Lesson 1: How did Reconstruction Result in Segregation?

Estimated time: 1 day

Objectives:
Students will:
1. Recall and discuss what they have learned about the plight of the African Americans during Reconstruction.
2. Examine a photo of Al Jolson dressed up as a black man and respond to its effect on them personally.
3. Work individually or in pairs to explore two websites to answer specific questions regarding whom “Jim Crow” was and how the “Jim Crow Era” was defined.
4. Discuss as a class what the findings were.
5. Discuss specific images related to “Jim Crow” Era as scene on websites.
6. Differentiate between the primary sources in the images and the secondary sources in the explanations.

Materials:
- Flip Chart with Markers, Chalk Board, or overhead with transparency.
- Worksheet with specific questions students will be asked to find.
- Images related to the Jim Crow Era will be on questionnaires as well as available online to look at and examine.
- Worksheet for notes.

Strategies:
1. Review: Using the Flip Chart, Board, or a Transparency, Make two headings - “Gains” and “Setbacks” – divided by a line.
2. Have students recall any information they remember from their experience learning about Reconstruction and how it impacted the lives of the African Americans.
3. Hook: Project the image of Al Jolson onto a screen using an overhead image or the computer, website http://www.ferris.edu/news/jimcrow/who/who_pages/055.htm
4. Ask the students these questions regarding the image:
   a. Has anyone ever heard this name before?
   b. Do you think this man is an African American?
   c. How do you feel about a white man painting his face black and entertaining others by acting “black”?
   d. What do you think it says about the times (early 1900’s)?
   For more info on Al Jolson go to http://www.jolson.org/
5. Assign students a partner, or have them work individually and give them each a copy of the questionnaire to fill out for class discussion. Two sets of questions will be available. The class will be divided, half exploring one site with questions, the other half exploring another site. (See questionnaires attached at the end of Day one.
6. After completing the questionnaires, have students come back together to discuss results. Write the word “Jim Crow” on the board or on a flip chart and have the students to either write or tell you anything they learned related to the word. Try to keep each thought limited to three words.
7. Pass out the Web for note taking. (See attached at the end of Day One) Have
students fill in Web as you highlight the pertinent information from the Board.

8. Have the students turn their note Web over. On the back they will find that it has been divided into two columns; one for Primary Sources and the other for secondary. Discuss the difference between the two. Write a brief definition of each followed by a list of examples under each. Example:

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material related to the actual time and events in history</td>
<td>Articles, books, essays about actual times and events in history</td>
</tr>
<tr>
<td>Letters</td>
<td>Based on facts</td>
</tr>
<tr>
<td>Newspaper clippings</td>
<td>Interpretations</td>
</tr>
<tr>
<td>Cartoons</td>
<td></td>
</tr>
<tr>
<td>Photographs</td>
<td></td>
</tr>
<tr>
<td>Etc.</td>
<td></td>
</tr>
</tbody>
</table>

9. Briefly explain that this is one piece of a project that they will be doing at the end of the unit. Briefly describe the Culminating activity as a “60 Minute” video educating the public on what they learned. Be aware that each of the activities done within the unit will become a part of the show. If one part in particular interests them they should let the teacher know so that they may be assigned that segment when it comes time to prepare the video.

10. Homework: Bring to class at least one favorite photograph they have personally taken of someone.

**Differentiation:**
This lesson can be easily modified to any level of student and accommodates several learning styles. It allows for a more challenging investigation by working individually, or working in pairs. It allows for whole class activities and a visually appealing note taking strategy.
Lesson 2: Using Primary Sources for Historical Information
Estimated time: 1 day
(Adapted from a lesson plan by Kathleen Honda found on http://www.jimcrowhistory.org)

Objectives:
Students will:
1. Examine images from various collections offered in the Jim Crow Image Gallery.
2. Analyze the issues central to the people of the Jim Crow Era.
3. Analyze and reconstruct the past and begin to relate it to the present.
4. Begin to define and identify the traditions of the past and how they impacted the social and political institutions.

Materials:
• Photographs from home
• Chalk Board or Flip Chart with markers
• Paper and pencils/pens
• A copy of the essay: Using Images for Historical Purposes (See copy of essay following Day 2 lesson.)
• Computer/Internet access
• Copies of images from the American Public Media – Remembering Jim Crow website (or an LCD projector to project images on a screen.) http://americanradioworks.publicradio.org/features/remembering/bitter.html
• Questionnaire (see copy following Day 2 lesson)

Strategies:
1. Ask students to take out their photographs they brought in. Have them brainstorm reasons why they take photographs and list those reasons on the board or on the flip chart. List or discuss reasons why they chose the particular photos they did to bring in. Was it the colors, the subject, the memories attached, etc.
2. After sharing the information have them answer the following questions on a sheet of notebook paper:
   - What kind of information does the picture contain?
   - What story does your picture tell?
   - What does it reveal about setting-location, time period, time of day?
   - What is the mood of the picture?
   - How does the background add details to what is happening in the picture?
   - What is going on in the picture?
   - Why did you take the picture?
   - What event were you trying to document?
   - If someone got a hold of this picture 100 years from now, what could they infer about your life and times?
3. Discuss with the students that pictures tell a story and help us to decipher the past. By using photographs we can learn about the life and times of another time period.
4. Have students read the essay, Using Images for Historical Purposes. Keeping the essay in mind, have them go to the http://americanradioworks.publicradio.org/features/remembering/bitter.html
5. Have them explore the galleries from selected documentary sections (by clicking on the photo, it will open up into a collection of photos.) Have them examine the images, looking at each carefully. When they have finished their exploration,
have them choose only one from the collection that they feel moves them the most and fill out questionnaire.

6. Come back together as a group to discuss findings. Have students share the photograph they chose and the information they gathered. Review what Primary sources are and why they are an important tool for historians.

7. **Homework:** Imagine you were a person living during this time period, white or black, and write a paragraph describing how you would feel.

**Differentiation:**
This lesson provides opportunities for all learning styles, specifically visual literacy skills. It is easily adapted to individual learning, working in pairs, and group work. Questions can be done orally, through class discussion rather than written if time is a problem. Teachers may choose to pick the image and do it as a class rather than providing time for exploration.
Lesson 3: Personal Accounts From the Jim Crow Era

Estimated time: 1 day

Objectives:
Students will:
1. Listen to personal accounts and interpret meaning.
2. Analyze the different perspectives on the issues central to the people of the Jim Crow Era through class discussion.
3. Write a brief essay comparing and contrasting the perspectives of the past and relate it to the present.
4. Continue to define and identify the traditions of the past and how they impacted the social and political institutions through personal experience.

Materials:
• Homework assignments
• Computer with speakers or LCD projector (also with speakers)
• Chalk board or Flip Chart with Markers
• Chart showing two columns for two perspectives
• Pens/pencils and notebook paper or computer access to a word document program

Strategies:
1. Review homework assignments. Ask them how they would feel if privileges they take for granted, like having a license to drive, or having a job where they wanted, was slowly taken away from them. Discuss what ideas the students came up with about how they might feel if they had lived in the Jim Crow Era. Question whether they were using their perspectives on society today, or if they tried to imagine living during the actual time period.
2. Explain that they will be listening to several audio excerpts from some websites regarding different peoples views on living during the Jim Crow Era.
3. Explain to the students that as they listen, they should jot down ideas on their paper regarding point of views, expectations, understood norms, etc.
4. Listen to audios: discuss what the situation is and how the person talking is responding to that situation.

Suggested selection of clips include:
http://americanradioworks.publicradio.org/features/remembering/bitter.html
Sharecropping Amelia Robinson & Thomas Chatmon, 1:59
Get Off the Sidewalk Charles Gratton, 2:17
http://americanradioworks.publicradio.org/features/remembering/danger.html
Voting Problems Maurice Lucas, 2:53
Mob Attack Ann Pointer, 2:34
http://americanradioworks.publicradio.org/features/remembering/veil.html
http://americanradioworks.publicradio.org/features/remembering/past.html
http://americanradioworks.publicradio.org/features/remembering/resistance.html
Black Neighborhoods George Butterfield, 7:58
The Real KKK John Vollrath, 1:13
Master had His Way Jessie Chassion, 2:24
North to the Promised Land Charles Gratton, 1:29
Don't Call Me Nigger Lilian Smith, 1:00
http://americanradioworks.publicradio.org/features/remembering/whites.html
We Did Not Know Deanne and Smitty Landry, 0:29
Our Negroes were Happy Mary Levaux, 0:41
Let's Move On Deanne and Smitty Landry, 0:45

Another excellent website is http://www.pbs.org/wnet/jimcrow/stories.html
5. At the conclusion of the audio clips, discuss the findings. Jot down specific ideas on the board or Chart paper.

6. Using their notes and discussion points, instruct the students to write a one-page summary of the contrast between the two points of view. Suggest that they think in terms of the time period, and try not to look at it through the eyes of our accepted norms for today.

7. Remind them to think about our culminating activity and to begin thinking of ideas on how they might interpret this activity into a segment on the show to help inform the public about the differing views we have discussed.

Differentiation:
This lesson accommodates several learning styles. If the students have a difficult time paying attention, the lesson can be modified to listening to fewer sound bites. It can also be done individually or in pairs with sound bites chosen by the students. The class discussion allows all students to participate in the discussion regardless of how the information is retrieved. The writing assignment can be extended or modified to fit the needs of the individual student.
Lesson 4: Dealing With Jim Crow Era Discrimination and Injustice
Estimated time: 2 days

Objectives:
Students will:
1. Recall and discuss what we have learned so far about the Jim Crow Era and its affects on society.
2. Discuss as a group what they might have done to help the plight of the African American.
3. Work independently to explore the views of four key leaders of the Jim Crow Era and document their findings.
4. Develop findings through class discussion.
5. Write a position paper after choosing one key leader explaining why the student favored the approach that person took in dealing with the discrimination and injustices towards African Americans.

Materials:
1. Chalkboard or Chart paper with markers
2. Profile worksheet to record specific information on each key leader.
3. Computers with Internet access.
4. Worksheet for notes.
5. Overhead transparency of note worksheet to sum up info.
6. Pens/Pencils and notebook paper or computer access for a typed word document.

Strategies:
1. Discuss briefly what we have learned so far about this time period in history. Explain that we are going to explore four key leaders who had very different ideas about how the African American should cope with the discrimination and injustices.
2. Write on the board the following information:
   You will be looking for information on the following key leaders:
   • Ida B. Wells-Barnett
   • W.E.B. Dubois
   • Booker T. Washington
   • Benjamin “Pap” Singleton
   Website Needed: http://www.pbs.org/wnet/jimcrow/stories_people.html
3. Assign the class into pairs and pass out the Profile worksheets (made into packets of 4 worksheets each) regarding specific information they will be required to find on each of the four leaders. (See Profile attached at end of lesson)
4. When the students get online and go to the specific site, have them hit one person at a time and fill in a profile sheet on each.
5. When students have completed profiles, have them come together as a class to discuss. Fill out the Note Chart (see attached at end of lesson) with the students as a class, summing up the different approaches each leader took.
6. Discuss the differences in each leader's approach and discuss why one may be better than another.
7. Refer back to the discussion on Primary and Secondary sources. Discuss why the sources they used today are considered secondary rather than primary (unless they took the time to look over some of the pamphlets written by some
of the leaders which would be primary)

8. **Homework:** Have students think about the type of person they are and which leader they would have most supported to make changes during the Reconstruction-Jim Crow Era. Have them write a one-page position paper supporting one of the four key leaders explored in class over the past two days. Have them give specific reasons why they chose that particular person and their tactics in trying to get justice for all African Americans.

**Differentiation:**
This lesson can be easily modified to any level of student and accommodates several learning styles. It allows for a more challenging investigation by working individually, or working in pairs. It allows for whole class activities and a visually appealing note taking strategy. The class discussion allows all students to participate in the discussion regardless of how the information is retrieved. The writing assignment can be extended or modified to fit the needs of the individual student.
**Lesson 5:** Organizations Respond to Newfound Freedom for Former Slaves  
**Estimated Time:** 1 day

**Objectives:**
Students will:
1. Investigate two prominent organizations that developed as a result of the Reconstruction and Jim Crow Era.
2. Fill out worksheet comparing the two organizations.
3. Discuss as a class the findings.
4. Compare and Contrast the views of each organization.
4. Write a brief summary explaining the goal of each.

**Materials:**
- Computer with Internet access.
- Worksheets with specific questions seeking information students will need to find on each organization.
- Compare /Contrast note sheet.
- Overhead Transparency of Compare/Contrast worksheet, chalk board, or flip chart with markers.
- Pens/Pencils and notebook paper or computer with word document access.

**Strategies:**
1. Explain to the students that this particular time period in history inspired a great deal of passion from society. The nation was very divided on the issues surrounding segregation and rights for the African Americans. From this Era many groups developed to either fight or support what was happening. We will be discussing two in particular that had long lasting effects on events of the long struggle for ‘Civil Rights’.
2. Write on the board the following website and the two organizations to be investigated:
   [http://www.pbs.org/wnet/jimcrow/stories_organization.html](http://www.pbs.org/wnet/jimcrow/stories_organization.html)
   - Ku Klux Klan
   - National Association for the Advancement of Colored People
3. Hand out the questionnaire worksheets, one for each organization.
4. Have students either work independently or in pairs to fill out the worksheets. (See attached at end of lesson)
5. Once students have completed the worksheets, come back together as a class to fill out the Compare/Contrast note sheet.
6. Discuss with the student’s reason why each survived and why they would have gained so much support.
7. Refer back to the discussion on Primary and Secondary sources. Ask them which were primary and which were secondary.
8. On the back of their note sheet, have the students write a brief summary of each organization, its cause, and why it was successful.
9. Remind them to think about our culminating activity and to begin thinking of ideas on how they might interpret this activity into a segment on the show to help inform the public about the differing views we have discussed. We will be starting tomorrow.
**Differentiation:**
This lesson can be easily modified to any level of student and accommodates several learning styles. It allows for a more challenging investigation by working individually, or working in pairs. It allows for whole class activities and a visually appealing note taking strategy. The class discussion allows all students to participate in the discussion regardless of how the information is retrieved.
Lesson 6: A “60 Minutes” Broadcast on the Jim Crow Era

Estimated time: 4 days

Objectives:
Students will:
1. Use prior knowledge and information gathered in class to produce one segment of a “60 Minutes” program to be video taped in class.
2. Work in a small group to create a segment, and collaboratively in a large group to put together the entire program.
3. Write a news story or script for each part they wish to be a part of in the program.
4. Produce a video of the entire class participating in a production of a program about the Jim Crow Era.

Materials:
- All prior work done in class and note sheets.
- Video camera and tape
- Slide projector, LCD projector, or any backdrops necessary for each segment.
- Computer access for word document program to write stories or scripts, or power point accessibility for a possible slideshow backdrop.
- Posters or pictures that can be used for backdrops.

Strategies:
1. Divide the class into groups of 2 or 3 students. Each group will be responsible for putting on one portion of the program highlighted one lesson done in class over the last several days.
2. One group will be assigned a commentary on who Jim Crow was and how it defined a significant period in our history.
3. One group will be assigned a documentary on that time period using some of the photographs investigated in class of the time period and interviews set up with some people who reflect the voices we heard in their environment.
4. One group will be assigned a one on one interview with each of the key leaders, providing enough information that the audience will understand that person’s position on fighting for the rights of African Americans during that time period.
5. One group will be assigned each of the organizations to do a documentary on revealing its cause and purpose.
6. The program should have an anchor who will introduce each topic and provide a lead into each reporter and his/her story.
7. Students will write their own news stories, scripts, or interview questions for each part of the broadcast including who, what, where, when, and why questioning techniques either on notebook paper or typed up.
8. Allow the students time to create appropriate backdrops. If the students may want to provide images projected onto a back drop, they may want a slideshow running of different images, or they may want to go out on location to different areas to conduct certain interviews.
9. The teacher should videotape all groups and their shows.
10. Before the program is to be viewed by everyone in class, assign each student a certain segment to critique. They should use their own research, notes, and background knowledge, to determine the accuracy of what they are critiquing.
**Culminating Assessment:**

The project should be graded on the following factors:

**News story of Individual student (50%)**
- Story deals with the appropriate topic
- Facts of the story are accurate
- Report is clearly communicated
- Research and preparation are evident

**Group work on overall “60 Minute” program (50%)**
- News show has a flow to it
- Group has an introduction and a conclusion
- Program is informative
- All information reflects the appropriate time era