Teaching American History Primary Sources Lesson Plan Template

**Lesson Title:** The Lasting Effect of Jim Crow

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**Appropriate for Grade Level(s):** 8th grade

**Social Studies Standard(s):**

***H2.[6-8].21***Summarize the successes and failures of Reconstruction.

***H3.[6-8].9***Identify the 13th, 14th, and 15th Amendments to the Constitution and explain their impact on the expansion of human rights.

***H3.[6-8].10***Identify the Black Codes and Jim Crow Laws and explain how they reflected attitudes about race.

**Objective(s): At the end of this lesson, students will be able to…**

At the end of this lesson, students will be able to examine the effects of Jim Crow laws and the effect they had on the country during Reconstruction and later into the Civil Rights Movement. Students will be able to explain how Jim Crow laws and segregation continued in the country through the late 1900s. Students will be analyzing various primary sources such as photographs, legislation, and personal statements.

**This lesson will be part of a larger unit on Reconstruction and will be taught towards the end of the unit; after students have an understanding of Reconstruction, Jim Crow laws, and the Civil Rights Movement.**

**Primary Sources (at least 3 used in lesson):**

Written documents:

Document #1: Elizabeth Eckford Tries to Go to School Recollection (pages 57-59 in Civil Rights Reader)

Photographs:

Photograph #1: Newspaper Headlines after Brown v Board of Education

http://www.glogster.com/media/2/10/76/62/10766231.jpg

http://www.pbs.org/wnet/supremecourt/rights/images/brown.jpg

Photograph #2: Little Rock Nine

http://www.nps.gov/nr/travel/civilrights/buildings/litlrck2.JPG

http://sbmsteenpress.org/TP-yeswecan/5current/LR9/LittleRock1957.gif

**Other Documents Used in Lesson:**

Information on Brown v Board of Education

http://www.oyez.org/cases/1950-1959/1952/1952\_1

Poem for Elizabeth Eckford by Cyrus Cassells

http://bilgrimage.blogspot.com/2010/04/for-national-poetry-month-cyrus.html

**Total Time Needed:** 1 block class period- 85 minutes

**Historical Background & Context (+/- 250 words):** [Type text]

Reconstruction isthe time period following the American Civil War; during this time, the US government worked to determine legislation and policies for readmitting the southern states into the Union in the attempt to rebuild the country. In addition to the controversy regarding the readmitting of the southern states, the government worked to solve the issues centered on the newly freed slaves. Although the 13th amendment abolished slavery, society struggled with the appropriate interaction between the two races. Emancipation altered the context for interaction between white and black people who had previously known each other only as masters and slaves, opening possibilities for new ideas about race to emerge (de Jong, 17). Despite the 14th and 15th amendments and the Civil Rights Act of 1866 attempts to provide equality, discrimination and racism encompassed not only the South but the entire country. Unfortunately, government and state sponsored discrimination existed in the country for nearly 100 years after the Civil War. By the mid 1900s, the Civil Rights Movement swept the country pushing for desegregation and equal rights. The movement started as a nonviolent revolution; however, throughout the years the movement became more radical as many felt that the nonviolent approach was not being successful. Brown v Board of Education overturned the earlier landmark case, Plessy v Ferguson in which the Supreme Court ruled that separate but equal facilities were constitutional. Although Brown v Board of Education called for the desegregation of public schools, African American students entering white schools were met with resistance. In Little Rock, Arkansas the school district drafted a plan for gradual integration but the governor of the state sent troops to resist this integration. President Eisenhower sent the National Guard to force the schools to obey the desegregation order. Nine students, known as the “Little Rock Nine” were eventually admitted. Racial oppression in the mid-twentieth century United States was multi-faceted, encompassing both the overt discrimination of the southern Jim Crow system and the less visible racism built into government policies and private industry practices that enhanced white Americans’ fortunes while excluding large numbers of black people from opportunities for upward mobility (de Jong, 28).

**Detailed Steps of Lesson :**

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| **Time Frame****(e.g. 15 minutes)** | **What is the teacher doing?**  | **What are students doing?** |
| 5-10 minutes | Teacher will divide the students into groups of 3 for the activity following the opener. | For the class opener, students will respond in their journals to the following questions using the prior class periods’ information: How were African Americans discriminated against with Jim Crow laws? What was the Civil Rights Movement? Explain Brown v Board of Education. |
| 5 minutes | Lead student share-out. | Students will first share their answers with their groups and then to the whole class. |
|  |  | Students will get into their groups of 3 that the teacher assigned during opener. |
| 15 minutes | Pass out packet of sources to each group. 1st task is to read Supreme Court Case, Brown v Board of Education.  | Students will answer the questions provided using the Supreme Court’s ruling. |
| 15 minutes | Instruct students to move onto the next source in their packet, the newspaper headlines. | Students will complete the next set of questions. |
| 15 minutes | Instruct students to move onto the next source in their packet, the photos of the Little Rock Nine. | Students will complete the photo analysis. |
| 15 minutes | Instruct students to move onto the last source in their packet, Elizabeth Eckford’s recollections of the first day she tried to go to school. | Students will answer the questions provided. |
| 15 minutes | Teacher will pass out the poem to Elizabeth Eckford and explain the homework. | Students will begin on the homework. |

**Description of Lesson Assessment Tied to Objective/Standards:** Students will create a poem for one of the Little Rock Nine. The poem is TO them not about them.

**Attached to the following pages are all readings, primary sources, guided questions, worksheets, assignment guidelines, rubrics, etc.**

**First Source in Student Packet: Brown v Board of Education Analysis**

* What was the question the Supreme Court was ruling on?
* When was the case decided?
* Who is the petitioner? The respondent?
* Describe this case in 2 sentences.
* Explain the Court’s ruling in 2 sentences.
* What case did the ruling of Brown v Board overturn?

**Second Source in Student Packet: Brown v Board of Education Newspaper Headline Analysis**

* Using the first headline, what did the court fail to specify?
* The doctrine ‘separate but equal’ has no place in what? Why do you think this ruling targeted this aspect of the separate but equal and not others?
* Using the second image, what do you think is significant about this picture?
* What building is in the background?
* Describe an emotion that is portrayed in the picture.
* Create your own headline to the front page of a newspaper immediately following the ruling. Write the headline below.

**Third Source in Student Packet: Little Rock Nine Photo Analysis**

* For each of the photos, make a list of everything you see.
* Make a list of the emotions portrayed.
* What is one question that comes to mind with each of the photographs?
* Complete the following sentences:

If I were in this photo, I would be hoping…

If I were in this photo, I would be thinking…

* Write a caption for each photograph.

**Fourth Source in Student Packet: Elizabeth Eckford’s Recollection**

* What role are the guards playing?
* Why are the bystanders acting the way they do?
* What does this recollection tell you about the decision to desegregate schools? Were people willing to follow the Court’s ruling?
* If you were in Eckford’s place, what do you think you would have done? Do you think you would have been strong enough to handle the bystanders’ comments and actions?

Poem For the Little Rock Nine

Based on what you have learned about Jim Crow laws and discrimination of African Americans, write a poem to one of the Little Rock Nine. This is a poem TO one of the nine, not about them. The poem should serve as words of encouragement. The poem must have 5 verses in each stanza and 4 stanzas total. You need to include the lines, “Where are you going? I’m just going to school” after the second stanza. Use the poem given in class as an example.

Rubric

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| --- | --- | --- |
| Requirement: | Points Possible: | Points Earned: |
| Directions followed | 15 |  |
| No spelling or grammatical errors | 10 |  |
| Poem serves as words of encouragement | 15 |  |
| Creative | 5 |  |

Total points earned: \_\_\_\_\_\_\_\_/50