

## EPI : Discrimination raciale

Cet Enseignement Pratique Interdisciplinaire est basé sur des cours en Anglais, Histoire et Éducation musicale.

À travers différentes études, les élèves sont amenés à découvrir le fonctionnement de la discrimination raciale - en particulier aux États-Unis -, ses racines, les moyens mis en œuvre pour la combattre et sa fin officielle (malgré des survivances sociales et culturelles liées à l'histoire des États-Unis).

**En Histoire**, plusieurs séances en demi-groupes sont organisées aux alentours du 2ème trimestre. L'objectif principal est de donner des **connaissances précises sur le contexte** qui a permis **la naissance** et le développement **de la ségrégation raciale** dans le sud des États-Unis. L'étude se fait dans une perspective de temps long (depuis l'esclavage au XVIème siècle).

Pour favoriser la pratique de l'anglais, des parties de ces séances sont assurées dans cette langue : documents originaux, **questions et réponses écrites en anglais, échanges verbaux en anglais...**

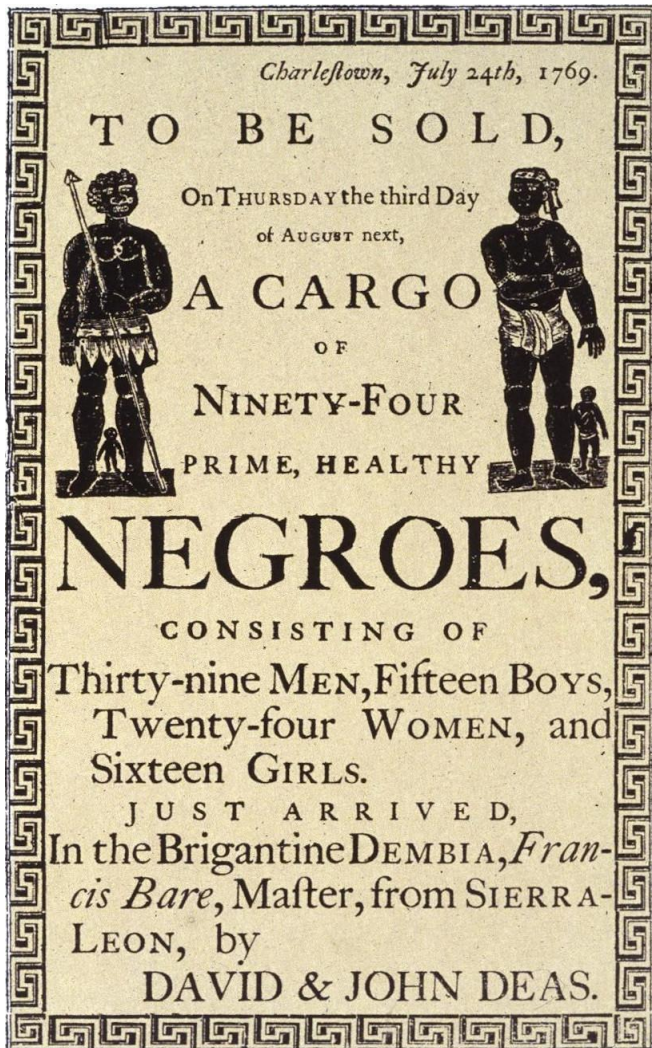
### Objectifs des séances d'Histoire sur cet EPI :

- Acquérir des connaissances historiques pour comprendre le contexte de la naissance de la ségrégation aux États-Unis ;
- Entraîner les élèves à argumenter en anglais sur le sujet ;
- Présenter un EPI sur un objet lié à la déségrégation (une personnalité, une œuvre d'art, une œuvre littéraire, un discours, un monument...) ;
- Présenter tout ou partie de son EPI en anglais.

History :

## The Origins of Racial Segregation in the USA

*Anticipation* :



Advertisement for sale of African slaves,  
Charleston, South Carolina, 1769

Barack Obama, 44th president of  
the United States of America, 2008

*À l'oral* : What are these documents ? What is the date of each document? What difference can you see in the situation of Black people in these two documents?

### Introduction :

The path from slavery (since the 16th century) to the election of Barack Obama (in 2008) has been long and harsh, with one century of Racial Segregation.

How such a racist system was made possible in the USA?

## Vocabulary :

Advertisement : <b>Publicité</b>	Slave : <b>Esclave</b>
Path : <b>Chemin</b>	Slavery : <b>Esclavage</b>
Century : <b>Siècle</b>	Election : <b>Élection</b>
Harsh : <b>Dur, difficile</b>	Racial Segregation : <b>Ségrégation raciale</b>

### Lesson 1: From Slavery to its Abolition (16th century-1865)

When and why was slavery abolished in the USA?

#### A) Centuries of slavery

What is the importance of slavery in the North American British colonies during Modern times?

See the Worksheet Lesson 1A.

#### Correction:

**Document 1:** The “Triangular Trade” was a trade system held from the 16th to the 19th century between three continents around the Atlantic Ocean. This is why it was called “triangular”.

European businessmen exchanged manufactured goods for slaves in Africa and went to America to exchange them for tropical agricultural products (sugar, tobacco, cotton, fruits...). The “Triangular Trade” is immoral because human people are sold as slaves.

**Document 2:** The situation of African people in the USA in the 19th century was terrible. Large and poor families of parents with numerous children worked as slaves harvesting cotton. They were forced to do it.

**Document 3:** Slaves were a major part of the U.S. population in the 19th century. Indeed, the Black population increased (from 5 million in 1800 to 30 million in 1860), and was largely composed of slaves. They represented an important part of the total U.S. population (around 15-20%).

Numerous: nombreux(ses)

To harvest: récolter

Indeed: en effet

To increase: augmenter



## B) Slavery abolition

Why and how was slavery abolished?

Questions on the Worksheet Lesson 1B.

1°) Document 1: **a)** Who was the first U.S. president who wanted to abolish slavery, and when was he elected? **b)** What was the consequence of his election?

2°) Documents 2 and 3: Fill the table to characterise the Union and the Confederates.

	Union	Confederates
<b>States:</b> <u>Northern</u> or <u>Southern</u>		
<b>Economy:</b> <u>Agricultural</u> or <u>Industrialised</u>		
<b>Slavery:</b> <u>In Favor</u> or <u>Against</u>		
<b>Political Goal:</b> <u>To secede</u> or <u>To maintain unity</u>		
<b>Capital city:</b> <u>Richmond</u> or <u>Washington, D.C</u>		
<b>Flag:</b> 1  or 2 		
<b>Issue of the War:</b> <u>Won</u> or <u>Lose</u>		

3°) Document 4: When is slavery abolished in the USA, and in which official text?

### Correction:

**Abraham Lincoln** was the first U.S. president who wanted to abolish slavery. Soon after he was elected in **1860**, several states in favour of slavery decided to secede, causing a **civil war** between two parties.

**The Union** was composed of industrialised northern states which were **against slavery** and fought to **maintain** the unity of the **U.S.A.** (the capital city of the U.S.A. is Washington D.C., in the state of Maryland, and their flag is the « Star-Spangled Banner »).

**The Confederates** were the agricultural southern states **in favour of slavery** which wanted to **secede** (their capital city was Richmond, in the state of Virginia, and their flag the « Stars and Bars »).

The **Union won** the terrible **Civil War (1861-1865)** and, the same year, the **13th Amendment to the U.S. Constitution abolished slavery** in all states. However, the path remained long to obtain full equality.

## Lesson 2: Racial Segregation in the USA

What are the aspects of racial segregation in the USA and its history?

### Questions on the Worksheet Lesson 2

*Fill the board to answer these questions. If you can, rewrite and then complete the sentences.*

1°) <u>Documents 1 and 2</u> : How are segregation laws called?	
2°) <u>Document 1</u> : Which part of the USA was dominated by racial apartheid?	
Give some examples of discrimination places.	
<u>Document 4</u> : Give an example of three States where segregation was required in schools.	
Give an example of three States where it was forbidden.	
3°) <u>Document 1</u> : Who perpetrated acts of terror to reinforce the Jim Crow system?	
<u>Document 3</u> : Give an example of a racist group and a violent action.	
4°) <u>Documents 1 and 4</u> : When did the Supreme Court authorise segregation, and when was it forbidden in schools?	

## Correction-Lesson: Racial segregation in the USA

After the Civil War and the slave emancipation (13th Amendment) in 1865, the Southern States adopted laws known as « Black Codes » to deny black people rights.

The Congress reacted by granting citizenship (14th Amendment) and the right to vote (15th Amendment).

Several laws were then taken in the Southern states to organise racial apartheid, an official separation between blacks and whites in many places: schools, parks, libraries, drinking fountains, restrooms, buses, trains, restaurants... For instance, school segregation was required in Texas, Florida or Virginia, but forbidden in New York, Illinois and California.

These segregation laws were known as Jim Crow laws (referring to a ridiculous black character in the popular theatre).

The Jim Crow system was reinforced by acts of terror perpetrated by groups called the Vigilantes (they were vigilant to keep black people in an inferior position). The KKK (Ku Klux Klan) was one of these groups, murdering black people by lynching.

If the Supreme Court's decision in *Plessy v. Ferguson* in 1896 authorized segregation (arguing that separating blacks from whites does not infringe on the principle of equality granted by the Constitution), the *Brown v. Board* decision in 1954 forbade school segregation.

Racial segregation was progressively forbidden by many laws in the 1950s and the 1960s, until the Civil Rights Act in 1968. This was made possible thanks to the fight of associations and personalities (such as the NAACP (National Association for the Advancement of Colored People), Rosa Parks, Martin Luther King and hundreds of others).

### Conclusion:

Racial segregation ended more than half a century ago. However, discriminations against black people remain high today, in jobs, housing, police, justice... (see the Black Lives Matter movement for instance).

### Vocabulary :

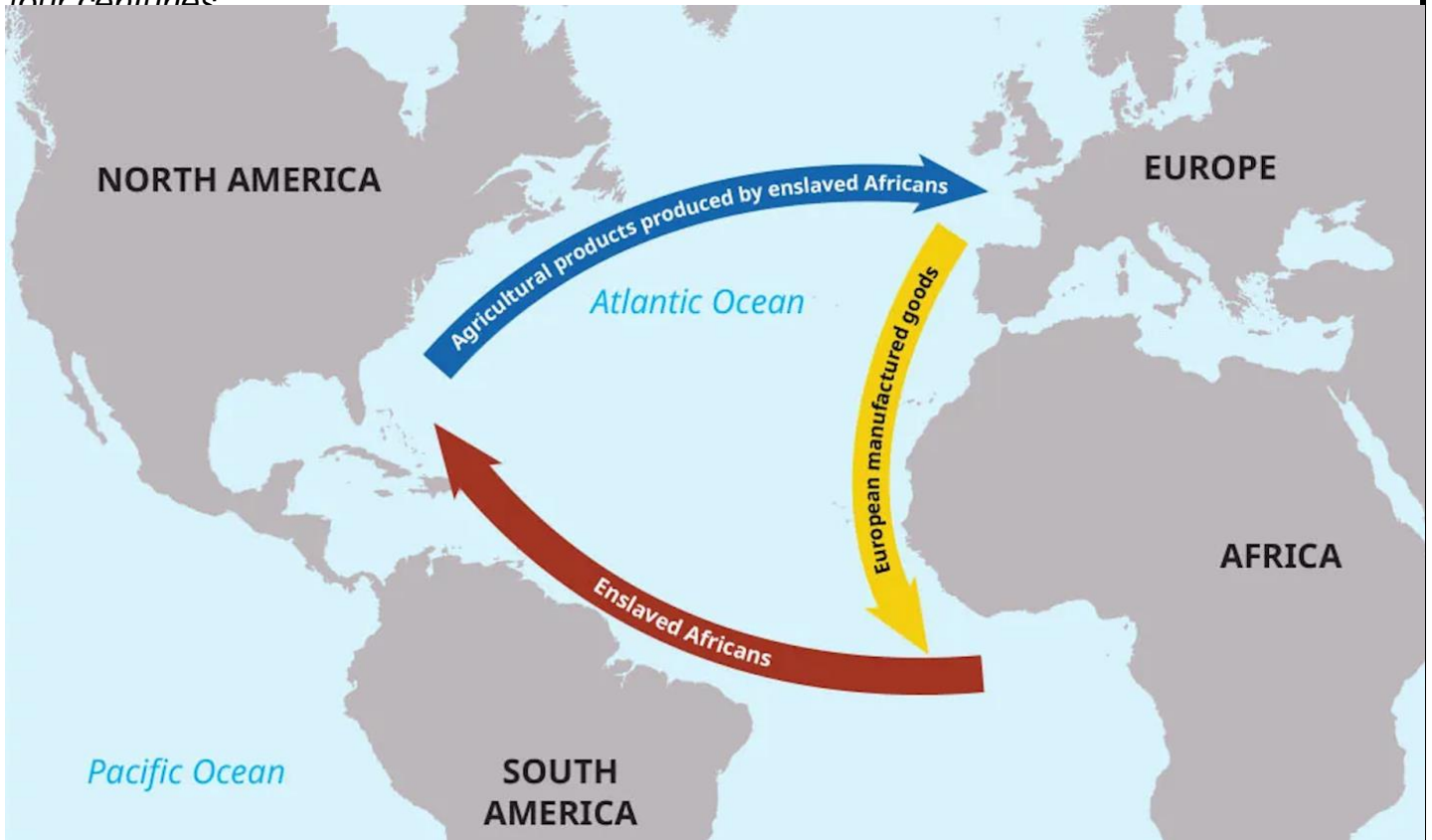
Advertisement :	Slave :
Path :	Slavery :
Century :	Election :
Harsh :	Racial Segregation :

## Lesson 1, A: Centuries of slavery in the USA

Work in three small groups: each group works on one document and reads its conclusion to the others.

### Document 1: Map of the Triangular Trade (16th to 19th century)

European businessmen organised a large-scale trade between three continents for almost four centuries.



Manufactured goods : Produits manufacturés (ici : armes, alcool, tissus, verroterie...)

### Questions about Document 1:

- 1°) What continents and what ocean are represented on this map?
- 2°) What products do European traders bring to Africa? What do they bring to America then? What agricultural products do you think they bring from tropical Americas to Europe?
- 3°) Why is this trade called "Triangular Trade"? What is immoral in this business?

Conclusion: Explain what was the "Triangular Trade".



**Document 2: A slave family in a cotton plantation, Georgia (USA), 19th century**

**Questions about Document 2:**

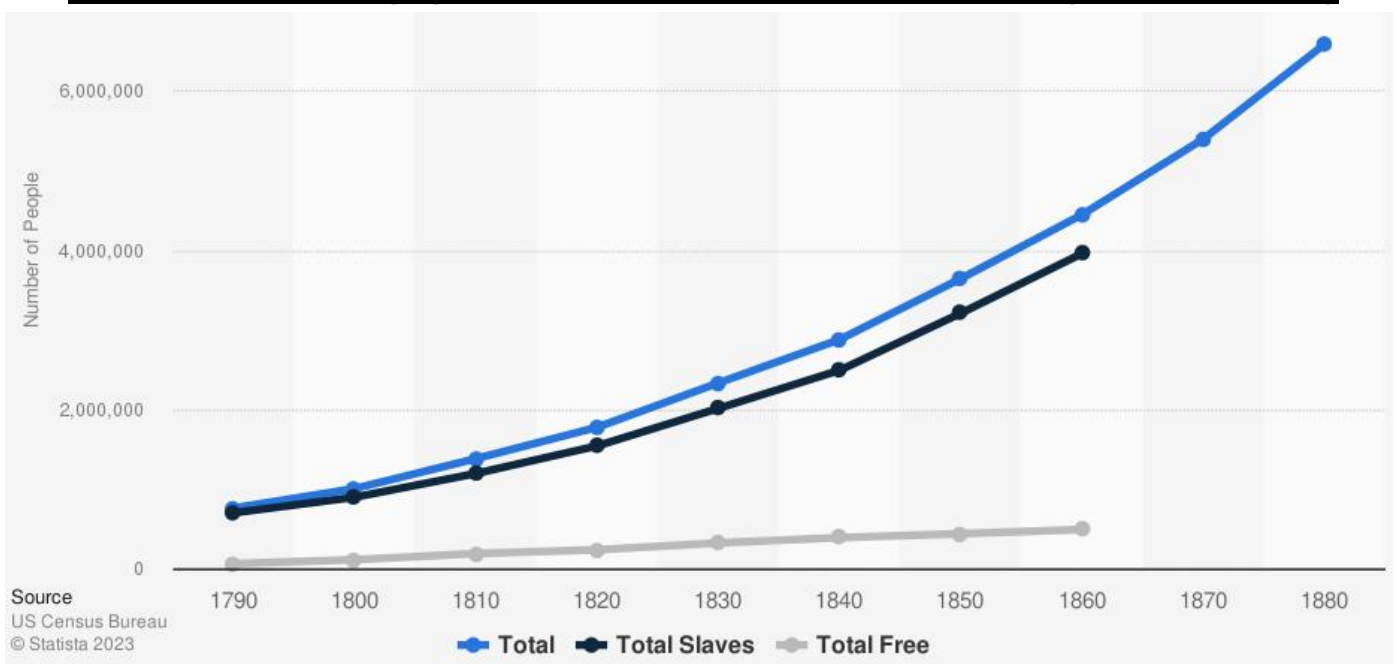
1°) How many adults and children are there in this family?

2°) What is their work?

3°) What can you say about their conditions?

**Conclusion:** What was the situation of African people in the USA in the 19th century?

**Document 3: Black population in the USA from 1790 to 1880 (slaves and free)**



(Total U.S. population: 5 million in 1800, 30 million in 1860, 50 million in 1880)

**Questions about Document 3:**

1°) What was the total U.S. population in 1800, and how many were Black people?

2°) How did the number of Black people evolve from 1800 to 1860?

3°) Were Black people more slaves or free? Justify your answer.

**Conclusion:** How important was slavery in the U.S. population in the 19th century?



## Correction:

**Document 1:** The “Triangular Trade” was a system of trade held from the 16th to the 19th century between three continents around the Atlantic Ocean. This is why it was called “triangular”.

European businessmen exchanged manufactured goods for slaves in Africa and went to America to exchange them for tropical agricultural products (sugar, tobacco, cotton, fruits...). The “Triangular Trade” is immoral because human people are sold as slaves.

**Document 2:** The situation of African people in the USA in the 19th century was terrible. Large and poor families of parents with numerous children worked as slaves harvesting cotton. They were forced to do it.

**Document 3:** Slaves were a major part of the U.S. population in the 19th century. Indeed, the Black population increased (from 5 million in 1800 to 30 million in 1860), and was largely composed of slaves. They represented an important part of the total U.S. population (around 15-20%).

Numerous: nombreux(ses)

To harvest: récolter

Indeed: en effet

To increase: augmenter

## Lesson 1, B: The abolition of slavery in the USA

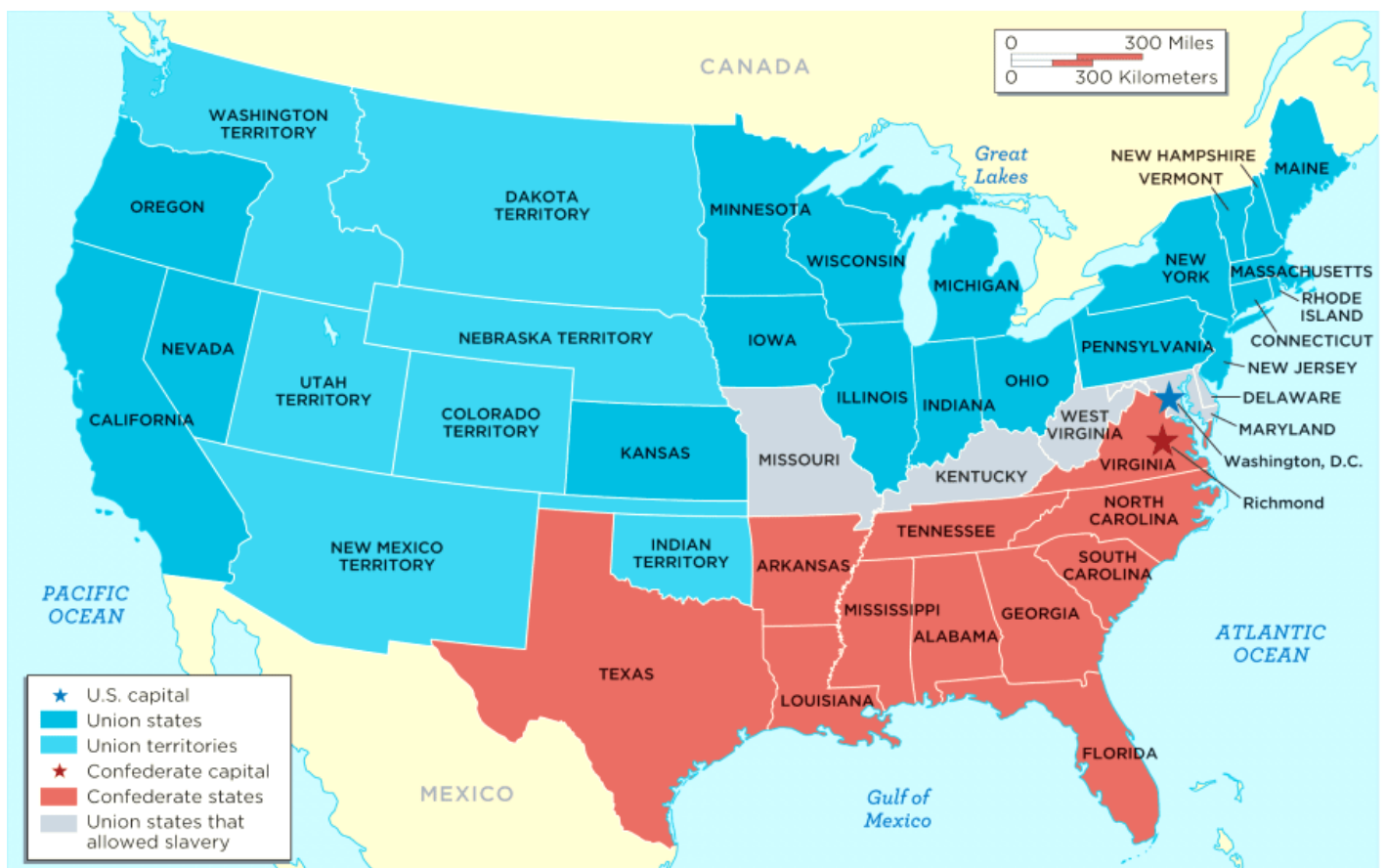
### Document 1: Abraham Lincoln (1809-1865)

Abraham Lincoln was elected as the 16th President of the United States of America in 1860 (as a Republican candidate). Because he strongly opposed slavery, his election led to the Civil War in 1861 (states in favour of slavery decided to secede). During the war, he promised to free all slaves of the country (Emancipation Proclamation in 1863). He was murdered at the end of the war, in 1865.



### Document 2: The divide of the nation over the slavery question (in 1861)

In 1861, the U.S. territory was composed of more than 30 states (other territories were associated). The Northern States were industrialised and had abolished slavery several decades before. On the other hand, the Southern States were more agricultural (especially with cotton plantations) and remained attached to the exploitation of slaves. Soon after the election of Abraham Lincoln, seven Southern States seceded from the North in 1861, deciding to create their own Confederation aside from the Union.



### Document 3: The Civil War (1861-1865)

In 1861, the conflict arose between the Union (the North) which wanted to abolish slavery and maintain the unity of the United States, and the Confederates (the South) who wanted to create their own country to keep the slavery system.

Despite the Union victory and the consequent abolition of slavery, this war was devastating. The use of modern weapons in harsh battles (Gettysburg, Antietam...) and the strategy of total war killed maybe 750.000 persons and caused a deep traumatism in U.S. history.



*Representation of a battle during the Civil War, between Union soldiers (on the left) and Confederates soldiers (on the right).*

### Document 4: The end of slavery in the United States

« **Neither slavery nor involuntary servitude**, except as a punishment for crime whereof the party shall have been duly convicted, **shall exist within the United States**, or any place subject to their jurisdiction. »

Extract from the 13th Amendment to the U.S Constitution, 1865



### Vocabulary:

<u>To murder</u> : assassiner	<u>To secede</u> : faire sécession
<u>Decade</u> : décennie	<u>Aside from</u> : à part
<u>Epecially</u> : surtout	<u>Weapon</u> : arme
<u>To remain</u> : rester	<u>To kill</u> : tuer
<u>Soon after</u> : peu après	<u>Deep</u> : profond

## Questions on Worksheet Lesson 1,B: **The abolition of slavery in the USA**

1°) Document 1: **a)** Who was the first U.S. president who wanted to abolish slavery, and when was he elected? **b)** What was the consequence of his election?

2°) Documents 2 and 3: Fill the table to characterise the Union and the Confederates.

	<b>Union</b>	<b>Confederates</b>
<b>States:</b> <u>Northern</u> or <u>Southern</u>		
<b>Economy:</b> <u>Agricultural</u> or <u>Industrialised</u>		
<b>Slavery:</b> <u>In Favor</u> or <u>Against</u>		
<b>Political Goal:</b> <u>To secede</u> or <u>To maintain unity</u>		
<b>Capital city:</b> <u>Richmond</u> or <u>Washington, D.C</u>		
<b>Flag:</b> <u>1</u>  or <u>2</u> 		
<b>Issue of the War:</b> <u>Won</u> or <u>Lose</u>		

3°) Document 4: When is slavery abolished in the USA, and in which official text?

### **Correction:**

Abraham Lincoln was the first U.S. president who wanted to abolish slavery. Soon after he was elected in 1860, several states in favour of slavery decided to secede, causing a civil war between two parties.

The Union was composed of industrialised northern states which were against slavery and fought to maintain the unity of the U.S.A. (the capital city of the U.S.A. is Washington D.C., in the state of Maryland, and their flag is the « Star-Spangled Banner »).

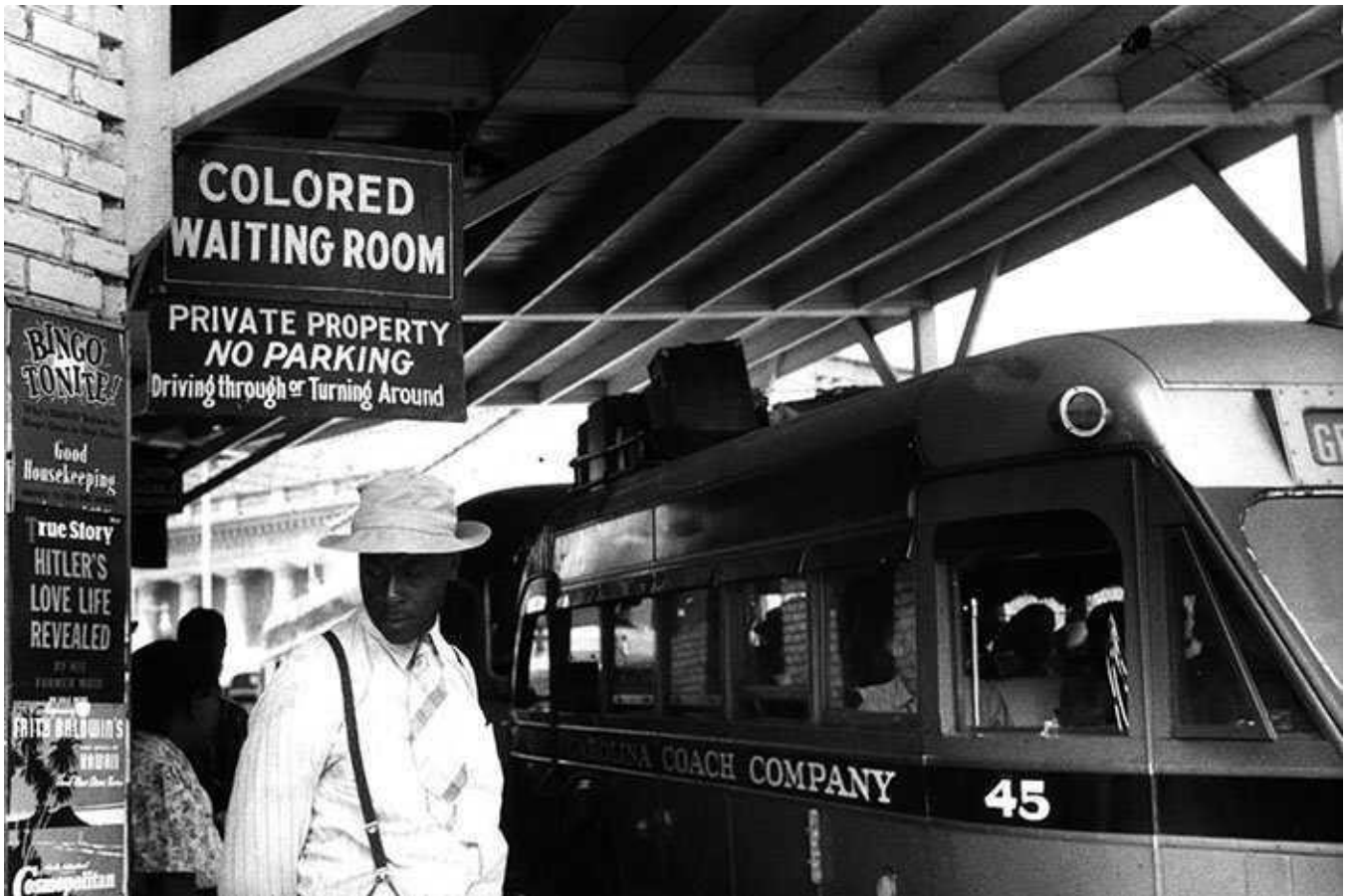
The Confederates were the agricultural southern states in favour of slavery which wanted to secede (their capital city was Richmond, in the state of Virginia, and their flag the « Stars and Bars »).

The Union won the terrible Civil War (1861-1865) and, the same year, the 13th Amendment to the U.S. Constitution abolished slavery in all states. However, the path remained long to obtain full equality.

## Lesson 2: Racial segregation in the USA

### Document 1: The Segregation Laws after the Civil War

The segregation laws known as "Jim Crow" represented a formal, codified system of racial apartheid that dominated the American South for three quarters of a century beginning in the 1890s. The laws affected almost every aspect of daily life, mandating segregation of schools, parks, libraries, drinking fountains, restrooms, buses, trains, and restaurants. "Whites Only" and "Colored" signs were constant reminders of the enforced racial order.



*Signs such as "Colored Waiting Room" constantly reminded travelers of the enforced racial order. Credit: Library of Congress*

In legal theory, blacks received "separate but equal" treatment under the law — in actuality, public facilities for blacks were nearly always inferior to those for whites, when they existed at all. In addition, blacks were systematically denied the right to vote in most of the rural South through the selective application of literacy tests and other racially motivated criteria.

The Jim Crow system was upheld by local government officials and reinforced by acts of terror perpetrated by Vigilantes. In 1896, the Supreme Court established the doctrine of separate but equal in *Plessy v. Ferguson*, after a black man in New Orleans attempted to sit in a whites-only railway car.

*Jim Crow Laws, PBS.org*

## Document 2: The name Jim Crow

The Segregation Laws were called Jim Crow Laws referring to the name of a stereotypical black character in US 19th century theatre.

Cover to an early edition of "Jump Jim Crow" sheet music, 1832 →



## Document 3: Racist Violence



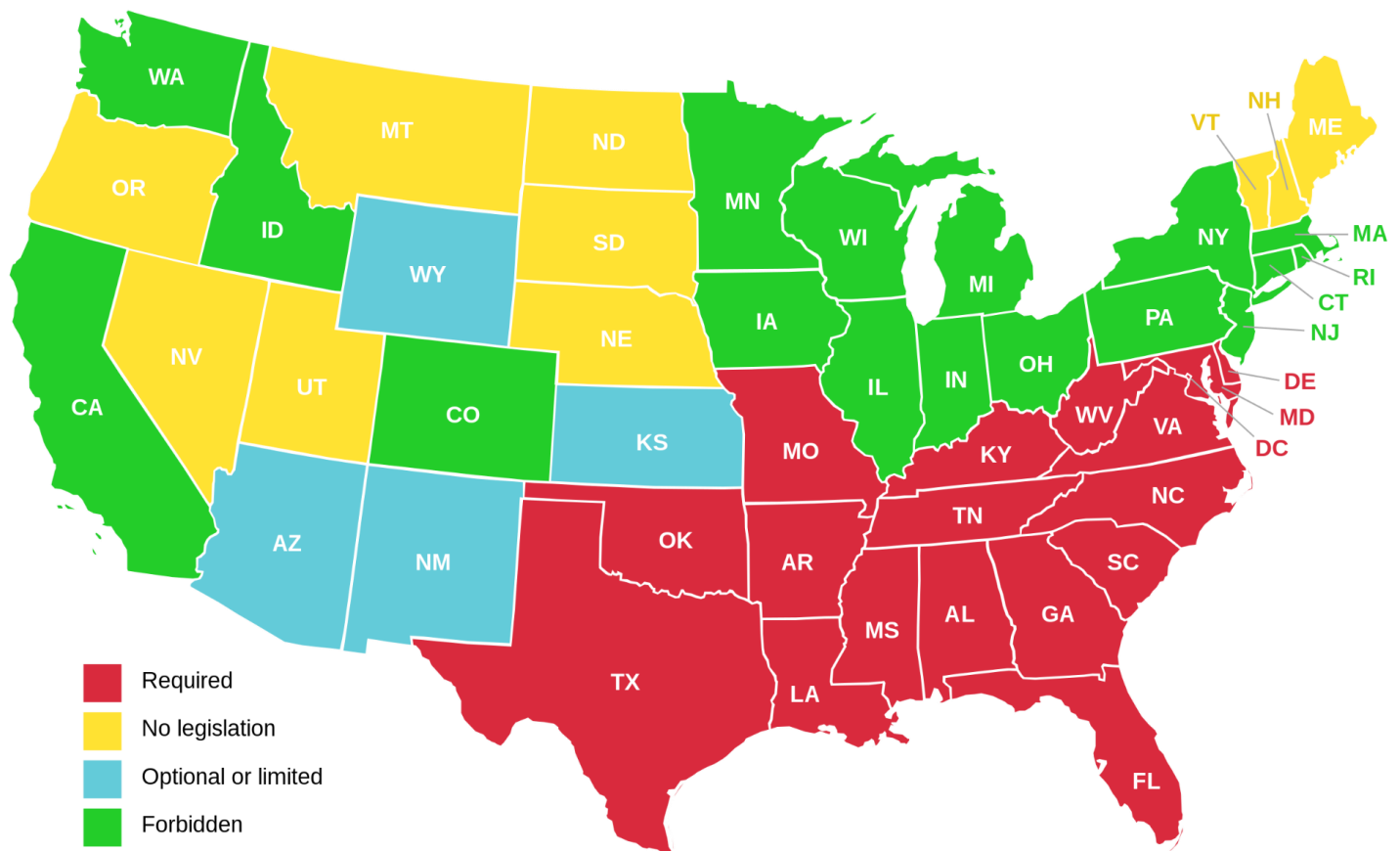
The lynching of a black man, 1882



Members of the Ku Klux Klan, a secret organisation for white power

## Document 4: School Segregation Laws in the 1950s USA

This map shows the difference between U.S. states regarding educational segregation before it was forbidden in the Supreme Court decision *Brown v. Board* in 1954.



## Questions on the Worksheet Lesson 2

Fill the board to answer these questions. If you can, rewrite then complete sentences.

1°) <u>Documents 1 and 2</u> : How are segregation laws called?	
2°) <u>Document 1</u> : Which part of the USA was dominated by racial apartheid?	
Give some examples of discrimination places.	
<u>Document 4</u> : Give an example of three States where segregation was required in schools.	
Give an example of three States where it was forbidden.	
3°) <u>Document 1</u> : Who perpetrated acts of terror to reinforce the Jim Crow system?	
<u>Document 3</u> : Give an example of a racist group and a violent action.	
4°) <u>Documents 1 and 4</u> : When did the Supreme Court authorise segregation, and when was it forbidden in schools?	

### **Correction-Lesson: Racial segregation in the USA**

After the Civil War and the slave emancipation (13th Amendment) in 1865, the Southern States adopted laws known as « Black Codes » to deny black people rights.

The Congress reacted by granting citizenship (14th Amendment) and the right to vote (15th Amendment).

Several laws were then taken in the Southern states to organise racial apartheid, an official separation between blacks and whites in many places: schools, parks, libraries, drinking fountains, restrooms, buses, trains, restaurants... For instance, school segregation was required in Texas, Florida or Virginia, but forbidden in New York, Illinois and California.

These segregation laws were known as Jim Crow laws (referring to a ridiculous black character in the popular theatre).

The Jim Crow system was reinforced by acts of terror perpetrated by groups called the Vigilantes (they were vigilant to keep black people in an inferior position). The KKK (Ku Klux Klan) was one of these groups, murdering black people by lynching.

If the Supreme Court's decision in *Plessy v. Ferguson* in 1896 authorized segregation (arguing that separating black people does not breach the principle of equality granted by the Constitution), the *Brown v. Board* decision in 1954 forbade school segregation.

Racial segregation was progressively forbidden by many laws in the 1950s and the 1960s, until a final end with the Civil Rights Act in 1968. This was made possible thanks to the fight of associations and personalities (such as the NAACP (National Association for the Advancement of Colored People), Rosa Parks, Martin Luther King and hundreds of others).