

Topic	Jim Crow
Lesson Title:	Jim Crow in America
Objectives:	<ol style="list-style-type: none"> 1. Students will form thoughts, opinion, and ideas about Jim Crow based off of primary sources. 2. Students will develop questions regarding the purpose, practice, and effect of Jim Crow, which they will answer through primary sources and research. 3. Students will decide if they believe Jim Crow was just legal segregation or a way of life based off of primary sources.
Mississippi Social Studies Framework Connections	<p>SS 8. 2.f: Evaluate and examine the Reconstruction Era (using primary and secondary sources such as political cartoons, documents, letters, etc.).</p> <p>SS 8. 4.d: Research and analyze political and social impacts of civil rights movements throughout the history of the United States pre-Reconstruction era (e.g., slave revolts, abolitionist movement, protests over British taxation in the colonies, individual and group resistance, organizing efforts, and collective action/unity).</p> <p>SS 8. 6.a: Evaluate the value and the challenge of diversity in American life.</p> <p>SS 8. 6.c: Examine how American society has been influenced culturally by exploration, immigration, colonization, sectionalism, religious and social movements, etc.</p>
NCSS Theme (2)	<ol style="list-style-type: none"> 1. Time, Continuity, and Change 2. Civic Ideals and Practices
CCSS ELA or CCSS ELA SS	RH.6-8.2 RH.6-8.4 RH. 6-8.7 WHST.6-8.2 WHST. 6-8.7 WHST.6-8.9
Assessment	<p>Formative: Students will show their ability to form opinions, thoughts, and ideas by using primary sources and also be able to develop these opinion, thoughts, and ideas through summaries and group discussions.</p> <p>Summative: Students paper will be graded on content, completeness, and their ability to transport information gained through primary sources and research into writings.</p>

Procedures:

1. Before

The lesson will begin with the teacher asking the class about their prior knowledge regarding Jim Crow laws. The class will then briefly discuss what they already know. Then the teacher will pass out a handout to each student in the classroom. On the handout will be an image entitled Airship With a Jim Crow Trailer. The students will then be given a few minutes to study the image. While they study the image the teacher will instruct them to form thoughts, opinions, ideas, and questions about the image and what they deem Jim Crow to be based off of the image and to write down these things. Then the students and teacher will engage in-group discussion regarding the student's thoughts, ideas, and opinions. The teacher will then give an opportunity for the students to ask their questions regarding the image and Jim Crow aloud to the class. The students will answer these questions based off of their thoughts and ideas through continued discussion

The teacher will then pass out a handout of a section from the 1875 Civil Rights Act. The students will then be responsible for reading the handout. The teacher will then ask what can we learn or conclude based off of this handout. The student's answers and responses should be centered on the fact that the source states that all men regardless of race were deemed equal according to the document. The teacher will then discuss how in the time period after the Civil War was known as reconstruction in the south and that African Americans gained citizenship and the right to vote through the 13, 14, and 15th amendments. The teacher will also discuss what reconstruction was like for white people in the south in the fact that African Americans rights were testing their way of life.

Then the teacher will pass out another handout, which is entitled "What a Colored Man Should Do To Vote," that depicts the process, fees, literacy tests, and other standards that African American men had to meet to vote in various southern states. The students will be responsible for reading this handout as well. As the students read the handout the teacher will instruct the students to once again form opinions, thoughts, ideas, and questions about Jim Crow based off of the

previous two handouts and to write them down on a separate sheet of paper. The class as a whole will then again participate in another class discussion in which the focus is on their thoughts, opinions, and ideas about Jim Crow and how they changed since they looked at the first image to after they read the two handouts.

The teacher will then explain to the students that even though the U.S Government had given African Americans rights and equality that state governments still legalized segregation through Jim Crow laws such as the ones read about in the handouts.

The teacher will then instruct the students to take a moment to reflect and think on the information that they had learned and read about through the three sources. The teacher will then split the students into three groups. Each group will then be given three to five minutes to discuss their thoughts on Jim Crow and to develop a question that inquires about the purpose, practice, and effect of Jim Crow. Each group will be responsible for developing a question centered on one of these three areas. The teacher will then write the three questions on the board.

The teacher will then explain to the students that they will be conducting a paper that answers the three questions that they formed about Jim Crow based on other handouts, prior knowledge, and their own research as well as other points regarding Jim Crow.

2. During

The teacher will then instruct the students to use their textbooks to read and find any information regarding Jim Crow in their textbooks and to summarize their findings in writing. The students will then be given instruction to research on the internet (not Wikipedia) to find any additional information about Jim Crow and the purpose, practice, and effect of it, which they will then summarize in writing again.

The teacher will then give the students another handout titled "Negroes to ride." The teacher will instruct the students to read the handout and to locate the quote that expresses the man's feelings about African Americans and Jim Crow. The teacher will then give the students another handout that posses photos and images of people, public places, and signs during the Jim Crow era. After the students have had time to look over the handout the teacher will ask the question, based off of the last two handouts do you think that Jim Crow was just legal segregation or a way of life? The teacher will ask the students to summarize and write down their answer to the question on a piece of paper. An opportunity will then be given for the students to read aloud their answers, which are open to discussion.

The teacher will then instruct the student to write a three-part paper. The first part will discuss the students opinions, thoughts, and ideas about Jim Crow prior to the lesson; the second part will answer the three question that the students formed regarding the purpose, practice, and effect of Jim Crow based off of their research and handouts; and the third part will answer the teachers question regarding if the student believed if Jim Crow was just legal segregation or a way of life based off of their research and handouts. The paper shall be one to two pages long and should answer each question clearly and directly.

3. After

Upon completion of their paper students will participate in another discussion regarding their opinions, thoughts, and ideas regarding Jim Crow and how they have changed since they conducted research and read over the primary sources.

The teacher will then open the floor up for the students to ask any question they have concerning Jim Crow. After the teacher has answered the students' questions he or she will conclude the lesson by reintegrating the main points by asking the class to go back and to look at their questions that they had written down after they looked at the first handout. The teacher will then ask the students if their original questions were answered through the lesson. The teacher will also ask if the students now have a better understanding on what Jim Crow actually was and why it was implemented. The students will also be asked if they believe Jim Crow was just legal segregation or a way of life. Upon the completion of this Q&A the lesson will conclude.

4. Assessment

Checklist

Students will be evaluated on their ability to form opinions, thoughts, and ideas by using multiple primary sources; as well as their ability to express their thoughts, opinions, and ideas through summaries and group discussion.

Students will be evaluated on their paper with the following criteria:

- a. Student discussed their knowledge that they possessed about Jim Crow before the lesson in their paper (completeness)
- b. Student answers all three questions regarding Jim Crow that they as a class developed concerning the purpose, practice, and effect of Jim Crow based off of the primary sources and their own research (completeness)
- c. Student discusses their own personal thoughts and ideas regarding whether or not they believe Jim Crow was just legal segregation or also a way of life (completeness)
- d. Student clearly states points in various parts of the paper regarding knowledge he or she gained through the primary sources
- e. Student uses proper grammar, spelling, and punctuation acceptable for his or her grade level