

A Shaky Truce: Starkville Civil Rights, 1960 to 1980

Subject: Social Studies	Unit: Mississippi History	50 minute period
Learning Goal(s)/Objective(s): The student will be able to define, compare, and contrast the terms “de jure” and “de facto” segregation using real life examples. The student will also be able to identify the point of view of a primary source.		
Essential Question: What were the first-hand experiences of Nancy Bardwell and Minnie McCarter during integration?		Vocabulary and Key Terms
Materials: <ul style="list-style-type: none"> • Presentation • Worksheet • Computers/Headphones 		<ul style="list-style-type: none"> ✓ De jure segregation ✓ De facto segregation ✓ Integration
Bell ringer: <ul style="list-style-type: none"> • What do you know about integration? • What do you think integration was like in Starkville? 		
Lesson Steps: 1) TSW answer the bell ringer as they come in.		
2) TTW review information on “Brown v Board” and define terms using presentation.		
3) TTW present information from the website, starkvillecivilrights.msstate.edu, highlighting the narrative on integration in “The Struggle.”		
4) TTW guide the students in exploring the interviews of Nancy Bardwell and Minnie McCarter, showing the students how to find relevant sections from their interviews.		
5) TCW discuss the stories of Minnie McCarter and Nancy Bardwell, noting the significant information each woman gives about her experiences, as well as talking about the similarities and differences between the two stories.		
Standards: <i>Mississippi Studies</i> Competency 3, Objective E: Analyze the ways Mississippians have resolved conflict and adapted to change, and continue to address cultural issues unique to our state. <i>United States History: 1877 to the Present</i> Competency 4: Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.). Competency 4, Objective A: Interpret special purpose maps, primary/secondary sources, and political cartoons. Competency 5, Objective A: Examine various reform movements (e.g., Civil Rights, Women’s Movement, etc.).		