APPENDIX

Lesson 3
Graphic Organizer Notes
Word Splash

Lesson 5
Tour - Jim Crow (Images)
Tour - Plessy (Images)

Lesson 6
Exhibit Project
Rubric for Exhibit
### Graphic Organizer

#### RECONSTRUCTION PLANS

<table>
<thead>
<tr>
<th>Question</th>
<th>Presidential Reconstruction</th>
<th>Congressional Reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>According to this plan, what did former Confederate states have to do to be readmitted to the Union?</td>
<td></td>
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<tr>
<td>What happened to former Confederate leaders under this plan?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under this plan, how would the government help freedmen? What political rights would freedmen have?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How did Southerners react to this plan?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How did Northerners react to the plan?</td>
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<td></td>
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</tbody>
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**Word Splash**
Lesson 5

Jim Crow Laws

Introduction

In the wake of Reconstruction, southern state governments enacted Jim Crow laws, which segregated virtually all public spaces. Here are some examples of segregation policies in the South:

In Alabama, hospitals were segregated, as were homes for the mentally handicapped, the elderly, the blind and the deaf. In Florida, a law ordered that textbooks used for black and white children be kept separate, even when they were in storage. In Louisiana, a law regulating circuses and sideshows required separate entrances, exits, and ticket windows, and required that they be at least 25 feet apart.

In South Carolina, a code required that black and white workers in textile factories labor in different rooms, using different water fountains and toilets as well as different stairways and pay windows.

In Atlanta, an ordinance banned amateur baseball games within two blocks of each other if the players were of different races. In New Orleans, ferries and public libraries were segregated. For a time, public education for African American children was eliminated past the fifth grade. On streetcars, there was a movable screen that black riders had to sit behind.

Source: Digital History Online Textbook:
http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=217

Personal Account of Jim Crow laws:

In a speech delivered in the Ohio House of Representatives in 1886 and later published as The Black Laws, legislator Benjamin W. Arnett described life in segregated Ohio:

I have traveled in this free country for twenty hours without anything to eat; not because I had no money to pay for it, but because I was colored. Other passengers of a lighter hue had breakfast, dinner and supper. In traveling we are thrown in "jim crow" cars, denied the privilege of buying a berth in the sleeping coach.

This foe of my race stands at the school house door and separates the children, by reason of 'color,' and denies to those who have a visible admixture of African blood in them the blessings of a graded school and equal privileges... We call upon all friends of 'Equal Rights' to assist in this struggle to secure the blessings of untrammeled liberty for ourselves and posterity.

B.W. Arnett, The Black Laws, March 10, 1886.
African American Perspectives, 1818-1907.
Images:

**Drinking at "Colored" Water Cooler in Streetcar Terminal,** Oklahoma City, Oklahoma, Russell Lee, photographer, July 1939.

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**Dr. Pepper**

Good for Life!

When you drink a

You drink a bite to eat

Colored. Admission 10¢
**Negro Going in Colored Entrance of Movie House,** Belzoni, Mississippi Delta, Mississippi, Marion Post Wolcott, photographer, circa October 1939.

**A Sign at the Greyhound Bus Station,** Rome, Georgia
Esther Bubley, photographer, September 1943.
Afro-Americans of Augusta, Ga., are boycotting the street cars of that city because they have been compelled to ride in the back seats. This is carrying the "Jim Crow" business to street cars—"rubbing it in," as it were. Our people form such a large portion of the population of Augusta that they have only to keep up the boycott they have so wisely instituted to so affect the financial condition of the street car company as to convince them in the best way possible of the contemptibility of their latest "color line." We sincerely trust that not an Afro-American in Augusta, will ride on a car when they can possibly help it as long as the "Jim Crow" color line exists.
Plessy v. Ferguson
In 1890, Louisiana passed a law prohibiting people of different races from traveling together on trains. This law was one of many forms of segregation, formal and informal, that came to be known as Jim Crow (named after a minstrel song). A group in New Orleans decided to test the law in court.

Homer Plessy, a shoemaker whose great-grandmother was black, challenged the law by sitting in a car rese
arrested and convicted. Plessy's attorney argued that the state law violated the 14th Amendment's guarantee

The Supreme Court ruled in Louisiana's favor in 1896. Segregation statutes were constitutional, the court s
distinguished between legal or political equality and social equality. According to the majority opinion, the

In the Plessy decision, the court gave its sanction to the "separate but equal doctrine" and gave states permi
schools. Plessy v. Ferguson remained in effect until it was reversed in 1954 by the court's landmark Brown

The implications of the Plessy decision for education became apparent three years later. In 1897, the Richr
Georgia, even though state law required that school boards "provide of the same facilities for each" race, in
the school board provided two high schools for white children. It provided sufficient funds to educate all w.

Copyright 2004 Digital History
Broken school bus in
Louisa County, Virginia (20.3)
[Digital ID # ppmsca-05512]
School building in Camden, Massachusetts (20.1)
[Digital ID # ppmsca-05511]
Lesson 6

Culminating Project: Reconstruction

Overview of Project

For this project, you will be creating displays for a museum exhibit entitled, “Reconstruction: Success or Failure?” Your exhibit will show the changes that occurred in America during Reconstruction. Your exhibit will include artifacts, visuals, and maps that show how the United States changed after the Civil War.

Requirements for Project

You will have a total of 8 items included in your museum exhibit. You will create each item to help show the impact of Reconstruction. There are 6 required items listed below. Then you may choose the remaining 2 items you would like to include.

Each item must have a 3-5 sentence caption underneath that explains why the item was included in the exhibit.

Every project must include:

- An artifact related to the Freedmen’s Bureau. You could create an advertisement for the services of the Bureau, a letter to the Bureau asking for help, or a story about how the Bureau has helped an emancipated slave.

- A map that shows the Military Reconstruction Act and how it divided up the South. In your caption, explain what the law was, why it was enacted, and how Southerners reacted to the law.

- One of these illustrations relating to the political role of African Americans during Reconstruction: [http://www.loc.gov/exhibits/odyssey/archive/05/0507001r.jpg](http://www.loc.gov/exhibits/odyssey/archive/05/0507001r.jpg) [http://www.loc.gov/exhibits/odyssey/archive/05/0506001r.jpg](http://www.loc.gov/exhibits/odyssey/archive/05/0506001r.jpg) Identify the significance of the person or persons in the picture. Explain how the 15th Amendment helped make the person’s achievements possible. (A file with copies of these images and bibliographic information is attached.)

- A diary entry that explains how life has changed since the end of the Civil War. Your diary entry should be written from one of the following perspectives: an emancipated slave, a former plantation owner or Confederate leader, or a Northerner who has moved to the South during Reconstruction.

- A newspaper article that announces the Compromise of 1877 and explains how it brought Reconstruction to an end.

- An artifact that shows how progress toward Civil Rights was reversed after Reconstruction ended. Pick a primary source and explain how it shows one of the changes that took place after Reconstruction.
Then, you may choose the last item you would like to include. (You may include more if you like.) Possible items you may include:
- An obituary (death notice) for Abraham Lincoln
- A timeline that shows the key events of Reconstruction
- additional artifacts, such as letters, newspapers, political cartoons, or diary entries
- pictures, visuals, tables, maps, or charts

Your project also must include:
- a creative title for your museum exhibit
- a 1-2 paragraph statement that explains your answer to the question “Was Reconstruction a success or failure?”
## Project Rubric

### Reconstruction Museum Exhibit

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content - Accuracy</strong></td>
<td>All 8 artifacts in the exhibit contain accurate factual information related to the content.</td>
<td>6-7 artifacts in the exhibit contain accurate factual information related to the content.</td>
<td>4-5 artifacts in the exhibit contain accurate factual information related to the content.</td>
<td>3 or less artifacts in the exhibit contain accurate factual information related to the content.</td>
</tr>
<tr>
<td><strong>Required Elements</strong></td>
<td>The exhibit includes all required elements as well as additional information.</td>
<td>All required elements are included on the exhibit.</td>
<td>All but 1 of the required elements are included on the exhibit.</td>
<td>Several required elements were missing.</td>
</tr>
<tr>
<td><strong>Graphics</strong></td>
<td>All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation. Each is explained with a 2-3 sentence caption.</td>
<td>All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.</td>
<td>All graphics relate to the topic. Most borrowed graphics have a source citation.</td>
<td>Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.</td>
</tr>
<tr>
<td><strong>Exhibit statement</strong></td>
<td>The exhibit includes a 1-2 paragraph statement that provides evidence answering the question, &quot;Was Reconstruction a success or failure?&quot;</td>
<td>Includes a statement providing partial evidence for conclusion.</td>
<td>Includes a statement that is incomplete or has weak evidence.</td>
<td>Statement is not in the form of a paragraph and gives little or no evidence for conclusion.</td>
</tr>
<tr>
<td><strong>Organization and Mechanics</strong></td>
<td>Capitalization, spelling, and punctuation are correct throughout the exhibit. The exhibit is well-organized and artifacts are clearly presented.</td>
<td>There is 1 error in capitalization, spelling, or punctuation.</td>
<td>There are 2 errors in capitalization or punctuation.</td>
<td>There are more than 2 errors in capitalization or punctuation. The exhibit is confusing or unorganized.</td>
</tr>
</tbody>
</table>

Date Created: **Mar 22, 2005 04:50 pm** (CST)