

Grades: 6-8, 9-12

Subjects: American History, African American History, English

Time Required: 2 50-60 minute class periods

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OVERVIEW

In these lessons, students will examine the origins of the “Jim Crow” character as well as the impacts the laws had on African Americans and other members of society at the turn of the 20th century.

GOAL

Students will describe how the “Jim Crow” label originated as well as name notable “Jim Crow” laws and their effects on America.

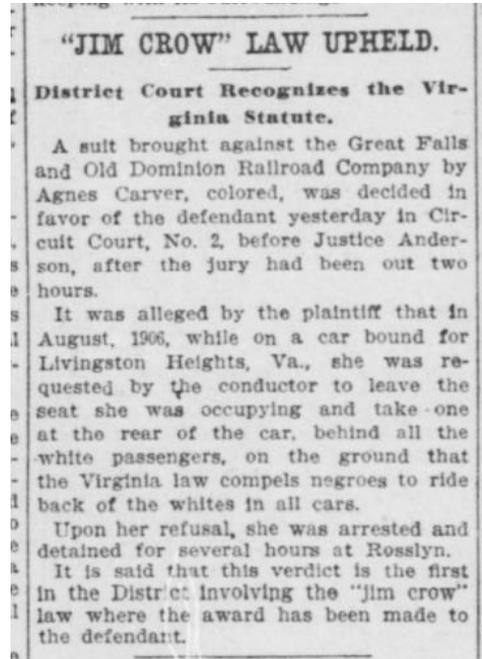
OBJECTIVES

The learner will:

- Listen to and examine a version of the “Jump Jim Crow” song that popularized the caricature of Jim Crow.
- Research Jim Crow era racism and discrimination on the Library of Congress Web site.
- Examine newspaper articles for evidence of Jim Crow laws and their discrimination.
- Write a short paragraph detailing the Jim Crow laws and their effects.

INVESTIGATIVE QUESTIONS

1. Where did the term “Jim Crow” originate and why is it associated with racist laws near the beginning of the 20th century?
2. What kinds of discrimination did African Americans face during this time period as a result of the Jim Crow laws and how did it impact their lives? How did it impact the lives of non-African Americans?



[The Washington herald. \(Washington, D.C.\), 05 June 1908. \[1908\]](#)

CURRICULUM STANDARDS

6-8th Grade

Common Core: English/Language Arts History/Social Studies

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

High School

9-10th Grade

Common Core: English/Language Arts History/Social Studies

CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

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CURRICULUM STANDARDS (CONT.)

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

11-12th Grade

Common Core: English/Language Arts History/Social Studies

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.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

High School

US.3 Explain the impact of the Hayes-Tilden Presidential election of 1876 and the end of Reconstruction on African Americans, including Jim Crow laws, lynching, disenfranchisement methods, efforts of Pap Singleton and the Exodusters.

US.92 Describe significant events in the struggle to secure civil rights for African Americans, including the following: March on Washington; Sit-ins, marches, demonstrations, boycotts, Nashville Sit-ins, Diane Nash

African American History

AAH.17 Assess the economic and social impact of Jim Crow laws on African Americans.

AAH.37 Define various methods used to obtain civil rights.

AAH.39 Assess the extent to which the Civil Rights Movement transformed American politics and society.

MATERIALS

- [Primary Source Analysis Tool](#)
- Computers
- [Handout of "Jump Jim Crow" lyrics](#)
- Primary Source Set —Jim Crow in America [http://library.mtsu.edu/tps/sets/Primary Source Set--Jim Crow in America.pdf](http://library.mtsu.edu/tps/sets/Primary%20Source%20Set--Jim%20Crow%20in%20America.pdf)

RESOURCES:

"Jump Jim Crow" Sound Recording [http://memory.loc.gov/cgi-bin/query/h?ammem/afcreed:@field\(NUMBER+@band\(afcreed+13035a39\)\)](http://memory.loc.gov/cgi-bin/query/h?ammem/afcreed:@field(NUMBER+@band(afcreed+13035a39)))

Al. G. Field Greater Minstrels fun's famous fellows. <http://www.loc.gov/pictures/item/var1993000231/PP/>

Jim Crow <http://www.loc.gov/pictures/item/2004669584/>

Jim Crow Jubilee <http://www.loc.gov/pictures/item/2001701399/>

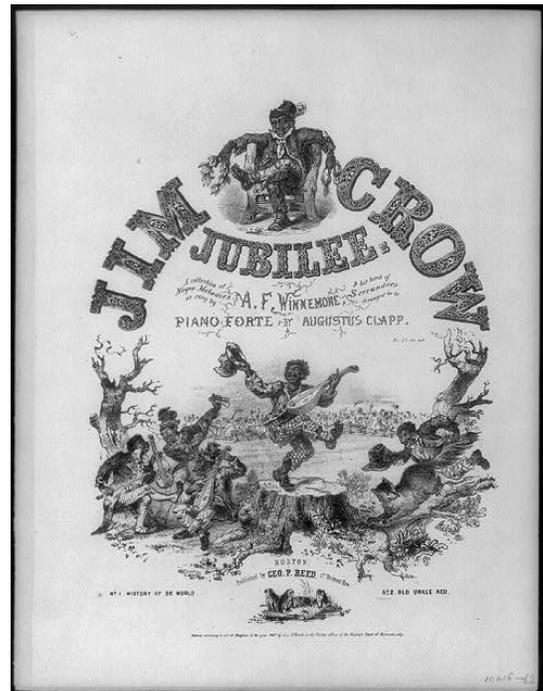
"Jim Crow" (lyrics) [http://memory.loc.gov/cgi-bin/query/r?ammem/amss:@field\(DOCID+@lit\(as106690\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/amss:@field(DOCID+@lit(as106690)))

"The Crow Family" (lyrics) [http://memory.loc.gov/cgi-bin/query/r?ammem/amss:@field\(DOCID+@lit\(as200590\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/amss:@field(DOCID+@lit(as200590)))

Jim Crow Law Upheld <http://chroniclingamerica.loc.gov/lccn/sn83045433/1908-06-05/ed-1/seq-12/>

Race mixing protest <http://www.loc.gov/pictures/item/2009632339/>

Civil Rights March <http://www.loc.gov/pictures/item/2003675346/>



[Jim Crow Jubilee](#) [c1847]

PROCEDURE

Note: Teachers, have a discussion with the students pertaining to the content of both days' lessons. Many of the sources would be considered racist and/or extremely offensive by today's standards (some were racist even for the time period.) Encourage them to take off their 21st century hats and put on their late 19th century hats and consider the sources in the time period in which they were originally created.

DAY 1

Step 1: CONNECT – Discuss the 13th, 14th, and 15th amendments and how they guaranteed certain rights to African Americans after the Civil War. Perhaps look at these amendments in the Constitution and discuss why they were important in a post-slavery America. Then, review with the students the circumstances behind the Compromise of 1877; explain how Hayes gained the presidency at the expense of withdrawing federal troops from the South, thus ending Reconstruction and handing control back to Southern Democrats

Step 2: WONDER - Tell the students you are going to examine this question: "Where did the term "Jim Crow" originate and why is it associated with racist laws near the beginning of the 20th century?" [Hand out the lyrics to "Jump Jim Crow."](#) Play them the fiddle version of the song ([http://memory.loc.gov/cgi-bin/query/h?ammem/afcreed:@field\(NUMBER+@band\(afcreed+13035a39\)\)](http://memory.loc.gov/cgi-bin/query/h?ammem/afcreed:@field(NUMBER+@band(afcreed+13035a39)))) while they follow along with the lyrics. Ask students: What do you hear? Does this remind you of anything you have heard before? Have them generate a question they would like answered about the lyrics or the subject matter. It can be as simple or as complex as they would like.

Step 3: CONNECT - Show students an image of a white man in blackface either on the projector or on a handout (<http://www.loc.gov/pictures/item/var1993000231/PP/>). Tell them that "Jim Crow" was a character played by a white man and popularized around the country by the very song they just listened to. Thomas "Daddy" Rice was a performer in the 1830s who made it so popular. Discuss how music influences our culture. Connect their discussions with current pop songs and how much our slang comes from them.

Step 4: CONSTRUCT/INVESTIGATE – Pass out various images of Jim Crow cartoons (<http://www.loc.gov/pictures/item/2004669584/>), (<http://www.loc.gov/pictures/item/2001701399/>). In groups of three or four, have the students use the Primary Source Analysis Tool (http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf) to generate and answer questions about the image. Then, encourage them to answer their questions using the internet. They might use these websites: [Library of Congress](#), [The Gilder Lehrman Institute of American History](#), and [Encyclopedia Britannica](#).

Step 5: REFLECT – Pass out handouts of the two other Jim Crow lyrics:

- "Jim Crow" [http://memory.loc.gov/cgi-bin/query/r?ammem/amss:@field\(DOCID+@lit\(as106690\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/amss:@field(DOCID+@lit(as106690)))
- "The Crow Family" [http://memory.loc.gov/cgi-bin/query/r?ammem/amss:@field\(DOCID+@lit\(as200590\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/amss:@field(DOCID+@lit(as200590)))

Have the students read and generate an opinion regarding specific lyrics from the song. They will then pretend they are writing a status update on "Historybook.com" from the point of view of a rights activist in the late 1800's. Afterwards, have them pass around their updates. They must add a comment to someone else's update involving their opinion of how the "Jim Crow" stereotype has become such a problem in their country. Have them pass it around twice so that every update has two comments and make sure they add their name next to their contributions. Encourage them to use specific keywords from today's lesson and display knowledge of how Jim Crow became popular in America.

DAY 2

Step 1: CONNECT – Review what you learned about Jim Crow yesterday. Who was he? What was he associated with? Now tell the students that today you will be examining this question: “What kinds of discrimination did African Americans face during this time period as a result of the Jim Crow laws?” Explain that Jim Crow laws were laws that took away rights from African Americans after the Civil War.

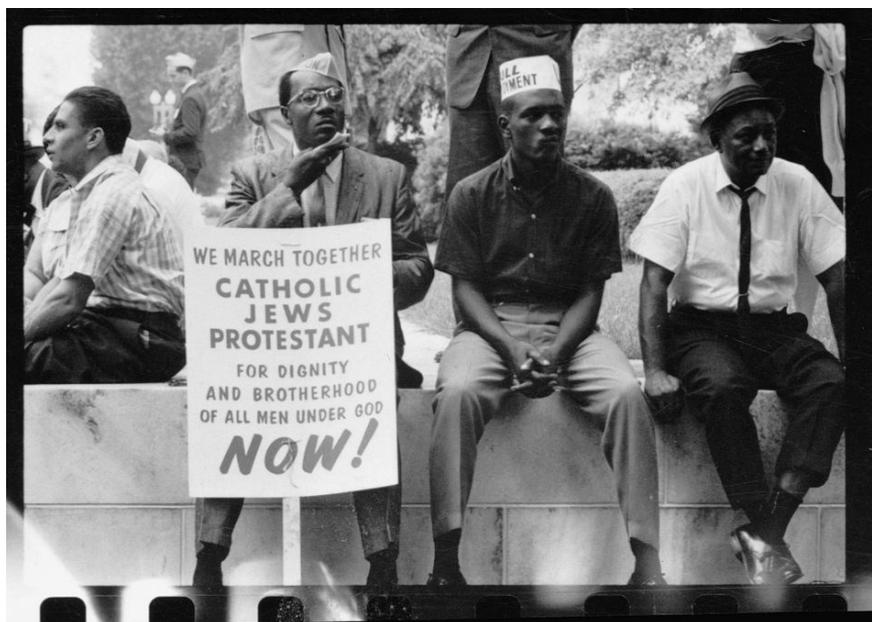
Step 2: WONDER - Project this image on to the board or distribute copies to the class: “Jim Crow Law Upheld” (<http://chroniclingamerica.loc.gov/lccn/sn83045433/1908-06-05/ed-1/seq-12/>). Have a volunteer read the news selection. Ask the class to write on a scratch piece of paper the Jim Crow law that was upheld in this selection and why they think it is considered a Jim Crow law.

Step 3: INVESTIGATE – Have the students research through the Library of Congress types of Jim Crow laws. Tell them they might use the following keywords: Jim Crow laws, discrimination, whites, colored, negro, racism, segregation, or civil rights. They might also use the primary source set found at http://library.mtsu.edu/tps/sets/Primary_Source_Set--Jim_Crow_in_America.pdf. Warn students that some of the primary sources might fall under “uncertain copyright,” which means the thumbnails won’t expand to larger jpegs. If they encounter these, they may not be effectively usable. Encourage them to persevere. Then, have them write a summary about any images found. After 5 minutes of research, have them share at least two of the selections.

Step 4: EXPRESS/REFLECT – Show students the following images:

- <http://www.loc.gov/pictures/item/2009632339/> (Race mixing protest)
- <http://www.loc.gov/pictures/item/2003675346/> (Civil Rights March)

Have students pretend they are members of a community in which Jim Crow laws exist. Tell them to pretend they have seen both of these images in the newspaper along with images similar to ones they found in their research. Ask them to express their opinion through a letter to the newspaper’s editor regarding the issue of civil rights and Jim Crow laws, citing specific examples of Jim Crow laws. Although they are expressing an opinion, tell them they must display some type of understanding behind the emotions that were felt on both sides of the issue.



[\[The civil rights march from Selma to Montgomery, Alabama in 1965\]](#) [The civil rights march from Selma to Montgomery, Alabama in 1965]

EVALUATION

Use the following rubric to score student responses to both days:

Day One

- 90 – 100: Student demonstrates clear understanding of the concepts introduced in today’s lesson. Student uses at least three keywords or examples of Jim Crow racism from today’s lesson.
- 80 – 89: Student demonstrates acceptable understanding of the concepts introduced in today’s lesson. Student uses two keywords or examples of Jim Crow racism from today’s lesson.
- 70 – 79: Student somewhat demonstrates clear understanding of the concepts introduced in today’s lesson. Student uses only one keyword or example of Jim Crow racism from today’s lesson.
- 69 and below: Student demonstrates no understanding of the concepts of today’s lesson. Student uses no keywords or examples of Jim Crow racism from today’s lesson.

Day Two

- 90 – 100: Student demonstrates clear understanding of the concepts introduced in today’s lesson. Student gives at least two examples from the lesson to support their opinions and writes at least six complete sentences.
- 80 – 89: Student demonstrates acceptable understanding of the concepts introduced in today’s lesson. Student gives at least one example from the lesson to support their opinion and writes at least five complete sentences.
- 70 – 79: Student somewhat demonstrates understanding of the concepts introduced in today’s lesson. Student gives no examples from the lesson to support their opinion and writes at least four complete sentences.
- 69 and below: Student demonstrates no understanding of the concepts of today’s lesson. Student gives no examples from the lesson to support their opinion and writes three or less complete sentences.



[Jim Crow](#) [between 1835 and 1845?]

EXTENSIONS

- Students can visit “The African-American Experience in Ohio” at <http://memory.loc.gov/ammem/award97/ohshtml/aeohome.html>. This Web site chronicles several examples of Jim Crow era racism. As the Web site states, “This selection of manuscript and printed text and images drawn from the collections of the Ohio Historical Society illuminates the history of black Ohio from 1850 to 1920, a story of slavery and freedom, segregation and integration, religion and politics, migrations and restrictions, harmony and discord, and struggles and successes.” Have the students search keywords from both days’ lessons using the search tool on the page. Then, have them print out their favorite selection to share with the rest of the class accompanied by a few sentences summarizing how it relates to both days’ lessons.
- Students may also interview their grandparents or older friends they know that grew up amongst the civil rights activism of the 1950s and 60s. Have them record or transcribe the interview and share with the class the personal stories from these individuals.

JUMP JIM CROW LYRICS

1. Come, listen all you gals and boys, Ise just from Tuckyhoe; I'm goin, to sing a little song, My name's Jim Crow.

CHORUS [after every verse] Weel about and turn about and do jis so, Eb'ry time I weel about I jump Jim Crow.

2. I went down to the river, I didn't mean to stay; But dere I see so many gals, I couldn't get away.

3. And arter I been dere awhile, I tought I push my boat; But I tumbled in de river, And I find myself afloat.

4. I git upon a flat boat, I cotch de Uncle Sam; Den I went to see de place where Dey kill'd de Pakenham.

5. And den I go to Orleans, An, feel so full of flight; Dey put me in de Calaboose, An, keep me dere all night.

6. When I got out I hit a man, His name I now forgot; But dere was noting left of him 'Cept a little grease spot.

7. And oder day I hit a man, De man was mighty fat I hit so hard I nockt him in To an old cockt hat.

8. I whipt my weight in wildcats, I eat an alligator; I drunk de Mississippy up! O! I'm de very creature.

9. I sit upon a hornet's nest, I dance upon my bead; I tie a wiper round my neck An, den I go to bed.

10. I kneel to de buzzard, An, I bow to the crow; An eb'ry time I weel about I jump jis so.