

Documents Involving Segregation

Big Ideas of the Lesson

- How various types of documents have change American society.
- The effects of Jim Crow/Segregation in America.

Lesson Abstract:

In this lesson students will first discuss prior knowledge of segregation and the civil rights era in the United States. Students will then analysis and discuss a political cartoon of the segregation era. Students will read and elaborate on the term “Jim Crow”. After the students elaborate on the terminology of Jim Crow, students will listen and analysis the lyrics of the song “Jump Jim Crow”. Students will form groups to read, analysis, elaborate, and complete an analysis worksheet on important documents of segregation in the United States. Students will first be assessed by a completed cartoon analysis worksheet, sound recording analysis worksheet, and a document analysis worksheet. Students also will be assessed on the ability to use descriptive terms to match previous documents analysis in the lesson with a Promethean interactive board or PDF file of lesson. Students will lastly be assessed with a Promethean interactive board or PDF file on the ability to decipher other related and nonrelated segregation documents in United States history.

Content Expectations or Standards

C6 Citizenship in Action

6.1 Civic Inquiry and Public Disclosure: Use forms of inquiry and construct reasoned arguments to engage in public disclosure around policy and public issues by investigating the question: How can citizens acquire information, solve problems, make decisions, and defend positions about public policy issues?

6.1.2: Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents (e.g., Constitutions, court decisions, state law), non-text based information (e.g., maps, charts, tables, and cartoons), and other forms of political communication (e.g., oral political cartoons, campaign advertisements, political speeches, and blogs).

USHG ERA 8: Post World War II United States (1945-1989)

8.3 Civil Rights in the Post-WWII Era: Examine and analyze the Civil Rights Movement using key events, people, and organizations.

8.3.1 Civil Rights Movement: Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including: the impact of WWII and the Cold War (e.g., racial and gender integration of the military), Supreme Court decisions and governmental actions (e.g., Brown v. Board (1954), Civil Rights Act (1957),

12th Grade (African American History/US History)
3 to 4 day lesson plan
55 minute class period

Michael Jones Jr.

Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965), protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955-1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers), resistance to Civil Rights

Key Concept(s)

How citizens and government acquire information, solve problems, make decisions and defend positions through documentation.

Instructional Resources

Equipment/Manipulative

Promethean interactive board or Project PDF file with overhead or projector

Cartoon analysis worksheet

Sound recording analysis worksheet

Document analysis worksheet

Stokey Carmichael political cartoon

Picture of Jim Crow

Jump Jim Crow Lyrics

Jump Jim Crow Sheet music

Emancipation Proclamation

Civil Rights Act of 1865

“Saving the Race” letter by Thurgood Marshall

Letter on lynching by Eleanor Roosevelt

Executive Order #9981

Memo to have conferences on segregation

Letter about conditions of Little Rock Nine by Daisy Bates

Student Resource

Prior knowledge

Textbook

Teacher Resource

www.loc.gov

www.google.com

www.allamericanpatriots.com

www.digital.library.unt.edu

www.prometheanplanet.com

www.rubric4teachers.com

Day 1

1. Address prior knowledge of Jim Crowism and segregation. If students do not have prior knowledge the instructor will elaborate. [5-10 minutes]
2. Use Promethean board or PDF file to display flipchart of political cartoon. Students will work individually to complete a cartoon analysis worksheet. After student's complete and turn in worksheet, the instructor will reveal the symbol (Klu Klux Klan) and name of the key figure (Stokey Carmichael) in the cartoon. Students will then revisit the 5 questions on the flipchart taken from the worksheet. Students will share answers in a class discussion. Instructor will reinforce answers of student discussion.[10-20 minutes]
3. Use Promethean board or PDF file to display flipchart of the term Jim Crow and Jim Crow cartoon. Read aloud the term for Jim Crow. Discuss key words used in the term such as: Minstrel show, blackening face, segregation, discrimination, deprived civil rights, and inferior. Use cartoon to give visual examples of words used in the term Jim Crow. [5-10 minutes]
4. Use Promethean board or PDF file to display flipchart of Jim Crow lyrics and play audio of Jim Crow song. Students will individually complete and turn in a sound analysis worksheet. Display sheet music of "Jump Jim Crow" for added visual of the activity. Replay the song if needed. Discuss and elaborate on the content of the lyrics and the instruments. [5-10 minutes]
5. Use the remainder of the class to have open discussion of the covered material. If the students have no questions elaborate of the areas thought needing reinforcement.

Day 2

1. Address prior knowledge of primary and secondary sources. If students do not have prior knowledge the instructor will elaborate. [3-5 minutes]
2. Place students in groups of three. Try to vary each group academic abilities (mix low and high functioning students together). [1-3 minutes]
3. Give each group a copy of the seven documents to analysis (Emancipation Proclamation, Civil Rights Act of 1865, Saving the Race letter, Lynching letter, Executive order #9981, memo for segregation conferences, and letter on conditions of Little Rock Nine). Instruct students in the groups to work together to complete and turn in a document analysis worksheet as a group. One worksheet per group for each document. Groups that complete activity early will be instructed to view other related documents such as the 13th Amendment, Compromise of 1850, Articles of Confederation, Civil Rights Act of 1964, Civil Rights Act of 1968, Voting Rights Act of 1965, and Affirmative Action. Once all groups have completed and turned in worksheets, randomly pick groups to present document worksheets. All students in each group must participate in presentation and follow presentation rubric. [30-40 minutes]
4. Use the remainder of the class to have open discussion of the covered material. If the students have no questions elaborate of the areas thought needing reinforcement. Also discuss good presentation skills.

Day 3

1. Discuss prior knowledge of previous material covered. [1-5minutes]
2. Use Promethean board or PDF file to display flipcharts of the seven documents analyzed. Review and discuss each document using what, where, when, why, and how questions to each documents. Also elaborate on the results of the documents. Use questions such as: How do you think American society responded? How important do you think each document was to segregation and why or how? How

would you rank these documents from most important to least important? Are there other documents similar to these documents? [30-40 minutes]

3. Use Promethean board or PDF file to display flipchart to assess matching terms with documents. Randomly pick students to place term on the matching document. Correct wrong answers and elaborate on reason answer is wrong. [1-5 minutes]
4. Use Promethean board or PDF file to display flipchart of fourteen other U.S. documents. Randomly pick students to drag documents to the correct box (segregation related documents or other documents). Correct wrong answers and elaborate on reason answer is wrong. [1-5 minutes]
5. Homework: Instruct students to think of a document that may be needed in the present or future. Students will have to state: What type of document created? Why the document needs to be created? Who will it be addressed to? Who will approve and oppose the document? Will the document be something proposed to become law? Any other pertinent information to why the document should or will be created?

Assessment

Promethean interactive board flipchart matching terms with documents

Promethean interactive board flipchart deciphering related and nonrelated documents on segregation

Cartoon analysis worksheet

Sound recording analysis worksheet

Document analysis worksheet

Student discussions

Presentation of document analysis worksheet

Presentation rubric

Student created document

*PDF files to supplement Promethean interactive board

Group Oral Presentation Rubric

4	3	2	1
All group members participate equally.	All group members participate.	Some group members participate.	Only 1 or 2 group members participate.
Group members help each other as needed.	Group members help each other as needed.	Some group members speak clearly and are easy to understand.	Most group members are hard to understand.
All group members speak clearly and are easy to understand.	Most group members speak clearly and are easy to understand.	Some group members speak clearly, but are difficult to understand.	Only 1 or 2 group members speak and can be understood.
All group members speak to the entire audience.	Most group members speak to the entire audience.	Group members speak to only part of the audience.	Most group members speak only to part of the audience.
Information is presented in an organized way.	Information is presented in an organized way.	Information may be only partially organized.	Information is presented in a disorganized way.
Oral presentation includes many details.	Oral presentation includes some details.	Oral presentation includes few details.	Oral presentation includes few or no details.
Presentation is visually organized and complete.	Presentation is organized and complete.	Presentation is complete.	Presentation is disorganized or incomplete.

12th Grade (African American History/US History)
3 to 4 day lesson plan
55 minute class period

Michael Jones Jr.