

# Life Under Jim Crow

<b>Date:</b>		<b>NCSCS 5.05 and 7.04</b>	<b>Warm – Up/Bell ringer:</b> What does the term “Jim Crow” mean?
<b>Materials Needed</b>	<b>Time – Pacing</b>	<b>Link(s) to Prior Learning:</b> Knowledge of discrimination faced by African-Americans before Civil Rights	<b>Continuous Assessment - tools/strategies</b>
<p>Access to the Internet for the class</p> <p>The Rise and Fall of Jim Crow at <a href="http://www.pbs.org/wnet/jimcrow/">http://www.pbs.org/wnet/jimcrow/</a></p>	2 class periods	<p><b>Purpose/Objective of this lesson:</b> Students will learn the history of segregation and disenfranchisement of African-Americans from the late 19<sup>th</sup> century through the mid-20<sup>th</sup> century.</p> <p><b>Teacher Input:</b></p> <ul style="list-style-type: none"> <li>The teacher may need to provide the students with help navigating the website plus copying and saving the student selected pictures needed.</li> <li>Obtain access to enough computers to allow Internet access for the class.</li> </ul> <p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>Who or what was “Jim Crow?”</li> <li>What problems were faced by African-Americans between 1870 and 1960s?</li> <li>Which picture best represents those problems for you? Defend your answer.</li> </ol> <p><b>Strategies for Differentiation:</b> Students with “hand-eye” coordination problems often excel when given a chance to use computer technology. Students have a wide variety of topics and pictures to choose from. Writing a picture essay is often easier for students who find just writing difficult.</p>	<p>Comments of the students as they are working through the site</p> <p>Review what students have learned from exploring the site at the start of the second class.</p> <p>Consider having students create “stump the teacher” questions from the site, with your willingness to familiarize yourself with it ahead of time</p> <p>Student essays</p>
		<p><b>Class Activity:</b> <b>Guided Practice:</b></p> <ul style="list-style-type: none"> <li>Brainstorming: Ask for student volunteers to read the answer to the bell ringer. At this time, students are sharing what they think. Do <u>not</u> explain what the term means at this time. Ask the questions again for closure. Explain to the students that they are to look for the answer as they explore the website in today’s lesson.</li> <li>Hand out the instruction sheet to the students.</li> <li>After students have had a chance to look over the instruction sheet for the lesson, use an Averkey or media projector to demonstrate for the students how to access the Jim Crow site, and how to find the sections assigned. You may want to have the students follow your actions on their own computers.</li> <li>Assist those students who have trouble during the lesson.</li> </ul> <p><b>Independent Practice:</b> Students follow the instructions on the handout to</p>	

		<p>explore the website and produce the photo-essay.</p> <p><b>Summary/Closure:</b> Repeat the bell ringer question. Ask students to write their answer on a piece of paper with their name on it. Collect the papers. Begin reading out loud from correct responses so that students leave the class with the correct answer.</p> <p><b>Homework:</b> Complete the essay explaining the choice of picture.</p>	
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**Reflection:**

Differentiation					Student Engagement					Higher Order Thinking					Transition				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Notes and Comments:

The website is quite extensive, with engaging, interactive pages galore. The lesson will take two forty minute class periods to allow students to access the site and explore the ramifications of de facto and de jure segregation.

**Resources:**

1. "The Rise and Fall of Jim Crow." <http://www.pbs.org/wnet/jimcrow/>
2. <http://www.tolerance.org/teach/resources/index.jsp> offers teachers an excellent and free video with lesson plans on the Civil Rights Movement. The segment on Emmett Till can be used as a comparison with the death of Henry Marrow.
3. See also [www.pbs.org/wgbh/amex/till](http://www.pbs.org/wgbh/amex/till) for lessons and background on Till's death. How much change had occurred with the passage of federal legislation between the deaths of Till and Marrow?
4. An additional extension can be a comparison of Marrow with that of the Scottsboro Boys. See [www.pbs.org/wgbh/amex/scottsboro](http://www.pbs.org/wgbh/amex/scottsboro)

**Suggested Reading:**

Blood Done Sign My Name by Dr. Timothy Tyson

Suggested Websites:

View the book talk by Dr. Tyson about Blood Done Sign My Name at: [http://www.unctv.org/webcast/arts\\_literature/ncbw05\\_timothy\\_tyson.html](http://www.unctv.org/webcast/arts_literature/ncbw05_timothy_tyson.html)

February One – the documentary about the Greensboro Sit-ins – offers teaching resources about the Civil Rights Movement in NC at <http://www.pbs.org/independentlens/februaryone/>

An extraordinary overview of history websites with 1,000+ primary source documents containing context, explanation, and recordings for streaming or download, forums, etc. can be found at History Matters: The US Survey Course on the Web <http://www.historymatters.gmu.edu>

Jim Crow South  
Civil Rights 1870 - Present

1. Website: Go to “The Rise and Fall of Jim Crow” <http://www.pbs.org/wnet/jimcrow/>
2. Surf through the site, looking at information from Interactive Maps, A National Struggle, Jim Crow Stories, and A Century of Segregation. Examine the stories and the information from the maps. What impressions do you have after examining this site?
3. Choose at least three stories from the site to read. Use notebook paper to take at least 4-5 notes on each one. List those stories on this chart. After each one give a brief summary of the story. Your summary should include the names of important people in the story and what events took place, and the dates for those events.

Name of Story	Summary

4. Choose a picture or poster from the site that you think illustrates the problems faced by African-Americans before the 1950s. How did they overcome the legal and social emphasis on white supremacy?
5. Use the procedure below to copy the picture or poster, then paste it onto a new Word “word processing” document. Write a short essay (150 words) to support your choice. In your essay, explain why you think this picture illustrates the US under the Jim Crow Laws. Provide at least 3-4 facts to support your answer.

To copy a picture: Create a Word document by opening Word. Click on Word Processing. Go to the website and locate the picture that you want to use. Highlight the picture by clicking on it. Right click the mouse and click on copy. Go back to the Word document. Right click the mouse again and click on paste. The picture will be pasted onto your Word document. Then add the rest of the information required.

# Life Under Jim Crow - Alternate

<b>Date:</b>		<b>NCSCOS 5.05 and 7.04</b>	<b>Warm – Up/Bell ringer:</b> What does “Jim Crow” mean?
<b>Materials Needed</b>	<b>Time – Pacing</b>	<b>Link(s) to Prior Learning:</b> Knowledge of <u>Plessy v. Ferguson</u> and Jim Crow Laws; a general sense of discrimination faced by African-Americans before the Civil Rights Movement.	<b>Continuous Assessment - tools/strategies</b>
Access to the Internet for the class  <u>The Rise and Fall of Jim Crow</u> at <a href="http://www.pbs.org/web/jimcrow/">http://www.pbs.org/web/jimcrow/</a>	1 class period	<b>Purpose/Objective of this lesson:</b> Students will learn about the “Jim Crow” South and two major organizations from that time.  <b>Teacher Input</b> <ul style="list-style-type: none"> <li>The teacher may need to provide the students with help navigating the website as well as copying and saving the student-selected pictures as needed.</li> <li>Obtain access to enough computers to allow Internet access for the class.</li> </ul> <b>Key Questions:</b> <ol style="list-style-type: none"> <li>Who or what was “Jim Crow?”</li> <li>What was the Ku Klux Klan and what illegal means did they use to further their goals?</li> <li>What was the NAACP and how did it attempt to legally gain opportunities for African-Americans?</li> </ol> <b>Strategies for Differentiation:</b> Students with “hand-eye” coordination problems often excel when given a chance to use computer technology. Students have a wide variety of topics and interactive pages to engage their interest.	Responses to the bell ringer both at the beginning and end of class  Answers on the worksheet  Student comments as they navigate through the website
		<b>Class Activity:</b> <b>Guided Practice</b> <ul style="list-style-type: none"> <li>Brainstorming: Ask for student volunteers to read the answer to the bell ringer. At this time, students are sharing what they think. Do <u>not</u> explain what the term means at this time. Ask the questions again for closure. Explain to the students that they are to look for the answer as they explore the website in today’s lesson.</li> <li>Hand out the instruction sheet to the students. Assist those students who have trouble during the lesson.</li> </ul> <b>Independent Practice</b> <ul style="list-style-type: none"> <li>Students follow the instructions on the handout to explore the website and complete the worksheet</li> </ul>	

		<ul style="list-style-type: none"> <li>Two possible student handouts are included below. One is a standard worksheet with a specific focus. The second is a scavenger hunt designed to help students discover the different sections of the website.</li> </ul> <p><b>Summary/Closure:</b></p> <ul style="list-style-type: none"> <li>Repeat the bell ringer question. Ask students to write their answer on a piece of paper with their name on it. Collect the papers. Begin reading out loud from correct responses so that students leave the class with the correct answer.</li> </ul> <p><b>Homework:</b> As needed for this unit.</p>	
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**Reflection:**

Differentiation					Student Engagement					Higher Order Thinking					Transition				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Notes and Comments:

The website is quite extensive, but has engaging interactive pages. The lesson will take a minimum of 2 forty minute class periods to allow students to access the site and explore the ramifications of de facto and de jure segregation.

Another possible assignment from this site could include reading one story as a whole class with the teacher posing questions similar to those on the worksheets below and providing immediate feedback on the answers. The students could then be allowed to chose a story that they want to read for themselves and respond to what they read in that story like they did to the class story.

Resources:

“The Rise and Fall of Jim Crow.” <http://www.pbs.org/wnet/jimcrow/>

## The Rise and Fall of Jim Crow

While exploring the website, complete these instructions and answer the questions.

1. Click on “A Century of Segregation”. Click on each historic event and read to learn more about what happened. List each of the events and the dates on the timeline.
2. Click on “Jim Crow Stories”. Then, scroll down and click on “Organizations”. Then, click on “Ku Klux Klan”. Answer the following questions.
  - The KKK was originally formed as a social club by whom?
  - What decade did the KKK become a “powerful political force”?
3. Now, go back to “Jim Crow Stories” and click on “NAACP”. Answer the following questions.
  - What does the NAACP stand for?
  - When was the NAACP “born”? What is significant about this date?
  - Who was the NAACP’s first black president?
4. Explore the rest of the site. Write down four interesting and new facts that you have learned from “The Rise and Fall of Jim Crow”.

## The Rise and Fall of Jim Crow Scavenger Hunt

1. What state(s) had a majority of African Americans in 1870?
2. What did the miscegenation law for North Carolina say?
3. The first African American elected to Congress:  
When was he elected?  
  
Who was he?  
  
What happened?
4. What was the NAACP, and when was it founded?
5. In 1898, what fraction of Wilmington, North Carolina's population was African American?
6. When the KKK was originally founded, what was its stated purpose?
7. What did Charlotte Hawkins Brown create in Sedalia, North Carolina in 1902?
8. Check out the narratives section. What was James Nix's story about?
9. What was "The Red Summer"? When and why did it occur?
10. Choose one story or article that has not been mentioned in # 1-9. Read it and write a brief summary below. Your summary should include at least 3 facts taken from the story or article.  
Title of story or article \_\_\_\_\_  
Summary:

## The Rise and Fall of Jim Crow Scavenger Hunt

### Answer Key

1. What state(s) had a majority of African Americans in 1870?  
(Louisiana, Mississippi, South Carolina)
2. What did the miscegenation law for North Carolina say?  
Miscegenation-All marriages between a white person and a Negro, or between a white person and a person of Negro descent to the third generation inclusive, are hereby forever prohibited. [1875]
3. The first African American elected to Congress:  
When was he elected? (1868)  
Who was he? (John W. Menard)  
What happened? (He never served because the white members of Congress would not let him take a seat.)
4. What was the NAACP, and when was it founded?  
(The National Association of Colored People (NAACP) was born on February 12, 1909. The organization was formed to fight for black civil and political rights and an end to racial discrimination.)
5. In 1898, what fraction of Wilmington, North Carolina's population was African American? (Almost two-thirds of its population was black.)
6. When the KKK was originally founded, what was it's stated purpose?  
(social club)
7. What did Charlotte Hawkins Brown create in Sedalia, North Carolina in 1902?  
(Palmer Memorial Institute a school for black children)
8. Check out the narratives section. Who was James Nix's story about?  
(Nix shares his memories of Jim Crow involving his father, a murder, and how the authorities didn't think much of it.)
9. What was "The Red Summer" and when did it occur?  
The Red Summer refers to the summer and fall of 1919, in which race riots exploded in a number of cities in both the North and South.)
10. Choose one story or article that has not been mentioned in # 1-9. Read it and write a brief summary below. Your summary should include at least 3 facts taken from the story or article.  
Title of story or article \_\_\_\_\_  
Summary:  
Answers will vary, but all answers should include the title, and at least 3 facts from the story. You may also want to require the students to write in complete sentences.

# Socratic Seminar for the March on Washington, DC

<b>Date:</b>	<b>Objective 7. 02</b>	<b>Warm – Up/Bell ringer:</b> Day One: Get a copy of “I Have a Dream” from the front table. Read it silently. Underline or highlight key words and phrases. Place parentheses around words, phrases, or sentences that you do not understand. Day Two: Get out your copy of “I Have a Dream” speech and any notes or questions you have made to prepare for seminar.	
<b>Materials Needed</b>	<b>Time – Pacing</b>	<b>Link(s) to Prior Learning:</b> Knowledge of Jim Crow laws, legal segregation in the US between 1870 and 1954, <u>Brown v. Board of Education</u> , the Montgomery Bus Boycott, and the integration of Little Rock High School.	<b>Continuous Assessment - tools/strategies</b>
Class set of the full copy of “I Have a Dream” speech by M. L. King, Jr or an excerpt of it (both are included)  Resources include online links to audio and/or video of the speech.	2 class periods	<b>Purpose/Objective of this lesson:</b> To thoroughly analyze and discuss the concept of freedom in the USA through this well known speech by Dr. King. Enable students to see the historic precedents for Dr King’s “dream” and achieve a richer understanding of its complexity.  <b>Teacher Input</b> <ul style="list-style-type: none"> <li>• If no audio- or videotape of this speech is available, the teacher may consider reading the speech out loud to the students since it was written to be heard.</li> <li>• The lesson is conducted as a Socratic Seminar. The teacher begins the discussion with a survey question that is asked of every student in a round robin fashion. The teacher records individual responses in order to be able to return to individual students with additional questions arising from the response to the survey question.</li> <li>• After all of the students have responded, go back to students who gave interesting, intriguing, or unusual responses. Ask those students to explain or elaborate on their answers. Use these responses to engage others in the discussion.</li> <li>• The teacher’s role in this type of lesson is to get the discussion going, and then monitor the discussion to assure that students remain on topic redirecting the class with additional questions if necessary. The teacher also watches to make sure that the quieter students have a chance to participate. If the discussion begins to lag, the teacher may ask additional questions based on the survey question answers, or questions from the list of questions prepared ahead of time.</li> <li>• It is helpful to have the students seated in a circle so that they can see each other as they speak. A seating chart for the teacher helps to keep track of who has spoken, ideas that have been expressed that the teacher could refer to extend an idea, and to note which students need to be called on to bring them into the discussion.</li> </ul>	Student responses during the seminar  Student homework products

		<p><b>Key Questions:</b> See the possible "I Have a Dream" seminar questions sheet <i>Note: Teacher questions are provided to facilitate the seminar; however, the focus is student-centered. You may use questions generated from the students as well as some of your own that come to you during the speech and during the seminar. These questions are just starting points.</i></p> <p><b>Strategies for Differentiation:</b> Listening and viewing the speech will increase student literacy skills. The verbal nature of seminar allows even students with learning disabilities to contribute answers and take part in the discussion. AIG students are able to expand on the written text. The homework product allows for artistic expression in a variety of forms.</p>	
		<p><b>Class Activity:</b> <b>Guided Practice</b> <b>Day One</b></p> <ul style="list-style-type: none"> <li>• After the students have had an opportunity to read the speech, play the speech for the students using an audio tape, a video, or an Internet download of the speech. Students need to read along with the speech. (If you use a video presentation of the speech, you may want to play it once with the students watching the video, and play it a second time for the students to read along with the speech.</li> <li>• Ask students about any words or phrases that they do not understand or are unfamiliar to them. Then provide feedback to make the meaning of these clear. If students state there are no questions, ask them to define terms they will need to know.</li> <li>• Ask students if they know what an "allusion" is. If they cannot respond, remind them that an allusion means that a person has made a statement that comes from or refers to another document, story, or piece of work. Challenge them to find the allusion to other documents in the speech. The teacher may need to prompt them to find the allusions to the Emancipation Proclamation, Declaration of Independence, and the Bill of Rights.</li> <li>• <b>Day Two</b></li> <li>• The teacher begins the seminar by asking a survey question of all students. After all of the students have responded, the teacher asks follow-up questions based on student responses. Once the discussion is flowing between the students, the teacher's role is to keep the discussion on topic and flowing smoothly, as well as to ensure that all students have a chance to participate.</li> <li>• Explain to students before the seminar begins that while they do not have to raise their hands to be called on by you, they are expected to take turns speaking, be polite, and be respectful of each other (both in listening and responding to ideas expressed). See resources below for more help in setting up a seminar.</li> </ul>	

		<p><b>Independent Practice</b></p> <p><b>Day One</b></p> <ul style="list-style-type: none"> <li>• Bell ringer – Students read for unfamiliar words or phrases.</li> <li>• After the guided practice, ask students to create two or three questions of their own about the speech.</li> </ul> <p><b>Day Two</b></p> <ul style="list-style-type: none"> <li>• Once the discussion is begun, students will ask questions and respond to the comments of other students. They will “conduct” the seminar, questioning and responding to each other.</li> </ul> <p><b>Summary/Closure:</b></p> <p><b>Day One</b> Collect the questions the students have written. You may be able to incorporate these into the seminar tomorrow.</p> <p><b>Day Two</b> About 10 minutes before the seminar is to end, ask: What does “freedom” mean? What does it mean to be “free?” Encourage students to dig for their answers and specifically explain exactly what rights, abilities, actions are needed to be considered “free.”</p> <p><b>Homework:</b> Students will create a two-dimensional response to the question: What is “freedom?” This can be a written product such as a poem or short essay, or even a song. It could also be an artistic product such as a drawing, collage, or painting. The products will be presented during a future class.</p>	
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**Reflection:**

Differentiation					Student Engagement					Higher Order Thinking					Transition				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Notes and Comments:																			

Notes and Comments:

The full text of the speech is attached to this lesson. The questions were developed based on an excerpt of the speech that began with “I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American dream.” from the middle of the third paragraph on the second page of the full text. Use your knowledge of your students to decide how much of the text to use. Both texts are attached to this lesson.

**Resources:**

Website with audio and video connections and the complete script –

<http://www.americanrhetoric.com/speeches/lhaveadream.htm>

Dr. King’s papers, audio streaming of significant speeches, and extensive lesson plans and units are available at:[http://www.stanford.edu/group/King/liberation\\_curriculum/](http://www.stanford.edu/group/King/liberation_curriculum/)

Websites with more information about how to conduct a Socratic Seminar:

Stumpf, Samuel Enoch. *Socrates to Sartre: A History of Philosophy*, 6th ed. McGraw-Hill, 1999.

<http://www.mcps.k12.md.us/schools/wjhs/depts/socialst/ams/Skills/SocraticSeminar/SocraticSeminarIntro.html>

Socratic Seminars: Mrs. Adams, at [http://www.studyguide.org/socratic\\_seminar.htm](http://www.studyguide.org/socratic_seminar.htm) (This site includes a rubric for grading a seminar.)

## Possible "I Have a Dream" Seminar Questions

*Note: Only one survey question is needed to begin a seminar, and only one closing survey question to end it. This list includes more questions than are needed to allow the teacher to match the questions to the students' interests and the discussion.*

*Seminar questions are designed to engage students in higher order thinking, therefore, an answer key is not given. One of the interesting aspects of a seminar is to "see into the students' minds."*

1. (Survey question) Imagine that you were in the crowd in front of the Lincoln Memorial when Martin Luther King, Jr. delivered this speech. What word would describe your reaction to what you have heard?
2. (Survey question) What phrase from this speech stuck out to you when you first read (or heard) this speech?
3. What parts did you mark with parentheses (not understand)?
4. List some of the difficulties and frustrations that Dr. King was referring to in the first paragraph.
5. What is the American dream that he refers to in the first paragraph?
6. Is there a part of the speech that you do not understand? What is it?
7. What is Dr. King's dream? What evidence from the speech supports your answer?
8. What documents are alluded to in the speech? Why does he refer to the "founding documents" of the United States?
9. What song does Dr. King quote in the speech? Why do you think he chose that one?
10. Mississippi is in the southern US. It is very humid and at one time had rice plantations. Why does Dr. King call it a "desert state?"
11. What phrases does he repeat in the speech? Why do you think he did that?
12. Dr. King mentions a number of places in the US in his speech. Name these places. Why did he choose those?
13. What does Martin Luther King, Jr. mean by freedom? Why does he use the phrase "freedom ring?"
14. (closing survey question) What does "freedom" mean to you?
15. (closing survey question) What does it mean to be free?  
*(Some students will probably say "to have no rules." Encourage students to examine exactly what it could be like with no rules. "Is anarchy really freedom?" Others may think that freedom is to be out of their house on their own. Question whether they are really free if they are on their own.)*

**"I Have A Dream"**  
**by Martin Luther King, Jr,**

Delivered on the steps at the Lincoln Memorial in Washington D.C. on August 28, 1963.

Source: Martin Luther King, Jr: The Peaceful Warrior, Pocket Books, NY 1968

Five score years ago, a great American, in whose symbolic shadow we stand signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of captivity. But one hundred years later, we must face the tragic fact that the Negro is still not free.

One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languishing in the corners of American society and finds himself an exile in his own land.

So we have come here today to dramatize an appalling condition. In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir.

This note was a promise that all men would be guaranteed the inalienable rights of life, liberty, and the pursuit of happiness. It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation.

So we have come to cash this check -- a check that will give us upon demand the riches of freedom and the security of justice. We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to open the doors of opportunity to all of God's children. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood.

It would be fatal for the nation to overlook the urgency of the moment and to underestimate the determination of the Negro. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights.

The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges. But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred.

We must forever conduct our struggle on the high plane of dignity and discipline. we must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force.

The marvelous new militancy which has engulfed the Negro community must not lead us to distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny and their freedom is inextricably bound to our freedom.

Department of Public Instruction  
Middle Grades Division

We cannot walk alone. And as we walk, we must make the pledge that we shall march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" we can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Go back to Mississippi, go back to Alabama, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair. I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal." I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at a table of brotherhood. I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today.

I have a dream that one day the state of Alabama, whose governor's lips are presently dripping with the words of interposition and nullification, will be transformed into a situation where little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers. I have a dream today. I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together. This is our hope. This is the faith with which I return to the South. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with a new meaning, "My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring." And if America is to be a great nation, this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania! Let freedom ring from the snowcapped Rockies of Colorado! Let freedom ring from the curvaceous peaks of California! But not only that; let freedom ring from Stone Mountain of Georgia! Let freedom ring from Lookout Mountain of Tennessee! Let freedom ring from every hill and every molehill of Mississippi. From every mountainside, let freedom ring.

When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! free at last! thank God Almighty, we are free at last!"

Excerpt from

"I Have A Dream"  
by Martin Luther King, Jr,

Delivered on the steps at the Lincoln Memorial in Washington D.C. on August 28, 1963.

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# Sharecropping

<b>Date:</b>		<b>Subject:</b> <b>Sharecropping</b> <b>NCSCOS 5.01</b>	<b>Warm – Up/Bell ringer:</b> What was the boy’s reaction in <u>Sounder</u> when he was in the town and around “houses with curtains in the windows?” Describe his feelings and his actions.
<b>Materials Needed</b>	<b>Time – Pacing</b>	<b>Link(s) to Prior Learning:</b> Knowledge of sharecropping and tenant farming after the breakup of the plantation system in the South during the last half of the 19 <sup>th</sup> Century. Students may have also read <u>Sounder</u> by William Armstrong based on the true story of a sharecropping family in the 1870s.	<b>Continuous Assessment - tools/strategies</b>
Class set of “Still Living Under the Bonds of Slavery”  Access to the Internet with an Averkey connection to a television or a media projector	1 class period	<b>Purpose/Objective of this lesson:</b> Students will learn about the lives of sharecroppers and agricultural conditions in NC after the breakup of the plantation system.  <b>Teacher Input:</b> Teacher will facilitate the discussion about sharecroppers based on the pictures, the book <u>Sounder</u> , and the memoir of Minnie Whitney.  <b>Key Questions:</b> For images: Use the same key questions for each image. 1. Who is working? Will they get wealthy? 2. What does the farm and the tools look like? 3. What do you see in the picture that reminds you of <u>Sounder</u> ? 4. How does the Jim Crow system and a belief in white supremacy affect these farmers? 5. What types of opportunities do these farmers have?  <b>Strategies for Differentiation:</b> Students who struggle with reading comprehension can excel at the picture “reading in this lesson. Following along in the text can help the struggling reader add words to their visual vocabulary. Auditory learners are helped by the streaming audio available from <a href="http://www.historymatters.gmu.edu/d/82">www.historymatters.gmu.edu/d/82</a>	oral responses  independent practice rubric below
		<b>Class Activity:</b> <b>Guided Practice</b> <ul style="list-style-type: none"> <li>Using an Aver Key or other media projection device, the teacher will show the pictures from the American Memory site to the students. Students will be asked to relate the pictures to what they read in <u>Sounder</u>. This will include how the sensory images, the descriptions of the individuals, and factual information from the text relates to the pictures.</li> <li>The teacher will then access the “Still Livin’ Under the Bonds of Slavery” audio website. Students will be given a printed copy of the material to follow along</li> </ul>	

		<p>with the audio presentation. This will give the students an appreciation of the difficulty in transcribing dialect in primary sources, as well as a better understanding of what life was like under the sharecropping system</p> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Create a bubble map with at least 5 topics to describe a sharecropper's life.</li> <li>• Students should use their bubble map to write a half-page description of what life was like for a sharecropper. <b>Or</b> Imagine that they are a sharecropper. Use the bubble map to help write a journal entry about daily life. <b>Or</b> Use the information from the bubble map to write a four paragraph essay about sharecropping. You will need an introductory paragraph, two paragraphs that each describe one aspect of your life (such as house, food, work, entertainment, relationships to other people, family), and a concluding paragraph.</li> </ul> <p><b>Summary/Closure:</b></p> <ul style="list-style-type: none"> <li>• In <u>Sounder</u>, the boy was always afraid when he was in town or around white owned houses. How did that compare with what Minnie Whitney had to say in her interview? What do you think would have been the hardest part of sharecropping?</li> </ul> <p><b>Homework:</b> Complete independent practice if not completed during class.</p>	
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**Reflection:**

Differentiation	Student Engagement	Higher Order Thinking	Transition
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Notes and Comments:

**Resources:**

1. Six pictures of sharecroppers from American Memory, Library of Congress, <http://memory.loc.gov/ammem/fsacthtml/fsowhome.html>, Collections entitled "America from the Great Depression to World War II: Color Photographs from the FSA\_OWL, 1939 – 1945." [Chopping cotton on rented land near White Plains, Greene County, Ga.](#)
2. The written transcript and audio file for "Still Livin' Under the Bonds of Slavery" at "History Matters: The US Survey Course on the Web," American Social History Project / Center for Media and Learning (Graduate Center, CUNY) and the Center for History and New Media (George Mason University). <http://www.historymatters.gmu.edu/d/82>
3. [www.Texasbeyondhistory.net](http://www.Texasbeyondhistory.net) provides additional in-depth descriptions and insights into the social and economic conditions resulting from sharecropping.

## Rubric for Independent Practice

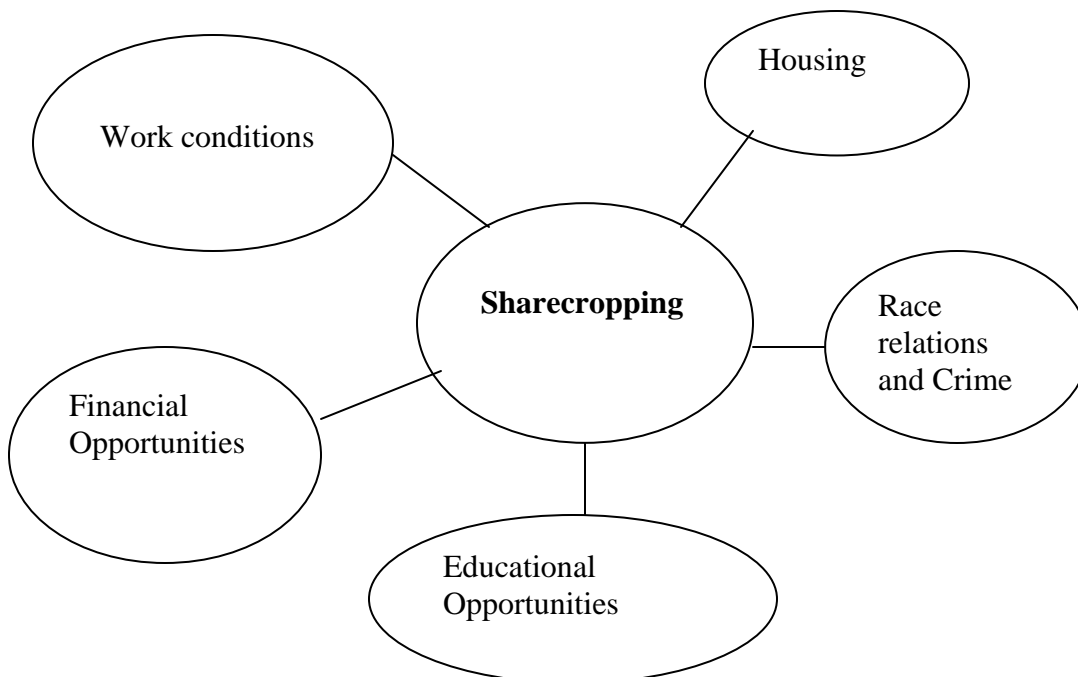
Assignment completed and turned in --- 50 points  
(25 points for the bubble map and 25 points for the written assignment)

Other points awarded for:

Neatness	--- up to 10 points
Spelling	--- up to 10 points
Punctuation	--- up to 10 points
Accurate (no misstatements)	--- up to 10 points

*Note: This rubric can be changed according to the needs of the students and the comfort level of the teacher in dealing with specific areas of writing.*

Example of a bubble map:



### **Souder** by William Armstrong

Souder is a novel about a sharecropping family. The story was originally told to the author by his own tutor, an elderly, black man. The story describes the life of a sharecropping family in the 1870s in the southern US. The father steals a ham and sausage to feed his family, is arrested, and sent to prison camp for over six years. Souder is the family's dog that is injured during the arrest. The novel describes the family's life; how the boy helped his family keep the sharecropping cabin, searched for his father, and met a teacher who changes his life. Throughout the story, the characters are only identified by their relationship to the boy without using names. The only name used is that of the dog Souder.

Students often have a difficult time understanding what life was like for sharecroppers. This novel helps to describe the sharecropping life. It takes about three forty minute class periods to read out loud. The actual time may vary depending on the amount of time the teacher chooses to give to vocabulary and character development.

**Note:** The 1973 movie version of this novel takes place in the 1930s and in a different part of the South. The characters are all named, and the events are changed. It may be shown after the novel to engage the students in comparing the book to the film.

## America from the Great Depression to World War II: Color Photographs from the FSA-OWI, 1939-1945

Explain to the students that these pictures are from the 1930s not the 1870s like the setting for Sounder, but they show people who are sharecroppers just like the family in the book. Follow up questions can focus on the income earned from sharecropping, what type of education is needed for this job, what will happen to this farm if these people leave, etc.



- What do you see in this picture?  
(people, men in coveralls, women in dresses, hats, hoes,)
- What do you think they are doing?  
(clearing the field, planting, etc.)
- What kind of landform region do you think they are in? Why?  
(Coastal Plain – flat land with no visual elevation change)



- What do you see in this picture?  
(child behind adults men in coveralls, women in dresses, hats, hoes,)
- What kind of work are they doing?
- Why do you think the child is there?  
(no one else to watch him, small tasks)
- How does this picture compare to Sounder? (The fields including the fence row of trees look a lot like the description of the sharecropping farm in the story.)



- How is this picture like the others?
- Would you expect people today to look like these people working in the fields? (Students will probably mention the dresses) Explain that women in the 1930s and earlier wore dresses almost all of the time. Pants were frowned on.



- What do you see in this picture that is different from the other?  
(There is a dog that appears to match the description of Sounder.)
- How does this picture compare to the others?
- How do these pictures compare to Minnie Whitney's account of living in a sharecropping family?



- Notice how immense the field seems from the camera perspective.
- How would you feel trying to clear and work this field using a hand tool?



- How does the field seem to have changed?
- Do you think this is the same group of people as in the other pictures?  
(2 of the people appear younger, clothing seems slightly different, color of the ground is different)