

## **How It Feels to Be Discriminated: A Journey through School Segregation Using Art and Children's Literature**

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### **Introduction and Rationale**

Every day in my classroom I see instances of students being discriminated against. These instances usually involve exclusion from a conversation or an activity because of a student's race, dress, and/or personality. Mainly, it comes down to the way that the person looks. For instance in class one day, I overheard a white female student say to an African American peer, "shut up you little black boy" which demonstrates the level of discrimination still being witnessed within the classroom. I have had students complain to me that someone else is being racist by not letting them join their group. It is my job to make sure that everyone feels included when they are in my classroom.

Even though school segregation officially ended years ago, students today still feel discrimination in the classroom. It is difficult to teach students about school segregation and discrimination when these things are still happening today. It is complicated to teach because of the subject matter and some students may become offended when the subject arises. The knowledge of the events of the civil rights movement can prepare students to treat others more kindly and realize what happened in the past doesn't need to happen in the present or future. Acknowledging the significance of teaching discrimination doesn't change the fact that there are still African-American students today, particularly those that are the minorities in the classroom, feel singled out. It may seem normal to make statements about persons based on generalizations about their specific ethnic or socioeconomic groups. These statements geared towards students made by other students can be things that they heard at home or in the news. Either way, discriminating against another student is not respectful.

Although there are many challenges when teaching this concept, we must meet them if we want our students to learn and be successful. Civil rights is a movement in history that encompasses many events such as school segregation. Many questions have crossed my mind. How am I going to teach this to elementary students? How can I teach this in a way that they will understand? What materials are age appropriate? How can I incorporate the art standards and social studies standards to make a meaningful unit? I do not have much experience with studying civil rights. In fact, it has been at least fifteen years since I learned about this topic. Teaching this topic to my students will make me learn about it all over again. However, after researching children's literature and websites that are for children, I began to think that this is possible. While teaching this unit it is very important to keep in mind that not all African-American students share the same experience as others in the same race. It is hard to not develop generalizations in history. The actuality is that every person has his or her own individual experience. While numerous experiences are common, geographic, family and individual

differences produce an exceptional background for every student. It is very possible that African-American students in my class will not be able to relate to school segregation and how it feels to be discriminated. The students who are able to relate might not feel comfortable sharing their feelings.

In this unit students will focus on contemporary and historical aspects of discrimination: how it feels to be excluded today, and the history of school segregation and how those students felt. They can compare their reactions when they are excluded to how they think the person in the story felt. The theme of bullying will also be included, because bullying is a huge issue in today's society. Bullying can be related to how a student feels discriminated against.

This unit is designed for fifth grade students. I teach four fifth-grade classes a week. These students come from various ethnicities. The learning types and disabilities also vary. Some students read on grade level whereas others are reading a few grades below. Modifications can be made to this unit to allow all types of learners to succeed. Different level readers can also be used when it comes to looking at children's literature.

## **Demographics**

Wilmington Manor Elementary School is a public school located in New Castle, Delaware. Wilmington Manor ensures that all students are learning at the highest level so that they are able to reach their potential as students and citizens. Students are challenged to reach demanding academic expectations through a balanced achievement model.

I teach art in a K-5 elementary school consisting of almost 400 students. My classes consist of about 28 students, of various races and ethnic backgrounds. A majority of the students are on free or reduced lunch. Most students are not well traveled and have very little experience with the art world outside of school.

Students learn all academic subjects, including art, in their classroom. Art allows for incorporating different standards from different subjects into one lesson. It is not uncommon to have Math standards addressed in an art lesson.

An art lesson is 45 minutes long and includes both whole group and individual instruction. We discuss lesson essential questions, learn about the background of the artist or technique, and have individual time to work on the assigned project.

## **Civil Rights**

Throughout the history of the United States, African Americans have struggled for necessary civil rights. The civil rights movement is a large movement that dealt with unequal rights and

treatment for African Americans. “Nearly 100 years after the Emancipation Proclamation, African Americans in Southern states still inhabited a world of segregation”<sup>1</sup>. Even after the end of the civil war when slavery was made illegal, African Americans still struggled against racial discrimination. The movements that encompassed the civil rights struggle were political and meant to have equality for all races. Some of the movements were violent including street riots. Other movements ranged from protest to demonstrations.

Often, the struggle for equality is settled in the Supreme Court. The court’s job is to interpret the U.S. Constitution. African Americans residing in the United States have gone to the Supreme Court to challenge state and federal laws that they felt dishonored their constitutional rights. They usually reference three constitutional amendments also know as the Civil War Amendments; the Thirteenth, Fourteenth, and Fifteenth. These amendments abolished slavery (Thirteenth), forbade the states from refusing equal protection under laws (Fourteenth), and guaranteed the right to vote for African Americans (Fifteenth).<sup>2</sup>

The part of civil rights that I will be focusing on in this unit is school segregation. *Brown v. Board of Education* played a major role in the civil rights movement. In *Brown*, the Supreme Court ruled that segregated education violated the equal protection clause of the Fourteenth Amendment and had no place in public schools.

### **Why School Segregation?**

I chose the topic of school segregation because I feel that it is something that students can understand. Students can relate to this topic through bullying or exclusion. School segregation was a time when black children were not allowed to go to school with white children. A majority of the schools that were segregated were in the southern states. These schools were segregated by race.<sup>3</sup> Even if a black child lived across the street from an elementary school, that child had to go to another school if the particular neighborhood school was all white. It was legal for states to have separate schools for whites and blacks. Most black children walked far to school, while white children were able to ride a school bus to their own school. Schools spent a majority of their money on white students, while black students had to ride older buses that could be deemed unsafe.<sup>4</sup> Black students also had to go to school where toilets didn’t flush and there was no electricity.<sup>5</sup>

Black teachers also suffered during this time. They taught in all black schools with a huge lack of resources.<sup>6</sup> Most of them did not have textbooks, chalkboards, or desks. The schools were overcrowded and did not offer nearly as many courses as white schools. Students in these classrooms were of various ages. Teachers were also underpaid when compared to white teachers<sup>7</sup>. Both black students and teachers were treated unfairly during this time. The only thing

that made them different was their skin color. They were capable of teaching and learning just like white teachers and students, yet they were in different schools with no resources. This made learning impossible.

In teaching the students about school segregation I will also teach them about segregation in everyday life for blacks. I feel that it is important for the students to know that segregation was not just limited to school: it happened everywhere. Not only were schools segregated, but many other places that we frequent in daily life. African Americans were restricted to where they could eat, live, work, and shop. It was so strict that they were not allowed to enter hotels, theaters, schools, and restaurants that were reserved for white people only. They also could not walk in to just any hospital. They had to go to a hospital that was for black people only with black doctors. Black people also had to go to designated parks and pools. However, there were places used by both races such as public transportation. For example, if they went to a train station they had to use the entrances and exits marked for black people only. They also had to use separate waiting areas, bathrooms, and rail cars. In each of these cases, the facilities were substandard compared to those reserved for white people.

### **Brown v Board of Education**

In 1930, Charles Houston and Thurgood Marshall, two top lawyers, for the NAACP, decided to challenge segregation in public schools.<sup>8</sup> The first thing they wanted to conquer was to get state and local governments to supply facilities for black children that were equal to those supplied for white children. Also, they wanted equal salaries for black teachers. In a series of Supreme Court rulings, Houston and Marshall chipped away at the “separate but equal doctrine” by exposing the lack of equal conditions in separate facilities. After this challenge was won, the NAACP decided to take it one step farther by directly challenging segregation. There were four court cases focusing on desegregation for African American children. The cases were *Briggs v. Elliot* from South Carolina; *Brown v. Board of Education of Topeka, Kansas*; the Delaware cases; and *Davis v. County School Board of Prince Edward County, Virginia*. These cases ultimately went to the Supreme Court under the name *Board of Education of Topeka, Kansas*. This name was chosen so that it would not look like it was directed towards the southern states. This case allowed the Court to make a verdict that shaped the whole country<sup>9</sup>.

*Brown v. Board of Education* is one of the most important Supreme Court cases in history. This is the court case that ended legal segregation in public schools. In December of 1952, the court case of *Brown v. Board of Education* was argued.<sup>10</sup> This case was comprised of four lawsuits brought by black parents from across the United States. The people who were part of this case were ordinary people. All they wanted was for segregated schools to end.

Thurgood Marshall was the civil rights attorney who argued the case in front of the Supreme Court. Marshall knew the hurt that came from segregation because he had been denied admission to the University of Maryland. He completed his law degree at Howard University in Washington, D.C., which is a historically all-black college. Before he served on the case he would ask young black students what they wanted to be when they got older. The students replied with their career choices, but unfortunately segregation set them up for failure. Marshall decided that it was time to make a change in the seventeen states that still had segregated schools.

### The Decision

The whole purpose of the Fourteenth Amendment in 1868 was to abolish segregation everywhere, including education.<sup>11</sup> It was argued that the Court should abolish segregation and by not doing so would be that African Americans were substandard to all other Americans.<sup>12</sup> “The Supreme Court justices began deliberating the *Brown* case on December 12, 1953”.<sup>13</sup> Chief Justice Warren met with his associates and a majority of them agreed to rule against segregation. He was very determined to have a common decision and worked hard at persuading others who opposed it. He finally developed an opinion that all justices could support.<sup>14</sup> On May 17, 1954, Chief Justice Warren read the Court’s ruling to a courtroom.<sup>15</sup> The Supreme Court ruled that segregated schools are unequal and that when racial segregation results from state laws those laws are unconstitutional and must be struck down.<sup>16</sup> Having segregated schools deprives minorities of an equal education. Desegregation would allow everyone to have a fair and equal educational opportunity.

### Reactions to the Decision

Many people were jubilant about the decision including Thurgood Marshall and the NAACP. However, there were also some who were upset and angered over the decision, especially political leaders in the south.<sup>17</sup> People of the south were not for desegregation. “Different parts of the South offered different levels of resistance to school desegregation, and that resistance often developed more quickly and determinedly in places that had larger black populations, where whites felt more threatened by racial change”.<sup>18</sup> They wanted to maintain their southern lifestyle of living with everything segregated. Southern whites especially wanted to preserve segregation and greatly resisted.<sup>19</sup>

### Impact of the case

The *Brown* case had equally as large of an impact on other areas of American life than it did on public education. The most important aspect of this case meant that blacks would not have to

wait for fairness from the courts. They now had the right to demand equal treatment. The case also encouraged the civil rights movement of the 1950's and 1960's. That movement had the effect of removing racial segregation in other areas of life. The Civil Rights Act of 1964, which bans prejudice in voting, employment, and public accommodations, came from this call of black activism<sup>20</sup>. This act also led to other civil rights movements such as women's rights and gay rights. Not only was this case a great triumph for African Americans in their fight for civil rights, but also a major advance in accomplishing the American ideal of equality.

### **Ruby Bridges**

In November of 1960, a six year-old black student entered an all-white school in Louisiana.<sup>21</sup> Ruby Bridges became famous causing controversy all over. Her story is enlightening, but at the same time sad.

Ruby moved to New Orleans with her family when she was four years old.<sup>22</sup> They lived on a block that was entirely black. White people lived on the next block, but it felt like they were in two different worlds.<sup>23</sup>

Ruby attended kindergarten at Johnson Lockett Elementary School.<sup>24</sup> It was a school for all blacks only that it was an extremely far walk from her home. She had lots of brothers and sisters to keep her company on the long walk. During that year Ruby learned that she might be integrated into a white school for first grade. She went to the white school to take a test. That summer some representatives from NAACP came to her house to inform her parents that she had passed and would attend the white school for first grade.<sup>25</sup> They also told her parents that it was a better school that was closer to home than her current school.<sup>26</sup> According to the representatives, Ruby had the right to attend the closest school in the district.<sup>27</sup> They also told her family that the education was better, which would lead to a better future.<sup>28</sup> They convinced her family that she was paving the way for a better education for blacks.

Due to lawmakers going back and forth about school segregation there was a lot of anger and rage in the city. Federal District Court Judge J. Skelly Wright requested that federal marshals be sent to the city to protect the first graders.<sup>29</sup> The marshals even came to Ruby's house to drive her to school and stay with her all day.<sup>30</sup>

On November 14, 1960, Ruby began first grade at her new school.<sup>31</sup> Barricades were set up at the school as well as reporters and camera crews.<sup>32</sup> When Ruby walked through the school escorted by federal marshals, the other students bullied her. They threw things at her, called her names, and made threats.<sup>33</sup> Parents became angry that this actually happened and began to withdraw students from the school.<sup>34</sup> Teachers at the school even refused to teach Ruby.<sup>35</sup>

Some parents at the school felt that education in general mattered more than segregation. They did not want their child in class with Ruby. Ruby was then put in to a class of her own. She had an amazing teacher, Mrs. Henry who made school fun for her.<sup>36</sup> Mrs. Henry was a young, white teacher.<sup>37</sup> Ruby was in a class all by herself. All the other students had withdrawn or refused to come to class. This was the first time that she had ever spent time with a white person before.<sup>38</sup> Ruby's mother sat in the class with her while the federal marshals sat outside the classroom. Ruby was not allowed to eat lunch in the cafeteria or go outside for recess. If she had to use the bathroom the federal marshals escorted her.

### Riots in New Orleans

During the first week of school integration protestors not only protested in front of the school, but throughout the city. People threw rocks at cars driving down the street. White people would also burn crosses in black parts of town to warn them of what could come. People in that neighborhood knew that it was just a scare to try and get them to back down about school integration. Before these protestors the white supremacist organization known as the Ku Klux Klan burned crosses in black neighborhoods for years in the South. White parents also went to the capitol, Baton Rouge to protest school integration.<sup>39</sup> They wanted the judge responsible, J. Skelly Wright, removed from office.<sup>40</sup> Riots in the city seemed to grow each day. People started vandalizing business and homes. School integration went on and white parents continued to protest. "The New Orleans school board appealed to the federal court for a temporary halt to integration."<sup>41</sup> They needed time to answer specific legal questions. Thurgood Marshall commented on the appeal and later became the first black justice of the United States Supreme Court.<sup>42</sup> He opposed any delay in desegregation. After Christmas, the violence finally started to settle down.

### The End of the School Year

Near the end of the school year, more white students started coming to school.<sup>43</sup> Ruby finally realized what had been happening the minute she asked a young white boy to play with her and he declined. He told her he wasn't allowed because she was a nigger.<sup>44</sup> At that moment Ruby knew that it was all because of the color of her skin. Ruby received excellent grades that year. However, the principal threatened to change them.<sup>45</sup> She said that due to all the individualized attention, it did not make the grades correct. To this day, Ruby does not know whether or not the grades were changed.<sup>46</sup> According to Ruby, it did not matter because she had a great time in first grade with Mrs. Henry.<sup>47</sup>

### A New Year, A New Beginning

Ruby began second grade at the same school. This time there were no marshals or protestors. The school was desegregated; a majority were white and a few were black. Ruby also had a new teacher for second grade whom she felt treated her unfairly.<sup>48</sup> She was mean to Ruby and also made fun of her.<sup>49</sup> William Frantz School was finally integrated, a long journey that changed Ruby forever.<sup>50</sup>

## **Bullying**

I will teach the students about segregation and relate it to bullying. Bullying is an aggressive form of behavior that is repeated. The actions associated with bullying are verbal threats, physical violence, and excluding someone from a group on purpose. Bullying is an extremely hot topic in today's society. Students bullying others that they recognize as "different" is nothing new. Children are targets for harassment based on their immigration history, ethnicity, and race.<sup>51</sup>

Students can relate bullying to segregation because it is about being treated in an unfair manner. "We need to think about what segregation means in our society now; it's not just isolation from whites, but isolation racially, economically, and in some cases linguistically."<sup>52</sup> Students are being bullied on a daily basis for the above-mentioned reasons.

Race most usually refers to physical qualities, such as skin color, and assumes some shared ancestry and ethnicity usually includes cultural beliefs and practices.<sup>53</sup> Racial bullying tends to happen between those of different races and ethnicities. However, it is not uncommon for students of the same race to bully each other.

The most common type of bullying seen at the elementary level is based on social status and dress. Students often bully those who do not dress as nice or who are not popular amongst the cliques. The victims can appear strange or weak towards a bully. The differences can also lead to the victims not being socially accepted, having fewer friends, or feeling lonely.

## **The Role of Art in the Civil Rights Movement**

"Images of the civil rights era were ever-present and diverse: the startling footage of southern white aggression and black suffering that appeared night after night on television news programs."<sup>54</sup> Art played a dramatic role in the civil rights movement, especially photography. "The subject matter of civil rights photography, both within and outside of the movement, was diverse, reflecting the varied concerns of the struggle."<sup>55</sup> Some images produced messages of hate and racism. Other images produced optimism and black achievements. "Such images didn't reflect reality; they created it."<sup>56</sup> Images of the civil rights movement were commonly seen



across newspapers, magazines, and television during the 1950's and 1960's.

## **Art**

Students will look at the photographs in the following books, *Through My Eyes* by Ruby Bridges and *Brown v. Board of Education: the case against school segregation* by Wayne Anderson. We will use guiding questions to make connections.

One famous piece of art that will be used is Norman Rockwell's painting "The Problem We All Live With." It shows Ruby walking to school, dressed in all white, with federal marshals escorting her. She walks to school not noticing the racial slur on the wall or the tomato that was thrown at her.

Another painting we will view is by Allan Rohan Crite, *School's Out* (1936). This painting shows an elementary school letting out for the day at a time when school was still segregated. It takes place in Boston's South End neighborhood.

## **Content Objectives**

Our Delaware State Standards for Visual Arts requires us to teach fifth grade students about the importance of art history and how it relates to other disciplines. I feel that fifth grade students will better understand this concept than lower grades. With Delaware Standards stating that students must understand the visual arts in relation to history and cultures, the available art history textbooks and provided curriculum will not be sufficient. Art history textbooks are written several grade levels above my students' reading levels. Other alternatives will have to be used. This unit incorporates teacher instruction, whole-class discussion, peer-to-peer interactions, group work, and independent work. Many teaching and learning styles will be used throughout this engaging unit.

Enduring Understandings are what students should understand following instruction. The following Enduring Understandings are taken from the Delaware State Standards for Visual Arts. By the end of this unit students should understand that art preserves and depicts history in ways words cannot, subject matter, symbols and ideas are all rooted in culture and, art has been created by all peoples, in all times and in all places. In addition, students will make connections between literary and visual elements in a social studies context. They will also compare the visual content observed in these artworks to the literary elements of character, setting, theme, and symbolism as a way of understanding the context of the Civil Rights movement as shown in each artwork.

**Essential Questions** (*These are taken from the Delaware State Standards for Visual Arts*).

1. *To what extent is a work of art dependent upon the point of view of the artist?*
2. *To what extent is a work of art dependent upon the point of view of the viewer?*
3. *How and why is art used as a vehicle for communication?*
4. *What is art?*
5. *To what extent does history reflect upon and have an influence on art?*
6. *To what extent does art reflect upon and have an influence on history?*

**Strategies**

I will use a range of modalities to enthusiastically engage students in the unit. Students will rely on background knowledge, conversations, appropriate books, appropriate artwork, as well as video clips and teacher instruction to learn the subject matter. The use of art and books allows for this unit to be implemented primarily in art. I hope that by making the challenging content understandable those students will be able to take away a compassion that will last throughout the years.

**Think-Pair-Share**

Think-Pair-Share is a collaborative discussion strategy that students can use. Each of these names has their own strategy. During the Think part the teacher generates questions and allows the students a few moments to think about an answer. Pair is when the students have an assigned partner and discuss their answer. The final part, Share is when the teacher calls on pairs to share their answer with the class.

**Collaborative Learning/Group Work**

Working together with peers is something that students will use throughout their education. In art, students sit at communal tables sharing supplies and working together. Collaborative learning is where students work together to achieve a goal. With collaborative learning each person is responsible for their own work as well as the other person's work. Students need to learn how to work together and respect each other and the other person's opinion. Students learn best from each other so working together will help them to better understand the content. Collaborative learning also helps students to engage in discussion and take responsibility for their own learning.

**Response to Questions**

In this unit, student discussion is beneficial. Response to questions is a good strategy to use to involve students in helping them recognize the important events during the civil rights movement. This strategy will generate conversation among students and allow them to describe their thinking and answers. By looking at text and images, students will be able to identify key events.

## Interviewing

Students will rely on personal experiences of their own and family members to build background knowledge when the unit is introduced. By interviewing their family members, and their peers, students will share their own experiences and learn about the differences of those closest to them. This method allows students to build their information without teacher interruption. It will also allow me to gauge how much they already know about civil rights and differences in races.

## Children's Literature

Children's books and literature make difficult content easier to understand. Students will listen to *Remember: The Journey to School Integration* by Toni Morrison. In this book students will see a collection of photographs that represent the actions surrounding school integration. These photographs will introduce children to the struggles that black children went through at their age.

Another story we will read is *Take A Walk In Their Shoes* by Glennette Tilley Turner. This book includes fourteen biographies of African Americans who gained accomplishments during the civil rights movement. "You will experience the feeling of turning back the pages of history and walking in the footsteps of these African-American achievers."<sup>57</sup> At the end of each biography students can act out small skits.

The story of Ruby Bridges will also play a key role. There are many stories about Ruby Bridges that we will use for this unit. The ones that I have chosen are actually by Ruby Bridges herself. They tell the story of when she was six years old and went through the change of school integration.

## Video

The Colonial School District purchased Discovery Education videos for each teacher. Several videos and video clips on the site will be used to teach students about the civil rights movement. A video about art during the Harlem Renaissance will allow students to hear about the struggles blacks endured as well as the great art that was produced during that time period.

## Websites

Many of my students come from homes where traveling outside the local area is not an option. Thankfully for the internet, we can take virtual field trips. Over the past few years, I have been introducing students to museums around the world. The Smithsonian and Metropolitan Museum of Art are great websites that students can use to visit a particular gallery or artist. Guiding questions and graphic organizers will allow them to record what they find on their "trip."

## Teacher Instruction

Some of this content is unfamiliar to fifth grade students, therefore they will depend on direction from the teacher to form connections and understand meaning of the presented lessons. Teacher instruction can offer essential background knowledge. They can also create guiding questions to challenge students to make content-to-self connections while facilitating discussion.

## **Classroom Activities**

My unit will include lessons aimed at teaching fifth grade students about the civil rights through a manner in which they can relate. The art lessons will be intertwined with Social Studies and English/Language Arts.

### **Lesson One**

This lesson is designed for three 45-minute art classes. First, we will make a KWL chart about civil rights (appendix C). We will then discuss what civil rights are and make a list. Students may come up with answers such as housing and voting. Next we will talk about how schools were segregated in the past. We will then read the book *Through my Eyes* by Ruby Bridges. Afterwards the class will discuss these topics:

1. Who was Ruby Bridges?
2. What made Ruby so different from everyone else?
3. How would you feel if you were Ruby?
4. What would you do if you were Ruby in that situation?
5. In what ways has Ruby's strength and courage affected your lives?
6. How did the actions of Ruby Bridges and her family shape the history of the United States?
7. Ruby Bridges had to be brave in the face of extraordinary racism. Do you think that the same kind of racism exists today?

Students will look at the Norman Rockwell painting and complete the painting analysis chart (appendix D). The chart will be used as a writing prompt for the students. Students should look at the photograph for a few minutes. Then form an impression and look for details. It is suggested that students breakdown the painting in sections and look for key details. It is important to note that this painting contains explicit language. After the students have filled in the chart, they will write a critique about the painting. Students should write about what they observed in the painting and then write from the point of view of Ruby Bridges. They should describe what she is thinking and feeling. They should also list what happened before the painting was made. Students should also write the events that happened after the painting was made.

### **Lesson Two**

This lesson is designed for two 45-minute art classes. The discussion of color theory will set the tone for this lesson. We will discuss the meaning and emotions behind colors such as love, hate, insecurity, sadness. A sample chart that can be created with students about color theory can be

found at the end of this unit (appendix F). Using the books *Remember: The Journey to School Integration* by Toni Morrison and *Brown v. Board of Education: The Case Against School Segregation* by Wayne Anderson, students will create a painting based on color theory. We will discuss words such as racism, hate, and bias. Students will need to identify the colors and emotions that these words make them see in their minds.

Students will use paint to design what they are feeling towards the events from the story. Students will have to use the images from the book as the basis for the project. They will make an abstract painting that deals with their feelings and also what they think the people were feeling at the time. After they are finished they will compose a letter explaining why they chose the colors and the words and how it made them feel about the students being excluded in the pictures. The art and writing pieces will be glued together to create a quilt and hung in the classroom.

### Lesson Three

This lesson is designed for four 45-minute art classes. Students will work with a partner to make a list of all the groups they belong to such as school, sports, and family. Questions to ask while completing this activity:

1. How do you know that you are part of this group?
2. Are there different people in these groups?
3. What makes these people special or part of the groups?
4. What are the positive aspects about being in a group?
5. What are the negative aspects about being in a group?
6. What reasons are people excluded from a group?

We will then read the story *Take A Walk In Their Shoes* by Glennette Tilley Turner. The students will be divided into groups of two. Each pair will get a photocopied biography from the book about a particular person. The groups will then make a list of some of the challenges the characters dealt with in the story. Students will decide if the characters felt excluded or included in the groups. At this time students will give examples on when they felt excluded from a group and how it made them feel bullied.

This lesson will incorporate the art concept of foreshortening. Foreshortening is the optical illusion that occurs when a part of something moves from one part of space to another. The same thing can happen with human body parts when a person falls. For this project student will trace their feet and hands on a paper. On one foot they will draw an event from the book in which they feel the character was bullied or excluded. Then draw arms, legs, body and head to create the illusion that the body was further away than the feet and hands. The images all end up looking like the subject is falling toward the viewer. Half of the body should be the character and the other half should be the student. Students will then be able to compare and contrast their challenges to the character's by writing a paragraph.

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## **Appendix A Implementing District Standards**

### Common Core State Standards for English Language Arts and Literacy in History/Social Studies

#### *Reading Standards for Literature K-5*

##### Key Ideas and Details

5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

##### Range of Reading and Level of Text Complexity

5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

##### Craft and Structure

5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

5.6 Describe how a narrator's or speaker's point of view influences how events are described.

#### *Reading Standards for Informational Text K-5*

##### Key Ideas and Details

5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.



## Craft and Structure

5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

## Integration of Knowledge and Ideas

5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

## *Writing Standards K-5*

### Text Types and Purposes

5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

## *Speaking and Listening Standards K-5*

### Comprehension and Collaboration

5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

### Presentation of Knowledge and Ideas

5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

## **Appendix B**

### Delaware State Standards for the Visual Arts

#### *Standard 1: Understanding and applying media, techniques and processes*

1.1 Select and use different media, techniques and processes that are used to create works of art

#### *Standard 2: Using knowledge of structures and functions*

2.1 Identify the elements of art

2.2 Select and use the elements of art in works of art

2.4 Analyze the elements of art

2.5 Evaluate works of art in terms of structure and function

#### *Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas*

3.1 Identify subject matter, symbols and ideas in works of art

3.2 Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art

3.3 Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art

- 3.4 Select and use subject matter, symbols and ideas to communicate meaning in works of art
- 3.5 Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art
- 3.6 Analyze how the use of subject matter, symbols and ideas are used in works of art

*Standard 4: Understanding the visual arts in relation to history and cultures*

- 4.1 Identify historical and cultural characteristics of works of art
- 4.2 Describe how the arts and artists influence each other across history and cultures
- 4.3 Compare the purpose of works of art and design in history and cultures
- 4.4 Speculate on how history and culture give meaning to a work of art
- 4.5 Describe and differentiate the roles of artists in society across history and cultures
- 4.6 Describe how history and cultures influence the visual arts
- 4.7 Describe how the visual arts influence history and cultures

*Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others*

- 5.1 Discuss how individual experiences influence personal works of art
- 5.2 Identify ways the visual arts are used as communication
- 5.3 Describe personal responses to selected works of art
- 5.4 Analyze works of art to speculate why they were created
- 5.5 Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art
- 5.6 Apply visual arts vocabulary when reflecting upon and assessing works of art
- 5.7 Describe how a work of art can convey a voice of one or a voice of many

*Standard 6: Making connections between visual arts and other disciplines*

- 6.1 Compare and contrast relationships and characteristics between the visual arts and other disciplines
- 6.2 Compare the use of technology, media and processes of the visual arts with other disciplines
- 6.3 Describe and/or demonstrate how skills transfer between the visual arts and other disciplines

**Appendix C**

Delaware State Standards History

*History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].* 4-

5a: Students will study historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors.

*History Standard Two: Students will gather, examine, and analyze historical data [Analysis].*

4-5b: Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them, and analyze change over time.

*History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].*

4-5b: Students will develop an understanding of selected themes in United States history, including: -- Important people in American history

**Appendix D:**

KWL Chart

Things I know	Things I want to know	Things I learned

**Appendix E:**

Painting Analysis Chart

Observation	Knowledge	Interpretation
What do you see in the painting?	What background information do you have about this event?	What conclusions can you make about this painting?

**Appendix F:**

Color Theory Chart

Red	Yellow	Green	Blue	Black
Violence Love Passion War Anger Danger	Happiness Sunshine Hope Caution	Envy Jealousy	Sad Cool Calm Peace Refreshing	Evil Death Mystery Mourning

<sup>1</sup> A&E Television Networks <http://www.history.com/topics/civil-rights-movement> (Accessed October 30).

<sup>2</sup> Wayne Anderson, *Brown v. Board of Education: The Case Against School Segregation*, 5.

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- <sup>3</sup> Anniston Star [http://annistonstar.com/view/full\\_story/23894345/article-Editorial--Divided-by-class--not-race---The-re-segregation-of-Southern-public-schools](http://annistonstar.com/view/full_story/23894345/article-Editorial--Divided-by-class--not-race---The-re-segregation-of-Southern-public-schools) (accessed October 29, 2013).
- <sup>4</sup> Wayne Anderson, *Brown v. Board of Education: The Case Against School Segregation*, 11.
- <sup>5</sup> Ibid. pg. 11.
- <sup>6</sup> Ibid. pg. 11.
- <sup>7</sup> Ibid. pg. 11.
- <sup>8</sup> Ibid. pg. 15.
- <sup>9</sup> Ibid. pg. 23.
- <sup>10</sup> Bruce Dierenfeld, *The Civil Rights Movement*, 23.
- <sup>11</sup> Wayne Anderson, *Brown v. Board of Education: The Case Against School Segregation*, 44.
- <sup>12</sup> Ibid. pg. 44.
- <sup>13</sup> Ibid. pg. 45.
- <sup>14</sup> Ibid. pg. 45.
- <sup>15</sup> Ibid. pg. 45.
- <sup>16</sup> Gary Orefield, *Must We Bus?: Segregated Schools and National Policy*, 14.
- <sup>17</sup> Wayne Anderson, *Brown v. Board of Education: The Case Against School Segregation*, 48.
- <sup>18</sup> Clive Webb, *Massive Resistance Southern Opposition to the Second Reconstruction*, 77.
- <sup>19</sup> Ibid. pg. 23.
- <sup>20</sup> Wayne Anderson, *Brown v. Board of Education: The Case Against School Segregation*, 54.
- <sup>21</sup> Bruce Dierenfeld, *The Civil Rights Movement*, 30.
- <sup>22</sup> Ruby Bridges, *Through My Eyes*, 8.
- <sup>23</sup> Ibid. pg. 8.
- <sup>24</sup> Ibid. pg. 10.
- <sup>25</sup> Ibid. pg. 12.
- <sup>26</sup> Ibid. pg. 12.
- <sup>27</sup> Ibid. pg. 12.
- <sup>28</sup> Ibid. pg. 12.
- <sup>29</sup> Ibid. pg. 13.
- <sup>30</sup> USA Today <http://www.usatoday.com/story/news/nation/2013/09/06/civil-rights-ruby-bridges-marshall/2777463/> (accessed December 9, 2013).
- <sup>31</sup> Ibid
- <sup>32</sup> Ruby Bridges, *Through My Eyes*, 15.
- <sup>33</sup> Bruce Dierenfeld, *The Civil Rights Movement*, 30.
- <sup>34</sup> Ibid. pg. 30.
- <sup>35</sup> Ibid. pg. 30.
- <sup>36</sup> Ibid. pg. 30.
- <sup>37</sup> Ibid. pg. 30.
- <sup>38</sup> Ruby Bridges, *Through My Eyes*, 22.
- <sup>39</sup> Ibid. pg. 32.
- <sup>40</sup> Ibid. pg. 32.
- <sup>41</sup> Ibid. pg. 34.
- <sup>42</sup> Ibid. pg. 34.
- <sup>43</sup> Ibid. pg. 50.

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<sup>44</sup> Ibid. pg. 50.

<sup>45</sup> Ibid. pg. 50.

<sup>46</sup> Ibid. pg. 50.

<sup>47</sup> Ibid. pg. 50.

<sup>48</sup> Ibid. pg. 53.

<sup>49</sup> Ibid. pg. 53.

<sup>50</sup> Ibid. pg. 53.

<sup>51</sup> Education.com <http://www.education.com/reference/article/bullying-factoring-race-ethnicity-immigration/> (accessed October 29, 2013).

<sup>52</sup> blogs.edweek.org [http://blogs.edweek.org/edweek/inside-school-research/2013/10/racial\\_dynamics\\_changing\\_but\\_segregation\\_remains.html](http://blogs.edweek.org/edweek/inside-school-research/2013/10/racial_dynamics_changing_but_segregation_remains.html) (accessed October 29, 2013).

<sup>53</sup> education.com (Accessed October 30).

<sup>54</sup> <http://www.umbc.edu/cadvc/exhibitions/foralltheworld> (accessed December 9, 2013).

<sup>55</sup> Smithsonian Photography Initiative <http://click.si.edu/Story.aspx?story=29> (accessed December 9, 2013).

<sup>56</sup> NY Times

[http://www.nytimes.com/2010/05/21/arts/design/21civil.html?pagewanted=all&\\_r=1&](http://www.nytimes.com/2010/05/21/arts/design/21civil.html?pagewanted=all&_r=1&) (accessed December 9, 2013).

<sup>57</sup> Glennette Tilley Turner, *Take a walk in their shoes*, 10.

**Curriculum Unit Title**

How It Feels to Be Discriminated: A Journey through School Segregation Using Art and Children’s Literature

**Author**

Jamie Navone

**KEY LEARNING, ENDURING UNDERSTANDING, ETC.**

There are three processes in art that can be used to teach civil rights: Artist Critique, Color Theory, and Foreshortening. These methods can be applied to real-world situations such as bullying.

**ESSENTIAL QUESTION(S) for the UNIT**

How does art help us think about events from the past?  
How did the actions of Ruby Bridges and her family shape the history of the United States?  
How do the images in the books make you feel?  
What can artworks tell us about a culture or society?

**CONCEPT A**

**CONCEPT B**

**CONCEPT C**

Artist Critique

Color Theory

Foreshortening

**ESSENTIAL QUESTIONS A**

**ESSENTIAL QUESTIONS B**

**ESSENTIAL QUESTIONS C**

In what ways does society influence artists?

How can colors express emotions in an artwork?

How can we incorporate the concept of foreshortening to help us evaluate a subject matter?

**VOCABULARY A**

**VOCABULARY B**

**VOCABULARY C**

Racism  
Critique  
Courage  
Experience  
Impression

Racism  
Hate  
Bias  
Segregation  
Abstract

Foreshortening  
Exclusion  
Bullying  
Challenges  
Optical Illusion

**ADDITIONAL INFORMATION/MATERIAL/TEXT/FILM/RESOURCES**

**Artist Critique:** “The Problem We All Live With” by Norman Rockwell, Through my eyes by Ruby Bridges  
**Color Theory:** Remember: The Journey to School Integration by Toni Morrison and Brown v. Board of Education: The Case Against School Segregation by Wayne Anderson  
**Foreshortening:** Take A Walk In Their Shoes by Glennette Tilley Turner