

# At the crossroads of

# FREEDOM & EQUALITY



*Florida's journey  
from separate toward equal*



# Beyond Swastika and Jim Crow



This curriculum supplement was inspired by "Beyond Swastika and Jim Crow", a traveling exhibit created and circulated by the Museum of Jewish Heritage — A Living Memorial to the Holocaust, New York City.

By the time World War II began, Germany had expelled almost all of its Jewish professors, scientists and scholars. Some of these academics, deprived of their livelihoods by the Nazis, found refuge in the United States. A few dozen refugee scholars unexpectedly found positions in

historically black colleges in the American South. There, as recent escapees from persecution in Nazi Germany, they came face to face with the irrational and rigidly segregated Jim Crow society. In their new positions, these Jewish scholars met, taught and interacted with students who had grown up in, and struggled with, this racist environment.

This Tampa Bay Times Newspaper in Education publication will explore the larger issues of intolerance, prejudice, racism and stereotyping in the context of Tampa Bay's past and present.

Source: The Museum of Jewish Heritage



Living quarters for black employees of American Agricultural Chemical Company: Pierce, Fla., 1922. Courtesy, Tampa-Hillsborough County Public Library System.

**Cover:** On Jan. 3, 1961, Dr. Ralph Wimbish, president of the St. Petersburg branch of the NAACP, is served at the Maas Brothers department store lunch counter. That same day, 14 other lunch counters around St. Petersburg also quietly integrated, ending weeks of sit-ins and picketing. Times photo.

**Above left:** Urban League members packing toys for distribution: Tampa, Fla., 1932. Courtesy, Tampa-Hillsborough County Public Library System

**Above right:** View of Christina Development Company's station and field office: Christina, Fla., 1921. Christina was "A City for Colored People" in Polk county. Courtesy, Tampa-Hillsborough County Public Library System.

## In the know. In the Times.

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### Credits

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### This publication and its activities incorporate the following

**Next Generation Sunshine State Standards:** Social Studies: SS.6.W.1.1-6; SS.7.C.1.9; SS.7.C.2.1; SS.7.C.2.11; SS.7.C.2.13; SS.7.C.2.4; SS.7.C.3.12; SS.7.C.3.7; SS.8.A.1.3; SS.8.A.1.4; SS.8.C.1.6; SS.912.A.1.3; SS.912.A.1.4; SS.912.A.2.4; SS.912.A.2.5; SS.912.A.2.7; SS.912.A.3.12; SS.912.A.3.13; SS.912.A.3.18; SS.912.A.5.7; SS.912.A.6.3; SS.912.A.6.4; SS.912.A.6.5; SS.912.A.7.3; SS.912.A.7.5; SS.912.A.7.7; SS.912.A.7.9; SS.912.W.1.1 Language Arts: LA.6.1.5.1;

LA.6.1.6.1-3; LA.6.1.7.3-5; LA.6.1.7.8; LA.6.2.2.2-4; LA.6.3.1.1-3; LA.6.3.2.1-3; LA.6.3.3.1-4; LA.6.3.4.1-5; LA.6.4.2.1; LA.6.4.2.3; LA.6.5.1.1; LA.6.5.2.1-2; LA.6.6.1.1; LA.6.6.2.1-4; LA.7.1.5.1; LA.7.1.6.1; LA.7.1.6.3-6; LA.7.2.2.2-3; LA.7.3.1.1-3; LA.7.3.2.1-3; LA.7.3.3.1-4; LA.7.3.4.1-5; LA.7.5.1.1; LA.7.5.2.1-3; LA.7.6.1.1; LA.7.6.2.1-4; LA.8.1.5.1; LA.8.1.6.1-6; LA.8.1.7.1-8; LA.8.2.2.1-4; LA.8.3.1.1-3; LA.8.3.2.1-3; LA.8.3.3.1-4; LA.8.3.4.1-5; LA.8.5.1.1; LA.8.5.2.1-5; LA.8.6.1.1; LA.8.6.2.1-4; LA.910.1.5.1; LA.910.1.6.1-6; LA.910.1.6.10; LA.910.1.7.1-8; LA.910.2.2.2; LA.910.3.1.1-3; LA.910.3.2.1-3; LA.910.3.3.1-4; LA.910.3.4.1-5; LA.910.4.2.2-3; LA.910.5.1.1; LA.910.5.2.1-5; LA.910.6.2.1-4; LA.1112.1.5.1; LA.1112.1.6.1-6; LA.1112.1.6.10; LA.1112.1.7.1-8; LA.1112.2.2.2; LA.1112.3.1.1-3; LA.1112.3.2.1-3; LA.1112.3.3.1-4; LA.1112.3.4.1-5; LA.1112.4.2.2-3; LA.1112.5.1.1; LA.1112.5.2.1-5; LA.1112.6.2.1-4

### Reading this supplement and completing the newspaper activities in this publication can be applied to the following

**Common Core Standards:** RI.6.1; RI.6.2; RI.6.3; RI.6.4; RI.6.7; RI.6.9; RI.7.1; RI.7.2; RI.7.3; RI.7.9; RI.8.1; RI.8.2; RI.8.3; RI.8.8; RI.9-10.1; RI.9-10.2; RI.9-10.3; RI.9-10.9; RI.11-12.1; RI.1-12.3; W.6.2; W.6.4; W.6.7; W.7.2; W.7.4; W.7.7; W.8.2; W.8.4; W.8.7; W.9-10.2; W.9-10.4; W.9-10.7; W.11-12.2; W.11-12.4; W.11-12.7; RH.6-8.1; RH.6-8.2; RH.6-8.4; RH.6-8.5; RH.6-8.7; RH.9-10.1; RH.9-10.2; RH.9-10.4; RH.9-10.5; RH.9-10.6; RH.9-10.7; RH.11-12.1; RH.11-12.2



## Sponsor recognition

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This publication was also supported by contributions from:

**Phyllis Plotnick**  
**Karen Simonetti-Russo**

## Attention, teachers!

Before having your students read this supplement, please have them take the pre-survey on Page 15. There is a post-survey on Page 16.



Sit-in leader David Isom puffs cigar... purchased from one of the departments of Liggett's Drug Store. He approaches the lunch counter area, which was closed when he and 14 other black people demonstrated here. Times photo.

# Learning from the past

**H**olocaust survivor and Nazi hunter Simon Wiesenthal wrote, "The new generation has to hear what the older generation refuses to tell it." Wiesenthal, who died in September 2005, devoted his

life to documenting the crimes of the Holocaust and to hunting down the perpetrators still at large.

His work stands as a reminder and a warning. It is important for current and future generations to learn from the past in order to protect the future.

Hate and intolerance are prevalent in every society. As you read through this NIE publication, think about these two issues in your life. Is tolerance a learned behavior? Is hate inherent in human beings? What can you do to fight hate and prejudice at school and at home? What can be done to promote tolerance in society?

### Hatred's journey through history

Hatred and genocide have been mainstays in the world since the beginning of recorded history. The era of the Crusades were some of the bloodiest centuries in history. Systematic killings have taken place

during the reigns of Caesar, Genghis Khan, Mahmud of Ghazni and King Léopold II, just to name a few. And the legacy of Adolf Hitler still haunts society today.

Racism and intolerance have been part of the world since its beginnings. From genocides to apartheid and caste systems, the idea of one group of people being superior to another based on race, economics, gender, sexuality, religion or disabilities has continued to thrive.

Read through the pages of the *Tampa Bay Times* on any given day and examples of people's intolerance and prejudices about others jump out of the pages, not just in the national news, but in the local news, as well.

How can we change the present and future? The answer is by remembering the past and seeking to make a difference. As George Santayana said, "Those who cannot remember the past are condemned to repeat it."



Boy Scouts raising flag in front of Tampa Urban League building at 1615 Lamar Avenue: Tampa, Fla., 1942. Courtesy of the Tampa-Hillsborough County Public Library system.



**1849**

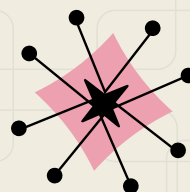
With the *Dred Scott* decision, the U.S. Supreme Court upholds the denial of citizenship to blacks and rules that descendants of slaves are "inferior to the white man."

**1861**

Southern states secede from the Union. The Civil War begins.

**1863**

President Lincoln issues the Emancipation Proclamation, freeing slaves in Southern states.

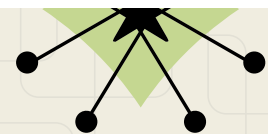


**1865**

The Civil War ends. The 13th Amendment to the Constitution of the United States is ratified. The amendment states that "neither slavery nor involuntary servitude" shall exist in the United States.

**1867**

In the winter of 1867, Congress requires that black males be eligible to vote in the District of Columbia and in new states entering the Union.

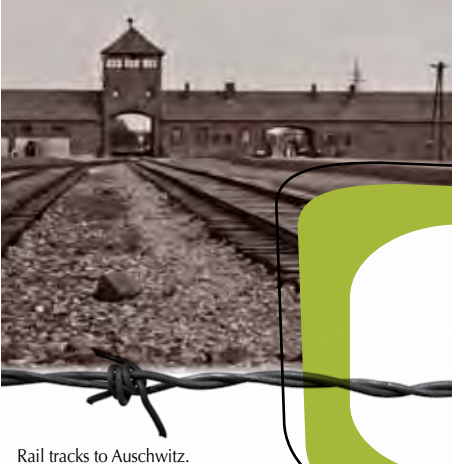


**1868**

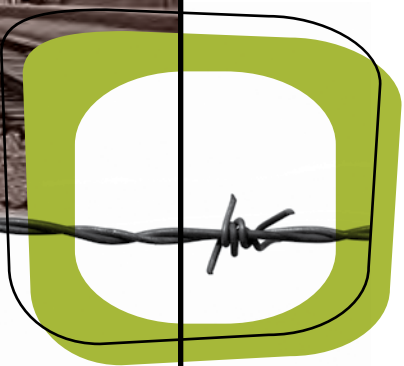
The 14th Amendment to the Constitution is ratified. The amendment forbids any state to "deprive any person of life, liberty or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."

**1849**

The Massachusetts Supreme Court rules that segregated schools are permissible under the state's constitution (*Roberts vs. City of Boston*).



# The Nazi effect



Approximately 11 million people were killed because of Nazi genocidal policy.

the enrollment, allowing all children ages 6 to 10 to participate. Girls were taught domestic roles, such as raising children and working in the home; also, girls were nurses to those injured in the war.



Nazis rounding up undesirables.

“My program for educating youth is hard. Weakness must be hammered away. In my castles of the Teutonic Order, a youth will grow up before which the world will tremble. I want a brutal, domineering, fearless, cruel youth. Youth must be all that. It must bear pain. There must be nothing weak and gentle about it. The free, splendid beast of prey must once again flash from its eyes. ...That is how I will eradicate thousands of years of human domestication. ...That is how I will create the New Order.”

– Adolf Hitler, 1933

Nazis made their decisions to eliminate groups of people based on genetic and cultural origins, religion, politics, health conditions or other characteristics. These groups included Jews, Gypsies, Poles and other Slavs, people with physical or mental disabilities, Jehovah’s Witnesses, homosexuals, the dissenting clergy, communists and socialists.

## Targeting children

When Adolf Hitler became chancellor of Germany in 1933, the youth movement took on a new dimension: the victimization of German children. Although the Hitler Youth was primarily boys, in 1933, the Nazi party expanded

Both boys and girls were trained to use rifles and to fight for the government. During World War II, American soldiers reported battling entire units of Germans 12 years old and younger.

Source: *A Teacher’s Guide for Teaching the Holocaust*

## Intellectual expulsion

When Hitler seized power in 1933, Jewish intellectuals who had held prestigious positions in Germany’s renowned universities were targeted for expulsion. Intellectuals, such as professors, scientists, musicians and philosophers, were forced to leave the country or succumb to the wrath of the government.

Being forced to leave their homes with little more than the clothes on their backs, many of these scholars sought refuge in America, hoping to continue their academic careers. When they arrived

in America, they found themselves in a strange and mysterious country, a nation clawing its way out of the Great Depression and teeming with anti-Semitic and anti-German sentiment.

While the most famous refugees, such as Albert Einstein, were welcomed into prestigious universities, most of these refugee scholars faced an uphill battle trying to reclaim their place in a hostile academic world.

Surprisingly, many of these scholars were welcomed into historically all-black colleges in the South. For many of these black colleges, including Howard University, Hampton Institute and Tougaloo and Talladega Colleges, these refugee professors were seen as a talented addition to the faculty.

For the professors, the arrangement provided a new home and a classroom of students eager to learn, as well as an



Nazi helmet.

## 1870

The 15th Amendment to the Constitution, the last of three “Civil War Amendments,” is ratified. The 15th Amendment prohibits federal or state governments from infringing on a citizen’s right to vote “on account of race, color or previous condition of servitude.”

## 1875

Congress passes the Civil Rights Act of 1875, which bans racial discrimination in public accommodations.

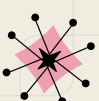
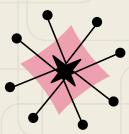
## 1883

The Supreme Court strikes down the Civil Rights Act of 1875, finding that discrimination by individuals or private businesses is constitutional.

to pay a poll tax and to pass a literacy test in order to be granted the right to vote. Before 1890 and 1910, all of the other Southern states have enacted poll taxes and literacy tests. Louisiana passes the first Jim Crow law.

## 1896

The Supreme Court authorizes segregation in *Plessy vs. Ferguson*, finding Louisiana’s “separate but equal” law constitutional. The ruling provides legal justification for Jim Crow laws in Southern states.





insider's look at an America that few had ever seen. As Dr. Ismar Schorch, chancellor, Jewish Theological Seminary, stated, "They found a place where they could make a contribution, and they found a place where they could pursue their intellectual life. They found a place where they could make a difference."

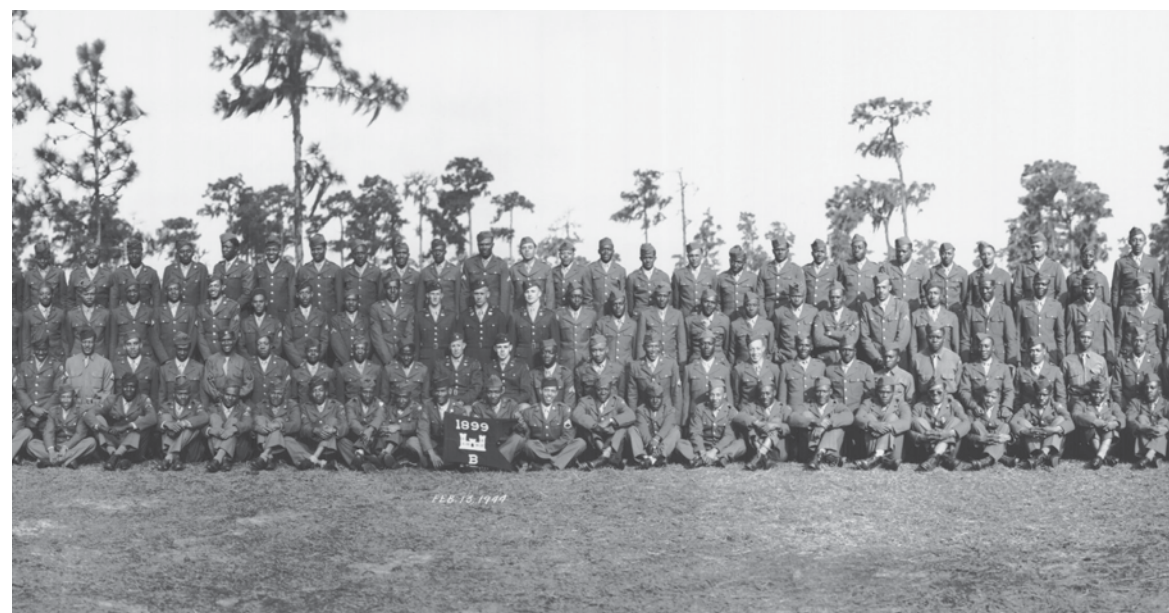
Source: Public Broadcasting System (PBS): "From Swastika to Jim Crow"

## A shared connection in hate

"I came from a situation of forced segregation [in Germany] where we were victims and now suddenly I was on the other side. I belonged not to the oppressed, but to the oppressor. And that was very, very uncomfortable for me," stated Ernst Manasse, professor at North Carolina Central University, 1939-1973.

The unlikely melding of these two groups seems odd. Yet the two groups enriched each other's lives in countless ways. The professors and students shared an overpowering connection: a common history of oppression and persecution.

These exiled scholars left horrible persecution at home only to come face to face with anti-Semitism and anti-foreigner sentiment, as well as racism.



African-American Army Engineering Company: Tampa, Fla., 1944. Courtesy, Tampa-Hillsborough Public Library system.

In a nation dictated by strict Jim Crow laws, the black college campuses in the South afforded a unique opportunity for white professors to mingle with black students because they were exempt from local segregation laws. On campus, black and white people associated freely. This association was illegal off campus.

From the beginning, many Southern white residents who lived near the colleges were not happy about their new neighbors. Close relationships between the white professors and their black students only added fuel to the fire of racial hatred.

Faculty who attempted to eat meals with students in town or invited students to their homes were often harassed, threatened and even arrested. Away from the sanctuary of the college campuses, professors could be arrested for associating with black people in public restaurants because this was construed as being "incitement to riot."

Talledega College teacher Lore Rasmussen recounted, "When they found out that I had escaped the Nazis and I was a refugee, they said, 'Well, you should be glad to be in a place where there is democracy and freedom.'"

Source: Public Broadcasting System (PBS): "From Swastika to Jim Crow"

# ACTIVITIES

## Research

Read the Lore Rasmussen quote and think about the irony of the statement. What is irony? What do the terms "freedom" and "democracy" mean to you? Free write about these ideas on a piece of paper. Then discuss your thoughts with your class. Next, research these ideas in your school media center or local library. Write a report detailing what you have learned. Be sure to use examples from your research to support your ideas. Be sure to document your information. Share your information with your class.



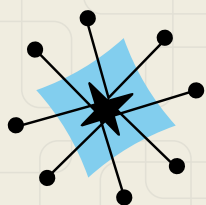
## Learning with the Times — People are people

Throughout history, many different groups have been treated poorly. Typically those persecuted have done nothing wrong to prompt the actions taken by their aggressors. Most often these groups are singled out for characteristics that are not harmful. Through the ignorance of certain people, many groups have been wronged innocently throughout history.

Look in the *Tampa Bay Times* for examples of people or groups of people being treated unfairly. You can look at articles, photos or cartoons. Write down the points you see that identify unfair conditions or treatment. Once you have done that, write down some ways that this unfair treatment can be changed. Write a fully developed paragraph outlining the issues presented in the article or photo and how changes can be made to improve the situation presented. Be sure to use specific examples from your sources to support your idea. Share your information with your classmates.

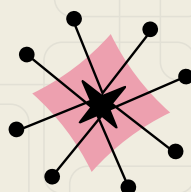
### 1899

The Supreme Court allows a state to levy taxes on black and white citizens alike while providing a public school for white children only (*Cumming vs. Richmond [Ga.] County Board of Education*).



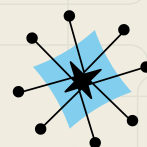
### 1908

The Supreme Court upholds a state's authority to require a private college to operate on a segregated basis despite the wishes of the school (*Berea College vs. Kentucky*).



### 1909

The National Association for the Advancement of Colored People (NAACP) is founded by a group of black and white citizens.

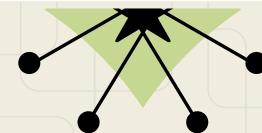


### 1920

The effort of two black men to vote in the small town of Ocoee, Fla., on Election Day, Nov. 2, 1920, triggers a race riot and the mass exodus of 500 black residents.

### 1927

The Supreme Court finds that states possess the right to define a Chinese student as non-white for the purpose of segregating public schools (*Gong Lum vs. Rice*).



### 1936

The Maryland Supreme Court orders the state's white law school to enroll a black student because there is no state-supported law school for blacks in Maryland (*University of Maryland vs. Murray*).



# Segregation

Two white youths picket in front of the Florida Theatre, carrying signs which read, "Keep Our Theaters White," and "Forcing Private Business to Accept Negroes is Unconstitutional! Don't Let It Happen."



Times photo.



Black sit-in demonstrators at S.H. Kress and Co. lunch counter. Times photo.

## Jim Crow origins

In 1828, Thomas Dartmouth "Daddy" Rice, a struggling actor, put on black face to entertain audiences and became the father of minstrel shows. He created an exaggerated, highly stereotypical black character named Jim Crow. By 1838, the term "Jim Crow" was being used as a collective racial and offensive nickname for blacks. By the end of the 19th century, the name Jim Crow was used to describe the segregation laws, rules and customs which arose after Reconstruction ended in 1877. Jim Crow continued until the mid-1960s.

Source: Jim Crow Museum of Racist Memorabilia at Ferris State University

The History Channel defines segregation as the "physical separation of categories of individuals, usually on the basis of gender, race, religion or class." Segregation can be the result of tradition, custom or law. Although various forms of segregation have been a part of American history, the term usually focuses on the pattern of behavior that has affected black people.

From the 1820s through the 1840s, white-initiated segregation became popular in public places, such as schools, parks, theaters and beaches. During this time period, black people often lost jobs to white people. There were severe limits put upon blacks regarding voting.

Although segregation was common practice, many white people favored even stricter policies of total exclusion.

The post-Civil War government passed the 13th, 14th and 15th Amendments, and various civil rights acts, "which abolished slavery, made blacks citizens with equal rights before the law and prohibited racial discrimination in voting. Yet the new Republican-controlled Reconstruction governments generally sought to replace the old publicly supported policy of exclusion with one of separate but equal access."

Source: The History Channel

### An American caste system

"Jim Crow was the name of the racial caste system that operated primarily, but not exclusively, in Southern and border states between 1877 and the mid-1960s. Jim Crow was more than a series of strict anti-black laws. It was a way of life," according to the Jim Crow Museum of Racist Memorabilia.

Under Jim Crow, black people were considered second-class citizens. Jim Crow laws legitimized racism. Christian and political leaders preached about the dangers of having an integrated society. All major societal institutions reflected and supported the oppression of blacks.

The following Jim Crow etiquette norms show how inclusive and pervasive these norms were:

- A black male could not offer to shake hands with a white male.
- Black and white people were not supposed to eat together.
- Under no circumstance was a black male to offer to light the cigarette of a white female.
- Blacks were not allowed to show affection toward one another in public, especially kissing.
- Whites did not use courtesy titles of respect (Mr., Mrs., miss., sir, or ma'am) when referring to blacks.

Source: Jim Crow Museum of Racist Memorabilia at Ferris State University

### Separate and not equal

The passage of the 13th, 14th and 15th Amendments to the Constitution granted blacks the same legal protections as whites. However, after 1877 and the election of President Rutherford B. Hayes, Southern and border

states began restricting the rights of blacks.

The U.S. Supreme Court helped damage the constitutional protections of blacks with the *Plessy vs. Ferguson* case, which legitimized the separate but equal Jim Crow way of life.

Jim Crow signs enforcing white or black use were placed above water fountains, door entrances and exits and in front of public facilities. Blacks and whites had separate hospitals, prisons, public and private schools, churches, cemeteries and public restrooms. In most instances, the facilities for black people were older and less clean than their white-designated counterparts. In other cases, there were no facilities for black people at all.

Source: Jim Crow Museum of Racist Memorabilia at Ferris State University

### 1938

The court orders Missouri's all-white law school to grant admission to a black student, (*Missouri ex rel. Gaines vs. Canada*).



### 1940

Thirty percent of Americans — 40 percent of Northerners and 2 percent of Southerners — believe that white and black children should attend the

same schools. A federal court requires equal salaries for black and white teachers (*Alston vs. School Board of City of Norfolk*).



### 1944

In *Smith vs. Allwright*, the Supreme Court rules that the Texas Democratic Party's "white primary" is invalid under the 14th and 15th Amendments.

### 1946

In December, President Harry S. Truman issues an Executive Order forming the President's Committee on Civil Rights — in response to a wave of white attacks and murders of World War II black servicemen.



### 1947

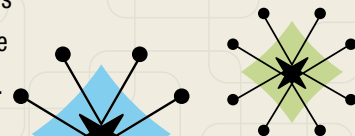
The President's Committee on Civil Rights issues a report covering a wide range of

civil rights issues. In addition, the report recommends elimination of the poll tax in federal and state elections and calls for an end to the racially discriminatory administration of federal elections.

### 1948

Arkansas desegregates its state system. The U.S. Supreme Court orders the admission of a black student to the University of Oklahoma School of Law.

President Truman signs Executive Order 9981, which states, "It is hereby declared to be the policy of the President that there shall be equality of treatment and opportunity for all persons in the armed services without regard to race, color, religion or national origin."







Blacks in the 'colored section' of Al Langfield in 1950. Times photo.

## Jim Crow laws

**Jim Crow laws touched every aspect of everyday life. The following are just a few of the Jim Crow laws from various states. Most states in the nation had these same laws.**

**Nurses** — “No person or corporation shall require any white female nurse to nurse in wards or rooms in hospitals, either public or private, in which Negro men are placed.”  
– Alabama

**Intermarriage** — “All marriages between a white person and a Negro, or between a white person and a person of Negro descent to the fourth generation inclusive, are hereby forever prohibited.” – Florida

**Education** — “The schools for white children and the schools for Negro children shall be conducted separately.” – Florida

**Textbooks** — “Books shall not be interchangeable between the white and colored schools, but shall continue to be used by the race first using them.” – North Carolina

**Lunch Counters** — “No persons, firms, or corporations, who or which furnish meals to passengers at station restaurants or station eating houses, in times limited by common carriers of said passengers, shall furnish said meals to white and colored passengers in the

same room, or at the same table, or at the same counter.” – South Carolina

**Libraries** — Any white person of such county may use the county free library under the rules and regulations prescribed by the commissioners' court and may be entitled to all the privileges thereof. Said court shall make proper provision for the Negroes of said county to be served through a separate branch or branches of the county free library, which shall be administered by (a) custodian of the Negro race under the supervision of the county librarian.”  
– Texas

**Theaters** — “Every person ... operating ... any public hall, theatre, opera house, motion picture show or any place of public entertainment or public assemblage which is attended by both white and colored persons, shall separate the white race and the colored race and shall set apart and designate ... certain seats therein to be occupied by white persons and a portion thereof, or certain seats therein, to be occupied by colored persons.” – Virginia

Source: National Park Service

## ACTIVITIES

### Research

Minstrel shows were popular in the United States beginning in the 1800s. Research minstrel shows in your school media center or local library. Think about the implications of these shows and why they became unpopular. Write a fully developed essay explaining these types of shows, including the origins, time period, stereotypes permeated and demise of the show. Be sure to use specific examples from your research, and be sure to document your information.



### Learning with the Times In-group favoritism

The term “in-group favoritism” hints at a sense of belonging and connection. For example, football players encourage each other's athletic best; band members encourage each other to practice. However, at its most insecure, in-group favoritism can lead to highly destructive and hurtful behaviors: gossiping against others, scapegoating and bullying and pressuring group members to do what they individually do not respect or feel comfortable doing. Peer pressure is a type of in-group favoritism. It can lead to positive and negative results. With a small group, discuss these ideas. Write down as many examples of in-group favoritism – both positive and negative – that you can think of. Next, look for examples of in-group favoritism in the *Tampa Bay Times*. Find as many examples as possible. On a piece of paper, write down the examples (including the name and date of the article) and whether the examples are positive or negative. Share your examples and thoughts with your class.

### 1950

The U.S. Supreme Court rejects Texas' plan to create a new law school for black students rather than admit a black student to the state's whites-only law school (*Sweatt vs. Painter*). The Supreme Court rules that learning in law school "cannot be effective in isolation from the individuals and institutions with which the law interacts." Barbara Johns, a 16-year-old junior at Robert R. Moton High

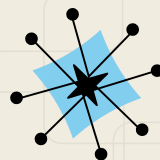
School in Farmville, Va., organizes and leads 450 students in an anti-school segregation strike.

### 1952

The Supreme Court hears oral arguments in *Brown vs. Board of Education of Topeka*. Thurgood Marshall, who will later become the first black justice on the U.S. Supreme Court, is the lead counsel for the black school children.

### 1953

Earl Warren is appointed Chief Justice of the U.S. Supreme Court. The Supreme Court hears the second round of arguments in *Brown vs. Board of Education*.



### 1954

In a unanimous opinion, the U.S. Supreme Court, in *Brown vs. Board of Education*, overturns *Plessy* and declares that separate schools are "inherently unequal." The court delays deciding on how to implement the decision and asks for another round of arguments. The court rules that the federal government is under the same duty as the states and must desegregate the Washington, D.C., schools (*Bolling vs. Sharpe*).

### 1956

Forty-nine percent of Americans — 61 percent of Northerners and 15 percent of Southerners — believe that black and white students should attend the same schools. Tennessee Gov. Frank Clement calls in the National Guard after white mobs attempt to block the desegregation of a high school. Under court order, the University of Alabama admits Autherine Lucy, its first African American student.



## Points to ponder:

### Discussion questions

1. What do you think segregated schools were like in pre-1954 America? Were schools in your state segregated? How was the experience of a black student in public school different from that of a white student?
2. The *Brown* decision called for school desegregation to happen with "all deliberate speed." How quickly — and how fully — do you think schools de-segregated?
3. What is segregation? Does it still exist? Other than schools, where have segregation battles been fought?
4. Is your school segregated? In what ways? What could you do to work against that segregation, bringing more integration to your school?
5. Do you believe in what *Brown vs. Board* stands for? How close to — or far from — fully embracing the *Brown* decision are we, as a society? What else needs to happen for us to move closer to the ideals of *Brown*?
6. How would schools have looked in your area had the Supreme Court not ruled against segregation in 1954? How would your life, and the lives of other students, be different?

Source: Teaching Tolerance

# A landmark decision

*Brown vs. the Board of Education* is one of the most pivotal court cases ever decided upon by the U.S. Supreme Court. With its landmark decision, the U.S. Supreme Court took an active role in affecting changes in national and social policy.

Often when people think of the case, they remember a little girl whose parents sued so that she could attend an all-white school in her neighborhood. In reality, the story of *Brown vs. Board of Education* is far more complex.

In December 1952, the U.S. Supreme Court had on its docket cases from Kansas, Delaware, the District of Columbia, South Carolina and Virginia, all of which challenged the constitutionality of racial segregation in public schools. The U.S. Supreme Court combined these five cases under one name: *Oliver Brown et al. vs. Board of Education of Topeka*.

Source: National Park Service



## A tale of two systems

On the surface, the story of *Brown vs. Board of Education* is a story of children denied the right to equal education. It is a story of black children forced to walk long distances to reach segregated schools. It is a story of black children not having the same opportunities as white children. It is a story of black children not being permitted to read the same books as white children.

Top left: *St. Petersburg Times* July 30, 1937, front page with headline about KKK march and rally in Tampa; Top right: *St. Petersburg Times* front page with headline for Supreme Court's ruling in the *Brown vs. Board of Education* case; Center: Tampa Urban League group of women members, Tampa, Fla., 1925. Bottom: St. James Parish School, Tampa, Fla., 1937, Courtesy, Tampa-Hillsborough Public Library system.

## 1957

The 1957 Civil Rights Act is signed into law. It establishes a temporary Commission on Civil Rights and reorganizes the Justice Department by creating a new Division of Civil Rights. It also authorizes the Justice Department to support lawsuits of private citizens alleging voting rights violations. This act was reformed in 1960. More than 1,000 paratroopers from the 101st Airborne Division and

a federalized Arkansas National Guard protect nine black students integrating Central High School in Little Rock, Ark.

## 1958

The Supreme Court rules that fear of social unrest or violence, whether real or constructed by those wishing to oppose integration, does not excuse state governments from complying with *Brown (Cooper vs. Aaron)*. Ten thousand young people march in Washington, D.C., in support of integration.

## 1959

Twenty-five thousand young people march in Washington, D.C., in support of integration. Prince Edward County, Va., officials close their public schools rather than integrate them. The Supreme Court orders the county to reopen its schools on a desegregated basis in 1964.



## 1960

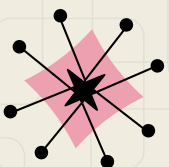
In New Orleans, federal marshals shield 6-year-old Ruby Bridges from an angry crowd as she attempts to enroll in school.

## 1961

A federal district court orders the University of Georgia to admit black students Hamilton Holmes and Charlayne Hunter. After a riot on campus, the two are suspended. A court later reinstates them.

## 1962

A federal appeals court orders the University of Mississippi to admit James Meredith, an black student. Upon his arrival, a mob of more than 2,000 white people riots.





# Desegregation of Tampa Bay schools



Portrait of the black students for whom the famous *Brown vs. Board of Education* case was brought and their parents: (front row L-R) Vicki Henderson, Donald Henderson, Linda Brown, James Emanuel, Nancy Todd and Katherine Carper; (back row L-R) Zelma Henderson, Oliver Brown, Sadie Emanuel, Lucinda Todd and Lena Carper. Topeka, Kansas, 1953. (Photo by Carl Iwasaki/Time Life Pictures/Getty)

"When you look at *Brown*, you are looking at a moment so powerful it is the equivalent of the big bang in our solar system," says historian and commentator Juan Williams. "It led to the Civil Rights Act of 1964 and the Voting Rights Act of 1965. It led to sit-ins and bus rides and freedom marches. And even today, as we argue about affirmative action in colleges and graduate schools, the power of *Brown* continues to stir the nation."

Source: Teaching Tolerance

## A unanimous decision

On May 17, 1954, the U.S. Supreme Court unanimously struck down the separate but equal doctrine in American public schools. The 11-page

decision, written by Chief Justice Earl Warren, was clear: "We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal."

The public reaction was mixed. Newspaper editorials both praised and condemned the decision. Opposition was fierce. Livelihoods and lives were lost. People on both sides of the fence were ostracized.

The history of this landmark decision has resulted in a series of gains and losses. And the fight for equality continues today through women's rights, minority rights, gay rights and advocacy on behalf of people with disabilities.

Source: Teaching Tolerance

## PINELLAS COUNTY HISTORY

<b>1961</b>	The first school desegregation occurs when black students are admitted to St. Petersburg Junior College.
<b>1964</b>	With Pinellas schools still mostly segregated, a group of black parents works with the NAACP Legal Defense and Education Fund to sue the Pinellas County School Board.
<b>1965</b>	U.S. District Judge Joseph P. Lieb orders the desegregation of Pinellas schools.
<b>1971</b>	The School Board votes to desegregate schools countywide. Judge Lieb accepts the plan and orders no school be allowed to have a population more than 30 percent black. The number of kids bused to school jumps from 35,000 to 46,000.
<b>1989</b>	A judge approves the idea of using magnet schools, which specialize in specific disciplines, to encourage white families to attend schools in black neighborhoods.
<b>2000</b>	Sides agree to end "court-ordered busing." U.S. District Judge Steven Merryday ends the 1964 lawsuit. The School Board approves a "choice plan" to get black and white families to voluntarily choose schools outside their neighborhoods.
<b>2003</b>	The choice plan begins. For the first four years, it will be very much like the old busing plan, with a rule that no school is more than 42 percent black. The first four years are called "controlled choice."

## HILLSBOROUGH COUNTY HISTORY

<b>1958</b>	Four black parents, prevented from putting their children in white schools, take the school district to court in <i>Andrew L. Manning vs. School Board of Hillsborough County</i> .
<b>1962</b>	A federal court rules Hillsborough County is operating an illegally segregated school system.
<b>1971</b>	After nine years with little progress, U.S. District Judge Ben Krentzman orders desegregation in Hillsborough County schools. Black and white students are bused, so all schools will be roughly 80 percent white and 20 percent black.
<b>1994</b>	The NAACP Legal Defense Fund takes the district back to court, accusing it of failing to comply with the 1971 court order by allowing 16 schools to become more than 40 percent black.
<b>1997</b>	U.S. Magistrate Elizabeth Jenkins finds Hillsborough County schools have achieved "unitary" status and recommends the court end supervision of the school district.
<b>1998</b>	Judge Elizabeth A. Kovachevich rejects Jenkins' recommendation, saying the School Board has not done enough to eliminate segregation.
<b>2000</b>	The School Board approves a "controlled choice" assignment plan to replace busing.
<b>2001</b>	March: The 11th U.S. Circuit Court of Appeals overturns Kovachevich and orders her to declare Hillsborough County schools unitary. Kovachevich does this and officially concludes the case.  June: The NAACP Legal Defense Fund appeals Kovachevich's ruling to the U.S. Supreme Court, which declines to hear appeal.
<b>2004</b>	"Controlled choice" debuts. For the first time in 33 years, the only children who will be bused for integration are those who have chosen to be.

## 1963

Sixty-two percent of Americans — 73 percent of Northerners and 31 percent of Southerners — believe black and white students should attend the same schools. Two black students, Vivian Malone and James A. Hood, successfully register at the University of Alabama despite Gov. George Wallace's "stand in the schoolhouse door" — but only after President Kennedy federalizes the Alabama National Guard.

## 1964

The 24th Amendment to the Constitution, banning poll taxes only in federal elections, is ratified.

The Civil Rights Act of 1964 is adopted. Title IV of the act authorizes the federal government to file school desegregation cases. Title VI of the act prohibits discrimination in programs and activities, including schools, receiving federal financial assistance.

The Rev. Bruce Klunder is killed protesting the construction of a new segregated school in Cleveland, Ohio.

## 1965

The U.S. Congress passes the Voting Rights Act. The Voting Rights Act authorizes the U.S. attorney general to send federal examiners to register black voters under certain circumstances. It also suspends all literacy tests in states in which less

than 50 percent of the voting-age population had been registered or had voted in the 1964 election. By the end of 1965, 250,000 new black voters have registered, one-third with federal protection.

## 1966

The Supreme Court rules in *Harper vs. Virginia State Board of Elections* that the poll tax is unconstitutional in state elections as well because it violates the equal protection promised in the 14th Amendment.





# Jim Crow era in St. Petersburg



Nelson Poynter  
Times photo

Negro News Page

The year was 1941, and black citizens were allowed to serve on grand juries. Eight years later, the city of St. Petersburg hired its first four black police officers. Yet it would be many years before black police officers were allowed to work in white neighborhoods.

During this era, facilities were segregated. Many black workers found employment opportunities in the least desirable jobs in the area, such as working the coke (coal) furnace at the city gas plant on the site that is now Tropicana Field.



Board of directors of Tampa Urban League at Bethel Baptist Church: Tampa, Fla., 1951. Courtesy, Tampa-Hillsborough County Public Library System

## The progressive Times

St. Petersburg city leaders began changing their attitudes toward the black community during and following World War II. This progress was facilitated by the leadership of Nelson Poynter.

Poynter, whose father owned the *St. Petersburg Times*, joined the staff as general manager in 1938. He became editor the next year, and in 1947, he became the paper's majority stockholder.

Beginning in 1939, the *St. Petersburg Times* published a "Negro News Page" written by black reporters covering the activities of black churches and schools, sporting and social events, and other personal news.

The page was inserted only in papers distributed to black neighborhoods, but it did represent the first respectful reference to black citizens as "Mr.," "Mrs.," or "Dr." — and its absence of racial epithets, and positive articles about prominent blacks was unique for its time.

Sources: Stetson Law School and *Tampa Bay Times*



In May 1964, blacks picketed outside Morrison's Cafeteria in downtown St. Petersburg protesting alleged racial segregation. Times photo.

White supremacy continued to be the dominant influence in local law enforcement leadership. City officials conducted raids on black bars and pool halls under a local "work or jail" proclamation.

Despite the U.S. Supreme Court's decision in *Smith vs. Allwright* in 1944, Democratic party leaders attempted to maintain the "white only" primary system, which had been part of the city charter since 1930. Black leaders successfully petitioned the local circuit court to strike down the system in 1945.

Black schools had no kindergarten classes. High school students had no facilities for technical education. Black students were not eligible for admission to St. Petersburg Junior College.

In 1945, the National Urban League noted St. Petersburg's population of 15,000 black citizens was served by only two doctors and an understaffed black hospital. There was not a single black lawyer in the city. Black citizens had no access to public beaches, the downtown waterfront or the city's library.

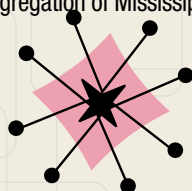
Source: Stetson Law School

## 1968

The Supreme Court orders states to dismantle segregated school systems "root and branch." The court identifies five factors — facilities, staff, faculty, extracurricular activities and transportation — to be used to gauge a school system's compliance with the mandate of *Brown (Green vs. County School Board of New Kent County)*.

## 1969

The U.S. Supreme Court orders the immediate desegregation of Mississippi schools.



## 1971

The U.S. Supreme Court approves busing, magnet schools, compensatory education and other tools as

appropriate remedies to overcome the role of residential segregation in perpetuating racially segregated schools.



## 1972

The U.S. Supreme Court refuses to allow public school systems to avoid desegregation by creating new, mostly

or all-white "splinter districts." Title IX of the Educational Amendments of 1972 is passed, prohibiting sex discrimination in any educational program that receives federal financial assistance.

## 1973

Section 504 of the Rehabilitation Act is passed, prohibiting schools from discriminating against students with

mental or physical impairments. The Supreme Court rules that states cannot provide textbooks to racially segregated private schools to avoid integration mandates. The Supreme Court rules that education is not a "fundamental right" and that the Constitution does not require equal education expenditures within a state.





Housing in the Scrub Section: Tampa, Fla., 1952. The Scrub was a black residential district, named for the scrub palmettos, typical of the area. Courtesy of Tampa-Hillsborough County Public Library System.

## Segregated, separated and shunned

The most vivid aspect of the Jim Crow era in St. Petersburg was the city's enforcement of social segregation.

This reputation of social segregation was influenced by "the city's reputation as one of the most racially segregated cities in the United States," and its attempt in 1931 to establish formal segregated residential districts, according to the Stetson Law School website.

"In 1946 this attempt resulted in the City Council's approval of a resolution requiring all blacks to live in an area seventeen blocks long, west of 17th Street and south of 6th Avenue North. Although the proposal was abandoned because it would have required the relocation of more than 1,000 black citizens, it was harsh evidence of the city's political allegiance to Jim Crow segregation, and its repression of any racially moderate white discourse."

Source: Stetson Law School

## The Deuces

In its day, 22nd Street South was considered one of the nation's black-American main streets. It was a Jim Crow strip that grew on St. Petersburg's margins during an era when blacks couldn't move freely in most of the city.

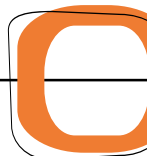
Its double 2's gave the street an enduring nickname: The Deuces. During the late 1950s and early '60s, The Deuces boasted more than 100 businesses. Perhaps 75 percent were black-owned.

The hotspot was the Manhattan Casino. There, big-name musicians played the finest 1930s

jazz, Sister Rosetta Tharpe sang about crossing the Jordan and James Brown shouted 1960s soul. From Louis Armstrong to Ray Charles, everyone played the Manhattan.

The Deuces lies near the heart of Midtown, where city government had drawn a line around predominantly black neighborhoods.

**Learn all about The Deuces and its legacy at [sptimes.com/2002/webspecials02/deuces/](http://sptimes.com/2002/webspecials02/deuces/).**



## ACTIVITIES

### Research The Freedom Riders

Black people struggled for decades to win legal equality. Segregation was deep-rooted in the South. Schools, public transportation and many public places were segregated. Lawsuits to challenge segregation in schools took place from the 1930s through the 1954 landmark decision of *Brown vs. Board of Education*.

As you are reading in this publication, ending segregation was not easy.

In 1955, the Montgomery Bus Boycott took on segregated city buses. And sit-ins challenged segregation at lunch counters starting in 1960. During the summer of 1961, with the civil rights movement well underway, activists challenged yet another segregation stronghold: interstate bus travel. Although this segregation was illegal, it still continued. Most black Americans did not try to assert their rights because of the likelihood of violence.

However, in 1961, a group of black and white Freedom Riders challenged segregation on interstate buses and in terminals. As a result, these citizens challenged federal officials to enforce U.S. law. The Freedom Rides became a defining part of the civil rights movement, and the Freedom Riders became models of the heroism that transformed race relations.

Research the Freedom Riders in your school media center or local library. Examine

not only the history of this heroic group of people, but also the concept of non-violent protest. Write a fully developed essay focused on your research. Share your research with your class.

### Learning with the Times Passive resistance

Now that you have learned about the journey of the Freedom Riders, look in the *Tampa Bay Times* for an example of a citizen who is standing up for his or her rights. Summarize the information in the article and find a sentence in the article that best describes this person or his or her challenge. Share your thoughts with your class.



NAACP Freedom Bus and riders. Courtesy of State Archives of Florida, Photographic Collection.

## Points to ponder:

### Discussion questions

1. What is the philosophy of non-violence? How did it shape the civil rights movement?
2. Why do people risk their lives to challenge injustice?
3. How does the federal government ensure that its laws are upheld? What happens when federal laws are not enforced?

### 1974

The U.S. Supreme Court blocks metropolitan-wide desegregation plans as a means to desegregate urban schools with high minority populations. Non-English-speaking Chinese students file suit against the San Francisco Unified School District for failing to provide instruction to those with limited English proficiency. The Supreme Court rules that the

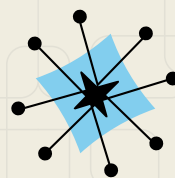
failure to do so violates Title VI's prohibition of national origin, race or color discrimination in school districts receiving federal funds (*Lau vs. Nichols*).

### 1978

The U.S. Supreme Court declares the affirmative action admissions program for the University of California Davis Medical School unconstitutional because it set aside a specific number of seats for black and Latino students.

### 1982

The Supreme Court rejects tax exemptions for private religious schools that discriminate.



### 1986

For the first time, a federal court finds that once a school district meets the *Green* factors, it can be released from its desegregation plan and returned to local control.

### 1988

School integration reaches its all-time high; almost 45 percent of black students in the United States are attending white-majority schools.

### 1991

After being released from a court order, the Oklahoma City school system abandons its desegregation efforts and returns to neighborhood schools.





# ACTIVITIES

## Research

### Bystanders and upstanders

Bystanders are people who witness an action but are not directly affected by that action or by those people executing the action. For example, the people who watched Jewish people being arrested and taken to concentration camps were bystanders.

Upstanders are people who bear witness to an injustice and take action to stop or prevent the acts from continuing: the student who stops a bully from harassing another student, the person who calls the police when he or she sees a crime being committed, someone who calls 9-11 when a friend is in trouble.



### Learning with the Times Community Awareness

Author Cynthia Ozick writes, "Indifference is not so much a gesture of looking away – of choosing to be passive – as it is an active disinclination to feel." A bystander is someone who sees an act, but turns away from helping. Do you know what is happening in your neighborhoods? Look in the *Tampa Bay Times* for articles of crimes in different towns and counties. You can check the police logs in the *Times'* regional sections. On a piece of paper, list the name of the town and county and what crimes have occurred. Update this list daily for two weeks. Then review the information with

*"In the end we will remember not the words of our enemies ... but the silence of our friends."*

— Martin Luther King, Jr.

your class. Were there bystanders to these events? What would you have done if you had witnessed these actions?

### Writing prompts

1. Identify a time when you went out of your way to help somebody else — a friend, a family member, a neighbor or a complete stranger. What were the consequences of your actions for you and for others?
2. Identify a situation in which you knew something was wrong or unfair, but you did not intervene to improve the situation. What were the consequences of your actions for you and for others?
3. Compare these two situations. What led you to act in one situation but not to intervene in the other?

### Searching for equal rights

There are many minority groups in the United States who continue to fight the battle for equality and civil rights. With a partner, choose an equal rights battle fought in the United States. Find speeches and documents written by leaders of those movements (informational text) to enhance your paper. Write a research paper based on what you learn and share the information with your class. (Groups struggling for equal rights include women, Hispanics, Asians, Native Americans, LGBT and people with disabilities.)



Blacks picketed outside Morrison's Cafeteria in downtown St. Petersburg, protesting alleged racial segregation, 1964. Times photo.

## Civil rights movement in Florida

*"We are confronted primarily with a moral issue ... whether all Americans are to be afforded equal rights and equal opportunities, whether we are going to treat our fellow Americans as we want to be treated."*

— John Fitzgerald Kennedy

### Discrimination

Discrimination is defined as the unfair treatment of a person, racial group or minority based on prejudice. Decades of not treating people with equality and respect spawned the civil rights movement. The Civil War ended in 1865. Yet it took black Americans many decades and a long difficult fight to get what Abraham Lincoln had intended them to have: equality.

### Working for equality

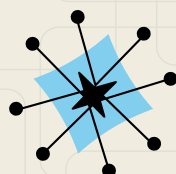
As early as 1904, Florida's black residents were working to improve their lives. Segregation resulted in poor education for black children, and as a result, black people began creating their own schools. In Florida, Mary McLeod Bethune opened the Daytona Literacy and Industrial Training School for Negro Girls. In 1909, on the hundredth anniversary of Lincoln's birth, the

**1992**

The Supreme Court further speeds the end of desegregation cases, ruling that school systems can fulfill their obligations in an incremental fashion.

**1995**

The Supreme Court sets a new goal for desegregation plans: the return of schools to local control. It emphasizes again that judicial remedies were intended to be "limited in time and extent."



**1996**

A federal appeals court prohibits the use of race in college and university admissions, ending affirmative action in Louisiana, Texas and Mississippi.

**2002**

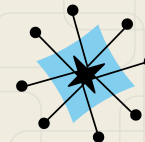
A report from Harvard's Civil Rights Project concludes that America's schools are resegregating.

**2003**

The Supreme Court upholds diversity as a rationale for affirmative action programs in higher-education admissions.

**2007**

In *Parents Involved vs. Seattle School District No. 1*, the Supreme Court finds voluntary school integration plans unconstitutional, paving the way for contemporary school segregation to escalate. The nation marks the 50th anniversary of the Little Rock Nine.





NAACP (National Association for the Advancement of Colored People) was formed by both black and white leaders.

Source: University of South Florida. *Exploring Florida: A Social Studies Resource for Students and Teachers*

## Double victory

In the 1940s, word spread across Florida that racial changes were on the horizon.

The NAACP in Florida started a campaign called the "Double V": victory against racism overseas and against racism at home.

After WWII ended, Florida lawmakers created the Minimum Foundations Program for public schools. The program was designed to strengthen the education system in Florida and upgrade black schools so that the federal courts would not accuse Florida of having an unfair, unequal public education system.

There were many groups of whites who did not want blacks to have equal rights. The Ku Klux Klan was one group that struck out violently at blacks. Black people who complained or spoke out about unfair wages or work conditions were sometimes jailed.



1923 KKK rally in Tampa. Courtesy of State Archives of Florida, Photographic Collection.



Children and staff in front of the Tampa Urban League: Tampa, Fla., 1923. Courtesy of Tampa-Hillsborough County Public Library system.



Segregated Spa Beach, St. Petersburg, 1959. Times photo.

Black Americans such as T. Thomas Fortune and Harry T. Moore continued to fight for civil rights. They formed groups that publicly objected to laws that prevented fair treatment. On December 24, 1950, members of the Ku Klux Klan killed Moore and his wife because of their development of an NAACP chapter in Brevard County and their campaign to register blacks to vote in Florida. Moore's killers were never brought to trial.

Source: University of South Florida. *Exploring Florida: A Social Studies Resource for Students and Teachers*

## Changing times

In 1954, the U.S. Supreme Court decided to put an end to school segregation. This decision brought with it changes that swept across Florida.

In 1956, two black women were arrested in Tallahassee for sitting in the front seats of a bus when they were expected to sit in the back. The black community began a boycott. This resulted in the revision of many laws and policies, and separate water fountains, bathrooms, restaurant seating and hotel rooms disappeared.

Source: University of South Florida. *Exploring Florida: A Social Studies Resource for Students and Teachers*



The 1934 diploma of Mary Young, a member of the first graduating class of Pinellas High School, Clearwater. Built in 1914, Pinellas High School was originally known as the "Clearwater Colored School." Times photo.

“ Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves, who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity. But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacle of segregation and the chains of discrimination. ”

— Martin Luther King, Jr.

## Points to ponder:

### Discussion questions

1. Explore the role of being a bystander and its moral implications.
2. Draw thematic parallels between the history of the Holocaust, segregation in America and modern-day bigotry, prejudice and persecution.
3. What happens if we are silent when we witness an act of prejudice, injustice or violence against another person?
4. What happens when we do nothing in the face of such things? What forces, internal and external, keep us from taking action in such moments? Are some more excusable than others? What can be done to diminish the forces that keep us from taking action?



# Respect for all



**A**lthough progress has been made in our schools, neighborhoods and workplaces in the last 50 years, discriminatory practices and acts of intolerance toward individuals and groups because of their race, ethnicity, body shape, religion, sexual orientation and gender continue with alarming frequency.

The newspaper documents the issues we face every day.

On the pages of the *Tampa Bay Times* over the past few years, stories of controversies that included a black student who had a noose put around his neck, gay men who were beaten as they left a restaurant and a biracial girl in Pinellas County who was suspended from her high school for circulating a petition asking that the Confederate flag and other offensive symbols be banned from campus have been featured.

**Keep these issues in mind as your class tries one or more of the following educational activities designed to inspire Respect for All.**

**Newspaper audit:** As a socially aware newspaper reader, it is important that you pay attention to equality issues and form your own opinions about them. People can be discriminated against for many reasons. For the next two weeks, conduct an audit of how the *Tampa Bay Times* presents people who differ in terms of race, ethnicity, body shape, income level, religion, disability, sexual orientation and gender. (To audit something means you should inspect it closely and look for any discrepancies in facts or viewpoints). Be sure to count how many positive and negative stories and images you find about the group you are tracking.

**What if?** What if *Brown vs. Board of Education* had never happened? How would schools look today in your neighborhood

if the Supreme Court had not ruled against segregation in 1954? How would you and your family's lives, and the lives of other students, be different? In small groups, design a front page of the *Tampa Bay Times* with articles, pictures and headlines that reflect how things might be.

**When I was different:** Can you remember a time when you found yourself in a situation in which you felt out of place? It may have been that you were dressed differently, didn't know the local customs, spoke with a different accent or had a different hairstyle or skin tone. Perhaps you felt out of place because of rude comments or jokes people told about people who were different than themselves. Write a paragraph about how you felt at that time, then find an article, cartoon or picture in the *Tampa Bay Times* that describes or illustrates someone who may be having a similar experience. Now write a second paragraph from that person's point of view.



Tampa Urban League banquet: Tampa, Fla., 1946.  
Courtesy, Tampa-Hillsborough County Public Library system.

## Respect for All campaign:

A media campaign is used when you want to get a positive message out about a theme, a product or an event. Now it is time for you to create a media campaign that illustrates the theme Respect for All. Create an advertisement to run in the *Times* using pictures, headlines and graphics from the *Tampa Bay Times* that will promote this concept.



This "Negro Recreation And Bathing Area" on the Skyway Bridge Causeway is maintained by the state of Florida through the road dept. Courts have ruled in many cases that public parks and beaches may not be segregated, 1963. Times photo.



# How do we get along?

Research illustrates that young people who have difficulty developing relationships are more likely to participate in aggression, abuse drugs or suffer from depression. This activity, from Teaching Tolerance, will help you examine what it means to relate to others.

Source: Teaching Tolerance

## Step 1: Defining reliability

**Writing prompt:** Is it easier to get along or to fight with others?

**Activity directions:** Students will create a chart exploring relationships observed through the media and through personal experiences. Using the *Tampa Bay Times* as well as other media as resources and students' own observations, list examples of people getting along and people not getting along, and show the effects of getting along, as well as the effects of not getting along.

## Step 2: Assessing relatability

**Writing prompt:** How can you measure the quality of relationships?

**Activity directions:** Students should complete the survey below. Students must provide a personal example for each survey question. Students should refer to the scale to learn their level of relatability.

### Assessing relatability survey

1. Do you initiate conversations with others (text, email, call)?
2. Do you respond when other people initiate conversations with you (text, email, call)?
3. Are you a member of a group or organization?
4. Do you cry or laugh at things (movies, books, songs, jokes)?
5. Do you apologize when needed?
6. Do you accept apologies?
7. Do you share secrets with others?
8. Do other people share secrets with you?
9. Do you seek advice or the opinions of others?
10. Do others come to you for advice or for your opinion?

Total # of YES answers \_\_\_\_\_

Total # of NO answers \_\_\_\_\_

#### Scale

8-10 YES Answers: You are very relatable person.

5-7 YES Answers: You are a social person.

3-4 YES Answers: You need a relatability mentor.

0-2 YES Answers: You are in need of a relatability makeover.

**Process questions:** What is your reaction to your score? Do you think the survey measures relatability accurately? Explain why.

## Step 3: Reshaping your relatability

**Writing prompt:** How can you improve your interactions with others?

**Activity directions:** Students should brainstorm a list of factors that they use to help build relationships in their lives. They also should make a list of factors that they feel are harmful to the development of relationships in their lives.

**Process questions:** Review your list and explain what behavior/factor is hurting your interactions with others the most. Now that you are aware that this is hurting your relationships with others, what will you do with this information?

Source: Teaching Tolerance

# Jim Crow Pre-Survey

This is **not** a test. You will not be graded on it and there are no right or wrong answers. Please read the statements below carefully and answer them as honestly as you can.

Student age: \_\_\_\_\_ Grade: \_\_\_\_\_ Gender: \_\_\_\_\_

### Race/Ethnicity (circle one):

American Indian      Asian      Black      White  
Hispanic      Multiracial      Pacific Islander/Hawaiian

### Read each statement and decide

	Strongly agree	Agree	Disagree	Strongly disagree
Students in my school get along well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students in my school choose to interact primarily with people most like themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying is a serious problem in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Every student in my school feels like he or she belongs there.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My school creates opportunities for students to get to know each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have seen biased vandalism or graffiti at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers in my school actively work to create a safe and welcoming environment for every student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am okay with being friends with someone who is gay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make jokes about people who differ in race, gender, ethnicity or sexual orientation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some people bring harassment and bullying upon themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students in my school know how to report harassment, bullying and abuse to school officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I speak out when I see girls being treated differently than boys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I saw a student at school being threatened by another student, I would tell an adult who I thought would help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teachers: Please mail completed surveys to Newspaper in Education, 490 First Ave S, St. Petersburg, FL 33701, email to [ordernie@tampabay.com](mailto:ordernie@tampabay.com) or fax to 727-893-8121.

Sources: Teaching Tolerance



# Jim Crow Post-Survey

This is **not** a test. You will not be graded on it and there are no right or wrong answers. Please read the statements below carefully and answer them as honestly as you can.

Student age: \_\_\_\_\_ Grade: \_\_\_\_\_ Gender: \_\_\_\_\_

## Race/Ethnicity (circle one):

American Indian      Asian      Black      White  
Hispanic      Multiracial      Pacific Islander/Hawaiian

## Read each statement and decide

	Strongly agree	Agree	Disagree	Strongly disagree
Students in my school get along well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students in my school choose to interact primarily with people most like themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying is a serious problem in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Every student in my school feels like he or she belongs there.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My school creates opportunities for students to get to know each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Sources: Teaching Tolerance

# Getting along and promoting tolerance

Friendship circles are groups of people who share some common interests or values. A clique is a friendship group that often exerts control over its members. A clique is a group of friends that often has the following characteristics:

- Control over the members of the group ("We only wear brand-name clothing.")
- Strict rules about who is allowed into the group ("We don't hang out with people like that.")
- Inflexible exit from the group ("If she hangs out with that girl, we're not going to be friends with her.")

## Discussion questions

1. Make a class list of clique nicknames ("jocks," "preps," etc.) in your school community.
2. Are any of the clique nicknames offensive or derogatory?
3. Record at least one positive and one negative thing about each clique.
4. Are cliques positive or negative forces in a school community?
5. Do people in cliques practice intolerant or bullying behavior?

Source: Teaching Tolerance: *Cliques in schools*

## How can intolerance be countered?

- Fighting intolerance requires laws
- Fighting intolerance requires education
- Fighting intolerance requires access to information
- Fighting intolerance requires individual awareness
- Fighting intolerance requires local solutions

## Teachers

Here are some great websites to help with your lesson planning:

- [Tolerance.org](http://Tolerance.org)
- [Facinghistory.org](http://Facinghistory.org)
- [fcit.usf.edu/holocaust](http://fcit.usf.edu/holocaust)

## ACTIVITIES

### Research one of these historic Tampa Bay communities or buildings:

- Bethlehem Progressive Baptist Church
- Freedtown
- Prospect
- Bealsville
- The Swain dental office
- The Royal Theater
- The Swain Apartments
- The Manhattan Casino
- La Union Marti-Maceo
- Bing Rooming House
- Glover School
- Frazier Cemetery
- The Dr. Walter Smith Library
- Historic Oaklawn Cemetery
- The Jackson House
- St. Peter Claver School
- Heritage Village
- Johnnie Ruth Clark Health Center at the Historic Mercy Hospital Campus
- The Scrub

Find out as much information as you can and share your discoveries with your class.