Using Picture Books to Enhance Historical Literacy

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Abstract

When confronted with a diverse student population in a secondary school social studies classroom, a teacher must use productive methods to discern the literacy levels of the class at hand. This is critical in every content area and social studies teachers must assess ways to gain ground in achieving the reading and writing skills called for in the Common Core State Standards (CCSS) for literacy in History/Social Studies. This is challenging and would take a trial and error approach if using standard pedagogical methods, and then revamping lesson plans to differentiate instruction. There may be English Language Learners (ELLs) and Learning Disabled (LD) students in the mix. An inviting, visual, and engaging way is to use picture books in the secondary school social studies classroom. The use of picture books is not a passive pedagogical approach—it is an active one—leveraging reading and observation skills into writing skills. It has an additional effect of forging group learning has students become collectively engaged with a text.
Why Use Picture Books for High School?

Using illustrated picture books in content areas may seem contrary to the principles of good teaching and contrary to most views of high school teachers. “Secondary and intermediate grade teachers rarely include such texts in their teaching because they believe them to be too immature for adolescents” (Billman, 2002, p. 48). The use of picture books provides an effective way to assess and build background historical knowledge for older students. “In reality, many picture books—especially those related to historical events—are more appropriate for older students than younger students. Young students simply do not have the background experiences to comprehend many of the texts that focus on World War II, for example” (p. 48).

There is a string that will reverberate through this paper and approach—that proficient and engaged readers turn into capable writers. In today’s visual word, pictures provide a way to bridge the gap between reading and writing by making reading a more visual experience, so analysis, imagination, and description begin to sharpen their focus in the mind’s eye. “Combined text-picture books that unite multiple genres of expository and narrative writing provide tools for middle through high school students to re-envision reading and writing” (Dean & Grierson, 2005, p. 456). This paper and the accompanying lesson plans will focus on this concept by linking illustrations and then photographs to text in the authentic expression of photojournalism.

Writing thus becomes the terminal skill in literacy; to be able to produce written words after text has been consumed and to connect to what has been read for motivation and engagement. This is not limited to textbooks and standard academic materials. Chosen materials need to be screened for high quality. “Thus, the learning potential from well-designed and written combined texts is great; these texts give teachers an opportunity to familiarize students
with a variety of genres while teaching specific strategies for comprehending and writing in those genres” (p. 456). This was discussed in the publication, *Reading Next*:

Whether teaching reading and writing or a subject area, teachers need to find texts at a wide range of difficulty levels. Too often students become frustrated because they are forced to read books that are simply too difficult for them to decode and comprehend simultaneously. Learning cannot occur under these conditions. Texts must be below students’ frustration level, but must also be interesting; that is, they should be high interest and low readability… High-interest, low-difficulty texts play a significant role in an adolescent literacy program and are critical for fostering the reading skills of struggling readers and the engagement of all students. In addition to using appropriate grade-level textbooks that may already be available in the classroom, it is crucial to have a range of texts in the classroom that link to multiple ability levels and connect to students’ background experiences” (Biancarosa & Snow, 2006, p. 18).

These texts are not limited to picture books but they can accomplish the same goal. “Researchers have found that textbooks are too difficult for some students, especially readers with disabilities…….Some examples of alternate texts include magazines, newspapers, and trade books, and many are ideal for content area instruction. Researchers have found that using alternate texts increases reading skills, such as comprehension, word knowledge, and fluency, for some students. Specifically, the use of alternate texts has been found to have a significant positive impact on students’ ability to make inferences, read fluently, and experience interest and engagement in the text” (Fenty & Barnett, 2013, p. 22). The use of these types of text can form the basis of a sound foundation to create life-long readers and writers. Social studies is an
especially ripe area for this endeavor. “Social studies incorporates history, culture, politics, and other concepts that students may have difficulty relating to in a textbook; picture books provide the interest, images, and readability that students may need to engage with the content material. In fact, many students find picture books to be more interesting than textbooks. Rather than providing breadth, picture books are more likely than textbooks to focus on a single topic and explore it in depth. Using a number of picture books in a unit of study introduces students to a variety of perspectives on a topic” (Billman, p. 48). There are additional benefits from using picture books that may transcend basic comprehension. “Picture books read aloud to selected teenagers may introduce provocative issues and moral dilemmas that stimulate higher order critical thinking. Moreover, secondary social studies educators with limited instructional time appreciate the efficiency involved in facilitating thoughtful discussion through a picture book that can be read aloud to a group of teenagers in a short amount of class time” (Jones & Hebert, 2012, p. 257).

This approach yields both quantitative and qualitative benefits. Not only do students achieve more, they enjoy doing so. “The students who read the children’s books had larger achievement gains than the students who read the textbook. The students who read the children’s books also reported enjoying learning with these texts” (Fenty, p. 23). These types of visual readers also become more multimodally sophisticated by interpreting the authors’ messages by studying both text and illustrations (Billman, p.49).

**Using Picture Books**

Picture books provide productive instructional opportunities at the high school level. Their use can allow the teacher to assess background knowledge quickly as well as engage the class. Even though they are used for primary school children, these books represent foundational
and thought provoking material. “Historical fiction picture books represent a unique art form in children’s literature because they encompass artistic and imaginative reconstructions of the past through words, images, and design features intended to help readers make sense of historical events and concepts (Youngs & Serafini, 2011, p. 115).

When reading picture books, it is important to discuss peritextual features--cover, back cover, title page, end pages, other visual elements. The class must be urged to communicate what they have observed. The introduction of the picture book is critical and helps the students to begin to think about the topic at hand. “Activating prior knowledge allows readers to consider their current understanding about a topic, make connections to a topic, and think about how a topic will be addressed in a specific piece of text. Teachers should begin to activate student prior knowledge by introducing the text. When introducing texts, teachers should focus on text features and have students volunteer to read the text title, describe any pictures, and discuss any text captions or vocabulary words highlighted in bold. Teachers should continue by allowing students to use text features to make connections to the text. Open-ended questions such as “Where have you heard about this topic?” “What do you know about this topic?” and “Recount what you remember about this topic” will help to scaffold students in making connections to text” (Fenty & Barnett, p. 25).

After this introduction, the teacher would model engagement with the text by reading and thinking aloud about both the text and illustrations. Reading is much more than sounding out words and the modeling of this thought process is crucial. “Conceptions of what it means to read and write have also evolved. Reading, once conceived as simply moving one’s eyes across a text and sounding out words, has evolved to include reading as a meaning-making process that takes into consideration the reader, the text, and the context” (Draper, 2002, pp. 359-360). It is
noteworthy that this is a key skill in the writing process as students construct meaning while interacting with words. Both reading and writing can be considered acts of composing within the social, cultural, and political contexts in which a text is created or absorbed (p. 360).

**Implications for Enhancing Practice**

The question may arise whether the weighty content area textbook has any use at all. First, it has to be current and contain the latest appealing visual features such as tables, graphs, summaries, maps, and photographs. There are many uses for textbooks but they should not be the only written exposure to the subject matter that the student receives. Text-based instruction is less than ideal because, in isolation, it does not support discovery learning or inquiry. Care must be taken that the student is not isolated and engaging in rote memorization. This type of passive interaction is rarely sustained. (Draper, p. 360).

In the appended lesson plans, picture books form the foundation for comprehension and written exercises. The visual skills modeled in the first lesson plan find their independent expression in the second lesson plan. The second lesson plan uses a combination of photographs, illustrations, and a primary source document (as opposed to just picture books and narration) to make visually connections. It strengthens the foundation from lesson 1 and includes a primary source document to provide evidence. These lesson plans are both highly collaborative, requiring groups to work together to craft reflective cohesion. This is an aspect of literacy often overlooked; that social and group dynamics drive (or inhibit) resolution of internal conflicts. “Another element is text-based collaborative learning, which means that when students work in small groups, they should not simply discuss a topic, but interact with each other around a text. Learning is decentralized in these groups because the meaning drawn from a text or multiple texts is negotiated through a group process. Moreover, text-based collaborative learning is
effective in improving not only reading skills but also writing skills” (Reading Next p.17). This is particularly true in the social studies content area where knowledge of democracy is no substitute for knowledge for democracy. Students are interacting, negotiating, and deriving meaning from the information at hand; they are resources to each other. Certain topics lend themselves to this approach; these two lesson plans fit this mold. However, there are individual efforts involved that form the basis of formative and summative assessments. Graphic organizers and group work form the basis of formative assessments in the first lesson. The authentic mini-project beckons each student to play the role of investigative photojournalist to bring forward one means to communicate the need for social justice.

This fits into an overarching goal of creating learning communities that materialize when students are taught direct skills and strategies and provided with creative invitations to become actively participating citizens. This type of literacy and individual action form the basis for empowerment (Singer & Shagoury, 2005, p. 318).
References


Appendix 1

Lesson Plan: Introduction to Civil Rights

Grade Level: 11
Unit: US History – School desegregation/civil rights
Time needed: 1-2 class periods

Planning
Previous content required/prerequisites: Knowledge of African-American history including slavery.

Content: Introductory lesson for civil rights/school desegregation. This lesson plan is designed to engage students to the struggle for civil rights in a gradual, thoughtful, and visual way.

Vocabulary:

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Match the word with its definition.</th>
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<tbody>
<tr>
<td>___ 1) activist</td>
<td>A) when one group is treated differently than another group</td>
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<tr>
<td>___ 2) segregation</td>
<td>B) intolerance of a person or group based on their race</td>
</tr>
<tr>
<td>___ 3) nonviolent</td>
<td>C) people who protest to call attention to a cause, like civil rights</td>
</tr>
<tr>
<td>___ 4) discrimination</td>
<td>D) peaceful</td>
</tr>
<tr>
<td>___ 5) integration</td>
<td>E) keeping things or people separate</td>
</tr>
<tr>
<td>___ 6) prejudice</td>
<td>F) bringing separate groups together</td>
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</table>

Standards and Objectives:

NYS Social Studies Standard 1 - History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

- Key Idea 1: Performance Indicators 1&2.
- Key Idea 2: Performance Indicators 2&3.
- Key Idea 3: Performance Indicators 2&3.

Common Core State Standards for Literacy in History/Social Studies

- Reading standards: 1, 2, 4, 7, 9
- Writing standards: 1a, 1e, 2a, 2d, 2e, 4, 6
Learning Objectives:

- Students will describe and analyze the role of the individual in larger historical currents by drawing on historically accurate picture books. (NYS)
- Students will compare and contrast the experiences of diverse students. (NYS)
- Students will understand meaning of key words and phrases through interaction with text. (CCSS)
- Students will summarize key details of text through written notes and class/group discussion. (CCSS)

Description and steps of activity:

**Description:** Students will be introduced to an historically accurate picture book. They will interact with the text individually and in groups after observing modeling by the teacher.

**Steps:**
- Hand out and explain anticipation guide and give 5 minutes for students to fill out before reading column. See materials below.
- Review vocabulary.
- Teacher introduces picture book, *The Story of Ruby Bridges* by showing all the features of the book. (Link below under materials)
- Teacher reads book aloud and shows illustrations (READ-ALOUD).
- Teacher reads book aloud AGAIN and shows illustrations. However, this time the teacher is sharing his/her thoughts behind the text and illustrations by verbalizing (THINK-ALOUD).
- Class splits into groups of 4 and reads book with each group member modeling while other students fill out Cornell notes on a clipboard with post-it notes. Notes are initialed by student.
- After this group work, a representation of the Cornell notes will be on the front board where students place their post-it notes in the appropriate space.
- Teacher will go over the class Cornell notes and explain, derive answers to questions from the class, and summarize.
- NOTE: This activity sets up more significant independent practice in the next lesson plan.

**Engagement/Connections:**

Give students opportunities to relate to material and encourage discussion at home.
Materials:

Anticipation guide
for Lesson 1 and 2:
(NOTE: REVIEWED at the CONCLUSION of Lesson 2)

Agree + Disagree -

<table>
<thead>
<tr>
<th>Before Reading*</th>
<th>Statement</th>
<th>After Reading*</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ or -</td>
<td>I have heard of Ruby Bridges.</td>
<td>+ or -</td>
</tr>
<tr>
<td></td>
<td>I respect and appreciate what Ruby Bridges endured.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Court orders sometimes need enforcement.</td>
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</tr>
<tr>
<td></td>
<td>Brown v. Board of Education ruled that segregation was constitutional as long as facilities for blacks and whites were “separate but equal”</td>
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<td></td>
<td>Racism is still tolerated today.</td>
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Discuss Changes
What changed your mind from the readings?

Link to historical picture book: The Story of Ruby Bridges

Clipboard divided into the following sections with post-it notes:

Questions about reading | Details about reading
---|---

Summary/key points and EVIDENCE for them

Lesson Close/Summary

Teacher will go over the class Cornell notes and explain, derive answers to questions from the class, and summarize.
Assessments

Cornell notes will be collected. Teacher will provide a brief critique (formative assessment) to each student in the form of an “entrance slip” to the next class.

Reflection

This is a pre-service lesson plan. There will be a number of keys items that will be monitored for effectiveness and subsequent modifications. They are:

- Assess motivation, engagement, and group dynamics. Alter strategies “on the fly” with classroom management techniques.
- Consider alternate books or having 2 or 3 books in the mix.
- Each class would need customization and unique supports.
- Scaffolding may be more or less depending on class composition.
- Very capable students may reject the picture book strategy. They may have to be convinced or take a leadership role in the class.
- Take notes on observations to improve next delivery of this lesson.
- Any significant issues will need troubleshooting and appropriate actions.
Appendix 2

Lesson Plan: School Desegregation
Grade Level: 11
Unit: US History – School desegregation/civil rights
Time needed: 1-2 class periods

Planning
Previous content required/prerequisites: Knowledge of African-American history, slavery, civil rights struggles, Lesson plan 1.

Content: Lesson is designed to engage students in school desegregation. Students become photojournalists by reconciling a primary source document with photographs and pictures. Students are critical in observing visuals from previous lesson; a visual experience was introduced in the previous lesson plan with the picture book *The Story of Ruby Bridges.* This lesson will build on this.

Language:
Vocabulary: Supreme Court, plaintiff, desegregation, Jim Crow, equality, racism.

Standards and Objectives:
**NYS Social Studies Standard 1 - History of the United States and New York**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

- Key Idea 1: Performance Indicators 1&2.
- Key Idea 2: Performance Indicators 2&3.
- Key Idea 3: Performance Indicators 2&3.

**Common Core State Standards for Literacy in History/Social Studies**
- Reading standards: 1, 2, 4, 7, 9
- Writing standards: 1a, 1e, 2a, 2d, 2e, 4, 6

**Learning Objectives:**
- Students will investigate the impact of the Brown v. Board of Education decision by reconciling this primary document with other materials. (NYS)
- Students will determine central ideas of Brown v Board of Education through discussion and observation. (NYS)
- Students will understand meaning of key words and phrases through interaction with primary source text. (CCSS)
- Students will summarize key details of text through group discussion and descriptive essays. (CCSS)

**Description and steps of activity:**

**Description:** Students will become photojournalists by analyzing school desegregation photographs and pictures and describing what they see by using their background knowledge and primary source evidence.

**Steps:**
- Discuss vocabulary and make explicit connection between this lesson and *The Story of Ruby Bridges*. Personal/Individual → political/legal → social justice.
- Groups that were established in previous lesson will choose 2 photos or illustrations from the *Desegregation photo album* (link below in materials and included as Attachment B).
- Group will do a close read of Brown vs. Board of Education (1954) and highlight key sentences and passages (link below in materials and included as Attachment A).
- Each group member will document this on the “Press notes” graphic organizer. (shown in materials)
- Each student becomes a photojournalist and crafts written highlights that will be linked to a caption/description for chosen photographs.
- Each student will be responsible for composing their own description and journalistic essay, due at a later date.
- Monitor that students are on task.
- Invite each group to share and discuss a photograph or picture with the class.
- The anticipation guide will be completed.

**Materials:**

**Supreme Court Case:** Brown vs. Board of Education (1954)

[Click here or see Attachment A](#)

**Photo Album:**

[Click here or see Attachment B](#)
Graphic Organizer:  

**Photojournalist “Press Notebook”**

<table>
<thead>
<tr>
<th>Photo #</th>
<th>Detailed description</th>
<th>Brown v BOE excerpts</th>
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Questions:

**Lesson Close/Summary**

The Anticipation Guide handed out prior to lesson 1 will be reviewed. An Exit Slip will be distributed for questions on photojournalistic essay.

**Assessments**

The individual photojournalist assignment will be a summative assessment and assigned grade according to a rubric. The rubric will have elements of CCSS writing standards, group work, and use of the primary source document as evidence.
Reflection

This is a pre-service lesson plan. There will be a number of keys items that will be monitored for effectiveness and subsequent modifications.
They are:

- Assess motivation, engagement, and group dynamics. Alter strategies “on the fly” with classroom management techniques.
- Did the reading and picture book exercise contribute to better output from the class as writers?
- May consider post-its for class group work with collective post it summary on front board.
- Are the visuals making an impact with comprehension and subsequent writing skills? This is the main reflective piece.
SUPREME COURT OF THE UNITED STATES


347 U.S. 483
Argued December 9, 1952
Reargued December 8, 1953
Decided May 17, 1954

APPEAL FROM THE UNITED STATES DISTRICT COURT FOR THE
DISTRICT OF KANSAS*

Syllabus
Segregation of white and Negro children in the public schools of a State solely on the basis of race, pursuant to state laws permitting or requiring such segregation, denies to Negro children the equal protection of the laws guaranteed by the Fourteenth Amendment -- even though the physical facilities and other "tangible" factors of white and Negro schools may be equal.

(a) The history of the Fourteenth Amendment is inconclusive as to its intended effect on public education.
(b) The question presented in these cases must be determined not on the basis of conditions existing when the Fourteenth Amendment was adopted, but in the light of the full development of public education and its present place in American life throughout the Nation.
(c) Where a State has undertaken to provide an opportunity for an education in its public schools, such an opportunity is a right which must be made available to all on equal terms.
(d) Segregation of children in public schools solely on the basis of race deprives children of the minority group of equal educational opportunities, even though the physical facilities and other "tangible" factors may be equal.
(e) The "separate but equal" doctrine adopted in Plessy v. Ferguson, 163 U.S. 537, has no place in the field of public education.
(f) The cases are restored to the docket for further argument on specified questions relating to the forms of the decrees.

Opinion

WARREN

MR. CHIEF JUSTICE WARREN delivered the opinion of the Court. These cases come to us from the States of Kansas, South Carolina, Virginia, and Delaware. They are premised on different facts and different local conditions, but a common legal question justifies their consideration together in this consolidated opinion. In each of the cases, minors of the Negro race, through their legal
representatives, seek the aid of the courts in obtaining admission to the public schools of their community on a nonsegregated basis. In each instance, they had been denied admission to schools attended by white children under laws requiring or permitting segregation according to race. This segregation was alleged to deprive the plaintiffs of the equal protection of the laws under the Fourteenth Amendment. In each of the cases other than the Delaware case, a three-judge federal district court denied relief to the plaintiffs on the so-called "separate but equal" doctrine announced by this Court in Plessy v. Ferguson, 163 U.S. 537. Under that doctrine, equality of treatment is accorded when the races are provided substantially equal facilities, even though these facilities be separate. In the Delaware case, the Supreme Court of Delaware adhered to that doctrine, but ordered that the plaintiffs be admitted to the white schools because of their superiority to the Negro schools.

The plaintiffs contend that segregated public schools are not "equal" and cannot be made "equal," and that hence they are deprived of the equal protection of the laws. Because of the obvious importance of the question presented, the Court took jurisdiction. Argument was heard in the 1952 Term, and reargument was heard this Term on certain questions propounded by the Court.

Reargument was largely devoted to the circumstances surrounding the adoption of the Fourteenth Amendment in 1868. It covered exhaustively consideration of the Amendment in Congress, ratification by the states, then-existing practices in racial segregation, and the views of proponents and opponents of the Amendment. This discussion and our own investigation convince us that, although these sources cast some light, it is not enough to resolve the problem with which we are faced. At best, they are inconclusive. The most avid proponents of the post-War Amendments undoubtedly intended them to remove all legal distinctions among "all persons born or naturalized in the United States." Their opponents, just as certainly, were antagonistic to both the letter and the spirit of the Amendments and wished them to have the most limited effect. What others in Congress and the state legislatures had in mind cannot be determined with any degree of certainty.

An additional reason for the inconclusive nature of the Amendment's history with respect to segregated schools is the status of public education at that time. In the South, the movement toward free common schools, supported by general taxation, had not yet taken hold. Education of white children was largely in the hands of private groups. Education of Negroes was almost nonexistent, and practically all of the race were illiterate. In fact, any education of Negroes was forbidden by law in some states. Today, in contrast, many Negroes
have achieved outstanding success in the arts and sciences, as well as in the business and professional world. It is true that public school education at the time of the Amendment had advanced further in the North, but the effect of the Amendment on Northern States was generally ignored in the congressional debates. Even in the North, the conditions of public education did not approximate those existing today. The curriculum was usually rudimentary; ungraded schools were common in rural areas; the school term was but three months a year in many states, and compulsory school attendance was virtually unknown. As a consequence, it is not surprising that there should be so little in the history of the Fourteenth Amendment relating to its intended effect on public education.

In the first cases in this Court construing the Fourteenth Amendment, decided shortly after its adoption, the Court interpreted it as proscribing all state-imposed discriminations against the Negro race. The doctrine of "separate but equal" did not make its appearance in this Court until 1896 in the case of \textit{Plessy v. Ferguson}, supra, involving not education but transportation. American courts have since labored with the doctrine for over half a century. In this Court, there have been six cases involving the "separate but equal" doctrine in the field of public education. In \textit{Cumming v. County Board of Education, 175 U.S. 528}, and \textit{Gong Lum v. Rice, 275 U.S. 78}, the validity of the doctrine itself was not challenged. In more recent cases, all on the graduate school level, inequality was found in that specific benefits enjoyed by white students were denied to Negro students of the same educational qualifications. \textit{Missouri ex rel. Gaines v. Canada, 305 U.S. 337}; \textit{Sipuel v. Oklahoma, 332 U.S. 631}; \textit{Sweatt v. Painter, 339 U.S. 629}; \textit{McLaurin v. Oklahoma State Regents, 339 U.S. 637}. In none of these cases was it necessary to reexamine the doctrine to grant relief to the Negro plaintiff. And in \textit{Sweatt v. Painter}, supra, the Court expressly reserved decision on the question whether \textit{Plessy v. Ferguson} should be held inapplicable to public education.

In the instant cases, that question is directly presented. Here, unlike \textit{Sweatt v. Painter}, there are findings below that the Negro and white schools involved have been equalized, or are being equalized, with respect to buildings, curricula, qualifications and salaries of teachers, and other "tangible" factors. Our decision, therefore, cannot turn on merely a comparison of these tangible factors in the Negro and white schools involved in each of the cases. We must look instead to the effect of segregation itself on public education.

In approaching this problem, we cannot turn the clock back to 1868, when the Amendment was adopted, or even to 1896, when \textit{Plessy v. Ferguson} was written. We must consider public education in the light
of its full development and its present place in American life throughout the Nation. Only in this way can it be determined if segregation in public schools deprives these plaintiffs of the equal protection of the laws.

Today, education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities, even service in the armed forces. It is the very foundation of good citizenship. Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.

We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other "tangible" factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.

In Sweatt v. Painter, supra, in finding that a segregated law school for Negroes could not provide them equal educational opportunities, this Court relied in large part on "those qualities which are incapable of objective measurement but which make for greatness in a law school."

In McLaurin v. Oklahoma State Regents, supra, the Court, in requiring that a Negro admitted to a white graduate school be treated like all other students, again resorted to intangible considerations: ". . . his ability to study, to engage in discussions and exchange views with other students, and, in general, to learn his profession." Such considerations apply with added force to children in grade and high schools. To separate them from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone. The effect of this separation on their educational opportunities was well stated by a finding in the Kansas case by a court which nevertheless felt compelled to rule against the Negro plaintiffs:

Segregation of white and colored children in public schools has a detrimental effect upon the colored children. The impact is greater when it has the sanction of the law, for the policy of separating the races is usually interpreted as denoting the inferiority of the negro group. A sense of inferiority affects the motivation of a child to learn.
Segregation with the sanction of law, therefore, has a tendency to [retard] the educational and mental development of negro children and to deprive them of some of the benefits they would receive in a racial[ly] integrated school system.

Whatever may have been the extent of psychological knowledge at the time of Plessy v. Ferguson, this finding is amply supported by modern authority. Any language in Plessy v. Ferguson contrary to this finding is rejected.

We conclude that, in the field of public education, the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment. This disposition makes unnecessary any discussion whether such segregation also violates the Due Process Clause of the Fourteenth Amendment.

Because these are class actions, because of the wide applicability of this decision, and because of the great variety of local conditions, the formulation of decrees in these cases presents problems of considerable complexity. On reargument, the consideration of appropriate relief was necessarily subordinated to the primary question -- the constitutionality of segregation in public education. We have now announced that such segregation is a denial of the equal protection of the laws. In order that we may have the full assistance of the parties in formulating decrees, the cases will be restored to the docket, and the parties are requested to present further argument on Questions 4 and 5 previously propounded by the Court for the reargument this Term. The Attorney General of the United States is again invited to participate. The Attorneys General of the states requiring or permitting segregation in public education will also be permitted to appear as amici curiae upon request to do so by September 15, 1954, and submission of briefs by October 1, 1954. It is so ordered.

* Together with No. 2, Briggs et al. v. Elliott et al., on appeal from the United States District Court for the Eastern District of South Carolina, argued December 9-10, 1952, reargued December 7-8, 1953; No. 4, Davis et al. v. County School Board of Prince Edward County, Virginia, et al., on appeal from the United States District Court for the Eastern District of Virginia, argued December 10, 1952, reargued December 7-8, 1953, and No. 10, Gebhart et al. v. Belton et al., on certiorari to the Supreme Court of Delaware, argued December 11, 1952, reargued December 9, 1953.
Attachment B

Desegregation Photo Album