

African Americans: THE LAS VEGAS EXPERIENCE

Curriculum Guide



African Americans: THE LAS VEGAS EXPERIENCE

Educational Curriculum

Vegas PBS has partnered with UNLV Libraries to bring you “[African Americans: The Las Vegas Experience](#)”. Through this documentary, discover the momentous events that defined the African American experience in Las Vegas throughout the Civil Rights era. These events altered the city's history and changed thousands of lives. Our story introduces individuals who are connected to these events, and to each other.

The goal of this project was to create and distribute resources which explore African-American life and culture and its impact on the greater community by highlighting the life and times in local Las Vegas neighborhoods.

In cooperation with the Equity and Diversity Education Department, Clark County School District teachers developed curriculum aligned with the Nevada Academic Content Standards to highlight historical structures in Las Vegas and chronicle African Americans' involvement in major historical events/locations. These resources are available online and on-demand for immediate classroom, home school, community and/or personal education.

We would like to thank our contributors who provided the valuable content within this document.

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For additional information and materials, visit **Documenting the African American Experience in Las Vegas** portal: <http://digital.library.unlv.edu/aae/about>

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Lesson 1

[Return to TOC](#)

What's the Story?

By Luanne Wagner

Grades: 11 – 12

Subjects: U.S. History, U.S. Government, The African American Experience, English

Lesson Time: 85 minutes (This can be used for a block schedule or regular 50 minute schedule. If it is used on a block schedule, there is enough time to complete the assignment during one class. If it is used in a 50 minute class, then it will take two class periods to complete the assignment.)

Overview and Summary of the Lesson: Over the next few weeks, students will view **African Americans: The Las Vegas Experience** in short segments examining the reasons as to why African Americans chose to migrate to Las Vegas. They will gain a better understanding from many different perspectives. As they view the Vegas PBS documentary, students will respond to specific questions and engage in class discussions along with other activities related to the information covered in the video. At the end of each assigned segment, students will be expected to share their answers and opinions. In the first segment, students will examine why African Americans migrated to Las Vegas, and the challenges they encountered, as well as the successes. Within the first segment students will be able to gain a better understanding as to why Las Vegas was referred to as the Mississippi of the West.

Objectives: Students will be able to evaluate, describe and discuss the reasons African Americans migrated to Las Vegas. They will analyze the events, challenges and successes of the African American community in Las Vegas, as well as examine the history of inequality for African Americans in the United States.

Opening Activity: Students will be informed that they will be viewing the Vegas PBS documentary, **African Americans: The Las Vegas Experience** (<http://www.vegaspbs.org/lm-african-american>). Students will be instructed that they will view the documentary in short segments, and gain a better understanding of why Las Vegas was known as the Little Mississippi of the West. The teacher will ask the students the following prompts to find out what they know.

Students will respond in a whole group discussion setting.

1. Explain the Civil Rights Movement.
2. Why did African Americans have to fight for equality and justice in all areas of life in the 1950s and 1960s?
3. Who were the leaders of the Civil Rights Movement?
4. Did segregation exist in Las Vegas in the 1950s and 1960?
5. Why did society segregate people?
6. Could African Americans participate freely in all aspects of society in Las Vegas in the 1950s and 1960s?
7. Do you believe that segregation still exists today? Why or why not?
8. Using nonviolence, how would you react if you were treated unfairly?
9. After discussing some of the questions, do you think people had more opportunities in Las Vegas or in the South?
10. Would you have become an activist for Civil Rights? Why or why not?

NV Academic Content Standards:

H3.[9-12].8 Explain how the social and economic opportunities of the post-World War II era contributed to social responsibility and change.

H3.[9-12].9 Identify and describe the major issues, events and people of minority rights movements, i.e., Civil Rights Act of 1964, Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, and Women's Rights Movement.

H3.[9-12].14 Compare and contrast racial segregation in the United States with other racial and social policies, i.e., apartheid in South Africa.

H3.[9-12].17 Analyze how ideals and institutions of freedom, equality, justice, and citizenship have changed.

H3.[9-12].22 Explain the changing role of race, class and gender

H3.[9-12].24 Examine the ideals and institutions of freedom, equality, justice, and citizenship and explain how they have changed

G6.[9-12].5 Explain why places and regions are important to cultural identity and can serve as forces for both unification and fragmentation

G6.[9-12].6 Compare characteristics of places and regions from different perspectives.

G7.[9-12].5 Evaluate why major cities develop in particular geographic locations and how this affects cultures.

C13.[9-12].5 Analyze the United States Constitution and its amendments in protecting individual rights, including the Fourteenth Amendment's provisions for due process and equal protection of individual rights through the examination of landmark cases, i.e.,

- Brown v. Board of Education of Topeka
- Gideon v. Wainwright
- Miranda v. Arizona
- Tinker v. Des Moines Independent Community School District

C13.[9-12].6 Examine the rights of citizens and how these rights are protected and restricted.

C13.[9-12].7 Analyze and evaluate the role of citizen participation in civic life. C13.[9-12].8 Examine the responsibilities of local, state, and national citizenship.

Resources:

Gates, Henry Louis Jr. (November 1993). *African Americans Voices of Triumph Perseverance*. Time Life Education

Dr. Grant-Britton, Lisbeth (1997) *African American History*. Holt, Rinehart and Winston

Carney Smith, Jessie (2002). *Black Firsts*. Visible Ink Press

Carson, Clayborne, Lapsansky-Werner, Emma, & Nash, Gary B (2005). *African American Lives: The Struggle for Freedom*. Pearson Longman

www.tolerance.org

America's Civil Rights Movement: A Time for Justice

www.vegaspbs.org

For additional information and materials, visit **Documenting the African American Experience in Las Vegas** portal: <http://digital.library.unlv.edu/aae/about>

Student Name: _____

Student Instructions:

Fill in the correct information for each question as you watch the documentary, **African Americans: The Las Vegas Experience**. (<http://www.vegaspbs.org/lm-african-american>)

1. Thousands of African Americans migrated to Las Vegas. Many believed that the streets were paved in

2. What is the name of the couple who moved to Las Vegas to obtain jobs in education in 1964?

3. Describe the physical appearance of west side Las Vegas.

4. What is the name of the individual who moved to Las Vegas to get away from picking cotton for a job?

5. Did some people move to Las Vegas to get away from negative situations? _____

6. Give at least two examples of negative situations that led individuals to bring their families to Las Vegas.

7. In the opinion of those interviewed was racism better or worse in Las Vegas compared to the South? Why?

8. What was the excuse that casino owners gave for keeping casinos segregated?

9. How do you think the segregation in the casinos made the members of the African American community feel?

10. Was the African American community close? _____ Explain your answer.

11. What is the name of the street where members of the African American community gathered for a night out?

12. Did African Americans living on the west side march for equality and basic civil rights? _____

13. What is the name of the agreement that desegregated the city? _____

14. In two to three sentences explain why you think this agreement was important to the African American community? _____

15. Did the NAACP ever take action and March on the strip for the purpose of desegregation? _____

16. What is the most well- known casino on the west side? _____

17. Was the publisher of the Las Vegas Sun, Hank Greenspun, in support of desegregation? _____

18. In what ways did the members of the African American community "test" the Moulin Rouge agreement?

19. Did the majority of the casinos honor the Moulin Rouge agreement? _____

20. What events happened that made it difficult for African Americans to fully participate in all aspects of society?

Lesson 2

[Return to TOC](#)

Moulin Rouge Agreement

By Heather Honig

Grades: 6 - 12

Lesson Summary: This lesson focuses on the Moulin Rouge Agreement and its impact on the integration of casinos on the strip. Students will be able to analyze the impact of the Moulin Rouge Agreement. The lesson plan coincides with 14:18 - 24:05 of the video, **African Americans: The Las Vegas Experience**.

Time Allotment: 50 minutes

NV Academic Content Standards:

English Language Arts 7

SL 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts and issues, building on others' ideas and expressing their own clearly.
SL 7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Learning Objectives:

- Students will be able to describe the Moulin Rouge Agreement.
- Students will be able to compose an agreement, based on historical information, to integrate the Strip.

Resources:

Pictures of the Moulin Rouge:

<http://d.library.unlv.edu/cdm/search/collection/ohr/searchterm/moulin%20rouge!still%20image/field/ident!type/mode/exact!all/conn/and!and/order/nosort/ad/asc>

Historical Information on the Moulin Rouge and the Moulin Rouge Agreement:

<http://d.library.unlv.edu/cdm/search/collection/ohr/searchterm/moulin%20rouge/field/ident!type/mode/exact/conn/and/>

African Americans: The Las Vegas Experience

<http://www.vegaspbs.org/lm-african-american>

Warm Up and Watch:

Using the UNLV Digital Library on The African American Experience (<http://d.library.unlv.edu/cdm/search/collection/ohr/searchterm/moulin%20rouge!still%20image/field/identat!type/mode/exact!all/conn/and!and/order/nosort/ad/asc>), share various pictures of the Moulin Rouge with the class.

With a partner, students share their initial thoughts and reactions of these pictures. Teacher selects students to share their responses with the class.

Teacher previews questions prior to viewing the video:

- Based on the photos and the video, how would you describe Las Vegas prior to the Moulin Rouge Agreement?
- Why were the African Americans preparing to march?
- Why were city leaders and casino worried about the potential march of the African Americans?
- How did the Moulin Rouge Agreement receive that name?
- Why did casino owners agree on the Moulin Rouge Agreement?
- How was the Moulin Rouge Agreement tested?
- What was the assurance that the agreement would be followed by the casinos.

View the video (14:18 - 24:05). Students will take notes while watching the video.

After viewing the video, student will answer the questions.

Activity:

In small groups, students will create a two-minute persuasive argument for the integration of the Strip. This may be based on their experiences, the video or various resources within the UNLV Digital Library on The African American Experience (<http://d.library.unlv.edu/cdm/search/collection/ohr/searchterm/moulin%20rouge/field/identat/mode/exact/conn/and/>).

After groups complete their argument, each group will share their argument with the class.

Home Activity/Extension Activity:

Students will write a persuasive essay on the integration of the Strip from the perspective of one of the African American leaders.

Assessment/Evaluation:

The group activity or the essay can serve as an assessment tool for this lesson.

For additional information and materials, visit **Documenting the African American Experience in Las Vegas** portal: <http://digital.library.unlv.edu/aae/about>

Lesson 3

[Return to TOC](#)

Moulin Rouge Agreement

By Reggie Revis

Grades: 4 - 5

Lesson Summary: This lesson is intended to show students the connection between the text and intent of the Moulin Rouge Agreement, the Civil Rights Act and the First Amendment.

Time Allotment: 50 minutes

NV Academic Content Standards:

RL.4.7 - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RI.4.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI. 4.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Learning Objectives:

- I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- I can interpret information presented visually and orally and explain how the information relates to the text in which it appears.
- I can explain what happened and why, referencing the text.
- I can integrate information from two texts in order to speak about the subject knowledgeably.

Warm Up & Watch

Warm Up (20 minutes): Teacher defines “civil”, “right” and “rights” with [four square tools](#).

Civil: of, relating to, or consisting of citizens

Right: in accordance with what is good, proper, or just

Rights: *(used with a plural verb)* civil rights.

Source: dictionary.com

Teacher displays texts (preferably side by side) of Civil Rights Act and of the First Amendment, seen below. The Civil Rights Act was to have terms underlined that related to the Constitution and discrimination. Teacher reviews terms that connect the two texts:

PL 88-352

An act to enforce the constitutional right to vote, to confer jurisdiction upon the district courts of the United States of America to provide injunctive relief against discrimination in public accommodations, to authorize the Attorney General to institute suits to protect constitutional rights in public facilities and public education, to extend the Commission on Civil Rights, to prevent discrimination in federally assisted programs, to establish a Commission on Equal Employment Opportunity, and for other purposes.

First Amendment

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Watch and Write (15 minutes): Students watch **African Americans: The Las Vegas Experience** (<http://www.vegaspbs.org/lm-african-american>) from 13:45 – 19:30, following along with the transcript, this time noting and stopping the video when they hear the term “civil rights.” Students perform a quick-write on the speaker’s intent when saying the term.

Whole Group Activity

In Kagan groups of four, the teacher will begin the assessment/evaluation section as a formative assessment of this section of the documentary. Employ a round robin, with students giving verbal answers to the questions for 5 minutes. Then ask students to write their responses to the questions.

Home Activity

Students ask older, trusted members of the family, “Do you remember what the United States was like in the 1960’s?” Sketched answers with incomplete sentences are acceptable as we are looking for personal connections and not strict English Language Arts adherence.

Assessment/Evaluation (15 minutes)

RL 4.7, RI 5.1:

How many times in the transcript of this story, in the visual and oral presentation of the story, did we see/hear the term civil rights? Did it mean the same thing each time? How do you know? How does this compare to our study of the words “migration”, “racism”, and “discrimination” from Lessons One and Two?

RI 4.7, RI 4.3:

Why was the term “civil rights” used in the video? How did the speakers in the video help you gain a better understanding of the term?

RI. 4.9

How do you think the terms and words used in the First Amendment and the Civil Rights Act support one another? If you had to write an Act that combined the two texts, what words would you be sure to use?

For additional information and materials, visit **Documenting the African American Experience in Las Vegas** portal: <http://digital.library.unlv.edu/aae/about>

Name: _____

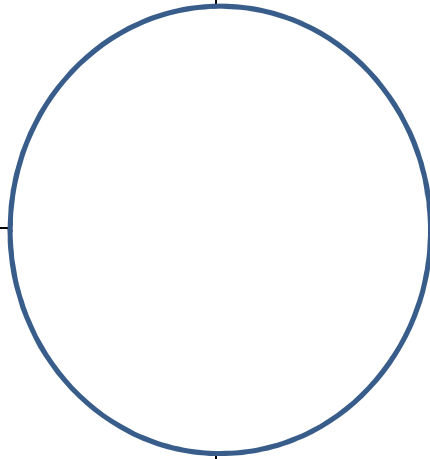
Vocabulary Four Square

Write the definition:

Use it in a sentence:

Write a synonym
of the word:

Draw a picture:



Lesson 4

[Return to TOC](#)

Las Vegas, Detroit and Baltimore Riots

By Timothy Hodges

Grades: 9 - 12

NV Academic Content Standards: H3 9-12 (8), (9)

Daily Review/Warm-Up (5 minutes): Students will start with a warm up question to determine what they know about riots. Define the term riot.

Objective: At the end of this lesson students should be able to define the term 'riot'. Students will examine three riots that took place in the 1960's: the Detroit, Las Vegas and Baltimore riots. By the end of the lesson students will be able to explain the short and long term effects of riots.

Concept/Skill Development/Application:

- Students will provide initial understandings of the material by completing the warm up activity intended to determine what concepts or understandings students have about this topic. S1:I1
- The teacher will provide connections from previous learning in order for students to make the connections to new concepts and skills. S1:I2
- Students will understand through the teacher's initial introduction the purpose and relevance of the new learning. S2:I3
- The teacher will provide opportunities for all students to participate and respond to new information. S3:I4
- Students will engage in activities that provide for high cognitive abilities and demands. S2:I1
- The tasks performed will provide demands on students in challenging ways where they are not too easy, not too hard S3:I2
- The tasks that'll be completed are connected to the overall goal of the unit. S2:I3
- The students will have the opportunity to engage in oral dialogue through explaining and providing evidence. S3:I1
- The teacher will provide specific information about the lesson so students understand what they are learning and why they are learning it. S4:I1
- The teacher will provide the opportunity at the end of the lesson for self monitoring in order for students to reflect on what they've learned. S4:I2, S4:I3
- Students will have several formal assessments throughout this lesson. S5:I1,2,3&4

Guided/Independent/Group Practice/Student Discourse: (i.e. Think-Pair-Share: *Tangerine Chp2*):

Room Set-up: collaborative teams of 3-4. Teacher provides an initial discussion about migration.

Activity 1

Students will watch an excerpt from the video **African Americans: The Las Vegas Experience** (<http://www.vegaspbs.org/lm-african-american>) from 23:58 - 34:30. After reviewing this clip, students should engage in a discussion about the short and long term effects of this particular riot (teacher option to have specific questions created for the students to answer while watching the video).

Activity 2

Students will watch the second video clip PBS Documentary Series **Eyes on the Prize, Episode 8, Two Societies (1965-1968)** (33:20 - 50:45). After reviewing this clip, students should engage in a discussion about the short and long term effects of this particular riot (teacher option to have specific questions created for the students to answer while watching the video).

Activity 3

Students will watch a more current protest/riot '**Baltimore Protests Lead to State of Emergency**' - 4:46. After reviewing this clip students should engage in a discussion about the short and long term effects of this particular riot (teacher option to have specific questions created for the students to answer while watching the video).

Optional: The teacher can also wait and have a brief discussion at the end of all three videos. This is a 1 - 2 period lesson.

Extension Assignment (40 Minutes): Students write an essay about three other historical riots in African American communities and contrast to the riots they learned about today.

Closure/Assessment/Metacognition - Ticket Out the Door (5 minutes):

(i.e. *Self-reflection* question(s) about what was learned)

Students will write one important fact they learned from the lesson on a notecard (one or two, teacher's option). The teacher can give students sentence prompts including:

- Today I learned...
- I was surprised...
- Because of this lesson today I know more about...
- I have a better understanding of the effects of riots especially in my own community because...

This is a great final assessment for the students to demonstrate if they met the objective for the lesson.

Materials:

- Question sheets created by the teacher
- Note cards for final assessment

Resources:

American Experience. "Eyes on the Prize, Episode 8, Two Societies (1965-1968)"

<https://www.youtube.com/watch?v=rh3yG6SFzVo>

ABC News. "Baltimore Protests Lead to State of Emergency"

<https://www.youtube.com/watch?v=FADJCRhaPMA>

For additional information and materials, visit **Documenting the African American Experience in Las Vegas** portal: <http://digital.library.unlv.edu/aae/about>

Lesson 5

[Return to TOC](#)

1969 Westside Riots

By Heather Honig

Grades: 6 - 12

Lesson Summary: This lesson focuses on the 1969 Westside Riots and its impact on the Westside community. The lesson plan coincides with 24:05 - 34:44 of the video, **African Americans: The Las Vegas Experience**.

Time Allotment: 50 minutes

NV Academic Content Standards:

SL 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL 7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Learning Objectives:

- Students will be able to describe the 1969 Westside Riots.
- Students will be able to determine the causes of the riot along with its effect.

Warm Up and Watch: Have students respond to the following questions:

- What is a riot? What do you know about riots?

Students discuss responses with a partner.

Teacher previews questions prior to viewing the video:

- What were some of the causes of the riots in 1969?
- Why did Henry Regan participate in the riots?
- What happened to the community after the riots?
- How was community affected by housing integrations?

View the video from 24:05 - 34:44 (<http://www.vegaspbs.org/lm-african-american>). Students will take notes while watching the video. After viewing the video, student will answer the questions.

Activity:

Have students listen to the Lovey M. McCurdy's account of the riots from the UNLV Digital Library on The African American Experience (<http://d.library.unlv.edu/cdm/singleitem/collection/ohr/id/4583/rec/2>).

Using a circle map or another graphic organizer, have groups discuss the impact of the riots. Groups will brainstorm ideas and share with class.

Home/Extension Activity: Students will write a comparative essay regarding the causes of the riots and the impact and effect of the 1969 Westside Riots.

Assessment/Evaluation: The group activity or the essay can serve as an assessment tool for this lesson.

Resources: Interview with Lovey M. McCurdy

<http://d.library.unlv.edu/cdm/singleitem/collection/ohr/id/4583/rec/2>

For additional information and materials, visit **Documenting the African American Experience in Las Vegas** portal: <http://digital.library.unlv.edu/aae/about>

Lesson 6

[Return to TOC](#)

Moving to Vegas

By Jo Ann Cason

Lesson Summary: In this lesson, students explore important vocabulary, a national song and video clip showing the migration of the African Americans to Las Vegas. Students are provided reflection time and interaction time to explore the vocabulary and the purpose of the video. In this lesson, students will identify reasons why African Americans migrated to Las Vegas and examine the social and political climate that they faced once they relocated to Las Vegas.

Time Allotment: 50 Minutes

Grade Level: 5 - 6

NV Academic Content Standards:

History 3.0 - Social Responsibility & Change - Students understand how social ideas and individual action lead to social, political, economic and technological change.

H3.5.2 - Recognize that communities include people who have diverse ethnic origins, customs and traditions, and who make contributions to the United States.

H3.5.3 - Describe ways individuals display social responsibility.

H3.5.5 - Provide and discuss major news events on local, state, national and world levels.

Vocabulary - 13.2 - Students will use precise and effective words to convey meaning in writing and speaking by utilizing one of the big eleven social studies skills.

Essential Question: What were African Americans hoping for in moving to Las Vegas and how did their hopes compare to the reality of living in Las Vegas in the 50s, 60s and 70s?

Objectives:

The students will be able to

- Reflect and discuss the meaning of the song, "This Is My Country" and share points of views with team
- Identify reasons why African Americans migrated to Las Vegas
- Compare and Contrast the West Side of Las Vegas in the 1950s to their current neighborhoods

Materials: Computer; first 10 minutes of the video, **African Americans: The Las Vegas Experience**, Poster Paper, Markers, White Boards, Song: "This Is My Country" (<https://www.youtube.com/watch?v=352cDPOZvFw>)

Thinking Maps: Know-Want To Know-Learn; Double-Bubble Map (Venn Diagram); Bubble Map

Kagan Structure: "Mix-Pair-Share"; Think-Pair-Share

Vocabulary Words: Connections; Intersections; Segregation; Desegregation; Culture; Immigrant; Migrate; Disillusionment; Discrimination; Kaleidoscope

Launch the Lesson (25 min): Divide students into teams or as a whole group, or small group. Write the Vocabulary Words on the board: Write the definitions on the board. Have students work together to use context clues to match the definition with the word. Have students to say the words and read the definitions aloud. Students will write the definitions and the words on the index cards provided. (To save time, prepare the Vocabulary Words on index cards or paper) The definition should be on one side and the word on the other. Have students to stand and quiz other students in a "Mix-and-Pair" movement. Students return to their teams.

Write the title of the song, "This Is My Country" on the board. Have students write on a piece of paper, what this title means to them (personal white boards work as well). After individual reflection, have students share with a partner, then share with the team, then have students to share with the class. The teacher will record answers on the whiteboard and check those ideas that are repeated over and over.

Listen: Play the song, "This Is My Country." Have the students to listen to the song for any of the words or feelings that connect with them and the words that are on the Class Chart. Have students reflect first, share with a partner, then the whole class.

Watch (25 minutes): Tell students that they are going to watch the first 10 minutes of the video, **African Americans: the Las Vegas Experience** (<http://www.vegaspbs.org/lm-african-american>).

Purpose: Write the title **African Americans: The Las Vegas Experience** on the board and ask students to predict what they think the first 10 minutes of the video will be about and how might it connect to the song they just finished listening to? Record their responses on a Bubble Thinking Map or a General List. Have the students provide information to initiate the completion of the "Know-Want To Know-Learn" Chart. (Have students do this individually and then share out.)

Students are to create a Note-Taking Four Square Chart, or T Chart or Cornell Notes Format and record in bullet form the answers to questions:

Essential Question: What were African Americans hoping for in moving to Las Vegas and how did their hopes compare to the reality of living in Las Vegas in the 50s, 60s and 70s?

- Identify the reasons why African Americans migrated to Las Vegas.
- Describe life for Las Vegas Americans in the 50s and 60s.
- What was meant by, "Las Vegas rules dictated that discrimination was not only tolerated but cultivated?" Give examples.
- In what ways might life have been different in the 60s and 70s if the "City Leaders" had a different view on African Americans?
- Describe the areas of Las Vegas where African Americans were forced to live. Compare the Westside to your neighborhood.
- What words would you use to describe: the African American who migrated to Las Vegas? The Casino-Resort Owners/Businessmen?

Show first 10 minutes of the video. Have students record answers in the Four Squares.

Closure: What is one thing that you learned today that you could share with a classmate who was absent? Collect the students' Four Squares for review and Next Steps.

Homework: Use a Thinking Map of your choice to compare the Westside of Las Vegas to the current neighborhood that you live in. Be prepared to share your Thinking before we begin our next lesson.

For additional information and materials, visit **Documenting the African American Experience in Las Vegas** portal: <http://digital.library.unlv.edu/aae/about>

Lesson 7

[Return to TOC](#)

Migration

By Timothy Hodges

Grades: 9 - 12

NV Academic Content Standards: H3 9-12 (8), (9)

Daily Review/Warm-Up (5 minutes): Students will start with a warm up question to determine what they know about migration. Why do you think people would migrate to Nevada?

Objective: At the end of this lesson students should have a stronger understanding of migration to Las Vegas by listening to three audio recordings from African Americans who migrated to the Nevada.

Concept/Skill Development/Application:

- Students will provide initial understandings of the material by completing the warm up activity intended to determine what concepts or understandings students have about this topic. S1:I1
- The teacher will provide connections from previous learning in order for students to make the connections to new concepts and skills. S1:I2
- Students will understand through the teacher's initial introduction the purpose and relevance of the new learning. S2:I3
- The teacher will provide opportunities for all students to participate and respond to new information. S3:I4
- Students will engage in activities that provide for high cognitive abilities and demands. S2:I1
- The tasks performed will provide demands on students in challenging ways where they are not too easy, not too hard S3:I2
- The tasks that'll be completed are connected to the overall goal of the unit. S2:I3
- The students will have the opportunity to engage in oral dialogue through explaining and providing evidence. S3:I1
- The teacher will provide specific information about the lesson so students understand what they are learning and why they are learning it. S4:I1
- The teacher will provide the opportunity at the end of the lesson for self monitoring in order for students to reflect on what they've learned. S4:I2, S4:I3
- Students will have several formal assessments throughout this lesson. S5:I1,2,3&4

Guided/Independent/ Group Practice/Student Discourse: (i.e. *Think-Pair-Share: Tangerine Chp2*):

Room setup-collaborative teams of 3-4. Teacher provides an initial discussion about migration.

Activity 1

Students will discuss within their learning teams what are some of the things Africans Americans might face when migrating typically from the south to the West.

Activity 2

Students will listen to three audio recordings of three different people describing their own experiences with moving to the Nevada.

- **Alma Whitney**, March 3, 1996: <http://d.library.unlv.edu/cdm/ref/collection/ohr/id/0>
Transcript: <http://d.library.unlv.edu/cdm/ref/collection/ohr/id/3>
- **Lucille Bryant**, December 13 1995: <http://d.library.unlv.edu/cdm/ref/collection/ohr/id/33>
Transcript: <http://d.library.unlv.edu/cdm/ref/collection/ohr/id/5>
- **Judge Lee Gates**, December 5, 1996: <http://d.library.unlv.edu/cdm/ref/collection/ohr/id/145>
Transcript: <http://d.library.unlv.edu/cdm/ref/collection/ohr/id/146>

Activity 3 (40 minutes)

Once the students finish listening to the audio recordings, students will again work in their teams to create a main idea graphic organizer with the main idea being 'migration'. Students will write supporting words phrase that describes the migration experiences of the three audio recordings.

Closure/Assessment/Metacognition - Ticket Out the Door (5 minutes):

(i.e. Self-reflection question(s) about what was learned)

Students will write one important fact they learned from today's lesson. The teacher can give students sentence prompts including:

- Today I learned...
- I was surprised...
- Because of this lesson today I know more about...
- I have a better understanding of the migration to Nevada because...

This is a great final assessment for the students to demonstrate if they met the objective for the lesson.

Materials:

- Laptops/Chromebooks
- Main idea graphic organizers
- Index cards for the final reflection (assessment)

For additional information and materials, visit **Documenting the African American Experience in Las Vegas** portal: <http://digital.library.unlv.edu/aae/about>

Lesson 8

[Return to TOC](#)

Great Migration 1910 - 1970: Urban Population

By Reggie Revis

Lesson Summary: This lesson is intended to show students the many types, contexts and reasons for migration. (Subsequent lessons will refer to discrimination, freedom of assembly and freedom of speech.)

Grades: 7 - 12

Time Allotment: 45 minutes

NV Academic Content Standards:

RL.4.7 - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RI.4.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Learning Objectives:

- I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- I can interpret information presented visually and orally and explain how the information relates to the text in which it appears.
- I can explain what happened and why, referencing the text.

Warm Up (15-20 minutes): Teacher leads completion of a 4 square vocabulary graphic using the four family members of migration: emigration, immigration, and migration. See below for definition in italics and 4 square graphic organizer (found on [page 12](#)).

***Emigrate** means to leave one's country to live in another. **Immigrate** is to come into another country to live permanently. **Migrate** is to move, like bird in the winter. The choice between emigrate, immigrate, and migrate depends on the sentence's point of view.*

Teacher shows graphic of migration from 1940-1970, noting the increase of almost 10% in the African American population in the Las Vegas area. (Source: US Census Bureau).

Watch and Write (10 minutes): Students watch **African Americans: The Las Vegas Experience** (<http://www.vegaspbs.org/lm-african-american>) from 0:00 - 5:43, following along with the transcript. They note when they hear the word "migrate", raise their hands to stop the video, noting the context of the word and inference of the speaker.

Whole Group Activity: In Kagan groups of four, the teacher will begin the assessment/evaluation section as a formative assessment of this section of the documentary. Employ a round robin, with students giving verbal answers to the questions for 5 minutes. Then ask students to write their responses to the questions.

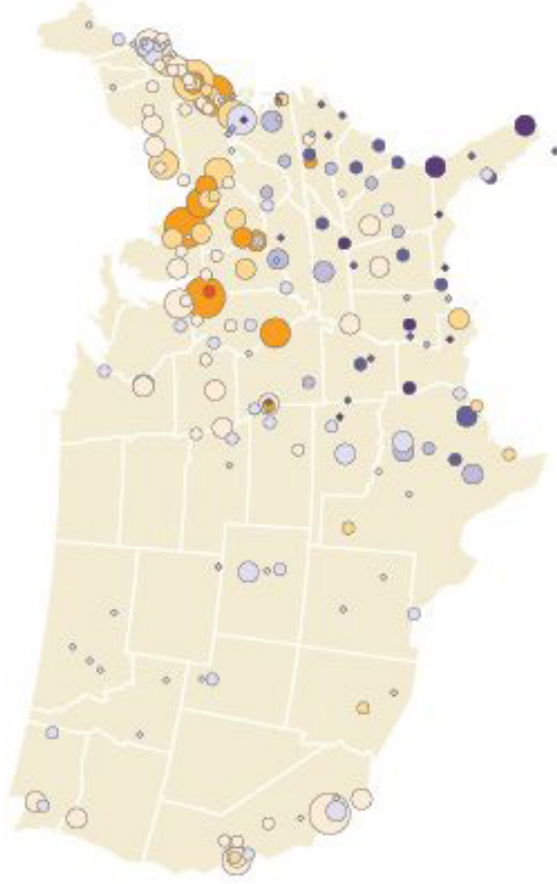
Home Activity: Students ask older, trusted members of the family, "How many times have you moved and why did you move?" Sketched answers with incomplete sentences are acceptable as we are looking for personal connections and not strict English Language Arts adherence.

Assessment/Evaluation (15 minutes):

- RL 4.7, RI 5.1: How many times in the transcript of this story, in the visual and oral presentation of the story, did we see/hear the word migration? Did it mean the same thing to each person who used the word? How do you know?
- RI 4.7, RI 4.3: How many reasons did you hear or read for why people migrated to Las Vegas? How did the speakers in the video help you gain a better understanding of the text?

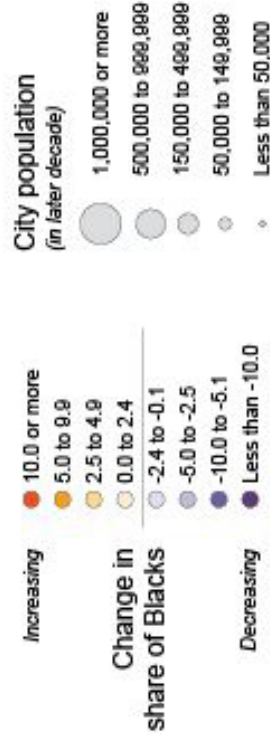
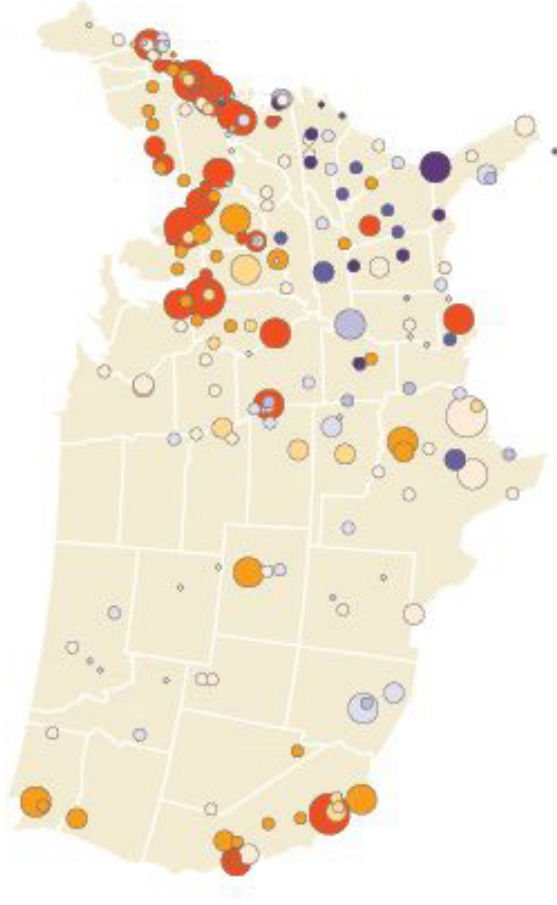
For additional information and materials, visit **Documenting the African American Experience in Las Vegas** portal: <http://digital.library.unlv.edu/aae/about>

The First Great Migration: 1910-1940



The change in share of Blacks in cities is based on the percentage point difference in the percent of population that was Black in the later time period compared to the earlier. For example, 18.3 percent of the population in Gary, IN was Black in 1940 but was just 2.3 in 1910, which represented a 16.0 percentage-point change in the share of Blacks in the city. It was the largest change in share during the First Great Migration. By the end of the Second Great Migration, Newark, NJ had realized the largest increase in Black population share, with the Black proportion of the city rising from 10.8 in 1940 to 54.2 in 1970.

The Second Great Migration: 1940-1970



Racism in Las Vegas

By Heather Honig

Grades: 7 - 12

Lesson Summary:

This lesson focuses on racism and segregation in Las Vegas and its impact on African Americans during the 1950s. Students will be able to analyze historical trends in United States and compare these trends to Las Vegas during the same time period. Before presenting this lesson, students should have a familiarity with one of the following historical events: Jackie Robinson breaking the color barrier, Brown v. Board of Education, Rosa Parks and the Montgomery boycott, or the integration of Central High School in Little Rock, Arkansas. The lesson plan coincides with 4:37 - 14:25 of the video, **African Americans: The Las Vegas Experience** (<http://www.vegaspbs.org/lm-african-american>).

Time Allotment: 50 minutes

NV Academic Content Standards:

6.7 Students will describe the major issues, events, and key people of the early civil rights movement including desegregation of federal jobs and the armed forces; Jackie Robinson breaking the color barrier; Brown v. Board of Education; Rosa Parks; and the integration of Central High School in Little Rock, Arkansas by utilizing one of the big 11 social studies skills.

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Learning Objectives:

- Students will be able to describe racism and segregation in Las Vegas during the 1950s.
- Students will be able to compare and contrast the African American Experience in Las Vegas to the experiences of African Americans throughout the United States.

Warm Up and Watch:

Ask students the following questions:

How long has your family lived in Las Vegas? What brought your family to Las Vegas?

Students share their responses with a partner. Teacher selects students to share their responses with the class.

Teacher previews questions prior to viewing the video:

- What are some of the reasons families came to Las Vegas?
- Why was Las Vegas called “The Mississippi of the West”?
- Why were most African Americans not allowed to work on the casino floor or the front of the house?
- Describe the African American community. What did people do in this area?
How were the facilities in this area?

View the video from 4:37 - 14:25. Students will take notes while watching the video.

After viewing the video, student will answer the questions.

Activity:

In small groups, students will create a Venn diagram on chart paper and compare the Las Vegas experience to one of the historical events occurring during this time period. Some examples include Jackie Robinson breaking the color barrier, Brown v. Board of Education, Rosa Parks and the Montgomery boycott, and the integration of Central High School in Little Rock, Arkansas. The teacher may assign each group the same event or different events.

After groups complete their Venn diagrams, each group of students may view the other Venn diagram using the Carousel structure in which each group circles and views the other diagram charts. The teacher may allow other groups to add comments or ideas to the other group's chart.

When each group has viewed the other charts in the class, the group returns to their seats and discusses the similarities and difference in the class charts.

Home Activity/Extension Activity:

Students will write an essay to compare and contrast the African American experience in Las Vegas to one of the historic events completed in the Venn diagram.

Assessment/Evaluation:

The essay serves as an assessment tool for this lesson.

For additional information and materials, visit **Documenting the African American Experience in Las Vegas** portal: <http://digital.library.unlv.edu/aae/about>

Racial Discrimination & Civil Rights

By Reggie Revis

Grades: 4 - 5

Lesson Summary: This lesson is intended to show students the existence of racial discrimination in South Africa at about the same time as the African American population experienced it in the Las Vegas Valley. This lesson is also intended to exemplify the Moulin Rouge Agreement as an example of Free Speech and Freedom of Assembly.

Time Allotment: 50 minutes

NV Academic Content Standards:

RL.4.7 - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RI.4.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Learning Objectives:

- I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- I can interpret information presented visually and orally and explain how the information relates to the text in which it appears.
- I can explain what happened and why, referencing the text.

Warm Up (20 minutes)

Teacher leads completion of a [4 square vocabulary graphic](#) (found on page 12) using the terms “discrimination” and “racial discrimination”. Teacher clarifies the definition of discrimination as opposed to the connotation of discrimination when applied to race or religion. For example, it is a good thing to be able to discriminate between healthy choices versus unhealthy choices. It is not a good thing to discriminate between people based on race or religion.

1. An act or instance of discriminating, or making a distinction.
2. Treatment or consideration of, or making a distinction in favor or against, a person or thing based on the group, class or category to which that person or thing belongs rather than on individual merit: racial and religious intolerance and discrimination.

(Source: www.dictionary.com)

Teacher shows timeline of South Africa’s apartheid movement (http://www.softschools.com/timelines/apartheid_timeline/44/) and the subsequent apartheid resistance. Teacher elucidates the similarities between the South African experience and the Las Vegas experience (i.e., racial discrimination, segregation, and protest.)

Watch and Write (20 minutes)

Students watch the video, **African Americans: The Las Vegas Experience** (<http://www.vegaspbs.org/lm-african-american>) from 8:00 – 9:24, following along with the transcript. They note when they hear the word “racism” or “discrimination”, raise their hands to stop the video, noting the context of the word and inference of the speaker. The teacher should listen for commonalities of inference and point those out to the students as most, but not all, of the inferences are very similar.

Teacher displays First Amendment on screen (<http://constitutionus.com>) or simply cutting and pasting the following text:

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

The teacher should *briefly* elucidate the freedom of speech (the Moulin Rouge agreement itself) and the freedom of assembly (being able to go to the Strip). A brief commentary will suffice since the same amendment will be seen in subsequent lessons as it applies to the Civil Rights Act and the Consent Decree. Students watch the video, **African Americans: The Las Vegas Experience** from 13:45 – 19:30, following along with the transcript, noting when they hear the term “Moulin Rouge.”

Whole Group Activity

In Kagan groups of four, the teacher will begin the assessment/evaluation section as a formative assessment of this section of the documentary. Employ a round robin, with students giving verbal answers only to the questions for 5 minutes. Then ask students for 5 minutes to quick write (no adherence to conventions) their responses to the questions.

Home Activity

Students ask older, trusted members of the family, “Have you ever seen or been a target of racial discrimination?” Sketched answers with incomplete sentences are acceptable as we are looking for personal connections and not strict ELA adherence.

Students take the highlighted **Summary of Public Law 88-352** home, underlining the terms related to the Constitution and discrimination.

(Source: http://library.clerk.house.gov/reference-files/PPL_CivilRightsAct_1964.pdf)

Assessment/Evaluation (10 minutes)

RL 4.7, RI 5.1: How many times in the transcript of this story, in the visual and oral presentation of the story, did we see/ hear the word racism or discrimination? Did it mean a similar thing to each person who used the word? Did it affect them the same way? How do you know? How does this compare to our study of the word “migration” from lesson one?

How many times in the transcript of this story, in the visual and oral presentation of the story, did we see/hear the term Moulin Rouge? Do you think that the agreement meant the same thing to all members of the African American community? How do you know?

For additional information and materials, visit **Documenting the African American Experience in Las Vegas** portal: <http://digital.library.unlv.edu/aae/about>

Public Law 88-352

AN ACT

July 2, 1964
[H. R. 7152]

To enforce the constitutional right to vote, to confer jurisdiction upon the district courts of the United States to provide injunctive relief against discrimination in public accommodations, to authorize the Attorney General to institute suits to protect constitutional rights in public facilities and public education, to extend the Commission on Civil Rights, to prevent discrimination in federally assisted programs, to establish a Commission on Equal Employment Opportunity, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Civil Rights Act of 1964".

Civil Rights
Act of 1964.

TITLE I—VOTING RIGHTS

SEC. 101. Section 2004 of the Revised Statutes (42 U.S.C. 1971), as amended by section 131 of the Civil Rights Act of 1957 (71 Stat. 637), and as further amended by section 601 of the Civil Rights Act of 1960 (74 Stat. 90), is further amended as follows:

Operation and
enforcement.

(a) Insert "1" after "(a)" in subsection (a) and add at the end of subsection (a) the following new paragraphs:

"(2) No person acting under color of law shall—

"(A) in determining whether any individual is qualified under State law or laws to vote in any Federal election, apply any standard, practice, or procedure different from the standards, practices, or procedures applied under such law or laws to other individuals within the same county, parish, or similar political subdivision who have been found by State officials to be qualified to vote;

Voting quali-
fications.

"(B) deny the right of any individual to vote in any Federal election because of an error or omission on any record or paper relating to any application, registration, or other act requisite to voting, if such error or omission is not material in determining whether such individual is qualified under State law to vote in such election; or

Registration,
etc.

"(C) employ any literacy test as a qualification for voting in any Federal election unless (i) such test is administered to each individual and is conducted wholly in writing, and (ii) a certified copy of the test and of the answers given by the individual is furnished to him within twenty-five days of the submission of his request made within the period of time during which records and papers are required to be retained and preserved pursuant to title III of the Civil Rights Act of 1960 (42 U.S.C. 1974-74e; 74 Stat. 88): *Provided, however,* That the Attorney General may enter into agreements with appropriate State or local authorities that preparation, conduct, and maintenance of such tests in accordance with the provisions of applicable State or local law, including such special provisions as are necessary in the preparation, conduct, and maintenance of such tests for persons who are blind or otherwise physically handicapped, meet the purposes of this subparagraph and constitute compliance therewith.

Literacy tests.
Records.Attorney Gen-
eral.
Agreements
with State and
local authorities.

"(3) For purposes of this subsection—

"(A) the term 'vote' shall have the same meaning as in subsection (e) of this section;

"Vote."

"(B) the phrase 'literacy test' includes any test of the ability to read, write, understand, or interpret any matter."

"Literacy
test."

(b) Insert immediately following the period at the end of the first sentence of subsection (c) the following new sentence: "If in any such proceeding literacy is a relevant fact there shall be a rebuttable

presumption that any person who has not been adjudged an incompetent and who has completed the sixth grade in a public school in, or a private school accredited by, any State or territory, the District of Columbia, or the Commonwealth of Puerto Rico where instruction is carried on predominantly in the English language, possesses sufficient literacy, comprehension, and intelligence to vote in any Federal election."

(c) Add the following subsection "(f)" and designate the present subsection "(f)" as subsection "(g)":

"Federal election."

"(f) When used in subsection (a) or (c) of this section, the words 'Federal election' shall mean any general, special, or primary election held solely or in part for the purpose of electing or selecting any candidate for the office of President, Vice President, presidential elector, Member of the Senate, or Member of the House of Representatives."

(d) Add the following subsection "(h)":

Suits by Attorney General.

"(h) In any proceeding instituted by the United States in any district court of the United States under this section in which the Attorney General requests a finding of a pattern or practice of discrimination pursuant to subsection (e) of this section the Attorney General, at the time he files the complaint, or any defendant in the proceeding, within twenty days after service upon him of the complaint, may file with the clerk of such court a request that a court of three judges be convened to hear and determine the entire case. A copy of the request for a three-judge court shall be immediately furnished by such clerk to the chief judge of the circuit (or in his absence, the presiding circuit judge of the circuit) in which the case is pending. Upon receipt of the copy of such request it shall be the duty of the chief judge of the circuit or the presiding circuit judge, as the case may be, to designate immediately three judges in such circuit, of whom at least one shall be a circuit judge and another of whom shall be a district judge of the court in which the proceeding was instituted, to hear and determine such case, and it shall be the duty of the judges so designated to assign the case for hearing at the earliest practicable date, to participate in the hearing and determination thereof, and to cause the case to be in every way expedited. An appeal from the final judgment of such court will lie to the Supreme Court.

Appeals.

Designation of judges.

"In any proceeding brought under subsection (c) of this section to enforce subsection (b) of this section, or in the event neither the Attorney General nor any defendant files a request for a three-judge court in any proceeding authorized by this subsection, it shall be the duty of the chief judge of the district (or in his absence, the acting chief judge) in which the case is pending immediately to designate a judge in such district to hear and determine the case. In the event that no judge in the district is available to hear and determine the case, the chief judge of the district, or the acting chief judge, as the case may be, shall certify this fact to the chief judge of the circuit (or, in his absence, the acting chief judge) who shall then designate a district or circuit judge of the circuit to hear and determine the case.

"It shall be the duty of the judge designated pursuant to this section to assign the case for hearing at the earliest practicable date and to cause the case to be in every way expedited."

TITLE II—INJUNCTIVE RELIEF AGAINST DISCRIMINATION IN PLACES OF PUBLIC ACCOMMODATION

SEC. 201. (a) All persons shall be entitled to the full and equal enjoyment of the goods, services, facilities, privileges, advantages, and accommodations of any place of public accommodation, as defined in this section, without discrimination or segregation on the ground of race, color, religion, or national origin.

(b) Each of the following establishments which serves the public is a place of public accommodation within the meaning of this title if its operations affect commerce, or if discrimination or segregation by it is supported by State action:

(1) any inn, hotel, motel, or other establishment which provides lodging to transient guests, other than an establishment located within a building which contains not more than five rooms for rent or hire and which is actually occupied by the proprietor of such establishment as his residence;

(2) any restaurant, cafeteria, lunchroom, lunch counter, soda fountain, or other facility principally engaged in selling food for consumption on the premises, including, but not limited to, any such facility located on the premises of any retail establishment; or any gasoline station;

(3) any motion picture house, theater, concert hall, sports arena, stadium or other place of exhibition or entertainment; and

(4) any establishment (A)(i) which is physically located within the premises of any establishment otherwise covered by this subsection, or (ii) within the premises of which is physically located any such covered establishment, and (B) which holds itself out as serving patrons of such covered establishment.

(c) The operations of an establishment affect commerce within the meaning of this title if (1) it is one of the establishments described in paragraph (1) of subsection (b); (2) in the case of an establishment described in paragraph (2) of subsection (b), it serves or offers to serve interstate travelers or a substantial portion of the food which it serves, or gasoline or other products which it sells, has moved in commerce; (3) in the case of an establishment described in paragraph (3) of subsection (b), it customarily presents films, performances, athletic teams, exhibitions, or other sources of entertainment which move in commerce; and (4) in the case of an establishment described in paragraph (4) of subsection (b), it is physically located within the premises of, or there is physically located within its premises, an establishment the operations of which affect commerce within the meaning of this subsection. For purposes of this section, "commerce" means travel, trade, traffic, commerce, transportation, or communication among the several States, or between the District of Columbia and any State, or between any foreign country or any territory or possession and any State or the District of Columbia, or between points in the same State but through any other State or the District of Columbia or a foreign country.

(d) Discrimination or segregation by an establishment is supported by State action within the meaning of this title if such discrimination or segregation (1) is carried on under color of any law, statute, ordinance, or regulation; or (2) is carried on under color of any custom or usage required or enforced by officials of the State or political subdivision thereof; or (3) is required by action of the State or political subdivision thereof.

(e) The provisions of this title shall not apply to a private club or other establishment not in fact open to the public, except to the extent that the facilities of such establishment are made available

Equal access.

Establishments affecting interstate commerce.

Lodgings.

Restaurants, etc.

Theaters, stadiums, etc.
Other covered establishments.

Operations affecting commerce criteria.

"Commerce."

Support by State action.

Private establishments.

to the customers or patrons of an establishment within the scope of subsection (b).

Entitlement.

SEC. 202. All persons shall be entitled to be free, at any establishment or place, from discrimination or segregation of any kind on the ground of race, color, religion, or national origin, if such discrimination or segregation is or purports to be required by any law, statute, ordinance, regulation, rule, or order of a State or any agency or political subdivision thereof.

Interference.

SEC. 203. No person shall (a) withhold, deny, or attempt to withhold or deny, or deprive or attempt to deprive, any person of any right or privilege secured by section 201 or 202, or (b) intimidate, threaten, or coerce, or attempt to intimidate, threaten, or coerce any person with the purpose of interfering with any right or privilege secured by section 201 or 202, or (c) punish or attempt to punish any person for exercising or attempting to exercise any right or privilege secured by section 201 or 202.

Restraining orders, etc.

SEC. 204. (a) Whenever any person has engaged or there are reasonable grounds to believe that any person is about to engage in any act or practice prohibited by section 203, a civil action for preventive relief, including an application for a permanent or temporary injunction, restraining order, or other order, may be instituted by the person aggrieved and, upon timely application, the court may, in its discretion, permit the Attorney General to intervene in such civil action if he certifies that the case is of general public importance. Upon application by the complainant and in such circumstances as the court may deem just, the court may appoint an attorney for such complainant and may authorize the commencement of the civil action without the payment of fees, costs, or security.

Attorneys' fees.

(b) In any action commenced pursuant to this title, the court, in its discretion, may allow the prevailing party, other than the United States, a reasonable attorney's fee as part of the costs, and the United States shall be liable for costs the same as a private person.

Notification of State.

(c) In the case of an alleged act or practice prohibited by this title which occurs in a State, or political subdivision of a State, which has a State or local law prohibiting such act or practice and establishing or authorizing a State or local authority to grant or seek relief from such practice or to institute criminal proceedings with respect thereto upon receiving notice thereof, no civil action may be brought under subsection (a) before the expiration of thirty days after written notice of such alleged act or practice has been given to the appropriate State or local authority by registered mail or in person, provided that the court may stay proceedings in such civil action pending the termination of State or local enforcement proceedings.

Community Relations Service.

(d) In the case of an alleged act or practice prohibited by this title which occurs in a State, or political subdivision of a State, which has no State or local law prohibiting such act or practice, a civil action may be brought under subsection (a): *Provided*, That the court may refer the matter to the Community Relations Service established by title X of this Act for as long as the court believes there is a reasonable possibility of obtaining voluntary compliance, but for not more than sixty days: *Provided further*, That upon expiration of such sixty-day period, the court may extend such period for an additional period, not to exceed a cumulative total of one hundred and twenty days, if it believes there then exists a reasonable possibility of securing voluntary compliance.

Hearings and investigations.

SEC. 205. The Service is authorized to make a full investigation of any complaint referred to it by the court under section 204(d) and may hold such hearings with respect thereto as may be necessary.

The Service shall conduct any hearings with respect to any such complaint in executive session; and shall not release any testimony given therein except by agreement of all parties involved in the complaint with the permission of the court, and the Service shall endeavor to bring about a voluntary settlement between the parties.

SEC. 206. (a) Whenever the Attorney General has reasonable cause to believe that any person or group of persons is engaged in a pattern or practice of resistance to the full enjoyment of any of the rights secured by this title, and that the pattern or practice is of such a nature and is intended to deny the full exercise of the rights herein described, the Attorney General may bring a civil action in the appropriate district court of the United States by filing with it a complaint (1) signed by him (or in his absence the Acting Attorney General), (2) setting forth facts pertaining to such pattern or practice, and (3) requesting such preventive relief, including an application for a permanent or temporary injunction, restraining order or other order against the person or persons responsible for such pattern or practice, as he deems necessary to insure the full enjoyment of the rights herein described.

Suits by Attorney General.

(b) In any such proceeding the Attorney General may file with the clerk of such court a request that a court of three judges be convened to hear and determine the case. Such request by the Attorney General shall be accompanied by a certificate that, in his opinion, the case is of general public importance. A copy of the certificate and request for a three-judge court shall be immediately furnished by such clerk to the chief judge of the circuit (or in his absence, the presiding circuit judge of the circuit) in which the case is pending. Upon receipt of the copy of such request it shall be the duty of the chief judge of the circuit or the presiding circuit judge, as the case may be, to designate immediately three judges in such circuit, of whom at least one shall be a circuit judge and another of whom shall be a district judge of the court in which the proceeding was instituted, to hear and determine such case, and it shall be the duty of the judges so designated to assign the case for hearing at the earliest practicable date, to participate in the hearing and determination thereof, and to cause the case to be in every way expedited. An appeal from the final judgment of such court will lie to the Supreme Court.

Designation of judges.

Appeals.

In the event the Attorney General fails to file such a request in any such proceeding, it shall be the duty of the chief judge of the district (or in his absence, the acting chief judge) in which the case is pending immediately to designate a judge in such district to hear and determine the case. In the event that no judge in the district is available to hear and determine the case, the chief judge of the district, or the acting chief judge, as the case may be, shall certify this fact to the chief judge of the circuit (or in his absence, the acting chief judge) who shall then designate a district or circuit judge of the circuit to hear and determine the case.

It shall be the duty of the judge designated pursuant to this section to assign the case for hearing at the earliest practicable date and to cause the case to be in every way expedited.

SEC. 207. (a) The district courts of the United States shall have jurisdiction of proceedings instituted pursuant to this title and shall exercise the same without regard to whether the aggrieved party shall have exhausted any administrative or other remedies that may be provided by law.

District courts, jurisdiction.

Enforcement.

(b) The remedies provided in this title shall be the exclusive means of enforcing the rights based on this title, but nothing in this title shall preclude any individual or any State or local agency from asserting any right based on any other Federal or State law not inconsistent with this title, including any statute or ordinance requiring nondiscrimination in public establishments or accommodations, or from pursuing any remedy, civil or criminal, which may be available for the vindication or enforcement of such right.

TITLE III—DESEGREGATION OF PUBLIC FACILITIES

Suits by Attorney General.

SEC. 301. (a) Whenever the Attorney General receives a complaint in writing signed by an individual to the effect that he is being deprived of or threatened with the loss of his right to the equal protection of the laws, on account of his race, color, religion, or national origin, by being denied equal utilization of any public facility which is owned, operated, or managed by or on behalf of any State or subdivision thereof, other than a public school or public college as defined in section 401 of title IV hereof, and the Attorney General believes the complaint is meritorious and certifies that the signer or signers of such complaint are unable, in his judgment, to initiate and maintain appropriate legal proceedings for relief and that the institution of an action will materially further the orderly progress of desegregation in public facilities, the Attorney General is authorized to institute for or in the name of the United States a civil action in any appropriate district court of the United States against such parties and for such relief as may be appropriate, and such court shall have and shall exercise jurisdiction of proceedings instituted pursuant to this section. The Attorney General may implead as defendants such additional parties as are or become necessary to the grant of effective relief hereunder.

(b) The Attorney General may deem a person or persons unable to initiate and maintain appropriate legal proceedings within the meaning of subsection (a) of this section when such person or persons are unable, either directly or through other interested persons or organizations, to bear the expense of the litigation or to obtain effective legal representation; or whenever he is satisfied that the institution of such litigation would jeopardize the personal safety, employment, or economic standing of such person or persons, their families, or their property.

Costs, fees.

SEC. 302. In any action or proceeding under this title the United States shall be liable for costs, including a reasonable attorney's fee, the same as a private person.

SEC. 303. Nothing in this title shall affect adversely the right of any person to sue for or obtain relief in any court against discrimination in any facility covered by this title.

62 Stat. 749.

SEC. 304. A complaint as used in this title is a writing or document within the meaning of section 1001, title 18, United States Code.

TITLE IV—DESEGREGATION OF PUBLIC EDUCATION

DEFINITIONS

SEC. 401. As used in this title—

"Commissioner,"
"Desegregation,"
tion."

(a) "Commissioner" means the Commissioner of Education.

(b) "Desegregation" means the assignment of students to public schools and within such schools without regard to their race, color, religion, or national origin, but "desegregation" shall not mean the assignment of students to public schools in order to overcome racial imbalance.

(c) "Public school" means any elementary or secondary educational institution, and "public college" means any institution of higher education or any technical or vocational school above the secondary school level, provided that such public school or public college is operated by a State, subdivision of a State, or governmental agency within a State, or operated wholly or predominantly from or through the use of governmental funds or property, or funds or property derived from a governmental source.

"Public school."

(d) "School board" means any agency or agencies which administer a system of one or more public schools and any other agency which is responsible for the assignment of students to or within such system.

"School board."

SURVEY AND REPORT OF EDUCATIONAL OPPORTUNITIES

SEC. 402. The Commissioner shall conduct a survey and make a report to the President and the Congress, within two years of the enactment of this title, concerning the lack of availability of equal educational opportunities for individuals by reason of race, color, religion, or national origin in public educational institutions at all levels in the United States, its territories and possessions, and the District of Columbia.

Report to the President and Congress.

TECHNICAL ASSISTANCE

SEC. 403. The Commissioner is authorized, upon the application of any school board, State, municipality, school district, or other governmental unit legally responsible for operating a public school or schools, to render technical assistance to such applicant in the preparation, adoption, and implementation of plans for the desegregation of public schools. Such technical assistance may, among other activities, include making available to such agencies information regarding effective methods of coping with special educational problems occasioned by desegregation, and making available to such agencies personnel of the Office of Education or other persons specially equipped to advise and assist them in coping with such problems.

TRAINING INSTITUTES

SEC. 404. The Commissioner is authorized to arrange, through grants or contracts, with institutions of higher education for the operation of short-term or regular session institutes for special training designed to improve the ability of teachers, supervisors, counselors, and other elementary or secondary school personnel to deal effectively with special educational problems occasioned by desegregation. Individuals who attend such an institute on a full-time basis may be paid stipends for the period of their attendance at such institute in amounts specified by the Commissioner in regulations, including allowances for travel to attend such institute.

Stipends, etc.

GRANTS

SEC. 405. (a) The Commissioner is authorized, upon application of a school board, to make grants to such board to pay, in whole or in part, the cost of—

- (1) giving to teachers and other school personnel inservice training in dealing with problems incident to desegregation, and
- (2) employing specialists to advise in problems incident to desegregation.

(b) In determining whether to make a grant, and in fixing the amount thereof and the terms and conditions on which it will be made, the Commissioner shall take into consideration the amount available

Conditions.

for grants under this section and the other applications which are pending before him; the financial condition of the applicant and the other resources available to it; the nature, extent, and gravity of its problems incident to desegregation; and such other factors as he finds relevant.

PAYMENTS

SEC. 406. Payments pursuant to a grant or contract under this title may be made (after necessary adjustments on account of previously made overpayments or underpayments) in advance or by way of reimbursement, and in such installments, as the Commissioner may determine.

SUITS BY THE ATTORNEY GENERAL

SEC. 407. (a) Whenever the Attorney General receives a complaint in writing—

(1) signed by a parent or group of parents to the effect that his or their minor children, as members of a class of persons similarly situated, are being deprived by a school board of the equal protection of the laws, or

(2) signed by an individual, or his parent, to the effect that he has been denied admission to or not permitted to continue in attendance at a public college by reason of race, color, religion, or national origin,

and the Attorney General believes the complaint is meritorious and certifies that the signer or signers of such complaint are unable, in his judgment, to initiate and maintain appropriate legal proceedings for relief and that the institution of an action will materially further the orderly achievement of desegregation in public education, the Attorney General is authorized, after giving notice of such complaint to the appropriate school board or college authority and after certifying that he is satisfied that such board or authority has had a reasonable time to adjust the conditions alleged in such complaint, to institute for or in the name of the United States a civil action in any appropriate district court of the United States against such parties and for such relief as may be appropriate, and such court shall have and shall exercise jurisdiction of proceedings instituted pursuant to this section, provided that nothing herein shall empower any official or court of the United States to issue any order seeking to achieve a racial balance in any school by requiring the transportation of pupils or students from one school to another or one school district to another in order to achieve such racial balance, or otherwise enlarge the existing power of the court to insure compliance with constitutional standards. The Attorney General may implead as defendants such additional parties as are or become necessary to the grant of effective relief hereunder.

Persons unable
to initiate suits.

(b) The Attorney General may deem a person or persons unable to initiate and maintain appropriate legal proceedings within the meaning of subsection (a) of this section when such person or persons are unable, either directly or through other interested persons or organizations, to bear the expense of the litigation or to obtain effective legal representation; or whenever he is satisfied that the institution of such litigation would jeopardize the personal safety, employment, or economic standing of such person or persons, their families, or their property.

"Parent,"
"Complaint,"

(c) The term "parent" as used in this section includes any person standing in loco parentis. A "complaint" as used in this section is a writing or document within the meaning of section 1001, title 18, United States Code.

SEC. 408. In any action or proceeding under this title the United States shall be liable for costs the same as a private person.

SEC. 409. Nothing in this title shall affect adversely the right of any person to sue for or obtain relief in any court against discrimination in public education.

SEC. 410. Nothing in this title shall prohibit classification and assignment for reasons other than race, color, religion, or national origin.

TITLE V—COMMISSION ON CIVIL RIGHTS

SEC. 501. Section 102 of the Civil Rights Act of 1957 (42 U.S.C. 1975a; 71 Stat. 634) is amended to read as follows:

"RULES OF PROCEDURE OF THE COMMISSION HEARINGS

"SEC. 102. (a) At least thirty days prior to the commencement of any hearing, the Commission shall cause to be published in the Federal Register notice of the date on which such hearing is to commence, the place at which it is to be held and the subject of the hearing. The Chairman, or one designated by him to act as Chairman at a hearing of the Commission, shall announce in an opening statement the subject of the hearing.

Publication in
Federal Register.

"(b) A copy of the Commission's rules shall be made available to any witness before the Commission, and a witness compelled to appear before the Commission or required to produce written or other matter shall be served with a copy of the Commission's rules at the time of service of the subpoena.

"(c) Any person compelled to appear in person before the Commission shall be accorded the right to be accompanied and advised by counsel, who shall have the right to subject his client to reasonable examination, and to make objections on the record and to argue briefly the basis for such objections. The Commission shall proceed with reasonable dispatch to conclude any hearing in which it is engaged. Due regard shall be had for the convenience and necessity of witnesses.

Right of counsel.

"(d) The Chairman or Acting Chairman may punish breaches of order and decorum by censure and exclusion from the hearings.

"(e) If the Commission determines that evidence or testimony at any hearing may tend to defame, degrade, or incriminate any person, it shall receive such evidence or testimony or summary of such evidence or testimony in executive session. The Commission shall afford any person defamed, degraded, or incriminated by such evidence or testimony an opportunity to appear and be heard in executive session, with a reasonable number of additional witnesses requested by him, before deciding to use such evidence or testimony. In the event the Commission determines to release or use such evidence or testimony in such manner as to reveal publicly the identity of the person defamed, degraded, or incriminated, such evidence or testimony, prior to such public release or use, shall be given at a public session, and the Commission shall afford such person an opportunity to appear as a voluntary witness or to file a sworn statement in his behalf and to submit brief and pertinent sworn statements of others. The Commission shall receive and dispose of requests from such person to subpoena additional witnesses.

Executive ses-
sions.

"(f) Except as provided in sections 102 and 105(f) of this Act, the Chairman shall receive and the Commission shall dispose of requests to subpoena additional witnesses.

"(g) No evidence or testimony or summary of evidence or testimony taken in executive session may be released or used in public

Testimony, re-
lease restrictions.

sessions without the consent of the Commission. Whoever releases or uses in public without the consent of the Commission such evidence or testimony taken in executive session shall be fined not more than \$1,000, or imprisoned for not more than one year.

“(h) In the discretion of the Commission, witnesses may submit brief and pertinent sworn statements in writing for inclusion in the record. The Commission shall determine the pertinency of testimony and evidence adduced at its hearings.

Transcript
copies.

“(i) Every person who submits data or evidence shall be entitled to retain or, on payment of lawfully prescribed costs, procure a copy or transcript thereof, except that a witness in a hearing held in executive session may for good cause be limited to inspection of the official transcript of his testimony. Transcript copies of public sessions may be obtained by the public upon the payment of the cost thereof. An accurate transcript shall be made of the testimony of all witnesses at all hearings, either public or executive sessions, of the Commission or of any subcommittee thereof.

Witness fees.

“(j) A witness attending any session of the Commission shall receive \$6 for each day's attendance and for the time necessarily occupied in going to and returning from the same, and 10 cents per mile for going from and returning to his place of residence. Witnesses who attend at points so far removed from their respective residences as to prohibit return thereto from day to day shall be entitled to an additional allowance of \$10 per day for expenses of subsistence, including the time necessarily occupied in going to and returning from the place of attendance. Mileage payments shall be tendered to the witness upon service of a subpoena issued on behalf of the Commission or any subcommittee thereof.

Subpena of
witnesses.

“(k) The Commission shall not issue any subpoena for the attendance and testimony of witnesses or for the production of written or other matter which would require the presence of the party subpoenaed at a hearing to be held outside of the State wherein the witness is found or resides or is domiciled or transacts business, or has appointed an agent for receipt of service of process except that, in any event, the Commission may issue subpoenas for the attendance and testimony of witnesses and the production of written or other matter at a hearing held within fifty miles of the place where the witness is found or resides or is domiciled or transacts business or has appointed an agent for receipt of service of process.

Organization
statement, etc.
Publication in
Federal Register.

“(l) The Commission shall separately state and currently publish in the Federal Register (1) descriptions of its central and field organization including the established places at which, and methods whereby, the public may secure information or make requests; (2) statements of the general course and method by which its functions are channeled and determined, and (3) rules adopted as authorized by law. No person shall in any manner be subject to or required to resort to rules, organization, or procedure not so published.”

SEC. 502. Section 103(a) of the Civil Rights Act of 1957 (42 U.S.C. 1975b(a); 71 Stat. 634) is amended to read as follows:

Payments to
members.

“SEC. 103. (a) Each member of the Commission who is not otherwise in the service of the Government of the United States shall receive the sum of \$75 per day for each day spent in the work of the Commission, shall be paid actual travel expenses, and per diem in lieu of subsistence expenses when away from his usual place of residence, in accordance with section 5 of the Administrative Expenses Act of 1946, as amended (5 U.S.C. 73b-2; 60 Stat. 808).”

75 Stat. 339,
340.

The Impact of Integration

By Jo Ann Cason

Summary: In this lesson, students delve into the social-political and economic impact integration had on the African American Communities, entertainment, and opportunities for employment. Students are provided reflection time and interaction time to explore the vocabulary and the purpose of the video. In this lesson, students will connect the reasons why African Americans migrated here and the impact of segregation and desegregation on their lives. The teacher has flexibility in using this lesson in two ways:

Implementation One: First, the teacher could use the Activities for the Launch and stay focused on just the Poem. “The Colossus” would be used as the entry point for the viewing of the first 20 minutes of the **African Americans: The Las Vegas Experience**. The benefit would be in the extra time that would be given to “Thinking About” and responding. The Homework Assignment would then be used as the Culminating Activity during the lesson.

The procedures for Implementation One could follow this format:

- Launch Activities Choral Jig Saw Recitation followed by Team Blog on the Meaning
- Purpose of the Viewing of **African Americans: The Las Vegas Experience**.
- Watch the Video - with students being required to identify ways that the treatment of the African Americans in Las Vegas during the 50s and 60s do or do not represent the philosophy and thinking behind “The Colossus.”
- Reflection Time after viewing the video.
- On a poster, identify 4 corners of the room: “Agree,” “Disagree,” “Strongly Agree,” and “Strongly Disagree.” The teacher would pose the Essential Question and similar questions for students to take a stand on with classmates.

Implementation Two: The teacher would just follow the plan as it is written and trim those activities so that the lesson could be completed within the 50 minutes.

Time Allotment: 50 Minutes

Grade Level: 5 -6

NV Academic Content Standards:

History 3.0 - Social Responsibility & Change - Students understand how social ideas and individual action lead to social, political, economic, and technological change.

H3.5.2 - Recognize that communities include people who have diverse ethnic origins, customs, and traditions, and who make contributions to the United States.

H3.5.3 - Describe ways individuals display social responsibility.

H3.5.5 - Provide and discuss major news events on local, state, national, and world levels.

Vocabulary

13.2 - Students will use precise and effective words to convey meaning in writing and speaking by utilizing one of the big eleven social studies skills.

Essential Question: “What were the Pros and Cons of segregation that African Americans and African American Entertainers experienced in Las Vegas during the 50s and 60s?”

Objectives

The students will be able to:

- After reciting the last stanza of the “Colossus” students will complete a Quick Write or a Team Blog to explain, in their opinion, how this poem could have helped to guide city leaders not only in Las Vegas but all across the country in creating conditions where everyone in America were treated equally and fairly.
- Describe the areas and jobs that Las Vegas African Americans found available to them during the 50s and 60s.

Materials: Computer; First 20 minutes of the video **African Americans: The Las Vegas Experience**; Poster Paper; Markers; White Boards or a Large Chart Paper; Poem “The Colossus.”

Thinking Maps: Bubble Map; Know-Want-To Know- Learn.

Kagan Structure: Jig Saw; Teams; Whole Group; Rally Robin

Vocabulary Words: Discrimination; Racism; Segregation; Desegregation; Migrate; Disillusioned

Launch the Lesson (25 min)

Choral Reading: The teacher will write or display the last stanza of “The New Colossus” which is inscribed on the Statue of Liberty. The students will read the poem silently, first. The teacher will divide the lines of the poems equally so that each group of students or teams receives a speaking part. Students will brainstorm for the meanings of each line.

“Keep, ancient lands, your storied pomp!” cries she (Group One)

With silent lips. “Give me your tired, your poor, (Group Two)

Your huddled masses yearning to breathe free, (Group Three)

The wretched refuse of your teeming shore. (Group Four)

Send these, the homeless, tempest-tost to me, (Group Five)

I lift my lamp beside the golden door!” (All)

Team Blog (25 minutes): After the Choral Recitation, students will use a personal whiteboard or a large Poster Paper divided into fourths with each student getting a section to write. The teacher will pose the Question, “How could this last stanza guide leaders in creating laws that are fair and equitable for everyone?”

Purpose: Write the title **African Americans: The Las Vegas Experience** on the board and ask students to predict what they think the first 20 minutes of the video will be about and how might it connect to the poem they just finished reciting. Record their responses on a Bubble Thinking Map or a General List. Have the students provide information to initiate the completion of the “Know- Want To Know- Learn” Chart. (Have students do this individually and then share out.)

Students are to create a Note-Taking Four Square Chart, T Chart or Cornell Notes Format and record in bullet form the answers to questions:

Watch: Tell students that they are going to watch the first 20 minutes of the video **African Americans: The Las Vegas Experience** (<http://www.vegaspbs.org/lm-african-american>). The teacher will review each of the Guiding Questions with the students. Students will be given specific questions to answer as they view the video (Jig Saw). The teacher may need to show the video a second time, depending on the students' needs.

Essential Question: "What were the Pros and Cons of segregation that African Americans and African American Entertainers experienced in Las Vegas during the 50s and 60s?"

1. What were some of the reasons that African Americans migrated to Las Vegas? Did the expectations match the actual first impressions of Las Vegas? Compare/Contrast.
2. Why did African Americans refer to Las Vegas in the 50s and the 60s as "The Mississippi of the West?" Provide examples.
3. Identify the reasons why African Americans migrated to Las Vegas.
4. Describe life for Las Vegas Americans in the 50s and 60s regarding the types of jobs and areas where they could live.
5. What was Night Life like for African Americans who lived in Las Vegas, during the 50s and 60s.
6. In what ways did segregation benefit the Las Vegas African Americans and the African American Entertainers during the 50s and the 60s? In what ways was it harmful?
7. Basically, African Americans who lived in Las Vegas during the 50s and 60s lived within a mile of each other. What were the benefits of being confined to a defined area? Did these benefits increase or decrease with the introduction of integration of schools and the opening of jobs to African Americans on the Strip?
8. Describe the areas of Las Vegas where African Americans were forced to live. Compare the Westside to your neighborhood.
9. Why did Las Vegas African Americans march peacefully in large numbers? Were they heard?
10. Describe the importance of the Moulin Rouge Agreement.

Closure: What is one thing that you learned today that you could share with a classmate who was absent? Collect the students' Four Squares for review and Next Steps.

Homework: Segregation of African Americans during the 50s and 60s was a good condition: "Agree," "Disagree," "Strongly Agree," "Strongly Disagree." Take a position. Provide 3 or more statements with examples to support your position. Be prepared to share your Thinking before we begin our next lesson.

For additional information and materials, visit **Documenting the African American Experience in Las Vegas** portal: <http://digital.library.unlv.edu/aae/about>

The New Colossus

by Emma Lazarus

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
MOTHER OF EXILES. From her beacon-hand
Glow world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.

"Keep, ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!"

Source: Lazarus, Emma, The New Colossus, Liberty State Park
(<http://www.libertystatepark.com/emma.htm>)

Lesson 12

[Return to TOC](#)

Consent Decree

By Reggie Revis

Grades: 4 - 5

Lesson Summary: This lesson is intended to show students the connection between the text and intent of the First Amendment, the Civil Rights Act, and the Consent Decree. This lesson will conclude with an introduction to the online version of "A Brief History of Las Vegas: Westside Schools." A silent viewing of the film's conclusion will end the lesson.

Time Allotment: 50 minutes

NV Academic Content Standards:

RL.4.7 - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RI.4.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI. 4.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Learning Objectives:

- I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- I can interpret information presented visually and orally and explain how the information relates to the text in which it appears.
- I can explain what happened and why, referencing the text.
- I can integrate information from two texts in order to speak about the subject knowledgeably.

Warm Up (20 minutes): Teacher reviews all vocabulary: emigration, immigration, migration, racial discrimination, civil, right and rights.

Teacher displays texts (preferably side by side) of Civil Rights Act and the First Amendment and an excerpt from the Consent Decree, seen below. The Civil Rights Act was to have terms underlined that related to the Constitution and discrimination. Teacher reviews terms that connect the two texts. Teacher then introduces terms that connect all three texts:

PL 88-352

An act to enforce the constitutional right to vote, to confer jurisdiction upon the district courts of the United States of America to provide injunctive relief against discrimination in public accommodations, to authorize the Attorney General to institute suits to protect constitutional rights in public facilities and public education, to extend the Commission on Civil Rights, to prevent discrimination in federally assisted programs, to establish a Commission on Equal Employment Opportunity, and for other purposes.

First Amendment

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Consent Decree: View the full text of the consent decree courtesy of UNLV University Libraries:

<http://d.library.unlv.edu/cdm/ref/collection/ohr/id/640>

Watch and Write (15 minutes): Teacher leads quick discussion on the Consent Decree, in which the percentage of African Americans hired to work on the Strip would equal the percentage living in the area, about 12.5%. Teacher reviews narrative from film regarding three persons whose lives improved because of the Decree. Teacher leads class to connections between the Consent Decree and the long process of integration in CCSD. Students watch the video, **African Americans: The Las Vegas Experience** (<http://www.vegaspbs.org/lm-african-american>) from 45:30 - 49:20, following along with the transcript, this time noting and stopping the video when they hear the term "Consent Decree."

Teacher introduces class to the *Begin the Westside Schools* link to the electronic tour of the book **A Brief History of Las Vegas: Westside Schools**. (<http://ccsdarchives.org/westside01-intro.html>)

Lesson ends with the section of the video, **African Americans: The Las Vegas Experience** (<http://www.vegaspbs.org/lm-african-american>) from 52:00 - 56:00 viewed by students without interruption.

Whole Group Activity

In Kagan groups of four, the teacher will begin the assessment/evaluation section as a formative assessment of this section of the documentary. Employ a round robin, with students giving verbal answers to the questions for 5 minutes. Then ask students to write their responses to the questions.

Home Activity

Students ask older, trusted members of the family who have lived in the area since the 70's, "Do you remember the Sixth Grade Centers? What did our family think about that?" Sketched answers with incomplete sentences are acceptable as we are looking for personal connections and not strict English Language Arts adherence.

Assessment/Evaluation (15 minutes)

RL 4.7, RI 5.1: How many times in the transcript of this story, in the visual and oral presentation of the story, did we see/ hear the term civil rights? Did it mean the same thing each time? How do you know? How does this compare to our study of the words "migration", "racism", and "discrimination" from Lessons One and Two?

RI 4.7, RI 4.3: Why was the term "civil rights" used in the video? How did the speakers in the video help you gain a better understanding of the term?

RI. 4.9: How do you think the terms and words used in the First Amendment and the Civil Rights Act support one another? If you had to write an Act that combined the two texts, what words would you be sure to use?

For additional information and materials, visit **Documenting the African American Experience in Las Vegas** portal: <http://digital.library.unlv.edu/aae/about>

Lesson 13

[Return to TOC](#)

Consent Decree

By Heather Honig

Grades: 6 - 12

Lesson Summary: This lesson focuses on the 1969 Westside Riots and its impact on the Westside community. The lesson plan coincides with 34:34 - 46:50 of the video, **African Americans: The Las Vegas Experience**.

Time Allotment: 50 minutes

NV Academic Content Standards: NVACS for Literacy in History/Social Studies 6 - 8

RH 6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH 6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Learning Objectives:

- Students will be able to describe the impact of the Consent Decree.
- Students will be able to describe the impact of primary sources for historical events.

Warm Up and Watch:

Share photos from the African American Database on the EOB (<http://d.library.unlv.edu/cdm/search/collection/ohr/searchterm/economic%20opportunity%20board!still%20image/field/all!type/mode/all!all/conn/and!and/order/nosort/ad/asc>) Have students brainstorm how these photos describe the African American experience in Las Vegas. Students discuss responses with a partner. Teacher previews questions prior to viewing the video:

- What was the Consent Decree?
- Why was the Consent Decree developed?
- What was the result of the 12 people that brought the class action suit?
- What was the result of the Consent Decree on the African American population in Las Vegas?
- What role did education play in the African Americans that were employed through the Consent Decree?
- Why did some African Americans feel negatively about the Consent Decree?

View the video, **African Americans: The Las Vegas Experience** (<http://www.vegaspbs.org/lm-african-american>) (24:05 - 34:44). Students will take notes while watching the video. After viewing the video, student will answer the questions.

Activity: Review the photographs from the introductory activity. Let students know that these are photos from the Economic Opportunity Board. Have students discuss if their initial perceptions have changed. Discuss primary sources with students. Have students reflect on the following question:

Why are primary sources important? How did the primary sources featured in the video impact your view of Las Vegas history?

Students share responses with a partner and share with the class.

Home Activity/Extension Activity: Have students respond to the following prompt:

We all have a part in the culture of Las Vegas. How does your story impact Las Vegas history? What does your experience tell people about Las Vegas?

Assessment/Evaluation: The reflect activity can serve as an assessment tool for this lesson.

Resources: Photos of EOB

<http://d.library.unlv.edu/cdm/search/collection/ohr/searchterm/economic%20opportunity%20board!still%20image/field/all!type/mode/all!all/conn/and!and/order/nosort/ad/asc>

For additional information and materials, visit **Documenting the African American Experience in Las Vegas** portal: <http://digital.library.unlv.edu/aae/about>

Schools and Desegregation

By Luanne Wagner

Grades: 11 - 12

Subjects: U.S. History & U.S. Government

Lesson Time: 85 Minutes. This can be used for a block schedule or regular 50 minute schedule. If it is used in a block schedule, there is enough time to complete the assignment within two class periods. If it is done within a 50- minute class, then it will take three to four class periods to complete the assignment. This assignment is designed to be broken down into pieces and can be adjusted to meet the schedule of the class.

Overview & Summary of the Lesson: This lesson is a component of the unit on **African Americans: The Las Vegas Experience**. Students will read over the information from the UNLV Library, as well as other resources, and be prepared to engage in a group project along with a whole group class discussion.

Objectives: Students will be able to evaluate, and analyze, the connections between laws and landmark cases such as Brown v. Board of Education Topeka Kansas in relation to desegregation. Students will be able to create written assessments and gain a better understanding of desegregation and the impact these laws had upon the Clark County School District.

Supplies: **African Americans: The Las Vegas Experience** documentary, LCD projector, handouts connected to the lesson, notebook paper, pens or pencils, 8x10 white copy paper, highlighters, markers, and mind map.

Resources: Documents related to legislation connected to desegregation, Brown v. Board of Education case and the Consent Decree.

Teachers, prior to assigning the work:

1. Preview the documentary **African Americans: The Las Vegas Experience** (<http://www.vegaspbs.org/lm-african-american>).
2. Conduct a lecture that addresses the information contained in the documentary and the work being assigned.
3. Address any questions the students might have after your lecture.
4. Hand out the documents on Brown v. Board of Education and other legislation.
5. Hand out the document that explains the Consent Decree.
6. Give the students an opportunity to read through the material. (10 minutes)
7. Review the documents with the students that they just read and check for comprehension.
8. Instruct the students to keep the documents so they can refer back to them throughout the assignment.
9. Have students gather into groups of two to four students. You can either have them select their own groups or you can assign them.
10. Hand out notebook paper, white copy paper, mind map, and verify that students have all the other supplies they will need to complete the assignment.
11. Instruct students that they will watch a portion of the documentary and they will use the mind map to write down their information from the documentary. They will write information that they believe to be important or that they want to refer to for further clarification.
12. Once the students have viewed the documentary, review the information they wrote down, and conduct guided notes with them if there are important facts that they missed. Address any questions the students might have. Following this, the students will engage in the rest of the assignment. From time to time check for comprehension and verify students are staying on task.

Day 1

- Students will work in group of two to four students.
- Students will create an 8x10 poster listing the most important facts that they gathered from the readings over the assigned information. (The Plessy Decision, Brown v. Board of Education, the Road to Brown, and the Sixth-Grade Centers article submitted by Sonya D. Horsford, Ed.D. and Carrie Sampson, M.S.)
- Group project will take 50 minutes. Teachers can expand it to 85 minutes by allowing more time for discussion as well as more time for questions and answers. This can also be broken down into sections to accommodate the schedule of the class.
- Each group will share out their information.
- Whole group discussion comparing and contrasting the information presented. How many groups had similar responses and how many had responses that another group did not include in their poster. In the front of the classroom, the teacher will create a chart to keep record of the information.
- Students will be given a handout on Brown v. Board of Education and related information that is connected to school desegregation.
- This lesson is specifically for either 11th grade U.S. History or 12th grade U.S. Government.
- Students will analyze the documents and research.

The Plessy Decision

Although the Declaration of Independence stated that "All men are created equal," due to the institution of slavery, this statement was not to be grounded in law in the United States until after the Civil War (and, arguably, not completely fulfilled for many years thereafter). In 1865, the Thirteenth Amendment was ratified and finally put an end to slavery. Moreover, the Fourteenth Amendment (1868) strengthened the legal rights of newly freed slaves by stating, among other things, that no state shall deprive anyone of either "due process of law" or of the "equal protection of the law." Finally, the Fifteenth Amendment (1870) further strengthened the legal rights of newly freed slaves by prohibiting states from denying anyone the right to vote due to race.

Despite these Amendments, African Americans were often treated differently than whites in many parts of the country, especially in the South. In fact, many state legislatures enacted laws that led to the legally mandated segregation of the races. In other words, the laws of many states decreed that blacks and whites could not use the same public facilities, ride the same buses, attend the same schools, etc. These laws came to be known as Jim Crow laws. Although many people felt that these laws were unjust, it was not until the 1890s that they were directly challenged in court. In 1892, an African-American man named Homer Plessy refused to give up his seat to a white man on a train in New Orleans, as he was required to do by Louisiana state law. For this action he was arrested. Plessy, contending that the Louisiana law separating blacks from whites on trains violated the "equal protection clause" of the Fourteenth Amendment to the U.S. Constitution, decided to fight his arrest in court. By 1896, his case had made it all the way to the United States Supreme Court. By a vote of 8-1, the Supreme Court ruled against *Plessy*. In the case of *Plessy v. Ferguson*, Justice Henry Billings Brown, writing the majority opinion, stated that:

"The object of the [Fourteenth] amendment was undoubtedly to enforce the equality of the two races before the law, but in the nature of things it could not have been intended to abolish distinctions based upon color, or to endorse social, as distinguished from political, equality. . . . If one race be inferior to the other socially, the Constitution of the United States cannot put them upon the same plane."

The lone dissenter, Justice John Marshal Harlan, interpreting the Fourteenth Amendment another way, stated, "Our Constitution is color-blind, and neither knows nor tolerates classes among citizens." Justice Harlan's dissent would become a rallying cry for those in later generations that wished to declare segregation unconstitutional.

Sadly, as a result of the *Plessy* decision, in the early twentieth century the Supreme Court continued to uphold the legality of Jim Crow laws and other forms of racial discrimination. In the case of *Cumming v. Richmond (Ga.) County Board of Education* (1899), for instance, the Court refused to issue an injunction preventing a school board from spending tax money on a white high school when the same school board voted to close down a black high school for financial reasons. Moreover, in *Gong Lum v. Rice* (1927), the Court upheld a school's

decision to bar a person of Chinese descent from a “white” school.

The Road to Brown (Note: Some of the case information is from *Patterson, James T. Brown v. Board of Education: A Civil Rights Milestone and Its Troubled Legacy*. Oxford University Press; New York, 2001.)

Early Cases

Despite the Supreme Court’s ruling in *Plessy* and similar cases, many people continued to press for the abolition of Jim Crow and other racially discriminatory laws. One particular organization that fought for racial equality was the National Association for the Advancement of Colored People (NAACP) founded in 1909. For about the first 20 years of its existence, it tried to persuade Congress and other legislative bodies to enact laws that would protect African Americans from lynchings and other racist actions. Beginning in the 1930s, though, the NAACP’s Legal Defense and Education Fund began to turn to the courts to try to make progress in overcoming legally sanctioned discrimination. From 1935 to 1938, the legal arm of the NAACP was headed by Charles Hamilton Houston. Houston, together with Thurgood Marshall, devised a strategy to attack Jim Crow laws by striking at them where they were perhaps weakest—in the field of education. Although Marshall played a crucial role in all of the cases listed below, Houston was the head of the NAACP Legal Defense and Education Fund while *Murray v. Maryland* and *Missouri ex rel Gaines v. Canada* were decided. After Houston returned to private practice in 1938, Marshall became head of the Fund and used it to argue the cases of *Sweat v. Painter* and *McLaurin v. Oklahoma Board of Regents of Higher Education*.

Murray v. Maryland (1936)

Disappointed that the University of Maryland School of Law was rejecting black applicants solely because of their race, beginning in 1933 Thurgood Marshall (who was himself rejected from this law school because of its racial acceptance policies) decided to challenge this practice in the Maryland court system. Before a Baltimore City Court in 1935, Marshall argued that Donald Gaines Murray was just as qualified as white applicants to attend the University of Maryland’s School of Law and that it was solely due to his race that he was rejected. Furthermore, he argued that since the “black” law schools which Murray would otherwise have to attend were nowhere near the same academic caliber as the University’s law school, the University was violating the principle of “separate but equal.” Moreover, Marshall argued that the disparities between the “white” and “black” law schools were so great that the only remedy would be to allow students like Murray to attend the University’s law school. The Baltimore City Court agreed and the University then appealed to the Maryland Court of Appeals. In 1936, the Court of Appeals also ruled in favor of Murray and ordered the law school to admit him. Two years later, Murray graduated.

Missouri ex rel Gaines v. Canada (1938)

Beginning in 1936, the NAACP Legal Defense and Education Fund decided to take on the case of Lloyd Gaines, a graduate student of Lincoln University (an all-black college) who applied to the University of Missouri Law School but was denied because of his race. The State of Missouri gave Gaines the option of either attending an all-black law school that it would build (Missouri did not have any all-black law schools at this time) or having Missouri help to pay for him to attend a law school in a neighboring state. Gaines rejected both of these options, and, employing the services of Thurgood Marshall and the NAACP Legal Defense and Education Fund, he decided to sue the state in order to attend the University of Missouri’s law school. By 1938, his case reached the U.S. Supreme Court, and, in December of that year, the Court sided with him. The six-member majority stated that since a “black” law school did not currently exist in the State of Missouri, the “equal protection clause” required the state to provide, within its boundaries, a legal education for Gaines. In other words, since the state provided legal education for white students, it could not send black students, like Gaines, to school in another state.

Sweat v. Painter (1950)

Encouraged by their victory in Gaines’ case, the NAACP continued to attack legally sanctioned racial discrimination in higher education. In 1946, an African American man named Heman Sweat applied to the University of Texas’ “white” law school. Hoping that it would not have to admit Sweat to the “white” law school if a “black” school already existed, elsewhere on the University’s campus, the state hastily set up an

underfunded “black” law school. At this point, Sweat employed the services of Thurgood Marshall and the NAACP Legal Defense and Education Fund and sued to be admitted to the University’s “white” law school. He argued that the education that he was receiving in the “black” law school was not of the same academic caliber as the education that he would be receiving if he attended the “white” law school. When the case reached the U.S. Supreme Court in 1950, the Court unanimously agreed with him, citing as its reason the blatant inequalities between the University’s law school (the school for whites) and the hastily erected school for blacks. In other words, the “black” law school was “separate,” but not “equal.” Like the Murray case, the Court found the only appropriate remedy for this situation was to admit Sweat to the University’s law school.

McLaurin v. Oklahoma Board of Regents of Higher Education (1950)

In 1949, the University of Oklahoma admitted George McLaurin, an African American, to its doctoral program. However, it required him to sit apart from the rest of his class, eat at a separate time and table from white students, etc. McLaurin, stating that these actions were both unusual and resulting in adverse effects on his academic pursuits, sued to put an end to these practices. McLaurin employed Thurgood Marshall and the NAACP Legal Defense and Education Fund to argue his case, a case which eventually went to the U.S. Supreme Court. In an opinion delivered on the same day as the decision in *Sweat*, the Court stated that the University’s actions concerning McLaurin were adversely affecting his ability to learn and ordered that they cease immediately.

Brown v. Board of Education (1954, 1955)

The case that came to be known as *Brown v. Board of Education* was actually the name given to five separate cases that were heard by the U.S. Supreme Court concerning the issue of segregation in public schools. These cases were *Brown v. Board of Education of Topeka*, *Briggs v. Elliot*, *Davis v. Board of Education of Prince Edward County (VA.)*, *Boiling v. Sharpe*, and *Gebhart v. Ethel*. While the facts of each case are different, the main issue in each was the constitutionality of state-sponsored segregation in public schools. Once again, Thurgood Marshall and the NAACP Legal Defense and Education Fund handled these cases.

Although it acknowledged some of the plaintiffs’/plaintiffs’ claims, a three-judge panel at the U.S. District Court that heard the cases ruled in favor of the school boards. The plaintiffs then appealed to the U.S. Supreme Court.

When the cases came before the Supreme Court in 1952, the Court consolidated all five cases under the name of *Brown v. Board of Education*. Marshall personally argued the case before the Court. Although he raised a variety of legal issues on appeal, the most common one was that separate school systems for blacks and whites were inherently unequal, and thus violate the “equal protection clause” of the Fourteenth Amendment to the U.S. Constitution. Furthermore, relying on sociological tests, such as the one performed by social scientist Kenneth Clark, and other data, he also argued that segregated school systems had a tendency to make black children feel inferior to white children, and thus such a system should not be legally permissible.

Meeting to decide the case, the Justices of the Supreme Court realized that they were deeply divided over the issues raised. While most wanted to reverse *Plessy* and declare segregation in public schools to be unconstitutional, they had various reasons for doing so. Unable to come to a solution by June 1953 (the end of the Court’s 1952-1953 term), the Court decided to rehear the case in December 1953. During the intervening months, however, Chief Justice Fred Vinson died and was replaced by Gov. Earl Warren of California. After the case was reheard in 1953, Chief Justice Warren was able to do something that his predecessor had not—i.e. bring all of the Justices to agree to support a unanimous decision declaring segregation in public schools unconstitutional. On May 14, 1954, he delivered the opinion of the Court, stating that “We conclude that in the field of public education the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal. . .”

Expecting opposition to its ruling, especially in the southern states, the Supreme Court did not immediately try to give direction for the implementation of its ruling. Rather, it asked the attorney generals of all states with laws permitting segregation in their public schools to submit plans for how to proceed with desegregation. After still more hearings before the Court about desegregation, on May 31, 1955, the Justices handed down a plan for how it was to proceed; desegregation was to proceed with “all deliberate speed.” Although it would be many years before all segregated school systems were to be desegregated, *Brown* and *Brown II* (as the Court’s plan for how to desegregate schools came to be called) were responsible for getting the process underway.

The Sixth-Grade Centers

In *Brown v. Board of Education* (1954), the United States Supreme Court decided that racially segregated schools were inherently unequal and mandated all school districts to desegregate schools. Meanwhile, there were three elementary schools located in West Las Vegas, and between 1956 and 1966 the Clark County School District (CCSD) built four additional elementary schools in this area. CCSD chose not to open any junior high or high schools in West Las Vegas; therefore, secondary schools in Las Vegas were more racially integrated.

However, CCSD closed two elementary schools in 1965 near West Las Vegas that could have been racially integrated and opened a new school in a predominately White neighborhood. By 1968, more than 97 percent of the students in the West Las Vegas elementary schools were African American and the more than 80 percent of CCSD's African American teachers taught in these schools.

In response to the resistance among school districts to desegregate schools, the National Association of the Advancement of Colored People (NAACP) called on African American attorneys to relocate to states without any African American legal representation in order to pursue legal action against school districts that had not complied with the law. The NAACP sent attorney Charles Kellar to Las Vegas in 1960, where he worked with the local NAACP chapter and the League of Women Voters of Las Vegas Valley to file suit against CCSD for intentionally maintaining racially segregated elementary schools (*Kelly v. Mason, et al.* in 1968 which was refiled as *Kelly v. Guinn, et al.* when the superintendent changed from James Mason to Kenny Guinn.).

To resolve this suit, the court agreed to allow CCSD to implement a voluntary integration plan called "An Action Plan for Integration of the Six Westside Elementary Schools," which encouraged African American children to enroll in schools outside West Las Vegas and White children to enroll in West Las Vegas schools. CCSD even developed a "prestige" school in West Las Vegas that included more resources as an incentive for White children to relocate. This plan failed to achieve integration. Although 1,254 African American students participated, only 321 White students enrolled in West Las Vegas schools.

In 1970, the Ninth Circuit Court of Appeals ordered CCSD to develop a mandatory desegregation plan. In response, CCSD created the Sixth-Grade Center Plan of Integration. This plan converted all West Las Vegas elementary schools to sixth grade centers that all CCSD students were required to enroll in for sixth grade. African American students in West Las Vegas would attend their neighborhood schools in kindergarten, but would be bused to schools outside West Las Vegas during 1st through 5th grade and again from 7th through 12th grade. Students who attended majority White schools were bused to West Las Vegas to attend a sixth-grade center.

Recognizing that this plan would place most of the burden on African American students, the NAACP opposed it. Attorney Kellar appealed the plan, but the court denied his appeal. Two additional groups, "Operation Bus Stop" and "Bus-Out," whose membership included mostly White families, also opposed any plan that would force their children to be bused to West Las Vegas. "Bus-Out" organized a one-day boycott against CCSD that kept 15,517 students home to try to convince state leaders to abolish the plan.

However, The Sixth-Grade Center Plan of Integration was implemented during the 1972-73 school year. Interestingly, in effort to improve these schools, CCSD made physical renovations and developed quality and innovative academic programs to create a smoother transition for White families whose children were required to attend one of the sixth-grade centers. Although many White children enrolled in the sixth-grade centers, private schools in Las Vegas experienced a significant peak in their enrollment during sixth grade.

The Sixth-Grade Center Plan of Integration ended in the 1992-93 academic year after African American families in West Las Vegas organized a boycott in favor of neighborhood schools. The boycott led parents of over 300 African American children to keep their children out of CCSD schools until after count day^[1]. Right before count day, the school district agreed to replace the sixth-grade centers with Prime Six Schools. These schools became the neighborhood option for West Las Vegas elementary students. Parents were also given the option of sending their children outside of West Las Vegas. To attract White students in attempt to maintain school desegregation, the school district opened CCSD's first magnet school in 1993, Mabel Hoggard Math and Science Magnet School.

Today, West Las Vegas has five Prime Six elementary schools, four magnet elementary schools, and three charter schools (K-5 and K-12), all of which are segregated by race, income, and language.

Submitted by Sonya D. Horsford, Ed.D. and Carrie Sampson, M.S.

^[1]The student attendance on "count day" is used to calculate per pupil funding.

Day 2: Viewing, Questions and document on the Consent Decree

Students will read over the **Consent Decree** so they have an understanding of it before viewing the documentary. Review and check for comprehension. Students will answer the **Day 2 Questions** on notebook paper. Once the Consent Decree has been reviewed, the students will Watch a short video clip from **African Americans: The Las Vegas Experience** (section 45:36 - 51:56)

Homework: Students will write a reflective essay on the information learned through the documentary, handouts, class discussions and questions. The essay will be two pages double-spaced and can be either handwritten or typed.

In addition to the essay, students will create a collage that represents what they have learned. Students will present their collages to the class.

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- History - Brown v. Board of Education Re-enactment (<http://www.uscourts.gov/educational-resources/educational-activities/history-brown-v-board-education-re-enactment>)
- O.N.E. Online Nevada Encyclopedia - A publication of Nevada Humanities (<http://www.onlinenevada.org/articles/african-americans-las-vegas>)

For additional information and materials, visit **Documenting the African American Experience in Las Vegas** portal: <http://digital.library.unlv.edu/aae/about>

Background Information and Description of the Consent Decree

In order to avoid a planned protest march on the Las Vegas Strip, on 26 March 1960, black community leaders met with elected officials at the once famed Moulin Rouge and reached a verbal agreement to integrate Las Vegas. Newspaper publisher Hank Greenspun chaired the meeting attended by Mayor Oran Gragson, Lubertha Johnson, J. David Hoggard, Donald Clark, Bob Bailey, Dr. James B. McMillan, Dr. Charles I. West, and Governor Grant Sawyer who, as a supporter of civil rights, had received help in his gubernatorial campaign from the black Nevada Voter's League. Although no casino industry leaders were present, it is common knowledge that they had approved the deal behind-the-scenes. However, it was in 1971, forced by a United States District Court Consent Decree that blacks began to work in front-of-the-house positions at elegant gambling locates: Anna Bailey worked as one of the first house dancers at the Flamingo; Faye Todd, Jackie Brantley, and Faye Duncan Daniels were among the first mid-level managers. Jimmy Gay, the city's first black mortician from Fordyce, Arkansas, moved up the ranks of the casino industry to become an Assistant Hotel Manager at The Plaza after many years in influential positions at The Sands, and Sarann Knight Preddy, the first black woman in Nevada to hold a full gaming license, bought the Moulin Rouge in the late 1980s.

Blacks in Las Vegas fought tirelessly for civil and economic equality, gained the right to equal accommodation before the rest of the country, proposed and executed a school desegregation plan, and, led by Ruby Duncan, waged a successful Welfare Rights Movement that included a 1971 march on the Las Vegas Strip. The spirit of those historic battles continues, invigorating ongoing efforts to improve opportunities for economic prosperity, education, healthcare, and housing in ways that benefit not only blacks, but all of Las Vegas.

1. What was the reaction of the NAACP in response to the resistance among school districts to desegregate schools?
2. Why do you think the NAACP took this action? Once the viewing of the documentary is complete, discuss your responses amongst your group and write down the opinion of the group. Be prepared to share in a whole group discussion.
3. What is the name of the attorney who relocated to Las Vegas to represent African Americans in lawsuits against the school district?
4. What is the first case that was filed against the Clark County School District, and why?
5. Do you think individuals who testified for the NAACP were concerned about their safety and job security? Be prepared to share your responses in a whole group class discussion.
6. What action did the Clark County School District take in response to Brown v Board of Education between the years of 1956 to 1966?
7. Did the Clark County School District open any secondary schools in West Las Vegas between the years of 1956 to 1966?
8. According to the decisions made by the Clark County School District between the years of 1956 to 1966, how did this affect secondary schools in Las Vegas?
9. In 1965, did the Clark County School District close any schools near West Las Vegas? What are your thoughts regarding the decision made by the Clark County School District? Once the viewing of the documentary is complete, discuss amongst your group your response to this question. Write your responses and be prepared to share out in a whole group discussion.
10. By 1968 what is the percentage of students in West Las Vegas elementary schools?
11. By 1968, approximately how many African American teachers taught in these schools?
12. Why was the proposal for Prestige Schools denied by the school district?
13. What was the plan that the Clark County School District implemented to support integration?
14. By the 1970's were schools in the Clark County School District desegregated?
15. Why do you think it took so long for progress to be made in integration within the Clark County School District? (Respond on your own, and then work together with your group and write your responses on one paper. You will share out in a whole class discussion)

Lesson 15

[Return to TOC](#)

African American Leaders in Las Vegas: Pamela Goynes-Brown

By Cameron Gonzales



Source: Las Vegas Sun

Grades: 4 - 11

Subjects: Nevada History, U.S. History, U.S. Government, English

Lesson Time: 2-3 40 minute sessions

Grade 4 Standards:

H1.4.5 Identify contributions of immigrants in Nevada.

H2.4.6 Explain how United States conflicts affected life and society in Nevada.

H3.4.1 Compare and/or contrast their daily lives with children in Nevada's past.

H3.4.2 Recognize that communities include people who have diverse ethnic origins, customs, and traditions, and who make contributions to Nevada.

Grade 5 Standards:

H3.5.1 Compare and/or contrast the daily lives of children throughout the United States, both past and present.

3.5.2 Recognize that communities include people who have diverse ethnic origins, customs, and traditions, and who make contributions to the United States.

3.5.5 Provide and discuss major news events on local, state, national, and world levels.

Grade 6 Standards:

4.0 To cite evidence of the contributions of people and their diverse cultures.

8.0 To use information, media, and technology literacy skills necessary to research, communicate, and demonstrate critical thinking.

H2.[6-8].3 Describe how compromise and conflict among peoples contributed to political, economic, and cultural divisions

H2.[6-8].7 Describe the goals and accomplishments of labor unions in Nevada.

C13.[6-8].2 Identify major conflicts in social, political, and economic life and analyze the role of compromise in the resolution of these issues.

C13.[6-8].5 Explain the influence of ancient civilizations of the roles, rights, and responsibilities of citizens.

C13.[6-8].8 Identify and explain the rights, privileges, and responsibilities associated with Nevada and U.S. citizenship, including voting, holding office, jury duty, and military service, community service, and public service.

Grade 7 Standards:

1.3 Students will discuss contemporary public issues that may require public solutions by utilizing one of the big 11 social studies skills.

2.3 Students will describe the cultural contributions of Native Americans in the United States and how their culture influenced the building of colonial America by utilizing one of the big 11 social studies skills.

7.3 Students will identify the importance of immigrant and native groups to mining, ranching, railroads, and commerce in Nevada and the United States including the goals and accomplishments of labor unions in Nevada by utilizing one of the big 11 social studies skills.

7.5 Students will summarize the contributions of the diverse populations of Nevada's early settlers by utilizing one of the big 11 social studies skills.

Grade 8 Standards:

1.12 Students will explain the significance of major news events in Nevada, the United States, and the World as they occur by utilizing one of the big 11 social studies skills.

Grade 9 Standards:

9.3 Students will analyze major news events and their impact at the local, state, national, and World levels by utilizing one of the big 11 social studies skills.

9.4 Students will compare and contrast racial segregation in the United States with other racial and social policies, including Apartheid in South Africa by utilizing one of the big 11 social studies skills.

9.5 Students will analyze the responses of individuals to restrictive social and political systems including the ideals of freedom, equality, justice, and citizenship by utilizing one of the big 11 social studies skills.

9.7 Students will discuss examples of contemporary ethnic conflicts and explain how those conflicts have changed nations including efforts to resolve conflicts by utilizing one of the big 11 social studies skills.

9.9 Students will explain the changing role of race, class, and gender by utilizing one of the big 11 social studies skills.

Grade 10 Standards:

9.3 Students will analyze major news events and their impact at the local, state, national, and World levels by utilizing one of the big 11 social studies skills.

9.5 Students will analyze the responses of individuals to restrictive social and political systems including the ideals of freedom, equality, justice, and citizenship by utilizing one of the big 11 social studies skills.

9.6 Students will explain how literature, music, media, and art are ways people voice protest or support, and prompt social change by utilizing one of the big 11 social studies skills.

9.9 Students will explain the changing role of race, class, and gender by utilizing one of the big 11 social studies skills.

Grade 11 Standards:

2.7 Students will describe key people and their struggle for the expansion of African American rights during the late 19th and early 20th centuries by utilizing one of the big 11 social studies skills.

2.8 Students will describe the rise of corporations and analyze working conditions in the late 19th and early 20th centuries by utilizing one of the big 11 social studies skills.

2.11 Students will analyze major social movements in the United States and explain their impact on the changing social and political culture, i.e., the populist and progressive movements by utilizing one of the big 11 social studies skills.

7.1 Students will examine the changes in the political culture of the United States during the 1960s by utilizing one of the big 11 social studies skills.

7.2 Students will describe the major issues, events, and people of the Civil Rights Movement including non-violence, freedom summer, Civil Rights Act of 1964, Voting Rights Act of 1965, Black Power Movement, Martin Luther King, Jr., and Malcolm X by utilizing one of the big 11 social studies skills.

Directions - Day 1:

- Background information: Kahoot - <https://play.kahoot.it/#/k/a35807cc-9fea-4117-8079-60427790a9fc>
- Closely read the articles:
Black Image: Pamela Goynes-Brown - <http://lasvegasblackimage.com/2011/07/pamela-a-goynes-brown-first-black-woman-elected-to-the-north-las-vegas-city-council/>
Couple Makes Education Their Life's Work - <https://www.reviewjournal.com/local/local-las-vegas/couple-made-education-lifes-work/>
North Las Vegas councilwoman follows her father's footsteps to City Hall - <https://lasvegassun.com/news/2012/mar/24/north-las-vegas-councilwoman-follows-fathers-foots/>
- Underline or take notes about how the text's language makes or unmakes meanings. Consider multiple meanings, paradoxes, images, sounds, ironies, and underlying theme between the articles. Why are these people trailblazers? Look for significant pieces of information do you find that are relevant to history.

Directions - Day 2:

- Use the information from the text to answer the questions with complete sentences using your background knowledge from the clip of the Goynes Family in the documentary **African American: The Las Vegas Experience**: 0:00 - 13:15 and 46:00 - 50:00 (<http://www.vegaspbs.org/lm-african-american>).
1. What rights were different for African American families in Las Vegas in the 1960s?
 2. What did the Goynes family do to protect their children's educational rights and ensure a quality education? Why did they make this choice?
 3. Identify and explain three accomplishments and/or contributions of the Pamela Goynes-Brown made that were/are unique to African Americans and women in Las Vegas?
 4. What special skills or life experience helped the Goynes family establish groundbreaking careers in Las Vegas? What specific talents and skills did Pamela develop and use to benefit his family tradition of excellence?
 5. Essay: Examine why Pamela Goynes-Brown considered to be ground breaking African American female with her life of service in Nevada? Consider the time period and events of her parent's generation occurring across the United States. How does this help explain the impact of Pamela's accomplishments on Las Vegas?
 6. Writing: Imagine the life of public service that was modeled to Pamela growing up with parents who were pioneers in the field of Education and public works in Las Vegas. Using the Business Letter format, write to a wealthy donor in Las Vegas to encourage them to contribute to Pamela's campaign for North Las Vegas City Council.

Directions Day 3 - Extension:

Choose one of the following:

- A) Consider the role of Pamela Goynes-Brown serving as both Vice Principal in the Clark County School District and as City Council Woman for North Las Vegas. Compare the roles of women during this time across the United States. What does being the first African American Woman to be elected to the City Council in North Las Vegas demonstrate how Las Vegas as changed in the last 50 years?
- B) Pamela Goynes-Brown studied classical piano in college. What skills or life skills do you think she gained being a classical pianist that made her successful when she decided to run for public office?
- C) Write a narrative explaining the kind of life Pamela most likely experienced as as a student compared to those who attended public school? During this period of time in Las Vegas, why was this educational choice so important for the Goynes children?

For additional information and materials, visit **Documenting the African American Experience in Las Vegas** portal: <http://digital.library.unlv.edu/aae/about>

Lesson 16

[Return to TOC](#)

African American Leaders in Las Vegas: Theron Goynes

By Cameron Gonzales

Grades: 4 - 11

Subjects: Nevada History, U.S. History, U.S. Government, English

Lesson Time: 2 - 3 40 minute sessions

Grade 4 Standards:

H1.4.5 Identify contributions of immigrants in Nevada.

H2.4.6 Explain how United States conflicts affected life and society in Nevada.

H3.4.1 Compare and/or contrast their daily lives with children in Nevada's past.

H3.4.2 Recognize that communities include people who have diverse ethnic origins, customs, and traditions, and who make contributions to Nevada.

Grade 5 Standards:

H3.5.1 Compare and/or contrast the daily lives of children throughout the United States, both past and present.

3.5.2 Recognize that communities include people who have diverse ethnic origins, customs, and traditions, and who make contributions to the United States.

3.5.5 Provide and discuss major news events on local, state, national, and world levels.

Grade 6 Standards:

4.0 To cite evidence of the contributions of people and their diverse cultures.

8.0 To use information, media, and technology literacy skills necessary to research, communicate, and demonstrate critical thinking.

H2.[6-8].3 Describe how compromise and conflict among peoples contributed to political, economic, and cultural divisions.

H2.[6-8].7 Describe the goals and accomplishments of labor unions in Nevada.

C13.[6-8].2 Identify major conflicts in social, political, and economic life and analyze the role of compromise in the resolution of these issues.

C13.[6-8].5 Explain the influence of ancient civilizations of the roles, rights, and responsibilities of citizens.

C13.[6-8].8 Identify and explain the rights, privileges, and responsibilities associated with Nevada and U.S. citizenship, including voting, holding office, jury duty, and military service, community service, and public service.

Grade 7 Standards:

1.3 Students will discuss contemporary public issues that may require public solutions by utilizing one of the big 11 social studies skills.

2.3 Students will describe the cultural contributions of Native Americans in the United States and how their culture influenced the building of colonial America by utilizing one of the big 11 social studies skills.

7.3 Students will identify the importance of immigrant and native groups to mining, ranching, railroads, and commerce in Nevada and the United States including the goals and accomplishments of labor unions in Nevada by utilizing one of the big 11 social studies skills.

7.5 Students will summarize the contributions of the diverse populations of Nevada's early settlers by utilizing one of the big 11 social studies skills.

Grade 8 Standards:

1.12 Students will explain the significance of major news events in Nevada, the United States, and the World as they occur by utilizing one of the big 11 social studies skills.

Grade 9 Standards:

9.3 Students will analyze major news events and their impact at the local, state, national, and World levels by utilizing one of the big 11 social studies skills.

9.4 Students will compare and contrast racial segregation in the United States with other racial and social policies, including Apartheid in South Africa by utilizing one of the big 11 social studies skills.

9.5 Students will analyze the responses of individuals to restrictive social and political systems including the ideals of freedom, equality, justice, and citizenship by utilizing one of the big 11 social studies skills.

9.7 Students will discuss examples of contemporary ethnic conflicts and explain how those conflicts have changed nations including efforts to resolve conflicts by utilizing one of the big 11 social studies skills.

9.9 Students will explain the changing role of race, class, and gender by utilizing one of the big 11 social studies skills.

Grade 10 Standards:

9.3 Students will analyze major news events and their impact at the local, state, national, and World levels by utilizing one of the big 11 social studies skills.

9.5 Students will analyze the responses of individuals to restrictive social and political systems including the ideals of freedom, equality, justice, and citizenship by utilizing one of the big 11 social studies skills.

9.6 Students will explain how literature, music, media, and art are ways people voice protest or support, and prompt social change by utilizing one of the big 11 social studies skills.

9.9 Students will explain the changing role of race, class, and gender by utilizing one of the big 11 social studies skills.

Grade 11 Standards:

2.7 Students will describe key people and their struggle for the expansion of African American rights during the late 19th and early 20th centuries by utilizing one of the big 11 social studies skills.

2.8 Students will describe the rise of corporations and analyze working conditions in the late 19th and early 20th centuries by utilizing one of the big 11 social studies skills.

2.11 Students will analyze major social movements in the United States and explain their impact on the changing social and political culture, i.e., the populist and progressive movements by utilizing one of the big 11 social studies skills.

7.1 Students will examine the changes in the political culture of the United States during the 1960s by utilizing one of the big 11 social studies skills.

7.2 Students will describe the major issues, events, and people of the Civil Rights Movement including non-violence, freedom summer, Civil Rights Act of 1964, Voting Rights Act of 1965, Black Power Movement, Martin Luther King, Jr., and Malcolm X by utilizing one of the big 11 social studies skills.

Directions - Day 1:

- Background information: Kahoot - <https://play.kahoot.it/#/k/a35807cc-9fea-4117-8079-60427790a9fc>

- Closely read the articles:

Black Image: Pamela Goynes-Brown - <http://lasvegasblackimage.com/2011/07/pamela-a-goynes-brown-first-black-woman-elected-to-the-north-las-vegas-city-council/>

Couple Makes Education Their Life's Work - <https://www.reviewjournal.com/local/local-las-vegas/couple-made-education-lifes-work/>

The Making of a Politician by Pamela Goynes

- Underline or take notes about how the text's language makes or unmakes meanings. Consider multiple meanings, paradoxes, images, sounds, ironies, and underlying theme between the articles. Why are these people trailblazers? Look for significant pieces of information do you find that are relevant to history.

Directions - Day 2:

- Use the information from the text to answer the questions with complete sentences using your background knowledge from the clip of the Goynes Family in the documentary **African American: The Las Vegas Experience**: 0:00 - 13:15 and 46:00 - 50:00 (<http://www.vegaspbs.org/lm-african-american>).
1. What rights were different for African American families in Las Vegas in the 1960s?
 2. What did the Goynes family do to protect their children's educational rights and ensure a quality education? Why did they make this choice?
 3. What are five accomplishments and/or contributions of the Goynes family made that were/are unique to African Americans in Las Vegas?
 4. What special skills or life experience helped Theron Goynes establish a groundbreaking career in Las Vegas? How did this family tradition continue?
 5. Essay: Why were the Goynes Family considered to be ground breaking family during their life of service in Nevada (specific to Theron's military service and fast climbing career in education and politics)? Consider the time period and events occurring across the United States. How were/are the accomplishments atypical of other African Americans during this time period?
 6. Writing: Imagine what Las Vegas might have looked like when the Goynes family arrived in the 1970s. Using the Business Letter format, write to a major African American entertainer of the time period (Bill Cosby, Sammy Davis Jr., etc) asking for campaign donations to fund your race toward Governor of Nevada.

Directions Day 3 - Extension:

Choose one of the following:

- A) Consider the role of Theron Goynes serving as teacher and Principal in the Clark County School District and as City Councilman, Chairman of the Board, and Mayor Pro Tempore for North Las Vegas. Compare the roles of African American men during this time across the United States. What does being both an educator and elected official in three roles for North Las Vegas demonstrate how Las Vegas has changed in the last 50 years?
- B) Theron Goynes served in the U.S. Air Force where he learned discipline and the value of hard work in public service. What skills or life skills do you think he gained with his military service that made him successful when he moved his family to Las Vegas and started serving as an educator?
- C) Write a narrative explaining the kind of life Theron experienced as educators compared to those seen in the entertainment industry

For additional information and materials, visit **Documenting the African American Experience in Las Vegas** portal: <http://digital.library.unlv.edu/aae/about>

The Politician described in this report is an educator, statesman, sportsman, husband and a devoted father.

He is a Democrat by choice, however he likes to consider himself a conservative Democrat.

Theron H. Goynes does not come from a political family nor was he on any debate teams in high school or college. Although he has been an educator all of his adult life, he states that some day he would like to reach the heights of his political ambitions, which is to become Mayor of the City of North Las Vegas and Governor of the State of Nevada.

Theron Hulan Goynes was born to the parents, Hulan Edwin and Willie Mae Goynes in 1929 in Texarkana, Texas. He attended Sunset Elementary and Dunbar Junior and Senior High Schools. After graduating from high school in June 1947, Theron was faced with a decision whether to enter the military service or go to college. After careful consideration, he entered Prairie View A & M University in September 1947. At Prairie View University he majored in Business Administration with a minor in Secondary Education. He was also actively involved in (R.O.T.C.) Reserve Officers Training Corps. He graduated from Prairie View University in January 1952 with a Bachelors Degree in Business Administration. In May of 1952 Theron entered the United States Air Force where he served until May, 1956. His military duty involved several overseas tours and a great number of experiences that he refers to today in his political life. After his honorable discharge from the Air Force, Theron entered the teaching field. His teaching experience has been in the States of Arkansas, California, Arizona and Nevada.

In September of 1957 Theron enlisted at the University of Southern California (USC) where he began work toward a Masters Degree in Business Administration. He later transferred to California State College at Los Angeles, and then to Northern Arizona University at Flagstaff, Arizona. In December, 1963 he received the Master of Arts Degree in Education Administration.

Theron Goynes and family moved to Las Vegas, Nevada in August, 1964 where he and his wife taught school. In 1968 Theron Goynes was appointed to North Las Vegas Recreation Advisory Board. This was the beginning of his political career. During his six years tenure on the recreation board, he became chairman his second year. This experience gave Mr. Goynes the opportunity to come in contact with many politicians, local, county, State, and National. Looking back at this first appointment one could say this was the first step in the political arena.

In 1972 Theron Goynes was appointed to the North Las Vegas City Council. to fill an unexpired term of a councilman who was elected to the Clark County Commission. Again this experience gave Mr. Goynes an opportunity to look at the political spectrum from a broader view. From 1973 until 1979 Mr. Goynes was out of the main core of politics (councilman), however he continued his community work, becoming involved in many educational, religious and fraternal organization. He has served as a classroom teacher, a Sunday school teacher, recreation leader, Boy Scout leader, member of the Board of Directors of several organizations and as a school administrator.

In 1979 Theron Goynes was appointed to a second term on the North Las Vegas City Council. This unexpired term lasted two years. In April 1981 Mr. Goynes filed to retain his seat on the City Council of North Las Vegas.

From April through July, 1981, Mr. Goynes ran a vigorous but clean campaign using the experience he had gained on two previous appointments and the vast amount of respect he had gained throughout the community of North Las Vegas. On May 5, 1981 the voters of North Las Vegas went to the polls and voted for the candidates of their choice for a mayor and two city councilmen, Theron Goynes won the primary election with the highest number of votes any candidate has ever received in a primary election in the city. In June, 1981 again Goynes received the highest number of votes ever received by a candidate to win a four year term on the North Las Vegas City Council. This present term runs from July 1, 1981 to July 1, 1985.

Political quotes that Theron Feels help his campaign tremendously are "I am a peoples' candidate", "I won't make a promise that I won't follow up on". I also support an "open door policy" for all North Las Vegasans.

Theron H. Goynes prominence in politics lie in the following three

areas:

1. Experience
2. Commitment
3. Qualified

He supports the following community services;

1. Quality Education
2. Recreation
3. Police and Fire
4. Senior Citizens
5. Industry
6. Street and Traffic

Theron H. Goynes is serving his first four year term as a City Councilman. He has a strong record of achievement in city government. Along with his professional career as an Elementary School Principal, he serves the City of North Las Vegas as:

1. Mayor Pro Tempore
2. Chairman of North Las Vegas Housing Authority
3. Chairman of the Clark County Board of Equalization
4. Vice-chairman of the Clark County A-95 Review Board
5. Member of the Economic Opportunity Board
6. Director, Nevada League of Cities
7. Member National League of Cities Board of Intergovernmental and Finance
8. Member National Association of Elementary School Principals
9. Board of Directors Clark County Association of School Administrators
10. Member Clark County Elementary Principals Association
11. Board of Directors Frontier Girl Scouts
12. Member of the North Las Vegas Democratic Club
13. Member NAACP
14. Past Chairman of the North Las Vegas Civil Service Board
15. Past Chairman North Las Vegas Parks and Recreation Advisory Board

Since being elected to a four year term on the North Las Vegas City Council, Mr. Goynes has many speaking engagements to fulfill plus extensive travel. Once each year he attends meetings in Washington, D.C. and throughout the year he attends meetings in the east, west, north and southern United States. In September 1979, Theron H. Goynes was given the Distinguished Alumni Award at Prairie View A & M University.

Theron Goynes states that politics have been very rewarding to him and he enjoys the challenges it presents from day to day, week to week and year to year. On September 16, 1981, this news release was sent to all of the press in Clark County:

To be released: Wednesday, September 16, 1981. Wednesday September 16, Mayor Pro Tempore, Theron H. Goynes will chair the North Las Vegas City Council meeting. Goynes thus becomes the first Black elected representative to officially head a government body in Nevada's 117 year history. Prior to leaving the State, Mayor Jim Seastrand stated, "Theron has served this community long and well, I'm certain the responsibilities of Mayor will be competently handled by a friend we can all trust and respect".

Theron H. Goynes resides at 704 Veronica Ave., North Las Vegas Nevada, 89030 with his wife Naomi D. Goynes and his three children, Kimberly, Pamela and Byron.

Lesson 17

[Return to TOC](#)

African American Leaders in Las Vegas: Naomi Goynes

By Cameron Gonzales



Source: Las Vegas Review-Journal

Grades: 4 - 11

Subjects: Nevada History, U.S. History, U.S. Government, English

Lesson Time: 2-3 40 minute sessions

Grade 4 Standards:

H1.4.5 Identify contributions of immigrants in Nevada.

H2.4.6 Explain how United States conflicts affected life and society in Nevada.

H3.4.1 Compare and/or contrast their daily lives with children in Nevada's past.

H3.4.2 Recognize that communities include people who have diverse ethnic origins, customs, and traditions, and who make contributions to Nevada.

Grade 5 Standards:

H3.5.1 Compare and/or contrast the daily lives of children throughout the United States, both past and present.

3.5.2 Recognize that communities include people who have diverse ethnic origins, customs, and traditions, and who make contributions to the United States.

3.5.5 Provide and discuss major news events on local, state, national, and world levels.

Grade 6 Standards:

4.0 To cite evidence of the contributions of people and their diverse cultures.

8.0 To use information, media, and technology literacy skills necessary to research, communicate, and demonstrate critical thinking.

H2.[6-8].3 Describe how compromise and conflict among peoples contributed to political, economic, and cultural divisions

H2.[6-8].7 Describe the goals and accomplishments of labor unions in Nevada.

C13.[6-8].2 Identify major conflicts in social, political, and economic life and analyze the role of compromise in the resolution of these issues.

C13.[6-8].5 Explain the influence of ancient civilizations of the roles, rights, and responsibilities of citizens.

C13.[6-8].8 Identify and explain the rights, privileges, and responsibilities associated with Nevada and U.S. citizenship, including voting, holding office, jury duty, and military service, community service, and public service.

Grade 7 Standards:

1.3 Students will discuss contemporary public issues that may require public solutions by utilizing one of the big 11 social studies skills.

2.3 Students will describe the cultural contributions of Native Americans in the United States and how their culture influenced the building of colonial America by utilizing one of the big 11 social studies skills.

7.3 Students will identify the importance of immigrant and native groups to mining, ranching, railroads, and commerce in Nevada and the United States including the goals and accomplishments of labor unions in Nevada by utilizing one of the big 11 social studies skills.

7.5 Students will summarize the contributions of the diverse populations of Nevada's early settlers by utilizing one of the big 11 social studies skills.

Grade 8 Standards:

1.12 Students will explain the significance of major news events in Nevada, the United States, and the World as they occur by utilizing one of the big 11 social studies skills.

Grade 9 Standards:

9.3 Students will analyze major news events and their impact at the local, state, national, and World levels by utilizing one of the big 11 social studies skills.

9.4 Students will compare and contrast racial segregation in the United States with other racial and social policies, including Apartheid in South Africa by utilizing one of the big 11 social studies skills.

9.5 Students will analyze the responses of individuals to restrictive social and political systems including the ideals of freedom, equality, justice, and citizenship by utilizing one of the big 11 social studies skills.

9.7 Students will discuss examples of contemporary ethnic conflicts and explain how those conflicts have changed nations including efforts to resolve conflicts by utilizing one of the big 11 social studies skills.

9.9 Students will explain the changing role of race, class, and gender by utilizing one of the big 11 social studies skills.

Grade 10 Standards:

9.3 Students will analyze major news events and their impact at the local, state, national, and World levels by utilizing one of the big 11 social studies skills.

9.5 Students will analyze the responses of individuals to restrictive social and political systems including the ideals of freedom, equality, justice, and citizenship by utilizing one of the big 11 social studies skills.

9.6 Students will explain how literature, music, media, and art are ways people voice protest or support, and prompt social change by utilizing one of the big 11 social studies skills.

9.9 Students will explain the changing role of race, class, and gender by utilizing one of the big 11 social studies skills.

Grade 11 Standards:

2.7 Students will describe key people and their struggle for the expansion of African American rights during the late 19th and early 20th centuries by utilizing one of the big 11 social studies skills.

2.8 Students will describe the rise of corporations and analyze working conditions in the late 19th and early 20th centuries by utilizing one of the big 11 social studies skills.

2.11 Students will analyze major social movements in the United States and explain their impact on the changing social and political culture, i.e., the populist and progressive movements by utilizing one of the big 11 social studies skills.

7.1 Students will examine the changes in the political culture of the United States during the 1960s by utilizing one of the big 11 social studies skills.

7.2 Students will describe the major issues, events, and people of the Civil Rights Movement including non-violence, freedom summer, Civil Rights Act of 1964, Voting Rights Act of 1965, Black Power Movement, Martin Luther King, Jr., and Malcolm X by utilizing one of the big 11 social studies skills.

Directions - Day 1:

- Background information: Kahoot - <https://play.kahoot.it/#/k/a35807cc-9fea-4117-8079-60427790a9fc>
- Closely read the article **Couple Makes Education Their Life's Work**
<https://www.reviewjournal.com/local/local-las-vegas/couple-made-education-lifes-work/>
- Underline or take notes about how the text's language makes or unmakes meanings. Consider multiple meanings, paradoxes, images, sounds, ironies, and underlying theme between the articles. Why are these people trailblazers? Look for significant pieces of information do you find that are relevant to history.

Directions - Day 2:

- Use the information from the text to answer the questions with complete sentences using your background knowledge from the clip of the Goynes Family in the documentary **African American: The Las Vegas Experience**: 0:00 - 13:15 and 46:00 - 50:00 (<http://www.vegaspbs.org/lm-african-american>).
1. What rights were different for African American families in Las Vegas in the 1960s?
 2. What did the Goynes family do to protect their children's educational rights and ensure a quality education? Why did they make this choice?
 3. What are five accomplishments and/or contributions of the Goynes family made that were/are unique to African Americans in Las Vegas?
 4. What special skills or life experience helped the Goynes family establish groundbreaking careers in Las Vegas? How did this family tradition continue?
 5. Essay: Why were the Goynes Family considered to be ground breaking family during their life of service in Nevada? Consider the time period and events occurring across the United States. How were/are the accomplishments atypical of other African Americans during this time period?
 6. Writing: Imagine what Las Vegas might have looked like when the Goynes family arrived in the 1950s. Using the Friendly Letter format, write to a friend from Naomi describing their struggle to buy a home in Las Vegas.

Directions Day 3 - Extension:

Choose one of the following:

- A) Consider the role of Naomi Goynes serving as both Vice Principal and the wife of a successful and up and coming community/political leader. Consider the famous The idiom of the 1940s : "Behind every great man is a great woman". Compare the roles of women during this time across the United States. Why would she be an influential as woman in these roles? Why is her position more complex than a typical woman in this role?
- B) Anna Baldwin, a high school teacher at Flathead Indian Reservation, blogged in an 2016 article called, "Teaching in a reservation school taught me to walk in two worlds". She said, "I quickly learned that some tribal families hold deep and unresolved misgivings about public education and a historic mistrust of schools in general due to forced European-style schooling" Naomi worked on a reservation teaching students in Arizona. How do you think teaching on a reservation might different from teaching in CCSD? How might it be similar (especially with the culture of Las Vegas in 1964)?
A Baldwin. (2016, August 16). Teaching in a reservation school taught me to walk in two worlds. Retrieved from <http://citizen.education/2016/08/02/teaching-in-a-reservation-school-taught-me-to-walk-in-two-worlds/>
- C) Write a narrative explaining the kind of life Naomi and Theron experienced as educators compared to those seen in the entertainment industry.

For additional information and materials, visit **Documenting the African American Experience in Las Vegas** portal: <http://digital.library.unlv.edu/aae/about>

African American Leaders in Las Vegas: Marzette Lewis

By Cameron Gonzales

Grades: 4 - 11

Subjects: Nevada History, U.S. History, U.S. Government, English

Lesson Time: 2 - 3 40 minute sessions

Grade 4 Standards:

H1.4.5 Identify contributions of immigrants in Nevada.

H2.4.6 Explain how United States conflicts affected life and society in Nevada.

H3.4.1 Compare and/or contrast their daily lives with children in Nevada's past.

H3.4.2 Recognize that communities include people who have diverse ethnic origins, customs, and traditions, and who make contributions to Nevada.

Grade 5 Standards:

H3.5.1 Compare and/or contrast the daily lives of children throughout the United States, both past and present.

3.5.2 Recognize that communities include people who have diverse ethnic origins, customs, and traditions, and who make contributions to the United States.

3.5.5 Provide and discuss major news events on local, state, national, and world levels.

Grade 6 Standards:

4.0 To cite evidence of the contributions of people and their diverse cultures.

8.0 To use information, media, and technology literacy skills necessary to research, communicate, and demonstrate critical thinking.

H2.[6-8].3 Describe how compromise and conflict among peoples contributed to political, economic, and cultural divisions

H2.[6-8].7 Describe the goals and accomplishments of labor unions in Nevada.

C13.[6-8].2 Identify major conflicts in social, political, and economic life and analyze the role of compromise in the resolution of these issues.

C13.[6-8].5 Explain the influence of ancient civilizations of the roles, rights, and responsibilities of citizens.

C13.[6-8].8 Identify and explain the rights, privileges, and responsibilities associated with Nevada and U.S. citizenship, including voting, holding office, jury duty, and military service, community service, and public service.

Grade 7 Standards:

1.3 Students will discuss contemporary public issues that may require public solutions by utilizing one of the big 11 social studies skills.

2.3 Students will describe the cultural contributions of Native Americans in the United States and how their culture influenced the building of colonial America by utilizing one of the big 11 social studies skills.

7.3 Students will identify the importance of immigrant and native groups to mining, ranching, railroads, and commerce in Nevada and the United States including the goals and accomplishments of labor unions in Nevada by utilizing one of the big 11 social studies skills.

7.5 Students will summarize the contributions of the diverse populations of Nevada's early settlers by utilizing one of the big 11 social studies skills.

Grade 8 Standards:

1.12 Students will explain the significance of major news events in Nevada, the United States, and the World as they occur by utilizing one of the big 11 social studies skills.

Grade 9 Standards:

9.3 Students will analyze major news events and their impact at the local, state, national, and World levels by utilizing one of the big 11 social studies skills.

9.4 Students will compare and contrast racial segregation in the United States with other racial and social policies, including Apartheid in South Africa by utilizing one of the big 11 social studies skills.

9.5 Students will analyze the responses of individuals to restrictive social and political systems including the ideals of freedom, equality, justice, and citizenship by utilizing one of the big 11 social studies skills.

9.7 Students will discuss examples of contemporary ethnic conflicts and explain how those conflicts have changed nations including efforts to resolve conflicts by utilizing one of the big 11 social studies skills.

9.9 Students will explain the changing role of race, class, and gender by utilizing one of the big 11 social studies skills.

Grade 10 Standards:

9.3 Students will analyze major news events and their impact at the local, state, national, and World levels by utilizing one of the big 11 social studies skills.

9.5 Students will analyze the responses of individuals to restrictive social and political systems including the ideals of freedom, equality, justice, and citizenship by utilizing one of the big 11 social studies skills.

9.6 Students will explain how literature, music, media, and art are ways people voice protest or support, and prompt social change by utilizing one of the big 11 social studies skills.

9.9 Students will explain the changing role of race, class, and gender by utilizing one of the big 11 social studies skills.

Grade 11 Standards:

2.7 Students will describe key people and their struggle for the expansion of African American rights during the late 19th and early 20th centuries by utilizing one of the big 11 social studies skills.

2.8 Students will describe the rise of corporations and analyze working conditions in the late 19th and early 20th centuries by utilizing one of the big 11 social studies skills.

2.11 Students will analyze major social movements in the United States and explain their impact on the changing social and political culture, i.e., the populist and progressive movements by utilizing one of the big 11 social studies skills.

7.1 Students will examine the changes in the political culture of the United States during the 1960s by utilizing one of the big 11 social studies skills.

7.2 Students will describe the major issues, events, and people of the Civil Rights Movement including non-violence, freedom summer, Civil Rights Act of 1964, Voting Rights Act of 1965, Black Power Movement, Martin Luther King, Jr., and Malcolm X by utilizing one of the big 11 social studies skills.

Directions - Day 1:

- Background information: Kahoot - <https://play.kahoot.it/#/k/a35807cc-9fea-4117-8079-60427790a9fc>
- Access the UNLV “The African American Experience: Marzette Lewis: Transcript of Interview with Marzette Lewis, 2012 (<http://digital.library.unlv.edu/objects/ohr/591>)
Review the Session 1 and 2 Table of Contents Summaries (not the detail of the interview)
- Underline or take notes about how the text’s language makes or unmakes meanings. Consider multiple meanings, paradoxes, images, sounds, ironies, and underlying theme between the articles. Why are these people trailblazers? Look for significant pieces of information do you find that are relevant to history.

Directions - Day 2:

- Use the information from the text to answer the questions with complete sentences using your background knowledge from the clip of the Goynes Family in the documentary **African American: The Las Vegas Experience**: 0:00 - 13:15 and 46:00 - 55:00 (<http://www.vegaspbs.org/lm-african-american>).
1. What rights were different for African American families in Las Vegas in the 1960s?
 2. What atrocity did Ms. Lewis twice in their lifetime? Make a double bubble map or venn diagram to compare the incidence that her father and son face?
 3. What are five accomplishments and/or contributions of Ms. Lewis and/or her family made that were/are unique to African Americans in Las Vegas?
 4. In the 1970’s what led Ms. Lewis to march with Ruby Duncan? What was the intent of the march?
 5. Essay: Pick an event from the table of contents of Ms. Lewis’ interview. Scroll to the page associated with the topic you chose. How did this event differ from that experienced by white families in Las Vegas in the 1970s? What made this even significant?
 6. Writing: Read pages 1-2 in Ms. Lewis’ interview Why is the turn in Quitman, Mississippi known as Deadman’s Curve? Why did they not attend the funeral? Why did Ms. Lewis never meet her father?

Directions Day 3 - Extension:

Choose one of the following:

- A) Consider the role of Ms. Lewis as a mother trying to raise a son to be educated and historically knowledgeable. What challenges did she face trying to help her son with his homework? What solution did she find to this inequity? What do you think would happen if a student today faced the same situation? Is the same positive outcome still likely?
- B) On page 62 of Ms. Lewis’ interview, she describes the situation for the young black boys in sports. What did she do to advocate for the boys each Wednesday? What happened to the boys if their parents do not show up to their games? Create a double bubble or venn diagram to compare how these boys were treated in sports compared to white boys in the 1970s. Why was this difference of how boys were treated in sports significant?
- C) Write a narrative explaining the story of Ms. Lewis as “candy lady”.
- D) On page 114 of Ms. Lewis’ interview, she talks about a boycott that she participated in. What was the purpose of the boycott? Who participated? Was the boycott successful? If you were a part of the boycott, what would you have done differently?

For additional information and materials, visit **Documenting the African American Experience in Las Vegas** portal: <http://digital.library.unlv.edu/aae/about>

Heroes and Sheroes: A Retrospective Look

By Luanne Wagner

Grades: 9 - 12

Lesson Time: 85 minutes. This assignment can be adjusted for a 50-minute class. In an 85-minute class, it will take students the entire class time to complete the assignment. In addition, approximately 30 minutes of class during the next class period will be required to review the information and check for comprehension. Within a 50-minute class, it will be necessary to cover the lesson in two days, with approximately 20 to 30 minutes on the third day to check for comprehension and make sure all the handouts are complete. This lesson has the flexibility to be adjusted to meet the schedule of the class.

Prior to assigning the work, the teacher should preview the documentary, focusing on the beginning of the documentary up to 45:34.

Discussion/Q & A: Discuss the documentary and the purpose of the assignment to the students. Address any questions.

Groups: Assign students to groups of two to four people.

Activities: Give the students all the handouts associated with the assignment.

Student Instructions: Students will be instructed that they will take notes during the documentary on the paper provided for them. The form they will use is the one titled *Notes*. They will use the handout titled *African American Experience - The Beginning to the Present* as a guideline to gather enough information to complete the overall assignment. They will fill out both forms.

Conclusion: Once the segment of the documentary is shown, (beginning to 45:34) the students will work in their groups to answer all the questions on each document. (Notes, African American History The Beginning to the Present, Black History A Retrospective)

Supplies: Documentary **African Americans: The Las Vegas Experience** (<http://www.vegaspbs.org/lm-african-american>), LCD projector, computer, assignment handouts, pen or pencil, highlighters, and the handout on Constitutional Amendments).

Homework Assignment: Students will take home the document, *Heroes and Sheroes in African American History*, and complete it. This assignment will be turned in at the beginning of the next class. Students will write a reflective essay on the individual they chose for the Heroes and Sheroes assignment. Students will focus on why they chose this person and what is it about this individual that stands out as someone who made a lasting difference. The essay is one page in length, double spaced, typed or handwritten. It is also due at the beginning of the next class.

Lesson Sequence

- Class Discussion with students giving an overview of the lesson and the documentary.
- The notes page is used along with the events and consequences page as a guideline. Both will be filled out and completed by the students.
- Working in groups, students will complete the worksheet, Black History: A Retrospective
- Homework: Heroes and Sheroes in African American History Las Vegas and West Las Vegas. Students will use their handout on Constitutional Amendments and Major Civil Rights Acts with this assignment.
- Once all is completed, there will be a whole group discussion guided by the teacher over the assignment which will include the photos from the 1960's.

NV Academic Content Standards

H3.[9-12].8 Explain how the social and economic opportunities of the post-World War II era contributed to social responsibility and change.

H3.[9-12].9 Identify and describe the major issues, events, and people of minority rights movements, i.e., Civil Rights Act of 1964, Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, and Women's Rights Movement.

H3.[9-12].14 Compare and contrast racial segregation in the United States with other racial and social policies, i.e., apartheid in South Africa.

H3.[9-12].17 Analyze how ideals and institutions of freedom, equality, justice, and citizenship have changed.

H3.[9-12].22 Explain the changing role of race, class, and gender

H3.[9-12].24 Examine the ideals and institutions of freedom, equality, justice, and citizenship, and explain how they have changed

G6.[9-12].5 Explain why places and regions are important to cultural identity and can serve as forces for both unification and fragmentation

G6.[9-12].6 Compare characteristics of places and regions from different perspectives.

G7.[9-12].5 Evaluate why major cities develop in particular geographic locations and how this affects cultures.

C13.[9-12].5 Analyze the United States Constitution and its amendments in protecting individual rights, including the Fourteenth Amendment's provisions for due process and equal protection of individual rights through the examination of landmark cases, i.e.,

- Brown v. Board of Education of Topeka
- Gideon v. Wainwright
- Miranda v. Arizona
- Tinker v. Des Moines Independent Community School District

C13.[9-12].6 Examine the rights of citizens and how these rights are protected and restricted.

C13.[9-12].7 Analyze and evaluate the role of citizen participation in civic life. C13.[9-12].8 Examine the responsibilities of local, state, and national citizenship

For additional information and materials, visit **Documenting the African American Experience in Las Vegas** portal: <http://digital.library.unlv.edu/aae/about>

Students will view the photos and engage in a class discussion sharing their responses at the end of the lesson of Heroes and Sheroes.

The Moulin Rouge



Josephine Dixon

Due to segregation in Las Vegas, African Americans were not allowed to own or sell businesses unless they were in the Westside area. Even if they had jobs outside of the Westside, they would be in roles that were considered “back of the house.” In the Westside, however, African Americans could own their own businesses like this one, the Community Store. It was owned and built by Roland Johnson and his first wife, Josephine Dixon.



Many know of the great contributions of Sammy Davis Jr. to the world of music and entertainment, but he also played a role in civil rights. He used his position as an entertainer while in the military to promote better race relations and was the first African American to be invited to stay the night at the White House after being invited by President Richard Nixon himself. His roll in the Rat Pack allowed him to act as a bridge connecting the Westside of Las Vegas with the segregated Strip and downtown. In 1962, he received an award for outstanding contributions to the arts, humanities and better race relations. Pictured here from left to right are Dr. James B. McMillan, Dr. Charles I. West, Sammy Davis Jr., and Mosignor James B. Empey of the St. Joan of Arc Catholic Church.

Photo Credits

Alan Mattay, University of Nevada, Las Vegas , “The Moulin Rouge: A Symbol of Las Vegas' Civil Rights Struggle,” Intermountain Histories, accessed May 30, 2017, <http://www.intermountainhistories.org/items/show/26>

<http://lasvegashistoricalociety.org/1960s/>

<http://digital.library.unlv.edu/aae>

Heroes and Sheroes in African American History Las Vegas & West Las Vegas

1. Name of individual or organization: _____

2. What made this individual(s) courageous?

3. List 5 facts about the individual(s) or organization.

[illegible]

4. What is the most interesting fact you learned?

5. Would you have taken part in the events depicted in the film? Why or why not?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface. There is no handwriting or other markings on the paper.

Constitutional Perspective: Read over the handout on Constitutional Amendments and Major Civil Rights Act of Congress.

List all Amendments that are connected to the documentary.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

List all Civil Rights Legislation that is connected to the documentary.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

NOTES

People

Events

Time Period

Additional Notes

Constitutional Amendments and Major Civil Rights Acts of Congress Referenced in *Black Americans in Congress*

Amendment/Act	Public Law/U.S. Code	Main Provisions
Thirteenth Amendment	13 Stat. 567; 13 Stat. 774-775	Abolished slavery and involuntary servitude, except as punishment for a crime. Approved by the 38th Congress (1863-1865) as S.J. Res. 16; ratified by the states on December 6, 1865.
Civil Rights Act of 1866	14 Stat. 27-30	Guaranteed the rights of all citizens to make and enforce contracts and to purchase, sell or lease property. Passed by the 39th Congress (1865-1867) as S.R. 61.
Fourteenth Amendment	14 Stat. 358-359	Declared that all persons born or naturalized in the U.S. were citizens and that any state that denied or abridged the voting rights of males over the age of 21 would be subject to proportional reductions in its representation in the U.S. House of Representatives. Approved by the 39th Congress (1865-1867) as H.J. Res. 127; ratified by the states on July 9, 1868.
Fifteenth Amendment	16 Stat. 346; 16 Stat. 40-41	Forbade any state to deprive a citizen of his vote because of race, color or previous condition of servitude. Approved by the 40th Congress (1867-1869) as S.J. Res. 8; ratified by the states on February 3, 1870.
First Ku Klux Klan Act (Civil Rights Act of 1870)	16 Stat. 140-146	Prohibited discrimination in voter registration on the basis of race, color or previous condition of servitude. Established penalties for interfering with a person's right to vote. Gave federal courts the power to enforce the act and to employ the use of federal marshals and the army to uphold it. Passed by the 41st Congress (1869-1871) as H.R. 1293.
Second Ku Klux Klan Act (Civil Rights Act of 1871)	16 Stat. 433-440	Placed all elections in both the North and South under federal control. Allowed for the appointment of election supervisors by federal circuit judges. Authorized U.S. Marshals to employ deputies to maintain order at polling places. Passed by the 41st Congress (1869-1871) as H.R. 2634.
Third Ku Klux Klan Act (1871)	17 Stat. 13-15	Enforced the 14th Amendment by guaranteeing all citizens of the United States the rights afforded by the Constitution and provided legal protection under the law. Passed by the 42nd Congress (1871-1873) as H.R. 320.
Civil Rights Act of 1875	18 Stat 335-337	Barred discrimination in public accommodations and on public conveyances on land and water. Prohibited exclusion of African Americans from jury duty. Passed by the 43rd Congress (1873-1875) as H.R. 796.

Amendment/Act	Public Law/U.S. Code	Main Provisions
Civil Rights Act of 1957	P.L. 85-315	Created the six-member Commission on Civil Rights and established the Civil Rights Division in the U.S. Department of Justice. Authorized the U.S. Attorney General to seek court injunctions against deprivation and obstruction of voting rights by state officials. Passed by the 85th Congress (1957-1959) as H.R. 6127.
Civil Rights Act of 1960	P.L. 86-449	Expanded the enforcement powers of the Civil Rights Act of 1957 and introduced criminal penalties for obstructing the implementation of federal court orders. Extended the Civil Rights Commission for two years. Required that voting and registration records for federal elections be preserved. Passed by the 86th Congress (1959-1961) as H.R. 8601.
Civil Rights Act of 1964	P.L. 88-352	Prohibited discrimination in public accommodations, facilities, and schools. Outlawed discrimination in federally funded projects. Created the Equal Employment Opportunity Commission to monitor employment discrimination in public and private sectors. Provided additional capacities to enforce voting rights. Extended the Civil Rights Commission for four years. Passed by the 88th Congress (1963-1965) as H.R. 7152.
Voting Rights Act of 1965	P.L. 89-110	Suspended the use of literacy tests and voter disqualification devices for five years. Authorized the use of federal examiners to supervise voter registration in states that used tests or in which less than half the voting-eligible residents registered or voted. Directed the U.S. Attorney General to institute proceedings against use of poll taxes. Provided criminal penalties for individuals who violated the act. Passed by the 89th Congress (1965-1967) as S. 1564.
Civil Rights Act of 1968 (Fair Housing Act)	P.L. 90-284	Prohibited discrimination in the sale or rental of approximately 80 percent of the housing in the U.S. Prohibited state governments and Native American tribal governments from violating the constitutional rights of Native Americans. Passed by the 90th Congress (1967-1969) as H.R. 2516.
Voting Rights Act Amendments of 1970	P.L. 91-285	Extended the provisions of the Voting Rights Act of 1965 for five years. Made the act applicable to areas where less than 50 percent of the eligible voting age population was registered as of November 1968. Passed by the 91st Congress (1969-1971) as H.R. 4249.

Amendment/Act	Public Law/U.S. Code	Main Provisions
Voting Rights Act Amendments of 1975	P.L. 94-73	Extended the provisions of the Voting Rights Act of 1965 for seven years. Established coverage for other minority groups including Native Americans, Hispanic Americans and Asian Americans. Permanently banned literacy tests. Passed by the 94th Congress (1975-1977) as H.R. 6219.
Voting Rights Act Amendments of 1982	P.L. 97-205	Extended for 25 years the provisions of the Voting Rights Act of 1965. Allowed jurisdictions that could provide evidence of maintaining a clean voting rights record for at least 10 years to avoid preclearance coverage (the requirement of federal approval of any change to local or state voting laws). Provided for aid and instruction to disabled or illiterate voters. Provided for bilingual election materials in jurisdictions with large minority populations. Passed by the 97th Congress (1981-1983) as H.R. 3112.
Civil Rights Restoration Act of 1987	P.L. 100-259	Established that antidiscrimination laws are applicable to an entire organization if any part of the organization receives federal funds. Passed by the 100th Congress (1987-1989) as S. 557.
Fair Housing Act Amendments of 1988	P.L. 100-430	Strengthened the powers of enforcement granted to the Housing and Urban Development Department in the 1968 Fair Housing Act. Passed by the 100th Congress (1987-1989) as H.R. 1158.
Civil Rights Act of 1991	P.L. 102-166	Reversed nine U.S. Supreme Court decisions (rendered between 1986 and 1991) that had raised the bar for workers who alleged job discrimination. Provided for plaintiffs to receive monetary damages in cases of harassment or discrimination based on sex, religion or disability. Passed by the 102nd Congress (1991-1993) as S. 1745.
Voting Rights Act of 2006	P.L. 109-478	Extended the provisions of the Voting Rights Act of 1965 for 25 years. Extended the bilingual election requirements through August 5, 2032. Directed the U.S. Comptroller General to study and report to Congress on the implementation, effectiveness and efficiency of bilingual voting materials requirements. Passed by the 109th Congress (2005-2007) as H.R. 9.

BLACK HISTORY: A RETROSPECTIVE

This assignment is due at the end of class.

Name or names of the individual or individuals: (2 points each)

What time in history is being covered? (2 points each)

List three facts about the person or persons featured in this part of the video. (4 points each)

List two facts about the time period being covered in the video. (4 points each)

Notes & Reflection: After viewing the video, what are your thoughts and opinions of the people and events? (10 points)

AFRICAN AMERICAN HISTORY: THE BEGINNING TO THE PRESENT

On this form, complete the information and submit at the end of class.

Event	What Happened/Consequences? (The Results)
1.	
2.	
3.	
4.	
5.	

AFRICAN AMERICAN HISTORY: THE BEGINNING TO THE PRESENT

On this form, complete the information and submit the following class.

Event	What Happened/Consequences? (The Results)
1.	
2.	
3.	
4.	
5.	

Lesson 20

[Return to TOC](#)

Poetry and Music

By Luanne Wagner

Grades: 9 - 12

This is an 85-minute lesson, but can also work for a 50-minute class. The lesson can be used in a U.S. History, Government or English class. In an 85-minute class, this will take one class period, with some follow up the next class period. The follow up should take approximately 30 minutes. If this is being used for a 50-minute class, the lesson will take two class periods.

Part 1 Assignments

1. View the documentary, **African Americans: The Las Vegas Experience** (<http://www.vegaspbs.org/lm-african-american>) from 45:35 to 50:56.
2. Students will take notes on the Notes document provided for them.
3. Whole group discussion guided by the teacher over the information in the documentary.
4. Have the students read the poems by Langston Hughes and Maya Angelou.
5. Once the students have read the poems to themselves, read the poems out loud with students taking turns reading.
6. Once the poems have been read out loud, have the students analyze them and how they relate to the information in the documentary. They can share this information with another student in class, and then engage them in a whole group discussion.
7. All work is turned in at the end of class.

Part 2 Assignments

8. Hand out the two pages for the Quotes and Music Assignment.
9. Instruct the students to read over the quotes and answer the questions that accompany the quotes. This is an individual assignment.
10. Hand out the lyrics to the song Glory to each student.
11. Play the song Glory (https://www.youtube.com/watch?v=HUZOKvYcx_o) for the students. Instruct them to listen closely and highlight or write notes next to the lyrics or phrases in the song that the students identify with the people and events depicted in the documentary.
12. Engage in a whole group class discussion regarding the song and the connections the students discovered.
13. Once all the assignments have been completed, conduct a class discussion to check for comprehension.
14. All work is turned in at the end of class.
15. Assign the homework page.

For additional information and materials, visit **Documenting the African American Experience in Las Vegas** portal: <http://digital.library.unlv.edu/aae/about>

NV Academic Content Standards

H3.[9-12].8 Explain how the social and economic opportunities of the post-World War II era contributed to social responsibility and change.

H3.[9-12].9 Identify and describe the major issues, events, and people of minority rights movements, i.e., Civil Rights Act of 1964, Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, and Women's Rights Movement.

H3.[9-12].14 Compare and contrast racial segregation in the United States with other racial and social policies, i.e., apartheid in South Africa.

H3.[9-12].17 Analyze how ideals and institutions of freedom, equality, justice, and citizenship have changed.

H3.[9-12].22 Explain the changing role of race, class, and gender

H3.[9-12].24 Examine the ideals and institutions of freedom, equality, justice, and citizenship, and explain how they have changed

G6.[9-12].5 Explain why places and regions are important to cultural identity and can serve as forces for both unification and fragmentation

G6.[9-12].6 Compare characteristics of places and regions from different perspectives.

G7.[9-12].5 Evaluate why major cities develop in particular geographic locations and how this affects cultures.

C13.[9-12].5 Analyze the United States Constitution and its amendments in protecting individual rights, including the Fourteenth Amendment's provisions for due process and equal protection of individual rights through the examination of landmark cases, i.e.,

- Brown v. Board of Education of Topeka
- Gideon v. Wainwright
- Miranda v. Arizona
- Tinker v. Des Moines Independent Community School District

C13.[9-12].6 Examine the rights of citizens and how these rights are protected and restricted.

C13.[9-12].7 Analyze and evaluate the role of citizen participation in civic life. C13.[9-12].8 Examine the responsibilities of local, state, and national citizenship.

A Dream Deferred

by Langston Hughes

What happens to a dream deferred?
Does it dry up
like a raisin in the sun?
Or fester like a sore--
And then run?
Does it stink like rotten meat?
Or crust and sugar over--
like a syrupy sweet?
Maybe it just sags
like a heavy load.
Or does it explode?

Equality

by Maya Angelou

You declare you see me dimly
through a glass which will not shine,
though I stand before you boldly,
trim in rank and marking time.
You do own to hear me faintly
as a whisper out of range,
while my drums beat out the message
and the rhythms never change.

Equality, and I will be free.
Equality, and I will be free.

You announce my ways are wanton,
that I fly from man to man,
but if I'm just a shadow to you,
could you ever understand ?

We have lived a painful history,
we know the shameful past,
but I keep on marching forward,
and you keep on coming last.

Equality, and I will be free.
Equality, and I will be free.

Take the blinders from your vision,
take the padding from your ears,
and confess you've heard me crying,
and admit you've seen my tears.

Hear the tempo so compelling,
hear the blood throb in my veins.
Yes, my drums are beating nightly,
and the rhythms never change.

Equality, and I will be free.
Equality, and I will be free.

"Our lives begin to end the day we become silent
about things that matter."

Martin Luther King, Jr.

"Perhaps we can bring the day when children will
learn from their earliest days that being fully man and
fully woman means to give one's life to the liberation
of the brother who suffers."

Cesar Chavez

"You always have two choices: your commitment
versus your fear."

Sammy Davis Jr.

"Today, we are committed to a worldwide struggle
to promote and protect the rights of all who wish to
be free. ... It ought to be possible, in short, for every
American to enjoy the privileges of being American
without regard to his race or his color."

President John F. Kennedy

"Each time a man stands up for an ideal, or acts
to improve the lot of others, or strikes out against
injustice, he sends forth a tiny ripple of hope, and
crossing each other from a million different centers of
energy and daring, those ripples build a current that
can sweep down the mightiest walls of oppression
and resistance."

Senator Robert F. Kennedy

"Hating people because of their color is wrong. And
it doesn't matter which color does the hating. It's just
plain wrong."

Muhammad Ali

"It is impossible to struggle for civil rights, equal rights
for blacks, without including whites. Because equal
rights, fair play, justice, are all like the air: we all have
it, or none of us has it. That is the truth of it."

Maya Angelou

Reference: <https://www.brainyquote.com>

Glory

By Common and John Legend

One day when the glory comes
It will be ours, it will be ours
One day when the war is won
We will be sure, we will be sure
Oh glory

Hands to the Heavens, no man, no weapon
Formed against, yes glory is destined
Every day women and men become legends
Sins that go against our skin become blessings
The movement is a rhythm to us
Freedom is like religion to us
Justice is juxtaposition in' us
Justice for all just ain't specific enough
One son died, his spirit is revisitin' us
True and livin' livin' in us, resistance is us
That's why Rosa sat on the bus
That's why we walk through Ferguson
with our hands up
When it go down we woman and man up
They say, "Stay down", and we stand up
Shots, we on the ground, the camera panned up
King pointed to the mountain top and we ran up

One day when the glory comes
It will be ours, it will be ours
One day when the war is won
We will be sure, we will be sure
Oh glory

Now the war is not over, victory isn't won
And we'll fight on to the finish,
then when it's all done
We'll cry glory, oh glory
We'll cry glory, oh glory

Selma is now for every man, woman and child
Even Jesus got his crown in front of a crowd
They marched with the torch,
we gon' run with it now
Never look back, we done gone hundreds of miles
From dark roads he rose, to become a hero
Facin' the league of justice, his power was the people
Enemy is lethal, a king became regal
Saw the face of Jim Crow under a bald eagle
The biggest weapon is to stay peaceful
We sing, our music is the cuts that we bleed through
Somewhere in the dream we had an epiphany
Now we right the wrongs in history
No one can win the war individually
It takes the wisdom of the elders and
young people's energy
Welcome to the story we call victory
The comin' of the Lord, my eyes have seen the glory

One day when the glory comes
It will be ours, it will be ours
One day when the war is won
We will be sure, we will be sure
Oh glory
When the war is won, when it's all said and done
We'll cry glory, oh glory

Reference: <http://www.azlyrics.com/lyrics/johnlegend/glory.html>

Quotes and Music Assignment

Respond to each question on notebook paper. Number your responses.

1. What do you think Dr. Martin Luther King Jr. was trying to communicate with this statement? (minimum of five sentences)
2. How does this statement by Cesar Chavez relate to the people and events in the documentary **African Americans: The Las Vegas Experience**? (minimum of ten sentences)
3. What events are an example of this statement by Sammy Davis Jr.? (minimum of ten sentences)
4. How does this quote by President John F. Kennedy represent the people and events of the 1960's in West Las Vegas? (minimum of five sentences)
5. What examples from the documentary relate to this quote by Senator Robert F. Kennedy? (minimum of ten sentences)
6. Which individuals in the documentary represent this quote by Muhammad Ali? (minimum of five sentences)
7. How does this quote by Maya Angelou represent the people and events in the documentary as well as society today? (minimum of ten sentences)
8. In the song **Glory** by Common and John Legend, what words can you identify that relate to the documentary, **African Americans: The Las Vegas Experience**? Highlight the words in the handout, and write a summary of why you chose these words.

Homework Assignment

You are an individual who lived in Las Vegas in the 1960s. You can either be an adult or a child.
Respond and fill in the blank.

1. I am _____
2. If I could be _____ I would _____
3. I am proud to be _____
4. I will _____
5. I will not _____
6. I love _____
7. I come from _____
8. I wish I could change _____
9. I will never change _____
10. If I could sing, I would _____

What was the most challenging part of this assignment?

What was the easiest part of this assignment?

Rev. Jesse Scott Interview

By Timothy Hodges

Grades: 9 - 12

NV Academic Content Standards: H3 9-12 (8), (9)

Daily Review/Warm-Up (5 minutes): Students will start with a warm up question to determine what they know about the NAACP.

- What is one of the main goals of the NAACP?
- What does NAACP stand for?

Objective: At the end of this lesson students should have a stronger understanding of the NAACP in Las Vegas by reading about of its former executive director Rev. Jesse Scott

Concept/Skill Development/Application:

Students will provide initial understandings of the material by completing the warm up activity intended to determine what concepts or understandings students have about this topic. S1:I1

The teacher will provide connections from previous learning in order for students to make the connections to new concepts and skills. S1:I2

Students will understand through the teacher's initial introduction the purpose and relevance of the new learning. S2:I3

The teacher will provide opportunities for all students to participate and respond to new information. S3:I4

Students will engage in activities that provide for high cognitive abilities and demands. S2:I1

The tasks performed will provide demands on students in challenging ways where they are not too easy, not too hard S3:I2

The tasks that'll be completed are connected to the overall goal of the unit. S2:I3

The students will have the opportunity to engage in oral dialogue through explaining and providing evidence. S3:I1

The teacher will provide specific information about the lesson so students understand what they are learning and why they are learning it. S4:I1

The teacher will provide the opportunity at the end of the lesson for self monitoring in order for students to reflect on what they've learned. S4:I2, S4:I3

Students will have several formal assessments throughout this lesson. S5:I1,2,3&4

- Guided/Independent/ Group Practice/Student Discourse (i.e. Think-Pair-Share: Tangerine Chp2):
Room setup - collaborative teams of 3-4
- Teacher displays a brief background about who Rev. Jesse Scott was back then and now.

Activity 1: Students will complete a warm up question and engage in an oral discussion as a class about the NAACP

Activity 2: Students will watch a short (4:14) video called 'History of the NAACP and Civil Rights' (https://www.youtube.com/watch?v=VYQswadO_3U). Teachers should have previewed the video and have a maximum of 3 - 5 questions for the students to answer while watching the video, or the teacher can have students write 2 of the most important facts they learned from the video. Once the video is complete, have students pair share what they wrote for their 2 facts.

Activity 3 (40 minutes): Students will be given **Document A** (an excerpt from an interview with Rev. Jesse Scott) and accompanying questions. Students will work in collaborative teams to read Document A and answer the accompanying questions.

Closure/Assessment/Metacognition Ticket Out the Door (5 minutes): (i.e. Self-reflection question(s) about what was learned)

Students will write one important fact they learned from today's lesson. The teacher can give students sentence prompts including:

Today I learned...

I was surprised...

Because of this lesson today I know more about...

I have a better understanding of the NAACP's role here in Las Vegas because...

I am inspired by Rev. Scott because...

Materials: Document A and accompanying questions, overhead projector for video screening

For additional information and materials, visit **Documenting the African American Experience in Las Vegas** portal: <http://digital.library.unlv.edu/aae/about>

Document A: Interview with former Executive Director of the NAACP Las Vegas Rev. Jesse Scott (Modified)

White: So you became president. What were some of the issues? Do you remember the year that you were elected to be president?

Scott: If I was there eight years, it had to be '81 because I left in '89.

White: You were president for eight years?

Scott: Four two-year terms. I'm the longest president other than Gaines - I mean Reverend Bennett was elected three different times. I don't think he stayed but a short time. But nobody stayed eight years.

White: Four two-year terms, my goodness. That's fantastic. So the entire 1980s.

Scott: Yeah.

White: So tell me some of the issues that were handled during that time.

Scott: Well, the police department, Metro Police Department and a guy named John Moran. And it was really tough. You had at that time about 16 people who were sergeants and one was a deputy sheriff. His name was Larry Bolden. The police station is named for him. He was the one that when the Metro-1 got here in 1970 and this had happened in 1969-that Metro had decided that they wanted to have four satellite offices. In addition to the downtown headquarters they had four satellite offices. And they had four white guys to take the test. You had to be a lieutenant to aspire to be a captain. You had to be a captain to be over a station. And four white guys took the test. And Larry Bolden said he'd take it. So now they decided that this black man, we can eliminate him. So they all got together and said that -- he was very nervous. He went in and out of the area where they were taking the test always wanting to sharpen his pencil and he was sweating all the time, sweating. So in 1970 I got here. In the fall of -- sometime in '71, Larry Bolden went before the Civil 14 Service Commission. They voted in his favor that he wasn't cheating. And we don't have an appellate court in Nevada. You go from the district court to the supreme court. The district court ruled against him and his lawyer appealed it to the state supreme court. And guess who his lawyer was? Harry Reid. And he and Harry Reid were in high school together. And Harry Reid knew Larry Bolden had a scholarship. He didn't have to cheat on the test. And that's how I met Harry Reid and we've been friends ever since, real close friends. Anyway, Larry - it took them seven or eight years and they finally settled the thing by making him deputy superintendent. He's the highest-ranking officer until a guy named Blue who is deputy now. And Larry, this got to him. He ends up with diabetes. And his wife said he and a couple of these guys -- they'd come to his house and have breakfast and cocktails on Sunday morning when they were not working. And he named his only son's middle name for one of those cops. And they all got up and testified in court that they thought - they didn't see him, but they thought he was cheating. They had handwriting experts come from L.A. They must have spent a hundred thousand dollars on this case. Handwriting experts came from L.A. and other places looking at his writing to see whether he looked like he might have been cheating on the test. Oh, it was really, really something. But in 1970 it was impossible to get a white man to be your attorney on a civil rights case. And Harry Reid took his case. So the supreme court finally ruled in his favor and they paid him about 40-something-thousand dollars, which was nothing for anybody at that time that lost his health. So Larry, that thing killed him. It was really something. They named a station for him, but that wasn't enough.

White: So how did the NAACP play a part in that?

Scott: Well, they were backing me up with the NAACP, whatever cases. We had two guys that sat on the panel, Judge Williams and Judge Mitchell. Both are judges now. But I was able to influence them to do pro bono work by sitting on the panel as the complaints came in. And they reviewed 15 them and told us which ones were meritorious and which were not so that once we went before the establishment the case had good grounds. We had two or three lawyers do it. Two of the three are now district judges that would help us with the cases. And so when we'd go before the city council or ever before an employer, we had good grounds for the case. We had a good record of putting people back to work, getting them housing and jobs. We had employment, education, public accommodation; three major categories that we did.

Source: An oral interview conducted by Claytee D. White June 29th, 2009 Second Baptist Church

Graphic Organizer

Name: _____

Use highlighters to highlight where you got your information from in the document.
Provide textual evidence for your answers in the spaces below.

Sourcing: Who wrote this When was it written What type of source is this, primary or secondary	
Close Reading/Annotation : What are two difficulties Scott talks about he and others had to encounter? How was Harry Reid influential to Scott?	
Contextualization: Based on this document, what can you infer about what life was like during that time? Or, based on this document, what can you infer was the motivation for Scott to want to do more to help?	

