

9th ELA Crow
Main

Teacher: All right, everybody. Eyes on me. Okay. This is what we're going to do today. All right. We're going to talk about the Jim Crow Laws. What is that? Jim Crow Laws? How many of you have heard of this before? Raise your hand. Just raise it. I want to see. Three of you. So few of you. Let's do a quick temperature check. Those of you raised your hand and some of you guys didn't. I want you to do a fist of five on how much you know about this. Okay? Wait. Hold on. Let me explain. Fist is no clue, never heard it, don't know what it is. One is kind of maybe. Five is I can teach it. I can tell you what it is, okay maybe not teach it, I know what it is, I can give you a definition. Probably, if I see an example, I can tell you what it is. Fist to five, everybody, I want to see so I can kind of get an idea where we are. Raise it high. Wow. Nobody has a five. Okay. All right. That's fine. We're going to all start on the same page.

[00:02:00] Those of you who did this, you know something, just a little bit, kind of. You've heard of it. The one, you've heard of it? Yeah, just heard of it. What we're going to do today is we're going to take a look at the Jim Crow Laws, and here's our objective today, and this will tie in. Of course, we're still looking at the context of To Kill a Mockingbird, but this time we're looking at cultural, social and legal context of the novel To Kill a Mockingbird. We're going to look at these laws and see how they will support our understanding of the story To Kill a Mockingbird. We didn't even read it yet. Some of you know what it is, but it's about knowing what it was like to live in that time period, but looking at, specifically, Jim Crow Laws.

Okay. Individually, I want you to open your book to spring board, page 177. There's a lot of ones and a lot of fists, which tells me that you're not aware, or maybe just heard of it, of what the Jim Crow Law is. There is an article there. It says Jim Crow Shorthand for Separation. Individually, on your own I want you to read that. I want you to annotate it. Try to make meaning and understanding of what this Jim Crow Law is, so before we move on, we're not all here, or here. Hopefully we're here, or here. Got it? Once you're done with that, I want you to try to tell me what your definition is. Alright. Individually do that right now. Read it, annotate it.

[00:04:00] You guys make your annotations. Try to make understanding of it. Are you guys getting it?

Student: A little bit.

Teacher: A little bit? Annotate it to make meaning. What do you think the Jim Crow Law is? Focus.

Just focus on this for now. Try and define it.

(whispering)

Define what the law is. Did you guys get a card? You did not right? Did you guys get a card.

[00:06:00] Try to define it and then we'll come back together as a group and see what you guys found. Try to define it based on this article. Yes. Question?

Student: Define?

Teacher: This one right here.

Student: Define what this is?

Teacher: Yes. What is the Jim Crow Law?

Student: Oh okay.

Teacher: What do you think it is? Did you get a card? Oh. Okay. Sorry. You will be put in a group in just a minute.

Student: Is this a city or is this supposed to be Tennessee?

Teacher: You're right. They spelled it wrong. Talk about that. Right?

What do you guys think?

Student: Jim Crow was the acquisition of the equality of the races throughout history.

Teacher: Okay. What did you get?

Student: I got the separation of races.

Teacher: Oh. Okay. What did you get?

Student: I'm still reading.

Teacher: Okay. Student, what did you get?

Student: A name for people of color that, later, was used to refer to laws involving segregation.

Teacher: Okay. Good. [Lohi? 00:07:35]

What you guys got? Anything? Any ideas yet?

Student: The laws help-

Student: I guess it has to do with segregation.

Student: [00:08:00] It has to do with segregation. Yeah. What about it? What was the segregation about?

Student: It was between whites and blacks.

Teacher: What do you think this Jim Crow Law was for?

Student: To try to end segregation.

Teacher: End segregation? That means to bring them together. That's what the Jim Crow was supposed to be? What do you think? Okay. Let's talk about it as a class.

Question?

Student: We shouldn't do spring board anymore because they [inaudible 00:08:46]. They spelled Tennessee wrong. That could offend people.

Teacher: Yes, I know. It could offend people? Really? Why?

Student: Like if they spell Tennessee wrong.

Teacher: You think that's why we shouldn't do it anymore?

Student: Yeah.

Student: Their lessons are too broad.

Teacher: It's too broad, that's why we're doing this together right now.

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

Student: I said that Jim Crow is a law/set of laws that went against giving African Americans the right to vote and treating them equally as whites.

Teacher: Yeah. Okay. Thank you Student. Someone else. Yes, Student.

Student: Jim Crow is a term that the whites and the blacks used in the south to separate race.

Teacher: To separate race. Terrell do you have something? Can you add?

Student: That was what I said.

[00:10:00]

Teacher: No lets hear what you say, not what Student or Student said. Okay, go.

Student: It's a segregation law.

Teacher: It's a segregation law. Okay what else can we add? Very good. What else can we add to this? What is it?

Student: A law which separates the whites and blacks in public places.

Teacher: Yeah? Does that makes sense? Okay. Someone else would like to add to that? Yes.

Student: It also restricts voting rights.

Teacher: Restricts voting rights? Yeah. Okay? Anything else? Okay. I want you to, if you haven't written down your definition do so, and then I'm going to do another temperature check of how well you know what this is about before we move on to our activity.

You've heard your peer's feedback, and it is to help us understand what the Jim Crow Law is. [Alazaiha? 00:11:07] if I were to ask you would you know it? Okay. Write it down so if I ask you ... You got this right? You got this.

Student: Are we just writing what-

Teacher: Yes. You're going to write the definition down so when I call on you, you would know the answer. Okay, does everybody got something down. All right, I'm going to randomly pick. Where's my cards? It's over there. I should get the cards. Let me get the cards. I'm gonna get name cards in back of you.

[00:12:00]

Okay. Wait no. Again, this is for me to just do a quick check that you guys know what Jim Crow is. Let's just do two people. Student?

Student: [inaudible 00:12:19]

Teacher: Wait. Hold on let me just call first. Okay, Char.

Student: My definition was Jim Crow Laws are laws that restricted the equality of whites and African Americans in the south.

Teacher: Sounds Good. STUDENT.

Student: I put separation of races in the south.

Teacher: Okay. Good. I think that sums up pretty well what the law is, so now let's do a quick temperature check from zero to five. Ready. Set. Go. Everybody. That's the definition, yes. Okay. Good. We're ready to move on. Perfect. Okay. What you're going to do now is, I know that you guys are situated in your grouping of three. You will be moving based on your adjective card that was given to you. What? We're going to do some movements. Let's hear, who are you?

Student: I am optimistic.

Teacher: If you're optimistic stand up. Your card. If you're optimistic stand up. There. The three optimistic, you guys come here. Don't move yet.

Who are you. You can sit down. Go ahead.

Student: I am fantastic.

[00:14:00]

Teacher: Fantastic. If you're fantastic stand up. Yay, fantastic. Fantastic team, you go over there. Sit down. Okay. What are you?

Student: Awesome.

Teacher: You're awesome! If you're awesome stand up. Let's have the awesome group sit over there. Who else do we need to call? What are you?

Student: I am inquisitive.

Teacher: Inquisitive. If you're inquisitive please stand up. Come on. Where's inquisitive? What are you?

Student: Enchanting.

Teacher: Okay. If you're enchanting, stand up. Oh, enchanting. You guys, the enchanting group stay right there. I'll get you in a group in just a minute. What are you?

Student: Charming.

Teacher: If you're charming, stand up. Let's have the charming group sit right here. Are you called already?

Student: I was fantastic.

Teacher: You're fantastic? Awesome. You got it already.

Student: I don't know.

Teacher: Okay. Go ahead, stand up.

Student: I was alluring.

Teacher: If you're alluring, stand up. Alluring, yay, nice. How about you guys can maybe sit right there. Were you called already? How about you? You were already called? You're not? Okay. Stand up. What are you?

Student: Fabulous.

Teacher: If you're fabulous, oh fabulous, if you're fabulous. Okay, fabulous group, you can come over here. Is everybody called already? Okay. Stand up.

Student: I'm intelligent.

Teacher: If you're intelligent, stand up. Keith is intelligent. Just the two of you? Stand up Mr. Intelligent. Did I put you guys, is anyone sitting here? Nobody's sitting here right? [00:16:00] Okay. You guys can come here, the intelligent group. Are you guys called already? You guys are all in a group?

Now, you are going to move into your situation. This is what I want you to do in your group. 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 minute. What are categories? 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 we're going to talk about categories. Stand up now. Bring your books. Bring everything. This group. Can I have the intelligent group, can I actually have you guys go over there.

They might fall into, could be education, transportation, health, or a marriage. Just scan through them, meaning look at it just briefly. We are going to analyze in a little bit, but just scan through them right now. Just these. Just look at them quickly and come up with categories if you think anything besides these.

Student: Is Jim Crow a real person?

[00:18:00]

Teacher: What did it say in our ... Was he a real person? It wasn't right? What was the history of Jim Crow?

Student: Like a black crow?

Teacher: That's right. Can I have you come over here? Yeah. Think about what each one would fall into, what category it would fall into. I want you to look at what they would fall into. Are there any categories that we need to add? Looking at, there's 36 laws. We looked at education, transportation, health, entertainment, and

marriage. Do you think there's other categories?

Yes.

Student: Why is there four inter-marriage?

Teacher: Why is there four inter-marriage? That's a good question.

Student: It's for different states. One says Mississippi, then the other one says Florida. Yeah. It's for different states.

Teacher: Are they the same laws do you think? We're going to look at it a little bit. There's some differences. Okay. Good. Anything we should add to here? We have education, transportation, health, entertainment, and marriage. Is there a category that you think-

Student: Jobs?

[00:20:00]

Teacher: Jobs? Occupation? What do you guys think? Yeah? Any others? The job one, could it fall into something?

All Students: Education.

Teacher: Could be education? Health and education? Do you think? Do you guys want to add another category for that? Jobs? Occupation? Okay we'll add to that. So good. I'm going to put up a chart later of all of this including occupation right? 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. Okay? For example, what do you got?

Student: Number 12.

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

Student: Amateur baseball.

Teacher: Amateur baseball. What you're going to do with your post-it, you're going to put amateur baseball. 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 one, two, or three question on this post-it. Any question. Do you have to answer them? No. It's not for you to answer. It's for you to, we're actually going to look at it as a way to find the answers with our research. Go to it.

Here, Student. Are you all right? What's your number? Come on. You can do this.

[00:22:00] Which one is yours? Number 33. So look at number 33. You're going to summarize it and then you're going to ask a question. Alright?

Okay. What is your summary?

Student: Inter-marriage is a marriage of a white person with a negro and 1/8 or more of negro blood.

Teacher: What do you think that means?

Student: They only can marry them if they're partially of the same race.

Teacher: Partially. Do you have a question to ask?

Student: Why is this so important?

Teacher: Why is this so important? Good. That's a good one.

What about you? Whatcha got?

Student: Hospital entrances. They had to be maintained by the government authorities, and separate from the patients and the visitors.

Teacher: Is that the entrances? Okay what's your question?

Student: I'm coming up with it.

Teacher: Okay. Good. Hi. Yes.

Student: You write your summary?

Teacher: Yes. You write your summary and then your question. You can do this. Whatcha got? Anything?

Summarize. What does this mean? It says, "The County Board of Education should provide schools of two kinds, those for white children and those for colored children. What is your summary of it? What is this law about?"

Student: Keeping different races apart?

Teacher: Mm-hmm (affirmative). Where?

Student: In schools.

Teacher: Yep. That's it. What would your question be? Good.

How about you [Student? 00:23:47] whatcha got? What's your ... Number 36. Tell me what number 36 is about.

[00:24:00]

Student: It's about no white person can marry Negros.

Teacher: Mulattoes, Mongolians, or Malayans. It's illegal. What did you write as your question?

Student: Why did they choose only those races?

Teacher: These particular races, that they cannot inter-marry. Okay. That's a good question.

How about you Chase? Whatcha got?

Student: All cinemas hosted by white and colored have to set designated seats.

Teacher: Okay. This is the theater, right? Do you have a question?

Student: Not yet.

Teacher: Not yet. Okay. Perfect. You can come up with a question.

Yes, Student?

Student: No school [inaudible 00:24:45] one of, either level one, level two, or level three, or ...

Teacher: Just one. It could just be one. What is yours?

Student: Libraries.

Teacher: Yeah? What is this one about?

Student: White people have an advantage over the African Americans for the use of the libraries.

Teacher: Do you have a question already?

Student: I'm trying to think of one.

Teacher: Okay. Student, what about you? You've got two, I know.

Student: Yeah.

Teacher: What is yours?

Student: I had fishing, boating, and bathing, and telephones.

Teacher: What is that about?

Student: This one is about just segregation in general. I don't know why it's called fishing, boating, and bathing. I just, that's my question. With the telephone booths, they had separate phone booths for the whites and the African Americans. My question is going to be, why is it so important that they had to install separate phone booths for the different colors.

Teacher: Yep. That's right. That's a great question.

What about you?

Student: Mine was about the lunch counters. It basically stated that whites and colored people are to be separated when eating or being served so they can't eat in the same room or there is a punishment for an African American who eats in the same room.

[00:26:00]

Teacher: Good. Very good. Nicely done guys. How are we doing here? Do you got your questions already?

Student: We have to add a question?

Teacher: Yeah you have to have a question. Of course.

Reform shall be kept entirely separate from each other, so that means to, they were forced to go into these schools. Reform school is where the bad kids go.

Student: So race mixing in these schools weren't allowed?

Teacher: Yeah. That's right. So what's your question?

Student: I was going to say why, but ...

Teacher: Why what? Yeah. That's a good question.

Student: Why weren't they allowed?

Teacher: Yeah. That's a question. Yes.

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 this happening? What happened if? So don't worry about if I don't know the answer to it. I want you guys to ask your question, and this will be for later discussion. We're going to present it later when you're done.

Are you done? Good. Talk to each other. You need to ask each other. Ask your question.

[00:28:00] You guys said occupation, right? Add occupation to this. Okay.

Yes. I'm going to do occupations. Thank you for letting me know. How about you write it for me please, or somebody. Write occupations down and I'll put it up. Marker? Yes you can.

Yes? Are you good? You need help? Why don't you finish number 18 first. We need you to get it then. Ask your peers. Can you help him out with number 18.

Student: I can't think of a question.

Teacher: For which one? The railroad one?

Student: Yeah.

Teacher: You tell me what the railroad is about.

Student: Blacks and whites had to ride in separate trains, separate cars or coaches.

Teacher: No question at all?

Student: No.

Teacher: What if you had to do this? What would your reaction be, or question be?

Student: Why do we have to do this.

Teacher: Yes. That's a good question. Yes. Of course.

Student: Isn't 18 basically about-

Teacher: What's yours? 18? Okay wait. Let him ask his question first. Terrell, what? Help him out after. Talk about number 18.

[00:30:00]

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? She needs help with circus tickets? You tried. Do you guys think it's weird, why?

Student: No. I don't understand.

Teacher: What does it say? It cost, something about what?

Student: It says race mixing is invited or expected to attend shall provide for the convenience- Does that mean id there is both races, then they got to pay for ...

Teacher: Let me see what yours says. So lets look at it. All circus shows and tent exhibitions to which attendance of more than one race is invited or expected to attend shall provide for the convenience [inaudible 00:30:57] not less than two ticket offices with individual ticket sellers, and not less than two entrances to said performance, would individual takers and receivers of the case of outside tent performance, said the ticket offices should not be more than 25 feet apart. What are they saying about the entrances and the ticket booth? How many must they have? They keep saying the number.

Student: Not less than two.

Teacher: Why do you think that? Why do you think they need to have at least two ticket booths?

Student: One for the colored people and one for the whites?

Teacher: Yes. That's correct.

Student: They had to separate the booths? But they both can attend those shows.

[00:32:00]

Teacher: Let's see that's a good question. Is invited to attend, yeah. Oh wait. It says less than two entrances to, it says entrances, takers, in the case of outside, yep. I guess you're right. That's a good question though. I like that question.

I think, again, that tells me that you guys are done with your summary, and done with your questions. Yes? How's your group doing? Thumbs up? Yup.

Your group? Good to go. Your group? What's your group by the way? Who are you guys?

Student: Charming.

Teacher: You're charming. Charming group good? What are you? You're awesome? Are you guys awesome? Yes? What are you?

Student: Fabulous.

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

Student: Alluring.

Teacher: Are you alluring right now? Of course. And you guys are?

Student: Enchanting.

Teacher: Enchanting? Are you guys enchanting right now? Okay. We're good to go. Let's do this by order, because we all have to listen to all the rules. I know you guys scan through them, so let's go, at least if I organized you guys correctly. I tried to do it by number. Let's go with the first one. You're going to come up, let's see. Come up here and tell us what your law is, and then your question, and then I want you to tell me what category you're placing them into. Got it?

Let's start with the first one, which is nurses, buses, and restaurants. If that's you please stand up.

Student: For my summary, I put white nurses couldn't help colored patients. Only the white nurses could help the white patients.

Teacher: Okay. Good.

Student: My question was why couldn't the white nurses help the colored patients?

Teacher: Where you going to put them?

Student: Occupations.

Teacher: Occupation. Interesting. Who put occupation over there? What's wrong with the word over there? What's wrong with this?
[00:34:00]

All Students: Two C's.

Teacher: Are we sure?

Alright. We can make this work. We're good to go.

You put it in occupation STUDENT? How come not health? Just curious.

Student: Because it's a job.

Teacher: It's a job.

Student: It also falls under health too.

Teacher: It could fall under health. Right?

Student: Because they're helping people, but that's what they do.

Teacher: Okay, because that's what they do? Okay that's fine. Next. What do we got?

Student: Buses.

Teacher: Buses? Okay, go.

Student: Waiting rooms and ticket windows were separate for black and white. My question was did they have separate buses too?

Teacher: Did they have separate buses? Good question. Goes under transportation. Is that pretty clear you guys, that it goes there. Yes? Next. What else you got? Are you next? What's after buses? Who's got restaurants? Number 3. Who's got number 3. That's you STUDENT? Oh okay. Go ahead.

Student: [inaudible 00:35:47]

Teacher: Walk up and put it. What's your other one.

Student: Inter-marriage.

[00:36:00]

Teacher: Another inter-marriage? Okay. Who's next? What you guys got? Both of them inter-marriage. Why do you think there's two different types? There's a whole bunch of inter-marriage. Why, Keith, do you think there's two? How are they different, the five and the six? Any difference?

Student: Yeah. Number six is talking about descendants of Negroes.

Teacher: What is your question about that?

Student: Why the descendants?

Teacher: Why the descendants? Right? Why does it.

Student: They're probably not full.

Teacher: They're not full, right? Good. Why does it go all the way down? Go ahead and put it up.

Okay. Student, you can stand right there and do the same.

Student: My question is, why did it matter who [inaudible 00:36:41] when you went to the

hospital?

Teacher: Why did it matter? Good question. Where does that go?

Student: Health.

Teacher: Health? Nice job you guys.

Number nine, ten, and eleven. Okay, go.

Student: [inaudible 00:36:57] this means that white women in Georgia are not going to be [inaudible 00:37:01] by colored barbers, and my question is, how do you think this effected life in the US?

Teacher: Okay. Good. How did you think this effected life in the US? Nice question. Where does that go?

Student: [inaudible 00:37:15]

Teacher: Okay. Why?

Student: Barbers, is health.

Teacher: Okay, good.

Student: For burial, I put the person in charge of the cemetery in Georgia wasn't able to allow colored people to be there.

Teacher: Good. What's your question?

Student: Why did colored people get separated from white people?

Teacher: Good. Next. Whatcha got Student?

Student: I have, amateur baseball and restaurants. For the restaurants, it says people licensed to conduct restaurants are only allowed to serve to either whites or blacks and is not allowed to serve to two different races. My question for this was, how did this effect the restaurant business during that time, and was it successful separating the races in restaurants. I would say for this, I would put it under occupation because it effects people's jobs and the jobs they got.

[00:38:00]

For my second one, I got amateur baseball, and the law said that it was unlawful for amateur white baseball teams to play within two blocks of a playground only for the African Americans. It was also unlawful for those of the African American race to play within the two block radius of a park with only whites. My question for this was, what if the two races wanted to diverse one another? To play with one

another?

Teacher: Right. Okay. Good question. We're going to continue this. I just want you guys, right now, to talk to each other. We heard a lot of these laws right now. What is your reaction to all of this? What if you lived in this time period? Just talk to each other for now. What is your reaction. Look at your law, or look at the laws that you've heard. What's your reaction to all of this stuff? Just talk to each other and then I'll ask.

Student: There's something in common between them.

Teacher: There's something in common? Like what?

Student: Amateur baseball [inaudible 00:39:32]

Teacher: Let's hear some responses. I didn't get a chance to listen to some of your responses. I'm sure you guys have some comments. What's your initial reaction to all of this stuff? Go ahead.
[00:40:00]

Student: It's unreasonable.

Teacher: Unreasonable. Okay. One word response.

Student: The nurses one is kind of dumb.

Teacher: Why is the nurses one kind of dumb?

Student: What if there was only a white nurse and then an African American is dying. Then they would just have to leave.

Teacher: They would just have to leave, or they would just have to die? Is that what you're saying?

Student: Yeah.

Teacher: Kind of. Right? Is there any other reaction, 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 answers. One more reaction and then we're going to continue listening to some of the others. Anymore? Yes?

Student: Will the country be split?

Teacher: Will 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 know. Good question. If this was in effect.

Let's continue. Where did we leave off?

Student: Amateur baseball.

Teacher: Okay. Amateur baseball. Next. Parks, reform school, and circus tickets.

Student: Aren't we to 13 already?

Teacher: Okay. Parks, reform school, yep.

Student: My summary was, no colored person was allowed in the white people's park and no white person was allowed in the colored people's park. My question was, did people like this law?

Teacher: Did people like this law? Okay. That's a good question.

Student: My summary was, race mixing wasn't allowed. My question was why weren't they allowed to go?
[00:42:00]

Teacher: Okay. Good question. What's next? Entertainment and education.

Student: Circus tickets. There was two entries, ticket booths, one for whites and one for colored people. Were all races allowed in the same show?

Teacher: The question was were they allowed in the same show? If you look at the description for the circus one, it does say they need two separate entrances, but her question was, were they allowed to be in the same show? Good.

Student: I have the blind. For African Americans there were separate buildings for admission, care, and support for the blind. My question is did white people work with the blacks?

Teacher: Did white people work with the blacks? Where does that go? Health? Nice job. Next.

Railroads. Promotion of equality inter-marriage. Who's got railroads? Number 17, 18, 19, 20.

Student: My definition was, in Maryland, blacks and whites had to ride in separate cars and coaches by steam. My question was, why did they have to do this? Level two.

Teacher: Where does that go? Transportation. Good Job.

Student: 18. Marriage Equality. Anyone who processes a writing about marriage equality, about inter-marriage between blacks and whites will be fined up to \$500 and/or be imprisoned for up to six months. My question was, if there is freedom of speech as an amendment, why can't blacks and whites at the time share opinions?
[00:44:00]

Teacher: Wow. Very deep question.

Student: That was level 3?

Teacher: Yes it was. Good Job. Next. You don't have to say what level it was. He just wanted to know. Next.

Student: Inter-marriage.

Teacher: Inter-marriage, and then hospital entrances right? Almost there you guys. I'm liking the levels of questioning that's coming from you guys. Go ahead Terrell.

Student: I wrote inter-marriage, marriage of white people with a negro, or person that has 1/8 of negro blood is unlawful. My question is, why is it so important?

Teacher: Good. Marriage, right? Okay. Good. Next. Brandon?

Student: I had hospital entrances, which said the entrances were to be maintained by the government, also there will be different entrances. One for white and colored patients, and one for white and colored visitors. My question was, why do entrances for patients and nurses have to be separate?

Teacher: Good. Where does that go? Good. Next. What number are we? 21.

Student: Prisons. I summarized it as races were meant to be separated into different cells. My question was there jails only meant for African Americans and only for whites? Also, did whites get treated better. I put that under health.

Teacher: Why did you put that under health?

Student: Because I didn't know where else to put it. For number 22 NO school should have African Americans and Caucasians at the same time. Also, there are schools only for
[00:46:00]

African Americans and only for Caucasians. My question was did the African Americans get less education?

Teacher: Good questions you guys. That was the charming group right? It's not entertainment guys. You guys caught that. Good job. Entertainment Student?

Student: My word was inter-marriage. It's marriage between whites and blacks, or whites and Mongolians, or even if they have more than 1/8 black blood. My question was, why 1/8 blooded? Why so precise?

Teacher: Good. Nice questions. Next. Moving along.

Student: Education. It was a law where African American students are not to be taught in the same classroom. My question is, how did lawmakers hope to benefit students when establishing this law?

Teacher: Good one. Next. Where are we? Textbooks, libraries, transportation.

Student: For textbooks my summary was, books used by-

Student: Whites and blacks were required to be in separate waiting rooms at all stations. My question was, what happened if this law was broken?

Teacher: Good. Where does that go? Transportation? Okay, Rainy?

Student: My law was where it prohibited the instructor to enroll both races together and they were to be charged and found guilty in misdemeanor. My question was, why would some instructors like to enroll two different races together?

Teacher: Where would that go?

[00:48:00]

Student: Occupation?

Teacher: Good. I want you guys to think about something right now. Obviously, I want you guys to put yourself in this situation. If you look at these categories, in one way or the other you would be effected by these. Education, duh, look at us. Transportation, maybe. Would that effect you? Yeah? How about health. Some of you say yeah. Some of you more than others. Entertainment, from what we've heard so far? Think about this one. Who said that? What did you say?

Student: Said your parents.

Teacher: Your parents. Student what did you say?

Student: I would not have been born.

Teacher: You would not have been born. Good point. You would not have been born if this law, right here, and you guys heard enough of the law. I would like to go on Student's question. If this law was enforced today, how many of you would not have been born? Not have been born. Okay. In other words, that means your parents could not have gotten together because they're of different race. That means if your parents are of the same race and you're 100% of that race ... Okay I'm going to rephrase the question. Some of you guys understood it, and Student, obviously it was close to her, about the marriage. Marriage was, you cannot marry anyone except for your own race. If this law was to be in effect today, how many of you would not be born? That was my question. Thank you, Student for bringing that question up. Interesting. Okay.

[00:50:00]

I would be born, but my children would not be born, because my husband's Chinese and I'm Philippine. That's why. Okay. Let's continue and then I'm going to give you guys one last question to think about. Where are we right now? Fishing? Let's do the fishing one. That's you guys, right? Fishing, boating, and bathing, telephone booth and lunch counters. Let's go. A few more groups. Go ahead.

Student: What I got for fishing, boating, and bathing is basically segregation. My question is why is it called fishing, boating, and bathing.

Teacher: That's true.

Student: It doesn't even involve-

Teacher: That's true [crosstalk 00:51:34] He doesn't know you guys. Help him out. Entertainment? You heard the people. [crosstalk 00:51:48] Okay.

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

Student: Entertainment.

Teacher: Entertainment? Why?

Student: When you talk on the phone it's entertaining.

Teacher: Wait. Hold on. Wait. Student. Wait. Hold on. Let me have your attention. I like this, but Student needs to decide where he's going to put this. He's like, "I don't know." You guys are saying entertainment. Tell him what category it should be in. He's going to have to decide based on what you guys tell him. Why entertainment? Who said entertainment?

Student: [crosstalk 00:52:46] Why do you use your phone? For entertainment. [crosstalk

00:52:58]

Teacher: None of them? Okay. Alright.

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

Teacher: Okay. Why? You tell us why there should be a separate one.

Student: 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. There's health, which I don't [inaudible 00:53:30] Entertainment, it could, but I don't know if you can marry over the phone. I don't think that people go into telephone booths eight hours a day calling for a job.

Teacher: Okay. I'll give it to you. Thank you.

[00:54:00]

Student: Mine is lunch counters, and basically the law states that whites and colored people are to be separated for eating or being served, and they are prohibited to eat at the same table, counter, or room. My question was, what is the punishment for an African American who eats with a white person?

Teacher: Good. Where does that go?

Student: I was going to say health because it's food.

Teacher: Did you guys hear that?

Student: I would say entertainment.

Teacher: Wait. Hold on. Why? Go ahead.

Student: It's about how whites and coloreds have to be separated when being served food and they can't eat at the same table or counter.

Teacher: Where does that go? [crosstalk 00:54:46]

Student: I guess it could be entertainment, because they get to eat together with their own race, but they could communicate while they're eating. [crosstalk 00:54:59]

Teacher: What are you doing? Okay. Char, you've got to decide. Where are you going to put it?

Student: Eating food is to live though.

Teacher: Okay. Char has to decide. Thank you for helping her, if you did. Don't yell at her. Be

nice. Where does it fall under and tell us why.

Student: I put it in entertainment because that's where restaurants is.

Teacher: Okay. That's fine. Good job. Student, are you ready to go?

Student: Mine was number 32, libraries. White people have advantage over the African Americans for the use of the county libraries. My question was, why do white people have advantage over African Americans at even something as small as reading books.
[00:56:00]

Teacher: Where does that go?

Student: Education

Teacher: Education? Okay. Good. Are we in the last group now? Yes? Okay. Go. Thank you. I thought this was pretty easy for us to categorize these, but I guess some of them are not as easy as we thought. Okay.

Student: I had integration. My question was, who in the board of education thought of that?

Teacher: Oh. Good.

Student: My other one was railroads. People have to tell the conductor of the train what their race was, because every race had a different cart, coach, or compartment. People who didn't disclose their race, the conductor had to judge what the race was for themselves. My question was, why did they make that law?

Teacher: Good. Next? Almost there you guys.

Student: Theaters. All cinemas in Virginia, hosted by white and colored, had to set designated seats that separate the white and the colored. My question, did it matter for one race to have the viewing advantage?

Teacher: Good. That's a good question. Does it matter what race had the viewing advantage? Should it? Go ahead.

Student: My word was inter-marriage. My summary was no white person can marry Negroes, Mulattoes, or Mongolian, or Malaysians. My question was, did they choose only those races.
[00:58:00]

Teacher: That's a good question. Is that it? Good. Is that all of the laws? That's a lot of laws. This is the Jim Crow Laws. A lot of you asked why? Why did this happen? What would happen if somebody broke the law. Some of you guys asked too, what would happen if an African American broke the law? How about switch that question.

Student: What if the whites broke the law?

Teacher: Yeah. What if the whites broke the law? All of these questions, you will be able to answer them after we get through your research. A lot of these questions will be answered. Also, after we read *To Kill a Mockingbird*, these will also be answered. Not directly from the text, but obviously from the experience. Last thing. I want you, now, to look at all the laws. One to thirty-six. I want you to pick that one law that would most impact you if it was enforced today. Just one, and tell us why. Which one, and why, or how it would impact you?

Student: Can we pick two.

[01:00:00]

Teacher: Absolutely you can pick two. Just choose something, share it with your group for now, and then we're going to share as a whole. What is your question?

Student: Was it just by skin or did they actually test your blood?

Teacher: That's a really good question. Yes. I'm Asian. This is for the black and- They also talk about the other races to, but that's a good question. Where would you fit? Would you be black or would you be white?

Student: I would be gray. I'm just kidding.

Teacher: What of these do you think would effect you today? Which one would effect you, knowing who you are today?

Student: Mental hospital.

Teacher: If they were in white? And non-white could be right?

A good question. I'm Asian. That's not a question. I'm Asian. Where do I fall?

Student: White.

Teacher: What? Where do I fall? What's going to happen to me? Think about that. Does everyone have one? Yes. Come up with one.

Question?

Student: Does the inter-marriage one effect those, the one that says the races ...

[01:02:00]

Teacher: This one? The Malaysians, the Asians, those are Asians. They consider them Asians too.

Okay. Everybody got one thing? Yes? Let's do this quickly. Tell me which law would personally impact you today, and why. You ready? Student, go.

Student: Inter-marriage.

Teacher: Inter-marriage. Why?

Student: Because my dad's white and my mom is Filipino.

Teacher: Your dad is white? How does that impact you?

Student: I wouldn't be born.

Teacher: You wouldn't be born. How would this impact you when you get married?

Student: You have to marry your own race.

Teacher: What your your own race be?

Student: You don't have one.

Teacher: You don't have one. Oh no. [crosstalk 01:03:09]

He said he wouldn't be born today. Remember we talked about that, but I said how would it impact you now? Yes, but you're born now. So I said, "how would it impact you?" He goes, "I don't have a race, so I can't marry anybody." Could he find somebody-

Student: She said impact you now.

Teacher: Impact you now. What would happen?

Student: He would have to marry someone that was Filipino and white.

Teacher: He would have to find someone to marry Filipino and white. Why does it have to be so hard. That's how it would impact Student. Student, what about you? Which one? [01:04:00]

Student: The law that would impact me the most is probably inter-marriage.

Teacher: Inter-marriage too. Why?

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

Teacher: Besides you wouldn't be here. Do you think you're going to choose your mate based on the race? Is that what you would do? Is that going to impede finding your happiness?

Student: I can't marry different races.

Teacher: You cannot marry different races. Yes. Of course you can. Okay, go.

Student: I agree with Student and Student. I thought inter-marriage would effect me the most, because this law is basically saying, if it was here today, I'm basically forced to only look towards people that have the same blood I have. They're kind of limiting me, and telling me, "You can't fall in love with whoever you want to fall in love with and marry who you want to marry." They are basically saying, "You can't do that." I'm my own person and I can do what I want to do as my own person.

Teacher: Oh boy, 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: I wouldn't marry anyone.

Student: She would disappear.

Teacher: She would be [inaudible 01:05:45] Like, "I'm my own person, I'm going to marry who ever I want." What do you think would happen to her? [crosstalk 01:05:52] Okay? Go.

[01:06:00]

Student: I said education, because I wouldn't be qualified to get the job that I applied for.

Teacher: Okay. Why? Why do you say education because you would not qualify for- Why do you say that?

Student: Because the job I applied for has a higher form of education and there's not many schools that would have two races.

Teacher: So it would limit the education that you would need to go into your career. Is that what you're saying? Thank you for those who volunteered. [Student? 01:06:34] She's like, "Oh no." Tell us.

Student: Inter-marriage.

Teacher: Inter-marriage too? Why?

Student: Because I'm seven different races.

Teacher: You're seven different races? Yikes you guys. Of course, you wouldn't be born,

right? What about her children, if she was to marry the seven different race?
Would that be even possible? No. It would not. Let's hear Student?

Student: If African Americans didn't get that much education, that means that there wasn't much African American nurses, so what would happen to African Americans that go to the hospital?

Teacher: Did you guys hear that?

All Students: No.

Teacher: Student say it one more time, because that was very profound. Louder.

Student: Since African Americans didn't get that much education, what would happen to the African Americans that go to the hospital since there wasn't much African American nurses?

Teacher: Wow. Mind blowing question. Boom! I don't know. Good one. That would be under health, right? Boom! Boom! Boom! Okay.

[01:08:00]

Student: For mine, I said two of them. One of them would be education, just because a lot of [inaudible 01:08:01] The second one was teaching, because my mom's a teacher, so it would effect her occupation and where she works.

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

Student: It was the instructor that ...

Teacher: Who did that teacher one? Something about, the teacher cannot teach ...

Student: You can't teach both races in the same facility.

Teacher: What happens to them?

Student: They would get convicted.

Teacher: And?

Student: They had to be fined.

Teacher: Be fined. That would be me. I would be breaking that law right now. I can't teach. I can only teach one race.

Student: Does it have to be the same race as you?

Teacher: Yes. Isn't it my race? [crosstalk 01:08:56]

Student: What would happen to [Student 01:09:00] who has seven different races?

Teacher: Oh that's good. What happens to [Student 01:09:04]? She has seven different races. What's going to happen to her? I'm sorry [Student 01:09:17] Oh boy. Good point. That's a good point. Student went. Who didn't I hear from yet? Student. Let's hear you Student. Go ahead Student.

Student: [inaudible 01:09:36]

Teacher: Okay. Wait. You guys, I'd like to hear Student. So Student, louder please.

Student: I chose education, because it would just be different not being able to interact with everyone from different races.

Teacher: Did you guys hear that? I'm going to repeat for him. He said it would be different, because he would not be able to interact with all different races. Student, who would you be interacting with? [01:10:00]

Student: White people.

Teacher: Just white people. That's good. Student, why is that important for you? Guys, let me ask Student a question. Why is interacting with different races important for you?

Student: So I can meet different people.

Teacher: Meet different people. Good. He wants to meet different people. If we enforced this education law today, Student would be, pretty much on his own. [Student? 01:10:32] would be, we don't know where, where would we place [Student? 01:10:36]? We don't know. We don't know where you would go. We don't know. How about one more, and we can start wrapping up.

Student: Yes!

Teacher: Just for that, Student, you go.

Student: I don't know, because I'm white. It's all in my favor.

Teacher: Ohh. It's all in your favor. Okay. Let's listen. 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? Come on Student, why?

Student: Education.

Teacher: Why?

Student: Because I wouldn't be with all these, I wouldn't meet Tyrell.

Teacher: [01:12:00] You wouldn't meet Tyrell? You wouldn't be best friends with Tyrell? Is that what you're saying? Okay, but that is true. Kidding aside, well maybe. He's white. He's mixed, so he's saying, personally, so it's an "Aww" moment, he would not have met his ... Your friend. Your Tyrell. The friendship then, would not have been built. How long have you guys known each other?

Student: A long time.

Student: Nine years.

Teacher: Nine years? The friendship obviously wouldn't have been built. Sad. I think that you guys get the jist of what it would have been like. Some of you would not have been here today. It would be really bad. [Student? 01:13:04]. The friendship over there would not have been formed. That, obviously is what we are going to experience when we start to read To Kill a Mockingbird.