

Questions 1-7 refer to the following text:

Mayor Bob Carr, Dr. King, and a delegation from the black community met that afternoon at City Hall. Perry describes the meeting as having “very tuff [sic] and frank talk of [the] condition(s) in Orlando. Rev. King made [it] clear that he would come back if things did not change in Orlando. Mayor Bob Carr ask[ed] Rev. King to give him time, that he would put together a Bi-Racial Committee to solve problems and end segregation in the city.” Shortly after this visit, Mayor Carr did form a bi-racial committee and began tackling some of the community’s problems.

After meeting with the mayor, Dr. King returned to Shiloh Baptist Church for the second workshop session and met with youth leaders including Jim Perry. It was at this time that Perry “was Bless[ed to] take [a] picture with him”... According to Perry, Dr. King asked the youth leaders about the local community, its problems and what they would like to see changed. He then asked them to lead a freedom song at the rally and, of course, they eagerly agreed.

- Excerpt from “Searching for Dr. King”

1. Where in Orlando did Dr. King meet with Mayor Bob Carr?
 - a. City Hall
 - b. Shiloh Baptist Church
 - c. Rally
 - d. Not stated in the excerpt
2. In the statement, “Mayor Bob Carr, Dr. King, and a delegation from the black community...” the word delegation means:
 - a. Moving responsibility to a separate person or group
 - b. A group of people that represent a larger group
 - c. A type of job given from one person to another person to complete
 - d. A group with authority to complete different responsibilities
3. Based on the passage, which of the following is probably true about the state of the Civil Rights Movement in Orlando before Dr. King’s visit?
 - a. Prior to meeting with Dr. King, Mayor Bob Carr and the Orlando community were highly committed to ending segregation as quickly as possible in Orlando.
 - b. Solving problems and segregation in the Orlando community was a priority of Mayor Bob Carr, but efforts to address these issues were stopped until Dr. King’s visit.
 - c. Everyone in the Orlando community was frustrated with the Civil Rights Movement, and did not feel that their community had any problems.
 - d. Although Mayor Bob Carr attempted to address issues of segregation in the community, the citizens did not respond to these efforts, and so these issues persisted.
4. What was the order of events that occurred during Dr. King’s visit to Orlando?

- a. Meeting with Mayor Bob Carr, formation of a bi-racial committee, visit with Orlando youth leaders, Orlando rally
 - b. Meeting with Mayor Bob Carr, Orlando rally, visit with Orlando youth leaders, formation of bi-racial committee
 - c. Orlando rally, meeting with Mayor Bob Carr, formation of bi-racial committee, visit with Orlando youth leaders
 - d. Meeting with Mayor Bob Carr, visit with Orlando youth leaders, Orlando rally, formation of a bi-racial committee
5. What answer best describes the reason for Dr. King’s visit to the Orlando community?
 - a. Dr. King visited to assess and begin to address solutions to the condition of segregation that the Orlando community was in.
 - b. Dr. King visited to lecture the Orlando leadership on how they were not fixing the segregation problems in the Orlando community.
 - c. Dr. King visited to meet with youth leadership and advise them how to encourage their community best.
 - d. Dr. King visited to enjoy the community, and meet with friends that had already worked on Civil Rights.
 6. The statement, “He then asked them to lead a freedom song at the rally and, of course, they eagerly agreed,” most accurately indicates that:
 - a. The youth leadership in Orlando were very excited to meet Dr. King, but were not very interested in working on community issues alone.
 - b. The youth leadership in Orlando were very excited to meet Dr. King, but did not feel that they needed to hold a rally to address community issues.
 - c. The youth leadership in Orlando were very excited to meet Dr. King, and were excited to participate in a leadership role in the upcoming rally.
 - d. The youth leadership were very excited to participate in the upcoming rally, but were unsure about meeting with Dr. King.
 7. What is the best title for this excerpt?
 - a. “The Orlando Community and Integration”
 - b. “Dr. King’s Orlando Visit”
 - c. “The Creation of the Orlando Bi-Racial Committee”
 - d. “The Orlando African-American Community during the Civil Rights Movement”

Questions 8-13 refer to the following text:

Jones High School began as a private academy for African American children in 1882. It became Johnson Academy in 1895, and Jones High School in 1912. When James Wilson joined the faculty in 1950, the high school occupied its own building at the corner of Washington and Parramore streets.

The segregationist doctrine of “separate” applied to Jones, but students never experienced the supposed corollary of equal. They used the broken and discarded desks and chairs from the white schools, as well as out-of-date textbooks with pages torn and missing.

Science classes lacked laboratories. The athletic teams used damaged and ill-fitting equipment, and they never played against teams from the white schools. Few African American schools offered music classes, and even fewer supported bands or orchestras.

Yet, in 1950, Jones High School parents and the Parramore community raised \$10,000 to buy hats and second-hand instruments for the band. Wilson recruited band members, who searched through attics and pawn shops for their instruments. They repaired the broken ones with wire and adhesive tape, replacing woodwind pads with cellophane from gum and cigarette wrappers. Wilson wrote out the practice scales for each of the students. Parents sewed uniforms for the majorettes. When the white Orlando High School band got new uniforms, the old orange and white ones came to Jones, where parents removed the white stripes and sewed on green stripes to match the Jones High colors of orange and green.

- Excerpt from “Chief Wilson and the Jones High School Band”

8. Who was responsible for recruiting band members?
 - a. Jones High School Faculty
 - b. The Jones High School parents
 - c. The Parramore community
 - d. James Wilson
9. What was the order of events of the creation of the Jones High School band?
 - a. Uniforms were received, practice scales were created, instruments were repaired, members were recruited
 - b. Members were recruited, instruments were repaired, practice scales were created, uniforms were received
 - c. Members were recruited, practice scales were created, instruments were repaired, uniforms were received
 - d. Uniforms were received, members were recruited, instruments were repaired, practice scales were created
10. Based on the passage, what reason most accurately describes the significance of the establishment of a band for Jones High School in the Orlando community?
 - a. The creation of a band for Jones High School provided an opportunity for African American students previously only available to white students, creating a push towards more equality in the Orlando community and in education.
 - b. The creation of a band for Jones High School gave African American students an opportunity to begin learning music, which had been unavailable to them and only available to white students.
 - c. The creation of a band for Jones High School brought the Orlando community together as they worked to provide all of the materials necessary for a school band.
 - d. The creation of a band for Jones High School was insignificant for the Orlando community, because this band experienced many unequal circumstances

throughout its formation in comparison to the white high school bands that existed at this time.

11. In the statement, “The segregationist doctrine of “separate” applied to Jones,” the term “doctrine” means:
 - a. A principle of law and government policy
 - b. A principle that is taught to everyone within a community
 - c. A principle from within a set system of belief
 - d. A set of different strategies used to fulfill government law and policy
12. What statement best supports the idea that the state of education for white high school students was different than that of African American high school students in Orlando?
 - a. “They used the broken and discarded desks and chairs from the white schools...”
 - b. “...the high school occupied its own building at the corner of Washington and Parramore streets.”
 - c. The athletic teams used damaged and ill-fitting equipment, and they never played against teams from the white schools.”
 - d. “...students never experienced the supposed corollary of equal.”
13. According to the passage, why was the formation of the Jones High School band different from the formation of local white high school bands in 1950?
 - a. They did have the same instruments and music as the local white high school bands.
 - b. The parents and Parramore community were responsible for funding the band, and starting it, rather than the schools and school board in Orlando.
 - c. The band members were directly recruited by Chief Wilson, instead of joining the band of their own volition.
 - d. The formation of the band at Jones High School was actually similar to that of local white high schools, but the conditions of the new band were much worse than that at local white high schools.

Questions 14-17 refer to the following text:

Multiple attempts were made to integrate Orlando lunch counters. On March 3, 1960, Jones High School students attempted to stage a sit-in at the Big Apple City Market on South Orange Blossom Trail, but compromised as they were served standing. Three days later six black students sat down at the Woolworth’s lunch counter on South Orange Avenue while six others simultaneously sat at the Kress lunch counter across the street. Both lunch counters closed without serving the students and Kress removed their stools, but the students had made their point. Within six months, owners of Orlando lunch counters began to allow integration, but further sit-ins were required to complete the process.

- Excerpt from *Crossing Division Street*, “A Community in Context,” pg. 15

14. What was the name of the first lunch counter Jones High School students conducted a sit-in at?
- South Orange Blossom Counter
 - Big Apple City Market
 - Woolworth's Lunch Counter
 - Kress Lunch Counter
15. In the statement, "six black students sat down at the Woolworth's lunch counter on South Orange Avenue while six others simultaneously sat at the Kress lunch counter..." the term "simultaneously" means:
- A similar event
 - Relating to each other
 - Occurring at the same time
 - Originating from the same people
16. Based on the passage, sit-ins at lunch counters a successful strategy to promote integration in the Orlando community.
- True
 - False
17. What most accurately describes the purpose of the sit-ins that were conducted by Jones High Students?
- The Jones High students wanted to illustrate the point that they should be served at lunch counters just like white students.
 - The Jones High students wanted to demonstrate that lunch counters should become integrated, and serve both black and white students equally.
 - The Jones High students were frustrated that they were not served while sitting at lunch counters, and wanted to push to be served while sitting.
 - The Jones High students wanted integration in Orlando, and could not think of other ways to promote integration in the community.

Questions 18-21 refer to the following text:

Black teachers in Orlando were also paid substantially less than teachers in white schools. The facilities in black schools were second-rate as compared to those in white schools with many black schools lacking electricity in classrooms and no black school in the area had a cafeteria until 1952. Textbooks used by Orlando's black students were "hand-me downs" from white schools. The local public library was inaccessible to black students of the early twentieth century, but when the library was ready to discard out-of-date materials they were sent to the black schools. Even though Orlando's African-American students faced many challenges in the late 1800s and early 1900s, the small schools that they attended added to a sense of community and apparently provided valuable lessons and a solid foundation for later student achievement.

18. African-American schools in Orlando did not have what until 1952?
 - a. Electricity
 - b. Textbooks
 - c. Library
 - d. Cafeteria
19. In the statement, “Black teachers in Orlando were also paid substantially less than teachers in white schools...” the term “substantially” means:
 - a. A great amount
 - b. Something that is real
 - c. Strong
 - d. Something of a certain quality
20. What reason best explains why education for black students was second-rate in comparison to education in white schools at this point in time?
 - a. Black teachers were paid a significant amount less than the teachers in white schools.
 - b. The facilities of black schools were second-rate to facilities in white schools.
 - c. The materials used for education in black schools were hand-me-downs from other schools and the library, and thus were outdated.
 - d. The students had to face many challenges from within their community, which impacted their education.
21. Which of the following statements best demonstrates the role that segregation had in black education at this time?
 - a. “...with many black schools lacking electricity...”
 - b. “...no black school in the area had a cafeteria until 1952.”
 - c. “Textbooks used by Orlando’s black students were “hand-me downs” from white schools.”
 - d. “The local public library was inaccessible to black students of the early twentieth century...”

Questions 22-25 refer to the following text:

In 1912, under the leadership of principal L.C. Jones, Johnson Academy grew into Jones High School. By 1921, a school large enough to accommodate grades six through ten (typically the highest grade for black schools at the time) was completed on Parramore Avenue between Washington and Jefferson Streets. Jones’s family donated the land that the new school had been built on, so that it was named in honor of them. Orlando resident Felix Cosby was among the first students to graduate from the new Jones High School in 1926, and he has fond memories of the experience:

Jones High School was a good high school, it's still a good high school. I went to Jones High School from early childhood to 1925-26, and that's the time we graduated tenth grade. We were not going to the twelfth grade then. We had not reached that point in Orlando. There were some schools, some cities that did not go any further than eighth and ninth [grades] that I knew about back in my day. But in Orlando, we were, in [19]25 we were going into tenth grade.

- Excerpt from *Crossing Division Street*, "Building a Community," pg. 29

22. In what year did Johnson Academy grow into Jones High School?
- 1921
 - 1926
 - 1912
 - 1925
23. What grade level was typically the highest for African-American schools in this time period?
- 8th grade
 - 9th grade
 - 10th grade
 - 12th grade
24. What statement best supports Cosby's claim that Jones High School was a good high school from the text?
- "I went to Jones High School from early childhood to 1925-26, and that's the time we graduated tenth grade."
 - "In 1912, under the leadership of principal L.C. Jones, Johnson Academy grew into Jones High School."
 - "By 1921, a school large enough to accommodate grades six through ten... was completed..."
 - "There were some schools, some cities that did not go any further than eighth and ninth... But in Orlando, we were, in [19]25 we were going into tenth grade."
25. For what reason was the new high school named after L.C. Jones and his family?
- The Jones's donated the land that the school was built on.
 - Jones was the principal that the new high school began under.
 - Jones was the reason that Johnson Academy became Jones High School.
 - The Parramore community wanted to name the school after someone significant in their community.

Questions 26-28 refer to the following text:

Orlando Black, an African American school, opened in Parramore in 1886. Having been legally forbidden to learn to read as slaves, freedmen harbored an intense desire for education. Florida law required that white and black children attend separate schools, although public schools for the latter, where they existed at all, tended to be greatly inferior. Few black families could afford private schools, so their children made the best of the ramshackle buildings and outdated damaged textbooks. In 1895, Orlando Black became the Johnson Academy, renamed in 1921 as Jones High School.

- Excerpt from “Segregation and Desegregation in Parramore: Orlando’s African American Community,” pg. 293-294

26. When did Orlando Black become Johnson Academy?
 - a. 1886
 - b. 1895
 - c. 1912
 - d. 1921
27. Which of the following is one reason that freedmen harbored an intense desire for education?
 - a. “Florida law required that white and black children attend separate schools”
 - b. “Few black families could afford private schools
 - c. “Orlando Black, an African American school, opened in Parramore in 1886.”
 - d. “Having been legally forbidden to learn to read as slaves...”
28. What best describes why the establishment of Orlando Black was significant for the Orlando community?
 - a. African Americans were not previously legally allowed to have education, but were now able to begin receiving education by establishing their own schools
 - b. Florida law dictated that African American students must attend a school designated for them
 - c. Private schools were difficult for African American students to attend
 - d. The school did not have damaged buildings and educational materials like other African American schools of the time period

Questions 29-31 refer to the following text:

A lawsuit also helped to keep Jones High School in the black neighborhood. The Orange County School Board decided to build a new school at the intersection of Gore Street and the Orange Blossom Trail, in the general Parramore area but on property zoned for whites. Five hundred white protestors demanded that the school instead be relocated in black Washington Shores, but the black community responded that the relatively new Washington Shores residential development (on the city’s outskirts) was too far from most students’ homes. The black community prevailed, and the new school opened at the Gore Street site in 1952, but only after threats and a cross burning forced the School Board to hire security guards.

- Excerpt from “Segregation and Desegregation in Parramore: Orlando’s African American Community,” pg. 294-295

29. Which of the following order of events is correct?
- I. Five hundred white protestors demanded that the school instead be relocated in black Washington Shores...
 - II. The Orange County School Board decided to build a new school at the intersection of Gore Street and the Orange Blossom Trail.
 - III. ...the black community responded that the relatively new Washington Shores residential development...
 - IV. ...the new school opened at the Gore Street site in 1952, but only after threats and a cross burning...
- a. I, II, III, IV
 - b. II, IV, III, I
 - c. I, III, II, IV
 - d. II, I, III, IV
30. In the statement, “...in the general Parramore area but on property zoned for whites...” the term “zoned” means:
- a. A system of defense in the community
 - b. A given region or area in the world
 - c. An area divided for a specific group in that area
 - d. An area containing different rules and laws than other areas
31. What answer best describes why actions like cross burning and threats were done after the black community won this educational lawsuit?
- a. The white community was angry that a black school was being built in an area within their zone, and that blacks were being integrated into their community
 - b. The black community and the white community could not agree on the actual results of the lawsuit
 - c. The School Board decided to build the school in a different area than the intersection of Gore Street and Orange Blossom Trail
 - d. Security increased while the school was being built, angering the local community

Questions 32-35 refer to the following text:

As part of its long-range integration plan, the School Board and the NAACP Legal Defense Fund in New York City agreed to close Jones High School in 1969, but the Parramore community refused to give up its traditional black high school, which had served as the center of black life in Orlando since the 1880s when it was Orlando Black. The Orlando Chapter of the NAACP rejected the plan, despite its origins with the national NAACP headquarters, and organized a student boycott that helped save the school. On a February 1969 school day, three thousand black students in Orange County

stayed home. Of the 1,824 Jones students, 37 showed up for class. The countywide boycott and subsequent protests kept Jones High School open, but white families moved rather than send their children to the school. As the enrollment dropped, the School Board continued to bus blacks to white schools.

- Excerpt from “Segregation and Desegregation in Parramore: Orlando’s African American Community,” pg. 294-295

32. In what month did the student boycott organized by the NAACP in Orlando occur?
 - a. January
 - b. February
 - c. March
 - d. April
33. How many students showed up for class at Jones High School during the student boycott?
 - a. 1,969
 - b. 1,824
 - c. 1,880
 - d. 37
34. In the statement, “The countywide boycott and subsequent protests kept Jones High School open...” the term “subsequent” means:
 - a. An event occurring because of a previous event
 - b. Something that comes after a previous thing
 - c. Something occurring at the same time as another thing
 - d. Something completely unrelated to the previous topic
35. What reasons could describe why the NAACP in Orlando went against the decisions of the NAACP headquarters by organizing a student boycott?
 - a. The NAACP in Orlando did not like the leadership in the NAACP headquarters.
 - b. The NAACP in Orlando determined that these decisions would not promote integration, and that the NAACP headquarters had made a mistake.
 - c. The NAACP in Orlando wanted to save the traditional black high school in Orlando, and were determined to keep this traditional school.
 - d. The NAACP in Orlando were angry with the white families in the nearby Orlando community for not enrolling in black schools, and determined to boycott schools in retaliation.

DBQ

Instructions: Question 1 is based on the following documents. Use these documents to formulate a response to the question. Answer the document questions to determine information and meaning of the document. Develop a clear argument in response to the question, and use the following documents to support this argument and claim.

Question: Analyze how the challenges of slavery and revised education laws led to the demands for black education in the state of Florida.

Documents:

Document #1

Florida Constitution 1868. Article VIII, § 1- 2

Section 1. It is the paramount duty of the State to make ample provision for the education of all the children residing within its borders, without distinction or preference.

Section 2. The Legislature shall provide a uniform system of Common Schools, and a University, and shall provide for the liberal maintenance of the same. Instruction in them shall be free.

Document Questions:

1. For what purpose was this document made?
2. What would a uniform system of schools mean for African American children?

Document #2

House of Representatives "Testimony Taken to Inquire into the Conditions of Affairs in the Late Insurrectionary States. Florida (1872) 42nd Congress 2nd Session. Report No. 22, Pt. 13.

JACKSONVILLE, FLORIDA, November 10, 1871.

EMANUEL FORTUNE (colored) sworn and examined.

By the CHAIRMAN:

Question. Did you live in that county before the war'?

Answer. I was born and raised there.

Question. Had you been a slave?

Answer. I was

Question. How much education have you?

Answer. None, only what I have got by my own perseverance.

Question. Did you get that before the war, or since emancipation?

Answer. I learned to read before the war; since the war I have learned to write.

Question. What is the feeling in regard to colored schools?

Answer. I do not rightly know how it is now. At the outset, after freedom, they disturbed our schools a great deal, until we raised a kind of band to protect our schools. We complained to the marshal several times, but he did not do anything. They were afraid at the time of a difficulty with us, and they subdued their own fellows who were interfering with us; they got scared. We have not been interfered with in the school line since. They were mistreating our children, stoning them, and talked about mobbing the teachers, and all such as that; that was before the right of suffrage was given to us.

Document Questions:

1. What did the interviewed man think about education, based on the education that he received?
2. What kind of viewpoint was demonstrated by white people about African American education?
3. What kind of viewpoint towards education was revealed in the African America community in their response to the challenges created by the nearby whites?

Document #3

“Appendix” House Journals/1870s/1870 House Bound Journal/1870 Regular Session/Report of the Superintendent of Public Instruction (Pages 55-87)

ORANGE COUNTY.

Board of Public Instruction appointed April 7, 1869. Organized

December 11, 1869. Wm. C. Roper, Chairman; W. A. Lovell, County Superintendent.

Schools.-A permanent organization of the board could not be effected until after the levy of taxes had been made. But many of the citizens were so desirous of securing the benefits of the system for their children, that they started 8 schools in the different settlements throughout the county, sustaining them at their own expense, and placed them under the control of the board of instruction. Many of the settlers in this county have recently immigrated from adjoining Southern States. They are represented by their Senator as being unanimous in favor of the system of public instruction.

Number of youth between 4 and 21 years of age is 385.

Document Questions:

1. What was the purpose of this document?
2. What viewpoint towards education was demonstrated through the actions of this community?
3. How could the number of youth affect this viewpoint towards education?

Document #4

LAWS OF FLORIDA, 1873. CHAPTER 1947.-[No. 13]

“A BILL to be entitled An act to Protect. all Citizens of the State of Florida in their Civil Rights, and to Furnish the means for their 'Vindication.”

SECTION 1. That no citizen of this State shall, by reason of race, color, or previous condition of servitude, be expected or excluded from the full and equal enjoyment of any accommodation, advantage, facility, or privilege furnished by inn-keepers, by common carriers, whether on land or water by licensed owners, managers, or lessees of theatres or other places of public amusement; by trustees, commissioners, superintendents, teachers, and other officers of common schools and public institutions of learning, the same being supported or authorized in the same way: *Provided*, That private schools, cemeteries, and institutions of learning established exclusively for white or colored persons, and maintained respectively by voluntary contributions, shall remain according to the terms of the original establishment.

Document Questions:

1. What was the purpose of this document?
2. Why was this law created?
3. How would this law affect African American education?

Document #5

PROCEEDINGS OF THE STATE CONFERENCE OF THE COLORED MEN OF FLORIDA, HELD AT GAINESVILLE, FEBRUARY 5, 1884.

Education

The general diffusion of knowledge is one of the most powerful agencies of human progress. It enlightens the people in the more convenient methods of transacting business. It affords the benefits to be derived from the arts and literature of the world, past and present. Education leads men into channels of thought and familiarize them with the sciences, by which they become acquainted with the hidden forces of nature and enable them to turn those forces to the practical purposes of life. And it prepares men for acquiring a knowledge of those duties and responsibilities of citizenship which makes them useful members of the body politic...Education is indispensable to the success of all form of government, but it is more so to a popular form of government, because experience has shown that good self-government is impossible without an intelligent and honest ballot. Hence the common school bears a most important relation to the welfare and prosperity of the commonwealth of Florida. It is the means by which education is spread among the masses, whose ballots are as effectual, under our system of government as those of the millionaires.

Document Questions:

1. What was the purpose of this document?
2. What motivation does this document reveal within the African American community both giving and listening to this statement?
3. How could this viewpoint affect public education for African American students?

Document #6

Taylor, Caesar A. A. P. 1890. *The Negro race, retrospective and prospective: or, The Negro's past and present, and his future prospects*. [Johnstown, Pa.]: [Published by Harry M. Benshoff].

“The author assumes, very properly, that the chief factor in the developing and elevating process of the negro race is found in the educational influences. In proportion as the mind of the negro is enlightened, just in that proportion will he become a useful and acknowledged member of a community. Social equality is not advocated further than merit justifies, but the author contends strongly for reasonable opportunities to be given to the men of his race to qualify them for the duties of citizenship. Taking the work in its entirety, I heartily commend it to the favorable consideration of a generous public.

A.J. Endsley.

Johnstown, Pa., October 18th, 1890”

Document Questions:

1. What is the purpose of this document?
2. How does education and social equality relate based on this document?
3. What about the motivation towards education does this document reveal?

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