

# [Mansfield Integration Incident A Mini-Unit of School Desegregation and Social Justice:](#)

## Description of Lesson Plans

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## **Mansfield Integration Incident**

### **A Mini-Unit of School Desegregation and Social Justice**

#### **Description of Lesson Plans**

This mini-unit contains lesson plans that were designed to give a local connection to students studying the desegregation of schools following the historic *Brown v Board of Education* decision on 1955. The incident in Mansfield was significant in the fact that the governor of the state used state law enforcement officers to ensure African-American students did not register for the new school year at Mansfield High School.

These plans included a variety of activities to understand the struggle for equality of education and its importance in overcoming Jim Crow legislation throughout the South. the construction of a timeline for desegregation in the United States, portions of relevant state law from the era relevant to segregation of public school in the State of Texas, images from the archives of Fort Worth Star Telegram housed at the University of Texas Special Collections Division.

The lessons marshal some of best resources publicly available to help the instructor provide not only a rich learning experience but to enable the students to further explore their interests to create a deeper understanding of one of the greatest historical issues in United States History.

Learning objectives and relevant TEKS have been listed and instructional plans have been provided for secondary grade levels.

Rationale: The first lesson plan is intended for the instructor to provide a framework defining and providing context for Jim Crow legislation throughout the South from Reconstruction to the Civil Rights period. The second lesson illustrates the application of Jim Crow in Texas through state legislation of education. The third lesson outlines the Mansfield High School incident which will be examined through primary sources.

#### **Further Reading:**

George N. Green, *The Establishment in Texas Politics* (Westport, Connecticut: Greenwood, 1979).

Ladino, Robyn Duff, *Desegregating Texas Schools: Eisenhower, Shivers, and the Crisis at Mansfield High* (Austin, University of Texas Press, 1997).

## **Segregation and Integration in the United States**

### **Building the Context**

**Objective:** The student will be able to discuss the beginning of segregation in the United States and the beginning of integration in education through chronological reasoning.

**Essential Question:** How did institutionalized discrimination become a way of life for a time in the United States?

**TEKS: US.2, US.2A, US.9A, US.9B, US.9J**

**Introduction:** Identify and define segregation and integration, Jim Crow legislation.

**Instruction:** Explain the purpose and role Jim Crow legislation to create a segregated society in the United States.

**Instructional Resources:** A Brief History of Jim Crow, Constitution Rights Foundation  
<https://www.crf-usa.org/black-history-month/a-brief-history-of-jim-crow>

Jim Crow Laws and Racial Segregation - <https://socialwelfare.library.vcu.edu/eras/civil-war-reconstruction/jim-crow-laws-andracial-segregation/>

**Guided / Independent Practice:** The student will construct an annotated timeline of school desegregation incidents including Brown v Board of Education, Central High in Arkansas, instructor may expand to include Plessy v Ferguson, Martin Luther King addresses to reinforce TEKS objectives, review and integrate Jim Crow's effect on education with the larger issues.

Resource: <https://www.tolerance.org/magazine/spring-2004/brown-v-board-timeline-of-school-integration-in-the-us>

**Assessment:** Completed annotated timeline of Jim Crow

**Extensions:** For further context for the instructor and the students, the following links lead to resources included documents, lesson plans and other materials to aid the instructor in building a bank of materials for context for themselves as well as the student.

PBS - The Rise and Fall of Jim Crow - <https://www.thirteen.org/wnet/jimcrow/education.html>

PBS American Experience - <https://www.pbs.org/wgbh/americanexperience/features/freedom-riders-jim-crow-laws/>

Extensive list of topics and lesson plans – Ferris State University  
<https://www.ferris.edu/HTMLS/news/jimcrow/academics/courses/index.htm>

Primary Source Sets - <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/civil-rights/>

## **Segregation and Integration in the United States Analyzing Integration Enforcement**

**Objective:** The student will understand that segregation existed and was enforced by state law.

**Essential Question:** How does Texas enforce segregation in the state after a federal mandate to integrate?

**TEKS: US.2, US.2A, US.9A, US.9B**

**Introduction:** Education was legislated and regulated by state governments which strictly outlined laws which sanctioned and protected the segregation of Texas schools.

**Instruction:** Explain the resistance to federal authority and rules in education and the continued revision of state law that reflects resistance to federal efforts to force integration in Southern states.

**Instructional Resources:** Report of the Legal and Legislative Subcommittee of the Texas Advisory Committee on Segregation in the Public Schools. Examine three major problems and present recommendations leading to their solution. The problems are: (1) The prevention of forced integration. (2) The achievement of maximum decentralization of school authority. (3) The ways in which the State government may best assist the local school districts in solving their problems. Legislative Reference Library of Texas.

<https://lrl.texas.gov/committees/reportDisplay.cfm?cmteID=9434>

**Guided / Independent Practice:** Group the students into small discussion groups to brainstorm how the state could resist integration. Circulate copies of the different Texas statutes provided to several groups of students, so each group has a different set. The students write comments on the law speculating on the intent of the law as it was written. Each group then passes to the next group, like a sitting gallery walk where the students collaborate to find the meaning of the laws. Then facilitate a whole group discussion on the student discoveries.

**Assessment:** Grade students on participation, they can also initial their comments on the statues for further assessment.

**Extension:** Students can research how other states structured their laws governing segregation in schools.

## **Segregation and Integration in the United States Mansfield Integration Incident**

**Objective:** The student be able to describe the defiant racist resistance to school integration by majority populations in Texas public schools.

**Essential Question:** How is integration eventually achieved in Texas Public schools?

**TEKS: US.2, US.2A, US.9A, US.9B**

**Introduction:** Local resistance to school integration included an incident in Texas which gained national attention. African-American students that were expected to enroll at Mansfield High School were blocked by a crowd of locals and several Texas Rangers dispatched by the governor Alan Shivers.

**Instruction:** African-American students intended to enroll at Mansfield HS instead of attending I.M. Terrell High School which was the school they attended in Fort Worth ISD. The governor was resisting state-wide integration and supported school districts which sought to refuse or delay federal orders to integrate public school.

**Instructional Resources:** Entry of the Mansfield Incident entry in the Texas State Historical Association Handbook Online. <https://tshaonline.org/handbook/online/articles/jcm02>

Fort Worth Star Telegram article 60 years after the incident.

<https://www.star-telegram.com/news/local/arlington/article68837362.html>

Excellent article including many of the images from the Fort Worth Star Telegram and the Texas State Archive summarizing the incident in context with extension of the effort of the Texas Attorney General to destabilize the NAACP in the State of Texas to undermine legal action to integrate public schools in the state.

<https://timeline.com/two-little-known-events-in-texas-that-threatened-the-progression-of-the-civil-rights-movement-2d030f3018b2>

Articles from the Dallas Morning news capturing images from the newspaper and a summary of the incident in context.

<https://www.dallasnews.com/news/2018/08/30/mob-blocked-integration-efforts-at-mansfield-high-school-in-1956/>

**Guided / Independent Practice:** Students will use the image analysis tool from the Library of Congress to analyze the photographs from the Fort Worth Star Telegram Archive located at the University of Texas at Arlington.

<http://www.loc.gov/teachers/primary-source-analysis-tool/>

**Note:** The instructor should choose the images the students analyze carefully as some images could be inflammatory or provocative containing racist and violent imagery.

**Assessment:** The students will complete the image analysis tool from the Library of Congress either electronically or on printed worksheets.

### **Extension:**

#### Tackling School Segregation Today

A variety of factors in modern American society have led to a de facto segregation of many schools in America today. Explore the suggested sources and write reflections to the following questions.

How can school segregation be achieved and maintained within a integrated society?

What actions can be taken to support the equality of education and opportunity for individuals?

#### Suggested Activity

After reflection, write a letter to your local school board suggesting solutions to resolve issues that you can identified in your school communities.

#### Oral History

Interview parents, grandparents. Community members or leaders that lived through school segregation.

### **Resources:**

Texas Tribune Dis-Integration Series and Video

<https://www.texastribune.org/series/texas-school-segregation/>