



#9558

THE STRANGE DEMISE OF JIM CROW

CALIFORNIA NEWSREEL, 1997

Grade Levels: 9-13+

58 minutes

1 Instructional Graphic Enclosed

DESCRIPTION

Cooperative efforts between the black and white leadership and an agreed-upon media blackout in Houston, Texas, in 1960 led to its relatively quiet integration of lunch counters. Using the same cooperative methods, hotels, theaters, and restaurants soon followed. Protesting students and city leaders all helped make Houston's desegregation a media and political "non-event." Participants reminisce about the era.

ACADEMIC STANDARDS

Subject Area: United States History – Era 6 – The Development of the Industrial United States (1870-1900)

- ★ Standard: Understands massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity
 - Benchmark: Understands the experiences of diverse groups and minorities in different regions of the country (e.g., the experiences of African Americans, Asian Americans, and Hispanic Americans; the anti-Chinese movement in the West; the rise of lynching in the South; the impact of Jim Crow laws on African Americans (See Instructional Goal #3.)

Subject Area: United States History – Era 10 – Contemporary United States (1968 to the present)

- ★ Standard: Understands economic, social, and cultural developments in the contemporary United States
 - Benchmark: Understands various influences on American culture (e.g., the desegregation of education and its role in the creation of private white academies; the influence of the media on contemporary American culture; how ethnic art, food, music, and clothing are incorporated into mainstream culture and society) (See Instructional Goal #4.)

INSTRUCTIONAL GOALS

1. To illustrate the events of desegregation in Houston.
2. To identify key persons involved in the desegregation of Houston.
3. To examine the impact of Jim Crow laws on African Americans.
4. To understand the influence of desegregation and the role of the media on American culture.



VOCABULARY

- | | |
|---------------------|-----------------|
| 1. uppity | 12. non-violent |
| 2. segregation | 13. tolerate |
| 3. apartheid | 14. censure |
| 4. establishment | 15. threaten |
| 5. colored | 16. violate |
| 6. African American | 17. subdue |
| 7. Negro | 18. lobbyist |
| 8. provincial | 19. segregate |
| 9. celebrity | 20. lynch |
| 10. mentor | 21. incarcerate |
| 11. orating | |



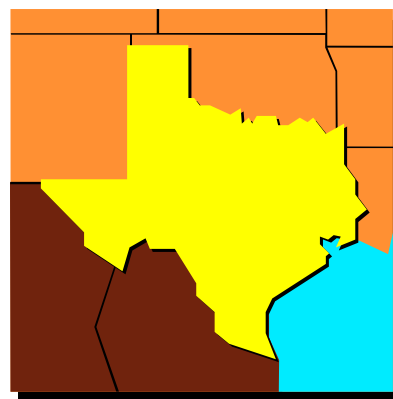
BEFORE SHOWING

1. Discuss the rights and responsibilities of an American citizen. List ways prejudice and discrimination have kept people from enjoying full rights of citizenship.
2. Locate Houston on a map of the United States.

AFTER SHOWING

► Discussion Items and Questions

1. Discuss the secret agreements and controversial news blackouts.
 - a. Why did the media agree to the news blackouts? After which events did these blackouts occur?
 - b. What were the opposing views regarding the purpose and effects of the blackouts?
 - c. What events stopped the planned protest at the parade honoring astronaut Gordon Cooper?
2. Discuss the effects of the movement against Jim Crow laws. Consider the desegregation of lunch counters, downtown, restaurants, movie theaters, the Astrodome, and hotels.
3. Discuss the three groups that worked to achieve desegregation. Consider the roles of the student protests, black business men, and white business men.
 - a. What role did outsiders like Thurgood Marshall and the Congress of Racial Equality play in desegregating Houston?
 - b. What other national figures played a role in Houston?
4. Identify the people in the video. (See Instructional Graphic.)



► Applications and Activities

1. Write a newspaper article using one of the following headlines.
 - a. Students Demonstrate at County Court House
 - b. Lunch Counter at Woolworth's Closed Because of Student Sit-ins
 - c. Students Land in Jail – Fined \$500 Each
2. Evaluate the following quotes from the video.
 - a. Jack Harris: "We don't want a race riot. No story is worth that kind of violence."

- b. Otis King: "The powers that be realized that the movement depended on publicity."
 - c. Martin Luther King, Jr.: "I'll tell God about it."
 - d. An employee at Pier 21: "They're here! They're here!"
3. Write a definition of justice. Consider the following questions. Use examples of contemporary court cases.
 - a. Is breaking the law always an immoral act?
 - b. When is violating the law justified?
 - c. What outside factors might affect the legal system?



RELATED RESOURCES



- Philip Randolph: For Jobs and Freedom #9554
- Out of Obscurity #9557



World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **UNTOLD STORIES: THE STRANGE DEMISE OF JIM CROW IN HOUSTON**

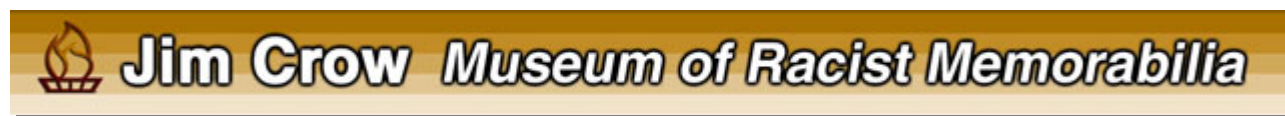


This site, designed to support the video, includes detailed timelines and biographies.

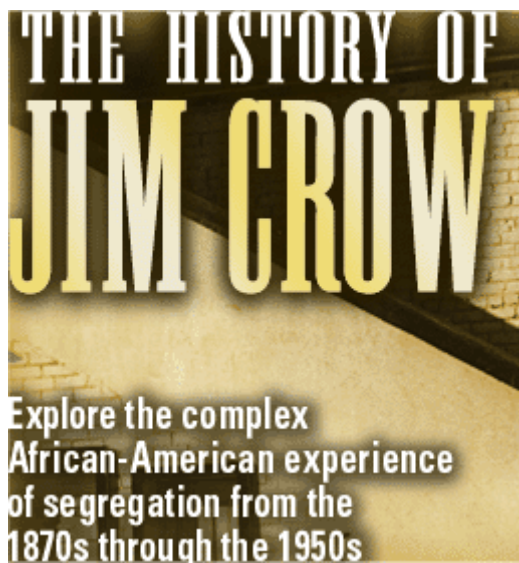
http://www.coe.uh.edu/untold_stories/

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- **VIRTUAL JIM CROW MUSEUM OF RACIST MEMORABILIA**

<http://www.ferris.edu/news/jimcrow/>



The mission of this site is to "promote racial tolerance by helping people understand the historical and contemporary expressions of intolerance". Includes extensive information and images of historical racist caricatures, cartoons, and stereotypes with additional current racist information and related links.



- **THE HISTORY OF JIM CROW**

<http://www.jimcrowhistory.org/home.htm>

An extensive educators' site that covers history, geography, and personal recollections of Jim Crow. Also includes literature units of related novels, a PBS special, and Web site links.

INSTRUCTIONAL GRAPHICS

- **KEY PLAYERS IN THE DESEGREGATION OF HOUSTON**

Key Players in the Desegregation of Houston

Directions: On this page, match the name listed in the box below to the photo and role.



**Director of the Baptist
Student Union at TSU**

1

What are their names?

1. _____

2. _____



**Chairman of the Houston Endowment,
Publisher of the Houston Chronicle**

2

3. _____

4. _____



**Businessman, offered financial
support to jailed students**

3

5. _____

6. _____



City Councilman

4

7. _____

8. _____



**Doctor, offered financial support
to jailed students**

5

9. _____

10. _____

11. _____



Station Manager, KPRC-TV

6

George Washington, Jr.



**Lawyer who appealed students'
"unlawful assembly" charges**

7

Dr. Samuel Nabrit

Dr. John B. Coleman



**Publicity Director of Foley's,
coordinated media blackout**

8

William Lawson

Louie Welch



**President of
Texas Southern University**

9

Hamah King

John T. Jones

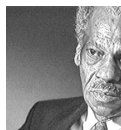


**Businessman, offered financial
support to jailed students**

10

Jack Harris

Judson Robinson, Sr.



**Attorney for the
student protestors**

11

Mack Hannah

Bob Dundas

Key Players in the Desegregation of Houston

Directions: On this page, match the name listed in the box below to the photo and role.

What are their names?



First year law student at Texas Southern University; Youth Director at South Central YMCA

12

12. _____

13. _____



Businessman, contacted Retail Merchants Assoc.

13

14. _____

15. _____



Student Protestor from New Orleans

14

16. _____

17. _____



Student Protestor

15

18. _____

19. _____



Journalist

16

20. _____

21. _____



Student Protestor

17

22. _____



Integrated George Dentler's Pier 21 restaurant

18

Garvin Berry

Curtis Graves

Holly Hogrobrooks

Eldrewey Stearns

John Bland

Dr. Earl Allen

Hobart Taylor

Otis King

Lewis Cutrer

Arthur Gaines

Quentin Mease



Student Protestor

19



Student Protestor

20



Mayor of Houston

21



Executive Director of the South Central YMCA

22

Key Players in the Desegregation of Houston



Answer Key

- | | |
|----------------------------|-----------------------|
| 1. William Lawson | 12. Eldrewey Stearns |
| 2. John T. Jones | 13. Hobart Taylor |
| 3. Judson Robinson, Sr. | 14. Curtis Graves |
| 4. Louie Welch | 15. John Bland |
| 5. Dr. John B. Coleman | 16. Garvin Berry |
| 6. Jack Harris | 17. Holly Hogrobrooks |
| 7. Hamah King | 18. Arthur Gaines |
| 8. Bob Dundas | 19. Otis King |
| 9. Dr. Samuel Nabrit | 20. Dr. Earl Allen |
| 10. Mack Hannah | 21. Lewis Cutrer |
| 11. George Washington, Jr. | 22. Quentin Mease |