Lesson Title | Discriminatory Laws in the US  
Teacher | Chambrovich  
Grade Level | 5  
Duration of Lesson | 45-55 minutes  
Lesson Topic | This lesson will discuss the passage of discriminatory laws in the US, including Jim Crow laws and the ruling in *Plessy v Ferguson*.  
SC Standards and Indicators | **Standard 5-3:** The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power.  
**5-3.2** Explain the practice of discrimination and the passage of discriminatory laws in the United States and their impact on the rights of African Americans, including the Jim Crow laws and the ruling in *Plessy v Ferguson*.  
Common Core Strategy(ies) addressed | Integration of Knowledge and Ideas  
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  
Text Types and Purposes  
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  
Academic Vocabulary | Discrimination  
Jim Crow laws  
Segregation  
“Separate-but-equal”  
Disenfranchise  
Lesson Materials Needed (attached at end of lesson) | SmartBoard Lesson  
Partial Notes  
Essay Rubric  
Content Narrative | Discriminatory laws known as Jim Crow laws were passed by all southern state governments. Like the slave codes of the antebellum period and the Black Codes of the early Reconstruction period, these laws were designed to keep the African American majority under control. Their aim was to maintain white supremacy by keeping the races socially separated and the African American in a position of social inferiority. Segregation had grown in the South since the removal of federal troops at the end of Reconstruction in 1877. Jim Crow laws called for separate facilities for African Americans in schools, neighborhoods, theaters, on trains and everywhere else mandatory. Not just segregation, but systematic disenfranchisement with tools such as the poll tax, literacy tests, and the grandfather clause. Poll taxes and voting were still seen to be a prerogative of the states based on a Supreme Court ruling in 1876, so states utilized this technique beginning in 1889 with a series of state conventions that ended in 1910 with Oklahoma that rewrote state constitutions with measures that systematically excluded African Americans.
from politics. These wrongs were eventfully corrected by the Twenty-fourth Amendment and the Civil Rights Act of 1964.

Although these laws violated the equal protection clause of the fourteenth amendment, the Supreme Court ruled in the case of Plessy v. Ferguson (1896) that separate facilities were legal so long as the facilities were equal. This “separate-but-equal” doctrine validated the Jim Crow laws in the South for the next six decades. The “separate” part of the phrase was enforced while the “equal” part was ignored.

Southern governments also passed a series of laws designed to limit the political rights of African Americans as guaranteed by the fifteenth amendment. State laws established a literacy test in order to vote that did not technically violate the language of the fifteenth amendment. All voters were supposed to be able to read selections from the Constitution; a policy first employed by the state of Connecticut in 1855 and followed by Massachusetts to discriminate against Irish Catholic immigrants. This requirement was enforced for African American voters, but not for white voters. Literacy tests were first used by Mississippi in 1890 to disenfranchise African Americans.

A poll tax was imposed that was extremely difficult for poor farmers to pay, especially when it was collected months before the harvest. The other issue with the poll tax, with its average cost of between $1.00 and $1.50, was that it was grossly expensive and often cumulative due to the fact that you had to pay back taxes for the years you could have voted and did not vote. Poor white farmers were allowed to vote because of a ‘grandfather’ clause that said if their grandfather could vote, before 1870, regardless of literacy or tax qualification, then so could they. Most grandfathers of African Americans had not been allowed to vote so neither could they. By the end of the nineteenth century, few African Americans were able to vote in the South. Although African Americans protested their exclusion from public life; violence, intimidation, and lynchings by white terrorists effectively silenced most protests. Although Northern states did not pass such blatantly discriminatory laws, there was still discrimination practiced in their society. African Americans lived in racially segregated neighborhoods and were often the last hired and the first fired from jobs. Although they were able to vote, they had little political power because of their relatively small numbers until the Great Migration.


Lesson Set

<table>
<thead>
<tr>
<th>Content Objective(s)</th>
<th>Students will demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power. Students will explain the practice of discrimination and the passage of discriminatory laws in the United States and their impact on the rights of African Americans, including the Jim Crow laws and the ruling in Plessy v Ferguson.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Objective(s)</td>
<td>Students will be able to use the new information from this lesson to write a</td>
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</table>
Students will be assigned the task of supporting or opposing the ruling of *Plessy v Ferguson* in a persuasive essay after being given the facts about the case. Students will apply knowledge about the ruling in the case in order to make their essays accurate based on the historical evidence presented in the lesson.

**Lesson Importance**

This lesson is important because it introduces students to the discriminatory laws that were passed within the United States and sets the stage for the discussion of the Civil Rights Movement to be covered in future 5th grade standards.

**Connections to prior and future learning**

In 3rd grade, students summarized the social and economic impact of the developments in the creation of Jim Crow laws, the rise and fall of textile markets, and the expansion of the railroad (3-5.1).

In 8th grade, students will summarize the policies and actions of South Carolina’s political leadership in implementing discriminatory laws that established a system of racial segregation, intimidation, and violence (8-5.4).

In United States History and the Constitution, students will explain the causes and effects of urbanization in late nineteenth – century America, including the movement from farm to city, the changing immigration patterns, the rise of ethnic neighborhoods, the role of political machines, and the migration of African Americans to the North, Midwest, and West (USHC-4.5).


**Anticipatory Set/ Hook (Engage)**

At a restroom break before the lesson, the teacher will “segregate” the students based on the color of their shirts. Students with blue shirts, for example, will be allowed to use the water fountain downstairs while students wearing any other color shirt will have to use the water fountain upstairs. The point is that some students will have to wait to get their water, or have to travel out of their way to get water, or perhaps wait in a line to get their drink. When the class returns to the classroom, the teacher will ask the students for their feelings about the separation of facilities. When students have shared, the teacher will explain that the class was segregated based on something as silly as shirt color. This will allow the teacher to move into the conversation about segregation based on skin color. The teacher will point out that while the students had to use separate facilities, they were all permitted to have water (touches on the premise of “separate-but-equal”).

**Skill Development**

*Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.*

The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.

**Introduce content components**

The teacher will introduce the term *segregation* to the students and work with them to define it. When the students understand that the word means to separate groups of people based on their skin or religion or some other defining characteristic, the teacher will explain that Jim Crow Laws allowed segregation to be legal in the United States following the Civil War. The teacher will also explain that the court ruling of *Plessy v Ferguson* supported
These laws and kept them in place until the Civil Rights Movement of the 1960s.

**“I do”**

**Skill from objective**

introduce/explain/model

The teacher will go through slides 1 and 2 of the SmartBoard file and model how to use information found in the slide to complete the partial notes. The teacher will explain to the students that they will be responsible for learning about the impact of Jim Crow Laws and the ruling of *Plessy v Ferguson* from the slides. The teacher will then explain that the students need to use this information to complete partial notes and present the information to the class. The teacher will model this using slides 1 and 2. The teacher will model discovering key information and making a note of it in the partial notes. The teacher will also explain to students that they will be using the information in today’s lesson to develop a persuasive essay supporting or opposing the ruling of the case. Students will need to take note of important information that can be used in their essays throughout the lesson.

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**Guided Practice**

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as *Explore*.

**“We do”**

**Activity Description**

Include student “explore” components and opportunities for them to explain their learning.

After the teacher has modeled the use of the slides for completion of the partial notes and preparation of the essay, students will be given an opportunity to ask any questions they may have about the assignment. When all questions have been answered, the teacher will divide the class into six heterogeneous small groups. Two groups will be assigned to each of the following slides: 3, 4 and 5. When the groups have assembled, the teacher will hand out the slides that correspond with each group. Students will work together to look through the slides to discover key information that will help them complete the partial notes and present to the class. Students will record important information in their student notebooks. This will later serve as their graphic organizer for their essay.

**Checking for Understanding- “Informal” Assessment**

While the students are working on their notes/graphic organizers, the teacher will circulate the room and listen in on the discussion of the groups. The teacher will clarify any area that may be misunderstood. The teacher will answer any questions the groups may have.

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**Closure**

Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

**Content Solidified**

After about 7-10 minutes of group time, the teacher will call the class back together. At this time, the teacher will display the remainder of the slides 3-6 as the class discusses each. As the class examines each slide (3-5), the groups responsible for that slide will share the information they learned during their group time. It is during this group sharing that other students will record notes about the remaining slides. The teacher will also summarize main points about each slide and stress necessary information for the class. The teacher will answer any questions the students may have about the discriminatory laws of the United States.
Independent Practice

“You Do”

When the teacher has answered all of the questions about the Jim Crow Laws and the *Plessy v Ferguson* ruling, the students will be assigned the task of using the notes they took in class to create an essay in which they support or oppose the ruling in the Supreme Court case (Slide 7). This can be done in class if time permits, or it can be assigned for homework. The teacher will pass out the rubric for the assignment so that students know what is required of them.

Summative/ “Formal” Assessment

| Assessment | The formal assessment in this lesson will be the final essay turned in by the students. This will be assessed using a rubric. |

Differentiation

| During Lesson | During the lesson, the teacher will group students heterogeneously to allow for scaffolding among the various ability levels. Students who struggle with partial notes may have full notes printed for them. |
| Assessment | For students who have difficulty with writing, the teacher may allow them to create a T-chart listing arguments that support “separate-but-equal” and arguments that oppose it instead of requiring a written response. This assessment still requires the student to show an understanding of the laws and the impact the discrimination had on African Americans. |

Reflection

| Lesson Reflection (What went well in the lesson? What might you do differently the next time you teach it? Evaluate the success of the lesson) | My students were familiar with the doctrine of “separate-but-equal” because of many previous discussions about civil rights and heroes like Rose Parks and Martin Luther King, Jr. They were intrigued by Homer Plessy because he did something very similar to Rosa Parks, but is not as recognizable to them. The idea of segregation was also familiar to students and many actually made text-to-world connections based on stories they had been told by family members about the time when segregation was legal. The essay portion of this assignment was a bit of a struggle for many reasons. First of all, the students were not familiar with persuasive writing because it has not previously been a part of the 5th grade standards in writing. Secondly, many of them had a hard time playing “devil’s advocate” in order to write in support of the *Plessy v Ferguson* ruling. Lastly, my students struggle with expressing thoughts through writing to begin with, so this assignment was a challenge at its most basic level for them. I do think that with the Common Core requiring 5th graders to write persuasively that the challenge of doing so will be reduced in the future as they are more exposed. I also think it was good to push the limits of some students to support the ruling and look at the issue from a different perspective. However, in the future I will reserve this stance for my more able writers who have an easier time articulating their thoughts. Overall, I feel the lesson was a success. The content interested the students and they seemed to do well with it. In the future, if there is time, I |
might incorporate a debate about the topic and have the students verbally argue their stances with each other.

### Materials Needed for Lesson

| Lesson Materials and Handouts | See attached. |
**Plessy v Ferguson Essay Rubric**

<table>
<thead>
<tr>
<th></th>
<th>5 – Excellent</th>
<th>4 – Good</th>
<th>3 – Minimal</th>
<th>2 – Lacking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student explained the practice of discrimination in reference to the <em>Plessy v Ferguson</em> case.</td>
<td></td>
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</tr>
<tr>
<td>Student took a stance (supporting or opposing) on the ruling in the case using valid reasoning and relevant and sufficient evidence from the lesson.</td>
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<td></td>
</tr>
</tbody>
</table>

A: 10  
B: 9  
C: 8  
D: 7  
F: 6 or lower

Comments:

__________________________________________________________________________________________

__________________________________________________________________________________________
5-3.2 Discriminatory Law Partial Notes

Vocabulary

Discrimination - ___________ treatment of a person or group on the basis of prejudice.

Jim Crow laws - laws created to legalize ___________

______________ - a social system that provides separate facilities for minority groups

Separate-but-equal - __________ doctrine in the United States that justified segregation

Disenfranchise - deprive of ___________ rights

Jim Crow laws were adopted in all southern states in order to keep African Americans socially _________________.

These laws made ________________ for African Americans in schools, housing, theaters, on trains and everywhere else mandatory.

State governments used other tactics to disenfranchise African Americans, as well. Some of those were:

• Poll tax - a tax that must be paid in order to ___________
• __________ tests - voters must be able to read in order to vote
• The grandfather clause - a law stating that if your _________________ had voted then you were able to vote.

These laws were ________________ to African Americans because many did not have money to pay the poll tax.

If they did happen to have the money for poll tax, then they usually could not ________________.

Lastly, if by chance they had money for the tax and could read, then their grandfathers would not have voted because they would have been ________________.

*****ALL of these laws went against the ________________ of the Constitution which guaranteed all male citizens the right to vote!