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Group Concept: Voice

Subject/Course: US History 11th grade

Lesson Plan Title: Silenced voices, white choices: Examining the Jim Crow System

Preparation: Teachers should create a safe learning environment and have a sense of empathy for students who may be sensitive to content and be impacted by it. The Equal Justice Initiative and Teaching Tolerance Teaching Hard History is helpful in how to approach topics of race and racism which is suggested to delve into at the beginning of and throughout the year (See reference websites). Another way to mindfully process sensitive topics and information is to check in with how students are feeling i.e. formative and exit tickets.

Prior knowledge includes the outcome of the Civil War with the Southern economy and ego in shambles. With the ratification of the 13th Amendment came a bitterness and loss of the South's instituted main labor source and economy, slavery. This lesson would follow Slavery by Another Name, a documentary that shows the cause and continuity of the South reenslaving African Americans through the convict leasing and Jim Crow system. Further, teachers and students should have an understanding of discourse as a concept; a way of life, and a power construct: ways of knowing, believing, communicating, and acting.



US and Confederate flags fly from a car parked at a rally of pro-segregationists

Courtesy of Bettmann Archive / Getty Images

Brief Narrative:

Jim Crow was a codified system established as early as 1865 immediately following the ratification of the 13th Amendment. It cultivated a toxic discourse inferiorizing and othering African Americans. As a result, an entrenched, public, expectation and narrative was exposed and reinforced in everyday life.

Through literacy strategies, a culminating museum exhibit project, and reflective gallery walk, this mini unit prompts students to examine how the Jim Crow System suppressed the voice of African Americans. By analyzing images and the concept of segregation students will start to uncover the purpose of the Jim Crow System. Students then will synthesize information and create a Jim Crow Museum exhibit which will show the interrelationships that secured the marginalization of African Americans. Students will then have a chance to reflect in a gallery walk answering their own guiding questions for peer projects.

Guiding and Gallery Walk Questions:

- What message is being voiced in the provided images?
- How did the system of Jim Crow silence the voices of African Americans?
- What expectations are created by the system of Jim Crow?
- What would it be like to live under the system of Jim Crow?
- Why would have the system of Jim Crow have been created?
- What underlying assumptions did the Jim Crow System falsely produce about African Americans?

Learning Objectives:

- Draw inferences from images
- Analyze the concept of segregation using the Frayer Model
- Uncover underlying assumptions about African Americans dictated by the Jim Crow System
- Draw interrelationships between chosen aspects of the Jim Crow System

Class Periods: Seven 60 minute periods

Lesson Plan Details:

Standards:

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Activities:

Activity 1: Image Inferences

(Students at this point should be prepared for explicit, sensitive content) Project image and ask students to think about what message is being conveyed in the photograph. Then have students share and exchange responses. Responses may be shared in a full class discussion.



Activity 2: Frayer Model Segregation

Independently analyze the concept of segregation by providing multiple definitions, and describing essential characteristics. Further, synthesize this information and draw on their own knowledge by providing multiple examples and non-examples (see handout). Pair with the person next to you and discuss your responses adding anything you might have not written down. Three volunteers will be asked to share and bring to a quick whole class discussion. Again anything that you didn't write, add to your worksheets.

Activity 3: Knowledge Word Ladder Segregation

Independently drawing from your own prior knowledge and activity 2, for each letter in the concept of segregation write a word you associate with segregation. After, each person in your group should choose one of the Jim Crow systems to research (see handout). Find at least 4 written text primary sources, read them, then find evidence supporting the word you chose for each letter in segregation. (Sources from Sarah Ewells lesson)

Activity 4: Examine Jim Crow Matrix

Take the four sources you used for activity 3 and fill out the Examine Jim Crow matrix (see handout).

Assessment: Jim Crow Museum Exhibit

Your group will take on the role of exhibit curator and design a Jim Crow System exhibit showcasing your examination. What materials you use is your choice, but it must uncover underlying assumptions about African Americans dictated by the Jim Crow System and draw interrelationships between chosen aspects of the Jim Crow System. Further your group will design a presentation board to serve as the “backdrop” for the museum exhibit. Your board must include the following elements: Topic Title and Sources, Images, Effort/Design.

Activity 5: Jim Crow Gallery Walk

Reflecting on peer projects, you will rotate stations and answer the following guiding questions:

- What message is being voiced in the provided images?
- How did the system of Jim Crow silence the voices of African Americans?
- What expectations are created by the system of Jim Crow?
- What would it be like to live under the system of Jim Crow?
- Why was the system of Jim Crow created?
- What underlying assumptions does the Jim Crow System reveal about African Americans?

Lesson Extensions:

- Following gallery walk a fishbowl or socratic seminar where students build off each others ideas can serve as an assessment for learning objectives.

- Discuss and research how African Americans prevailed and excelled in oppressive conditions. Using Tuskegee University as an example, prominent figures like Washington Carver and Booker T Washington **Counter Narratives**
- Listen to LA Times interview A negro the beast with Rosa Parks mentioning propaganda that made her feel inferior (**Sarah Ewell lesson plan connection**)
- For historians Role of media in toxic discourse OPVL Paper 1
- Cycles of Oppression slide: How propaganda inferiorized and superiorized and effects of that

Reference Websites:

Equal Justice Initiative Curriculum (Teaching Race and Racism)

<https://lynchinginamerica.eji.org/drupal/sites/default/files/2017-06/EJI%20-%20LIA%20High%20School%20Lesson%20Plan.pdf>

Jim Crow Museum of Racist Memorabilia

<https://www.ferris.edu/jimcrow/>

Slavery by Another Name

<https://www.pbs.org/tpt/slavery-by-another-name/home/>

Equal Justice initiative

<https://eji.org/history-racial-injustice-jim-crow-laws>

Teaching Tolerance Social Justice Standards

https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf

Kenneth Goings

<https://aaas.osu.edu/people/goings.14>

Donald Bogle

<https://www.amazon.com/Toms-Coons-Mulattoes-Mammies-Bucks/dp/082641267X>

Materials and media:

Activity 2 Handout - Segregation Frayer Model Worksheet

Activity 3 Handout - Jim Crow System Worksheet

Activity 3 Handout - Segregation Knowledge Word Ladder

Activity 3 Handout - Jim Crow Matrix

Assessment Handout - Jim Crow Museum Project Rubric