

Jim Crow Laws (Signs of Discrimination)

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Overview

The student will demonstrate an understanding of *good citizenship*.

New Words

Segregation, Jim Crow, Racism

Grade Level

Lower and Middle Grade Levels

Primary Learning Objectives

The students will:

- learn that discrimination is wrong and unfair.
- discover that rules can be changed to be fair to all.
- recognize that Black people fought for unfair rules to be changed.

Approximate Duration of Lesson

One class period.

Materials and Equipment Needed

Writing materials; Internet article, “With One Wish...” Teacher-made signs that reflect discrimination based on hair color, eye color, types of shoes or an article of clothing, etc.

Preparation

The teacher will download, print and become familiar with the article, “With One Wish, Banishing Memories Of Jim Crow” <http://www.gpb.org/news/2012/05/30/with-one-wish-banishing-memories-of-jim-crow>. The teacher will also make discrimination signs in advance of the lesson. For example, sneakers with a circle around it and a slash through it. This means that for the next hour, no one with sneakers on may play in that center. Use your imagination, you can do girls, boys, long hair, short hair, etc. The teacher will need to hang or post signs in each center or throughout the room.

Procedures/Activities

- Read the article, “With One Wish, Banishing Memories of Jim Crow” aloud to the class.
- Engage students in a whole group discussion about discrimination, asking if it is right or wrong; fair or unfair.
- Have students observe the signs around the classroom and discuss ways in which the signs may discriminate against particular students (perhaps even the teacher) and how said discrimination may hinder or enhance their work throughout the day.
- As a reflection, encourage students to write about ways to change an unfair rule to a fair rule. (Younger students could illustrate as opposed to writing this out). An example of an unfair legal proposition is the voter ID controversy in Georgia.

Extension

Have students work in teams of three to create a brochure explaining their knowledge of Jim Crow Laws.

Remediation

Have students use the thumbnails of the pictures in the Jim Crow Slide shows to create a rebus. A **rebus** is representation of a word or syllable by a picture of an object the name of which resembles in sound the represented word or syllable. Several rebuses may be combined—in a single device or successively—to make a phrase or sentence. Literary rebuses use letters, numbers, musical notes, or specially placed words to make sentences. Complex rebuses combine pictures and letters.

Additional Resources

Ferris State University Jim Crow Museum
<http://www.ferris.edu/jimcrow/who.htm>

Shmoop Education Website
<http://www.shmoop.com/jim-crow/photos.html>

References:

Georgia History Race Riot Stories
http://www.gpb.org/georgiastories/videos/race_riot_of_1906

Social Studies Course of Study Standards

FOURTH GRADE

Standard 14. Describe the social, political, and economic impact of the modern Civil Rights Movement on Alabama.

- Identifying important people and events of the modern Civil Rights Movement

Examples: people—Martin Luther King, Jr., George C. Wallace, Rosa Parks; events—Montgomery bus boycott, Birmingham church bombing, Selma-to-Montgomery march

- Identifying benefits of the 1964 Civil Rights Act and the 1965 Voting Rights Act

SIXTH GRADE

Standard 13. Describe the role of major civil rights leaders and significant events occurring during the modern Civil Rights Movement.

Examples: civil rights leaders—Rosa Parks; Martin Luther King, Jr.; events—Brown versus Board of Education; Montgomery bus boycott; student sit-ins; march on Washington, D.C.; Freedom Rides; Civil Rights Act of 1964; Malcolm X; voter registration efforts; Selma-to-Montgomery march.

SEVENTH GRADE – Citizenship

Standard 11. Describe examples of conflict, cooperation, and interdependence of groups, societies, and nations, using past and current events.

- Tracing the political and social impact of the modern Civil Rights Movement from 1954 to the present, including Alabama’s role. *Extension to consider the impact.*

English Language Arts Course of Study - Appendix D:

Reading Standards for Literacy in History/Social Studies 6-12

Integration of Knowledge and Ideas

Standard 7. *Integration of information from Walking Tour, sculptures, and original photographs.*

Grades 6-8. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Grades 9-10. Integrate visual information (e.g., in charts).

Grades 11-12. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Writing Standards for Literacy in History/Social Studies 6-12

Research to Build and Present Knowledge

Standard 7.

Grades 6-8. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Grades 9-10. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Grades 11-12. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

English Language Arts Course of Study

Speaking and Listening Standards

Comprehension and Collaboration

[SL.6-12.1] Engage [initiate and participate – grades 9-12] effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade-level topics, texts, and issues*, building on others' ideas and expressing their own clearly.

Information from Walking Tour, sculptures, and original photographs.

[SL.6.2] Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

[SL.7.2] Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. *With extensions to lesson plan.*

[SL.8.2.] Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. *With extensions to lesson plan.*

[SL.9-12.2] Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), [in order to make informed decisions and solve problems, - grades 11-12] evaluating the credibility and accuracy of each source [and noting any discrepancies among the data – grades 11-12]. *With extensions to lesson plan.*

Language Standards

Vocabulary Acquisition and Use

[L.6-8.6]. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.