

**Unit Title:** The Jim Crow Era

<b>Author:</b> Dawn Brown	<b>Grade Level:</b> High School
<b>School:</b> Fauquier High School Fauquier County Public Schools	<b>Time Estimate:</b> 10 class periods (90-minute periods)

**Overview:** The students will use a variety of websites to explore the Jim Crow Era from 1877 – 1920 to learn its significance in our American history. They will first investigate the origin of the word Jim Crow and how and why it was applied to the segregated society it represented. It is assumed that the students will come to this unit with a firm understanding of the Reconstruction period and how it impacted the lives of the African Americans.

Using secondary information available on line, the students will examine the laws and practices surrounding segregation in the south, as well as unwritten customs that defined it. The students will explore different organizations that either supported or opposed segregation and will end the unit by comparing and contrasting key figures and their reactions to this specific era in American history. Throughout the course of this unit students will be expected to examine a variety of primary resources such as legal documents, photographs, speeches, letters, and political cartoons. They will be asked to discuss, compare, respond through writing, and evaluate these sources, as well as produce a documentary as a class.

**Historical Background:** After the Civil War, during Reconstruction, former slaves enjoyed a period when they were able to vote, actively participate in the political process, acquire land from their former owners, seek their own employment, and use public accommodations. They were able to enjoy these freedoms because they felt protected by the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and the Civil Rights Act of 1866. Many white southerners resisted this progress, however, and soon rallied against the former slaves' and their newly earned freedoms. Many began to find means for eroding the gains for which many African Americans had shed their blood to earn.

With the Compromise of 1877 and the withdrawal of federal troops in the South, political power had been restored to the white Democrats. Under the control of a white ruling class known as the "Redeemers," white southerners who used terrorist tactics to win back control of the states from Republicans, Democrats took control of southern state legislatures and stepped up their attempt to strip African Americans of the rights they had gained under the Radical Republican controlled congress. Already limited by black codes, which kept many African Americans bound to the plantations, white supremacists were determined to strip the African Americans from their right to vote. In order to disfranchise the African Americans, southern state legislatures instituted poll taxes and literacy tests, depriving poor uneducated African Americans the right to vote.

To further deprive African American of their rights, state legislatures initiated laws designed to enforce segregation, or separation of races. These laws were known as the Jim Crow Laws, so called for a minstrel song containing the refrain "jump-jump-jump

Jim Crow." By the 1890's all southern states had segregated all public transportation, schools and other public places. Although several African Americans attempted to sue for their rights under the Civil Rights Act of 1875 and the Fourteenth Amendment, the Supreme Court refused to overturn Jim Crow laws, stating the Fourteenth Amendment prohibited *states* from discrimination, not individuals and businesses.

The Plessy V. Ferguson lawsuit in 1896 set the precedent for separate facilities when the court ruled that "separate but equal" facilities did not violate the Fourteenth Amendment. With the backing of the Supreme Court, the first years of the twentieth century saw segregation reaching into almost every area of southern life. Much of the legal structure did no more than confirm what had already been a widespread social practice since well before the end of Reconstruction. The Jim Crow laws had stripped African Americans of any of the modest social, economic, and political gains they had made. What had been maintained by custom in the rural areas soon became law in the newly growing cities and towns of the South.

Many organizations formed to either oppose or support the Jim Crow south. One such group that supported the Jim Crow laws was the Ku Klux Klan, a white terrorist group determined to destroy the Republican Party by murdering and attacking Republican leaders and legislators. They also employed intimidation and/or murder to keep the African Americans from voting. Civil rights organizations such as the 'National Association for the Advancement of Colored People' and the 'National Urban league' were founded by both blacks and whites to help fight for equality. Despite segregation, a growing African American middle class began to emerge. They formed mutual aid societies, started and supported businesses, and built schools. The Methodist Episcopal and Baptist Churches grew rapidly which also fostered a sense of community and activism.

However, many of the gains made by this community were fleeting; African Americans suffered widespread discrimination for many years. In response to the segregation and the discrimination, many key leaders represented different approaches to how African Americans should respond. Booker T. Washington called for cooperation with southern whites, whereas Ida B. Wells argued that African Americans should protest unfair treatment. W.E.B. Dubois advocated political action and a civil rights agenda whereas Benjamin "Pap" Singleton urged African Americans to move west and develop their own independent communities in the west. Although each method for achieving equality was different, the combination of these ideals and practices through the early part of the 20<sup>th</sup> century, laid the foundation for the future of the African American civil rights movement.

### **Major Understanding:**

Despite the impact of how "Jim Crow" shaped state laws and customs, African Americans made a variety of choices in response to segregation and other forms of discrimination. Led by key leaders such as Ida B Wells, Booker T. Washington, D.E.B. Dubois, and Benjamin Singleton, African Americans responded to the oppression by whites in very different ways, but always with justice in sight. At the same time white southerners continued to ensure segregation and preserve white dominance, refusing to believe equality to exist for a race that at one time, existed strictly for their own profit.

### **Objectives:**

1. Students will work individually or cooperatively in pairs to explore websites to analyze primary and secondary information and answer a series of questions.

2. Students will explore a variety of primary documents and evaluate each using specific guided questions.
3. Students will work collaboratively to explore personal narratives interpreting views of people during the Jim Crow Era and independently write a paper defining the results.
4. Students will compare and contrast the views of key leaders cooperatively as a group and then independently write a position paper supporting one view.
5. Students will work in pairs or independently to research two prominent groups that emerged as a result of the Jim Crow Era, one for and one against the rights of African Americans.
6. The students will work both independently and cooperatively to create a “60-Minute” video of the Jim Crow Era.

### **Standards of Learning:**

#### Skills:

VUS.1 The student will demonstrate skills for historical and geographical analysis, including the ability to

- a) Identify, analyze, and interpret primary and secondary source documents, records, and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, and art to increase understanding of events and life in the United States;
- c) Formulate historical questions and defend findings based on inquiry and interpretation
- d) Develop perspectives of time and place including periods and personalities in American history
- e) Communicate findings orally and in analytical essays and/or comprehensive papers
- f) Develop skills in persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled
- g) Apply reference sources to understand how relationships between humans and their environments have changed over time
- h) Interpret the significance of excerpts from famous speeches and other documents.

#### Content:

VUS.7c The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by:

- c) Examining the political, economic, and social impact of Reconstruction

VUS.8a The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by

- a) Explaining the westward movement of the population

### **Culminating Assessment:**

The students will participate in the production of a “60-minute” type program. Each

student would be assigned to report on something as it applies to the Jim Crow Era. For example one student would report on the history of Jim Crow. Others would interview students in the role of a key African American leader or representatives from the organizations such the Ku Klux Klan. Another student may pose as an average African American living in the south and give a commentary on which method by the key leaders would be the best in fighting discrimination. The idea would be to review all the material related to the unit covered in class.

## **Resources**

### **Books**

Brinkley, Alan. *American History a Survey Volume I: To 1877*. Boston: McGraw Hill, 2003.

This book provides a wonderful description of the time period that encompasses the Jim Crow Era. It provides summaries, illustrations and maps, a time line of event, as well as featured sections where opposing ideas are presented.

Oates, Stephen B. and Errico, Charles J. *Portrait of America Volume One: To 1877 and Volume Two: From 1865*. Boston: Houghton Mifflin Company, 2003.

These books provide a great background of information for the Reconstruction period prior to the Jim Crow Era.

Volume One:

- Chapter 29 1865: “Beautiful, Cruel Year of Transition in the Black Struggle” by Vincent Harding
- Chapter 30 “The Checkered History of the Great Fourteenth Amendment” by Eric Foner

Volume Two:

- Chapter 11 “African Americans and the Quest for Civil Rights” by Sean Dennis Cashman

### **Websites**

<http://historymatters.gmu.edu>

Useful way to navigate and locate several useful websites regarding the Jim Crow Era.

<http://americanradioworks.publicradio.org/features/remembering/index.html>

Remembering Jim Crow

Provides personal accounts of the Jim Crow Era as well as pertinent documents and primary sources.

<http://www.ferris.edu/news/jimcrow/menu.htm>

Jim Crow Museum of Racist Memorabilia

Provides a great deal of information and possible primary resources.

<http://www.jimcrowhistory.org/history/history.htm>

The history of Jim Crow

This site offers several essays which help understanding and teaching the subject.

<http://www.pbs.org/wnet/jimcrow/stories.html>

The Rise and fall of Jim Crow

This site offers narratives, photographs, and rare documents that can be examined and interpreted by the students.

<Http://memory.loc.gov/ammem/aahtml/exhibit/aopart6.html>

African American Odyssey – The Booker T. Washington Era

This is a great overview of the period address in this lesson, plus it provides great access to some good primary sources.

<http://www.historycooperative.org/btw/>

The Booker T. Washington Papers

Great resource for primary documents.

<http://www.pbs.org/wgbh/pages/frontline/shows/race/etc/road.html>

Booker T and W.E.B

<http://www.lucidcafe.com/library/96feb/dubois.html>

W.E.B. Dubois

<http://www.biography.com/search/printable.jsp?aid=9524663>

Washington, Booker T.

<Http://www.lkwdpl.org/wihohio/barn-ida.htm>

Ida B. Wells Barnett

These are great resources for getting to know about these key leaders.

<http://www.pbs.org/weta/thewest/program/episodes/seven/theexodust.htm>

The West The geography of Hope

This site explores the plight of the “Exodusters” and Pap Singleton, who urged the former slaves to go west rather than stay in the South. This is great for a comparative lesson on the mind set of those that left and those that stayed.

<http://www.loc.gov/exhibits/african/afamoo09.html>

African American Mosaic

Another site that explores western migration of former slaves. Excellent resource for primary sources.

## **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 on line to look at and examine.
- Worksheet for notes.

### **Strategies:**

1. Review: Using the Flip Cart, 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](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:

Primary

Material related to the actual time and events in history

Letters  
Newspaper clippings  
Cartoons  
Photographs  
Etc.

Secondary

Articles, books, essays about actual times and events in history

Based on facts  
Interpretations

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.

See the following questionnaires and note-taking web.

## Questionnaire: Worksheet with Specific Questions

You will be exploring a website to answer the following questions:

- First go to <http://www.ferris.edu/news/jimcrow/menu.htm>
- Go to the link titled Who is Jim Crow?

1. Who wrote the song “Jim Crow?”
2. Who did he hear the lyrics from?
3. When did Rice first appear on stage as “Jim Crow?”
4. How did he blacken his face?
5. By 1838 how was the word “Jim Crow” viewed by whites?
6. What type of stereotype did Rice and his imitators create about the blacks in general?

Return to the Main Page.

Got to the link titled What was Jim Crow?

7. How were blacks viewed under the Jim Crow system?
8. Name five ways whites saw themselves as superior to the blacks:
  - 
  - 
  - 
  - 
  -
9. Name 5 things in general you found restricted blacks under the “Jim Crow” etiquette norms and rules:
  - 
  - 
  - 
  - 
  -
10. Name five ways in which Jim Crow states segregated blacks and whites:
  - 
  - 
  - 
  - 
  -

Questionnaire:

You will be exploring a website to answer the following questions:

- Go to the following website  
<http://www.jimcrowhistory.org/history/creating.htm>

1. Where did the term “Jim Crow” originate?
2. What did Rice do?
3. What did the character “Jim Crow” become?
4. By 1900 what was the term “Jim Crow” identified with?
5. When did segregation in the South begin and why?
6. What did many southern states adopt in an attempt to limit the freedoms of African Americans?
7. Describe what “color line” means.
8. Name three ways Southern States limited blacks:
  - 
  - 
  -
9. Name two reasons why blacks were unable to resist segregation:
  - 1.
  - 2.
10. What did many white southerners resort to in order to keep the blacks from gaining equality?

## **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.

Adapted/Modified From:

[http://www.jimcrowhistory.org/resources/lessonplans/hs\\_es\\_gallery1.htm](http://www.jimcrowhistory.org/resources/lessonplans/hs_es_gallery1.htm)

### **Using Images for Historical Purposes**

By Ronald L. F. Davis, Ph. D.

California State University, Northridge

Using photographs to learn about history must be done with a degree of caution because often the images are set up, and may give false views of the past. In other words, some pictures may capture something real, but they can also alter or change that reality. We enjoy photographs because they enable us to personalize the story being told by the picture. We can relate to the place, people, and time because we can relate to the people and the setting. But there is a danger here. Using historical images requires the viewer to look at them with a critical perspective that goes beyond the simple pleasure of just looking at the picture and trying to identify with the subjects and people in them.

### **The Photographer**

When viewing a historical photograph, we must ask questions about the photographer's perspective and intentions. What is he/she trying to do with the picture? How is the photographer trying to influence the viewer? What are the clues to his/her intention? What is the image they wish to present, and why do they want to present this image? Also, what about the person or people in the picture? What is going on in their minds? As one who views the image, how does your knowledge of the photographer or the lack thereof also help shape your interpretation of the photograph?

These are historical questions rather than general ones, and they go to the heart of the larger issue of "creating history." Photographs shape our view of the past, but sometimes the past may be created by someone for a purpose. They are not just there to be observed. There is intention at work. In this sense, photographs not only teach us a great deal about the past, but they can also twist the truth about the past. Therefore we must think about what the alterations are in the photographs? This is especially true of posed pictures, where the photographer situates people to depict a scene. How do these pictures differ from spontaneous shots? In other words, although photographs teach us about the past, there is also a degree to which we must understand that photographers can shape the learning experience.

## **The Setting**

Photography is a fine art in the sense that it is a kind of expression of the photographer's personal view of what is real or essential. Therefore, they are objects to be viewed for pleasure and personal interpretation--as most art is, but it is also a composition placed within a historical setting. A photograph is a visual text that enables the viewer to use it to understand the time and place of its subject. In this sense, a photograph, unlike a painting, which is pure interpretation, is rooted in reality. A photograph makes the past essentially present in a way not possible for paintings--which are totally filtered through the vision of the artist. Therefore, we as the viewer must tackle looking at the photograph in its historical context, using the image as a means of deduction in the same way that a detective uses clues. Historical photographs are like time machines, and observers can use them to become time travelers.

## **The Jim Crow Collections**

The images of blacks in Jim Crow America allow for a special kind of insight in that the images can be used to allow one to think and talk about the "double standard" that all blacks faced: the awareness that you are an American yet also an inferior person in the eyes of the dominant whites. This awareness colors, influences, and shapes everything about the life of most black Americans in Jim Crow America. The images you will view today can be used as a way of thinking about the themes of segregation, disfranchisement, civil rights, and violence. In other words, to what degree was Jim Crow (and the public awareness of it) revealed in the pictures in the galleries? Which ones do not lend themselves to these themes? One can pick images at random and test them for their double standards, their place in history, and their artistic quality. This exercise, perhaps more than anything else, allows one to acknowledge that historical photographs can be seen as a dynamic force, changing as new generations bring their own visions and interpretations to its story, rather than being a still, fixed piece of parchment instead.

## Questionnaire

1. What is a one-sentence description of this picture?
2. What are details in the picture that give you an indication of the subject's background, economic standing, profession, age.
3. What do you think the relationship between the various people in the picture if there is more than one?
4. What is the mood of the subject(s)?
5. What is the occasion of this image documenting?
6. What is the purpose of the photographer in snapping this shot?
7. What details reveal specifics of the time period in which the photo was taken?
8. How is the subject interacting with the background?
9. What is the quality of the photograph? What does that reveal about the subject?
10. To what degree are the themes of Jim Crow revealed in this photograph?

### 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>

[Black Neighborhoods](#) George Butterfield, 7:58

<http://americanradioworks.publicradio.org/features/remembering/past.html>

[The Real KKK](#) John Volter, 1:13

[Master had his Way](#) Jessie Chassion, 2:24

<http://americanradioworks.publicradio.org/features/remembering/resistance.html>

[North to the Promised Land](#) Charles Gratton, 1:29

[Don't Call Me Nigger](#) Lillian 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.

Worksheet for Notes:

**BLACK**

WHITE

## **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” SingletonWebsite Needed: [http://www.pbs.org/wnet/jimcrow/stories\\_people.html](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.

## Profile information on Key Leaders

Choosing a leader one at a time fill in the following information on each:

1. Name:
2. Occupation:
3. Personality Traits:
4. What sorts of experiences influenced the actions and beliefs of your person?
5. What sorts of difficulties and opposition did they face?
6. Was their occupation related to the work they did for social change and if so, how?
7. Were they able to use their occupation to promote social change?
8. What qualities does this person have that made them an effective leader?
9. Did any other individuals fighting for justice at the same time influence this person?

	Ida B. Wells (1862-1931)	W.E.B. DuBois (1868-1963)	Booker T. Washington (1856-1915)	Benjamin "Pap" Singleton (1809-1892)
Occupation:				
Personality Traits:				
Experiences:				
Accomplishments:				
Contributions:				

**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.
3. 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.

Worksheet exploring the organizations:

## Organization\_\_\_\_\_

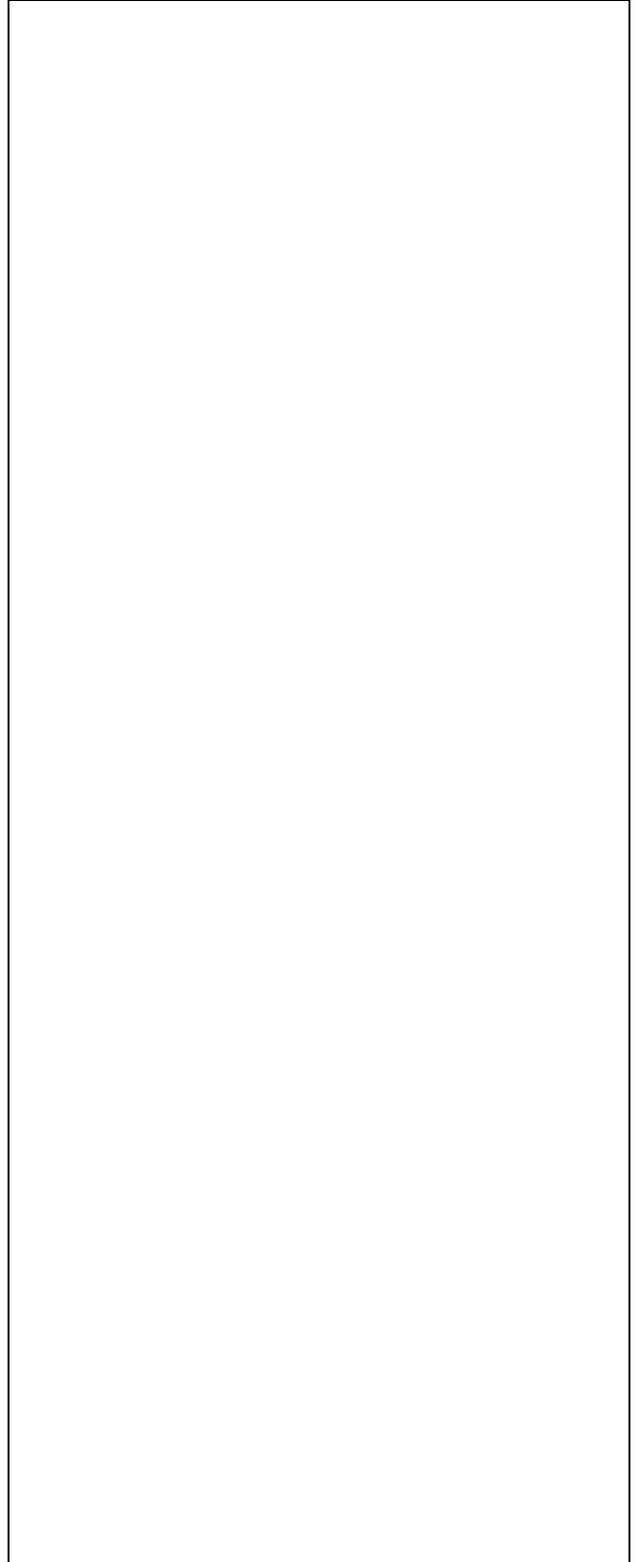
1. Who is responsible for organizing the group?
2. Why was it organized?
3. Where was it organized?
4. When was it organized?
5. What was its purpose?
4. What types of things did the organization do to fulfill its purpose?
5. What types of primary documents were included on the website that helped enhance your understanding of the organization?
6. Do you agree or disagree with what this organization tried to promote? Explain.

Compare/Contrast Note sheet

## Ku Klux Klan



## NAACP



## **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