

<u>UEH Topic:</u>	The Culture of Jim Crow
<u>Title:</u>	Jim Crow: Racial Segregation in the United States
<u>Author:</u>	Lori Marena Salem High School
<u>Grade Levels:</u>	10 th & 11 th grades
<u>Time Frame:</u>	5 days (Five 90 minute blocks)
<u>Links to MA Frameworks:</u>	USI. 41 (G) the Rise of Jim Crow Laws USII. 9 Struggles of African-Americans

Essential Objectives:

- 1) Students will be able to understand the historical significance of the Jim Crow laws and segregation.
- 2) Students will examine the effects of Jim Crow and segregation in the United States.
- 3) Students will examine the history of racism and the impact of racism today.

Essential Questions:

What were Jim Crow Laws and how do they impact racism in the United States?

Procedure:

Day 1 – Introduction to Jim Crow

*KWL chart on Jim Crow Laws

*Discussion of responses of KWL chart

*PowerPoint on the History of Jim Crow (10-2 lecture: teacher lectures for 10 minutes and then students discuss with a partner for two minutes what they just learned from the PowerPoint).

*Show examples of Jim Crow Cartoons and have discussion on racism. (See Jim Crow Museum of Racist Memorabilia web site).

*Share Vaudeville photos and envelope pictures and discuss.

*HW: start getting ideas of a political cartoon of the culture of Jim Crow laws.

Day 2- Show selections of *Birth of a Nation* and time to work on Political Cartoon

*Show selections of *Birth of a Nation*.

*Discuss the history behind the film.

*Allow students to research Jim Crow laws and culture in the computer lab.

*HW: work on research for cartoon.

Day 3 – Class time to work on Political Cartoon

*HW: Work on cartoon and paper.

Day 4 – Class time to finish Political Cartoon and start working on two page paper.

*HW: Work on cartoon and paper.

Day 5 – Set up political cartoon museum in classroom and discuss the issues each cartoon states. Students will turn in two-page paper.

Links to UEH Seminar:

To be honest, I didn't really know that much detailed information about Jim Crow laws prior to the seminar. I knew the little information that is provided in our mediocre textbooks and that was about it. The topic sounded fascinating to me considering the recent political events that have occurred with the Presidential election so I wanted to learn more about the topic. As the day of the seminar progressed, I became interested in how could I go about teaching this topic to my diverse student population. And, I'm always looking for ways of incorporating local primary sources into my curriculum. None of my students knew of the Jim Crow laws and culture. I really wanted to get my students to stop and think about the history of racism and the different forms of racism that exist (even today).

Assessment:

Students will create a political cartoon museum of the culture of Jim Crow and write a two page essay on the impact of Jim Crow laws and racial segregation in American society.

Primary Documents Used:

Haverhill Vaudeville Photos, 1937¹.

Political Cartoon Envelope, 1861-1865?²

Other Resources:

The History of Jim Crow Web Site

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

¹ Haverhill Vaudeville Photos, 1937. Haverhill Public Library Special Collections.

² Political Cartoon Envelope, 1861-1865, Boston Public Library.

Library of Congress:

<http://memory.loc.gov/learn/lessons/97/crow/crowhome.html>

Remembering Jim Crow

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

Jim Crow Museum of Racist Memorabilia at Ferris University

<http://www.ferris.edu/jimcrow/>

Birth of a Nation (1915)