



PBS LearningMedia™
pbslearningmedia.org

Resources related to Standards-Based Crispus Attucks Historical Inquiry Indicators

Math

Level 1 (K-2)

Crispus Attucks Historical Inquiry Indicators:

- Students pose questions and gather data about themselves and their families.
- Sort and classify data in order to compare with data from the past.
- Represent data about themselves and their families and children and families from the past using concrete objects, pictures and graphs.
- Students select and create appropriate representations to compare and contrast the data.
- Describe qualitatively and quantitatively changes in how we lived long ago and present.
- Students compare and contrast images of communities surrounding Crispus Attucks in the past and currently and:
 - Select the appropriate mathematical representation to illustrate changes (i.e. number of homes vs number of businesses, types of businesses).
- Students will represent data using concrete objects, pictures and graphs.

Graphing-

Inventing Bar Graphs | Cyberchase

In this video segment from *Cyberchase*, the CyberSquad discovers a bug problem in the Cybrary. They know that something needs to be done to stop the bugs before they eat everything in the Cybrary, so the CyberSquad creates a bar graph to display the number of bugs they found in each room. Ms. Fileshare is concerned about the bug problem until she is shown a different bar graph that shows the number of bugs in each room to be much smaller. The CyberSquad must figure out why the two graphs look different and which one shows the correct number of bugs in each room.

<http://www.pbslearningmedia.org/resource/vt107.math.data.rep.inventbarg/inventing-bar-graphs-cyberchase/>

Read My Bar Graph!

In this *Cyberchase* video clip, the kids create their own bar graph to track the amount of bugs in the main Cybrary. They compare their bar graph to the one that Hacker created (to trick Ms. Fileshare, the librarian) and realize that the two bar graphs are based on different scales.

<http://www.pbslearningmedia.org/resource/47341b83-fc3d-446e-962e-4d26aaec505c/47341b83-fc3d-446e-962e-4d26aaec505c/>

Attention to Scaling | Cyberchase

In this video segment from *Cyberchase*, the CyberSquad analyzes the bar graph data showing the number of bugs in each room in the Cybrary. After comparing their bar graph to the one created by Hacker, the CyberSquad realizes that the issue may be a difference in scale. This segment is the second of three segments. Check out “Inventing Bar Graphs” to see how the CyberSquad created their bar graph. Watch “The Power of the Whole Picture” to see how they explain the difference between the two graphs to Ms. Fileshare.

<http://www.pbslearningmedia.org/resource/vt107.math.data.rep.attentscal/attention-to-scaling-cyberchase/>



Math

Level 2 (3-6)

Crispus Attucks Historical Inquiry Indicators:

- Design investigations to address how living conditions shaped Central Indiana's segregated communities.
 - Represent data using tables and graphs
 - Propose and justify conclusions and predictions based on data.
- Design investigations to examine the qualitative and quantitative educational resources given to black and white students. Use representations to model and interpret any disparities in resources provided.
- Design investigations to explore proponents and opponents to the creation of Crispus Attucks as well as rationales provided.
 - Select and use appropriate statistical methods to analyze and represent the data.
 - Communicate findings from data analyses to teacher, peers, and others.

Graphing-

Raising the Bar | Cyberchase

In this video segment from *Cyberchase*, Harry and Bianca have new jobs at a movie theater concession stand. They compete with each other to see who can sell the most snacks, and they report their sales using bar graphs. When their graphs are compared, it appears that Harry has sold more, but Bianca is not so sure, so she takes a closer look at the scale of each graph.

<http://www.pbslearningmedia.org/resource/vtl07.math.data.rep.raisingbar/raising-the-bar-cyberchase/>

The Lowdown | Daily Population Flux in Major Cities: Stacked Bar Graphs

In this interactive, investigate a set of stacked bar graphs representing daily population flux in 25 major US cities. In the accompanying classroom activity, students predict whether more people are in their town at noon or at midnight, taking into consideration those who commute out for work, those who commute in, those who live and work in town, and those who do not work. Students estimate absolute number and percentage in each group. Then, they use the interactive. To get the most from the lesson, students should have experience calculating percentage with a calculator.

<http://www.pbslearningmedia.org/resource/mkqed.math.sp.citypop/daily-population-flux-in-major-cities-stacked-bar-graphs/>

Bar Charts and Pie Charts: That's So Roadiebot | The Digits

The Galaxy Twinz, Becky and Chad argue about who used up all the hot water on the ship and demonstrate how to make pie and bar charts. Then, Roadiebot blasts them with his hot water reserve to shut them up!

<http://www.pbslearningmedia.org/resource/5faa7d03-7b69-49a2-8a7b-79929b113356/bar-charts-and-pie-charts-thats-so-roadiebot/>



Social Studies

Level 1 (K-2)

Crispus Attucks Historical Inquiry Indicators:

- Students examine photos, film clips, audio recordings, and other artifacts from 1920's Indianapolis to explain school segregation's impact on students of color.
- Students pose questions to family and community members to gather information about themselves and their families.
- Students represent historical conditions experienced by children and families from the past using concrete objects, pictures and graphs.
- Develop picture timelines to differentiate how we lived long ago and the present.
- Raise questions and form explanations about why Black family members had to rely on one another for educational services.
- Describe qualitatively and quantitatively changes in how we lived long ago and present.
- Students formulate questions about the events that led to change in the cultural makeup of Central Indiana communities including migrations from the South.

Segregation-

Segregated Schooling in Alabama

The Supreme Court declared segregated schools unconstitutional in 1954, but it took a separate six-year lawsuit to force officials in Birmingham, Alabama to comply with the Court's ruling. This scrapbook illustrates conditions in the city's black and white schools leading to the lawsuit, shows white parents protesting integration, and includes an executive order signed by Governor George Wallace to block integration.

<http://www.pbslearningmedia.org/resource/iml04.soc.ush.civil.alaseq/segregated-schooling-in-alabama/>

Segregated Schooling in South Carolina

In 1950, a group of black parents in Clarendon County, South Carolina filed a lawsuit to equalize education for their children. Encouraged by the NAACP and a local minister, the Reverend Joseph Armstrong De Laine, the case became part of the landmark 1954 *Brown v. Board of Education* ruling. In this video segment, the Reverend De Laine's children, Joseph De Laine Jr. and Ophelia De Laine Gona, recall conditions in their segregated school.

<http://www.pbslearningmedia.org/resource/iml04.soc.ush.civil.scschools/segregated-schooling-in-south-carolina/>

Mendez v. Westminster: Desegregating California's Schools

In 1946, eight years before the landmark Supreme Court decision in *Brown v. Board of Education*, Mexican Americans in Orange County, California won a class action lawsuit to dismantle the segregated school system that existed there. In this video segment, Sylvia Mendez recalls the conditions that triggered the lawsuit and her parents' involvement in the case.

<http://www.pbslearningmedia.org/resource/osi04.soc.ush.civil.mendez/mendez-v-westminster-desegregating-californias-schools/>

The Civil Rights Movement-

Freedom Bus | The 20th Century Since 1945: Civil Rights & the New Millennium

25th May 1961: A group of Black Americans get off the 'Freedom Bus' at Jackson, Miss, to protest against the segregation of passengers on the nation's buses. (Photo by William Lovelace/Express/Getty Images)

<http://www.pbslearningmedia.org/resource/3420469-civility-brutality/freedom-bus-civility-brutality-the-20th-century-since-1945-civil-rights-the-new-millennium/>

Rosa Parks

This interview with civil rights activist Rosa Parks describes her role in the Montgomery Bus Boycott. On December 1, 1955, Parks refused to give up her seat to a white man on a bus in Montgomery, Alabama. Her refusal sparked a massive bus boycott that lasted 381 days, ending on December 21, 1956, after the United States Supreme Court ruled that racial segregation on city buses was unconstitutional.

<http://www.pbslearningmedia.org/resource/iml04.soc.ush.civil.parks/rosa-parks/>

Brown Chapel AME Church in Selma, Alabama | The 20th Century Since 1945: Civil Rights & the New Millennium

A bust of Rev. Martin Luther King, Jr. sits at the Brown Chapel AME Church, in Selma, Ala.

<http://www.pbslearningmedia.org/resource/143686668-civility-brutality/brown-chapel-ame-church-in-selma-alabama-the-20th-century-since-1945-civil-rights-the-new-millennium/>

Race Demonstration | The 20th Century Since 1945: Civil Rights & the New Millennium

NEWARK, N.J. — A youth group protesting about the use of Federal Troops to control the race riots in 1967. (Photo by Three Lions/Getty Images)

<http://www.pbslearningmedia.org/resource/3355694-civility-brutality/race-demonstration-civility-brutality-the-20th-century-since-1945-civil-rights-the-new-millennium/>

Malcolm X | The 20th Century Since 1945: Civil Rights & the New Millennium

Nov. 22, 1964: Malcolm X (1926 - 1965), American Black Muslim leader and founder of the Islamic socialist Organization of Afro-American Unity speaks at an event. (Photo by Express/Express/Getty Images)

<http://www.pbslearningmedia.org/resource/3325685-civility-brutality/malcolm-x-civility-brutality-the-20th-century-since-1945-civil-rights-the-new-millennium/>

Jim Crow Laws-

Segregated Restrooms | The 20th Century Since 1945: Civil Rights & the New Millennium

View of segregated public restrooms labeled 'ladies,' 'men' and 'colored,' circa 1960. (Photo by Hulton Archive/Getty Images)

<http://www.pbslearningmedia.org/resource/2603433-civility-brutality/segregated-restrooms-civility-brutality-the-20th-century-since-1945-civil-rights-the-new-millennium/>

Segregated Water Fountain | The 20th Century Since 1945: Civil Rights & the New Millennium

Segregated Water Fountain

<http://www.pbslearningmedia.org/resource/128617016-civility-brutality/segregated-water-fountain-civility-brutality-the-20th-century-since-1945-civil-rights-the-new-millennium/>

Colored Only | The 20th Century Since 1945: Civil Rights & the New Millennium

JACKSON, Miss. — A sign reads 'Waiting Room For Colored Only by order Police Dept.' on May 25, 1961. (Photo by William Lovelace/Express/Hulton Archive/Getty Images)

<http://www.pbslearningmedia.org/resource/77558656-civility-brutality/colored-only-civility-brutality-the-20th-century-since-1945-civil-rights-the-new-millennium/>

Social Studies

Level 2 (3-6)

Crispus Attucks Historical Inquiry Indicators:

- Students formulate hypothesis and then suggest why the perspectives of different ethnic groups developed about equity in learning environments, as well resources were to be given to Black and White students.
- Propose and justify conclusions and predictions about why the perspectives of different ethnic groups developed about equity in learning environments and design studies to further investigate the conclusions or predictions.
- Student formulate inferences, compare and contrast the living conditions that shaped Central Indiana's segregated communities.
- Students identify and describe important events and movements that changed life in Central Indiana including migrations from the South.
- Students identify and describe the Civil Rights Movement and school integration in Indiana and study how these important events affected the Crispus Attucks Story.

Segregation-

Segregated Schooling in Alabama

The Supreme Court declared segregated schools unconstitutional in 1954, but it took a separate six-year lawsuit to force officials in Birmingham, Alabama to comply with the Court's ruling. This scrapbook illustrates conditions in the city's black and white schools leading to the lawsuit, shows white parents protesting integration, and includes an executive order signed by Governor George Wallace to block integration.

<http://www.pbslearningmedia.org/resource/iml04.soc.ush.civil.alaseg/segregated-schooling-in-alabama/>

Segregated Schooling in South Carolina

In 1950, a group of black parents in Clarendon County, South Carolina filed a lawsuit to equalize education for their children. Encouraged by the NAACP and a local minister, the Reverend Joseph Armstrong De Laine, the case became part of the landmark 1954 *Brown v. Board of Education* ruling. In this video segment, the Reverend De Laine's children, Joseph De Laine Jr. and Ophelia De Laine Gona, recall conditions in their segregated school.

<http://www.pbslearningmedia.org/resource/iml04.soc.ush.civil.scschools/segregated-schooling-in-south-carolina/>

A scene from the all black Thomy Lafon S | The 20th Century Since 1945: Civil Rights & the New Millennium

A scene from the all black Thomy Lafon School. (Photo by Robert W. Kelley//Time Life Pictures/Getty Images)

<http://www.pbslearningmedia.org/resource/82500198-civility-brutality/a-scene-from-the-all-black-thomy-lafon-s-civility-brutality-the-20th-century-since-1945-civil-rights-the-new-millennium/>

Mendez v. Westminster: Desegregating California's Schools

In 1946, eight years before the landmark Supreme Court decision in *Brown v. Board of Education*, Mexican Americans in Orange County, California won a class action lawsuit to dismantle the segregated school system that existed there. In this video segment, Sylvia Mendez recalls the conditions that triggered the lawsuit and her parents' involvement in the case.

<http://www.pbslearningmedia.org/resource/osi04.soc.ush.civil.mendez/mendez-v-westminster-desegregating-californias-schools/>

The Civil Rights Movement-

Freedom Bus | The 20th Century Since 1945: Civil Rights & the New Millennium

25th May 1961: A group of Black Americans get off the 'Freedom Bus' at Jackson, Miss, to protest against the segregation of passengers on the nation's buses. (Photo by William Lovelace/Express/Getty Images)

<http://www.pbslearningmedia.org/resource/3420469-civility-brutality/freedom-bus-civility-brutality-the-20th-century-since-1945-civil-rights-the-new-millennium/>

Rosa Parks

This interview with civil rights activist Rosa Parks describes her role in the Montgomery Bus Boycott. On December 1, 1955, Parks refused to give up her seat to a white man on a bus in Montgomery, Alabama. Her refusal sparked a massive bus boycott that lasted 381 days, ending on December 21, 1956, after the United States Supreme Court ruled that racial segregation on city buses was unconstitutional.

<http://www.pbslearningmedia.org/resource/iml04.soc.ush.civil.parks/rosa-parks/>

Brown Chapel AME Church in Selma, Alabama | The 20th Century Since 1945: Civil Rights & the New Millennium

A bust of Rev. Martin Luther King, Jr. sits at the Brown Chapel AME Church, in Selma, Ala.

<http://www.pbslearningmedia.org/resource/143686668-civility-brutality/brown-chapel-ame-church-in-selma-alabama-the-20th-century-since-1945-civil-rights-the-new-millennium/>

Race Demonstration | The 20th Century Since 1945: Civil Rights & the New Millennium

NEWARK, N.J. — A youth group protesting about the use of Federal Troops to control the race riots in 1967. (Photo by Three Lions/Getty Images)

<http://www.pbslearningmedia.org/resource/3355694-civility-brutality/race-demonstration-civility-brutality-the-20th-century-since-1945-civil-rights-the-new-millennium/>

Malcolm X | The 20th Century Since 1945: Civil Rights & the New Millennium

Nov. 22, 1964: Malcolm X (1926 - 1965), American Black Muslim leader and founder of the Islamic socialist Organization of Afro-American Unity speaks at an event. (Photo by Express/Express/Getty Images)

<http://www.pbslearningmedia.org/resource/3325685-civility-brutality/malcolm-x-civility-brutality-the-20th-century-since-1945-civil-rights-the-new-millennium/>

Racism-

Understanding Character: The Life of Percy Julian

In this blended lesson supporting literacy skills, students watch video dramatizations of Percy Julian's struggles with racism and how he refused to let it limit his possibilities in life. Students develop their literacy skills as they explore an English language arts focus on understanding character. During this process, they read informational text, learn and practice vocabulary words, and explore content through videos and interactive activities.

<http://www.pbslearningmedia.org/resource/midlit11.ela.spljulian/understanding-character-the-life-of-percy-julian/>

Jim Crow Laws-

Segregated Restrooms | The 20th Century Since 1945: Civil Rights & the New Millennium

View of segregated public restrooms labeled 'ladies,' 'men' and 'colored,' circa 1960. (Photo by Hulton Archive/Getty Images)

<http://www.pbslearningmedia.org/resource/2603433-civility-brutality/segregated-restrooms-civility-brutality-the-20th-century-since-1945-civil-rights-the-new-millennium/>

Segregated Water Fountain | The 20th Century Since 1945: Civil Rights & the New Millennium

Segregated Water Fountain

<http://www.pbslearningmedia.org/resource/128617016-civility-brutality/segregated-water-fountain-civility-brutality-the-20th-century-since-1945-civil-rights-the-new-millennium/>

Colored Only | The 20th Century Since 1945: Civil Rights & the New Millennium

JACKSON, Miss. — A sign reads 'Waiting Room For Colored Only by order Police Dept.' on May 25, 1961. (Photo by William Lovelace/Express/Hulton Archive/Getty Images)

<http://www.pbslearningmedia.org/resource/77558656-civility-brutality/colored-only-civility-brutality-the-20th-century-since-1945-civil-rights-the-new-millennium/>



JACKSON, Miss. — A sign reads 'Waiting Room For Colored Only by order Police Dept.' on May 25, 1961. (Photo by William Lovelace/Express/Hulton Archive/Getty Images)

Math

Grades 7-12

Crispus Attucks Historical Inquiry Indicators:

- Design investigations to examine the qualitative and quantitative educational resources given to black and white students. Use representations to model and interpret any disparities in resources provided.
- Examine historical data related to the brutality and treatment of students and their families who were pursuing a different life in the Midwest states from the Southern states and compare it to current data related to the brutality and treatment of students and their families in the midwest.
 - Develop and evaluate inferences and predictions that are based on data analyses.

FRONTLINE: The Return of School Segregation in Eight Charts

Changing demographics and controversial court rulings have prompted a return to levels of school integration last seen during the Johnson administration, as represented in this series of eight charts from the FRONTLINE: Separate and Unequal website. The charts convey the impacts of the declining role of the courts in enforcing integration plans. Among other findings, the charts show that gains achieved by black students in the South are significantly declining, that segregation tends to rise without court oversight, that segregation is as much about poverty as it is about race, and that attending an integrated school can lead to a healthier financial future. This resource is part of the [FRONTLINE Collection](#).

<http://www.pbslearningmedia.org/resource/fl32-soc-secharts/the-return-of-school-segregation-in-eight-charts/>

Addressing Segregation in U.S. Schools | PBS NewsHour

Learn how segregated schools affect learning with this video and educational resources from *PBS NewsHour* from January 7, 2016.

<http://www.pbslearningmedia.org/resource/53e4de77-7ab0-4045-ab21-704e95723349/addressing-segregation-in-us-schools/>

The Economics of Jim Crow

In this lesson, students learn how the laws and practices of Jim Crow crippled many African Americans and lead to economic destabilization.

<http://www.pbslearningmedia.org/resource/bf10.socst.us.indust.lpeconjim/the-economics-of-jim-crow>

Social Studies

Grades 7-12

Crispus Attucks Historical Inquiry Indicators:

- Students examine the policies and politics of the early part of the 19th century that contributed to the brutality and treatment of students and their families who were pursuing a different life in the Midwest states from the Southern states.
- Students analyze the multiple and intersecting movements, events, and figures that resulted in the creation of Crispus Attucks High School.
- Students distinguish between opinion and historical evidence as they examine the roots of racism, segregation, and white supremacy.

Segregation-

Barbara Johns of Farmville, Virginia

This video segment from *The Rise and Fall of Jim Crow* highlights the struggle to desegregate schools in the era of Jim Crow. In 1951, in the town of Farmville, Virginia, students at Robert Russa Moton High School called a strike, asserting their opposition to the deplorable conditions of their school compared to the white-only school. Led by the student activist Barbara Johns, students held a school strike, marched into the superintendent's office, and demanded a better school. When the NAACP heard of the students' cause, the organization provided support, and ultimately added the Farmville case to their challenge against Jim Crow.

<http://www.pbslearningmedia.org/resource/bf10.socst.us.global.farmville/barbara-johns-of-farmville-virginia/>

Segregated Schooling in Alabama

The Supreme Court declared segregated schools unconstitutional in 1954, but it took a separate six-year lawsuit to force officials in Birmingham, Alabama to comply with the Court's ruling. This scrapbook illustrates conditions in the city's black and white schools leading to the lawsuit, shows white parents protesting integration, and includes an executive order signed by Governor George Wallace to block integration.

<http://www.pbslearningmedia.org/resource/iml04.soc.ush.civil.alaseg/segregated-schooling-in-alabama/>

Segregated Schooling in South Carolina

In 1950, a group of black parents in Clarendon County, South Carolina filed a lawsuit to equalize education for their children. Encouraged by the NAACP and a local minister, the Reverend Joseph Armstrong De Laine, the case became part of the landmark 1954 *Brown v. Board of Education* ruling. In this video segment, the Reverend De Laine's children, Joseph De Laine Jr. and Ophelia De Laine Gona, recall conditions in their segregated school.

<http://www.pbslearningmedia.org/resource/iml04.soc.ush.civil.scschools/segregated-schooling-in-south-carolina/>

A scene from the all black Thomy Lafon S | The 20th Century Since 1945: Civil Rights & the New Millennium

A scene from the all black Thomy Lafon School. (Photo by Robert W. Kelley//Time Life Pictures/Getty Images)

<http://www.pbslearningmedia.org/resource/82500198-civility-brutality/a-scene-from-the-all-black-thomy-lafon-s-civility-brutality-the-20th-century-since-1945-civil-rights-the-new-millennium/>

Mendez v. Westminster: Desegregating California's Schools

In 1946, eight years before the landmark Supreme Court decision in *Brown v. Board of Education*, Mexican Americans in Orange County, California won a class action lawsuit to dismantle the segregated school system that existed there. In this video segment, Sylvia Mendez recalls the conditions that triggered the lawsuit and her parents' involvement in the case.

<http://www.pbslearningmedia.org/resource/osi04.soc.ush.civil.mendez/mendez-v-westminster-desegregating-californias-schools/>

Segregation in the South and the North

This video clip demonstrates how segregation influenced self-separation through the creation of the School for Black Children in Bordentown, New Jersey, to provide a separate space for black children and employment for black teachers.

<http://www.pbslearningmedia.org/resource/e446b3c6-b81e-4d7b-b01d-a2672fe8d5ba/segregation-in-the-south-and-the-north/>

Segregation Ordinances: Birmingham, AL

In the years immediately following the Civil War, the Supreme Court passed federal legislation granting African Americans citizenship rights. But by 1910, all of the former Confederate states had adopted segregation laws of their own, designed to prevent African Americans from participating fully in American society. In this primary source document from 1951, the city of Birmingham, Alabama spells out its segregation ordinances, the laws requiring the separation of the races in restaurants, public performance spaces, public transportation, and other social venues.

<http://www.pbslearningmedia.org/resource/iml04.soc.us.h.civil.bhamseg/segregation-ordinances-birmingham-al/>

Using Oral History to Understand Segregation

"A Place Out of Time: The Bordentown School" provides teachers with a touchstone to convey important concepts in American history to high schoolers. In this lesson, students compare ideas and information from various sources to understand how oral histories contribute to our understanding of segregation. Students then conduct their own interviews to further their own understanding of individual experiences during segregation.

<http://www.pbslearningmedia.org/resource/671ae823-2c35-43a8-b6ec-12d51dd0dcf2/671ae823-2c35-43a8-b6ec-12d51dd0dcf2/>

Beyond Brown | For High School Students: Recognizing and Combating Segregation in U.S. Schools Today PDF

The lessons plans and activities developed for grades 6-12 present a multidisciplinary approach that use television and computers as learning tools in the subject areas of social studies, U.S. history, mathematics, language arts and government.

http://www.pbslearningmedia.org/resource/pbs_org14_beyondb_soc_25/beyond-brown-for-high-school-students-recognizing-and-combating-segregation-in-us-schools-today-pdf/

Still Segregated | The March @ 50 - Episode 3

Shukree meets with Gary Orfield, co-founder and director of the Civil Rights Project at UCLA. They explore how American classrooms have re-segregated along ethnic and, often, socio-economic lines.

<http://www.pbslearningmedia.org/resource/9328fcc8-aaef-4012-8bf5-6986c9f5e63e/episode-3-still-segregated/>

Jim Crow Laws-

The Rise and Fall of Jim Crow | Blacks and Whites in the New South

The years immediately following the Civil War were rife with change for both whites and blacks in the new South. While some blacks were unable to throw off the chains of servitude and continued to do hard, ill-paid, subservient work, others, despite many obstacles, managed to enter into professions that led to the creation of a new black middle-class. For the most part, whites responded with fear to the attitudes of pride and assertion they observed in blacks, who they had previously considered inferior, and sought to make a legal separation between the races.

<http://www.pbslearningmedia.org/resource/bf10.socst.us.indust.blckwhte/blacks-and-whites-in-the-new-south/>

The Civil Rights Movement-

What Was "Freedom Summer"?

This video from American Experience: "Freedom Summer" introduces the events of 1964, when over 700 students, black and white, came to Mississippi to help black citizens register to vote as well as combat other forms of discrimination, such as inadequate schools and lack of legal aid. Organized by the Student Non-Violent Coordinating Committee (SNCC), civil rights activists hoped that the participation of well-educated, middle-class students, many from prestigious universities, would not only bring results but draw the attention of the nation to the miserable standard of living suffered by blacks in Mississippi.

<http://www.pbslearningmedia.org/resource/amex26.soc.fsintro/whatwasfreedomsummer/>

Freedom Bus | The 20th Century Since 1945: Civil Rights & the New Millennium

25th May 1961: A group of Black Americans get off the 'Freedom Bus' at Jackson, Miss, to protest against the segregation of passengers on the nation's buses. (Photo by William Lovelace/Express/Getty Images)

<http://www.pbslearningmedia.org/resource/3420469-civility-brutality/freedom-bus-civility-brutality-the-20th-century-since-1945-civil-rights-the-new-millennium/>

Rosa Parks

This interview with civil rights activist Rosa Parks describes her role in the Montgomery Bus Boycott. On December 1, 1955, Parks refused to give up her seat to a white man on a bus in Montgomery, Alabama. Her refusal sparked a massive bus boycott that lasted 381 days, ending on December 21, 1956, after the United States Supreme Court ruled that racial segregation on city buses was unconstitutional.

<http://www.pbslearningmedia.org/resource/iml04.soc.ush.civil.parks/rosa-parks/>

Brown Chapel AME Church in Selma, Alabama | The 20th Century Since 1945: Civil Rights & the New Millennium

A bust of Rev. Martin Luther King, Jr. sits at the Brown Chapel AME Church, in Selma, Ala.

<http://www.pbslearningmedia.org/resource/143686668-civility-brutality/brown-chapel-ame-church-in-selma-alabama-the-20th-century-since-1945-civil-rights-the-new-millennium/>

Race Demonstration | The 20th Century Since 1945: Civil Rights & the New Millennium

NEWARK, N.J. — A youth group protesting about the use of Federal Troops to control the race riots in 1967. (Photo by Three Lions/Getty Images)

<http://www.pbslearningmedia.org/resource/3355694-civility-brutality/race-demonstration-civility-brutality-the-20th-century-since-1945-civil-rights-the-new-millennium/>

Malcolm X | The 20th Century Since 1945: Civil Rights & the New Millennium

Nov. 22, 1964: Malcolm X (1926 - 1965), American Black Muslim leader and founder of the Islamic socialist Organization of Afro-American Unity speaks at an event. (Photo by Express/Express/Getty Images)

<http://www.pbslearningmedia.org/resource/3325685-civility-brutality/malcolm-x-civility-brutality-the-20th-century-since-1945-civil-rights-the-new-millennium/>

Racism-

Understanding Character: The Life of Percy Julian

In this blended lesson supporting literacy skills, students watch video dramatizations of Percy Julian's struggles with racism and how he refused to let it limit his possibilities in life. Students develop their literacy skills as they explore an English language arts focus on understanding character. During this process, they read informational text, learn and practice vocabulary words, and explore content through videos and interactive activities.

<http://www.pbslearningmedia.org/resource/midlit11.ela.spljulian/understanding-character-the-life-of-percy-julian/>

Jim Crow Laws-

Segregated Restrooms | The 20th Century Since 1945: Civil Rights & the New Millennium

View of segregated public restrooms labeled 'ladies,' 'men' and 'colored,' circa 1960. (Photo by Hulton Archive/Getty Images)

<http://www.pbslearningmedia.org/resource/2603433-civility-brutality/segregated-restrooms-civility-brutality-the-20th-century-since-1945-civil-rights-the-new-millennium/>

Segregated Water Fountain | The 20th Century Since 1945: Civil Rights & the New Millennium

<http://www.pbslearningmedia.org/resource/128617016-civility-brutality/segregated-water-fountain-civility-brutality-the-20th-century-since-1945-civil-rights-the-new-millennium/>

Colored Only | The 20th Century Since 1945: Civil Rights & the New Millennium

JACKSON, Miss. — A sign reads 'Waiting Room For Colored Only by order Police Dept.' on May 25, 1961. (Photo by William Lovelace/Express/Hulton Archive/Getty Images)

<http://www.pbslearningmedia.org/resource/77558656-civility-brutality/colored-only-civility-brutality-the-20th-century-since-1945-civil-rights-the-new-millennium/>

The Law and Politics of Jim Crow

This lesson examines the changing legal status of African Americans after slavery, the political violence that accompanied that change, and the legal challenges to Jim Crow.

<http://www.pbslearningmedia.org/resource/bf10.socst.us.indust.lppolicrow/the-law-and-politics-of-jim-crow/>

The Rise and Fall of Jim Crow | Tools and Activities: Jim Crow Quiz

In which states were blacks the majority population until 1930? Find out!

http://www.pbslearningmedia.org/resource/pbs_org14_trafojc_soc_17/the-rise-and-fall-of-jim-crow-tools-and-activities-jim-crow-quiz/

The Rise and Fall of Jim Crow | Black Pioneers: Building African American Communities During the Jim Crow Era: Lesson Plan

This lesson plan, from *The Rise and Fall of Jim Crow*, introduces students to all-black, self-sustaining communities established as a response to the imposition of Jim Crow laws and practices.

<http://www.pbslearningmedia.org/resource/bf10.socst.us.indust.lppioneers/black-pioneers-building-african-american-communities-during-the-jim-crow-era/>

Law and Order

This *Slavery by Another Name* educational unit focuses on the laws and statutes including the Black Codes, vagrancy statutes, pig laws and Jim Crow enforced by Southern states after the Civil War to assert control over newly freed blacks. Students will examine Black Codes and Jim Crow laws and analyze their impact on blacks in the decades after the Civil War. Students will make connections between these laws and the rise of forced labor and may analyze a labor contract. Finally, students will make contemporary connections between state statutes and legislation that potentially impact civil rights.

<http://www.pbs.org/tpt/slavery-by-another-name>

<http://www.pbslearningmedia.org/resource/28094563-9bfb-49fb-9528-fe3ea4fa0f97/28094563-9bfb-49fb-9528-fe3ea4fa0f97/>

Fighting Jim Crow in the Schools

In this lesson students map the events in the fight for education for African Americans from the Jim Crow era to the Civil Rights movement. They will see different points of view of education from such notable people as Booker T. Washington and W.E.B Dubois.

<http://www.pbslearningmedia.org/resource/bf10.socst.us.indust.lpfightjim/fighting-jim-crow-in-the-schools/>