

Kansas Oral History Project - Diverse Voices in Public Policy Understanding Segregation: A Snapshot of Historical Injustice

Objective: Through a series of questions and interactions with other students, learners will discover the story of a distinguished Kansan whose voice has been heard on the issue of segregation to gain a greater understanding of how other groups have faced the challenges of discrimination.

Level - Course(s) - Length: High School, U.S. Government or U.S. History course - 50 minutes

Link to Oral History interview with Carolyn Wims Campbell:

https://ksoralhistory.org/interview/interview-of-carolyn-l-wims-campbell-by-eric-sexton-march-25-2022/?_sfm_interview_data_kohp_collection=2667

The following clips will be viewed throughout the lesson in this order:

Campbell Clip A--Between 4:06 and 7:21 minutes

Campbell Clip B--Between 10:50 and 13:05 minutes

Materials Needed:

- Poster paper
- Glue or glue sticks
- Colored pencils or markers

Introduction - Historical Background Terms with definitions provided: (10 minutes)

- Teacher - Display the following terms, for all students to see. Discuss in detail the meaning and context of each.
 - **Segregation** (The enforced separation of individuals or groups, typically based on race, leading to distinct and unequal treatment in various aspects of life)
 - **Separate-but-equal** (A legal doctrine that allows for racial segregation as long as the separate facilities or services are deemed equivalent, often used to justify discriminatory practices)
 - **Jim Crow Laws** (State and local laws in the United States, primarily in the Southern states, enacted between the late 19th and early 20th centuries, that enforced racial segregation and perpetuated racial inequality)
 - **Brown v. Topeka Board of Education (1954)** (A landmark U.S. Supreme Court case that declared state laws establishing separate public schools for black and white students to be unconstitutional, thus ending legal segregation in public schools)

Group Activity: (30 minutes)

- Teacher - Divide the students into small groups and give each group a piece of poster paper, glue and colored pencils or pens.
- Teacher - Assign ONE of the following terms to each group:
 - Segregation
 - Separate-but-equal
 - Jim Crow Laws
 - Brown v. Topeka Board of Education
- Teacher
 - Instruct each group to find **THREE historical images** that **illustrate their term** to print and glue to their poster.
 - Instruct each group to watch **BOTH video clips** from Carolyn Wims Campbell and locate a **QUOTE that is connected to the assigned term** and add it to their poster.

Conclusion: (10 minutes)

- Teacher - Have each student group present their poster to the class, making sure to clearly explain how the quote from Carolyn Wims Campbell connects to their term and images.