php/imh/article/view/11342/16393>

Brown v. Board of Education Supreme Court Decision

http://www.ourdocuments.gov/doc_large_image.php?flash=true&doc=87

An Analysis of Desegregation Trends in Indianapolis

<http://digitalcommons.butler.edu/cgi/viewcontent.cgi?article=1032&context=grtheses>

Getting to the Roots of School Segregation

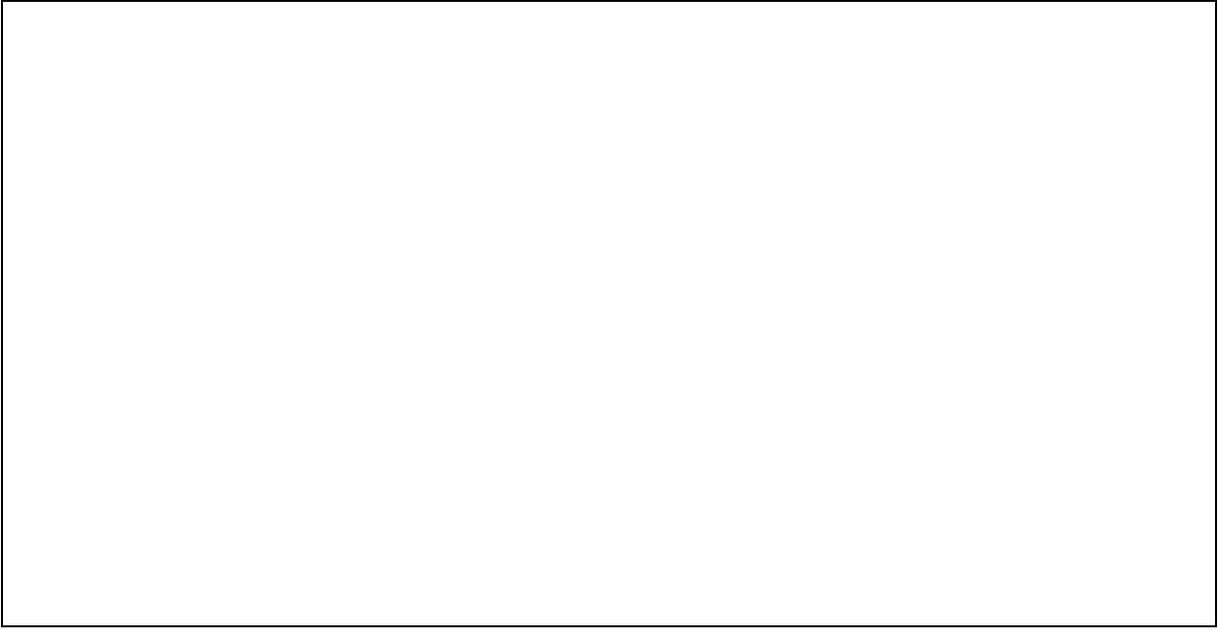
<https://journals.cdrs.columbia.edu/nblj/index.php/nblj/article/viewFile/13/7>

Types Differentiation/Student Choice/Instructional Level

- ✓ Materials and questions are to be checked through teacher facilitated review
- ✓ Review materials will be directly related to all assessment materials
- ✓ Student preparation for most assessment pieces are done through student collaborative groups and are appropriately modeled based on various student learning styles (visual, kinesthetic, logical-mathematical, intrapersonal, interpersonal, musical, linguistic)
- ✓ Materials are differentiated as is deemed appropriate to grade level

Modifications and Adaptations:

- ✓ Use positive reinforcements
- ✓ Use frequent checks for understanding
- ✓ Use clues and prompts
- ✓ Display written directions when giving them verbally
- ✓ Make use of peer tutors
- ✓ Create vocabulary files
- ✓ Provide guides in distinct, shorter steps
- ✓ Modify reading materials to lower reading level as needed
- ✓ Use manipulatives and visuals to illustrate concepts
- ✓ Create model examples of assessment outcomes
- ✓ Provide easy-to-use rubrics



Essential Question: What impact did segregation have on Indianapolis Public Schools?

Anticipatory Set in Museum (*Prior knowledge, Tie in, Hook*)

Photo 1: Partially Integrated Indiana Classroom in early 1900's



Adapted from the Indiana Historical Society Archive

Bell Work 3-2-1:

1. Turn to a partner and explain the meaning of historical image above (5 minutes):

- Mention 3 points you see in the photo
- Mention 2 points you do not see in the photo
- Mention 1 point you would like to know more about or is unclear in the photo

Check for Understanding

Why is the photograph labeled an "Integrated Indiana Classroom" in the anticipatory set? Is that an accurate heading? Why or why not?

Note to teacher: Photo 1 is evidence that integration was happening in some Indiana schools very early on until they were re-segregated in the 1920's due to Ku Klux Klan activity in many local communities. This distinction will be clearer when looking at the modeled data in the classroom section below.

Modeled Learning in Museum (*I do it, you watch*)

Museum curator/Facilitator will explain the early history of Crispus Attucks High School. Students should organize the story on the rise of Crispus Attucks High School into a notes organizer or graphic diagram (GIST sheet for example).

Document Excerpt A: Indiana Historical Society Crispus Attucks High School Collection:

<http://www.indianahistory.org/our-collections/collection-guides/crispus-attucks-high-school-collection.pdf>

In 1920, there were nearly 800 African American students enrolled in Arsenal Technical, Emmerich Manual, and Shortridge High Schools in Indianapolis. However, with the impact of the Ku Klux Klan and other influences, a separate high school for African Americans was built. Crispus Attucks High School opened during the fall of 1927. At the time that the school was named, Crispus Attucks was famous for losing his life in an attack against British soldiers during the Revolutionary War. The Indianapolis Public School Board of School Commissioners required all African American students to attend the school, regardless of where they lived. Though the general sentiment from African Americans during the time period was against a segregated high school, many people applauded the opportunity for blacks to teach at the secondary level. Prior to the establishment of Crispus Attucks, black teachers did not get appointments to Indianapolis high schools.

The school became a center for the African American community. Several public events were held there. The school was able to command respect because of its accomplished staff and successful students; celebrities such as Jesse Owens, Langston Hughes, and George Washington Carver showed support for Attucks.

From its inception, the school focused not only on traditional school subjects (such as English and Math), but it also prepared students to enter trades after high school. Some of the Industrial Arts taught at the school included woodwork, auto mechanics, electricity and radio, shoe rebuilding, printing, welding, machine work, and tailoring. It also provided a robust home economics curriculum that included sewing, cooking, home nursing, home management, millinery, and beauty culture.

In 1986, the School Board decided to change Crispus Attucks into a junior high school, after which it transitioned into a middle school in 1993. In 2006 the school became the Crispus Attucks Medical Magnet High School, with a focus on preparing students for

medical careers.

Adapted from Indiana Historical Society Archive

Shared Learning in Museum (*We do it together*)

1. Taking the same background reading content, walk students through a timeline of “integration”, “segregation” and “desegregation” in Indianapolis.

Teacher note: Students may need a brief explanation of what each of the key terms mean in this activity. Go to class resources at top and link to Gonis articles for key vocabulary.

2. Help students find examples in the text that relate to each phase in the timeline

3. Use a root word tree or other vocabulary diagram to break words down if necessary. Students must know these terms to have a meaningful discussion on this topic.

Guided Learning in the Museum (*You do it, I watch*)

Photo 2: Students in performing experiment in Crispus Attucks Science class



F383_BOX16_FOLDER7_UNNUMBERED

Digital image © 2004 Indiana Historical Society. All Rights Reserved.

Courtesy of Indiana Historical Museum, Crispus Attucks students in science class

Discussion Point: Outcomes of Segregation at Crispus Attucks -

1. Begin this segment by collecting views from students on the drawbacks and opportunities created by opening an exclusively African-American school such as Crispus Attucks High School
3. Encourage students to organize their views in a T-chart or other form of diagram, highlighting pluses and minuses

Plus (example from reading)

African-American teachers could find jobs at Crispus Attucks in education whereas they could not at other IPS schools

Minus (example from reading)

African-American students often could not go to schools in their neighborhood and therefore were not fully integrated with young people in their area

2. Allow students to form into think-pair-share groups and develop more arguments on their own
3. Allow students to share their points. Ask them to explain their arguments with examples or reasoning.

*Teacher Note: Be sure to impress upon students the broader issues and social problems of segregation. However, point out some of the opportunities for African-American professionals, community building and student cohesion provided by Crispus Attucks High School. One conclusion, is that Crispus Attucks was trying to create opportunities under a very restricted system.

Independent Learning in the Museum (You do it on your own)

Find artifacts from Crispus Attucks High School in the museum that reflects the unique culture and accomplishments of its teachers and students.

1. Mark three items in the museum that highlight the important role Crispus Attucks High School played in creating a high quality and supportive school culture for its students (this may include academics, arts, sports, etc.)
2. Using the "Think Sheet" create question about the artifact, jot down your thoughts about it, and the support/evidence you used to answer your to write your thoughts
3. As a reflection/exit activity, suggest one thing that you learned about the early days Crispus Attucks High School that you think other schools should try. Explain why?

Assessments:

How will you check the level of student understanding?

- Photo Image Impressions Bell work ticket
- Group document analysis sheet and presentation
- Independent essay with text support addressing essential question
- Exit ticket

Note:

Use a teacher-developed rubric to assess students' participation in class discussions, literacy organizer sheets, photo analysis worksheets, document analysis and written work. The rubric should evaluate areas such as historical accuracy, clarity of thought and presentation, thoroughness, and quality of writing.

INSPECT & REFLECT / CLOSURE: (Designing student assessments)

Grades: Grade 11/ Grade 12

Subject: U.S. History/U.S. Government

Teacher:

Duration: 90 minutes

Day(s) 2

Lesson #: 2 of 2

Essential Question: What impact did desegregation laws have on Indianapolis Public Schools?

Anticipatory Set in Classroom (*Prior knowledge, Tie in, Hook*)

Document Excerpt A

1949 SCHOOL DESEGREGATION ACT

An Act establishing a public policy in public education and abolishing and prohibiting separate schools organized on the basis of race, color or creed, and prohibiting racial or creed segregation, separation or discrimination in public schools, colleges and universities in the state of Indiana and prohibiting discrimination in the transportation of public school pupils and students.

(H. 242. Approved March 8, 1949)

Be it enacted by the General Assembly of the State of Indiana:

Bell Work 3-2-1:

1. Turn to a partner and explain the meaning of the two historical references above (5 minutes):

- Mention 3 points you understand about document above
- Mention 2 points you do not understand about the document above
- Mention 1 point you would like to know more about in the document above

Note to teacher: Try to get students to recognize that Indiana "legally" ended segregation in schools in 1949 (Doc A) before the landmark Supreme Court desegregation case, Brown v. Board of Education in 1954.

Checks for Understanding:

What is the difference between "segregation," "desegregation" and "integration"? (review)

(See attached reading for vocabulary definitions to clarify, pp. 15-16)

How do you think Indiana compared to other states in terms of desegregation? Did Indiana have a record of racism? Explain (review)

Modeled Learning in Classroom (*I do it, you watch*)

1. The data table below was taken from the thesis of Sophia Nicholas Gonis, in her insightful thesis study of school desegregation trends in Indianapolis Public Schools from 1948 to 1965. Date for this section of the lesson is the original work of Ms. Gonis. See reference below table for background reading.

2. For prediction purposes, the teacher should ask what "proof" students would look for to prove desegregation is happening. Perhaps creating an inventory of ideas that would focus understanding.

Teacher note: Be ready to give a few examples in the data table below like "half African-American/half white"; a few of one group vs a majority of the other group; Connect this to # 4.

3. To help place this document in context consider using a document analysis worksheet linked below. Be sure to distinguish it as a 'primary' document since it is derived from the period of desegregation in Indiana.

Resource: **National Archives Written Document Analysis Sheet**

http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf

4. As you carry out an analysis of the data below, be sure to mark important areas of information and define terms that are used to quantify student race and numbers (e.g. AW, AN, PW, PN)

5. Be sure to historically situate the term "negro" in the document. No longer acceptable, it was still a common term in official literature at the time.

6. Be sure to revisit the question: Does this document prove desegregation was taking place in Indianapolis Public Schools?

Model how this question can be answered using the evidence from the statistical table below.

Document A: IPS School District Data by Racial Category, 1948-1965

TABLE VII

**CUMULATIVE DISTRIBUTION OF HIGH SCHOOLS
BY RACE CATEGORIES, 1948-1965**

Year	AW	AN	PW	PN	Total Mixed	Grand Total
1948	7	1	0	0	0	8
1953	1	1	6	0	6	8
1957	0*	0***	7	1***	8	8
1958	0*	1	7	0	7	8
1961	1	1	6	0	6	8
1962	1	1	7	0	7	9
1963	1	1	7	0	7	9
1964	2	1	6	1****	7	10
1965	0**	1	8	1****	8**	10

*Broad Ripple had one Negro enrolled.

**Northwest had two Negroes enrolled during one week only in January, 1965. Broad Ripple had four Negroes.

***Attucks had one white pupil enrolled in 1957.
****Shortridge Negro enrollment surpassed white enrollment in 1963-64 school year.

AW - All-White
AN - All-Negro
PW - Predominately-White
PN - Predominately-Negro

Table VIII presents the individual high school total enrollments with race distribution both by number and percentages. Negro numbers and percentages are in descending order.

From Butler University Digital Commons, adapted from "An Analysis of Desegregation Trends in Indianapolis" by Sophia Nicholas Gonis (1965)

Note: the term "Negro," though no longer acceptable in present-day scholarship, is included in the context of its primary source.

Check for Understanding: Does this document prove desegregation

was taking place in Indianapolis Public Schools? Why or why not?

Possible responses...

Yes, because partial white and partial African-American students grow as a category from 1953 onward, proving a trend toward racial integration.

No, because each of the partial categories (PW, PN) are “token” examples of desegregation – one or two students added to student body to put schools into the statistical category of “desegregated.”

Can you think of examples of barriers or resistance to desegregation? Generate some examples with a partner. Do you think this is a result of *de jure* or *de facto* segregation?

Teacher note: distinguish that ‘token’ desegregation happened in a lot of school districts at the time. This may be a good time to introduce terms like ‘de jure segregation’ (segregation by local or state law) and ‘de facto segregation’ (segregation that is an outcome of residency and neighborhood composition) . The distinction is important because the courts would later decide that states and cities could not be held responsible for de facto, but could for de jure. See Gonis’ article below:

An Analysis of Desegregation Trends in Indianapolis

<http://digitalcommons.butler.edu/cgi/viewcontent.cgi?article=1032&context=grtheses>

Shared Learning in the Classroom (*We do it together*)

1. Examine the Supreme Court case, *Brown v. Board of Education*, and its impact on Indianapolis Public Schools. Apply pre/during/post reading methods to the following primary document.

2. Explain to students that *Brown v. Board of Education* is a landmark civil rights Supreme Court case made in 1954 (there would be a follow up ruling in 1955). The majority opinion was written by Chief Justice Earl Warren. The case emanated from the school district of Topeka, Kansas. Clarify that *Brown v. Board* was a decision that made segregation in public schools illegal so that the level of federal law and applied to all state education systems. The argument in this court opinion document directly states that all public schools move toward

non-discriminatory practices with "all deliberate speed."

Document B: Summary of Supreme Court Decision in Brown v. Board of Education (1954)

Supreme Court of the United States

No. 1 ———, October Term, 19 54

Oliver Brown, Mrs. Richard Lawton, Mrs. Sadie Emmanuel et al.,
Appellants,

vs.

Board of Education of Topeka, Shawnee County, Kansas, et al.

Appeal from the United States District Court for the _____
District of Kansas.

This cause came on to be heard on the transcript of the record from the United States
District Court for the _____ District of Kansas, _____
and was argued by counsel.

On consideration whereof, It is ordered and adjudged by this Court that the judgment
of the said District _____ Court in this cause be, and the same is
hereby, reversed with costs; and that this cause be, and the same
is hereby, remanded to the said District Court to take such
proceedings and enter such orders and decrees consistent with
the opinions of this Court as are necessary and proper to admit
to public schools on a racially nondiscriminatory basis with all
deliberate speed the parties to this case.

Per Mr. Chief Justice Warren,
May 31, 1955.



2. Teacher should read through the summary of the Brown v. Board of Education decision to put the federal law desegregating schools into context. Consider these document based questions:

Where did this document come from?

When was this document written?

Who does it affect?

What words need clarifying?

Why is the phrase "with all deliberate speed" so important in this document? Explain.

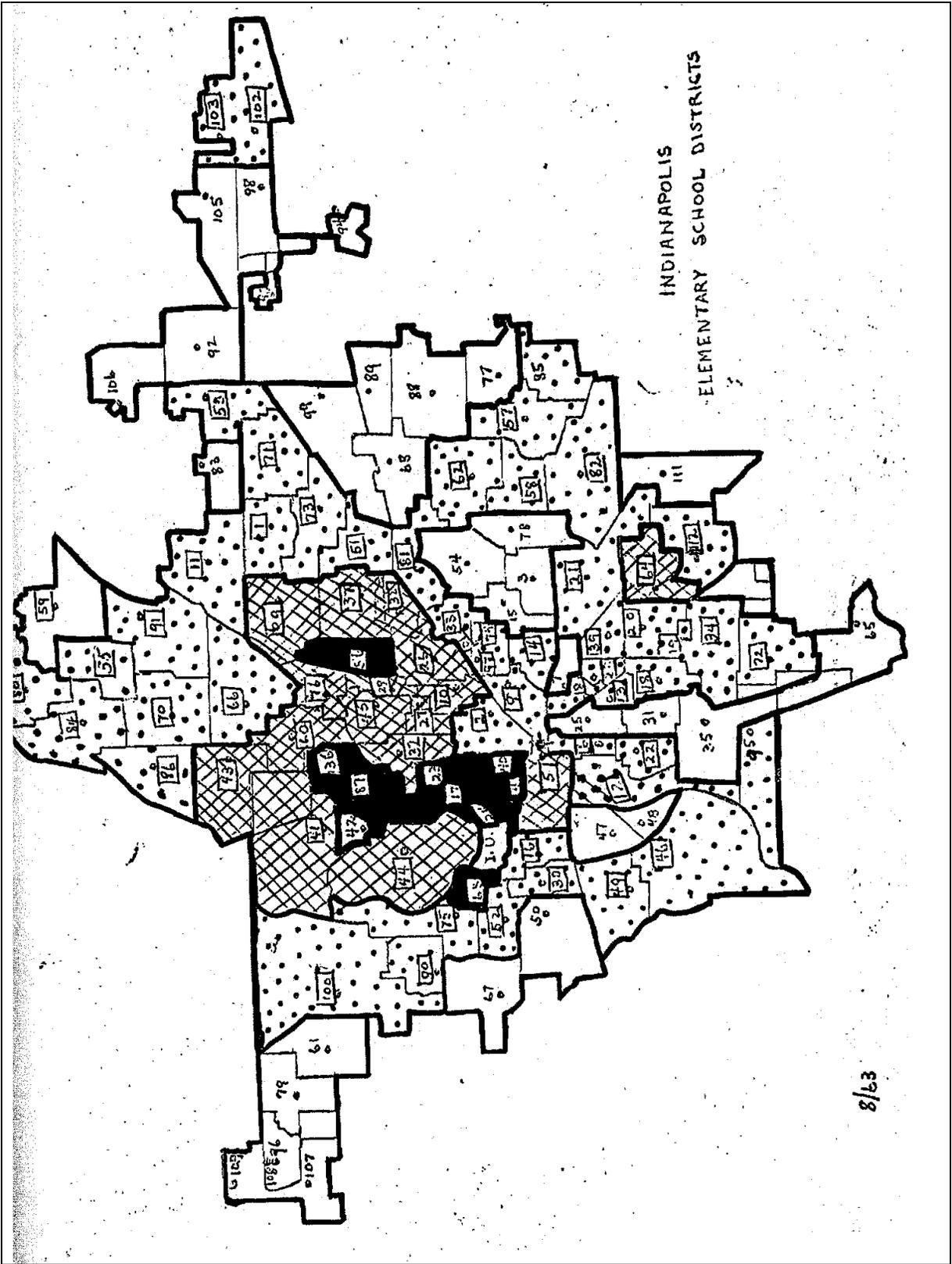
Teacher note: Be sure to question students how they determine that statement. Should happen right away? Or only when reasonable? Also, reiterate that the Brown v. Board of Education decision will 'take precedence' over the Indiana Desegregation Act of 1949. Although both serve the same purpose.

3. Ask students to help locate the decision of the Supreme court in this case (red lines can be removed to let students analyze decision on their own). How would you summarize the decision in your own words?

4. What do you think is the impact or outcome of this document for Indianapolis Public Schools at that time? As the highest court in the land, do public schools need to follow this decision?

Guided Learning in the Classroom (*You do it, I watch*)

Document C: Map and Key of IPS Elementary Schools Pupil Distribution by Racial Categories, 1964-65



INDIANAPOLIS
ELEMENTARY SCHOOL DISTRICTS

Figure 3.

Map of Elementary Schools Pupil Distribution
by Racial Categories
1964-1965

Key



All-white



All-Negro



Predominately-white



Predominately-Negro

Map and Key (Fig. 3) courtesy of Butler University Digital Commons, adapted from "An Analysis of Desegregation Trends in Indianapolis" by Sophia Nicholas Gonis (1965)

1. Ask students to work together in analysis groups to begin this portion of the lesson. Suggest students take into consideration previous documents in this lesson while examining the map information. Revisiting the essential question is also a good idea.

2. Ask students to interpret the data from the map – using a data table may help organize findings

What impact did desegregation laws have on Indianapolis Public Schools?

3. The groups should use document analysis skills to examine the map data from 1964-65. Considering this map was created nearly a decade after the Brown v. Board of Education decision, and two decades after the Indiana Desegregation Act, does it reflect that IPS was integrating students or not integrating students.

4. Have analysis groups gather evidence and present their findings to the rest

of the class. Be sure that the groups write up a summary of their findings with evidence that supports their findings. It is suggested that a rubric is applied this portion of the lesson that aligns with essential question.

5. In groups, use the information you collect from the shaded map to decide whether IPS is desegregated or not. If not, then discuss with your group is the segregation a “de jure” or “de facto” example.

6. Write up an assessment of IPS schools and recommendation for the school district based on Federal and state desegregation laws in place in 1965. Remember, use document evidence to back up your reasoning.

Teacher note: Provide students with a brief summary of the court action taken against IPS to desegregate their schools in the late 1970’s. Use Nave’s account as a guide for your summary. See full article at link below:

Document Excerpt D: Getting to the Roots of School Segregation
<https://journals.cdrs.columbia.edu/nblj/index.php/nblj/article/viewFile/13/7>

A. *Introduction*

At the height of litigation to desegregate the public school system in Indianapolis, Indiana, the racial composition of the city’s public housing projects for families was more than ninety-eight percent black.⁸⁰ Despite groundbreaking “Uni-Gov” legislation passed in 1969 to consolidate major government functions of metropolitan Indianapolis, two areas were noticeably ignored – schools⁸¹ and public housing.⁸² While a myriad of city departments merged with the surrounding townships, the idea of expanding the jurisdiction of Indianapolis Public Schools or expanding public housing beyond the traditional municipal limits was disregarded to avoid exacerbating racial tensions between suburban and urban areas.⁸³ When the Indianapolis Public Schools litigation was initiated, these facts formed the basis for the plaintiff’s theory [those bringing suit against IPS for segregation] that public officials in Indiana conspired to keep black school children confined to the urban areas of the city.

School desegregation litigation lasted in Indianapolis from 1968-1998,⁸⁴ but the bulk of substantive issues were decided in three phases of trials between 1971 and 1979 – *Indianapolis I*,⁸⁵ *Indianapolis II*,⁸⁶ and *Indianapolis III*.⁸⁷ This case study seeks to illustrate the substantial obstacles to combining housing and school desegregation issues in a single litigation and how simultaneous evolution of housing and school desegregation law sought to thwart the best efforts of both civil rights lawyers and the district judge overseeing the case.

Nave, Erin “Getting to the Roots of School Segregation” *The National Black Law Journal*. Vol. 1, July 13, 2009 (p. 183)

6. After groups share their findings, the teacher should provide the history of

2. Read the article and collect two types of information as you read: data supporting desegregation /data not supporting desegregation

Analysis Questions:

Is there a continuing trend today of integration?

Do you see any evidence of re-segregation?

What are new areas of concern or improvement that should get attention in Indianapolis today?

3. Students will write a five paragraph report with data supporting their analysis of diversity in Indianapolis schools today. Teacher should provide a rubric for the written work produced in this section that aligns with literacy skills (see content literacy standards) and content standards. Students should be encouraged to compare their data with other historical data. Ask students to incorporate evidence from Documents A through D, to help add that perspective.

Assessments:

How will you check the level of student understanding?

- Document A Questions in anticipatory set
- Discussion points/Argument points for modeled section
- Brown v. Board of Education Comprehension Questions and Analysis
- Group Data Analysis with IPS 1965 district map
- Five-Paragraph report on current state of Indianapolis School diversity

Note:

Use a teacher-developed rubric to assess students' participation in class discussions, literacy organizer sheets, photo analysis worksheets, document analysis and written work. The rubric should evaluate areas such as historical accuracy, clarity of thought and presentation, thoroughness, and quality of writing.

INSPECT & REFLECT / CLOSURE: (Designing student assessments)