

9th ELA Crow
Classroom

Teacher: Right. Which one? Yeah. Yes, yes. [crosstalk 00:00:01]

Student: It's all good.

Teacher: All right, there's a murmur, which tells me that you're done reading, that you need some clarification. I went around and asked some people, heard what they thought so let's have a discussion. Let's come up with a definition so everybody is at least at a of 5 when I ask you, what is the Jim Crow law? Somebody, Student can you give me the definition?

Student: I said that Jim Crow is a law or a set of laws that wouldn't give African-Americans the right to vote and [inaudible 00:00:15] rights.

Teacher: Yeah, okay. Thank you Student, someone else, yes.

Student: Jim Crow is a term that white people have used in the South to separate race.

Teacher: Separate race? You have something ...

[00:02:00]

Student : I go with what Student said.

Teacher: No let's hear what you say not what Student said or Student said. Okay Phillip, go.

Student : It's a segregation law.

Teacher: It's a segregation law, okay what else? What else can you, very good, what else can you add to this? What is it? Yes.

Student : Laws separating the blacks and whites ...

Teacher: Okay, one more time, louder and clearer.

Student : A law that separates the whites and blacks in public spaces.

Teacher: Okay, all right. Someone else would like to answer that? Yes.

Student : It also restricts voting rights. Voting.

Teacher: Restricts voting rights. Okay all right, anything else? I want you to now, if you haven't written down a definition, do so. Then I'm going to give another temperature check on how well you know what this is about, before we move on to our [inaudible 00:03:10].

Student : [inaudible 00:04:25]

Teacher: You've heard your peers feedback and it is to help us understand what the Jim Crow was. [inaudible 00:03:16] That is right.

Student : [inaudible 00:05:02]

Teacher: Yes, you're going to write the definition down so when I call on you, you can have an answer. Anything else that we know? all right, I'm going to randomly pick, looks like cards, it's over there.

Student: Don't get them. Don't get them.

Teacher: We should use the cards.

Student : Yes.

Teacher: Let me get the cards. [crosstalk 00:03:32] Okay, all right now, again this is for me to just do a quick check that you guys know what Jim crow is. Let's just see two people. Student.

Student: 3 or 4, like in the middle 3 and a 1/2.

Teacher: Hold on, let talk first. [inaudible 00:03:38]

Student: My definition was Crow laws are laws that [inaudible 00:03:39] the equality of African-American voters.

Teacher: Good, STUDENT.

STUDENT: I put separation of [inaudible 00:03:42].

Teacher: I think that sums up pretty much what law is. Now, lets hear [inaudible 00:03:51] from 0 to 5, ready, set, go , everybody. Up, up, up.

Student : This is 3 and a 1/2. [crosstalk 00:03:59]

[00:04:00]

Teacher: Okay, good. We're ready to move on, perfect. Okay, now, what you're going to do now is, I know that your going to to get situated and [inaudible 00:04:04], you will be moving based on your adjective card that was given to you. All right, we're going to do some movements, all right let's hear, who are you?

Student : I am optimistic.

Teacher: Okay, if you're optimistic stand up. If you're optimistic stand, your card! If you're

optimistic stand up, okay good, if you're optimistic you guys come here.

Student : Oh come on!

Teacher: All right, who are you? Go ahead.

Student : I am fantastic.

Teacher: Fantastic, if you are fantastic, stand up. Okay, fantastic team, you go over there. What are you? Stand up.

Student : Awesome.

Teacher: You're awesome, if you're awesome stand up, okay let's have the awesome group to sit over there okay.

Student: I am inquisitive.

Teacher: Inquisitive, if you're inquisitive please stand up. Come on you ... [crosstalk 00:05:00]

Student: Usually [inaudible 00:05:00] does the talking.

Teacher: Where's inquisitive?

Student: Okay you can come with us.

Teacher: What are you?

Student: Mine says enchanting.

Teacher: Whoa okay, if you're enchanting stand up.

Student : Ooh, enchanting.

Teacher: You guys in enchanting can stay there. What are you?

Student: I'm charming.

Teacher: If you're charming stand up.

Student: Charm it up.

Teacher: Let's have the charming group sit right there.

Student : I got the [inaudible 00:05:12]

Teacher: [crosstalk 00:05:12] You're fantastic?

Student: Yeah.

Teacher: Okay. Go ahead, stand up.

Student: I'm alluring.

Teacher: If you're alluring stand up. Alluring. Okay, you guys can sit right there. Were you [inaudible 00:05:17]?

Student : Yeah.

Teacher: Who are you?

Student : [inaudible 00:08:54]

Teacher: [inaudible 00:05:20] You're... Who are you?

Student : Fabulous.

Teacher: If you're fabulous. Okay fabulous, you can come over here. Okay stand up. If you're intelligence stand up.

Student: We're intelligence!

Teacher: Is it just the two of you? Stand up Mr Intelligent. Okay come on, can we claim this? Is anyone sitting here? Nobody's sitting here right? Okay, you guys can go there, intelligent group. Are you guys called already? Are you guys all in a group?

Student: Yeah.

Teacher: Now, you are going to move into your situation. This is what I want you to do in your groups, focus, you're going to look at pages 178, 179, 180, and 181. I want you to think about categories, and we're going to talk about that in just a few minutes. Look at it, get into your groups, you're going to stand up, get into your groups, you're going to talk about these laws and then come up with categories okay. Stand up ... [inaudible 00:05:48] fall into. It could be education, transportation, health or marriage. Just scan through them briefly, we are going to analyze them a little bit but just to scan through them right now. Look at them quickly and then come up with categories. [crosstalk 00:05:55] Think about what each one would fall into a category. Think about what they would fall into, are there any categories that we need to add? There's 36 laws, we looked at education, transportation, health, entertainment, and marriage. Do you think there's others, other categories?

[00:06:00]

Student : Mrs [inaudible 00:06:04].

Teacher: Yes.

Student : What if there's 4 groups they fall into?

Teacher: What is the 4 groups?

Student : [inaudible 00:12:19]

Student: Yeah, I had like the same thought.

Teacher: We're going to look at it again. All right, maybe what we should add to here, we have education, transportation, health, entertainment, and marriage. Is there a category that you can ...

Student: Jobs.

Teacher: Jobs, like occupation? What do you guys think?

Student : Yeah.

Teacher: Any others?

Student : Recreation.

Teacher: Recreation. Any of the jobs or recreation would fall into this category?

Student : Entertainment.

Teacher: What about the job one? Could it fall into something or no?

Student : Education.

Student: Not really.

Teacher: Education, you think? Okay. Do you guys want to add another category for that, jobs?

Student : Yeah. Occupation.

Teacher: Occupation? Okay we'll add to, that all right, I'm going to put up a chart later of all of this including occupation. This is what I want you guys to do now, as a group I want you to discuss the specific laws that were assigned to you. If you flip your adjective cards, there's a post-it and a number, the number that I give you is what you're responsible for which law that is. For example, what do you got?

Student: Number 12.

Teacher: You got number 12 so what are you going to be looking at?

Student: Amateur baseball.

Teacher: Okay amateur baseball, so what you're going to do with your post-it, you're going to put amateur baseball and you're going to summarize in your own words what that law was about and then you're going to come up with a question. A level 1, 2, or 3 question on this post-it. Any questions, do you have to answer them, no, that's not for you to answer. We're actually going to look at it as a way to find answers for those questions, all right, so go to it. [crosstalk 00:07:21]

Student: Hey Miss.

Teacher: Hi, yes.

Student: [inaudible 00:16:11]

Teacher: Yeah, you're right, you're so right, and then your question. Summarize, what is this about?

Student: It says, how many words. I know it's how many words [inaudible 00:07:28] miles, want me to summarize?

Teacher: Yes.

Student : You know for [inaudible 00:07:29]

Teacher: Yeah.

Student : [inaudible 00:17:58]

Teacher: Nicely done guys, how we doing here? Ready to do question 3?

Student: [inaudible 00:19:08]

Teacher: Oh yeah, you have to ask your question. Of course, ask your question, yes how about here? Okay you guys...

Student: Miss. Miss!

Teacher: Yes.

Student: [inaudible 00:19:31]

Teacher: Ask your question, remember you don't have to figure out the answer to it. This is what we're going to do, is find out, as we read along, as you do your research. Why was whatever, why was this happening, what happened if, all right. Don't worry about "I don't know the answers to it." I want you guys to ask the questions. This will be for later discussion. Then we're going to present it, later, when you're done. Okay are you done? You're good? Talk to each other if you need to ask each other, ask your questions. Are you ready for me? There's somebody ...

Student : [inaudible 00:07:55] Where's my [inaudible 00:07:55]

Teacher: Well here's a pen. Yes, are you good?

Student : Yeah.

Student: [inaudible 00:22:30]

Teacher: Yes, an [inaudible 00:07:57].

Student: They've talked about, or like if there is [inaudible 00:07:58].

Teacher: Yeah.

[00:08:00]

Student: We did it. I'm saying ... question. [crosstalk 00:08:01]

Student : That's what I'm doing. [crosstalk 00:08:02]

Teacher: I like the murmur, I like that you guys are talking to each other, that means you guys have questions or comments about it. Yes?

Student: We tried.

Teacher: Oh you tried. You guys think ... Okay what does it say?

Student: It says, [inaudible 00:08:10]

Teacher: What's your position?

Student: [crosstalk 00:24:14]

[00:08:16]

Teacher: I like that question. All right, I think, again it tell me, you guys are done with your summary and done your question, yes?

Student: You can say that.

Teacher: All right, your group?

Student : Mm-hmm (affirmative)

Teacher: Your group? What was your group?

Student: We're charming.

Teacher: Charming. Your group?

Student : Awesome.

Teacher: Awesome, was it awesome? Yes? Who are you?

Student : Fabulous.

Teacher: Are you guys fabulous though? How about you?

Student: Alluring.

Teacher: All right, are you guys alluring right, now? Of course. You guys are?

Student: Enchanting.

Teacher: Enchanting, are you guys enchanting, right now? All right, let's do this by, let's do this by order, because we all have to listen to all the rules. I know you guys have gone through them, so let's go, at least if I organize you correctly, I tried to do it by number. Let's go with the first one, you're going to come up here and tell us what your law is, and then your question. Then, I want you to tell me what category you're placing it in. Got it? Okay. All right, let's start with the first one which is the nurses, buses, and restaurants, if that's you please stand up. That's you? Okay.

STUDENT: I thought [inaudible 00:08:54] My question was "Why can people [inaudible 00:08:55].

Teacher: Okay, why? Good, where are you going to put them?

STUDENT: Occupation.

Teacher: Occupation? Okay, interesting. Who put occupation under there? What's wrong with the word over there?

Student: There's two Cs.

Student : Oh my... [crosstalk 00:09:07]

Student: [inaudible 00:09:07] did that.

Student : [inaudible 00:27:50]

Teacher: That's fine. What's wrong with this?

Student: 2 C's.

Teacher: What?

Student: 2 C's in occupation.

Teacher: Are we sure?

Student : Yes.

Student: That looks like a Q. Oh my God.

Teacher: All right, we can can make this work.

Student : Oh so you can just [inaudible 00:09:14].

Teacher: Yes.

Student : That's mad [inaudible 00:09:15].

Teacher: So you put it in occupation TJ, how come not in health? Just curious. Right.

STUDENT: Because it's a job [inaudible 00:09:18].

Teacher: It's a job.

STUDENT: [inaudible 00:28:32]

Teacher: Okay, that's fine. All right next, what do you got?

Student: Buses.

Teacher: Buses, okay go.

Student: [inaudible 00:09:24] you got a ticket, were separate from black and white.

Teacher: Okay.

Student: The question was: did they have separate exits?

Teacher: Did they have separate exits, uh okay.

Student: Transportation.

Teacher: It goes under transportation. Is that pretty clear you guys, that it goes there?

Student: Yes.

Teacher: Yes, okay. All right next, what else you got? What's after, what's this, who's got restaurants? Number 3?

Student: Oh.

Teacher: That's you?

Student: I've already gone up.

Teacher: Go ahead.

Student: Restaurants, what if colored people are not allowed to be served in the same room unless they were separated by extending the floor 7 feet or higher. My question was why do colored and white people need to be separated by 7 feet?

Teacher: All right good, where does that go?

Student: Entertainment.

Teacher: Entertainment? Why would you say entertainment?

Student: [inaudible 00:29:53]

[00:10:00]

Teacher: Okay, so is eating in a restaurant an entertainment?

Student : Yes.

Student: No.

Teacher: Okay, so what else you got?

Student: Pool and billboard rooms, colored and white people are not allowed to play any game of pool or billboards together. My question is, what caused Alabama to come up with this law?

Teacher: Good, and again entertainment. All right, thank you. Next, what we got? Number 5,

intermarriage, who's got number 5? Number 5, you can stay right there, go ahead and share that. Let's read the definition.

Student : The definition is, marriage of a person asian, black [inaudible 00:10:28]

Teacher: What's your question?

Student : Why are they excluding [inaudible 00:10:30]?

Teacher: Okay why are they all excluded? Where would that go?

Student : Would go in marriage.

Teacher: Marriage. Okay, we have one more and then you can walk up there and put it. What's your other one? Another intermarriage?

Student : [inaudible 00:31:15]

Teacher: Okay, all right. Who's next? What you guys got? Both of them intermarriage, why do you think there's two different types ... There's a whole bunch of intermarriage. Why? How are they different, 5 and 6? Any difference?

Student : 6 was talking about [inaudible 00:11:49]

Teacher: Oh. What is your question?

Student : [inaudible 00:31:45]

Teacher: Why the descendants right, why does it ...

[00:12:00]

Student : They're trying not to ...

Teacher: They're not full, so why does it go all the way down?

Student: [inaudible 00:32:06]

Teacher: Good, and that would go under?

Student: [inaudible 00:32:20]

Teacher: You can come up here.

Student: Mine is [inaudible 00:12:23] My question is why did it matter?

Teacher: Why did it matter? Great question. Okay where does that go? Oh okay, nice job,

what's next.

Student : [inaudible 00:32:36]

Teacher: Oh burials and restaurants, another one, who's up?

Student: It's best [inaudible 00:12:31].

Teacher: Yeah. Barber. What number? Number 9, 10, okay go.

Student : [inaudible 00:33:02]

Teacher: Okay, good, how do you think this affected life in the US? Nice question, where does that go? Okay why?

Student : [inaudible 00:33:20]

Teacher: Okay, good.

Student : For burial I put, a person, able to allow [inaudible 00:12:44].

Teacher: Good, what's your question?

Student : My question is why were colored people separated from white people?

Teacher: Okay good. Right, okay, next. What you got?

Student: I have amateur baseball, and restaurants.

Teacher: Okay, what do you have?

Student: For the restaurants, it says, people licensed to conduct restaurants are only allowed to serve either whites or blacks, and is not allowed to serve to 2 different races. My question for this was, how did this affect the restaurant business during that time and was it successful separating the races in the restaurants?

Teacher: Very good.

Student: I say for this, I put under occupation because it was people's job. For my second one I got amateur baseball and the law said it was unlawful for amateur white baseball teams to play within 2 blocks of a playground only for the African-Americans, and then it was also unlawful for any of the African-American race to play within a 2 block radius of park for only whites. My question to this was what if the 2 races wanted to verse one another?

Teacher: To play...

Student: To verse one another, to play against one another. That would go under entertainment.

Teacher: Oh. Right, Okay, good question. All right, were going to continue this I just want you guys, right now to talk to each other. We've heard all of the laws right now, what is your reaction to all of this? [inaudible 00:13:45] Talk to each other for now. What is your reaction? When you hear it all, the laws, what's your reaction to this stuff? Okay, let's hear some of the responses, I'm sure you have some comments. What's your initial reaction to all of this stuff? Yes, go ahead I'm sorry.

Student: That it's unreasonable.

Teacher: Unreasonable, okay, one word response. Yes?

Student : [inaudible 00:36:06]

Teacher: Why is the [inaudible 00:13:58]?

Student : African-Americans [inaudible 00:13:59].

[00:14:00]

Teacher: You'd just have to leave or you'd just have to die? Kind of right, any other reactions? Then, we're going to move on. I'd like to hear everybody's. Yes?

Student : Why was America such a racist society?

Teacher: Why was America such a racist society? You guys are coming up with a lot of questions which is really good because that's going to lead you guys to finding the answer. Another reaction, we're going to continue listening to some of the others. Anyone? Yes?

Student : Would the country be split?

Teacher: Would the country be split, what do you mean?

Student : Divided.

Teacher: Would it be if?

Student : If it was today.

Teacher: Oh, if it was today, would it be split? I don't, good question [inaudible 00:14:32].
[00:20:00] Let's continue, where did we leave off? Okay, amateur baseball. Cars, reform school and circus tickets. [crosstalk 00:20:17]

Student: We already did 13, already. [crosstalk 00:20:18]

Teacher: Wait, where are we? Cars, reform school ...

[00:22:00]

Student: So it's 13?

Teacher: Yeah. Okay.

Student: My summary was, no colored person was allowed to [inaudible 00:23:14] and no white person [inaudible 00:23:14].

Teacher: Yep.

Student: My question was did people like this law?

Teacher: Did people like this law, okay.

Student: Then [inaudible 00:23:28]

Teacher: Okay, why weren't they? Good question. All right, what's next? In entertainment and occupations.

STUDENT: Circus tickets.

Teacher: Circus tickets.

STUDENT: [inaudible 00:23:33] for not always

Teacher: The question was were they allowed in the same show? If you look at the description for the circus one it does say like STUDENT says, they need two separate entrances, so her question is, are they allowed to be in the same show? Very good.

Student: [inaudible 00:23:42] for African-Americans there were separate buildings for [inaudible 00:23:43]

Teacher: Did white people support [inaudible 00:23:44]? Okay good, and where does that go?

Student: [inaudible 00:38:55]

Teacher: Nice job, next. Railroads, promotion of equality into marriage. Who's got railroads? Number 17, 18, 19, 20. What you got?

[00:24:00]

Student : In Maryland, blacks and whites had to ride in separate cars [inaudible 00:24:01] My question was, why did they have to [inaudible 00:24:03].

Teacher: Okay good, and where does that go? Transportation, okay good job.

Student : 18, anyone who publicizes a writing about [inaudible 00:25:44] or intermarriage between blacks and whites will be fined up to \$500 dollars, and or be imprisoned for up to 6 months. My question was if there is freedom of speech as an amendment, why can't whites at the time hear opinions?

Teacher: Wow, very good question.

Student : It was level 3.

[00:26:00]

Teacher: Yes, it was. Good job! Okay next, but you don't have to say [inaudible 00:25:55], he just wanted to. What's next? Intermarriage and [inaudible 00:26:18] right? Almost there you guys. I'm liking the levels of questioning that's coming from you guys. Go ahead.

Student : A negro is a person who has 1/8 of negro blood. My question is why is this still a question?

Teacher: Okay, all right, so marriage right? Good, next.

Student : I have hospital entrances. [inaudible 00:26:30] for white and colored members. My question was, why did [inaudible 00:26:33]

Teacher: Okay, and where does that go? Okay, next. What number?

Student: 21.

Teacher: 21, is where all [inaudible 00:26:36]

Student : [crosstalk 00:26:38] and I summarize it as races were meant to be separated into different stalls.

Teacher: Yes.

Student : My question was, was there jails only meant for African-Americans?

Teacher: Oh. Why did you put that under health?

Student : [inaudible 00:26:57]. Then, the number 22, was no school should have both African-Americans and Caucasians at the same time, also there are schools only for African-Americans and only for Caucasians. My question was, did the African-

Americans get less education.

Teacher: Good questions guys, next. That was ...

Student : Oh wait!

Teacher: Thank you! It's not entertainment guys. Thank you, all right. You guys caught that, good job.

Student : My word was intermarriage and marriages between whites and blacks or whites and [inaudible 00:27:37] are prohibited if they have more than 1/8 of black. My question was, why [inaudible 00:27:39]?

Teacher: Okay, good, next question.

Student: My law was education, and it was a law where African-Americans and Caucasians couldn't be taught in the same classroom and I asked, how did lawmakers hope to benefit students with establishing this law?
[00:28:00]

Teacher: That's a good one, next. Where are we? textbooks, libraries, transportation, all right.

Student : For textbooks, my summary was used by a school which is for African would not be exchanged between those of other race, therefore they keep the books they have. My summary was why didn't they want schools to exchange books? For a state library would keep a place for blacks to come and use books, or periodicals, and then I put, how did they keep whites from entering these places?

Teacher: Okay good.

Student : Both of them are in education.

Teacher: Right. That was libraries, right? Transportation.

Student : Mine was transportation, so whites and blacks were required to remain separated at all stations. My question was what happened if this law was broken?

Teacher: Good, and where does that go? Transportation, okay ready?

Student: My law was [inaudible 00:28:28] all races together and they [inaudible 00:28:29], and my question was, why [inaudible 00:28:36]?

Teacher: I want you guys to think about ... Obviously we're not, I want you guys to put yourself in the situation. If you look at these categories, think maybe, did that affect you? Yeah? How about home?
[00:30:00]

Student: Yeah.

Teacher: Yeah? Some of of you say yes, some of you more than the other. Entertainment, the one that we heard so far.

Student : Yes.

Teacher: Yes, think about this one? Not for you to ...

Student : [inaudible 00:44:56]

Teacher: Yes, oh, who said that?

Student : Me!

Teacher: What did you say?

Student : I said your parents.

Teacher: Your parents. Wait someone just, Olivia what did you say?

Student: I said I would not have been born.

Student : No, but [inaudible 00:30:31] your parents [inaudible 00:30:32].

Teacher: Good point, you would not have been born. Let me just see a raise of hands if this law, you've guys heard enough of the law, I would like to pose, [inaudible 00:31:18] this question, tell me if this law was enforced today, how many of you would not have been born? Not have been born.

Student : What she's trying to say is ...

[00:32:00]

Teacher: All right, so in other words, that means your parents could not have gotten together because they're a different race. So that means, if your parents are the same race, you're 100 percent of that race.

Student: Oh, never mind.

Teacher: Oh, never mind? All right, I'm going to rephrase the question, I think some of you guys are [inaudible 00:32:49] obviously was [inaudible 00:32:50] her.

Student: Oh the race

Teacher: Yes, about the marriage, remember, marriage laws, you can not marry anyone ...

Student: Except for your own race.

Teacher: Except for your own race, so if this law was to be in effect today, how many of you would not be born? That was my question last time, and I thank Olivia for bringing that question up. [crosstalk 00:33:57] It would be different, I mean, no I would be born.

Student: Oh.

[00:34:00]

Teacher: But, my children would not be born, because my husband's Chinese and I'm Filipino, okay? All right, lets continue and then I'll give you guys more instructions. Where are we right now?

Student : [inaudible 00:34:04] pages.

Teacher: Huh? [crosstalk 00:34:04] fishing? Oh okay, lets see a fishing one, that's you guys right, fishing, boating, and bathing, telephone booth and lunch counters.

Student : Almost done.

Teacher: Almost there.

Student: Okay, what I got for fishing, boating, and bathing is basically segregation, and my question is why did they call it fishing, boating, and bathing? [crosstalk 00:34:14]

Teacher: [inaudible 00:34:14].

Student: Yeah, but it's talking about segregation. Segregation isn't an occupation. It's entertainment.

Student: Entertainment.

Student: Okay. My second one is telephone booths. Separate telephone booths were put in for the whites and African-American, my question was what was so important that they needed to put separate phone booths for the different races?

Student: Entertainment.

Teacher: Entertainment?

Student: Yeah ...

Student : No.

Student: Why?

Student: Thank you, I listened to the people.

Student: Because when you talk on the phone it's just like ...

Teacher: Wait, wait, hold on.[crosstalk 00:34:43] Student. Hold on, let me have your attention, and I like this okay, but Student needs to decide right, where is he going to put this? I don't know, if your saying entertainment, tell him, what category should it be in? He's going to have to decide. Who said entertainment?

Student: [inaudible 00:48:46]

Student: Oh, yeah because its a telephone booth. [crosstalk 00:34:55]

Teacher: Tell him.

Student: Wait, shouldn't it be an entertainment thing because ...

Student : You wouldn't call people for entertainment?

Student: I wouldn't call people for no reason. [crosstalk 00:35:03]

Student: That would make it entertainment then because talking on the phone [inaudible 00:35:07]

Teacher: Okay.

Student: It's one of them.

Teacher: All right, all right.

Student: There's going to be a separate one just for telephone booths.

Student : Yeah.

Student: Good job Student.

Teacher: Okay why, you tell us why there should be a separate.

Student: Because, it doesn't fall under anything, like education, it doesn't help with education, it can't transport you unless you're in a time machine.

Student : Dr. Who, there you go.

Student: There's health which I don't know what's the point of having a phone booth; entertainment, it could, but I don't know.

Student : [inaudible 00:49:38]

Student: I don't know, why would people marry over the phone?

Student : You could marry over the phone.

Student: I don't think people go to telephone booths for 8 hours a day calling for a job.
[crosstalk 00:35:29]

Teacher: All right, okay, I'll give it to you.

Student: Okay, so mine was lunch counters, and basically the law stated that whites and colored people ought to be separated when eating their meals, and they're prohibited from eating at the same table when they order. My question was, what is the punishment for an African-American who eats with a white person?

Teacher: Where does that go?

Student: I just say health, because it's like food.

Teacher: Did you just hear that?

Student: I say entertainment.

Teacher: Wait, okay, quiet, yeah go ahead.

Student: Oh, so it's about how whites and coloreds have to be separated when being served and they can't eat at the same table.

Teacher: Where does that go? [crosstalk 00:35:51]

Student: I guess it could be entertainment because you get to eat together with, then they can communicate while they're eating.

Student : What? Must be [inaudible 00:35:55].

[00:36:00]

Teacher: What are you doing? Okay [inaudible 00:36:01] you have to decide where you're going to put it.

Student: You need food to live so ...

Student: Just let her put entertainment.

Teacher: Okay, all right. [inaudible 00:36:22] has to decide, thank you for helping her.

Student: [inaudible 00:51:25]

Student : You're welcome.

Teacher: Okay, what does it fall under, tell us why.

Student: [inaudible 00:51:32]

Student : It goes with the phone booth.

Teacher: Good job.

Student : It goes with the phone booth.

Student: Yay. I was number 32, libraries?

Student: Yeah.

Student: Libraries. White people have advantage over the African-Americans for the use of the county library. My question was, why do white people have advantage of African-Americans as [inaudible 00:36:35]

Teacher: Good, where does that go?

Student: Oh, in education.

Teacher: Education, okay, good. All right, good, are we in the last group then? Yes, okay go.

Student : [inaudible 00:52:15]

Teacher: Okay, thank you. All right, I thought this was pretty easy for us to categorize these but I guess some of them are not as easy, right?

Student : Education.

Teacher: Okay.

Student : Keep different races apart in school. My question was, who in the board of education thought of that? It goes in education. My other one was [inaudible 00:36:58]

Student: [inaudible 00:52:45]

Student : People have to tell the conductor on the train what they're race was because every race had a different part, place, or compartment. People who didn't disclose their

race, the conductor had to judge what they're race was for themselves. My question was, why did they make that rule? It's transportation.

Teacher: All right, next. Almost there guys.

Student : Theaters. All cinemas in Virginia hosted by whites and the colored had to [inaudible 00:37:16] that separated the whites from the colored. My question, did it matter for one race to have the better viewing advantage.

Teacher: What does it matter what race had the better viewing advantage. Okay go ahead.

Student : [00:38:00] My law was intermarriage. My summary was no white person could marry Negro's, mulatto's or [inaudible 00:37:29]. My question is, why did they choose only those races?

Teacher: That's a good question. Is that it?

Student : Yeah.

Teacher: Okay, is that all the laws? That's a lot of laws. This is the Jim Crow laws okay. All right, a lot of you asked, "Why? Why this happen? What happen? What would happen if somebody broke the law?" Some of you guys asked the question, "What would happen if an African-American broke the law?" Well, let's switch that question.

Student: Whites [inaudible 00:38:33]

Student : [inaudible 00:54:49]

Teacher: Why what?

Student: What if the whites broke the law?

Teacher: What if the whites broke the law? [inaudible 00:38:36]. All right, so all of these questions, you will be able to answer them after we get through your research.

Student: Right.

Teacher: A lot of these questions, will be answered, okay. Also, after we read To Kill A Mockingbird, these will also be answered. Okay, now directly from the text, we obviously [inaudible 00:39:53] Okay, last thing, I want you now to look at all the laws, 1 to 36, I would want you to pick 1 law that would most impact you, if it was enforced today. Just one. Which 1, and why?

[00:40:00]

Student: Can I say 2, can we say 2?

Teacher: Can you say 2? Yes, absolutely you can say 2. [crosstalk 00:40:06] Erin, brought up a really good question.

Student: Oh no.

Teacher: I'm Asian. That's not a question. "I'm Asian, where do I fall?" [crosstalk 00:40:10] "What's going to happen to me?" Okay, so think about that. Does everyone have 1?

Student : Yes.

Student: Yes.

Student : No.

Student: I have 2.

Teacher: Come up with 1, [inaudible 00:40:17] question. [crosstalk 00:40:17] Okay, all right, everybody got one thing? Yes? Okay. Okay, tell me which law would, first hand, impact you today and why, all right? Ready? Student, go!

Student: Intermarriage.

Teacher: Intermarriage, why?

Student: Because, my dad is white and my mother is Filipino.

Teacher: Oh, you're dad's white, so how would that impact you?

Student: So I wouldn't be born.

Teacher: You wouldn't be born. How would this impact you when [inaudible 00:40:32].

Student: I'm confused.

Teacher: Which is, what would your own race be?

Student: You don't have ...

[00:46:00]

Student : You don't have one.

Teacher: You don't have one, oh no!

Student: Wait, what?

Teacher: Okay, it's like he wouldn't be born today right? Remember we talked about that?

Then I said, how would this impact you now, but you're born now, so how would it impact you? Well, I don't have a race, so I can't marry anybody. Right?

Student: What? Whose even going to be born?

Student : No, she said, impact you now.

Teacher: Impact you now. So what would happen?

Student : You would have to marry someone that is Filipino and White.

Teacher: Okay, so then he would have to find someone to marry Filipino and white. Why are you acting like it's so hard? Okay, all right, so that's how it would impact Student.
[00:48:00] Student what about you? Yeah, which one? Which one Student?

Student: Intermarriage.

Teacher: Intermarriage too, why?

Student: Because I wouldn't be, I don't know how to explain it.

Teacher: The other side said you wouldn't be here. Do you think you're going to choose your mate based on the race?

Student: Yeah.

Teacher: You would?

Student: I would.

Teacher: Is that going to impede finding your happiness?

Student: Marrying different races ...

Student: [inaudible 01:01:14]

Teacher: Yes, of course! Okay, all right go.

Student: I agree with Student and Student. I thought intermarriage affected me most because this law is basically saying how it was [inaudible 00:48:17] I'm basically forced to only look towards people that have the same that I have. It's like they're kind of limiting me and basically telling me like "You can't fall in love with whoever you want to fall in love with and marry who you want to marry." They're basically saying you can't do that, but I'm my own person and I can do what I want to do, I'm my own person.

Teacher: All right Student. If this was enforced...

Student: I wouldn't like it.

Teacher: You wouldn't like it. What do you think would happen to her?

Student : She'd be lonely.

Teacher: She'd be poor. "I'm my own person. I'm going to marry whoever I want." What do you think would happen to her?

Student: I'd be a widow.

Teacher: Yeah, okay, next. All right, go.

Student : I say education because I wouldn't be qualified to get the job that I would like to try for.

Teacher: Okay why? Why do you say education because you would not qualify for this, why do you say that?

Student : Because, I would say [inaudible 00:48:39] I don't feel, [inaudible 00:48:39], there's not schools that have both the races.

Teacher: Oh, so it would limit the education you need to go into your career, is that what you're saying? Okay. All right, thank you for those volunteered [inaudible 00:49:00]. [inaudible 00:49:08], she's like "Oh, no!" Okay, tell us.

Student: Intermarriage.

Teacher: Intermarriage too, why?

Student: Because I'm like 7 different races.

Teacher: You're 7 different races! Yikes, you guys.

Student: Name one!

Teacher: Of course you [inaudible 00:49:20] right? What about her children? If she was to marry a 7 different race, would that be even possible? [crosstalk 00:49:23] You're not. All right guys, let's hear.

Student : [inaudible 00:49:32] African-Americans didn't get much of anything [inaudible 00:49:26],there wasn't much African-American marriages so that happens to African-Americans like most of the [inaudible 00:49:29].

Teacher: Did you guys hear that?

Student : No. [inaudible 00:49:33] I wasn't trying to hear.

Teacher: She just heard you over here [inaudible 00:49:36], one more time because that was very profound. Louder!

Student : Since African-Americans didn't get much education, what would happen to the African-Americans that goes to the hospitals [inaudible 00:49:54].

[00:50:00]

Teacher: Wow. Mind blowing, boom. That would be under health. All right, what else you have?

Student: For mine, I said two of them, so one of them is education, just because, a lot of us [inaudible 00:50:39].

Teacher: Yes.

Student: I guess I would say teaching, because my mom's a teacher so that's under occupation.

Teacher: How would that affect her with that law? What was that 1 law about the teachers? Who did that one?

Student: It was like, the instructor that ...

Teacher: Who did that teacher one? Something about the teacher can not teach ...

Student: So you had to teach both races at the same time.

Teacher: What happened to them?

Student: They would get [inaudible 00:51:47]

Teacher: And?

Student: And they had to [inaudible 00:51:48] a fine.

Teacher: A fine. That would be me. I would be breaking that law right now.

Student : What law?

Student: Why?

Teacher: I can't teach. I can only teach one race.

[00:56:00]

Student: Does your race ... No, ask [inaudible 00:56:42] if her...

Student : Would it be your race or [inaudible 00:56:43].

Teacher: [inaudible 00:57:01] Is it my race?

Student: Filipino!

[00:58:00]

Teacher: No that was good. [inaudible 00:57:02]. [crosstalk 00:58:49] I'm sorry, Student. Student! Let's hear you Student. Okay Student, let's hear it.

Student: [inaudible 01:05:46]

Teacher: Why? We'd like to hear Student, so Student, louder. Student who would you be in this classroom with?

Student: White people.

Teacher: That's good. All right, Student ... Meet different people, okay, good. He wants to meet different people but if we enforce this education law today, Student would be on his own. Okay we don't know where you would go right? We don't know. Okay, all right, how about one more and then we can [inaudible 00:59:25]

Student: Yes!

Teacher: Just for that, Student you go.

Student: I don't know, because ...

[01:00:00]

Teacher: Because?

Student: I'm white, so like, it's all in my favor.

Teacher: [inaudible 01:01:02] is that your favorite?

Student: No, it's like, all in my favor.

Student : He said it's all in his favor.

Teacher: Ah! It's all in your favor. Okay, let's listen, all right go ahead, why?

Student: Why what?

Teacher: It would be all in your favor so what are you saying? That all of this would be all good-to-go for you?

Student : We're not your friends?

Student: [inaudible 01:07:06]

Student : Say it!

Student: Okay, [inaudible 01:01:15].

[01:02:00]

Teacher: It's all right, what? I know you have an opinion [inaudible 01:02:40]

Student: Okay, education.

Teacher: Right.

Student: Because, I wouldn't be [inaudible 01:02:42].

[01:04:00]

Teacher: You wouldn't be best friends with [inaudible 01:04:58]

Student: Awe.

Student : Awe.

Teacher: All right.

Student : Don't cry now.

Teacher: He's saying personally, and it's an awe moment right. Your turn now.

Student : Your turn now.

Student: Be quiet Student! I heard that.

Teacher: Okay, all right, so the friendship there would not have been built right?

Student: Yeah.

Student: How long have you guys known each other?

Student: Long time. Like, first grade.

[01:08:00]

Teacher: So the friendship obviously ... Okay, so I think that you guys get the gist of what it would have been like. For, some of you would not have been here today.

Student: It'd be really bad.

Teacher: It would be really bad, you should not be here. Your friendships wouldn't have been formed. So, that obviously is what we're going to experience when we start to read *To Kill A Mockingbird*.