

An Examination of Civil Rights via the Life of Dr. Blanchard Hollins

Introduction:

The purpose of this lesson is for students to learn about discrimination and segregation before and during the Civil Rights Movement. Students will also explore discrimination and segregation through the eyes of outstanding Black Doctors in the Houston Medical Forum. Students will examine how the doctors overcame their difficulties during the early part of the Civil Right Movement.

Student Background Knowledge:

Student should be familiar with the causes which sparked the Civil Rights Movement. Student should also know the basic tenets of the Constitution which address civil and equal rights for all people.

Teacher Background Knowledge:

The teacher should be knowledgeable about the historical data of discrimination and segregation and the impact of the Civil Rights Movement. Teacher should analyze, discuss and examine legislation and its impact on changes during the past, present and future. The **Thirteenth Amendment** (1865) abolished slavery throughout the United States of America. The **Fourteenth Amendment** (1868) gave citizenship not only to Blacks but to all people born or naturalized in this country. It also gave those same citizens equal protection under the law. The Constitution guaranteed that states could not deny all citizens life, liberty and the pursuit of happiness, or take away property without the courts ruling. The **Fifteenth Amendment** (1870) protected Blacks voting rights, and states that no one could be prevented from voting due to “race, color, or previous servitude.” This gave all African American males the right to vote. These amendments are collectively called the Civil War Amendments. The **Nineteenth Amendment** (1920) gave women the right to vote after Black males were given the right to vote by the Fifteenth Amendment (1870). The **Twenty-fourth Amendment** abolished poll taxes. Some states used the poll taxes to prevent Blacks from voting. The **Twenty-sixth Amendment** guaranteed not only Blacks but all citizens at the age of 18 the right to vote in state and national elections. The Vietnam War required men 18 or older to be drafted; therefore they felt that they should be old enough to have a voice in government political process. Because Jim Crow laws kept Blacks separated from whites in travel, schools, restaurants, hotels and other public facilities; they begin to challenge this discrimination. This action to protest or challenge discrimination is called the Civil Rights Movement.

The teacher should be familiar with the “Houston Medical Forum Museum Education Project: Houston Medical Forum, 1900-2005”. The teacher will connect or integrate three of these doctors’ interview to the Civil Right Movement; Dr. Blanchard Hollins, Dr. Edith Jones, and Dr. Dezra White. During the 1960s, African-American physicians experienced intense social and political changes as they fought for their civil rights. The first of the three lessons integrating these physicians will focus on Dr. Blanchard Hollins’ experience during the 1950-1960s’.

Key Vocabulary:

Civil Right Movement, segregation, 13th Amendment, 14th Amendment, Plessy v. Ferguson, Brown v The Board of Education, President Johnson, Medicare, Medicaid

Key Concepts:

Court decisions and federal legislation expand opportunities for equality for minorities.

Objective:

Identify and describe the contributions and leadership qualities of significant medical, political and social leaders in a democratic society. (USH.19.2)

Evaluate the degree to which constitutional amendments and court decisions have expanded the movement to achieve equality. (USH 18.b.1)

Alignment to TEKS:

USH.7. History. Trace the development and identify the impact of the civil rights movement, including significant individuals and laws.

USH. 18. a. Identify and analyze methods of expanding the rights to participate in the democratic process.

USH. 18. b. Evaluate the ways constitutional amendments and courts decisions have promoted equality of political rights in the democratic process.

USH. 19. Describe effective leadership qualities in a society and evaluate the contributions of significant political and social leaders.

USH. 21.a. Explain actions taken by racial, ethnic, and cultural groups to expand their economics and political rights in American society.

Materials:

1. 14 Amendment Section 1 (Transparency)
2. (Transparency) drinking fountains, parks, public facilities
3. Power Point (Dr. Hollins)
4. Cornell Note Forms
5. (Transparency) Rosa Parks Quote
6. Timeline of “The Civil Rights Movement”
7. Timeline Teacher Talk
8. Song: “We Shall Over Come”

Lesson Plan:

1. Focus: Ask students to list five things or events they know about the Civil Rights Movement. Give student 3 minutes to make their list. Allow 3 students to read their list to the class.

2. Display transparency Fourteenth Amendment Section 1.

3. Give students the following background information:

In Louisiana, 1890, Jim Crow law required that all railroad companies use “separate but equal” railcars for whites and Blacks. This meant that all railcars should have the same quality of furniture, restrooms, coffee, heater, quality of seats in all of the railcars. A group of New Orleans people decided to challenge and test the “separate but equal” law.

Homer Plessy (a Black man) bought a first class ticket on the train. He tried to sit in the first class car with white, and when he refused to move he was arrested. Louisiana’s Jim

Crow did not allow blacks to ride with whites in first class. Plessy and his lawyer brought this case to the U.S. Supreme Court. His lawyer argued that this violated the 14th Amendment's guarantee of equal and legal protection. The Court (Justice Henry Billings Brown) declared it was legal to force Blacks and whites to use separate facilities as long as the facilities were of equal quality. The Supreme Court held separate but equal **did not** violate the Equal Protection Clause.

President Johnson addressed the Houston Medical Forum on Medicare, medical insurance and hospital care for older Americans and Medicaid-medical insurance for low-income people and people with disabilities.

4. Display Transparency, photo of Separate but Equal, pictures of drinking fountains, eating counters etc. Ask students:

- a. What do you see in the transparency?
- b. What do these pictures tell about situations and obstacles Blacks faced?
- c. Compare Blacks' obstacles to whites' obstacles during the Civil Rights Movement.

5. "A conversation with Dr. Blanchard Hollins". Teacher will use this interview to show the connection between the Civil Rights Movement and Dr. Blanchard Hollins' experience during this time. Say: "today we are going to discuss the specific experiences of Dr. Blanchard Hollins by using **power point**. We will briefly look at his background and his experience/struggle to be an effective African American physician."

6. Teacher will show and discuss the power point with the class.

7. Student will be given Cornell Note sheets to fill in by taking notes from the power point and teacher discussion of the power point on Dr. Hollins.

8. Student will take a short quiz on Dr. Hollins.

9. Tell students to look at the landmark case of Brown v The Board of Education of Topeka, Kansas. Since the Supreme Court declared separate but equal was constitutional (1896), the South segregated all public facilities. In reality, separate facilities were seldom equal to those available to whites. School buildings for Blacks were often run down, old and inadequate. Schools did not have enough desks, books, maps, and library materials to accommodate all Black children. Many southern colleges and universities turned away Black students. When some Blacks were admitted they became victims of racism and segregation. Many were assigned separate tables in cafeterias; students may be even assigned to sit in a separate classroom, which meant it was difficult to listen to the professor and hear the lecture.

In 1950, Olive Brown, a Black minister, lived in Topeka, Kansas with his family. His daughter, Linda Brown had to walk a mile and cross the train tracks to attend a Black school. But, a white school was seven blocks from her house. Mr. Brown tried to enroll Linda, but was denied. Mr. Brown went to the NAACP for help. He first went to the state court for a ruling on this case. Mr. Brown lost. Mr. Brown did not give up. The case was taken to the Supreme Court. Thurgood Marshall argued the case, who would later become the first Black Supreme Court justice. In his argument, he said "segregated schools could never be "equal". The simple act of separating people, suggested that one group was seen as better than the other." A year later, the

court ordered an end to segregation “with deliberate speed.” This decision brought an **end to legal segregation in schools** and motivated additional attacks on racism and discrimination in all areas.

10. Ask students who was Rosa Parks? Allow one or two students to tell the class what they know about her. Teacher will praise the two students for their input. The teacher will tell students that The South had segregated public places. Rosa Parks, in December 1, 1955, a Black woman left work and got on a bus in Montgomery, Alabama. All the bus filled in the back so she took a seat near the middle or near the front of the bus. The bus driver picked up more white passengers so he ordered Rosa Parks to give up her seat to a white person. She refused, was arrested and fined. Friends of her were outraged and decided to take action. Thus began the Montgomery Bus Boycott, led by Dr. Martin Luther King!

11. Transparency: Rosa Parks Quote. Project this quote and ask students to interpret her quote. Next, ask students to compare or contrast Rosa’s arrest to Plessy v Ferguson’s separate but equal decision.

12. Discuss student responses.

13. Give students a timeline on the Civil Rights Movement and have them to use their textbook to explain the significance of the events.

14. Assessment: Have students report on their findings to the class.

15. When students finish with their reports, teacher will use “Timeline Teacher Talk” to reinforce student timeline investigation.

16. Closure: Give students a copy of a protest song to analyze. “We Shall Over Come”

The Civil Rights Movement Timeline

Use the timeline to trace the development of the Civil Rights Movement and explain the significance of the events.

1700s

1865

1868

1870

1875

1877

1896

1909

1952

1954

1957

1960

1961

1962

1963

1964

1965

1964

1965

1966

1968

The Civil Rights Movement (Key) Teachers' copy

1700s Declaration of independent, the Constitution, and the Bill of Rights lay the foundation for the rights later granted to Blacks and minorities.

1865 13th Amendment abolished slavery. Reconstruction improves educational, political, and economic opportunities.

1868 14th Amendment: citizenship and civil rights to native born (except Native Americans), including Blacks.

1870 15th Amendment prohibits voting discrimination based on race.

1875 Civil Rights Act is passed; ruled unconstitutional in 1883

1877 Reconstruction ends: Jim Crow laws. Ku Klux Klan forms.

1896 Plessy v Ferguson Supreme Court decision upholds segregation; "separate but equal".

1909 W.E.B. Du Bois forms NAACP.

1952 Malcolm X joins Nation of Islam, preaches black superiority and separation from whites.

1954 Brown v Board of Education ends segregation in schools.

1955 Rosa Parks arrested.

1957 Civil Rights Act passed to protect voting rights.

1960 Student Non-violent Coordination Committee (SNCC) organizes lunch counter sit-ins.

1961 Freedom riders travel through South.

1962 Federally-enforced integrated of University of Mississippi.

1963 President Kennedy sends civil rights bills to Congress. March on Washington.

1964 Civil Rights Act bans discrimination in employment and public accommodations. 21st Amendment eliminates poll tax.

1965 Voting Rights Act eliminates literacy tests, triples number of registered Black voters in South. March from Selma to Montgomery, Alabama.

1966 Black Panthers founded.

1968 Civil Rights Act bans discrimination in housing. Martin Luther King, Jr., assassinated.

1971 26th Amendment extended the right to 18 years old to vote.

1975 Voting Rights Act extended to immigrants. Ballot printed in foreign languages.

1990 Americans with Disabilities Act prohibited discrimination against people with physical disabilities in employment, transportation, telephone services, and access to public buildings.