

The first day of court-ordered busing was on Sept. 12, 1974. The Bayside Mall parking lot in Dorchester served as the staging area for buses entering South Boston. Security forces and police escorts were directed at the buses, and many buses were appointed police escorts.

BOSTON'S HISTORY

Desegregation and Busing



Curriculum created for
Boston Globe Foundation's
News in Education
by Jane Skelton, Ph.D.



The Boston Globe

BostonGlobe.com/NIE

news in education

How To Use This Guide

This document is a resource to guide teacher interaction with a multi-media digital curriculum on the history of Boston and desegregation through cross-neighborhood busing. Teachers will be able to use resources from The Boston Globe (articles, videos, photographs, editorials, interviews) to help students explore and analyze the impact of a major event in Boston history. The guide also includes suggested strategies for engaging students in reading, viewing, listening and writing activities.

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ESSENTIAL QUESTIONS

Consider these questions as you read, view or listen to the different articles and media about Boston's busing history:

Community and Government

What are the roles and responsibilities of government?

How do governments balance the rights of the individual for the common good?

What is the balance between rights and responsibilities of citizens in a democracy?

Individual and Society

What is courage?

When should an individual take a stand against what he/she believes to be an injustice?

What are the most effective ways to do this?

How do our communities influence our identities?

How do individuals survive adversity?

Does time change our perspectives?



RELATED STANDARDS

English/Language Arts

Reading

- RL/RI.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- RL/RI.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- RL/RI.3** Analyze how and why individuals, events and ideas develop and interact over the course of a text
- RL/RI.4** Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
- RL/RI.6** Assess how point of view or purpose shapes the content and style of a text.
- RL/RI.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RL/RI.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Writing

- W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.
- W.3** Write narratives to develop real or imagined experiences or events using effective technique, well chosen details and well structured event sequences.

Literacy: History/Social Studies

- RH.6-8.6** Identify aspects of a text that reveal an author's point of view or purpose (such as loaded language, inclusion or avoidance of particular facts).
- RH.9-10.6** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- RH.11-12.6** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence.

History/Social Studies

Government

- USG.1.2** Define the terms citizenship, politics and government, and give examples of how political solutions to public policy problems are generated through interactions of citizens and civil associations with their government.
- USG.2.6** Define and provide examples of fundamental principles and values of American political and civic life, including liberty, the common good, justice, equality, tolerance, law and order, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty and representative democracy.
- USG.2.7** Identify and explain historical and contemporary efforts to narrow discrepancies between foundational ideas and values of American democracy and realities of American political and civic life.
- USG.2.8** Evaluate, take and defend positions on issues concerning foundational ideas or values in tension or conflict.

Purposes, Principles, and Institutions of Government in the U.S.

- USG.3.11** Compare core documents associated with the protection of individual rights, including the Bill of Rights, the Fourteenth Amendment to the U.S. Constitution, and Article I of the Massachusetts Constitution.
- USG.3.12** Use a variety of sources, including newspapers and web sites, to identify current state and local legislative issues and examine the influence on the legislative process of political parties, interest groups, grass roots organizations, lobbyists, public opinion, the news media and individual voters.

BUILDING BACKGROUND KNOWLEDGE

Recent perspectives

The links below offer verbal, oral and visual presentations of perspectives on desegregation and Boston busing. Consider how each of the four presentations are organized and whose voices are heard.

What is the purpose of each presentation?

What do you think is the intended impact on the reader or viewer?

A look back at Boston's busing crisis, 40 years later

Forty years ago on June 21, 1974, Judge W. Arthur Garrity ordered the Boston School Committee to desegregate Boston Public Schools, ruling the committee had maintained *de facto* segregation—about 20 years after the 1954 *Brown v. Board of Education* Supreme Court ruling.

 [Boston.com
bit.ly/1IQZNNU](http://Boston.com/bit.ly/1IQZNNU)

Busing: An oral history

Listen and see the history of Boston's busing era: Those affected tell their stories.

 [BostonGlobe.com
bit.ly/1o3XuCB](http://BostonGlobe.com/bit.ly/1o3XuCB)

Opinion: A balanced ruling for Boston

When Federal Judge W. Arthur Garrity ordered the desegregation of Boston schools by means of busing, the uproar was mighty. Forty years later, scars from this period remain, and the city still grapples with segregation along racial and economic lines.

 [BostonGlobe.com
bit.ly/1r1Hsg1](http://BostonGlobe.com/bit.ly/1r1Hsg1)



History rolled in on a yellow school bus

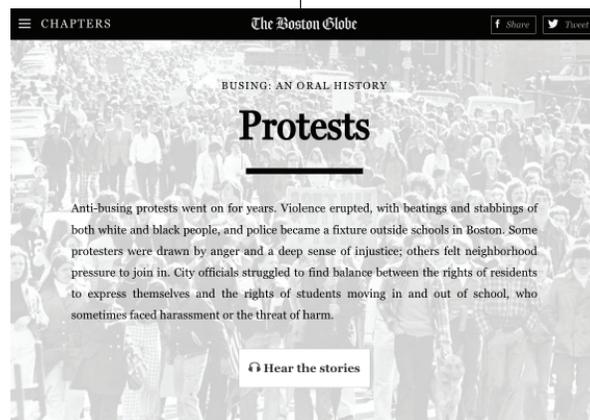
And when rocks and jeers greeted some of the children, Boston's image was scarred forever. It wasn't the whole story of day one of school desegregation, 40 years ago, or fair to the many not motivated by race. But it was real and terrifying and indelible.

 [BostonGlobe.com
bit.ly/ZdwMI2](http://BostonGlobe.com/bit.ly/ZdwMI2)

If segregation ended 60 years ago, how come it's getting worse?

While the social transformation that *Brown v. Board* set in motion did have its impact, for a time, it didn't endure. Today, segregation is resurgent all across the country, including here in Massachusetts.

 [BostonGlobe.com
bit.ly/1IBiRZR](http://BostonGlobe.com/bit.ly/1IBiRZR)



Related Standards

Anchor ELA: RL/RI.1,2,3,4,6,7,8

Literacy: RH.6-8.6, RH.9-10.6, RH.11-12.6

History and Geography: 8-10.10

BUILDING BACKGROUND KNOWLEDGE

Past perspectives

The following articles present various opinions and editorials about Boston busing. Read and analyze how the different authors express their views.

What is the balance of fact and opinion?

What rhetorical approaches are used to engage the readers?

Recovery: The Boston schools after the siege

The ugliness has passed, but not the fear that saying so could bring it back again. You don't want to jinx yourself. You knock on wood that all hell isn't breaking loose anymore and that the business of the day is more like the rebuilding and renewal of the South after the fall.

 Boston Globe Archive+
bit.ly/1r1HB2X

Segregation in Southie

South Boston High School has been made a special target for racial balancing by the Federal department of Health, Education and Welfare because of the very visible fact that not one of the black families in the D Street housing project sends its children to the neighborhood school.

 Boston Globe Archive+
bit.ly/1thyEod

Kids...The real heroes of the day

“It took a lot of courage to come to school”

For many of the 56 black students who attended classes in previously all-white South Boston High School, yesterday was a day of apprehension and concern for their safety.

 Boston Globe Archive+
bit.ly/1suLSOF

“It was a little hairy getting there...”

It took John, a white student from Dorchester, almost an hour to get from his home in Dorchester to Roxbury High School yesterday morning.

 Boston Globe Archive+
bit.ly/1ngjvTG



Must have subscription to either [BostonGlobe.com](https://www.bostonglobe.com) or Boston Globe News in Education to access.

Related Standards

Anchor ELA: RL/RI.1,2,3,4,6,7,8

Literacy: RH.6-8.6, RH.9-10.6, RH.11-12.6

BUILDING BACKGROUND KNOWLEDGE

Suggested resources and activities

Visual analysis

Duke University Writing Studio

twp.duke.edu/uploads/assets/photography.pdf

Common Core: Literacy

sde.idaho.gov/site/social_studies/docs/core/Visual%20Evidence.pdf

Close reading and analyzing key arguments in primary source documents

Found Poem Instructions

readwritethink.org/files/resources/lesson_images/lesson33/found-poem-instructions.pdf

National Archives

archives.gov/education/lessons/worksheets/

TeachingHistory.org

teachinghistory.org/teaching-materials/ask-a-master-teacher/24711

Soapstone

edmondschools.net/portals/0/docs/soapsstudenttemplate.pdf

Fact and Opinion

eduplace.com/graphicorganizer/pdf/factopin.pdf

Cornell Notes

coe.jmu.edu/learningtoolbox/cornellnotes.html

Five-S Strategy for Passage Analysis

verona.ccsct.com/uploaded/faculty/codyk/AP_Language/Five_S_strategy.pdf

Whole class or small group discussion structures

Jigsaw Classroom

jigsaw.org/overview.htm

Carousel Activity Protocol

leadershipacademy.wiki.inghamisd.org/file/view/Carousel_Activity_protocol.pdf

Teaching Channel

teachingchannel.org/videos/bring-socratic-seminars-to-the-classroom



For deeper research, using History/Social Studies/Government Standards

Boston Public Library

www.bpl.org/govinfo/guides-resources/boston-school-desegregation-boston-busing-crisis/

USG 1.2, 2.6, 2.7, 2.8, 3.11, 3.12

LOCAL POLITICS & GOVERNMENT

Key players

There were many voices who participated in the implementation and opposition to the school desegregation plan in Boston during the 1970s. These articles relate to key individuals during the Boston busing era. As you read selected articles, consider how the individual is presented by the writer.

What do the details (words, images, diction) reveal about the writer's attitude toward the person or organization during the busing era in Boston?

Charles Willie

Willie describes how masters arrived at school proposal

"We were trying to save Boston from tearing itself apart on a phony issue like busing..."

 Boston Globe Archive+
bit.ly/1wER70A

Theodore Landsmark

Black man beaten by young busing protesters

A black man was attacked in City Hall Plaza, knocked to the ground and kicked and beaten yesterday by several members of a group of about 250 persons police said were South Boston and Charlestown high school students demonstrating against court-ordered busing.

 Boston Globe Archive+
bit.ly/ZNgzn4

Pixie Palladino

Palladino pledges to fight busing

Elvira "Pixie" Palladino, making a bid to return to the Boston School Committee, believes that court-ordered busing to achieve school desegregation is at least partly responsible for the recent racial strife in the city.

 Boston Globe Archive+
bit.ly/1CjiygT

The Masters

Court desegregation experts to recommend mandatory student assignment

The two court-appointed experts in the Boston school desegregation case will recommend mandatory student assignments combined with major educational changes as a basis for a comprehensive desegregation plan for Boston schools, according to one of the experts.

 Boston Globe Archive+
bit.ly/1Cjbell

Judge Arthur Garrity

Boston desegregation judge is dead at 79

Garrity in '74 cited racial imbalance in schools; busing remedy set off violence

Within months of Judge Garrity's ruling on June 21, 1974, in *Morgan v. Hennigan* that the Boston School Committee had "knowingly carried out a systematic program of segregation affecting all of the city's students, teachers and school facilities and... intentionally brought about and maintained a dual school system" the words "busing" and "Boston" became inextricably linked.

 Boston Globe Archive+
bit.ly/XFz6jO

Ray Flynn

Flynn in capital to fight busing

State Rep. Raymond Flynn of South Boston, a leader of anti-busing forces, flew to Washington for a meeting today with a top aide of President Ford.

 Boston Globe Archive+
bit.ly/1mUE5Jy

Louise Day Hicks

The everyday world of Louise Day Hicks

The voice was familiar. High-pitched, girlish, it provoked memories of a campaign long past when Boston parents first rallied to a call.

 Boston Globe Archive+
bit.ly/ZdJkt2

Jerome Winegar

Headmaster of South Boston High School during busing

Winegar finds S. Boston hope amid frustrations

Jerome Winegar slouched back behind the plastic-topped conference table that serves as a desk and talked easily of his wins and losses at the end of his first full academic year as headmaster of South Boston High School.

 Boston Globe Archive+
bit.ly/1rnsCle

+
Must have subscription to either BostonGlobe.com or Boston Globe News in Education to access.

Related Standards

Anchor ELA: RL/RI.1,2,3,4,6,7,8

Literacy: RH.6-8.6, RH.9-10.6, RH.11-12.6

LOCAL POLITICS & GOVERNMENT

Busing and School Assignment Now

Finding strategies to improve educational opportunities for all students is still a top priority for the Boston community. Read the recent article from The Boston Globe about the new school assignment system.

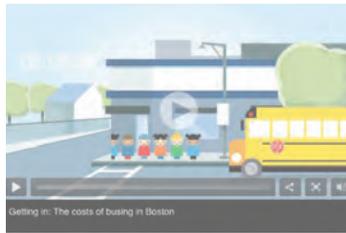
What is the purpose of this article and video?

How do the issues and points of view compare to the discussions of the 1970s?

Boston adopts new school assignment plan

The Boston School Committee, in a momentous vote, scrapped a school assignment plan developed under court-ordered desegregation almost a quarter century ago and embraced a new system that seeks to allow more students to attend schools closer to home.

 BostonGlobe.com
bit.ly/1rkLRL0



High Price of School Assignment

Like an army of yellow ants, they march across the city: 691 school buses carrying 32,221 students.

 Boston.com
bit.ly/1yXhuB1

Timeline: Steps Boston has taken on busing

From 1989 to 2014, busing still plays a role in Boston public education.

 BostonGlobe.com
bit.ly/1ruWY5N



Related Standards

Anchor ELA: RL/RI.1,2,3,4,6,7,8

Literacy: RH.6-8.6, RH.9-10.6, RH.11-12.6

HISTORICAL & CONTEMPORARY CONNECTIONS

Grade Level History/Social Studies/Civics/Government

Have students identify what they think are important current issues in their school or community where people have different opinions about a possible solution. Write a letter, essay or poem that shares their opinion of the strongest argument.

Possible school topics

- Recess time
- Homework
- Healthier lunches
- Uniforms
- Extended school year/day

Possible community topics

- School assignments
- Changing street names
- Closing a school or park
- Cleaning up certain areas of the community
- Local elections

Have students write a narrative essay that connects one of the essential questions to a decision they had to make in their lives.

Community and government

What are the roles and responsibilities of government?

How do governments balance the rights of the individual for the common good?

What is the balance between rights and responsibilities of citizens in a democracy?

Individual and society

What is courage?

How do our communities influence our identities?

How do individuals survive adversity?

Does time change our perspectives?

Activities

A. Have students develop questions for interviewing family or neighbors about perspectives on current issues of busing (or other issues they feel are important).

B. Have students write a letter to their local representatives to express their opinions about what their school needs (for younger children, this can be a group-developed letter).

Anchor Standards

ELA W.1,W.2,W.3

HISTORICAL & CONTEMPORARY CONNECTIONS

Related Reading

Read and Respond

Analyze how one of a related reading responds to the essential questions:

How does the author reveal his or her opinion on the topic of courage, rights or individual responsibility?

Write a short essay explaining your opinion. Use explicit details from the text.

Related Texts (Fiction, Nonfiction)

- Beal, Melba Patillo. *Warriors Don't Cry*. Mass Market Press. 240 pages (Grade 7+)
- Bridges, Ruby. *Through My Eyes*. Scholastic Press, 1999. 63 pages (Grades 3–8)
- Coles, Robert. *The Story of Ruby Bridges*. Illustrated by George Ford. Scholastic, 1995. 2004. 32 pages (Grades 2–5)
- Fradin, Judith Bloom and Dennis Fradin. *The Power of One: Daisy Bates and the Little Rock Nine*. Clarion Books, 2004. 176 pages (Grades 7–8)
- Levine, Kristin. *The Lions of Little Rock*. Putnam, 2012. 298 pages (Grades 2–5)
- McKissack, Patricia C. *A Friendship for Today*. Scholastic Press, 2007. 172 pages (Grades 4–6)
- Rochelle, Belinda. *Witnesses to Freedom: Young People Who Fought for Civil Rights*. Puffin Books, 1997. 97 pages (Grades 7–8)
- Stokes, John A. *Students on Strike: Jim Crow, Civil Rights, Brown, and Me*. National Geographic, 2008. 125 pages (Grades 6–8)
- Sunden, Garth. *Real Kids, Real Stories, Real Change: Courageous Actions Around the World*. Free Spirit Publisher. 176 pages (Grades 4–8)
- Woodson, Jacqueline. *The Other Side*. Illustrated by E. B. Lewis. Putnam's, 2001. 32 pages (Grades 2–5)

HISTORICAL & CONTEMPORARY CONNECTIONS

Social Studies/History

Grade 2

Civics and Government

Define and give examples of some of the rights and responsibilities that students as citizens have in the school (for example, the right to vote in a class election and the responsibility to follow school rules). Give examples of fictional characters or real people in school or your community who are good leaders and good citizens, and explain the qualities that make them admirable (for example, honesty, dependability, modesty, trustworthiness, courage—see related literature section).

Grade 3

Civics and Government

Give examples of the different ways people in a community can influence their local government (for example, by voting, running for office or participating in meetings).

Grade 4

Regions of the United States

Identify major immigrant groups that live in Massachusetts and the places where they now live in large numbers (for example, English, Irish, Italians, French Canadians, Armenians, Greeks, Portuguese, Haitians and Vietnamese).

Grade 5

Civics and Government

Define and use correctly words related to government: citizen, suffrage, rights, representation, federal, state, county and municipal. Give examples of the responsibilities and powers associated with major federal and state officials (for example, the president, chief justice of the U.S. Supreme Court, governor, state senators, and state representatives). Explain the structure of the student's city or town government.

Grade 6

History and Geography

Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (for example, about rainfall, temperature, or population size see neighborhood maps). Distinguish historical fact from opinion.

Grade 7

Civics and Government

Define and use correctly words and terms relating to government such as city-state, separation of powers, civic duty, rule of law and military.