

Teacher: Stephen Schomaker

Class: U.S. History

Grade Level: 11

Topic: American Civil Rights Movement, Jim Crow – An Introduction

Essential Question:

What was Jim Crow America and how did it impact American communities ?

Learner Background:

Students will understand the terms, segregation and segregation, but will have no prior knowledge of the term, Jim Crow.

Student Objectives:

1. Students will define the term, Jim Crow.
2. Students will assess primary source documents, namely , oral histories of Jim Crow.
3. Students will assess secondary sources of information, namely, to build a working definition of Jim Crow and its general impact within American communities.
4. Students will evaluate the above source materials to better assess the impact of Jim Crow practices within American communities.

Material / Resources:

1. Overhead projector.
2. Source materials: What was Jim Crow ? , Ferris State University web site-
www.ferris.edu/news/jim_crow/what.htm
3. Source materials: text- “Remembering Jim Crow”, also accounts within this text are found on the PBS web site – americanradioworks.publicradio.org/features/remembering/children.html

Initiation:

Students will be given a “hard copy” or go to the Ferris State University web site and define the term, “Jim Crow”. Students will break into small groups, if using a “hard copy” of the above web site and complete the corresponding Learning Activity. After completing the broad based Learning Activity , students will then read one oral history contained in the text, “Remembering Jim Crow” and complete the second Learning Activity within this lesson. Students can complete the second Learning Activity separately, in pairs, or in small groups, 3-4 students. Class discussion will follow the completion of each Learning Activity, and the use of an overhead projector may be necessary when reviewing student work.

Learning Activities:

Students will do the following:

1. Define the term, Jim Crow.
2. Complete the first of two Learning Activities, giving a broad based view of Jim Crow.
3. Read a primary source document, oral history dealing with Jim Crow, and then completing the second Learning Activity.
4. Class discussion, through large or small groups will continue throughout the class period.

Closure:

1. Review student responses from the oral history reading.

Assessment:

1. Learning Activities - #1 and #2.
2. Group work – optional
3. Class discussion – optional

Differentiated Instruction:

1. Include different oral histories, with different reading levels.
2. Include a word list, in conjunction with the primary source reading.

U.S. History

Name:

Learning Activity # _____ - Introduction to Jim Crow America.

Directions: Please answer the following questions using the following web site or "hard copy".

[Http://www.ferris.edu/news/jimcrow/what.htm](http://www.ferris.edu/news/jimcrow/what.htm)

1. Define and describe the term Jim Crow.

2. How was "Jim Crow", more than a system of discriminatory laws ?

3. List at least three "social practices" that you would find extremely unfair and very difficult to follow ?
Why ?

4. What was considered a "terror weapon" used against those who objected or openly protested against the Jim Crow system ? What evidence can you use to show that this was a major threat to a person's life?

5. Describe other means or other forces that were used to keep the Jim Crow system intact .

U.S. History
Unit: Civil Rights Movement

Name:
Class Pd. _____

LA# _____ - "Remembering Jim Crow - African Americans Tell About Life in the Segregated South"

Directions: Please read the first hand account by Thomas Chatmon, the second of eight children growing up during the Jim Crow Era, in Coffee County , Georgia. His account begins in 1936, when he was sixteen years old, and ends when he graduates from college in the 1940's. You may answer the following questions as you read through the account, or answer the questions once you read the entire story.

BACKGROUND INFORMATION - INTRODUCTION ----- pg. 223

1. In reading the background information on Thomas Chatman, what struggles and challenges did he face in 1936 ?

2. Explain why he said , "I was part slave" ?

3. What limitations did the local school system have for African -American children during this time , and what goals did Mr. and Mrs. Chatmon have for their son ? Why was this goal so important ?

4. Describe the town of Broxton and what were some of Thomas Chatmon's first memories growing up there ?

5. Describe the working conditions that Thomas Chatmon had to endure when he quit school, in order to help his father raise his siblings(brothers & sisters). ----- pg. 224

6. If the Chatmon family got paid so little, how did they survive ? What advantages did they have over other families ?

7. Describe the Currin farm and what Thomas Chatmon's father did on the farm ?

8. In what ways could a child's education be continually interrupted , by the owner of a farm ? How did the Chatmon family counter this issue ? ----- pg. 225

9. Thomas Chatmon describes how his father was cheated out of money by a farmer, Thomas Harper, when they went to get paid for the season's crop. Why do you think Thomas Chatmon's father did not argue with Thomas Harper, over the money that was owed to them ? How would you have handled the situation ?

10. Why do you think Thomas Harper came to the Chatmon's home, looking for "Bud" - Thomas Chatman ? Why do you think Thomas Harper was so willing to "let him have some money" ? ----- pg. 226



Rubric for Group Discussion in Social Studies

Criterion	1	3	5
Participation	Off-task; distracting; inappropriate responses or contributions.	Shares some ideas; requires encouragement; sometimes needs redirection; may need prompting.	Actively participates, paraphrases; encourages others; is patient; is enthusiastic
Critical Thinking	Demonstrates little comprehension of the problem; comes to hasty conclusions; little or no consideration of others' viewpoints.	Identifies the problem through restating main points, showing a general understanding; some/limited application of ideas.	Clearly identifies problem; considers others' viewpoints; formulates conclusions, makes comparisons and contrasts; applies extended learnings.
Communication of Ideas	Vague positions; judgmental; confrontational; shares own point of view in a negative fashion or is non-committal/withdrawn.	Demonstrates ideas in a general way; limited paraphrasing and questioning; passive interaction.	Has a well defined position; uses questioning; paraphrasing and clarifying; uses positive body language (eye contact; posture; voice); supports others and is convincing
Use of Knowledge	Refrains from contributing any knowledge or denigrates others' knowledge.	Shares a general knowledge of the issue.	Shares in-depth knowledge; applies knowledge to past, present and future issues.