

Lesson Title: Segregation Snapshot

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Key Curriculum Words: Segregation, Discrimination, *Plessy v. Ferguson*

Grade Level: 7th grade

Time Allotted: 45 minutes

Purpose/Rationale: The purpose of this lesson is to demonstrate the cruel and unequal treatment of African Americans in the South prior to the Civil Rights Movement. This lesson will demonstrate Jim Crow laws in action through presenting notes and photographs illustrating segregation and *Plessy v. Ferguson* ruling of "separate but equal."

Key Concepts/Definitions:

Segregation: separation of different races in daily life, such as eating in a restaurant, drinking from a water fountain, using a rest room, attending school, going to the movies, or in the rental or purchase of a home

Discrimination: Treatment or consideration based on class or category rather than individual merit; partiality or prejudice: racial discrimination. The term "racial discrimination" means any distinction, exclusion, restriction, or preference based on race, color, national or ethnic origin.

Plessy v. Ferguson: 1896 Supreme Court case that allowed discriminatory laws and segregation as long as facilities were "separate, but equal."

Background Paragraph: This lesson follows two introductory lessons on highlights of African American history from the slave trade to the Harlem Renaissance and a lesson introducing Jim Crow to students. It will utilize notes about *Plessy v. Ferguson* and photographs to demonstrate the segregation African Americans faced in the South. The lesson will be followed by a lesson on Booker T. Washington and W.E.B. Du Bois perspectives on segregation, a lesson on The Great Migration, and a lesson on the Harlem Renaissance.

<u>Virginia Standards of Learning and/or Objectives:</u>	<u>NCSS Themes:</u> #2 Time, Continuity, and Change
USII.3c The student will demonstrate knowledge of how life changed after the Civil War by describing racial segregation, the rise of "Jim Crow," and other constraints faced by African Americans in the post-Reconstruction South.	The student will be able to understand the change over time of the treatment of African Americans in U.S. History.

Enduring Understandings for the Unit:

- How effective was the Civil War in changing society for the better?
- Did slavery end with the 13th amendment?
- How could a policy of separate but equal be equal?
- What methods were effective in giving African Americans rights after the Civil War?
- How did African Americans overcome the adversity faced during and after Reconstruction?
- What experiences of African Americans made the Harlem Renaissance unique?

<p><u>Facts/Concepts:</u> The student will gain knowledge of Racial segregation</p> <ul style="list-style-type: none"> ▪ Based upon race ▪ Directed primarily against African Americans, but other groups also were kept segregated ▪ “Jim Crow” laws were passed to discriminate against African Americans. <p>“Jim Crow” laws</p> <ul style="list-style-type: none"> ▪ Made discrimination practices legal in many communities and states ▪ Were characterized by unequal opportunities in housing work, education, government 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> ▪ Interpret ideas and events from different historical perspectives. (USII.1d) ▪ Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a) 	<p><u>Values/Attitudes:</u></p> <ul style="list-style-type: none"> ▪ A picture is worth a thousand words ▪ The government must protect minority rights ▪ “Separate, but equal” is unequal ▪ “The Constitution is blind”
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Guiding Questions:

1. What are segregation and “Jim Crow” laws?
2. What was the impact of the Supreme Court ruling in *Plessy v. Ferguson*?
3. What places were legally segregated in the US?
4. What difficulties did segregation impose on African-Americans?
5. How would you feel if you faced segregation in society?

Lesson Objectives:

Students will be able to:

1. identify the impact of the *Plessy v. Ferguson* ruling.
2. list various public areas affected by segregation.
3. analyze photos depicting segregation and the African-American response.

Diverse Learner Needs:

- Curriculum does not need to be modified to meet diverse learner needs.
- Instruction will be modified where the teacher’s aide will assist special education students in properly highlighting their notes; instruction does not need to be modified for general education or gifted students.
- Since students will be placed in heterogeneous ability groups for the photo analysis, assessment does not need to be modified to meet diverse learner needs.

Materials/Resources:

- Interactive Student Notebook
- Copies of *Plessy v. Ferguson: Separate but Equal* notes
- Photo Analysis Question Sheets
- Jackdaw Photos #5,6,7,8,9,11
- Highlighter
- Tape
- Post-its

Procedures/Processes/Activities:

The Hook: Photo Gallery. Six photos depicting segregation will be displayed in the classroom. Students will walk around the room, observe the photos, and use Post-its to stick a question on each photo. The photos and questions will be used later in the lesson. (8 minutes)

Lesson Activities:

- Plessy v. Ferguson: Separate but Equal notes: Students will tape note sheet on the next Right side page of their Interactive Notebook. Teacher will discuss the notes and, as a class, key concepts in the notes will be highlighted. (8 minutes)
- Photo Analysis: Divide the class into 6 groups of mixed ability. Each group will be assigned one of the photos used in the Photo Gallery activity. Students will be provided a photo analysis worksheet asking specific questions about their photo. Using their photo and prior knowledge of segregation in the South, students are to analyze the photo, answering questions on their worksheet and the questions provided by their classmates during the hook activity. Photo analysis worksheet will be taped on the Left side of their notebook as their processing activity. (15 minutes)
- Photo Presentations: Each group will be given 2 minutes to present their photo analysis to the class. Students are asked to include key People, Objects, and Actions in their photo and how they relate to life in the South for African Americans. (12 minutes)

Lesson Closure: To wrap up the lesson, students will be re-directed to their Right side page of notes. At the bottom of the page students will begin to respond to a question about segregation and the Supreme Court's ruling in *Plessy v. Ferguson*. Students will complete the response for homework if they do not finish in class. Response is to be structured in complete sentences, written without spelling and capitalization errors. (2 minutes)

Assessment Strategies (Informal):

- Participation in Photo Gallery: writing questions for each photo
- Photo analysis presentation

Assessment Strategies (Formal):

- Questions will appear on unit test
- Right and Left Side pages will be graded at the end of the unit

Plessy v. Ferguson: Separate but Equal

- Segregated facilities existed throughout the South as a result of segregation laws, known as "Jim Crow" laws. These laws were established in the South in the 1890s as a means of re-establishing the racial separation that had existed under slavery.
- In the early 1890s a group of Black citizens in Louisiana decided to test the Constitutionality of these laws. Homer Plessy, a member of this citizen's group, took a seat in a railroad car reserved for whites only. He was arrested when he refused to move to the "colored only" car. Plessy argued that the separate facilities violated his Constitutional right to equal protection under the law, as stated in the Fourteenth Amendment to the Constitution. This case went all the way to the Supreme Court—the Justices ruled 8-1 against Plessy. The court stated that the Fourteenth Amendment allowed a state to provide "separate but equal" facilities for Blacks.
- With legal approval from the Supreme Court, many Jim Crow laws were passed segregating schools, restaurants, hospitals, beaches, elevators, and drinking fountains.
- Langston Hughes, a poet who wrote about the experiences of African and American cultural roots, wrote the following poem about Jim Crow.

Merry-Go-Round

by Langston Hughes

COLORED CHILD AT CARNIVAL

Where is the Jim Crow section
On this merry-go-round,
Mister, cause I want to ride?
Down South where I come from
White and colored
Can't sit side by side.
Down South on the train
There's a Jim Crow car.
On the bus we're put in the back—
But there ain't no back
To a merry-go-round!
Where's the horse
For a kid that's black?

- In the Plessy v. Ferguson case, only one Justice, John Marshall Harlan, disagreed with the decision. In his dissenting opinion he wrote—"Our Constitution is color blind...What can more certainly arouse race hate, than these laws?...The law regards man as man and takes no account of his color when his civil rights are involved." Respond to Justice Harlan's statement and the "separate but equal" court ruling.

Photo Analysis #11

- Study the photograph for two minutes. Form an overall impression of the photo.
- Divide the photo into quadrants and study each section to see what new details become visible to you. List the details below:

People	Objects	Activities

- Based on what you have observed, list things you might infer from this photo.

- What questions does this photo raise in your mind?

- What do you know about the roles played by African American servicemen in America's wars? As a black soldier in a segregated unit, how would you have felt about fighting for democracy and freedom?

- Plan how you will share this photo with the class in a two minute presentation.