Defining US: The American Experience
FCPS Teaching American History Grant

LESSON PLAN TEMPLATE

Subject: Virginia History
Grade: 4

Prepared by: Mie Carter and Nicole Palko
School: Parklawn Elementary

Title or Topic: Willie Rudd and Jim Crow

Instructional Time: Two 45 minute lessons

PART I.
1. Essential Learning: (Big picture/concept to be learned.)
   Students will examine and evaluate the feelings and experiences of Americans during the Jim Crow era.

2. National History Standard (NHS): (Historical Thinking Standard)
   Standard 1: Chronological Thinking
   A. Distinguish between past, present, and future time.
   B. Identify the temporal structure of a historical narrative or story.
   G. Explain change and continuity over time.
   Standard 2: Historical Comprehension
   A. Identify the author or source of the historical document or narratives.
   D. Read historical narratives imaginatively.
   E. Appreciate historical perspectives.
   Standard 3: Historical Analysis and Interpretation
   B. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
   G. Consider multiple perspectives.
   H. Explain causes in analyzing historical actions.
   Standard 5: Historical Issues- Analysis and Decision-Making
   A. Identify problems and dilemmas in the past.
   B. Analyze the interests and values of the various people involved.
   C. Identify causes of the problem or dilemma.

3. Virginia Standards of Learning (SOL): (Identify by number and descriptor.)
   Virginia Standard VS.8b: The student will demonstrate their knowledge of Reconstruction of Virginia following the Civil War by identifying the effects of segregation and “Jim Crow” on life in Virginia.

4. Fairfax County Program of Studies (POS): (Identify by number and descriptor.)
   POS 1, 2, 3, 4, 5, and 9: The student will demonstrate their knowledge of Reconstruction of Virginia following the Civil War by identifying the effects of segregation and “Jim Crow” on life in Virginia.

5. Learning Strategy(s) Objectives:

   Make inferences: read or listen between the lines to understand implied meaning
   Use context to make logical guesses about meanings of new words or phrases
PART II.

1. **Assessment:** (Describe here. Attach a copy of student instructions or assessment instrument.)
   If applicable, include student self-assessment.
   Pre-assessment: See attachment #1. This self-assessment demonstrates the students understanding of the historical vocabulary and the Jim Crow laws.
   Post assessment:
   1. See attachment #2. This assessment demonstrates the students understanding of the historical vocabulary and the Jim Crow laws.
   2. See attachment #3. The students will reflect on the experiences in their personal Reflection Journals. They will be asked to write about their feelings on Jim Crow, discrimination, segregation, and their own experiences.

2. **Instructional Strategies:** (Describe step by step procedure. Include opener, teacher presentation and student activities.)
   1. Before this lesson, visit the Jim Crow website at: [http://www.americanradioworks.org/features/remembering/](http://www.americanradioworks.org/features/remembering/) to review stories (also see attachment #4).
   2. Visit the following website as a teacher reference for information on the origin of Jim Crow. Use the information to discuss or storytell the origin of “Jim Crow” (a term derived from a character in a mistrel act in the post-Reconstruction era where a white man dressed as a black man).
      - [http://www.toptags.com/aama/docs/jcrow.htm](http://www.toptags.com/aama/docs/jcrow.htm)
      - [http://www.ferris.edu/news/jimcrow/who.htm](http://www.ferris.edu/news/jimcrow/who.htm)
   3. Give pre-assessment (attachment #1).
   5. Question the students on why the author wrote the book.
   6. Discuss the terms, “discrimination” and “segregation”. Ask the students if they have ever experienced discrimination or segregation.
   7. Discuss the origin of “Jim Crow”.
   8. Read stories (attachment #4) aloud to the children.
   9. Give students 3 minutes with a partner to answer the questions (attachment #5) at the end of each story. Discuss as a class.
   10. After the stories are read aloud, have the students write their feelings/reactions to Jim Crow laws in their Reflection Journals. Use attachment #3 to assess the journals following the lesson.
   11. Have students complete post-assessment (attachment #2).

3. **Materials/Resources to be used:**
   1) Picture book: *Dear Willie Rudd* by Libba Moore Gray
      A story about a woman reflecting back on treatment of an African-American maid that worked with her family during the Jim Crow period.
   2) Websites: [http://www.toptags.com/aama/docs/jcrow.htm](http://www.toptags.com/aama/docs/jcrow.htm)
   3) See attachments in Section 5.

4. **Differentiation:** (Include strategies for reteaching and special populations such as GT, ESOL and special education.)
   Assign heterogeneous partners for group work.
   Special Education/ESOL students:
   1) Have the students draw their reactions in their Reflection Journals.
2) Have a partner record his/her thinking in their Reflection Journals.
3) Make overheads of the stories.

GT students:
1) Have the students write a letter to the government stating their thoughts on equal treatment of all people and what should be done about it.
2) Have the students write a letter from Willie Rudd’s point of view.

5. **Attachments:** (Assessments, rubrics, handouts that support the lesson.)

- Attachment #1: Pre-assessment
- Attachment #2: Post-assessment
- Attachment #3: Post-assessment (rubric for Reflection Journal)
- Attachment #4: Jim Crow stories
- Attachment #5: Questions for Jim Crow stories

Attachment #1
Pre-Assessment: Jim Crow

Vocabulary:

1) I know what the word “discrimination” means.  
   YES  NO

2) I know what the word “segregation” means.  
   YES  NO

3) I know what the term “Jim Crow” means.  
   YES  NO

4) I know where the term “Jim Crow” came from.  
   YES  NO

Making Connections:

1) I have experienced discrimination before.  
   YES  NO

2) I know someone who has lived during the Jim Crow period.  
   YES  NO

Attachment #2:
Post Assessment: Jim Crow

Vocabulary:

1) What does the word “discrimination” mean?

____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

2) What does the term “segregation” mean?

____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

3) What does the term “Jim Crow” mean?

____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

4) Where did the term “Jim Crow” come from?

____________________________________________________________________________________________________
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____________________________________________________________________________________________________
<table>
<thead>
<tr>
<th>Grade</th>
<th>Writing</th>
</tr>
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| A     | • Clearly makes connections in their writing to their own life to the Jim Crow era.  
      | • Clearly demonstrates understanding of the concepts of Jim Crow, discrimination,  
      | and segregation.  
      | • Clearly explains their feelings/thinking/learning in their writing. |
| B     | • Makes some connections in their writing to their own life to the Jim Crow era.  
      | • Demonstrates some understanding of the concepts of Jim Crow, discrimination,  
      | and segregation.  
      | • Explains some of their feelings/thinking/learning in their writing. |
| C     | • Makes few connections in their writing to their own life to the Jim Crow era.  
      | • Demonstrates little understanding of the concepts of Jim Crow, discrimination, and  
      | segregation.  
      | • Limited expression of their feelings/thinking/learning in their writing. |
| D     | • Does not make connections in their writing to their own life to the Jim Crow era.  
      | • Does not demonstrate understanding of the concepts of Jim Crow, discrimination,  
      | and segregation.  
      | • Does not explain their feelings/thinking/learning in their writing. |
| U     | Did not complete assignment |
If I were Black I would be Fighting Mad

I went to the South with my grandmother when I was 12 years old. For the first time I saw that there actually were separate drinking fountains, separate everything for blacks. I was shocked and outraged. I knew if I were black I would be fighting mad. As a child, I didn't know what to do, so when I was in a grocery store I mixed all the brown eggs up with the white eggs in the dairy department while my grandmother shopped. It was the only way I felt I could do something to rebel against the injustice I saw.

Cynthia Borman
Englewood, CO

The Shiny Plastic Letters

I remember a first grade field trip to the Beaman Bottling Plant in Nashville, Tennessee back in 1960 or 1961. We went on the requisite tour of the facility and at the end, we were taken to the lunchroom. Or should I say lunchrooms. There were two doors, both with signs. On one door the sign read "White Lunch." The second door was labeled "Colored Lunch." What really stood out were the shiny plastic letters. "White Lunch" was in white letters on a black background. "Colored Lunch" was in multi-colored letters, also on a black background. Our school didn't have any African-American students so we really didn't understand the way things were. It didn't make sense then, and it certainly doesn't now.

Thomas Lanier
Nashville, TN

I Sat Where I Wanted to at the Movies

I'm a 45 year-old African-American female and I remember at the age of nine years, in a small town Jackson, Missouri. I spent the night with a family member and on Saturday we went to the movies. We paid for our tickets and I began to reach for the door of the movie theatre and was told by a relative, we can't go in that door; we have to enter through this door. I was then led to a side door and up a very dark, narrow set of stairs. I found myself sitting in the balcony of this movie theatre. The white children were seated below. To this day that memory is with me. I don't remember the movie, but I remember that as if were yesterday. I had never experienced anything like that before. I lived in Cape Girardeau, Missouri and sat where I wanted to at the movies.

Beverly Prince
Indianapolis, IN

Attachment #5
If I Were Black I Would Be Fighting Mad

What does the word “separate” mean? Can you think of another word that means the same thing?

Why did the author “mix up” the eggs? What would you do?

The Shiny Plastic Letters

Why did the author write this story?

How does it make you feel?

I Sat Where I Wanted to at the Movies

How did this author feel?