<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>How did Jim Crow Laws affect the education of African American children in South Carolina?</th>
<th>Teacher</th>
<th>Gerilyn Leland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level</td>
<td>8th</td>
<td>Duration of Lesson</td>
<td>1-2 class periods (55 minutes)</td>
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**Lesson Topic**
How South Carolinians’ acceptance of a segregated southern society, after the United States Constitution guaranteed equality to all, affected the educational opportunities for African American children in South Carolina.

**SC Standards and Indicators**
**Standard 8-7:** The student will demonstrate an understanding of South Carolina’s economic revitalization during World War II and the latter twentieth century.

**Indicator 8-7.4:** Explain the factors that influenced the economic opportunities of African American South Carolinians during the latter twentieth century, including racial discrimination, the *Briggs v. Elliott* case, the integration of public facilities and the civil rights movement, agricultural decline, and statewide education improvement.

**Academic Vocabulary**

**Lesson Materials**
**Primary Sources:** Liberty Hill photograph, Clarendon County, Summerton Grade School photograph, Clarendon County, photos and description of African American schoolhouse in South Carolina, school facts chart from 1913-1915, SMART Board-Jim Crow PowerPoint, Photo of Ruby Bridges, Primary Source analysis handout

**Lesson Set**

**Content Objective(s)**
My students will be able to explain the different education opportunities for whites and blacks during the Jim Crow era in South Carolina. They will analyze primary source photographs and use their analysis to draw conclusions on the effect of Jim Crow laws on African American educational opportunities.

**Literacy Objective(s)**
1. Distinguish between past, present, and future time.
2. Explain change and continuity over time.
### Lesson Importance

To provide in-depth content regarding Standard 8-7.4, to provide my students the opportunity to analyze primary source documents, to draw conclusions and to think critically about the circumstances that brought about the Jim Crow laws, to understand why we study history...to make sure that we do not repeat the mistakes that we have made in the past.

### Connections to prior and future learning

Prior understanding of *Plessy v. Ferguson, 1896*, Reconstruction, Radical Republicans, 13th, 14th, and 15th Amendments to the Constitution, and the Freedmen’s Bureau  
**Future learning:** Sets the stage for the Civil Rights Act of 1964

### Anticipatory Set/ Hook (Engage)

The classroom will be set in 6 groups of 5 desks to a group. Each group will receive a black and white photo of an African American school girl being escorted by policemen out of a building. This photograph will also be on the SMART board screen. They are to discuss what they think is happening to this young girl. They are to write down their observations on the back of the photograph. They will have 8 minutes to observe and write down what they think is going on. I will collect the observations when the timer goes off.

### 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

We will take a few minutes to discuss the “hook” photo of Ruby Bridges. Students will share their interpretations of the photograph. I will introduce the vocabulary words: **segregation and integration**.

The Jim Crow Power Point will be presented. Students will receive Power Point note-taking handouts. The Power Point will allow me to introduce the Jim Crow Laws and the effect that these laws had on public education in South Carolina.

### “I do” Skill from literacy objective

I will introduce the Jim Crow Laws in South Carolina through the Power Point which uses historical photographs to emphasize what was happening to the public education system in South Carolina during this segregated time period.
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.

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<tr>
<td><strong>We will explore</strong></td>
<td>the differences in public facilities for whites and blacks during the Jim Crow Era using primary source photographs. These photographs will be introduced during the Power Point presentation. Each student will receive a primary source analysis worksheet (see attached).</td>
</tr>
<tr>
<td><strong>Liberty Hill:</strong></td>
<td>This is an insurance photograph of Liberty Hill school for African American Children that was used in the Briggs v. Elliott case. The basis for the Briggs v. Elliott case came about because African American children in Clarendon County needed a school bus. However, when the case was lost, Governor Byrnes and the General Assembly pushed through legislation that would benefit the African American schools in South Carolina. They did this because they wanted to make sure that segregation was kept in place in public schools.</td>
</tr>
<tr>
<td><strong>Summerton Graded:</strong></td>
<td>This is an insurance photograph of Summerton graded school for white children that was used in the Briggs v. Elliott case. White schools received most of the money for education until Governor Byrnes enacted a law that allotted more money to African American schools. Governor Byrnes allocated more money because he wanted segregation to continue in South Carolina.</td>
</tr>
<tr>
<td><strong>Gas Station:</strong></td>
<td>This is a photograph of a typical gas station in rural South Carolina during the Jim Crow Era.</td>
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**Checking for Understanding- “Informal” Assessment**
As students examine the primary source photographs and share their findings on the analysis worksheet, I will be able to tell if they understand what segregation is and how a segregated society affected the African American’s opportunity for an equal education.

**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**
Review vocabulary and content presented in Jim Crow Power Point. What was happening to African Americans that were guaranteed equal rights under the 14th amendment? Why were South Carolinians so hesitant to accept blacks as equals? What means did the political machine in South Carolina use
to keep whites as supreme and African Americans as second-class citizens?

**Independent Practice**

**“You Do”**

Each student will receive a primary source analysis worksheet (see attached) with a photograph taken during the Jim Crow Era. They will use the questions in their handout to analyze a primary source photograph on their own.

**Summative/ “Formal” Assessment**

**Assessment**

You are a highly successful photographer from Vermont. You are visiting South Carolina because **Governor Byrnes** has invited you to travel around the state taking pictures of the African American schoolhouses. He has been able to get more money allocated to provide better school facilities for the black students. He wants your photographs to reflect how good the African American schools are in South Carolina in 1950...remember this is before the Supreme Court decision in **Brown v. Board of Education** and Governor Byrnes does not want the federal government sticking their noses into South Carolina’s segregated society so if he can prove that the African Americans are receiving a separate but equal education then the leaders in South Carolina can continue to make laws that keep African Americans as second-class citizens.

As you travel around the state you realize things are not quite like Governor Byrnes stated. You begin taking pictures. What are your pictures going to show? What will your lens reflect when you capture pictures of African Americans students in their schoolhouses? Who is teaching the students? How are they getting to school? Where are the schoolhouses located? What does the inside of the schoolhouse look like? What are the textbooks and school supplies like for these students? Is Governor Byrnes going to want to publish your pictures?

*Draw a picture of one of the scenes that you saw as you traveled around South Carolina. Describe your picture using as many adjectives as possible. Make sure that you answer all of the questions mentioned above in your description.*

**Differentiation**

**During Lesson**

All students will receive a copy of the power point that has room for note-taking. For students that have a difficult looking at pictures on the SMART board, I will have copies of just the photographs to hand out.
| Assessment | For students that have a difficult time writing down their findings, they will be able to draw what they saw rather than answer all of the questions in written form. |
Why is this little African American girl being escorted by white men? What do you think she did?
Compare and Contrast-Venn Diagram
Ruby Bridges Painting by Norman Rockwell (1960)
And
Sasha Obama (2009)
Compare and Contrast
Venn Diagram
Ruby Bridges and Sasha Obama
Primary Source Analysis

School Facts

South Carolina from 1913-1915

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
</tr>
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<tbody>
<tr>
<td>Population of Children ages 6-14 years</td>
<td>145,384</td>
<td>212,125</td>
</tr>
<tr>
<td>Percentage of Population Illiterate</td>
<td>10.3%</td>
<td>38.7%</td>
</tr>
<tr>
<td>Percentage Living in Rural Community</td>
<td>81.9%</td>
<td>87.8%</td>
</tr>
<tr>
<td>Length of School Term</td>
<td>7.7 months</td>
<td>6 months</td>
</tr>
</tbody>
</table>

1. What is the title of the chart? What years is the data applicable to?

2. Were there more white or black children in South Carolina at this time?

3. What do you think South Carolina’s economy was based on during this time period? Why?

4. What was going on in South Carolina in the 1900’s to allow for so many illiterate black children?

5. Why do you think the school year was shorter for African American children?
Primary Source Analysis Worksheet

1. Looking at the picture on the SMART board, what political era does it refer to?

2. What objects or people can be seen in this photograph?

3. What adjectives would you use to describe the scene in this photograph?

4. What emotions are depicted in this photograph?

5. What groups would find this photograph favorable? Unfavorable? Explain.

6. Write down 2 questions you have about the scene or the people in the scene.

7. CREATE your own caption or title that captures the essence of this photograph.
Jim Crow and Public Education in South Carolina Assessment

HISTORICAL BACKGROUND:

You are a highly successful photographer from Vermont. You are visiting South Carolina because Governor Byrnes has invited you to travel around the state taking pictures of the African American schoolhouses. He has been able to get more money allocated to provide better school facilities for the black students. He wants your photographs to reflect how good the African American schools are in South Carolina in 1950...remember this is before the Supreme Court decision in Brown v. Board of Education... and Governor Byrnes does not want the federal government sticking their noses into South Carolina’s segregated society. If he can prove that the African Americans are receiving a separate but equal education then the leaders in South Carolina can continue to make laws that keep African Americans as second-class citizens.

Draw a picture of one of the schoolhouse scenes that you saw as you traveled around South Carolina. Describe your picture using as many adjectives as possible. Use the questions asked below to help you brainstorm as you prepare to write your persuasive essay...SEE ATTACHED RUBRIC.

- What are your photographs going to show?
- What will your lens reflect when you capture pictures of African American children in their schoolhouses?
- How are they getting to school?
- Where are their schoolhouses located? Are they near where they live?
- What does the inside of these schoolhouses look like?
- What are the textbooks and school supplies like for the children? Do they have any?
- Is Governor Byrnes going to want you to publish your pictures?
What object does this photograph refer to?

What political era does this photograph refer to?

What political era was happening to public education during this era?

What was happening to public education during this era?

What adjectives would you use to describe the scene in the photograph?

What emotions does this photograph depict? How do you think the children in the photograph feel? How do you feel about their situation?

What adjectives would you use to describe the scene in the photograph? What emotions does this photograph depict? How do you think the children in this scene feel? How do you feel about their situation?

What group of people would find this photograph favorable? Unfavorable?

What objects can you describe that you see in the photograph? What are the objects in the photograph? What emotions do these objects evoke?

What questions do you have about the scene or the people in this photograph? If you could ask these children a question, what would you ask them?

Create your own caption or title that captures the essence of this photograph.
Persuasive Essay: Separate but Equal? Did the Jim Crow Laws create equal opportunities for African Americans?

Teacher Name: Mrs. Leland

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 - Above Standards</th>
<th>3 - Meets Standards</th>
<th>2 - Approaching Standards</th>
<th>1 - Below Standards</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention Grabber</td>
<td>The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader.</td>
<td>The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.</td>
<td>The author has an interesting introductory paragraph but the connection to the topic is not clear.</td>
<td>The introductory paragraph is not interesting AND is not relevant to the topic.</td>
<td></td>
</tr>
<tr>
<td>Focus or Thesis Statement</td>
<td>The thesis statement names the topic of the essay and outlines the main points to be discussed.</td>
<td>The thesis statement names the topic of the essay.</td>
<td>The thesis statement outlines some or all of the main points to be discussed but does not name the topic.</td>
<td>The thesis statement does not name the topic AND does not preview what will be discussed.</td>
<td></td>
</tr>
<tr>
<td>Position Statement</td>
<td>The position statement provides a clear, strong statement of the author's position on the topic.</td>
<td>The position statement provides a clear statement of the author's position on the topic.</td>
<td>A position statement is present, but does not make the author's position clear.</td>
<td>There is no position statement.</td>
<td></td>
</tr>
<tr>
<td>Support for Position</td>
<td>Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.</td>
<td>Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.</td>
<td>Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.</td>
<td>Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).</td>
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</tr>
<tr>
<td>Closing paragraph</td>
<td>The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.</td>
<td>The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.</td>
<td>The author's position is restated within the closing paragraph, but not near the beginning.</td>
<td>There is no conclusion - the paper just ends.</td>
<td></td>
</tr>
<tr>
<td>Drawing/Photograph of African American Schools in South Carolina</td>
<td>Drawing reflects writer's understanding of separate but equal</td>
<td></td>
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</tbody>
</table>
Works Cited


   <http://www.sciway.net>.
