

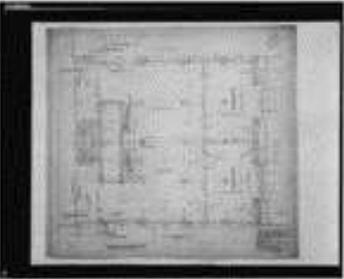
Part I: Thematic Primary Source Set

Topic/Big Idea: The Jim Crow Laws and the Effect of the Laws in America

Grade Level and Subject Area: 4th Grade Social Studies

Author: Morgan Jacobsen

Date: October 4, 2015

Thumbnail Image of Source	Bibliographic Information (Title, Author/Creator, Date, URL)
	<p>Title: Jim Crow Date Created/Published: [London], New York & Philadelphia: Pub. by Hodgson, 111 Fleet Street & Turner & Fisher ; [between 1835 and 1845?] http://www.loc.gov/pictures/item/2004669584/</p>
	<p>Title: For the sunny South. An airship with a "Jim Crow" trailer Date Created/Published: 1913 http://www.loc.gov/pictures/resource/cph.3b48958/</p>
	<p>Title: [Three African American women with sign reading, "Segregation is discrimination"] Contributor Names Lawson, J. H., photographer Created / Published [between 1940 and 1960] http://www.loc.gov/item/98504419/</p>
	<p>Title: [Garage building for Mr. Wm. E. Furey, 14th and Church Streets, N.W. (Washington, D.C.). First floor. Plan. Working drawing] / George N. Ray, architect. Summary: Working drawing showing first floor of automobile showroom as plan; shows segregated bathrooms. Contributor Names: Ray, George N. (George Nicholas), 1887-1959, architect Created / Published: 1927 Oct. 28, revised 1928 Jan. 28. http://www.loc.gov/item/2001695197/</p>

Part II: Classroom Activity Plan



Topic/Big Idea: The Jim Crow Laws and the Effect of the Laws in America

Grade Level and Subject Area: 4th Grade Social Studies

Essential/Investigative Question: What happened to the rights of African Americans after Reconstruction in the United States?

Objective(s): The student will be able to define segregation that is used in a primary source.

The student will be able to explain why so many African Americans protested segregation in the United States by analyzing primary sources from the Library of Congress.

The student will be able to compare and contrast the meaning of segregation and discrimination by analyzing primary sources from the Library of Congress in the classroom.

Standard(s) Addressed: **SOL VS.8b**-The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by

b) identifying the effects of segregation and “Jim Crow” on life in Virginia for whites, African Americans, and American Indians.

Procedure(s):

1. Divide the class in to 6 equal groups. Then, each group will get a specific portion of the primary source entitled “For the South—An Airship with a Jim Crow Trailer” (which will be split up into 6 parts and printed on standard sized paper). Have each group think about what they see and what might be going on at this time in history. To complete the analysis of the primary source, each student in the group will be provided with a print copy of the Library of Congress Primary Source Analysis Tool Worksheet. The students will have a discussion about the primary source and will consider observations, questions, and reflections that they might have from the primary source. Each group will be provided with a pre-determined time to complete the analysis.
2. Once every group has had time to discuss, each group will pair up with another group. They will repeat the process, now having two images of the final image. This whole process will continue until they have seen all of the portions of the initial primary source.



3. Once each of the groups has seen the primary source, have one representative come up from each group and discuss their observations. They will then tape their portion to the whiteboard. This process will continue until all six groups have shared and all pieces are on the board.
4. Then, discuss as a class the entire primary source image (e.g. Whites/African Americans separated). This activity will be the first activity to introduce the Jim Crow Laws and will get the students thinking about segregation.
5. The students in the class will analyze the other (2) primary sources in the classroom during the next day in class using the Library of Congress Primary Source Analysis Tool.
6. The students will be assessed with their classroom discussions and a completed copy of the Library of Congress Primary Source Analysis Tool.

