



BHH Unit Lesson Plans Third Grade Segregation History

This unit introduces children to the history of segregation, from the end of the Civil War in 1865 through the 1940's. Its content bridges the period between slavery and the peak of the Civil Rights movement in the 1950's and '60's. As you undergo your preparations for the unit, we highly recommend you explore The History of Jim Crow at <http://www.jimcrowhistory.org/home.htm> . You may wish to begin by reading the site's introductory essay on Jim Crow: <http://www.jimcrowhistory.org/history/creating2.htm> . Jimcrowhistory.org. is a truly exemplary internet site, and an amazing resource for teachers preparing to teach segregation history in their classrooms. Please make it your starting point as you prepare for this very important unit.

This unit presumes that students have been introduced to slavery. To that end, the BHH website includes pre-unit activities designed by BHH pilot teachers. These activities introduce students to pre-slavery African culture, slavery and the Underground Railroad. In addition, *The American Girl Collection Addy* book extension activities provide excellent introductions to and reinforcement of many themes in this unit. Finally, the extension activities embedded in Activities 5 and 6 more accurately should be titled "essential" rather than "extension". Please include them in your classroom plans, even if it means reducing time spent on other unit activities.

Please read [Teaching Segregation History](#) before you begin this unit. In order to bring discussions of race and prejudice into the present, various children's videos on these topics are available and may be interspersed with the history lessons. Please find one you like and feel best addresses your classroom dynamic.

Please see [Pre-Unit Activities](#) before beginning Activity 1.

Activity I: The Civil War

Content Goals:

- Students learn a war was fought long ago between states that enslaved African Americans and states that did not.
- Students are introduced to which states during the Civil War were part of the Confederate South and which were Union North.
- Students learn that during the war, President Abraham Lincoln made a symbolic gesture, the Emancipation Proclamation, to free African Americans.

Process Goals

- Mapping -- students delineate regions on a U.S. map.
 - Reading for historic understanding.
 - Students begin a timeline.
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- **Centerpiece:** U.S. Map of Northern and Southern states in 1861 at: <http://www2.lhric.org/pocantico/civilwar/map.htm> , *Pink and Say*
 - **Content:** Introduction to the Civil War.
 - **Process:**
 - ✧ Read aloud *Pink and Say* to segue way into a discussion about the Civil War.
 - ✧ Teacher describes the Civil War in very simple terms that emphasize the outcome for the institution of slavery. The northern states did not want slavery to spread; the southern states did want slavery to continue and spread to new states. The southern states sought to create their own country so that they might continue enslaving African Americans. A war ensued. Both sides suffered great losses of life during the war. The Union defeated the Confederacy and was able to abolish slavery. Read aloud part of Abraham Lincoln's Emancipation Proclamation of 1863.
 - ✧ Mapping
 - Students each have a U.S. map.
 - Students use markers or crayons to color the southern states in one color, and the northern states another color.
 - ✧ Timeline – Students begin a timeline by posting 1618, the date slaves were first brought to the North American British Colonies, on a ship that landed in Jamestown, Virginia. (This date may be posted on the timeline during the pre-unit extension activities.) The Civil War should be posted between 1861-1865.



Resources

- *Pink and Say*
- 8 x 11 copies of U.S. maps

Formative Assessment

- Civil War maps
- Class timeline started

Reading extension activity – *Meet Addy*



Activity 2: The U.S. Constitution

Content Goals:

- Students understand there are various types of rules in our country.
- Students understand the Constitution is a set of rules that determine how the government operates and that protect individual rights and freedoms.

Process Goals:

- Students brainstorm and categorize various rules.
 - Reading for historic understanding.
- **Content:** The Constitution as a set of rules that govern the entire nation. Emphasis on the Bill of Rights, which is the first ten amendments.
- **Process:**
- ◇ Class discussion on the nature of the Constitution as a set of rules: Discussion begins with the teacher asking students what sorts of rules they have at home, in school, and in the community. The children may need prompting for community rules (speed limits, littering ordinances, etc.), but may be able to generate some rules on their own, such as those against stealing, killing, fighting, etc.
 - Rules at home
 - At School
 - In the Community
 - The Constitution – Establishes how the U.S. democratic government will function. No other rules in the U.S. may conflict with The Constitution.
 - ◇ Description of the first ten amendments – The Bill of Rights establishes the rights of U.S. citizens, how citizens may be treated by their communities and local governments.
 - ◇ Timeline: add the U.S. Constitution -- 1787.

Resource

The Constitution in the National Archives

<http://www.archives.gov/exhibits/charters/constitution.html>

Activity 3: The 13th Amendment

Content goals:

- Students learn the 13th Amendment made slavery illegal in the U.S.

Process Goals:

- Students examine historic pictures depicting freedmen's celebrations.
 - Students discuss and empathize with former slaves' challenges as they began life after slavery.
- **Centerpiece:** The 13th Amendment to the Constitution (1865), pictures of former slaves celebrating their freedom, *The Wagon* (Johnston & Ransome, 1996).
 - **Content:** The 13th Amendment, which prohibited slavery in the U.S., and the reality of re-settling the lives of four million former slaves.
 - **Process:**
 - ◇ What is an amendment? (A change.)
 - ◇ Class discussion of the 13th Amendment and its consequences:
 - Class reads the amendment together and simplifies into "kid" language (such as, "Slavery is against the law".)
 - Teacher explains that after they were freed, African Americans faced many difficult challenges. Approximately four million former slaves needed places to live, education, and either jobs or farmland to make a living. Line-drawn pictures of African Americans celebrating freedom may be projected on an overhead.
 - ◇ Read aloud: *The Wagon*. (Note – *The Wagon* is out of print. If you can find a copy, it's well worth the search. If a copy is unavailable, your Addy readings are excellent substitutes.)
 - ◇ Timeline: add the 13th Amendment -- 1865

Resources

- *The Wagon*
- 13th Amendment
- Line drawings of former slaves celebrating
- Reading extension activity – *Addy Learns a Lesson*

Activity 4: Prejudice

Content Goals:

- Students define prejudice.
- Students explore some of the ways prejudice is harmful to both the person discriminated against and the person who is prejudiced.

- **Centerpiece:** Video, book: *The Other Side* (Woodson & Lewis, 2001)
- **Content:** Define and discuss prejudice
- **Process:**
 - ◇ Teacher reads *The Other Side*
 - ◇ Discussion: What is prejudice? (From *Addy* – When a person can't see another person for what they really are.)
 - Teacher reads the definition and hangs a poster with the definition on it.
 - Class discusses the nature of bullying and prejudice. (This may be aligned with activities from your school's character education/ socio-behavioral curriculum.)
 - Class discusses prejudice and how it harms everyone, both its perpetrators and victims.
 - What sorts of prejudice are there?
 - How can a prejudiced person hurt the person he/she dislikes?
 - How would it make you feel to be disliked/ treated badly because of the way you look, or the country you are from, whether you are a boy or girl, or your religion?
 - Does a prejudiced person hurt him/herself by being prejudiced? Why and/or how?

Resources

- *The Other Side*

Reading extension activity – *Addy's Surprise*

Activity 5: Prejudice against African Americans

See extension activities on the 15th Amendment and the Negro Baseball League.

Content Goals:

- Students learn some states passed laws, called Jim Crow, that were used to keep African American and white people apart and to oppress African Americans.
- Students learn sharecropping was a form of farm labor that kept African Americans in poverty after the end of formal slavery.

Process goals:

- Students use KWL to plan learning priorities.
 - Students analyze photos for historic understanding.
 - Optional: Students role play to empathize with the Jim Crow experience.
- **Centerpiece:** Jim Crow laws in Texas and Mississippi, photos of sharecroppers at work and of their homes.
- **Content:** How segregation laws humiliated and oppressed African Americans, how sharecropping kept many former slaves poor.
- **Process:**
- ◇ Jim Crow laws.
 - What does “Jim Crow” mean? Teacher defines it as a derogatory term for African Americans that was originally a song title.
 - Teacher may ask students if they have been called a hurtful name.
 - Students take turns reading some of the Jim Crow laws out loud and discussing what they meant. (Teacher should choose several of the laws from the state lists, the ones s/he feels students will most easily understand.)
 - *Implement 15th Amendment extension activity at this time.*
 - The class informally analyzes “whites only” photos. Teacher may adapt and simplify, for their 3rd graders, questions from the NARA photo analysis sheets.



- *Optional activity:* Role play. Students divide into groups. Each group is given a Jim Crow law to illustrate with a role play. The groups perform their plays for the class. The plays should be processed with discussions afterward, guided by questions that encourage students to think about how acting in the plays and viewing them made them feel. How might the plays have turned out differently?
- ✧ Sharecropping
 - Teacher reads *Working Cotton* (Williams, et.al., 1992) and describes the sharecropping system.
 - Class examines sharecropping photos and fills-out photo analysis sheets.
- ✧ Students begin a KWL sheet on prejudice and segregation.
- ✧ Timeline – add Jim Crow laws, the 15th Amendment and the 1965 Civil Rights Act.

Resources

- Jim Crow Laws
- 15th Amendment
- 1965 Voting Rights Act
- *Working Cotton*
- Reading extension activities – *Happy Birthday, Addy!* & *Addy Saves the Day*

Formative Assessment

- KWL sheet – may be filled-out by students individually or as a class
- Timeline – 15th Amendment in 1870 and Civil Rights Act in 1965

Activity 6: African American people resisted segregation.

See extension activities on Overcoming Segregation and the 19th Amendment.

Content goals:

- Students are introduced to three African American leaders of the segregation era.
- Students learn about some of the ways black people coped with and/or resisted Jim Crow.

Process Goals:

- Students create mini-biographies in the form of posters.
 - **Centerpiece:** Book accounts and photos of Booker T. Washington, Ida B. Wells, and W.E.B. Dubois from: *Let it Shine* (Alcorn & Pinckney, 2000), *One More River To Cross* (Myers, 1999), *White Socks Only* (Coleman & Geter, 1999).
 - **Content:** African American leaders during the Jim Crow period offered ways for people to cope with segregation, either by demanding the federal government protect African Americans' rights and lives, or by working within the segregation system.
 - **Process:**
 - Teacher reads *White Socks Only* aloud and discusses with class.
 - Teacher reads aloud selections from *Let it Shine* on various African American leaders, and class views pictures together from *One More River To Cross*. (Teacher chooses selections.)
 - Students work in groups. Teacher assigns each group one of the African American leaders. Each group creates a poster on their leader, with an illustration and a description of how that person helped his/her people.
 - Teacher concludes with a discussion of biographies, and helps the students understand their posters are biographies of a sort, histories of individual people.
 - Timeline – groups may post their biographical figures on the timeline.

Resources

Let it Shine
One More River To Cross
White Socks Only

Formative Assessment

- Posters of African American leaders
- Timeline – various leaders on the appropriate dates

Activity 7: African American people during the segregation years, 1865-1950.

Content Goals:

- Students are introduced to African-American life during the Jim Crow era.

Process Goals:

- Students make a collage out of photos to tell a historic story.
 - **Centerpiece:** Photos of African Americans during the segregation years, books: *Ma Dear's Apron* (McKissack, 1997), *Langston Hughes: American Poet* (Walker & Deeter, 2001).
 - **Content:** African Americans during the segregation years; some of the jobs they did, houses they lived in, styles of dress. This lesson conveys the diversity of the African American experience during a time when African Americans' culture, initiative, and education was oppressed by whites.
 - **Process:**
 - ✧ Read aloud *Ma Dear's Apron* and *Langston Hughes: American Poet*
 - ✧ Class looks together at photos of daily life.
 - ✧ Class as a whole makes a collage of these photos – everyone gets a photo document to cut out and glue to the collage.
 - ✧ Teacher concludes the activity by describing the collage as a history, a way the students told a story about life during the segregation years.

Resources

- *Ma Dear's Apron* and *Langston Hughes: American Poet*
- Photos of daily life during the segregation years.
- Poster board

Formative Assessment

- Collage of everyday people



Activity 8: Review and Conclusion

Content Goals:

- Students review what they have learned during the unit: the Civil War, the Constitution, the nature of prejudice, discrimination against African Americans, the 13th and 15th Amendments and the Civil Rights act of 1965, the Jim Crow laws, resistance to Jim Crow, African American life during the segregation years.

Process Goals:

- Students complete a KWL
- Students make a mind map.
- Based on what they have learned, students take social action by creating a Declaration of Human Rights.

➤ Process

- ✧ Read aloud *Uncle Jed's Barbershop* ([Mitchell](#) & [Ransome](#), 1998.)
- ✧ Class completes the KWL chart(s).
- ✧ The class creates a Mind Map of segregation.
 - Students brainstorm topics for the mind map
 - Students create/draw symbols to illustrate the topics
 - All the pictures and written headings are mounted on poster board.
- ✧ Each 3rd grade class creates a Declaration of Human Rights. The declarations are laminated and may be presented to the school principal. If the school administration is willing, a recognition program for student character may be created, with human rights at the center. Children's treatment of one another may be framed as supportive of others' rights, or as destructive to others' rights. Teachers, staff and students may record and turn-in their observations of human rights "advocates" and "violators". Advocates may be recognized on school-wide announcements. Violators may be counseled/disciplined privately.

Resources

- *Uncle Jed's Barbershop*
- Reading extension activity -- *Changes for Addy*
- Posterboard

Formative Assessments

- Mind Map of the unit
- Declaration of Human Rights