



Jim Crow in Society: A Lesson Plan

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Introduction

The UCLA History-Geography Project is pleased to highlight the work it is doing in U.S. history with teachers from two school districts, Glendale Unified and LAUSD's Local District 7 (LD 7). Activities have included workshops during the school year, summer institutes and field study trips to the East Coast, all of which was made possible by a grant from the U.S. Department of Education's Teaching American History program (TAH). While the TAH work in each district was planned to meet the needs of its respective teachers, TAH coordinators in both districts have allowed outside teachers to attend their events thus spreading the rich resources of the grant over the larger Los Angeles area. In addition, the evaluation of the Glendale grant, which is in its third year, is demonstrating that Glendale 8th grade students of participating teachers out performed those students whose teachers were not participating in the grant on the California Standard Tests in History. Similarly both 8th and 11th grade students of participating teachers outperformed their non-grant counterparts in district created benchmark exams. We hope to see similar results in LD 7. We are also pleased to share a lesson by Glendale teacher, Morena Tejada-Fisher, which offers a glimpse into our collaboration.

Emma Hipolito
Co-Director
UCLA History-Geography Project
March 2009

Jim Crow in Society: A Lesson Plan

Morena Tejada-Fisher

Toll Middle School

7th/8th History

Teaching American History Grant

August 24, 2006

Purpose

Jim Crow laws were established for segregation they also served as a means of degrading African-American society. Although, African-Americans are granted citizenship and suffrage, Jim Crow laws make it difficult for them to exercise their rights. This particular lesson will focus on the degrading aspects of Jim Crow; it concentrates on how the culture of the time viewed African-Americans.

History- Social Science Standards

(8.11.3) Understand the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and “Jim Crow” laws. (8.11.5) Understand the 13th, 14th, and 15th Amendments to the Constitution and analyze their connection to Reconstruction.

Guideline—2 days

Materials

1. Worksheet for analyzing caricatures— Worksheet for response to narratives—see bibliography for websites where these can be obtained.
2. Caricatures and narratives— see resource list for websites where these can be obtained.
3. Transparency or power point to show students the caricatures.

Preparation

Copy worksheets

Make Powerpoint

Prior Knowledge

Reconstruction, the Black Codes and the 13th-15th Amendments.

Vocabulary: lynching, segregation, black codes, civil rights, KKK

Lesson Context

This lesson would be incorporated with Reconstruction

Activities

Day 1

Show students caricatures on a powerpoint and allow them time to answer the questions and then discussion.

HW: have students read the Narratives: Jim Crow in Society.

Day 2

- Begin with discussion on narrative reading.
- Ask students what they wrote down for question #5. Get as many responses as possible.
- Read poem “Merry-Go-Round” by Langston Hughes

HW: response to poem

Jim Crow Resources Used for this lesson:

Narratives

<http://www.jimcrowhistory.org/resources/narratives.htm>

Caricatures

<http://www.ferris.edu/htmls/news/jimcrow/menu.htm>

<http://www.spartacus.schoolnet.co.uk/USAjimcrow.htm>

Jim Crow Laws

<http://www.ferris.edu/htmls/news/jimcrow/menu.htm>

http://www.nps.gov/malu/documents/jim_crow_laws.htm

General History

<http://www.ferris.edu/htmls/news/jimcrow/menu.htm>

Poetry

<http://www.favoritepoem.org/poems/hughes/merry.html>

<http://www.poetrymagazine.com/archives/2000/Feb2000/hughes.htm>

Additional Websites – not used for lesson, but helpful

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

<http://www.pbs.org/wnet/jimcrow/>

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

<http://memory.loc.gov/ammem/aahtml/aohome.html>

<http://memory.loc.gov/ammem/aahtml/exhibit/aointro.html>

Caricatures Worksheet

During the Jim Crow era many caricatures of African Americans were used to dehumanize them and promote political propaganda. Common figures such as the Mammy, Tom, Picaninny, the Brute and many others were popularized in society.

We are going to look at a variety of caricatures and respond to the following questions:

1. The Mammy

Answer the following questions for both caricatures.

- What is this caricature of?
- What does the caricature suggest?
- How does the caricature make you feel?
- In your opinion, how do these caricatures portray African Americans? Give descriptive details.

2. Tom

Answer the following questions for all 3 caricatures.

- What is this caricature of?
- What does the caricature suggest?
- How does the caricature make you feel?
- In your opinion, how do these caricatures portray African Americans? Give descriptive details.

3. Picaninny

Answer the following question for all 3 caricatures.

- What is this caricature of?
- What does the caricature suggest?
- How does the caricature make you feel?
- In your opinion, how do these caricatures portray African Americans? Give descriptive details.

Name _____
Date _____ Period _____ US History

Response to Jim Crow Narratives

Directions

- Read the Narratives
- Answer the following questions

Questions

1. What do the narratives tell you about society?

“I would say, in certain ways, it would be a little difficult to deal with if you had never grew up from childhood with this different type of atmosphere. You had a lot of different things to think about.” - Fred Page

2. Do you agree or disagree with Mr. Page’s statement about growing up in a different atmosphere? Explain.
3. What do you think Mr. Boxley means by referring to Jim Crow as a “jungle”?
4. Which narrative do you get the most meaning out of? In other terms, which narrative helps you understand what Jim Crow was really all about?
5. What actions or strategies do you think African Americans could have possibly taken to mobilize themselves against Jim Crow laws?

Directions:

Read both poems by Langston Hughes.

Select one poem.

Keeping in mind what you have learned about Jim Crow, write a response to the poem.

Things to keep in mind:

What do you think your poem is about?

What is happening in your poem?

Who do you think is the person behind your poem?

What are your feelings about the poem you selected?

What connections can you make between the poem you selected and Jim Crow society?

Write your response on the space provided; you may use additional pages if needed.

Langston Hughes Poetry Response
