

Segregation after Reconstruction

Name: Kristin T. Peebles

Major Topic for the Unit of Instruction: Understanding that racial segregation still existed in the South following the outcome of the Civil War.

Length of Unit:

Approximately 4-5 class periods, 45 minutes each

STAGE 1: DESIRED RESULTS

Standards of Learning: VS 8b-The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by identifying the effects of segregation and "Jim Crow" on life in Virginia for whites, African Americans, and American Indians

Major understanding:

Students will understand that: **Even with the outcome of the war (the end of slavery) segregation still happened daily in the southern states. It not only affected African Americans, but whites and American Indians as well. This segregation continued on for many years to come and in some ways, is still happening in today's time.**

Essential Question(s):

- 1. What impact did "Jim Crow" laws have on whites, African Americans, and American Indians in Virginia?**
- 2. What happened to the rights of African Americans after Reconstruction?**

Student Objectives:

Students will be able to:

- Identify the effects of segregation on life in Virginia for all races**
- Understand the meaning of the terms 'segregation' and 'discrimination'**
- Identify what "Jim Crow" laws were and their purpose**
- Identify the effects of "Jim Crow" laws on whites, African Americans, and American Indians.**

Bloom's Taxonomy Skills

Evaluating, analyzing, applying, understanding, remembering/recounting

21st Century Learning Skills

Collaboration, using technology to implement higher level thinking skills

STAGE 2: ASSESSMENT EVIDENCE

List the Performance Task(s)

Assessments taken during this unit:

1. Template from responses to "Jim Crow Stories". (attached)
2. Journal responses from viewing images (found in student VA Studies journals)
3. Completed study guides (attached)
4. Unit test (attached)

STAGE 3: LEARNING PLAN

Lesson 1:

(Materials):

Study guide for VS8b

(Starter, 10 mins) Explain to students that we need to head down the hall. Have students line up. The teacher should obviously treat students at the front of the line differently than the students toward the back. Students in the front should be treated kindly, students in the back should be brushed-off, fussed at for no reason, etc. (Interaction is to make a model of segregation that students can relate back to during our unit). After students have obviously picked up on what is occurring, tell them to sit back down.

(Instruction, 10 mins) Prompt a discussion about the feelings of every student or have students respond in their journals about how they felt when the teacher was interacting with each group of students. Teacher should make it a point to talk about differences and how each student was affected by the teacher's treatment of both sets of students.

(5 mins) Lead discussion into how this activity was to portray segregation and discrimination. Introduce new unit by stating that students will be learning about how whites, African Americans, and American Indians were all affected by the same type of treatment the students just witnessed, even after the Civil War and the abolishment of slavery.

(10 mins) Distribute new study guides. Highlight together.

Lesson 2:

(Materials)

- Promethean board
- Segregation images (Access Google Images. Search "segregation during Reconstruction)
- KWL chart template (attached)
- copies of KWL chart template for students
- colored card stock, one sheet per student

(Starter, Instruction, 20 mins) On the Promethean board, project images of various situations of segregation taking place. Explain that even though the Emancipation Proclamation declared slaves free, African Americans were still treated very differently in the southern states post-war. Explain the laws that were put in place to keep certain people from having the same rights as whites. Create a KWL chart regarding those laws. Ask students what they already know about the way people were discriminated against and what they want to know during this segregation unit. This template can be created on the Promethean and saved. Have random students come to the Promethean to fill in the template. Students should have a hard copy as well to fill in as ideas are discussed.

(KWL chart template is attached. It is in the form of a "flow" chart with each empty box representing "k", "w", or "l".)

(20 mins) Have students make a foldable to list the Jim Crow laws put into effect during Reconstruction. Give students card stock and have them fold the paper into 3 columns. In the first column, they should title it "Laws". In the second column, they should title it "Reason". In the third column, they should title it "Who". Under the "Law" column, they should list the law that was put in place. Under the "Reason" column, they should list why that particular law was put in place. Under the "Who" column, they should list who the law affected.

Lesson 3:

(Materials)

- teacher webmix to Symbaloo account (VA Studies Webmix)
<http://www.symbaloo.com/mix/vastudieswebmix?sourced=true>

- website for "Jim Crow Stories"

<http://www.pbs.org/wnet/jimcrow/stories.html>

- Microsoft Word template for student responses (attached)

(45 mins) In computer lab, each student will be directed to teacher's Symbaloo account for link to "Jim Crow Stories". Students will click on the link and be directed to the site where they will have a selection of over 30 stories from people recounting their lives during Reconstruction and the placement of Jim Crow laws.

Students will choose one person to listen to during today's lab time. While listening, they are allowed to minimize the screen and use Microsoft Word to jot down any notes of significance during the story. Most stories are about 10-15 minutes long. When students are done listening, they are to fill in the template on Microsoft Word as a response to the story.

Lesson 4: Have students take assessment on VS8b. (assessment is attached)

Unit Plan Rubric

	Target	Acquiring	Developing
Stage 1: Desired Results	Contains all of the following elements with appropriate detail: Standards of Learning, Major understanding, Essential Question(s), Student Objectives, Bloom's Taxonomy Skills, 21 st Century Learning Skills 15 points	All or most elements are included, but lacks detail. 10 points	Many elements are missing, very little detail. 5 points
Stage 2: Assessment Evidence	Authentic, performance based tasks that have students apply what they have learned and demonstrate their understanding are included and designed at least at the application level or higher on Bloom's Taxonomy. Rubrics are included with unit plan. Includes multiple types of assessment and more than multiple choice. 15 points	Only includes one authentic task and/or is not at the application level or higher on Bloom's taxonomy. Rubrics are not included. 10 points	Includes only basic recall or low level type assessment items. No rubrics are included. Only includes multiple choice items. 5 points
Stage 3: Learning Plan	Includes all materials & resources. Inclusion of <u>technology tools</u> is explicit and integral part of lesson. Introductory activities hook/capture student interest, set the stage, relate to previous learning (review), how this fits into what is to follow (preview), tell students what they will learn and be expected to do as a result of the lesson□ □ Lesson includes details about how to organize/prepare students for tasks, and explicit directions about what students will do during activities. All handouts, PowerPoint slides, and other relevant visuals and materials are provided. Another teacher could easily use this plan to replicate in own classroom. 20 points	Includes all materials & resources. Inclusion of <u>technology tools</u> is not explicit or not an integral part of lesson. Introductory activities hook/capture student interest, set the stage, relate to previous learning. Lesson includes vague details about how to organize/prepare students for tasks, and what students will do. Some, but not all handouts, PowerPoint slides, and other relevant visuals and materials are provided. Another teacher could use this plan and replicate in own classroom, but some pieces would be difficult based on information provided. 15 points	Some materials and resources are included. No technology tools are included. Introductory activities are not evident. Materials that correspond to activities are not provided, or only a few are provided. Vague details about lesson activities, another teacher could not pick up and follow plan. 5 points

Name _____ Date _____

VS 8b Study Guide

Discrimination

literacy test

poll tax

segregation

- _____ 1. the separation of people, usually based on race or religion
- _____ 2. an unfair difference in the treatment of people
- _____ 3. a tax you have to pay to vote
- _____ 4. a test that showed how well someone could read

5. During Reconstruction, _____ could vote.

- a. only white men b. only black men c. men of all races

6. African American men began to have power in Virginia's government-

- a. during the Civil War
b. during Reconstruction
c. after Reconstruction

7. After Reconstruction, why was it difficult for African Americans to hold public office?

- A Most African Americans did not care about their government enough to run for office.
- B Jim Crow Laws kept African Americans from voting, so it was hard for African Americans to be voted into office.

8. African Americans were kept from voting by all of the following

EXCEPT-

- a. poll taxes b. literacy tests c. schools d. Jim Crow Laws

9. Because of Jim Crow laws, African Americans and white children attended separate schools. Circle the school African Americans would probably have to go to.



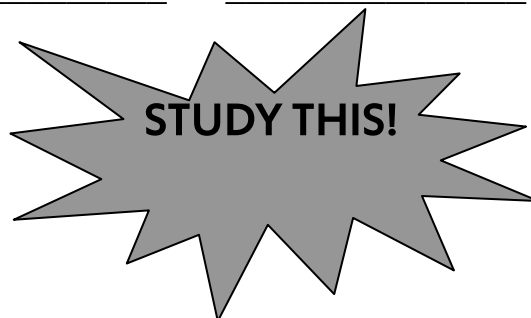
TURN OVER!

True or False? (Write T or F)

- _____ 10. Jim Crow laws established segregation in the South.
- _____ 11. Only northern states passed Jim Crow Laws.
- _____ 12. African Americans were forced to use separate drinking fountains.
- _____ 13. Jim Crow Laws said that white children and African American children had to go to the same school.
- _____ 14. Jim Crow laws helped African Americans have more power in government.
- _____ 15. Jim Crow laws encouraged whites to be prejudiced.
- _____ 16. Jim Crow laws said that white children and African American children had to attend separate schools.
- _____ 17. Jim Crow laws kept African Americans from voting.
- _____ 18. Jim Crow laws helped schools receive more textbooks.

VS 8a Review: Reconstruction

19. The Freedmen's Bureau was created to help _____.
20. After the Civil War, Confederate money had no _____.
21. Name the four things freed slaves needed.
a. _____ b. _____ c. _____ d. _____



Name _____ Date _____

STUDY!

VS 8c Study Guide

**USE YOUR
NOTES!**

1. Railroads were key to the expansion of:

- a. _____
- b. _____
- c. _____

2. _____ helped small towns grow into larger cities.

3. Factories made useful items like:

- a. _____
- b. _____

4. Which city became a railroad center after the Civil War?

5. Railroads brought new _____ and _____ to many cities.

6. Name the seven cities that grew because of railroads:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____

6. Where was coal first discovered? _____

7. Coal became a source of livelihood for _____ of _____ Virginia.

8. The need for _____ and _____ roads increased.

9. Tobacco _____ and tobacco _____ became important Virginia _____

OVER!

VS 8b Review

10. The separation of people based on race or religion is _____.

11. An unfair difference in the treatment of people is _____.

12. During what period of time did African Americans began to have power in Virginia's government?

13. Name two things that were used to stop African American men from voting:

a. _____

b. _____

14. Name two places that were segregated:

a. s _ h _ _ l s

b. d r _ _ _ i n g f _ _ _ t _ _ n s

15. "Jim Crow" laws established _____ or separation of the races and reinforced _____ held by whites.

VS 8a Review

16. Name three things the Freedman's Bureau provided for freed slaves and other Virginians:

a. _____

b. _____

c. _____

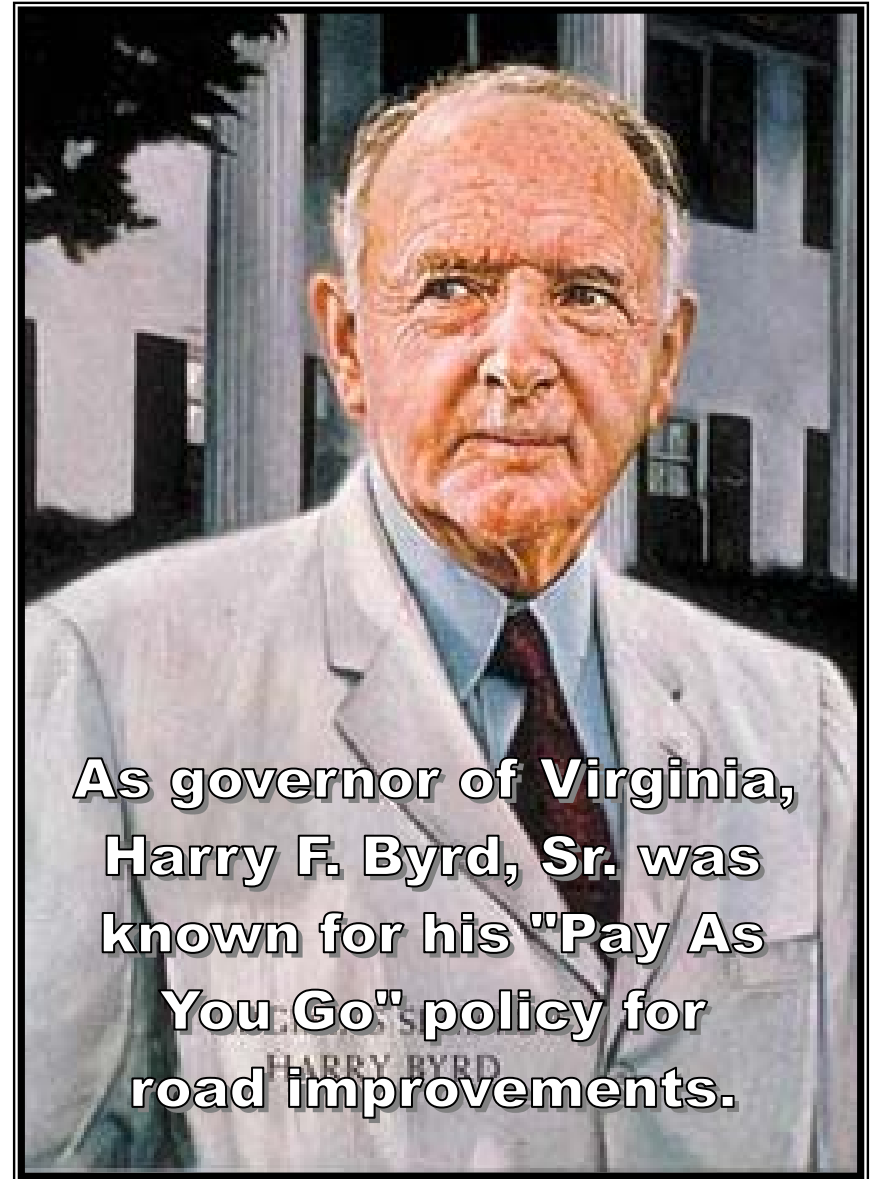
17. _____ was where a freedman rented land from a landowner by promising to pay the owner with a share of the crop.

Here's a relatively easy bulletin board idea:

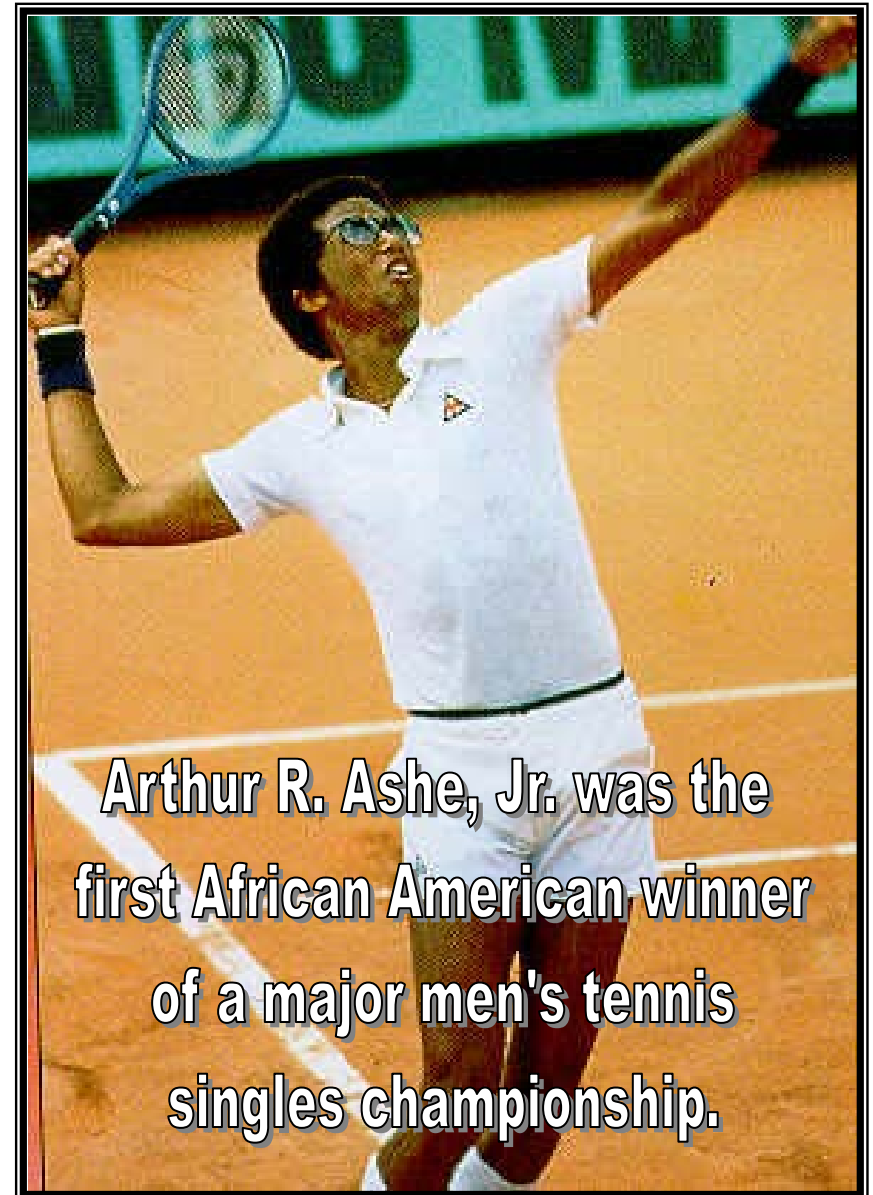
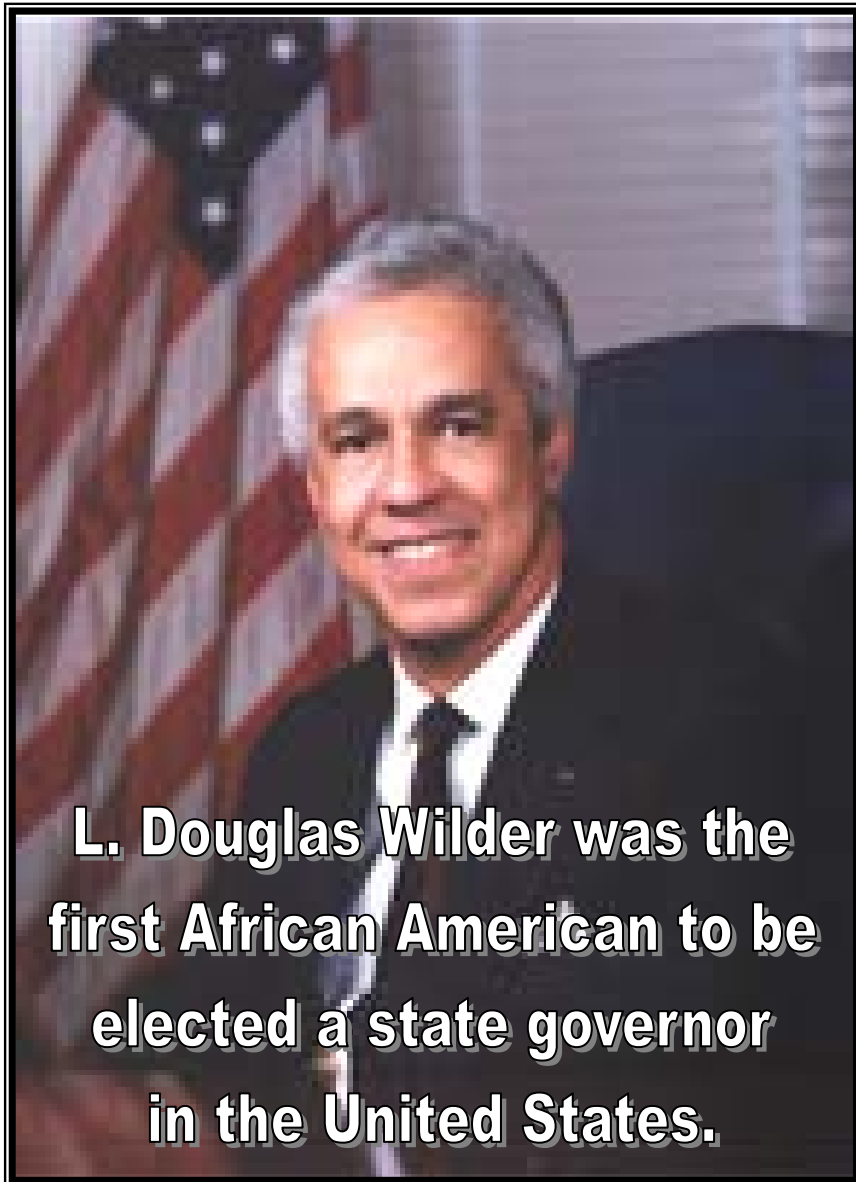
1. Print off the postcards (preferably in color)
2. Frame each postcard by mounting it on a sheet of construction paper
3. Laminate them!
4. Hang them up!

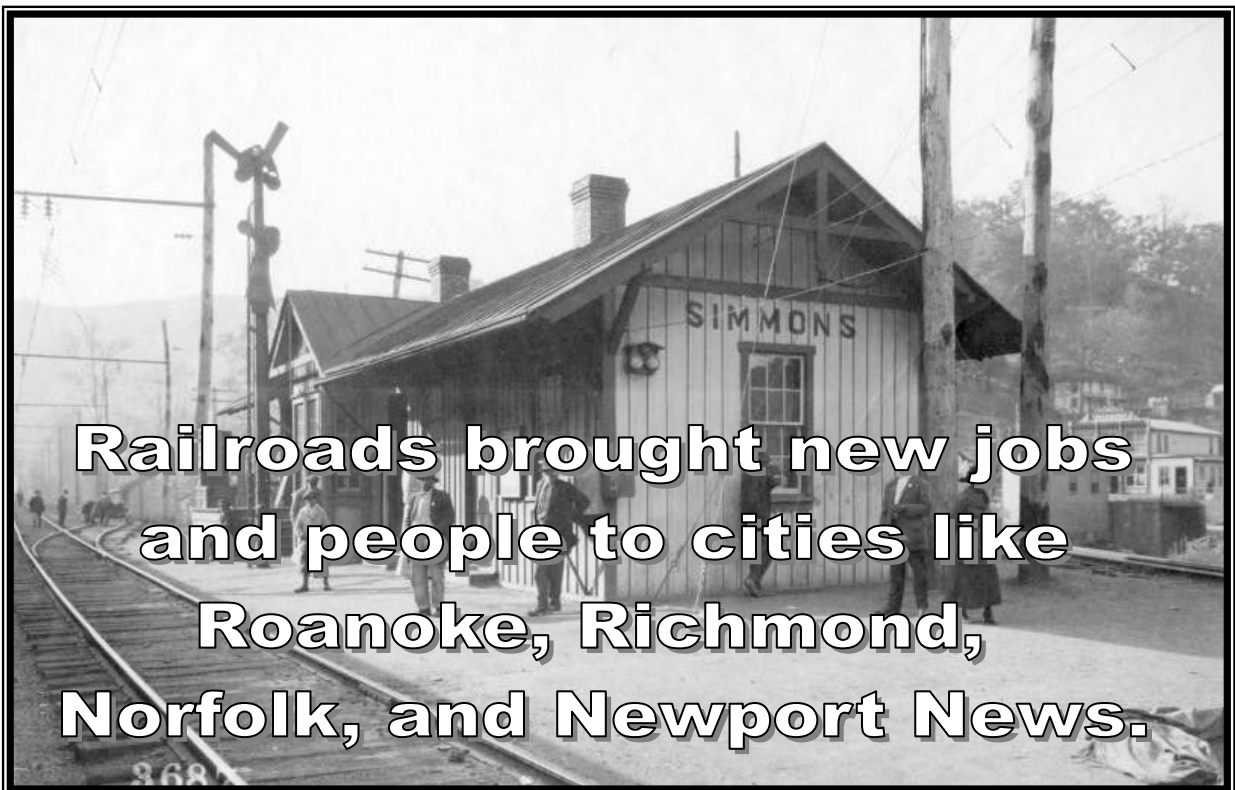
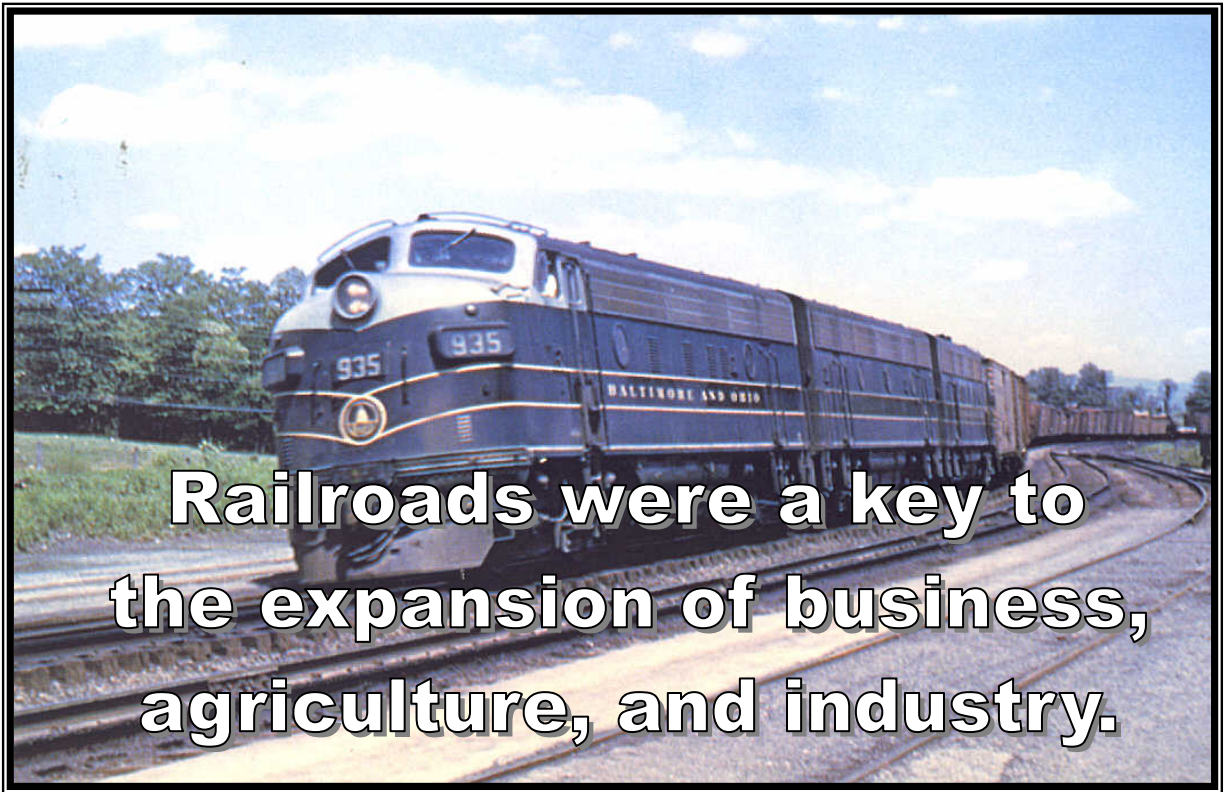


**Maggie L. Walker was
the first African American
woman to become a
president of a bank.**



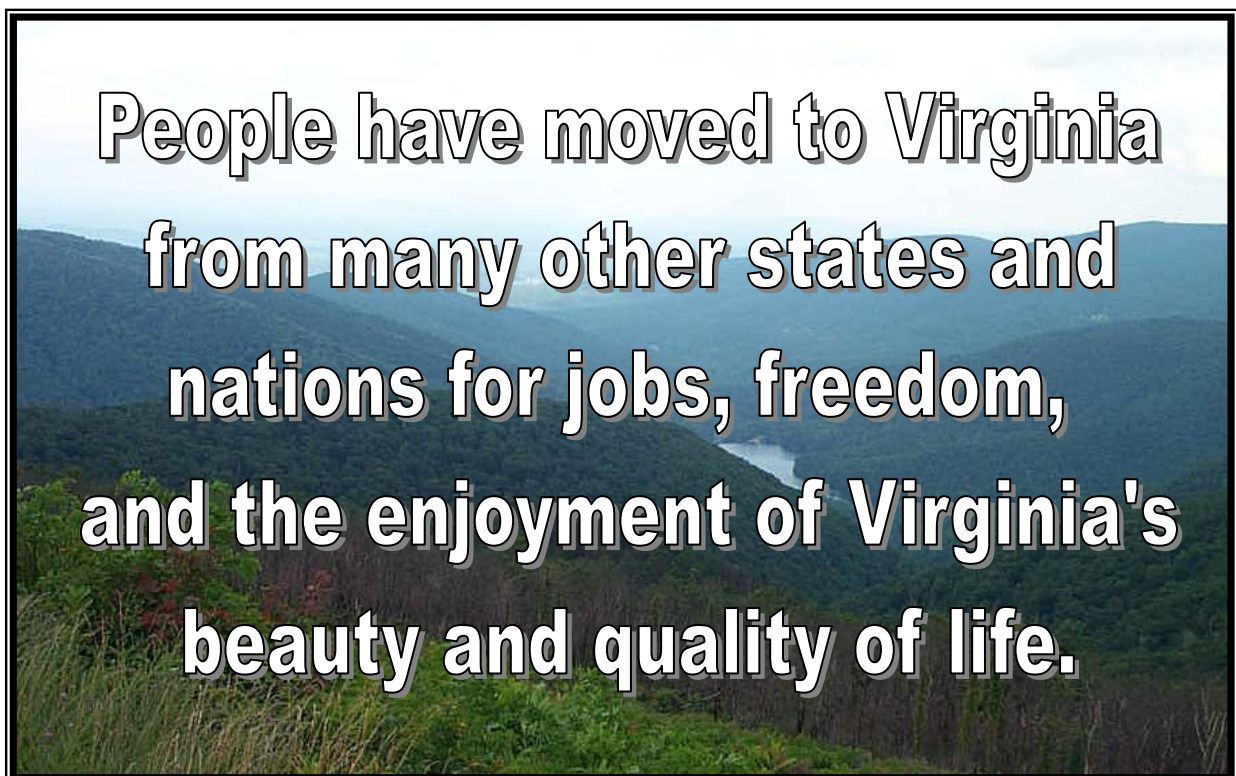
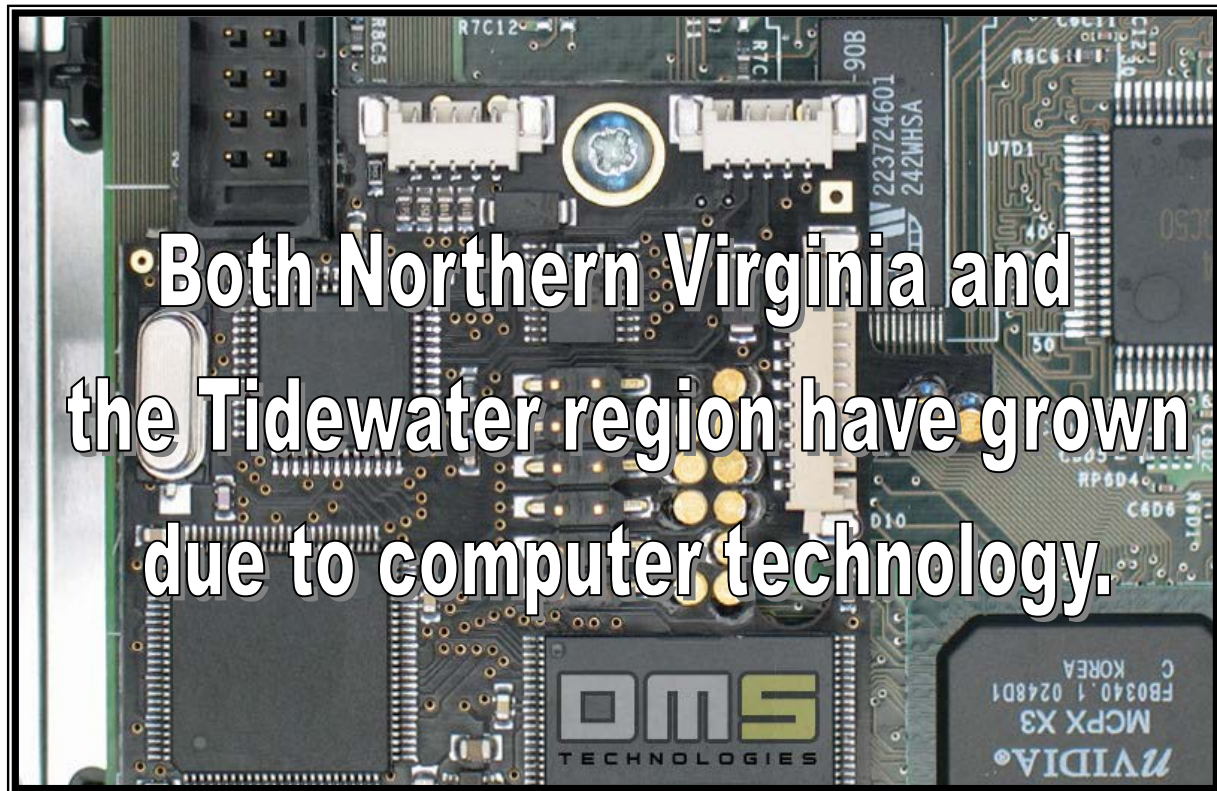
**As governor of Virginia,
Harry F. Byrd, Sr. was
known for his "Pay As
You Go" policy for
road improvements.**

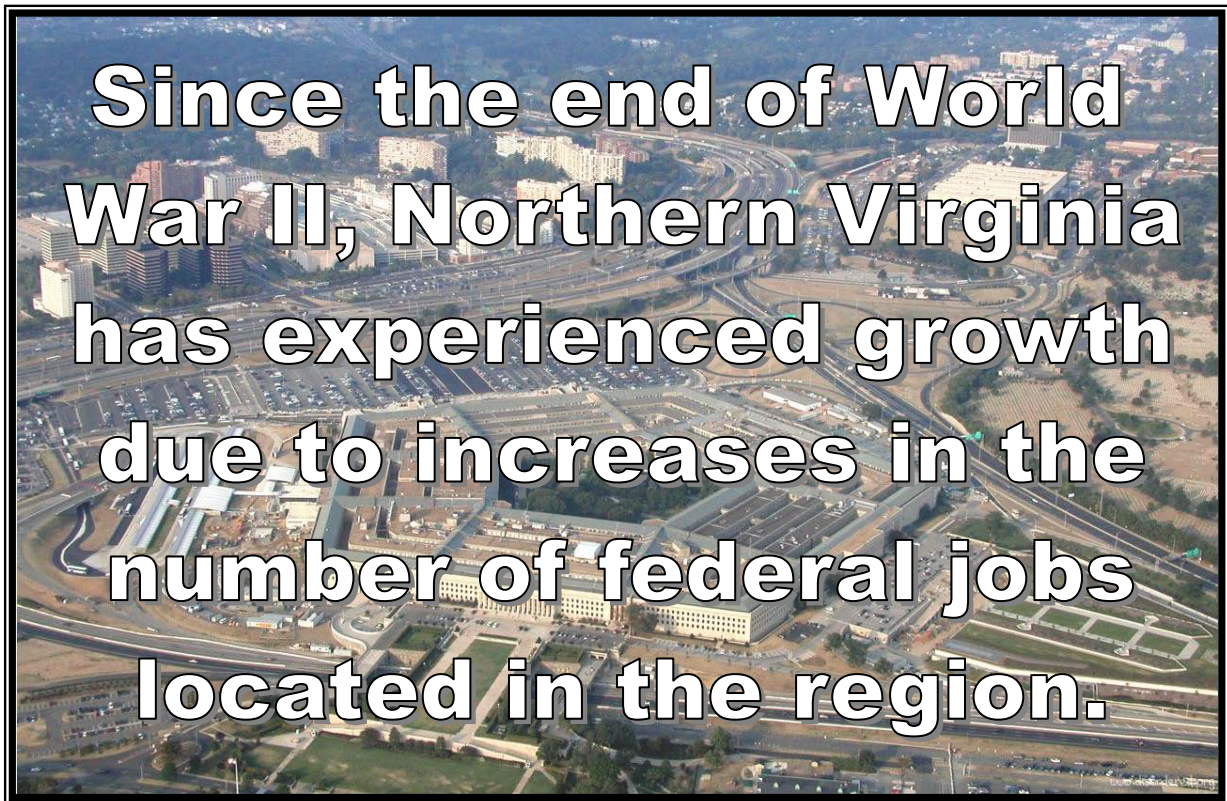








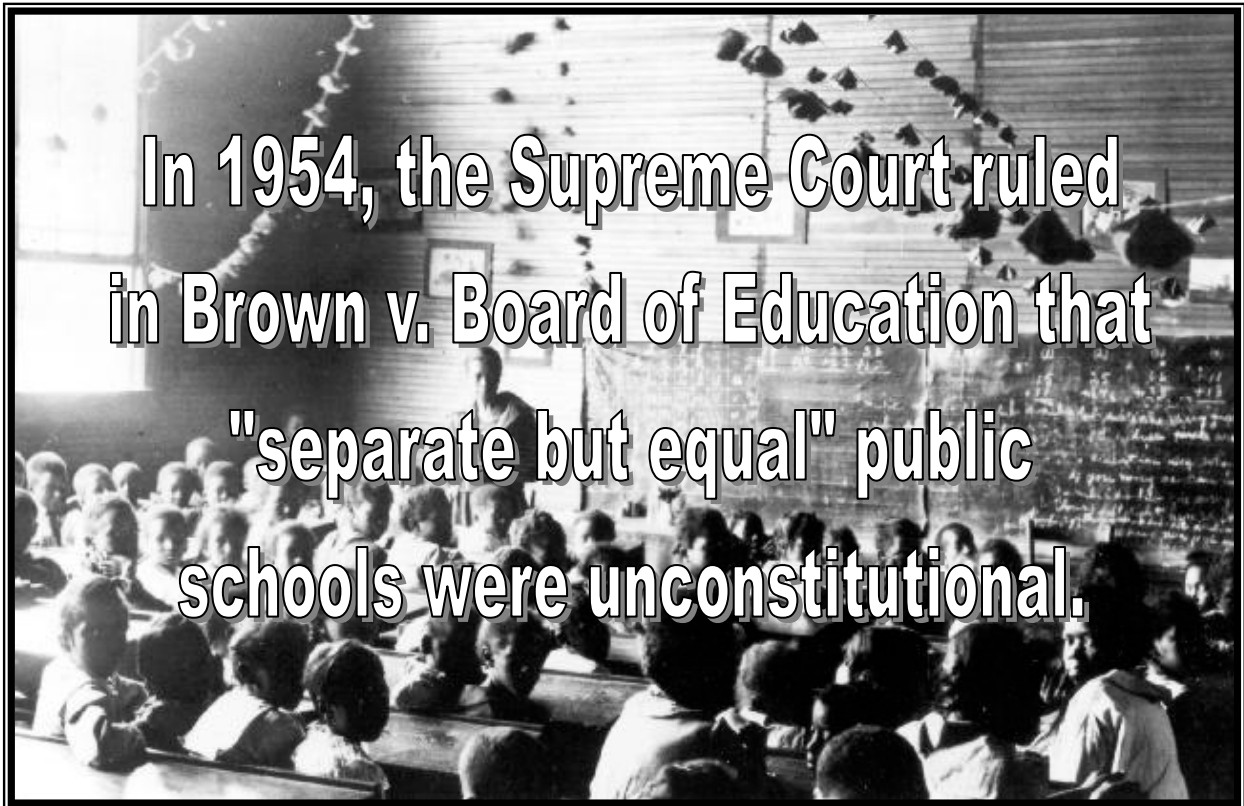




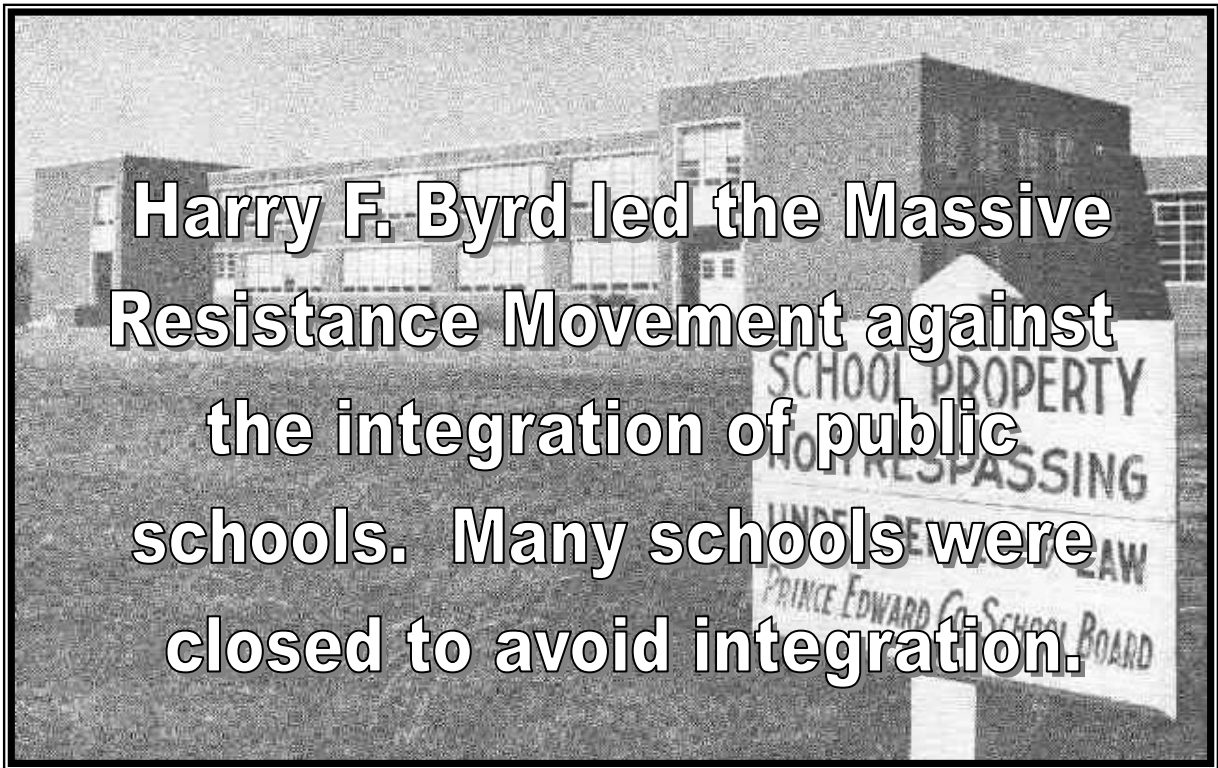




**In the Civil Rights Movement,
African Americans fought
for equal civil rights through
marches, boycotts, and sit-ins.**



**In 1954, the Supreme Court ruled
in Brown v. Board of Education that
"separate but equal" public
schools were unconstitutional.**



Name _____ Date _____

VS 8a Study Guide

USE YOUR NOTES!

1. The period of time after the Civil War was called _____
2. The laws Congress passed during this time were designed to _____ the country.
3. Name the four things freed slaves needed:
a. _____ b. _____
c. _____ d. _____
4. Confederate money had no _____.
5. Banks were _____.
6. Name four things that were destroyed during the war:
a. _____ b. _____
c. _____ d. _____
7. Congress set up the F _____ m _____'s B _____
to help newly freed slaves.
8. Name the three things the Freedmen's Bureau provided for
newly freed slaves.
a. _____ b. _____ c. _____
9. Sharecropping was a system where _____ and
poor white farmers rented land from a _____.
10. In sharecropping, the freedmen promised to pay their rent
with a _____ of their _____.

TURN OVER!

VS 7b Review

USE YOUR NOTES!

THESE THINGS ARE ALSO ON Y OUR TEST!

Read each statement.

Write **“N”** if it describes the **North**.

Write **“S”** if it describes the **South**.

_____ 11. President Abraham Lincoln

_____ 12. Army Commander “Stonewall” Jackson

_____ 13. capital Richmond

_____ 14. Army Commander Robert E. Lee

_____ 15. won the Civil War

_____ 16. agricultural economy

_____ 17. ironclad ship the Monitor

18. Where did the first major battle of the Civil War take place?

19. Which side won the battle of the ironclad ships?

the Monitor

The Merrimack

neither side

20. Which slave led a revolt on plantation owners in 1831? (VS7a)

**DON'T JUST ANSWER THESE
QUESTIONS! MAKE SURE YOU STUDY
THEM TOO!**

Name _____ Date _____

VS 8a Assessment: Reconstruction

1. What was the period of time after the Civil War called?
 - A Reconstruction
 - B Jim Crow Laws
 - C the Freedmen's Bureau
 - D Congress
2. The laws Congress passed during this time were designed to-
 - F kick southern states out of the Union
 - G rebuild the country
 - H makes sure Africans stayed slaves
 - J put Confederate soldiers in jail

3. Freed slaves needed all of the following things **EXCEPT** -
 - A housing
 - B clothing
 - C cars
 - D jobs



4. Which of the following is true about southern banks after the Civil War?
 - F Banks loaned money to freed slaves so they could buy farmland.
 - G Banks were closed.
 - H Banks used tobacco instead of money.
 - J Southern banks only let white people borrow money.
5. Confederate money -
 - A was hard to find.
 - B was burned by Union soldiers.
 - C was worth more than Union money.
 - D had no value.

6. Much of the south was destroyed after the war. However, which of these things was **NOT** destroyed?

- F crops
- G rivers
- H bridges
- J plantations

7. What did Congress do to help newly freed slaves?

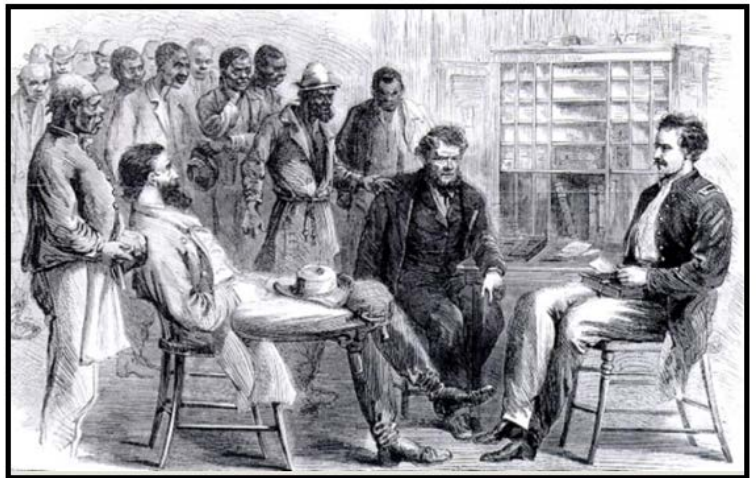
- A Congress created the Freedman's Bureau.
- B Congress rebuilt the railroads for them.
- C Congress gave them all jobs as schoolteachers.
- D Congress loaned them Confederate money.

8. Which of these was **NOT** provided by the Freedman's Bureau?

- F food
- G medical care
- H banks
- J schools

9. The Freedman's Bureau was created to help:

- A Congress
- B freed slaves
- C plantation owners
- D bridge builders

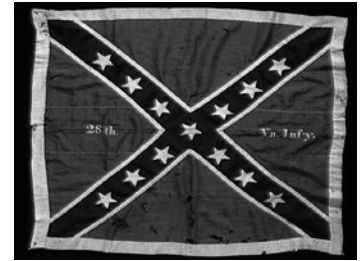


10. How did sharecropping work?

- F Freedmen rented land from landowners and paid the rent with a share of their crops.
- G Freed slaves borrowed money from the banks to buy farmland.
- H Freed slaves received land to farm for free from Congress.
- J Freed slaves rented land from landowners and paid their rent with money borrowed from banks.

11. Which of these describes the **SOUTH** during the Civil War?

- A President Abraham Lincoln
- B Army Commander Robert E. Lee
- C won the Civil War
- D ironclad ship the Monitor



12. Which of these describes the **NORTH** during the Civil War?

- F Army Commander “Stonewall” Jackson
- G capital Richmond
- H agricultural economy
- J against slavery

13. Where did the first major battle of the Civil War take place?

- A Bull Run (Manassas)
- B Appomattox
- C Fredericksburg
- D Richmond

14. Which side won the battle of the ironclad ships?

- F The Monitor won.
- G The Merrimack won.
- H The C.S.S. Virginia won.
- J Neither side won—the battle was a draw.

15. Which slave led a revolt on plantation owners in 1831?

- A Harriet Tubman
- B Nat Turner
- C John Brown
- D James Armistead Lafayette



BONUS: (5 points) Look at each person.

If they were part of the **Revolutionary War**, write “**R.**”

If they were part of the **Civil War**, write “**C.**”

- | | |
|------------------------------------|-------------------------|
| _____ 1. George Washington | _____ 2. Patrick Henry |
| _____ 3. Abraham Lincoln | _____ 4. Thomas Jackson |
| _____ 5. James Armistead Lafayette | |

1. What was the name of your person?	
2. What was the person's job or role during Reconstruction?	
3. How did it make you feel when you were listening to the person's story?	
4. What would you have done in this person's situation?	