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 “Herstory” 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)
### 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.  **Grade 7**
- **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.  **Grade 8**
- **History 2b**: Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were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.  **Grade 8**

### 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)
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

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 students 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)
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.
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.

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

- vote
- support candidates
- run for office
- petition
- join a political party
- protest
- criticize government actions

Political Freedom
RECEIVED

OCT 3, 1950

OFFICE OF THE GOVERNOR

Wilmington, Del.

The Hon. George Carvel
Governor of 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 road, 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 dome. Who was in charge of the beds. 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.

Very truly yours,
Mr. and Mrs. Fred Behal
Hockessin, Dela.
Phone No. 5X8

Courtesy of Delaware Public Archives
<table>
<thead>
<tr>
<th>Text</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 3, 1950</td>
<td>1. What kind of text is this?</td>
</tr>
<tr>
<td>The Hon. Governor Carvel Dover Delaware</td>
<td>2. Who wrote the letter and to whom was it written?</td>
</tr>
<tr>
<td>Dear Governor:</td>
<td>3. When was the letter written and why might this matter?</td>
</tr>
<tr>
<td>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. Very truly yours, Mr + Mrs Fred Bulah phone no 548 Hockessin Dela</td>
<td>4. What is the authors’ purpose?</td>
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<td></td>
<td>5. What information do the authors include in their letter to convince the reader that their issue deserves attention?</td>
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<tr>
<td></td>
<td>6. What can we infer about the people who wrote the letter?</td>
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<td></td>
<td>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?</td>
</tr>
</tbody>
</table>
Resource #4a: Current Google Map View of Shirley Bulah’s Route to School
Dear Gov. Carvel,

I received a letter today from Mr. Eisenbray stating that he 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 at the post office. She would only be 2 blocks from the school. It is also a good road. There are transportation for some pupils while other have to go their own trail, snow, or mud. To get to school which isn’t right. To take my child to school would not be wise.

Sincerely,

Fred Bulah

OFFICE OF THE GOVERNOR

RECEIVED

Oct 13, 1950

OCT 12, 1950

Courtesy of Delaware Public Archives
the bus at all put on her off at the post office and pick her up at the post office. An' bring her right back to my door. The bus is not full. So that isn't an issue, please look into the matter for me. As I seem to be getting the run around.

Sincerely, Fred Birdah Hochnessin Dula.
<table>
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<tr>
<th><strong>Text</strong></th>
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</table>
| Hockessin Dela  
Oct 12, 1950  

Hon Gov. Carvel  

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.  

Sincerely   Fred Bulah  
Hockessin Dela |

<table>
<thead>
<tr>
<th><strong>Questions</strong></th>
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</thead>
</table>
| 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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Pleasure to meet you Mrs. Bulah. What can I do for you?

Good morning, Mr. Redding. It's an honor to meet you.

I live in Hockessin where there are separate schools for white and colored students.

Yes, I am well aware of this. So, why are you here?

Well, the state provides white students with bus transportation to school but they won't do this for my daughter, Shirley.

So, have you tried to get the state to provide bus transportation?

Yes, I wrote to the Department of Public Instruction and the Governor and they gave us the runaround until recently when I received this letter from the state superintendent of schools.

What did he say?
He wrote, “since the State Constitution requires separate educational facilities for colored and white children, your children may not ride on a bus serving a white school.”

Hmmm. So, I assume you want me to help you get bus transportation for your daughter Shirley?

Hmm, yes.

Well, Mrs. Bulah, if all you want is to put your daughter on a Jim Crow bus to take her to a Jim Crow school, then I cannot help.

But, if you are interested in trying to get your daughter into a white school, why, then maybe I will help.

Sigh!

©2017 Fran O’Malley
In the fall of 1951, the Bulah family and their attorney Louis Redding, went to the Delaware Court of Chancery and argued their case before Chancellor Collins Seitz.

Three days after the trial began, Chancellor Seitz decided to visit Hockessin Schools No. 29 and 107 to see if the facilities were equal. The lawyers for both sides went with him.

Please join us on our trip to Hockessin to help us determine whether Schools 29 and 107 are equal. Let us know what you think at the end of the trip. Are the facilities equal? Does the evidence suggest that the schools offer white and colored students equal opportunities for a good education?
**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.

<table>
<thead>
<tr>
<th>Aspect of the Schools Evaluated</th>
<th>School No. 29 (White)</th>
<th>School No. 107 (Negro)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Classrooms in the School</td>
<td></td>
<td></td>
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<tr>
<td>Amount of State Funds Received</td>
<td></td>
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<tr>
<td>Number of Grades Taught by Each Teacher</td>
<td></td>
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<tr>
<td>Teacher to Student Ratio (how many students each teacher is</td>
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<tr>
<td>responsible for)</td>
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<tr>
<td>Current Value of the Schools</td>
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<tr>
<td>Site on Which the Schools are Located and Landscaping</td>
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<tr>
<td>Funding from the State</td>
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<tr>
<td>Teachers’ Salaries</td>
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<tr>
<td>Teacher Preparation and Ratings</td>
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<tr>
<td>Auditorium</td>
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<td>Basketball Court</td>
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<td>Basement</td>
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<tr>
<td>Drinking Fountains</td>
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<td>Toilet Facilities</td>
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<td>Nurse’s Office</td>
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<tr>
<td>Strayer-Englehart Score Card on School’s Physical Condition</td>
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## Resource #8: Civil Rights Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Image</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td><img src="https://archives.delaware.gov/aahm/desegregation/timeline.shtml" alt="Image" /></td>
<td>Parents Fred and Sarah Bulah write letters asking Delaware to provide their daughter Shirley with bus transportation to school</td>
</tr>
<tr>
<td>1951</td>
<td><img src="https://archives.delaware.gov/aahm/desegregation/timeline.shtml" alt="Image" /></td>
<td>Bulah v Gebhart argued in Chancery Court of Delaware</td>
</tr>
<tr>
<td>1952 April</td>
<td><img src="https://archives.delaware.gov/aahm/desegregation/timeline.shtml" alt="Image" /></td>
<td>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.</td>
</tr>
<tr>
<td>1952 September</td>
<td><img src="https://archives.delaware.gov/aahm/desegregation/timeline.shtml" alt="Image" /></td>
<td>“Colored” students admitted to Hockessin School No. 29.</td>
</tr>
<tr>
<td>1952 October</td>
<td><img src="https://archives.delaware.gov/aahm/desegregation/timeline.shtml" alt="Image" /></td>
<td>U.S. Supreme Court bundles cases from four states, including Bulah v Gebhart, into Brown v Board of Education case.</td>
</tr>
<tr>
<td>1952 December</td>
<td><img src="https://archives.delaware.gov/aahm/desegregation/timeline.shtml" alt="Image" /></td>
<td>First round of arguments in the Brown case at the U.S. Supreme Court</td>
</tr>
<tr>
<td>1954 May</td>
<td><img src="https://archives.delaware.gov/aahm/desegregation/timeline.shtml" alt="Image" /></td>
<td>U.S. Supreme Court overturns Plessy v Ferguson and “separate but equal” while declaring school segregation unconstitutional.</td>
</tr>
</tbody>
</table>

Timeline information adapted from [https://archives.delaware.gov/aahm/desegregation/timeline.shtml](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.**