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***Please refer to the Pennsylvania Standards Aligned System website: (***[***http://www.pdesas.org/module/sas/curriculumframework/SocialStudiesCF.aspx***](http://www.pdesas.org/module/sas/curriculumframework/SocialStudiesCF.aspx)***)***

***for information on the Pennsylvania Curriculum Framework for Social Studies. You will find much of the information about PA Academic Standards, essential questions, vocabulary, assessments, etc. by navigating through the various components of the Curriculum Framework.***

**LESSON / UNIT TITLE: (Type here.): Jim Crow Era**

**Teacher Name(s):** Jennifer Beck and Justin Van Fleet

**School District:** Loyalsock Township School District

**Building:** High School

**Grade Level:** 9-12

**Subject:** American History and World History

**Time Required:** 90 Minutes

**Lesson/Unit Summary *(2-3 sentence synopsis)*:**

This lesson plan provides an analysis on the Era of Jim Crow. In the lesson, students are expected to analyze the civil rights leaders from the turn of the century as well as research a specific element of segregation or discrimination. Primary source analysis serves a large part in this lesson by using the elements of SPEECH.

**Essential Questions for Lesson/Unit**

1. What post-Reconstruction voting restrictions were imposed on African Americans in the South?  
  
2. What was the significance of the Supreme Court ruling in the *Plessy v. Ferguson* case?

**Pennsylvania Academic Standards Addressed in Lesson/Unit**

***(Include standards numbers and standards statements.)***

**8.1.9. A:** Compare patterns of continuity and change over time, applying **context of events.**

**8.1.9. B:** Compare the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships.

**8.1.12. A:** Evaluate patterns of continuity and rates of change over time, applying **context of events.**

**8.1.12. B:** Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships.

**8.3.9. A:** Compare the role groups and individuals played in the **social, political,** cultural, and **economic** development of the U.S.

**8.3.9. B:** Compare the impact of historical **documents, artifacts**, and places which are critical to the U.S.

**8.3.9. C:** Analyze how continuity and change have impacted the United States.

* **Belief systems** and religions
* Commerce and industry
* Technology
* **Politics** and government
* Physical and **human geography**
* **Social** organizations

**8.3.9. D:** Interpret how **conflict** and cooperation among groups and organizations have impacted the growth and development of the U.S.

* **Ethnicity** and race
* Working conditions
* Immigration
* Military **conflict**
* **Economic stability**

**Lesson/Unit Objectives**

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| 1. Examine segregation and discrimination through history.   2. Discuss the history of desegregation and how it has evolved today. |

**Vocabulary/Key Terms for Lesson/Unit**

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| Post-Reconstruction voting restrictions. Jim Crow Laws Segregation *Plessy v. Ferguson*  Booker T. Washington  W.E.B. DuBois |
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**Historical Background for Teachers / Research Narrative**

**The Jim Crow Era**

After the Civil War ended in 1865, Americans continued to be divided over race relations, and the place of former slaves in an ever changing society. Prior to the Civil War, people who descended from Africa were enslaved in the southern U.S. states. Options for freedom only existed in the north; however, equality was another story. Black Americans were not afforded the same rights and privileges of white Americans.

Citizens of southern states had a very difficult time seeing former slaves in an equal light and refused to afford them any basic rights that, in theory, should have been available to all U.S. citizens. Laws were evoked in many southern “Jim Crow” laws. The laws began slowly in 1876 and the last was created in 1965. The Jim Crow laws were based on racial discrimination and segregation.

“De jure segregation” was the goal of most of the discriminatory measures taken against Black Americans. De jure segregation implied that the races would exist and function in society, separately. This separation; however, was far from equal. For example, Black Americans were not allowed to sit in the front of a bus, had to use different wash rooms and drinking fountains, and could not sit at the “white” portion if a lunch counter. All of the facilities provided for Black Americans; however, were of poorer quality than those provided for White Americans. Education and politics were also hindered by the racist laws enacted in the South. Children were segregated by race in different schools and very few Black Americans voted in elections due prohibitive measures taken at the polls.

Both Black and White Americans made several attempts to voice disapproval and change the Jim Crow laws of the South. Such laws were prohibitive the success and advancement of all Black Americans and of society in the United States as a whole. While many notable people did anything they could to change the blatant racism and segregation, two men worked very hard to make changes, except they had extremely different opinions on how to go about doing so. Booker T. Washington and W.E.B. Dubois made major strides in the promotion of education reform through activism. Both men pushed Black Americans to get an education and prove equality through personal advancement. Their ideas of how to go about doing so were quite different.

W.E. B. DuBois subscribed to a philosophy that involved education to the highest degree. As the first Black American to earn a doctorate from Harvard, he was an enormous advocate of education. He was a professor at Atlantic University and founded the National Association for the Advancement of Colored People in 1909. As a professor, DuBois believed that education was the path to success for those who were discriminated against. DuBois believed if Black Americans attained high degrees in one field or another they would be seen as closer to equal and taken more seriously in the discriminatory south. Booker T. Washington had a very different view on education than DuBois. As a graduate of Hampton Roads and first director of the Tuskegee Normal Institute, Washington was an advocate for technical school. He was a vocal supporter of Black Americans attending trade schools as a form of advancement. He believed that Black Americans should limit themselves to trades as they might not be taken seriously in other fields and moving up in the educational world would take time. Dubois fiercely opposed Washington’s ideas, and the two advocates wrote about their view points and seemingly criticized one another.

**Instructional Prodedures and Activities**

**Bell Ringers:**

1. Have you ever been discriminated against for any reason? If so how did you feel? If not how do you feel you would react?

**Activities**

* 1. Bell Ringer: See above.
  2. Blue eye / Brown Eye: Follow instructions in provided presentation.
  3. Discussion Questions: See instructions on content presentation.
  4. *Cicero* Activity: W.E.B. DuBois v. Booker T. Washington: Students will be given either the Dubois or Washington selection. Students with more difficulty will read the Washington selection. Students should continue to analyze the DuBois “Talented Tenth” presentation. Questions are provided from each in the presentation. Pull documents aside to reveal questions.
  5. Notes 8.3: See Notes created from the *Americans* text.
  6. Jim Crow Project: See Included Project Instructions and Rubric
  7. Jim Crow Presentations by students

**Suggested Strategies for Differentiating Instruction**

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|  | Students can be given the same reading on Booker T. Washington rather than a continued analysis on W.E.B. DuBois |
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**Assessment of Student Learning (Formative and Summative)**

**Formative:** Students will work in groups to complete the “Blue Eyed/Brown Eyed” activity and analysis. They will also engage in group discussion.

**Summative:** Groups will create a presentation following the prompt below:

**The Post Reconstruction** period of American historysaw various forms of legalized segregation and discrimination, particularly in the South. Your group’s objective in this project is to take an in depth look at one aspect and present your findings to the class. You should make a PowerPoint presentation that not only answers the questions below, but includes pictures as well. Your presentation should include to the following questions:

1. Describe this form of segregation/discrimination. Must include specific details.
2. What rights did this violate (human rights)?
3. For/Against. Use primary source evidence of someone supporting and someone opposing this segregation/discrimination.
4. When did this form of segregation/discrimination come to an end? Cite the specific act or amendment and explain.
5. How did this segregation/discrimination evolve? Does it still exist in some form?
6. Bibliography Page

Topic Areas: Voting Restrictions, *Plessy v. Ferguson*, Black Codes, Lynching, Mexican Workers, Excluding the Chinese

The Project will be assessed using a rubric that includes on following criteria: Presentation, Content, Research, Collaboration with Peers

**Materials and Resources**

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| **Text:** *The Americans,* McDougal-Littell  **Included Materials**: |
| *ActivInspire* Presentation |
| *Cicero* Resources (<http://www2.cicerohistory.com>) The Future of Black America (W.E.B.  DuBois and Booker T. Washington  *The Talented Tenth*, W. E. B. DuBois, September, 1903  <http://teachingamericanhistory.org/library/index.asp?document=174>  Booker T. Washington v W. E.B. DuBois, Discussion Questions sheet |
| Segregation Project: Instructions and Rubric |

**Author(s) of Unit/Lesson Plan**

Written and created by:

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