

From RunaRound to Remedy

(or Bulah to Brown)

Lesson Title: From RunaRound to Remedy (or Bulah to Brown)

Designed by: Fran O'Malley, Institute for Public Administration's Democracy Project, University of Delaware

Content Area: Social Studies (Civics and History)

Grade Level Options:

- Grade 7 (Civics Standard 3 – civil rights and political freedom)
- Grades 4-11 (History 1 or 2 Chronology/Analysis – change over time)

Summary of Lesson

In this lesson, students will read and hear about events in the life of the Bulah family of Hockessin, Delaware as context for analyzing change over time, and understanding how civil rights help protect American citizens and secure our freedom.

Estimated Time to Complete: 2 block periods (140 minutes).

- | | | |
|------------------|-----------------------------|------------|
| • Activity I: | Warm-Up | 5 minutes |
| • Activity II: | Think-Pair-Share | 5 minutes |
| • Activity III: | Reading for Context | 10 minutes |
| • Activity IV: | Vocabulary | 1 minute |
| • Activity V: | Analyze Political Freedom | 7 minutes |
| • Activity VI: | Building the Relationship | 5 minutes |
| • Activity VII: | Preview Text | 1 minute |
| • Activity VIII: | Read Resource #3 | 8 minutes |
| • Activity IX: | Orient the Space | 1 minute |
| • Activity X: | Read Resource #4 | 8 minutes |
| • Activity XI: | Graphic " <i>Herstory</i> " | 5 minutes |
| • Activity XII: | Virtual Field Trip | 10 minutes |
| • Activity XIII: | Thinking Chronologically | 7 minutes |
| • Activity XIV: | Debrief | 5 minutes |
| • Activity XV: | Assessment | 5 minutes |

Total Time = 83 minutes

Resources Needed:

- Copies of Resources #1 to #7
- Computer with internet access and speakers
- Projector (e.g. LCD, Smartboard)

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

- **Civics 3:** Students will understand that civil rights secure political freedom while property rights secure economic freedom and that [they] are essential protections for United States citizens. [Grade7](#)
- **Civics 2:** Students will understand the principles and content of major American state papers such as the Declaration of Independence; United States Constitution (including the Bill of Rights); and Federalist Papers. [Grade 8](#)
- **History 1:** Examine historical materials relating to a particular region, society, or theme; and analyze change over time; and make logical inferences concerning cause and effect. [Grade8](#)
- **History 2b:** Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed. [Grade8](#)

English/Language Arts Connections

Students will...

- Determining the central idea
- Drawing inferences
- Supporting with evidence from the text.
- Determining the meaning of words and phrases.
- Determining author's purpose.
- Analyzing and identifying rhetorical strategies.

Big Ideas

Equality, civil rights, political freedom.

Lesson Enduring Understandings

Civil rights secure political freedom and are essential protections for United States citizens. The enormous powers and resources that governments possess pose considerable threats to relatively defenseless individuals. Civil rights impose reasonable limits on those who hold that power, and create conditions in which fundamental individual liberties might be protected and enjoyed.

Lesson Essential Questions

- How might civil rights secure political freedom?
- Why are civil rights essential protections for American citizens?
- How & why did American education change over time between 1950 and 1954?

Knowledge and Skills

Students will need to know...

Vocabulary: obstructed, secure, plaintiff

Academic Vocabulary: civil rights, discrimination, Jim Crow

Students will be able to...

- analyze text
- analyze change over time
- construct relationships (between civil rights and political freedom)

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not desired results are achieved

Assessment

Describe a scenario or situation in which one of your friend's political freedom is being threatened. Then, explain how the exercise of a civil right might secure that freedom.

Rubric

2 = response describes a valid situation in which a person's political freedom is threatened and explains how the exercise of a civil right might secure that freedom

1 = response describes a valid situation in which a person's political freedom is threatened but fails to explain how the exercise of a civil right might secure that freedom

Stage 3 – Learning Plan

Design learning activities to align with Stage 1 and Stage 2 expectations

Lesson:

In this lesson, students will read and hear about events in the life of the Bulah family of Hockessin, Delaware as context for analyzing change over time, and understanding how civil rights help protect American citizens and secure our freedom.

Essential Questions

- How might civil rights secure political freedom?
- Why are civil rights essential protections for American citizens?
- How & why did American education change over time between 1950 and 1954?

Instructional Strategies

Procedures

- I. **Warm-Up** (developing context): Show students two photos of students at white and "negro" or "colored" (terms used at the time) school circa 1950. Ask them to work with a partner to analyze the photos...
 - a. looking specifically for what appears to be similar and different in the two photos.
 - b. estimating when the photos may have been taken, using evidence from the photos to support their conclusions.

Circulate as students discuss and select notable responses (e.g. correct, incorrect, misconceptions) to address whole class then sequence the selections in a manner that will best advance learning. Ideally, students will notice that students are segregated and the time frame is "long ago" or, more accurately, circa 1950.
- II. **Think-Pair-Share**: Create a list of young people (age 12 or younger) who have helped make history. Be sure to describe what role they played. Students may struggle to identify many, as history has not featured their roles.
 - a. Discuss – do you think history books pay much attention to the contributions of young people? Ask for explanations.

- b. Tell students that, in this lesson, they are going to learn about a seven year-old girl whose experiences helped change the history in the United States. Moreover, she was from Delaware! [Do not mention education yet. Let them read to find out.]

III. **Read for Context.** Distribute copies of **Resource 1** and have students read and answer the questions on the right side of the page. Then, discuss responses in whole group.

IV. Highlight important academic vocabulary associated with the targeted benchmark

Civil Rights - civil rights are those rights that we have as individuals to be treated equally with others.

V. **Analyze Political Freedom** – distribute copies of **Resource #2** or project the statements listed below as “a-g” onto a screen and ask students “would you consider yourself politically free in each of the following situations if...?” Students can check or write “yes” or “no” on **Resource #2** if you use that option.

- a. You tried to organize a group to protest an action of government but were obstructed or not allowed?
- b. You tried to write and gather signatures on a petition but were obstructed or not allowed?
- c. You tried to vote but were obstructed or prevented from doing so?
- d. You tried to support, or contribute to, a candidate’s campaign but were obstructed or denied?
- e. You tried to run for political office but were obstructed or prevented from doing so?
- f. You tried to organize or join a political party but were obstructed or not permitted to do so?
- g. You tried to write a letter to the editor criticizing or supporting a government action but were denied publication?

Anticipate that students will say no to each of the prompts listed in a-g above then mention that, in the 1950s, black Americans faced all of these challenges and more.

VI. **Building the Relationship: Civil Rights and Political Freedom** – formative check for understanding: based on the analysis that they just completed, ask student to explain how civil rights help to secure or contribute to a person’s political freedom. Students are expected to understand this relationship. Be sure to clarify the connection between civil rights and political freedom if they struggle.

VII. **Previewing a Text:** Tell students that they are going to read a couple of letters written in 1950. The setting is Hockessin, Delaware, which is located in the northwestern part of the state and, which at the time, was a very rural area.

VIII. **Reading:** distribute copies of **Resource #3: Mr. & Mrs. Bulah to Governor Carvel**. Copies of the original letter and a transcribed version are provided. Ask students to read the document, discuss the questions on the right side of the page, and then write their responses to the questions. Then, call on students to share responses while you support comprehension.

NOTE: Resource #3 is a letter from the Bulah family in Hockessin, Delaware to their Governor Ebert Carvel asking him to help them in their efforts to secure school bus transportation for their seven-year-old daughter, Shirley. Although the letter does not state it explicitly, the Bulah’s are “colored.” Students will be asked to infer this.

IX. **Orienting the Space [optional]:** you may want to consider projecting a copy of **Resource #3a**, a modern image showing the distance between the Bulah’s house and School No. 107. The 2017 Google map also shows a possible route that Shirley may have taken to school. Actual route is unknown but the distance from Shirley’s home to school is generally accepted as approximately two miles.

- X. **Reading:** Distribute copies of **Resource #4: Fred Bulah to Governor Carvel**. Copies of the original letter and a transcribed version are provided. Ask students to read the letter, discuss the questions on the right side of the page, and then write their responses to the questions. Then, call on students to share responses while you support comprehension.

NOTE: Resource #4 is a follow-up letter from the Bulah family to Governor Carvel. The Bulah's have received responses from the governor and the head of school transportation for the Department of Public Instruction, and the frustrated Bulah parents are expressing their belief that they are getting the runaround.

XI. **Graphic "Herstory":**

- a. **Background:** Getting no relief from the state, the Bulahs contacted attorney Louis Redding in the hope that he might help them in their effort to get bus transportation for their daughter Shirley. The graphic history that the students are about to read picks up with Mrs. Bulah's meeting with Redding. Have students read the graphic history found in **Resource #6**.

b. Explain "Jim Crow"

Prior to reading, explain the term Jim Crow as it appears in the graphic history. "It is not clear how, but the minstrel character's name "Jim Crow" became a kind of shorthand for the laws, customs and etiquette that segregated and demeaned African Americans primarily from the 1870s to the 1960s" [from <https://ferris.edu/jimcrow/origins.htm>].

- c. After reading: have students turn to a partner. Partner #1 should summarize the Graphic Herstory. Partner #2 should add any significant details that Partner #1 may have left out.

XII. **Virtual Field Trip:** The graphic "herstory" concludes with Chancellor Collins Seitz inviting the students to go on a virtual field trip to Hockessin Schools No. 29 and 107. This virtual field trip is linked on the lesson's PowerPoint presentation. The students' simulated task is to help the Chancellor determine whether the schools are equal and likely to offer equal educational opportunities to white and "colored" students. They will be asked to record observations during the field trip, then summarize their conclusions around the question – are Hockessin Schools No. 29 and 107 truly "separate but equal?"

- a. Present the Virtual Field Trip without interruption so the students get a sense of the whole story and experience.
- b. Then, distribute copies of **Resource #7 Collecting Data on Hockessin Schools No. 29 and 107**. Have them read Resource #7 so they understand the task.
- c. Present the Virtual Field trip a second time to students and have them record their findings on **Resource #7** – pausing as needed. Tell them that they will be asked to use the data as evidence to help inform a legal opinion around the question – are Schools No. 29 and 107 offering white and "colored" students equal opportunities to a quality education?

XIII. **Thinking Chronologically:** Distribute copies of **Resource #8: Civil Rights Timeline**. Have students analyze the timeline and answer the three questions on the handout using a think-pair-share approach. The chronology is designed to help students learn that education in the United States changed over time. A cause was the struggle led by the Bulah family with the support of attorney Louis Redding.

XIV. **Debrief**

- a. How might civil rights secure political freedom?
- b. Why are civil rights essential protections for American citizens?
- c. How & why did American education change over time between 1950 and 1954?

Resources

(Handouts)

Resource #1: Contextualizing: Background to Civil Rights Movement

When Thomas Jefferson inserted the phrase “all men are created equal” into the Declaration of Independence, and Congress approved the document in July of 1776, the men who founded our nation committed the American people to the principles of freedom and equality. Equality was not a reality in 1776, however, and the most ironic piece of evidence is that Jefferson owned slaves. Our nation’s development over time has been one in which Americans have taken steps forward and backward in their attempts to live up to that principle.

Slavery existed for over 250 years in the United States before a Civil War ended that institution with the passage of the 13th Amendment in 1865. In an effort to advance the cause of equality, Congress ratified the 14th Amendment in 1868. The Amendment states that “No State shall...deny to any person within its jurisdiction the equal protection of the laws.” Nevertheless, even the end of slavery and the force of a Constitutional amendment did not bring about equality for former slaves or an end to racial discrimination.

For example, between 1870 and 1950, states passed laws that...

- made it difficult for blacks to vote.
- made it illegal for blacks to be in the same places as white people.
- made it illegal for blacks to marry white people.
- made it illegal for blacks to serve on juries or testify in courts.
- made it illegal for blacks to live in certain areas.
- made it legal to punish blacks for not having jobs.
- required blacks to attend separate churches.
- required blacks to attend separate schools.
- restricted black people’s rights to own property.
- restricted black people’s rights to travel.

As incredible as it may seem today, the laws at both the federal and state levels supported discrimination and segregation. In 1896, the United States Supreme Court handed down its decision in the *Plessy v. Ferguson* case, ruling that blacks and whites could be separated as long as the separate facilities were equal – or what popularly came to be known as “separate but equal.” One year later, the State of Delaware adopted a new constitution that included a clause stating that “separate schools for white and colored children shall be maintained.”

Frustrated after decades of discrimination and unequal treatment, a large-scale civil rights movement gathered steam in the United States during the 1950s. Civil rights are rights intended to guarantee equal protection under the law. Goals of the civil rights movement included drawing attention to the failure of the American people to live up to the principle of equality, ending racial segregation and discrimination, and bringing about equal treatment for all Americans, particularly black citizens.

1. What is the central idea? Where in the text do you find support for your conclusion?
2. To what extent did the American people live up to the principle of equality between 1870 and 1950. Support your answer with evidence from the text.
3. The author suggests that our federal and state governments actually denied some Americans equality. What evidence does he offer to support this claim?
4. The author uses the phrase “separate but equal.” What does he mean by this phrase?
5. Why did a large-scale civil rights movement gather steam in the United States during the 1950s?
6. What are civil rights?

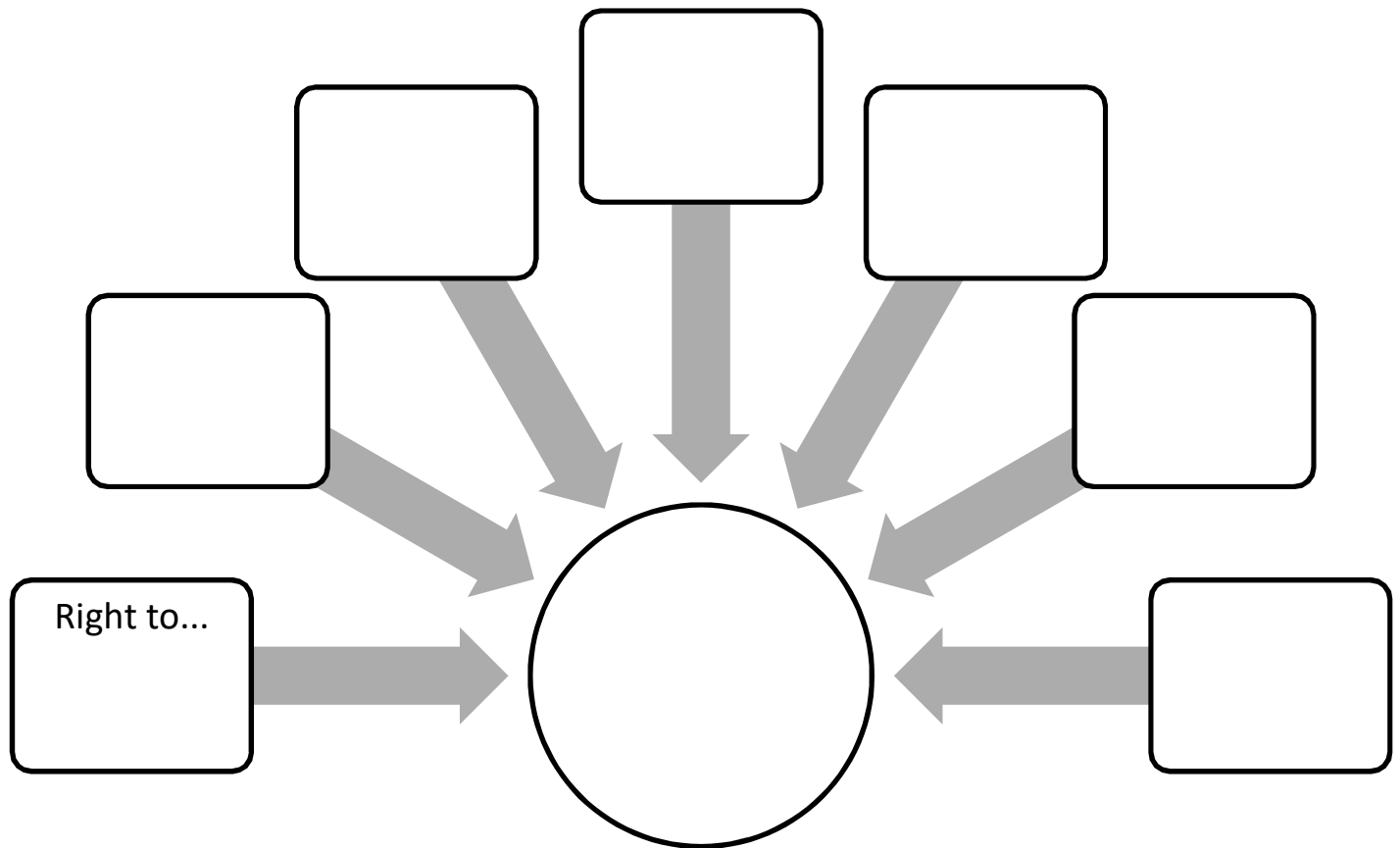
Resource #2: Relating Civil Rights to Political Freedom

Directions: Read each of the following statements labeled a-g and ask yourself, “Would you consider yourself politically free in each of the following situations if...?” Answer the question by checking “yes” or “no” to the right of each statement.

Would you consider yourself free if...	Yes	No
a. You tried to organize a group to protest an action of government but were obstructed or not allowed?		
b. You tried to write and gather signatures on a petition but were obstructed or not allowed?		
c. You tried to vote but were obstructed or prevented from doing so?		
d. You tried to support, or contribute to, a candidate’s campaign but were obstructed or denied?		
e. You tried to run for political office but were obstructed or prevented from doing so?		
f. You tried to organize or join a political party but were obstructed or not permitted to do so?		
g. You tried to write a letter to the editor criticizing or supporting a government action but were denied publication?		

Resource #3a

Connecting Ideas Civil Rights and Political Freedom



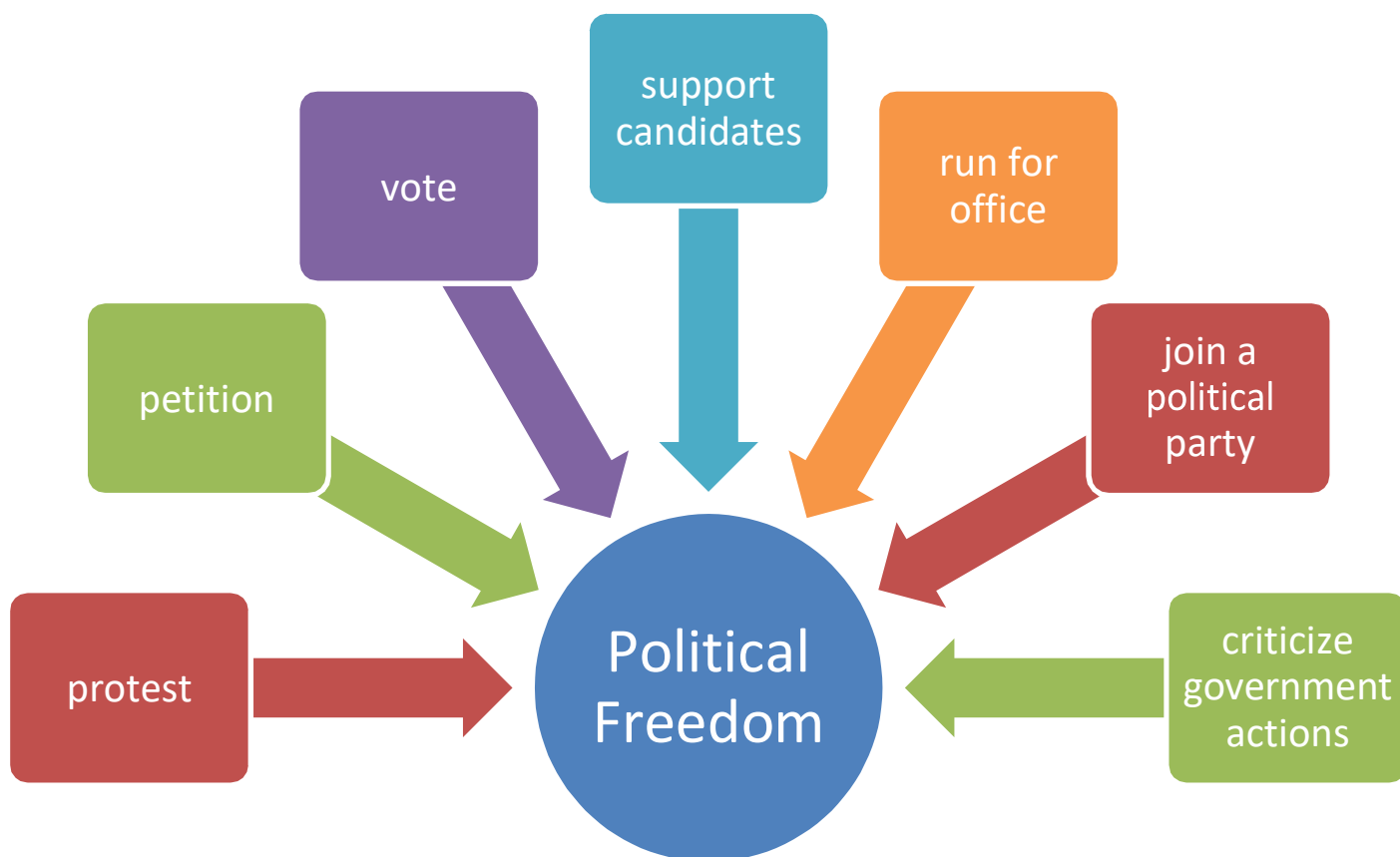
Instructions

1. Write "Political Freedom" in the center circle.
2. Review statements a-g presented on Resource # 2. Which civil right is the focus of attention in each statement? Print one right into each of the square boxes pointing to "political freedom."
3. Then, turn & discuss with a partner the check for understanding that appears below. Write your response to the check after discussing.

Check for Understanding

How do civil rights help secure our political freedom? Support your answer with an example.

Teacher Resource 3b (answers for Resource #3 supplied)



RECEIVED ^{Hed Kessin}
Wilmington, Del. Oct 3 1950
OCT 4 1950
The Hon. Governor Carvel
OFFICE OF,
THE GOVERNOR
Dover Delaware
Dear Governor: I am writing
you in regards to the
problem of transportation for
my Daughter age 6, to and from
school. My Home is on the
Limestone Rd. near Valley over
two miles from the school.
A School Bus passes by my Door
picking up children: but so
far! I have been unable to get
the Driver to pick up mine

The Bus Driver told me to get
in touch with Mr. Isenberg,
of Dover; who was in charge of
The Bus; I wrote him on
Sept 19. but haven't heard from
him to date. We are citizens and
taxpayers of the State of Delaware
and would appreciate anything
that can be done, to adjust
this matter. Will you please
give this problem your personal
attention.

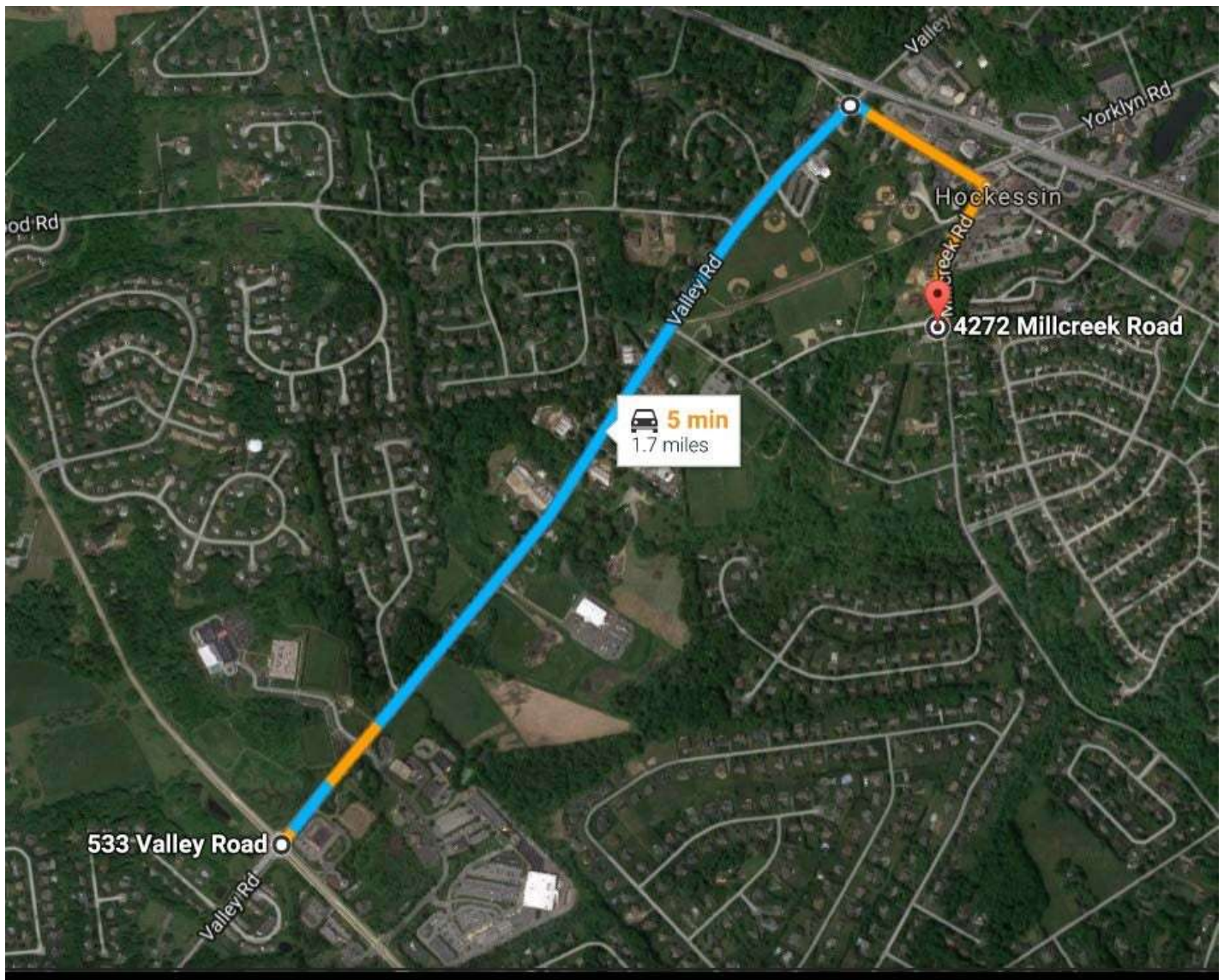
r ~~ff~~ Very Truly yours,

Mr + Mrs Fred Bulah
Phone No 548 Hockessin Dela

Resource #4 [transcribed]: Mr. and Mrs. Fred Bulah to Delaware Governor Carvel

Text	Questions
<p style="text-align: right;">Hockessin Oct 3, 1950</p> <p>The Hon. Governor Carvel Dover Delaware</p> <p>Dear Governer:</p> <p>I am writing you in regards to the problem of transportation for My Daughter age 6, to, and from school: My Home is on the Limestone Rd. near Valley over two miles from the School. A School Bus passes by my Door picking up children: but so far: I have been unable: to get the Driver to pick up mine The Bus Driver told me to get in touch With Mr. Isenburg, of Dover: who, was in charge of The Bus: I wrote him on Sept 19, but havent heard from him to Date. We are citizen and taxpayers: of the state of Delaware an would appreciate: anything that can be Done, to adjust this matter. Will you please give this problem your personal attention.</p> <p>Very truly yours,</p> <p>Mr + Mrs Fred Bulah phone no 548 Hockessin Dela</p>	<ol style="list-style-type: none">1. What kind of text is this?2. Who wrote the letter and to whom was it written?3. When was the letter written and why might this matter?4. What is the authors' purpose?5. What information do the authors include in their letter to convince the reader that their issue deserves attention?6. What can we infer about the people who wrote the letter?7. The authors of the letter do not offer reasons for the problem that they are writing about. How might Resource 1 help to explain the cause of the problem?

Resource #4a: Current Google Map View of Shirley Bulah's Route to School



Resource #5: Letter from Fred Bulah to Delaware Governor Carvel

RECEIVED
OCT 13 1950
Oct 12, 1950
Hon. Fred Bulah
OFFICE OF
THE GOVERNOR
Dear Gov. I received
a letter today from Mr Eisenbray
stating they had no transportation
facilities for School No. 1076. The
School Bus passes my Home twice a
day picking up children along the
way: he could put my Daughter
off at the postoffice she would
only be 2 blocks: from the school
it is also good Road: There are
transportation for some pupils while
other have to go thru Rain, Hail
Sleet, Snow, an mud: To get to school
which isnt Right: To take my
Child to school would not be route

the Bus at all: put ~~up~~ her off
at the postoffice and pick ~~her~~ up
at the postoffice: and Bring her
right back to my Door: The Bus
is not full: so that isent an
excuse: please look into the
matter for me: As I seem to
be getting the Russia Round:

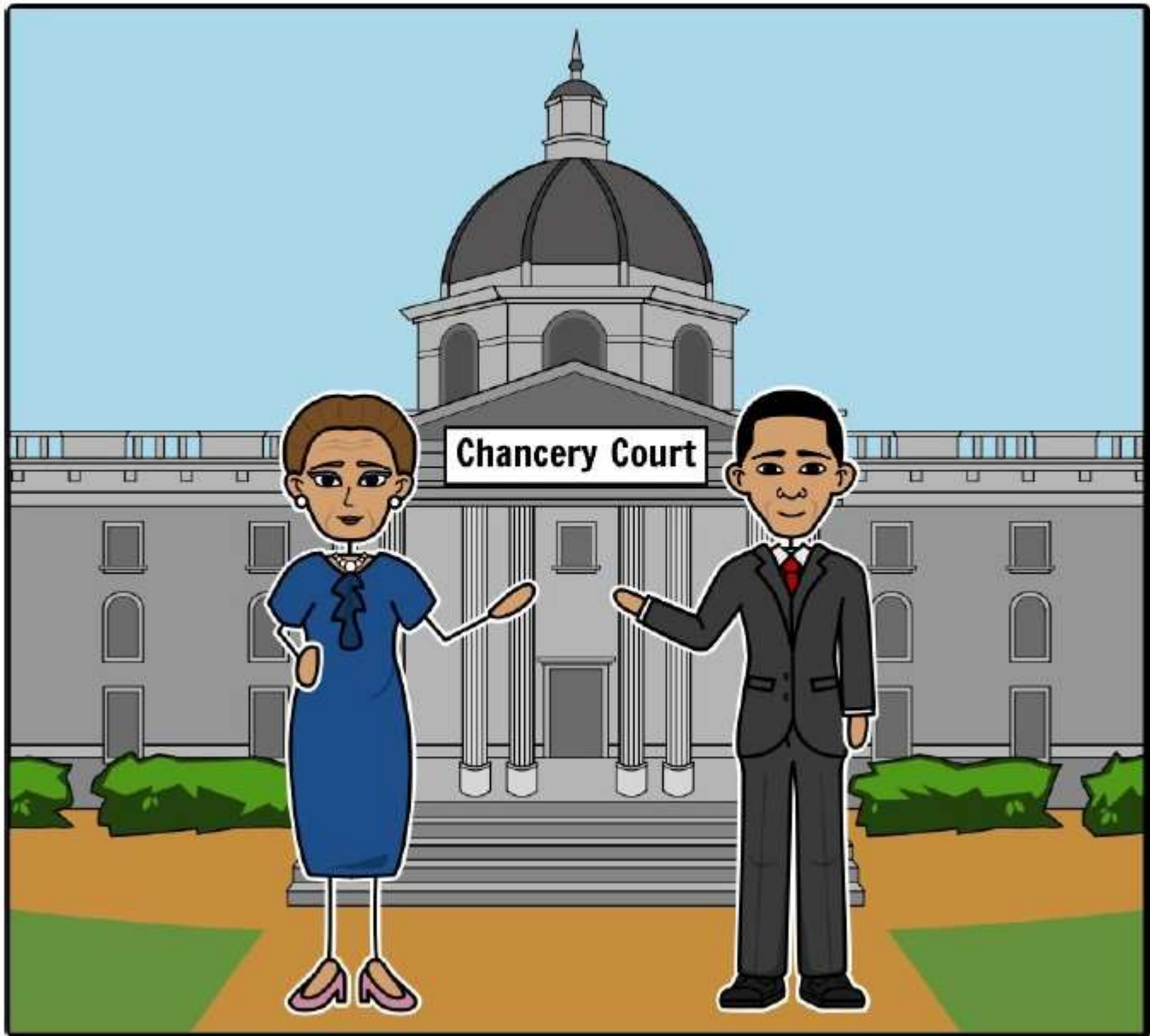
Sincerely Fred Bulah
Hockessin Dela

Resource #5 [transcribed]: Letter from Fred Bulah to Delaware Governor Carvel

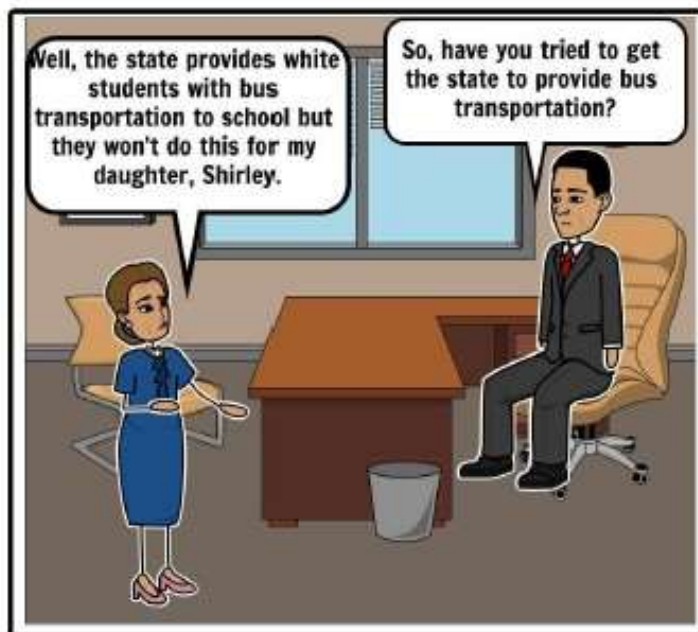
Text	Questions
<p style="text-align: right;">Hockessin Dela Oct 12, 1950</p> <p>Hon Gov. Carvel</p> <p>Dear Gov, I received a letter today from Mr. Eisenbray stating they had no Transportation facilities for school no. 107C. The School Bus passes my Home twice a day picking up children along the way: he could put my Daughter of at the postoffice She would only be 2 blocks: from the school it is also good Road: There are transportation for some pupils while others have to go thru Rain, Hail, sleet, snow, and mud: to get to school which isnt Right. to take my child to school would not reroute the Bus at all: put her off at the postoffice an pick her up at the post office: An Bring her right back to my Door: the bus is not full: so that isnt an excuse: please look into the Matter for me. As I seam to be getting the Runa Round.</p> <p>Sincerely Fred Bulah Hockessin Dela</p>	<ol style="list-style-type: none">1. Who wrote this letter and two whom is it written?2. What is the purpose of the letter?3. What effect did the first letter written by the Bulahs appear to have had?4. The author uses the phrase, "...I seam to be getting the Runa Round." What does he most likely mean?5. What strategies does the author use to persuade his audience? Support your answer with one or more quotes from the letter.

From RunaRound to Remedy

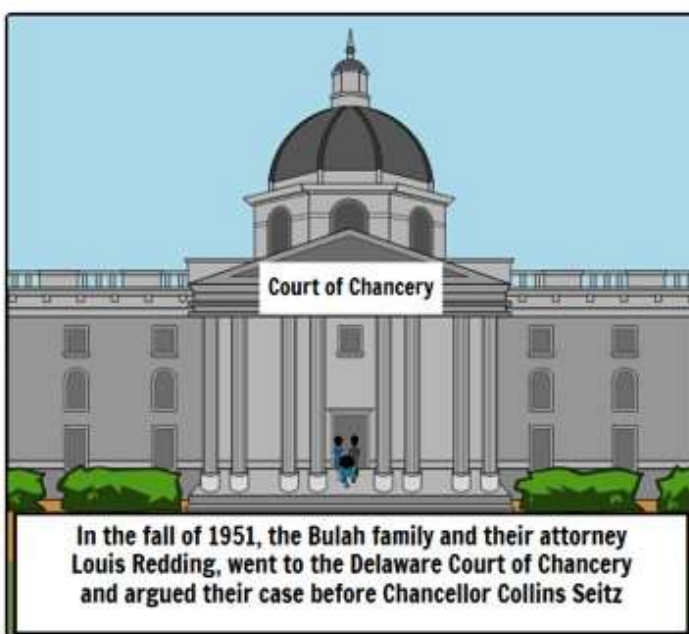
Civil Rights History in Delaware (1950-1954)



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Resource #7: Collecting Data on Hockessin Schools No. 29 and 107








Background: At the time that Shirley Bulah's case was heard in the Chancery Court of Delaware, the United States Supreme Court's "separate but equal" ruling was the law of the land. Recall that it declared that blacks and whites could be placed in separate facilities (e.g. schools) but that the facilities had to be equal. Based on that ruling, the Delaware State Constitution stated that "separate schools for white and colored children shall be maintained."

After hearing three days of testimony in the Bulah hearing, Chancellor Collins Seitz travelled to Hockessin to see for himself how School No. 29 (for white children) compared to School No. 107 (for "Negro" children). He wanted to see if the two separate schools were equal. Seitz went with his clerk and the lawyers for both sides in the case. The Chancellor included his findings in the opinion that he wrote at the conclusion of the trial.

Directions: Collect data from the virtual judicial field trip that you are now about to go on. Determine whether the evidence provided suggests that School No. 29 is better, worse or equal to School No. 107. Place a (+) sign under the school that is better in each aspect of the schools evaluated, a (-) sign under the school that is worse, or an (=) sign in the third column.

Aspect of the Schools Evaluated	School No. 29 (White)		School No. 107 (Negro)
Number of Classrooms in the School			
Amount of State Funds Received			
Number of Grades Taught by Each Teacher			
Teacher to Student Ratio (how many students each teacher is responsible for)			
Current Value of the Schools			
Site on Which the Schools are Located and Landscaping			
Funding from the State			
Teachers' Salaries			
Teacher Preparation and Ratings			
Auditorium			
Basketball Court			
Basement			
Drinking Fountains			
Toilet Facilities			
Nurse's Office			
Strayer-Englehart Score Card on School's Physical Condition			

Resource #8: Civil Rights Timeline

Year	Image	Event
1950		Parents Fred and Sarah Bulah write letters asking Delaware to provide their daughter Shirley with bus transportation to school
1951		Bulah v Gebhart argued in Chancery Court of Delaware
1952 April		Chancellor Collins Seitz applies the separate but equal test, found the schools unequal, and orders the immediate admission of black students to the white school. Delaware Board of Education appeals the ruling. Seitz also takes issue with the constitutionality of separate but equal, but states that he does not have the power as a state court judge to strike down as unconstitutional a US Supreme Court decision.
1952 September		"Colored" students admitted to Hockessin School No. 29.
1952 October		U.S. Supreme Court bundles cases from four states, including Bulah v Gebhart, into Brown v Board of Education case.
1952 December		First round of arguments in the Brown case at the U.S. Supreme Court
1954 May		U.S. Supreme Court overturns Plessy v Ferguson and "separate but equal" while declaring school segregation unconstitutional.

Timeline information adapted from <https://archives.delaware.gov/aahm/desegregation/timeline.shtml>

1. How did the law regarding school segregation change over time? Use evidence from the timeline to support your answer.
2. Why did school segregation laws change?
3. Use information found on the timeline to explain why civil rights are necessary to secure the freedom of American citizens.