



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 1: Lesson 5

Studying Conflicting Interpretations: Perspectives on *Plessy v. Ferguson*: Part 1



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)
I can determine an author's point of view or purpose in informational text. (RI.8.6)

Supporting Learning Targets

- I can cite evidence to analyze the importance of the *Plessy v. Ferguson* case.
- I can determine the court's point of view in its decision on the *Plessy v. Ferguson* case.

Ongoing Assessment

- Structured notes, Chapter 4, pages 63–81 (from homework)
- Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Building Background Knowledge: The Five W's of the <i>Plessy v. Ferguson</i> Case (7 minutes)B. Reviewing Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Reading for Gist: The <i>Plessy v. Ferguson</i> Decision (12 minutes)B. Vocabulary Review and Rereading the Text (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Comparing Understandings of the <i>Plessy v. Ferguson</i> Decision (8 minutes)4. Homework<ol style="list-style-type: none">A. Reread <i>Plessy v. Ferguson</i>: Key Excerpts from the Court's Decision and highlight unknown words. Define each word in the organizer on the last page of the handout.	<ul style="list-style-type: none">• Continue to reinforce students' ability to talk about race in a respectful and mature manner. See Lesson 1 supporting materials for any aspects of this issue you may wish to reinforce with students.• This lesson will further students' understanding of the post-Civil War South by providing primary source evidence of segregationist legislation. It also deepens their understanding of the 14th Amendment, which they studied in Lesson 4.• Students begin building background knowledge about the <i>Plessy v. Ferguson</i> Supreme Court case of 1896, which was an instrumental decision in the establishment of racial segregation in public facilities. By understanding the case and its importance, students will be able to put into perspective the integration of Central High School, as well as the mindsets of both the pro- and anti-segregationists who surrounded Carlotta Walls during her time at the school.• Students read the court's decision in this lesson and in Lesson 6. In Lesson 7, they read key excerpts from Justice John Marshall Harlan's dissenting opinion. These lessons scaffold toward the mid-unit assessment in which students will write an on-demand response to this question: "How do the court's decision and the dissenting opinion in the <i>Plessy v. Ferguson</i> case disagree on the interpretation of the 13th and 14th Amendments?"• For background on <i>Plessy v. Ferguson</i>, students watch a video, which can be accessed here: http://video.about.com/afroamhistory/Overview--Plessy-v--Ferguson.htm. This is to give students a clear and accessible idea of what the case is about so that they can dig into the complex primary source of the court's decision as well as the dissenting opinion.• Bear in mind that YouTube, about.com, and other website links may incorporate inappropriate content via comment banks and ads. Although some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as www.safeshare.tv, for viewing these links in the classroom.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• Key excerpts have been selected from this primary source, the result is a series of complex paragraphs from the <i>Plessy v. Ferguson</i> decision that preserve the intended message of the text while reducing its overall length. In this lesson, students read the excerpts from the decision for gist. In the next lesson, they will read the excerpts closely, answering text-dependent questions. Be sure that students realize that they are studying key <i>excerpts</i> from <i>Plessy v. Ferguson</i> and not the entire decision. This lesson serves to begin to lay a foundation of understanding for this important document. Consider differentiating instruction to allow advanced students to study the entire document, which they likely encounter again in social studies class, high school, or college.• This lesson is the first of a two-lesson sequence. The study of the court's decision is split into two lessons given the complexity of its vocabulary. In this lesson, students are exposed to key legal phrases and concepts during Work Time A. For homework, they will identify and define additional unfamiliar words, which they will use in a Quiz-Quiz-Trade protocol during the Lesson 6 Opening. In the Work Time of the next lesson, students will complete a close reading of the decision, analyzing yet another round of important words and phrases. The layers of vocabulary work will allow students to access this complex text in a scaffolded, yet authentic way.• Remind students that the decision of the Supreme Court in 1896 shows important historical context for segregation in the United States. Students will study the case to better understand the world Carlotta Walls lived in, and they should not consider the opinion of the court to be an acceptable conclusion in the present day. When students summarize the court's decision in their own words, remind them they are giving an objective summary of a decision that is no longer constitutionally supported by the laws of the United States.• Review: Fist to Five in Checking for Understanding techniques (see Appendix).• Post: Learning targets.



Lesson Vocabulary	Materials
primary source, justices, public facilities, due process of law, equal protection of law, exercise of police/legislative power, badge of inferiority, prejudices, voluntary consent of individuals	<ul style="list-style-type: none">• <i>Plessy v. Ferguson</i> Five W's note-catcher (one per student)• <i>Plessy v. Ferguson</i> Five W's note-catcher (for teacher reference)• Document camera• <i>Plessy v. Ferguson</i>: Key Excerpts from the Court's Decision (one per student)• <i>Plessy v. Ferguson</i> vocabulary strips (one per student)• Vocabulary Preview: Order of Appointments (one for display)• Modeling Gist: Key Excerpts from the Court's Decision (one for display)• Exit Ticket: Comparing Understandings (one per student)



Opening	Meeting Students' Needs
<p>A. Building Background Knowledge: The Five W's of the <i>Plessy v. Ferguson</i> Case (7 minutes)</p> <ul style="list-style-type: none"> • Tell students that over the next few lessons they are going to read excerpts of some important documents from the time of the events in <i>A Mighty Long Way</i> to deepen their understanding of the issues described in the book. • Tell students they will now watch a video on <i>Plessy v. Ferguson</i>, an important court case decided by the Supreme Court, the highest court in the United States. Learning about the case will help them better understand how United States laws affected Carlotta Walls and the struggle to integrate Central High School. • Distribute the <i>Plessy v. Ferguson</i> Five W's note-catcher. Tell students they will use this note-catcher to record key information about the case before reading the court's decision. • Share with students that using the five W's, Who, What, When, Where, and Why, can help them summarize the most important parts of an event. Ask students to help you list the five W's aloud. Point out the categories on the note-catcher: Who? What? Where? When? Why? Invite students to take a moment to read the questions within each box on their own. • Tell students you will play the video twice. The first time, they may simply watch it. The second time, they should jot answers to the five W's questions. • Play video: http://video.about.com/afroamhistory/Overview--Plessy-v--Ferguson.htm. • Before playing the video a second time, give students a moment to review the questions on the note-catcher. • Share with students that you will play the video again, and that they should complete the note-catcher while watching. When the video is over, give students a moment to finish writing. • Invite students to turn and talk about their responses and add to their note-catchers as necessary. Circulate and check for understanding. See <i>Plessy v. Ferguson</i> Five W's note-catcher (for teacher reference) for sample student responses. • Refocus the whole group and commend students' work in jotting down and discussing key information about the <i>Plessy v. Ferguson</i> case. Display the <i>Plessy v. Ferguson</i> Five W's note-catcher (for teacher reference) with the document camera and review the information with students, clarifying where necessary. Be sure students have a grasp of the case before continuing to Work Time B. 	<ul style="list-style-type: none"> • Consider providing sentence starters or partially completed answers on the Five W's note-catcher for students who struggle.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Read the learning targets aloud to students:<ul style="list-style-type: none">* “I can cite evidence to analyze the importance of the <i>Plessy v. Ferguson</i> case.”* “I can determine the court’s point of view in its decision on the <i>Plessy v. Ferguson</i> case.”• Ask students to show a thumbs-up if they know where today’s lessons is heading and if they understand the learning targets they will need to meet in the lesson. Clarify as needed.	



Work Time	Meeting Students' Needs
<p>A. Reading for Gist: The <i>Plessy v. Ferguson</i> Decision (12 minutes)</p> <ul style="list-style-type: none"> Distribute <i>Plessy v. Ferguson: Key Excerpts from the Court's Decision</i>. Tell students they will now get a chance to read a primary source: excerpts from the actual decision of the court on the <i>Plessy v. Ferguson</i> case. The decision was written in 1896. Ask: <ul style="list-style-type: none"> * "What is a <i>primary source</i>?" Call on one or two volunteers to answer. Listen for them to explain that a primary source is a text that was written during the time period studied whose author offers an inside view of a time period or event. Clarify that a primary source is a direct way to study a time period and gives the reader a firsthand look at what was happening at the time. Ask: <ul style="list-style-type: none"> * "What are some examples of primary sources?" Cold call on a few students to respond. Possible responses include: diaries, speeches, letters, autobiographies, and news and film footage. Remind students that looking at primary sources is a great way to gain knowledge about history without having to consider the possible bias of a historian or author who has written about it after the fact. Remind students that the case was decided by <i>justices</i>—judges of the Supreme Court, which is the United States' highest court. Justices are nominated by the President of the United States. There was only one justice who was against the <i>Plessy v. Ferguson</i> decision, Justice John Marshall Harlan. Today, students read the court's overall decision; in Lesson 7, they will read Justice Harlan's opinion on the case. Clarify that what they will read today is only one side of the case. Explain to students that the case relates to segregation. Remind students that they discussed this word in Lesson 1. Ask: <ul style="list-style-type: none"> * "What does 'segregation' mean?" Call on a volunteer to answer. Clarify if needed, emphasizing that segregation laws dictated the separation of African Americans and white Americans in public facilities and places. Ask: <ul style="list-style-type: none"> * "What are some examples of <i>public facilities</i>?" Cold call on a few students to answer. Listen for them to mention places such as movie theaters and restaurants, as well as facilities like bathrooms, water fountains, busses, schools, etc. Reinforce for students that <i>Plessy v. Ferguson</i> relates to a specific case of segregation. Tell students that this is a complex text they will read multiple times. This time, they will read to figure out the gist of the court's decision. 	<ul style="list-style-type: none"> When reviewing graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing. Providing models of expected work supports all students, but especially supports challenged learners. Especially for ELLs and struggling readers, consider providing additional support around the multiple meanings of the word "justice" throughout the module. Students may need clarification that "justice" in this case does not refer to fairness, or a legal process; it is a title used for the judges of the Supreme Court. Discussion Appointments are a way for students to work with different classmates, leading to mixed-ability groupings. Mixed-ability groupings of students for regular discussion and close reading exercises will provide a collaborative and supportive structure for close reading of complex texts.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Share with students that this first time through the text you will read aloud to them. Direct students to the key vocabulary words that are defined on the bottom of <i>Plessy v. Ferguson: Key Excerpts from the Court's Decision</i> in the form of footnotes. Invite students to refer to the footnotes when they hear a word they do not know as you read aloud. Read the text aloud with expression, modeling fluency and building meaning with your voice. 	
<p>B. Vocabulary Review and Rereading the Text (15 minutes)</p> <ul style="list-style-type: none"> Tell students that they will now have a chance to review some of the challenging legal vocabulary in the court case. Inform them that legal language is often very complex and that going over vocabulary is a great place to start analyzing a case. Pass out one <i>Plessy v. Ferguson</i> vocabulary strip to each student. Tell students they will now participate in a vocabulary swapping activity. They should be prepared to meet briefly with each of their discussion partners, share their vocabulary word or phrase, and record the definition of their word and their partner's in the chart on page 2 of <i>Plessy v. Ferguson: Key Excerpts from the Court's Decision</i>. Before beginning the activity, give students a moment to read their word or phrase and its definition and do a quick "word sketch" of what they visualize when they think about the meaning of their word or phrase. Reassure students by telling them they will not be judged on their artwork; the sketch is just a quick way of helping them and their partners visualize the important vocabulary. Display the Vocabulary Preview: Order of Appointments. Tell students that they will now have a chance to meet with each of their discussion partners in the order listed to share their word or phrase and learn and record a new one. There will be a 1-minute time limit for each meeting. During the meeting, students should read aloud their word or phrase and its definition to their partner and show him or her the image. Each partner should record the word and its definition in the chart on page 2 of the key excerpts handout. Instruct students to begin by meeting with their Kansas City discussion partners. After 1 minute has passed, instruct students to meet with their next partner. Repeat the process until all students have met with each of their partners. When students have met with each of their partners, instruct them to return to their original seats. Refocus whole group and ask them to show a Fist to Five to rate their understanding of the vocabulary, five meaning they understood all of the words and a fist meaning they only understood one or two of the words. Review vocabulary words or phrases if necessary. 	<ul style="list-style-type: none"> For students who are resistant to drawing, consider allowing them to create a pose or quick tableau for the word, rather than a drawing. For ELLs and struggling readers, most of the vocabulary words may be unfamiliar. For these students, providing an illustration or image would be helpful instead of asking them to draw one. In addition, consider asking these students to use the words in sentences since they will have both the definition and the illustration.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Next, invite students to rejoin their Kansas City discussion partner to reread <i>Plessy v. Ferguson</i>: Key Excerpts from the Court's Decision quietly together and to pause at the end of each section to write the gist in the space provided. Encourage students to use a pencil as they write and to leave some room in the boxes so that they can revise and add to their responses. Tell students they should work individually during this part of Work Time, but reassure them that there will be time to compare their ideas with a partner.• When about 10 minutes have passed, invite students to share their responses with their Kansas City partner. Students should add to or revise their own writing as they discuss the gist with their partners. Circulate and clarify as needed.	
Closing and Assessment	Meeting Students' Needs
<p>A. Comparing Understandings of the <i>Plessy v. Ferguson</i> Decision (8 minutes)</p> <ul style="list-style-type: none">• Invite students to show a Fist to Five to indicate their understanding of the gist of the court's decision. Remind them that a fist means they did not understand the gist and a five means they understood each section thoroughly. Reassure students by telling them they will be able to compare their work with a model to clarify their understanding of the gist.• Display Modeling Gist: Key Excerpts from the Court's Decision. Instruct students to compare their work with the model, adding to their own writing as necessary.• Distribute the Exit Ticket: Comparing Understandings. Ask students to share their responses in writing. Tell students to refer to the numbers in front of each excerpt to answer Questions 1 and 2.• Thank students for their hard work with this complex text. Tell them their hard work will pay off tomorrow, when they zoom in for a close read of the decision.	<ul style="list-style-type: none">• Consider using the Exit Ticket: Comparing Understandings to help gather information about how to support students' understanding of <i>Plessy v. Ferguson</i> in the next lesson.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread <i>Plessy v. Ferguson</i>: Key Excerpts from the Court's Decision and highlight unknown words. Define each word in the organizer on the last page of the handout.	<ul style="list-style-type: none">• Since there are many difficult words in the text, consider giving students a concrete number of words to define, such as five or six.



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Grade 8: Module 3B: Unit 1: Lesson 5

Supporting Materials



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Plessy v. Ferguson 5 W's Note-catcher

Name:

Date:

WHO?

Who brought the case to court?

Who was the case against?

WHAT?

What was the case about?

WHERE?

Where did the incident take place?

Where did the case end up?



Plessy v. Ferguson 5 W's Note-catcher

WHEN?

When was the case decided?

WHY?

Why was the case important?

Plessy v. Ferguson 5 W's Note-catcher
(Answers, for Teacher Reference)

WHO? Who brought the case to court? Who was the case against?	Plaintiff: Homer Plessy Defendant: State of Louisiana
WHAT? What was the case about?	A Louisiana law—African Americans were not allowed to travel in the same train car as white passengers. Plessy argued that it violated his rights under the 13th and 14th amendments.
WHERE? Where did the incident take place? Where did the case end up?	Louisiana The Supreme Court
WHEN? When was the case decided?	1896
WHY? Why was the case important?	The case was important because it set the stage for segregation in the U.S. Afterward, the idea of “separate but equal” was widely accepted by many states.



Plessy v. Ferguson:
Key Excerpts from the Court's Decision

Excerpt	Gist
<p>1. "... By the Fourteenth Amendment, all persons born or naturalized in the United States and subject to the jurisdiction thereof are made citizens of the United States and of the State wherein they reside, and the States are forbidden from making or enforcing any law which shall abridge the privileges or immunities of citizens of the United States, or shall deprive any person of life, liberty, or property without due process of law, or deny to any person within their jurisdiction the equal protection of the laws."</p> <p><i>Naturalized:</i> Made a citizen <i>Jurisdiction:</i> Law</p>	



Plessy v. Ferguson:

Key Excerpts from the Court's Decision

Excerpt	Gist
<p>2. "... The object of the amendment was undoubtedly to enforce the absolute equality of the two races before the law, but, in the nature of things, it could not have been intended to abolish distinctions based upon color, or to enforce social, as distinguished from political, equality, or a commingling of the two races upon terms unsatisfactory to either. Laws permitting, and even requiring, their separation in places where they are liable to be brought into contact do not necessarily imply the inferiority of either race to the other, and have been generally, if not universally, recognized as within the competency of the state legislatures in the exercise of their police power. The most common instance of this is connected with the establishment of separate schools for white and colored children, which has been held to be a valid exercise of the legislative power even by courts of States where the political rights of the colored race have been longest and most earnestly enforced."</p> <p><i>Terms unsatisfactory:</i> An unwanted situation <i>Liable:</i> Likely <i>Earnestly:</i> Passionately</p>	



Plessy v. Ferguson:
Key Excerpts from the Court's Decision

Excerpt	Gist
<p>3. "... We consider the underlying fallacy of the plaintiff's argument to consist in the assumption that the enforced separation of the two races stamps the colored race with a badge of inferiority. If this be so, it is not by reason of anything found in the act, but solely because the colored race chooses to put that construction upon it.... The argument also assumes that social prejudices may be overcome by legislation, and that equal rights cannot be secured to the negro except by an enforced commingling of the two races. We cannot accept this proposition. If the two races are to meet upon terms of social equality, it must be the result of natural affinities, a mutual appreciation of each other's merits, and a voluntary consent of individuals."</p> <p><i>Consist in the assumption:</i> rely on the belief <i>Merits:</i> Good qualities</p>	



Plessy v. Ferguson:
Key Excerpts from the Court's Decision

Excerpt	Gist
<p>4. "... It is true that the question of the proportion of colored blood necessary to constitute a colored person, as distinguished from a white person, is one upon which there is a difference of opinion in the different States, some holding that any visible admixture of black blood stamps the person as belonging to the colored race (<i>State v. Chaver</i>, 5 Jones [N.C.] 1, p. 11); others that it depends upon the preponderance of blood (<i>Gray v. State</i>, 4 Ohio 354; <i>Monroe v. Collins</i>, 17 Ohio St. 665); and still others that the predominance of white blood must only be in the proportion of three-fourths. (<i>People v. Dean</i>, 4 Michigan 406; <i>Jones v. Commonwealth</i>, 80 Virginia 538). But these are questions to be determined under the laws of each State, and are not properly put in issue in this case. Under the allegations of his petition, it may undoubtedly become a question of importance whether, under the laws of Louisiana, the petitioner belongs to the white or colored race."</p> <p><i>Constitute:</i> Make up <i>Preponderance:</i> Mixture <i>Predominance:</i> Majority <i>Not properly put in issue:</i> Not argued correctly <i>Allegations:</i> Accusations; blame</p>	

Plessy v. Ferguson, 163 U. S. 537 (1896)



Plessy v. Ferguson:
Key Excerpts from the Court's Decision

Additional Vocabulary	Definitions



Plessy v. Ferguson Vocabulary Strips

Teacher Directions: Print enough copies of this document so each group of five students can have a copy.

(Some students may double up on words in order to cover all key vocabulary.)

Word/Phrase	Definition	Illustration
Due process of law	A fair legal process or trial	

Word/Phrase	Definition	Illustration
Equal protection of the laws	Having the same laws; being protected equally by laws	



Plessy v. Ferguson Vocabulary Strips

Word/Phrase	Definition	Illustration
Exercise of police power Exercise of legislative power	The use of police power by a state The use of governmental power by a state	

Word/Phrase	Definition	Illustration
Badge of inferiority	A sign of being “less than” because of race	

Word/Phrase	Definition	Illustration
Prejudices	Negative feelings or actions toward a group or individual (in this case, based on race)	



Plessy v. Ferguson Vocabulary Strips

Word	Definition	Illustration
Voluntary consent of individuals	An agreement between people who are willing to do something	

Vocabulary Preview: Order of Appointments

Meeting 1	Kansas City
Meeting 2	Denver
Meeting 3	New York City
Meeting 4	Chicago
Meeting 5	Washington, D.C.



Modeling Gist:
Key Excerpts from the Court's Decision

Excerpt	Gist
<p>1. "... By the Fourteenth Amendment, all persons born or naturalized in the United States and subject to the jurisdiction thereof are made citizens of the United States and of the State wherein they reside, and the States are forbidden from making or enforcing any law which shall abridge the privileges or immunities of citizens of the United States, or shall deprive any person of life, liberty, or property without due process of law, or deny to any person within their jurisdiction the equal protection of the laws."</p> <p><i>Naturalized:</i> Made a citizen <i>Jurisdiction:</i> Law</p>	<p>Because of the 14th Amendment, all American citizens have equal rights.</p>



Modeling Gist:
Key Excerpts from the Court's Decision

Excerpt	Gist
<p>2. "... The object of the amendment was undoubtedly to enforce the absolute equality of the two races before the law, but, in the nature of things, it could not have been intended to abolish distinctions based upon color, or to enforce social, as distinguished from political, equality, or a commingling of the two races upon terms unsatisfactory to either. Laws permitting, and even requiring, their separation in places where they are liable to be brought into contact do not necessarily imply the inferiority of either race to the other, and have been generally, if not universally, recognized as within the competency of the state legislatures in the exercise of their police power. The most common instance of this is connected with the establishment of separate schools for white and colored children, which has been held to be a valid exercise of the legislative power even by courts of States where the political rights of the colored race have been longest and most earnestly enforced."</p> <p><i>Terms unsatisfactory:</i> An unwanted situation <i>Liable:</i> Likely <i>Earnestly:</i> Passionately</p>	<p>The point of the 14th Amendment was to make sure all people, black or white, have equal legal rights. This does not have anything to do with keeping the races separate. Keeping the races separate does not mean that one is better than the other.</p>



Modeling Gist:
Key Excerpts from the Court's Decision

Excerpt	Gist
<p>3. "... We consider the underlying fallacy of the plaintiff's argument to consist in the assumption that the enforced separation of the two races stamps the colored race with a badge of inferiority. If this be so, it is not by reason of anything found in the act, but solely because the colored race chooses to put that construction upon it.... The argument also assumes that social prejudices may be overcome by legislation, and that equal rights cannot be secured to the negro except by an enforced commingling of the two races. We cannot accept this proposition. If the two races are to meet upon terms of social equality, it must be the result of natural affinities, a mutual appreciation of each other's merits, and a voluntary consent of individuals."</p> <p><i>Consist in the assumption:</i> rely on the belief <i>Merits:</i> Good qualities</p>	<p>The court thinks the problem with Plessy's argument is that he says separating the races marks African Americans with a sign of being "less than" white people. The court claims this is not true, because separating the races does not make one better than the other. It just allows people to live how they are used to living, and they should not be forced to mix unless they really want to.</p>



Modeling Gist:
Key Excerpts from the Court's Decision

Excerpt	Gist
<p>4. "... It is true that the question of the proportion of colored blood necessary to constitute a colored person, as distinguished from a white person, is one upon which there is a difference of opinion in the different States, some holding that any visible admixture of black blood stamps the person as belonging to the colored race (<i>State v. Chaver</i>, 5 Jones [N.C.] 1, p. 11); others that it depends upon the preponderance of blood (<i>Gray v. State</i>, 4 Ohio 354; <i>Monroe v. Collins</i>, 17 Ohio St. 665); and still others that the predominance of white blood must only be in the proportion of three-fourths. (<i>People v. Dean</i>, 4 Michigan 406; <i>Jones v. Commonwealth</i>, 80 Virginia 538). But these are questions to be determined under the laws of each State, and are not properly put in issue in this case. Under the allegations of his petition, it may undoubtedly become a question of importance whether, under the laws of Louisiana, the petitioner belongs to the white or colored race."</p> <p><i>Constitute</i>: Make up <i>Preponderance</i>: Mixture <i>Predominance</i>: Majority <i>Not properly put in issue</i>: Not argued correctly <i>Allegations</i>: Accusations; blame</p>	<p>The court says it is true that states have different opinions on what family background makes a person black or white. Plessy does not argue this issue properly in this case. Regardless, these disagreements are up to the states to decide, and do not play a role in this case, and New Orleans will most likely have to consider this issue in the future.</p>

Plessy v. Ferguson, 163 U. S. 537 (1896)

Exit Ticket: Comparing Understandings

Name: _____

Date: _____

Which excerpt did you understand the best? _____

Which excerpt did you struggle with the most? _____

What did you learn from comparing your understanding with a partner and with the model?
