

Summer 2005

Class: The United States in the Modern World I (USMW I) **Grade Level:** 10

Unit: Reconstruction and Its Aftermath

Standards: Commonwealth of Massachusetts Curriculum Frameworks: The Civil War and Reconstruction, 1860-1877

- US1.41 Explain the policies and consequences of Reconstruction. (H, C)
 - G. the rise of Jim Crow Laws
 - H. the Supreme Court Case, *Plessy v. Ferguson* (1896)

Topic: “Jim Crow, Homer Plessy, and Linda Brown”

Statement of Purpose: This 2 day lesson plan will garner student interest, discussion, and impart essential information on how the Reconstruction Era policies, the development of Jim Crow Laws, and Supreme Court decisions such as Plessy versus Ferguson and Brown versus the Board of Education affected the race relationships in the United States.

Learning Objectives: Students will be able to:

1. Identify, define, and provide examples of Jim Crow Laws.
2. Describe the goal or purpose of the Jim Crow Laws.
3. Analyze the impact the Jim Crow Laws had on African Americans.
4. Identify *Plessy v. Ferguson* (1896) and describe the majority and minority opinions in the case.
5. Analyze the impact of *Plessy v. Ferguson* on African Americans.
6. Identify *Brown v. Board of Education* (1954)
7. Answer the essential questions in short essay form.

Schedule: Materials and Time

- **Length of Time:** 2 Days; **Block** ____
- **Introduction/Guiding Questions**

Instruction:

- Class will begin with a prompt or a Question of the Day that will activate the student's mind/prior knowledge and/or set aspects of the lesson:
 - What would be the advantages/disadvantages of single sex high schools?
 - Would you want to attend a single sex high school? Why or Why not?
- Open class with another question. Now that Reconstruction has ended in the south, what problems might African Americans face?
 - Brief Lecture using overhead defining Jim Crow Laws and providing background to Jim Crow. Show cartoon drawing of the historical Jim Crow character.

- Activity: Computer Lab Web Quest .
 - Handout Jim Crow Legislation Overview packet and corresponding two-sided question sheet.
 - Directions: Read the *Jim Crow Law Overview* and answer the following questions:
 - How many Jim Crow Laws were enacted between 1865-1967?
 - When did African American children first encounter Jim Crow Laws?
 - What groups other than African Americans also faced Jim Crow Laws?
 - Define: Miscegenation
 - After the Supreme Court banned Jim Crow Laws in 1954, how many new laws were enacted in the South by 1964 to avoid the court's ruling?
 - On page two of the overview, which two types of laws were most often enacted?
 - On page 3, list the number of Jim Crow Laws by region:
 - South
 - West
 - Midwest
 - Northeast
 - What do these number tell us about Jim Crow's impact on the US?
 - Directions: Read over the Jim Crow Laws in the various states and write down 2-3 from each state which you find most interesting (Look for different kinds of laws). In addition, record penalties for the breaking the laws if they are included. Examples of Jim Crow Laws by State:
 - Virginia
 - Texas
 - Alabama
 - Florida
 - California
 - Massachusetts
 - Students log onto http://www.jimcrowhistory.org/resources/lessonplans/hs_es_jim_crow_laws.htm and read Jim Crow Legislation Overview and answer questions on the front of the sheet.
 - Briefly review answers with special attention to question 7 - e.
 - Students next click on "Go to Jim Crow inside the South map or Inside the North Map" at the bottom of the web page.
 - Students click on various states and record their findings on the back of the answer sheet.
 - Next students go to www.jimcrowhistory.org and click on Education/Teachers and then on Narratives.
 - Students select a narrative and read an eyewitness account to Jim Crow.
 - After returning to the classroom the teacher leads a discussion where students share orally with their classmates what they found most interesting.
- Teacher next asks the students "were the Jim Crow Laws Constitutional especially in light of the 14th Amendment?" Brief Discussion

- Teacher then passes out the *Plessy v. Ferguson* (1896) handout and reviews the case and majority and minority opinions with the students.
- Teacher concludes with lecture on *Brown v. Board of Education* (1954) emphasizing the sociological testimony.
- Optional:
 - Read article on the state of desegregation 50 years after *Brown v. Board of Education* (1954)
 - Handout: *Racial Etiquette: The Racial Customs and Rules of racial behavior in Jim Crow America*

Guiding/Essential Questions:

1. What were the Jim Crow Laws and what purpose did they play in American society?
2. What areas or aspects of society did the Jim Crow Laws impact?
3. What impact did Jim Crow Laws have on individual African Americans?
4. How did the interpretation of the Jim Crow Laws by the Supreme Court of the United States change over time? What prompted that change?

Assessment:

1. Artistic representation of Jim Crow Laws. (Drawing, collage, poem, song, short story)
2. Essay: Did African Americans really become free after as a result of the Civil War?
3. Quiz/Exam

Materials

- Lecture on Jim Crow with Cartoon overhead
- Computer Lab
- Handout: Questions on Jim Crow Legislation (2 sided)
- Handout: *Plessy v. Ferguson* (1896)
- Handout: *Brown v. Board of Education* (1954)

Resources:

- Jim Crow Legislation web site:
http://www.jimcrowhistory.org/resources/lessonplans/hs_es_jim_crow_laws.htm and
www.jimcrowhistory.org
- Article - *Brown at 50*. Eric Foner and Randall Kennedy. *The Nation* May 3, 2004.
- Selected Secondary Sources:
 - Ayers, Edward L. *The Promise of the New South: Life After Reconstruction*. New York, New York: Oxford University Press, 1993.
 - Baker, Ray Stannard. *Following the Color Line: American Negro Citizenship in the Progressive Era*. 1908. Reprint, New York, New York: Harper and Row, 1964.
 - Cash, W. J. *The Mind of the South*. 1941. Reprint, New York, New York: Vintage, 1991.
 - Doyle, Bertram Wilbur. *The Etiquette of Race Relations in the South: A Study in Social Control*. Chicago, Illinois: The University of Chicago Press, 1937.

- Ellison, Ralph. *Invisible Man*. New York, New York: Random House, 1952.
- Fredrickson, George M. *The Black Image in the White Mind: The Debate on Afro-American Character and Destiny, 1817-1914*. 1971. Reprint, Hanover, New Hampshire: Wesleyan University Press, 1987.
- Hale, Grace Elizabeth. *Making Whiteness: The Culture of Segregation in the South, 1890-1940*. New York, New York: Pantheon, 1998 Hine, Darlene Clark. *Black Women in White: Racial conflict and Cooperation in the Nursing Profession, 1890-1950*. Bloomington, Indiana: Indiana University Press, 1989.
- Hughes, Langston. *The Ways of White Folks*. New York, New York: Knopf, 1934
- Litwack, Leon F. *Troubled In Mind: Black Southerners in the Age of Jim Crow*. New York, New York: Alfred A. Knopf, 1998.
- Rabinowitz, Howard N. *Race Relations in the Urban South, 1865-1890*. Urbana, Illinois: University of Illinois Press, 1980.
- Rydell, Robert W. *All the World's a Fair: Visions of Empire at America's International Expositions, 1876-1916*. Chicago, Illinois: University of Chicago Press, 1984.
- Williamson, Joel. *A Rage for Order: Black/White Relations in the American South Since Emancipation*. New York, New York: Oxford University Press, 1986.
- Woodward, C. Vann. *The Strange Career of Jim Crow*. 1955. Reprint, New York, New York: Oxford University Press, 1974.
- The Negro Problem," [The Independent](#), September 18, 1902
- Handout: Ronald L. Davis, *Racial Etiquette: The Racial Customs and Rules of Racial Behavior in Jim Crow America*.
- Jim Crow Legislation Overview By Susan Falck, M.A., Research Associate California State University--Northridge, California
- Lalita Tademy, Best-selling author Lalita Tademy gives an historical account of the legacy of slavery during the Jim Crow era.
- Oswald P. Bronson, Sr. President of Bethune-Cookman College, Dr. Oswald P. Bronson remembers Mary McLeod Bethune, his days in college, and his perspective now as president of his alma mater.
- Roceal Duke, D.C. Public Schools Content Specialist Roceal Duke remembers growing up and Jim Crow in the shadows of the nation's capital.
- Susan Huettelman, Retired teacher Susan Huettelman offers various childhood memories of Illinois and Jim Crow in the 30s and 40s.
- Annie Zachery, Murfreesboro, TN resident Annie Zachery offers her unique perspective of having taught school both under Jim Crow and after Brown v. Board of Ed.
- Edgar Williams, North Carolina native Edgar Williams shares his frustrations and triumphs as a sharecropper in the 1930s, 40s, and 50s.
- Thelma Williams, Natchez resident Thelma Williams recalls her youth in Louisiana in the 30s and 40s, and shares her life perspective in the 21st Century. Issues to ponder are also included for students.

- Clifford Boxley, Natchez, MS, resident Clifford Boxley offers his candid recollections of interfacing with white people in the Jim Crow South of the 40s, 50s, and 60s.
- Willie Wallace, Natchez resident Willie Wallace shares the recollections of his youth and early adulthood in the 40s and 50s, on the cusp of the Civil Rights era.
- Fred Page, Historic National Parks docent Fred Page talks about navigating Jim Crow on his family's sharecropping farm and as a tour guide for one of Mississippi's plantations.
- Ralph Jennings Ralph Jennings remembers his father's teachings and growing up in the town of Natchez, MS in the 1940s and 50s.
- R. C. Hickman Dallas-based photographer R.C. Hickman recalls his early days in the profession. Also see his photo collection in the Image Gallery.
- Edith Veitch Farris Retired teacher Edith Veitch Farris remembers her white upbringing in various states in the 40s and 50s.
- Nobuo Honda Nobuo Honda, a third-generation Japanese American from Hawaii, remembers his first encounter with Jim Crow in Georgia, 1951.
- Ronald Davis, Professor Ronald Davis remembers his white upbringing in Missouri in the 40s and 50s.
- Joseph Holloway, California history professor Joseph Holloway recounts a lynching he witnessed while driving through Texas in the early 60s.
- Theodore Roosevelt, (T.R.) Davidson T.R. Davidson was graduated from the Tuskegee Institute, where he was a member of the 1868 Aviation Engineers and performed as an electrician, aviation maintenance man, and various other MOS's. In addition, he studied and became a flight instructor at Tennessee State College. In this narrative, Davidson talks about growing up, studying, and working in the South, as well the various manifestations of black/white relationships during Jim Crow.
- Ed Brantley, Edward Brantley is a former airman and flight crew chief in the U.S. Air Force and retired Deputy Sheriff. In this narrative, he describes the effects of racism on his quest to become an airman and how his self-respect and passion for flying allowed him to overcome these obstacles.
- Levi H. Thornhill, A member of the Tuskegee Airmen's 302nd fighter squadron, Levi H. Thornhill served overseas during World War II as a propeller specialist and P-47 crew chief. After the War, he graduated in rank from Staff Sergeant to Cadet Lieutenant. In this narrative, Thornhill looks back at his experiences before, during, and after the War--in particular, he explores racial relations before and after the armed forces were integrated.
- Roger "Bill" Terry, Roger "Bill" Terry, a native of Southern California, earned his pilot's wings at the Tuskegee Institute in Alabama during World War II. In this narrative, Terry describes his experience in the Jim Crow South, how it altered his outlook and led him to fight discrimination in the Armed Forces. He is a college graduate from UCLA, received his law degree from Southwestern University, and served as the President of the Tuskegee Airmen.
- Joan Johns Cobb, In 1951, Barbara Rose Johns, a 16 year old black high school girl in Prince Edward County, Virginia, led her classmates in a strike to protest the substandard conditions at Robert Russa Moton High School. Enlisting

NAACP lawyers Spotswood Robinson and Oliver Hill to her cause, the lawyers filed suit at the federal courthouse in Richmond, Virginia demanding using the Moton High School case to end segregated schools in Virginia. They lost. In their appeal the lawyers incorporated the Moton case with three other similar suits that became known as Brown vs. Board of Education of Topeka. Today, Moton High School, the scene of Barbara Johns' walkout, is a historic landmark and civil rights museum. Barbara Johns died in 1991. Joan Johns Cobb is her younger sister. In this passage Mrs. Cobb recounts the events leading up to the student strike.