

An Examination of Civil Rights and Women's Rights via the Life of Dr. Edith Irby Jones

Introduction:

The purpose of this lesson is for students to examine and explain efforts of various groups to protest and expand rights for minorities. Students will also evaluate ways women struggled to obtain educational, social and economic equality.

Student Background Knowledge:

Students should be familiar with the role of women and minorities in society and what led to the movement of equal rights. Students should know about discrimination against minorities and women in Americas' society.

Teacher Background Knowledge:

The teacher should be knowledgeable about the women's struggle for equal treatment socially, economically, politically and educationally. This led to the women's movements which eventually led to other minority groups fight for the same rights and privileges. The teacher should know that the movement for women's rights did not start in the 1960s'.

In the late 1890s women like **Susan B. Anthony** and **Elizabeth Station** worked for the right to vote and equal rights in jobs and education. In 1920, after much work by women, the **19th Amendment** to the Constitution gave women the right to vote in all elections. The women's movement of the 60s' fought to change the aspects of female lives that had been expected and accepted. Women were expected to do "*women's work*", clean, cook, have babies, and stay home. If a woman worked outside the home it was in nursing, teaching, sale persons and in offices. In the 1960s, more women went to colleges. Few became doctors, lawyers or scientists. Women were paid less and few were promoted to high positions. Women were treated unequally and unfairly. The civil rights movement gave women the opportunity to fight discrimination in all walks of life. The civil rights movement provided women with ammunition to fight discrimination. Congress passes the Equal Pay Act of 1963. This law said that women and men had to be paid equally for doing the same job. The **Civil Right Act of 1964** said that there could be no job discrimination on the basis of color, race, **gender**, or religion. With this legislation, progress still was slow. The Equal Employment Opportunity Commission (EEOC) set up by the bill ignored women discrimination.

Consequently women looked for other ways to fight discrimination through protest and reforms. The women tried to get full equality and rights for women through the **Equal Rights Amendment**. Women tried to get the ERA added to the Constitution. The Equal Rights Amendment was passed by many states but not enough to ratify the amendment and add it to the Constitution.

Rosa Parks, an African American got on a bus in Montgomery, Alabama, sat near the front of the bus and refused to give her seat up to a white person after she was ordered to do so by the bus driver. What she did led to a change in American society. Nonviolent and peaceful protests were to follow Rosa Parks' action.

The women's movement really excelled in the 70s'. This movement brought about a change in peoples' attitudes and in the law. More women entered college and majored in law and medicine. This lesson will include an examination of the experiences of Dr. Edith Irby Jones, M.D. from the 1950's to 1970's. **Students will be given the entire interview of Edith Irby Jones, M.D. to read five days before this lesson is taught. Students in groups of four will be**

responsible for creating a mock interview talk show using their research on the civil rights movement and prior lessons. Students will create questions and answers, also use questions given to them by the teacher for this mock radio interview. Students will create a name of their talk show, radio station, time of the broadcast and introduction of their guest, in this case Dr. Jones.

This lesson is designed for students to be active learning instead of teachers giving them answers. Students will have one person in the group play Dr. Jones, while the others ask the questions. Students should have enough time to prepare for this mock oral history interview.

Teacher should know that oral history is a method of gathering and preserving historical information through recorded interviews with participants in past events and ways of life. It is both the oldest type of historical inquiry, predating the written word, and one of the most modern, initiated with tape recorders in the 1940s. Oral history is a way of collecting human memories and share information that might not otherwise be captured in written records. Oral history is the recording of people's memories. It is the living history of everyone's unique life experiences. Oral history enables people who have been hidden from history to be heard, and for those interested in their past to record personal experiences and those of their families and communities.

Key Vocabulary:

Civil Rights Movement - The actions taken to end discrimination against African Americans. The Civil Rights Movement also challenged discrimination by Jim Crow laws.

Key Concepts:

Women influenced the shaping and progress of the Civil Rights movement. Reform movements often are initiated as a result of frustration with government and are frequently met with resistance.

Objective:

Explain how women contributed to the Civil Right Movement.
Examine the changing role of women during the Civil Right Movement.

Alignment to TEKS:

USH. 7.1. Trace the development of key events in the Civil Right Movement of the 1960s.

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

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

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

Materials:

Transparency: 19th Amendment-Women Suffrage (1920)

List of teacher questions for Mock Interview

Interview for parents, aunt, grandparent

Rubric for evaluation of the mock interview

1. Focus: Ask students to list 4 famous females of the 2000s. How have these females influenced society or lives of others? Let students discuss their list. Tell students that if the women rights movement had not taken place some of these women may not be in the positions they are in today.

2. Use the 19th Amendment (transparency) briefly discusses the amendment. Say that the 19th Amendment was passed in 1920. The purpose of the amendment was to give women the right to vote. This increased women's equality of political rights. The 19th Amendment prevented states within the United States from denying women the right to vote. Women had been fighting for the vote since before the Civil War. The Convention of 1848 at Seneca Falls marked the beginning of women's voting or suffrage movement.

Women were given the right to vote after it had been given Black men with the 15th Amendment in 1890. Women's paid and unpaid work effort during WWI supported their demand for the vote. Women tried to get the vote through state laws and appeal to the Constitution. Women's rights activists and feminist stated that the 14th Amendment declared all native-born or naturalized persons to be U.S. citizens whose right could not be abridge by the states. However, the Supreme Court ruled that citizenship did not automatically give the right to vote. The right to vote has given women a voice in politic. This resulted in many women becoming political candidates and winning political positions.

3. Ask students what other changes they know of as a result of the civil rights movement, such as women's rights, disabilities, women in sports etc.

4. Tell students that Jackie Robinson broke the color barrier to help end segregation. It took time for females to enter sports. Jackie Robinson and the manager of the Brooklyn Dodgers challenged the rule in Major League Baseball requiring that Blacks play in a separate Negro League. Robinson was a WWII veteran, a promising college athlete. In 1947, he was the first African American to play in the Major League.

5. Ask students what other ways Civil Rights leaders use to make know that there was a need for a change? Allow for two students to discuss or respond to the question.

6. Tell students that lobbying is trying to make lawmakers pass certain laws. The National Organization for Women lobbied Congress to get two pieces of legislation. One was the Educational Amendment Act of 1972 which banned discrimination on the basis of gender in educational programs. The other was the Equal Credit Opportunity Act. It helped women get loans and credit cards in their own names, rather than their husbands'. Non violent protesting and legal actions in the court help to influence the change in government and in our society. The philosophy of the nonviolence movement was not to retaliate with violence out of fear or hate.

7. Teacher will write the guidelines for nonviolent resistance used by civil rights activists on the board. Show a photo on non resistance. Then have students respond to it.

(“IF CURSED, DO NOT CURSE BACK”. IF PUSHED, DO NOT PUSH BACK. IF STRUCK, DO NOT STRIKE BACK”).

8. Then, ask the questions, or list on overhead projector, Could you have done it? Would you have made a good SNCC volunteer? Student Nonviolent Coordinating Committee was an organized group of student (school ages) protesters during the Civil Rights Movement. Why or why not? Allow students to respond in a short paragraph.

9. Tell students that we are now going to look at Dr. Edith Irby Jones, M.D. We will focus on her experience as the first African American student to attend Medical School at the University of Arkansas. Tell students that everyone had a week to read the oral Interview of Dr. Edith from Houston Medical Forum Museum Education Project and do additional research on the Civil Right movement.

This mock interview will last 15 minutes.

10. This lesson will take two class periods for all groups to present. The purpose of this mock interview is to evaluate how well students analyze the life of Dr. Jones and how they were able to examine and explain the civil rights movement.

11. At the end of this lesson tell students there was long term impact of the civil right movement, integration of schools, hotels, parks, hotels, theaters, restrooms, doctor offices, hospitals etc. More Black engaged in the political process. Many felt that it was extremely important to vote because they was denied or prevented from voting. Other minorities sort the same rights through protest.

12 .Homework: Students will conduct an oral interview with their parent, grandparent etc. The interview should be conducted with someone who had some experience during the civil right movement.

Dr. Edith Irby Jones Oral History:

Students will ask and answer the following questions in their Mock Oral History Interview.

1. Were African American woman treated differently from African American men in education? If so how?
2. How were you (Dr. Jones) experiences different at the University of Arkansas?
3. What were some of the professions or jobs women were expected to have in the 1940s-1960s?
4. In Houston, why were you (Dr. Jones) acceptable to the Harris County Medical Society?
5. What were some of the signs of Jim Crow in Houston that you (Dr. Jones) encountered?
6. If you could interview Dr. Jones, what do you think her response would be to the question? Since you (Dr. Jones) attended a White University, would you recommend that Black students go to traditionally African American colleges of medicine?
7. Did you engaged in any type of protest in the 60s'?

8. Do you think established successful Blacks should assume responsibilities for those who or striving to be successful?
9. Do you think Blacks have equal chance at success as Whites?
10. How have class differences affected the Black race?
11. How have Black class differences affected the American society?
12. Were there Jim Crow laws practices in existence? Explain your experiences?
13. Do you know any Blacks that was successful and how?
14. What affect did the Civil Right Movement have on the world?
15. How do you respond to the statement “Blacks was better off in segregated schools and community?
16. Do you think black and white students have equal educational opportunities today? What evidence do you have to support your belief?
17. Do you think Jack Yates High School and Bellaire High school has equal facilities, do you have any evidence to support your belief?
18. Why did some African Americans still choose to attend traditionally Black colleges and medical schools in the 1970s after the Civil Rights movement, federal legislation, and other desegregation efforts had opened other facilities to their admission?
19. In the 1980s and 1990s, what types of professional problems did African-American physicians experience based on their race? How had relations between African-American doctors and white patients changed between 1950 and 2000?

Home work:

Survey/Interview for parents.

ESSAY: Why do we have so few Black women seeking to be medical doctors?

Activity: Write an essay about women in the medical profession.

Why has it taken women so long for women to achieve in the medical profession?

Survey for Parents

Life in the 1960s

Directions: Please ask the following questions to your parents, grandparent, guardian, or relative who lived in the 1960s or any Black person who can assist you with this interview.

Interviewee _____

1. Did you attend an integrated school? _____

If yes, ask: What racial problems did you face in school?

2. What racial problems did you face in your community, neighborhood and in public places? **(parks, restaurants, public toilets, on the job, etc.)**

3. Were you treated fairly on your job? If not, explain.

4. Were there racial tensions outside of your community? Explain.

5. Were you involved in any aspect of the civil rights movement in your community? If so, describe.

6. Were affirmative action used on your job or colleges or universities? Explain

7. Do you think reparations should be paid for your ancestry slavery? Explain.

8. Have you experience racial tension today in 2000 in any form? Explain.

9. What were the ways you resisted Jim Crow segregation? Explain.

10. How did you feel about segregation? How did you handle these practices? Explain.