

**LESSON PLAN FOR VIRGINIA PATHWAYS EPISODE 5**  
**Segment 3: Massive Resistance, Challenging Jim Crow Laws**

**Video Segment Summary**

**Running Time 3 minutes, 10 seconds**

**Opening**

The four characters are sitting in a restaurant, eating lunch. Kelly thanks the grandparents for taking her to lunch. Mr. Harris replies that when he was a boy, it would have been impossible for them to have lunch together, because of the segregation laws. Mrs. Harris says the system was unfair, but they did have fun. They had to develop a strong community to survive. The African American community had their own churches, businesses, movie theaters, and hotels. Robert asks why people put up with the situation. Mr. Harris replies that many things had to happen before things could change. He mentions the segregation of the African American soldiers during World War II and Korea. The video fades into the insert.

**Text of Insert**

In the 1950s, groups like the National Association for the Advancement of Colored People or NAACP began to challenge Jim Crow Laws in the courts.

In 1954, the Supreme Court ruled that “separate but equal” was unconstitutional. This meant that African Americans would go to the same public schools as whites. This change did not come easily.

Harry F. Byrd, a United States Senator from Virginia, strongly opposed integration. In 1956, Byrd used his political influence in Virginia to get the General Assembly to pass legislation for Massive Resistance. Massive Resistance cut off all state funding for schools that tried to integrate the races.

In the fall of 1958, Governor Lindsay Almond shut down nine schools in Front Royal, Charlottesville, and Norfolk rather than integrate them. Prince Edward County closed their own schools. Faced with actual closing, public opinion began to change from support of Massive Resistance. These closed schools began to reopen in 1959 and the long process of integration began.

In addition to school integration, boycotts and sit-ins were used to bring attention to the unfairness of the other laws that discriminated. A boycott is when people stop supporting businesses that are doing things that they don't agree with. Some people boycotted bus lines to protest the fact that people who weren't white had to sit in the back of the bus. Sit-ins occurred when protesters peacefully went into places that were discriminating and sat down. Sit-ins stopped businesses from serving customers and showed people they could publicly challenge businesses and governments that were unfair.

### Segment 3: Massive Resistance, Challenging Jim Crow Laws

#### Learning Objectives

As part of learning SOL 4.5 *b* and 4.6 *a* and *b* the student will be able to:

- discuss the impact of segregation on life in Virginia in the 20<sup>th</sup> century;
- discuss the impact of the Jim Crow laws on life in Virginia in the 20<sup>th</sup> century;
- discuss the impact of World War II on the Civil Rights Movement;
- explain the ways Virginians reacted to the challenge of extending civil rights to African Americans; and
- define the following words in context: *boycott*, *integrate*, *integration*, *legislation*, *Massive Resistance*, *NAACP*, and *sit-in*.

#### Pre-Viewing Activities

1. Complete the *Anticipation Guide* and the first two columns of the *KWL Activity Sheet*.
2. Use the *Word Questioning Graphic Organizer* or the *Word Meaning Prediction Chart* included in this Study Guide to introduce some of the vocabulary words.
3. Ask students to brainstorm ways to solve the problems of segregation and discrimination they have viewed.

#### Focus for Viewing

Tell students the video segment explains some of the events that happened as African Americans in Virginia were struggling to gain equality. Ask students to watch and listen for the answers to the following question:

- How did some Virginians react to the challenge of extending civil rights to African Americans?

#### Viewing Activities

1. Start the video with the scene of the four characters sitting in the restaurant. Kelly says, "Thanks for taking us to lunch, Mr. and Mrs. Harris."
2. **Pause Point:** Stop the video after Mr. Harris says, "After risking their lives fighting in the U. S. military during wartime, many of these soldiers came home in 1945 to cities and towns where their freedom was still limited." The video shows clips of soldiers fighting in battles. Tell students the next section of the video will explain some of the events that happened in Virginia during the 1950s.

Resume the video.

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3. **Pause Point:** Stop the video after the narrator says, "These closed schools began to reopen in 1959 and the long process of integration began." The video shows a photo of a group of African American students. Explain that these students were probably the first African Americans to attend a previously all white school.

Resume the video.

4. **Pause Point:** Stop the video after the narrator says, "Sit-ins stopped businesses from serving customers and showed people they could publicly challenge businesses and governments that were unfair." The video shows a photo of a lunch counter. Explain to students that there were white people who believed in the need for equality. These people often joined in the sit-ins and boycotts. This is the end of the third segment of the video. Use the *Post-Viewing Activities, Assessment, Action Plan, and Extension Activities* for Segment Three before showing the next segment of the video.

**Post-Viewing Activities and Questions**

1. Discuss the *Focus for Viewing* question in small groups. Have groups report their answers to the class.
2. Complete the *Note Taking Activity Sheet*. Either replay the video segment and have students take notes as they listen, or have them complete the activity sheet and watch the video segment again to check their answers.
3. Complete the *KWL Activity Sheet* and the *After Viewing* section of the *Anticipation Guide*.
4. Use the *Words in Context Graphic Organizer* to study important vocabulary words.
5. Use any or all of these additional questions. You may want to replay the video segment and have students find the answers as they watch and listen.
  - According to Mrs. Harris, what was one effect of segregation on the African American community?
  - According to Mr. Harris, what happened to the African American soldiers when they came home from fighting in World War II and the Korean War?
  - What did the NAACP start to do in the 1950s?
  - What did the Supreme Court rule in 1954?

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Post-Viewing Activities and Questions, continued

- Who was Harry Byrd, and what was his position on integration of the schools?
- What were some of the effects of Massive Resistance?
- Who was the governor of Virginia during this time, and what did he do?
- When did the schools begin to reopen?
- What is a boycott? How were boycotts used during this time?
- What is a sit-in? How were sit-ins used during this time?

**Assessment**

1. Use the test included in this Study Guide as a formal assessment.
2. Use *the Note Taking Activity Sheet, 3-2-1 Graphic Organizer, The Important Thing Graphic Organizer*, or any of the Post-Viewing or Extension Activities in this Study Guide as an informal assessment.

**Action Plan**

1. Get information from the NAACP about their programs. Call a local chapter, write to the headquarters, or use the website. Give an oral report to the class. If possible, have a speaker come to the class.
2. Use a map of Virginia to locate the areas where schools were shut down.
3. Many of the African Americans who were among the first to integrate the public schools in Virginia are still living in the area. Invite one of these people to speak to the class about their experiences.

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**Extensions**

1. **Reading/Literature**  
Read one of the books from the reading list located in this Study Guide. Write a critique of the book and post it on the class website.
2. **Technology**  
Use an online encyclopedia or other Internet resources to find out more about Massive Resistance, *Brown v. the Board of Education* and other rulings related to integration, or the NAACP. Share the information with the class.
3. **Writing**  
Work with a partner. One partner writes an essay from the point of view of someone who supports Massive Resistance. The other partner writes as one who opposes Massive Resistance. Partners read each other's essays and respond.
4. **Research**  
Use newspaper and magazine articles and newsreels to find out more about the schools that shut down during Massive Resistance.

### **Background on Brown v. Board of Education**

The original suit was named for Oliver L. Brown, the father of Linda Brown. Linda was a third grade African American girl who had to walk through a railroad switchyard to reach her school. Her parents applied for admission to the white school that was closer to their home, but the permission was denied. Then the Topeka, Kansas chapter of the NAACP got involved to challenged the “separate but equal” philosophy in the schools. Thirteen African American parents tried to enroll their twenty children in the white schools in Topeka, Kansas. All of these requests were denied, even though many of the children lived closer to the white schools than to the schools for African Americans. The NAACP filed a lawsuit against the Board of Education to stop the segregation. The NAACP attorneys said that segregated schools were unequal because being segregated gave the message that the African American children were inferior to the white children. The Board of Education felt that since segregation was practiced in other areas of life, the segregated schools better prepared the children for life than integrated ones would. There was also a precedent in an earlier case, *Plessy v. Ferguson*, that allowed separate but equal schools. When the Kansas court ruled in favor of the School Board, the NAACP appealed to the Supreme Court.

At the same time, NAACP headquarters was filing similar suits in Delaware, Virginia, South Carolina, and Washington, D. C. When the case reached the Supreme Court it became known as *Oliver L. Brown et. al. vs. The Board of Education of Topeka (KS)*.

On May 17, 1954, the Supreme Court judges unanimously agreed that separating the children was a violation of the 14<sup>th</sup> amendment. Chief Justice Earl Warren wrote: “ We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other “tangible” factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does . . . We conclude that in the field of public education the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment.”

The following web sites provide more information about Brown v. Board of Education:

<http://www.watson.org/lisa/blackhistory/early-civilrights/brown.html>

<http://brownvboard.org/summary/backgrnd.htm>

[www.aclu.org/library/75hits.html](http://www.aclu.org/library/75hits.html).

<http://brownvboard.org>

Name \_\_\_\_\_ Date \_\_\_\_\_

**ANTICIPATION GUIDE FOR VIRGINIA PATHWAYS EPISODE 5  
Segment 3: Massive Resistance, Challenging Jim Crow Laws**

**Directions:** Read each sentence before you watch the video. In the *Before Viewing* column place a check mark next to each sentence you think is correct. After you watch the video, put a check in the *After Viewing* column next to each sentence you know is correct. Which of your ideas stayed the same? Which changed? Why?

<b>Before Viewing</b>		<b>After Viewing</b>
___	1. The Jim Crow Laws began to be challenged in the courts in the 1950s.	___
___	2. The Supreme Court ruled that “separate but equal” was acceptable according to the Constitution.	___
___	3. Harry F. Byrd supported Massive Resistance.	___
___	4. Governor Lindsay Almond willingly integrated the public schools in Virginia.	___
___	5. Boycotts and sit-ins were used to support discrimination.	___

**Post-Viewing Activity**

Directions: Rewrite the incorrect statements above to make them true.

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**VOCABULARY FOR VIRGINIA PATHWAYS EPISODE 5**  
**Segment 3: Massive Resistance, Challenging Jim Crow Laws**

Vocabulary terms are listed in alphabetical order. A list of terms in order of their appearance in the video is also included. Most of the context sentences refer to the script of the video. Sentences marked with an asterisk (\*) provide context for the vocabulary term, but do not refer to the script of the video.

**Vocabulary terms in order of their appearance in the video:**

NAACP	integrate
integration	boycott
legislation	sit-in
Massive Resistance	protesters
public opinion	General Assembly

**Vocabulary terms in alphabetical order:**

**boycott**

Definition: to unite in refusing to buy from, sell to, use, or deal with

Sentence: *Some people **boycotted** bus lines to protest the fact that people who weren't white had to sit in the back of the bus.*

**integrate**

Definition: to combine; to bring together into a whole

Sentence: *Some schools chose to close rather than **integrate**.* \*

**integration**

Definition: the ending of segregation; having people of different ethnic or religious backgrounds work together and live as neighbors

Sentence: *Harry F. Byrd, a United States senator from Virginia, strongly opposed **integration**.*

**legislation**

Definition: laws; lawmaking

Sentence: *State **legislation** made some kinds of discrimination legal.* \*

**massive**

Definition: large, widespread

Sentence: *In some areas of the country, there was massive disagreement about integrating the schools.* \*

Vocabulary for Segment 3, continued

**public opinion**

Definition: the views or beliefs of most of the people in an area

Sentence: *Faced with actual closing, **public opinion** began to change from support of Massive Resistance.*

**protesters**

Definition: people who show their objection to something in public

Sentence: ***Sit-ins** occurred when protesters peacefully went into places that were discriminating and sat down.*

**resistance**

Definition: working against something

Sentence: *Many Southerners felt a **resistance** to integrating the schools. \**

**sit-in**

Definition: a demonstration in which people sit down in a public place and refuse to move as a protest against something they think is unjust or unfair

Sentence: ***Sit-ins** stopped businesses from serving customers and showed people they could publicly challenge businesses and governments that were unfair.*

**Extended Definitions**

**General Assembly**

Definition: This is the legislative branch of the Virginia government. It has two houses or chambers: the Senate and the House of Delegates. This branch of the government makes the laws.

Sentence: *L. Douglas Wilder served in the Virginia General Assembly for ten years. \**

**Massive Resistance**

Definition: In Virginia, during the late 1950s, many people were against the idea of having white and African-American children go to school together. In many areas of Virginia, the schools closed rather than integrate. The General Assembly finally ruled that the state could not close the schools. Most of the public schools in Virginia were integrated by the mid 1960s.

Sentence: ***Massive Resistance** cut off all state funding for schools that tried to integrate the races.*

**NAACP**

Definition: The National Association for the Advancement of Colored People was founded on February 12, 1909 in New York City. Its purpose was to relieve and change the poor living conditions of many African Americans. Today the NAACP continues to work towards a single class of citizenship for all Americans. Among its victories is the 1954 Supreme Court decision that declared racial segregation in public schools unconstitutional.

For further information, see the NAACP website, at [www.naacp.org](http://www.naacp.org).

Sentence: *In the 1950s, groups like the National Association for the Advancement of Colored People or **NAACP** began to challenge Jim Crow laws in the courts.*

Name \_\_\_\_\_ Date \_\_\_\_\_

**NOTE TAKING ACTIVITY SHEET FOR VIRGINIA PATHWAYS EPISODE 5  
SEGMENT 3: MASSIVE RESISTANCE, CHALLENGING JIM CROW LAWS**

**Directions:** Use words or phrases from the video to complete each sentence. Then check your answers with the words in the Word Bank on the next page.

1. When Mr. and Mrs. Harris were children, they were not allowed to eat in a restaurant with white people because of the \_\_\_\_\_ laws.
  
2. When the African American \_\_\_\_\_ came home from World War II, they expected to be treated better than they were before the war.
  
3. The \_\_\_\_\_ began to challenge the Jim Crow Laws in court.
  
4. \_\_\_\_\_ strongly opposed integration.
  
5. Governor \_\_\_\_\_ shut down nine schools in Virginia rather than integrate them.
  
6. In 1954 the Supreme Court rule that “separate but equal” was \_\_\_\_\_.

**WORD BANK**

Each word in the Word Bank is used once on the *Note Taking Activity Sheet*.

Lindsay Almond	segregation
Harry F. Byrd	soldiers
NAACP	unconstitutional

Name \_\_\_\_\_ Date \_\_\_\_\_

**ANSWER KEY NOTE TAKING ACTIVITY SHEET  
FOR VIRGINIA PATHWAYS EPISODE 5  
SEGMENT 3: MASSIVE RESISTANCE, CHALLENGING JIM CROW LAWS**

**Directions:** Use words or phrases from the video to complete each sentence. Then check your answers with the words in the Word Bank on the next page.

1. When Mr. and Mrs. Harris were children, they were not allowed to eat in a restaurant with white people because of the **segregation** laws.
  
2. When the African American **soldiers** came home from World War II, they expected to be treated better than they were before the war.
  
3. The **NAACP** began to challenge the Jim Crow Laws in court.
  
4. **Harry F. Byrd** strongly opposed integration.
  
5. Governor **Lindsay Almond** shut down nine schools in Virginia rather than integrate them.
  
6. In 1954 the Supreme Court rule that “separate but equal” was **unconstitutional**.

**WORD BANK**

Each word in the Word Bank is used once on the *Note Taking Activity Sheet*.

Lindsay Almond	segregation
Harry F. Byrd	soldiers
NAACP	unconstitutional

**TEST FOR VIRGINIA PATHWAYS EPISODE 5**  
**SEGMENT 3: MASSIVE RESISTANCE, CHALLENGING JIM CROW LAWS**

Name \_\_\_\_\_

Date \_\_\_\_\_

**Directions:** On your answer sheet, shade in the circle directly under the letter that stands for the correct word or phrase that completes each statement.

- |  |   |
|--|---|
| <p>1. The ___ laws were in effect when Mr. and Mrs. Harris were children.</p> <p>A demonstration<br/>B segregation<br/>C immigration<br/>D education</p>                     | <p>6. ___ shut down public schools in Virginia rather than integrate them.</p> <p>F Lindsay Almond<br/>G George Wythe<br/>H Robert E. Lee<br/>J George Mason</p>                                |
| <p>2. The African American soldiers wanted to be treated better after ____.</p> <p>F World War I<br/>G World War II<br/>H The Revolutionary War<br/>J The Vietnamese War</p> | <p>7. ____ cut off funding for public schools that wanted to integrate.</p> <p>A The Emancipation Proclamation<br/>B Massive Resistance<br/>C The Virginia Charter<br/>D The Bill of Rights</p> |
| <p>3. The ___ challenged Jim Crow laws.</p> <p>A AFL/CIO<br/>B SCBWI<br/>C NAACP<br/>D AARP</p>  | <p>8. The schools were shut down in ____.</p> <p>F 1958<br/>G 1966<br/>H 1975<br/>J 1982</p>  |
| <p>4. Segregation laws were challenged in ____.</p> <p>F the 1860s<br/>G the 1950s<br/>H the 1980s<br/>J the 1890s</p>   | <p>9. The schools began to reopen in ____.</p> <p>A 1995<br/>B 1968<br/>C 1959<br/>D 1977</p>   |
| <p>5. ___ was against integration.</p> <p>A Harry F. Byrd<br/>B Woodrow Wilson<br/>C James Monroe<br/>D Ulysses S. Grant</p>   | <p>10. ___ brought attention to unfair laws.</p> <p>F Songs and dances<br/>G Boycotts and sit-ins<br/>H Parades and carnivals<br/>J Arts and crafts</p>   |

**VOCABULARY TEST FOR VIRGINIA PATHWAYS EPISODE 5  
SEGMENT 3: MASSIVE RESISTANCE, CHALLENGING JIM CROW LAWS**

Name \_\_\_\_\_

Date \_\_\_\_\_

**Directions:** On your answer sheet, shade in the circle that stands for the missing word.

11. \_\_\_\_ means to refuse to deal with.
- A Boycott
  - B Employ
  - C Entertain
  - D Borrow
12. \_\_\_\_ means to bring together.
- F Exclaim
  - G Integrate
  - H Allow
  - J Beg
13. NAACP stands for the National Association for the \_\_\_\_ of Colored People.
- A Advancement
  - B Admiration
  - C Ability
  - D Ancestors
14. The \_\_\_\_ makes the laws in Virginia.
- F Supreme Court
  - G General Assembly
  - H Executive Office
  - J Speaker of the House
15. The views or beliefs of most of the people in an area is \_\_\_\_.
- A curiosity
  - B good manners
  - C public opinion
  - D excitement
16. Another word for widespread is \_\_\_\_.
- F local
  - G massive
  - H sour
  - J peaceful
17. Another word for lawmaking is \_\_\_\_.
- A legislation
  - B manufacture
  - C conversation
  - D agreement
18. People of different backgrounds work together as neighbors when there is \_\_\_\_.
- F imagination
  - G celebration
  - H demonstration
  - J integration
19. The schools closed rather than integrate during \_\_\_\_.
- A Reconstruction
  - B The Boston Massacre
  - C Massive Resistance
  - D Election Year
20. People who show their objection to something in public are \_\_\_\_.
- F protesters
  - G citizens
  - H cowards
  - J prisoners

**STUDENT ANSWER SHEET FOR VIRGINIA PATHWAYS EPISODE 5  
SEGMENT 3: MASSIVE RESISTANCE, CHALLENGING JIM CROW LAWS**

Name \_\_\_\_\_

Date \_\_\_\_\_

**Directions:** Shade in the circle directly under the letter that stands for the correct answer.

1.     A     B     C     D  
       0     0     0     0

11.    A     B     C     D  
       0     0     0     0

2.     F     G     H     J  
       0     0     0     0

12.    F     G     H     J  
       0     0     0     0

3.     A     B     C     D  
       0     0     0     0

13.    A     B     C     D  
       0     0     0     0

4.     F     G     H     J  
       0     0     0     0

14.    F     G     H     J  
       0     0     0     0

5.     A     B     C     D  
       0     0     0     0

15.    A     B     C     D  
       0     0     0     0

6.     F     G     H     J  
       0     0     0     0

16.    F     G     H     J  
       0     0     0     0

7.     A     B     C     D  
       0     0     0     0

17.    A     B     C     D  
       0     0     0     0

8.     F     G     H     J  
       0     0     0     0

18.    F     G     H     J  
       0     0     0     0

9.     A     B     C     D  
       0     0     0     0

19.    A     B     C     D  
       0     0     0     0

10.    F     G     H     J  
       0     0     0     0

20.    F     G     H     J  
       0     0     0     0

**ANSWER KEY FOR VIRGINIA PATHWAYS EPISODE 5  
SEGMENT 3: MASSIVE RESISTANCE, CHALLENGING JIM CROW LAWS**

Name \_\_\_\_\_

Date \_\_\_\_\_

**To the Teacher:** The correct answer is indicated by an **X** under the corresponding letter. To make a scoring template, duplicate this page, and use a hole-punch to punch out the space under the correct answer. Then place the answer key over the test paper for scoring.

- |     |               |               |               |   |     |               |               |               |               |
|-----|---------------|---------------|---------------|---|-----|---------------|---------------|---------------|---------------|
| 1.  | A             | B<br><b>X</b> | C             | D | 11. | A<br><b>X</b> | B             | C             | D             |
| 2.  | F             | G<br><b>X</b> | H             | J | 12. | F             | G<br><b>X</b> | H             | J             |
| 3.  | A             | B             | C<br><b>X</b> | D | 13. | A<br><b>X</b> | B             | C             | D             |
| 4.  | F             | G<br><b>X</b> | H             | J | 14. | F             | G<br><b>X</b> | H             | J             |
| 5.  | A<br><b>X</b> | B             | C             | D | 15. | A             | B             | C<br><b>X</b> | D             |
| 6.  | F<br><b>X</b> | G             | H             | J | 16. | F             | G<br><b>X</b> | H             | J             |
| 7.  | A             | B<br><b>X</b> | C             | D | 17. | A<br><b>X</b> | B             | C             | D             |
| 8.  | F<br><b>X</b> | G             | H             | J | 18. | F             | G             | H             | J<br><b>X</b> |
| 9.  | A             | B             | C<br><b>X</b> | D | 19. | A             | B             | C<br><b>X</b> | D             |
| 10. | F             | G<br><b>X</b> | H             | J | 20. | F<br><b>X</b> | G             | H             | J             |