

Jim Crow

Time Needed: One class period

Materials Needed: Student worksheets, overhead (optional)

Copy Instructions:

Picture Analysis (*half class set; single-sided*)

Reading and Activity Pages (*class set; double-sided*)

Primary Documents (*single-sided transparencies or paper*)

Learning Objectives

Students will be able to:

- Identify the ways state and local governments restricted the freedoms and rights of African Americans.
- Differentiate between legislation that helped and hurt African Americans between 1860 and the 1960's.
- Categorize Jim Crow laws based on primary documents.
- Explain the effect of Jim Crow laws on the post-Civil War African American population.
- Describe how the *Plessy v. Ferguson* case established the idea of "separate but equal."
- Distinguish between the resistance movements of Booker T. Washington and W.E.B. Du Bois.

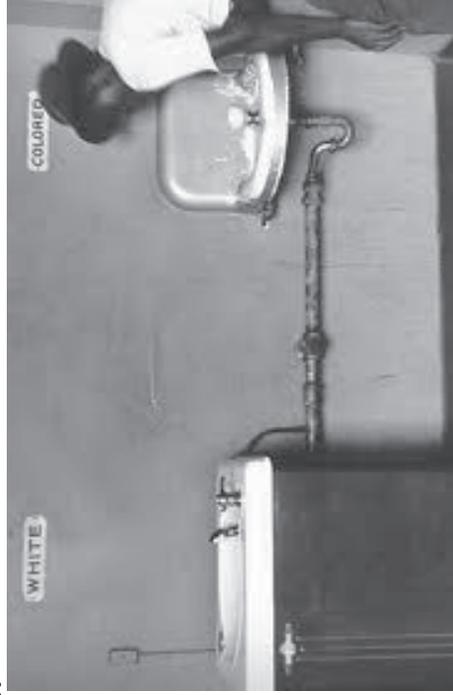
STEP BY STEP

- ANTICIPATE** by handing out the picture analysis half sheets and asking students to answer the questions. Discuss answers as a class, pointing out that it was taken around 1955. (If the students do not mention the term "segregation," add it to the discussion.)
- DISTRIBUTE** the reading pages (2 sides) to each student.
- READ** the first page with the students.
- ASK** students how the pictures on the left of the page are examples of segregation.
- READ** the first paragraph of the second page with the class.
- FOCUS** on the small family tree and walk through the diagram with the students. Explain that a person would be considered "black" if even just one great grandparent had African heritage.
- COMPLETE** the reading with the class, stopping to scaffold new vocabulary words as needed.
- DISTRIBUTE** the half page Image Activity Sheet to each student.
- SHOW** the ten primary documents (as transparencies or individual sheets) one at a time. Have students classify each document by circling the correct category on the half sheet. Afterward have students do the two questions at the bottom of the sheet.
- DISTRIBUTE** the Jim Crow worksheet (2 sides) to each student. Have the students complete the activities on the worksheet. Note: some activities review material from the reading, and others introduce new concepts for students to work with.
- EXTENSION** (optional) distribute the Resistance page and read through with the class. Help students rate the approaches of Washington and Du Bois in terms of risk and speed. Have students complete the Venn quote activity. Note: This activity provides a great segue into the lessons about the Civil Rights Movement.

Jim Crow

Name: _____

Look at this historical photograph and answer the questions that follow.



1. List three ways these two water fountains are different:

○ ○ ○

2. When do you think this photograph was taken?

- a) 1835
- b) 1955
- c) 1995

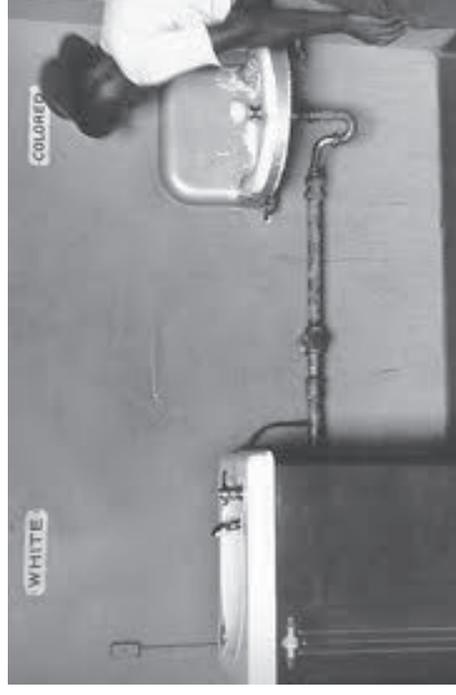
3. Write a sentence about how this photograph makes you feel.

4. What words come to mind when you see this picture?

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2. When do you think this photograph was taken?

- a) 1835
- b) 1955
- c) 1995

3. Write a sentence about how this photograph makes you feel.

4. List four words that come to mind when you see this picture:

Slavery is over, now what?

In the years right after the Civil War, freedmen (former slaves) were able to vote and participate in government, thanks to the 13th, 14th and 15th Amendments and the Civil Rights Acts. Sadly, some people did not understand that freedmen deserved equal rights and opportunities. The federal government had been protecting these rights, but in 1877, Rutherford B. Hayes became president and ended Reconstruction. All of a sudden, there was no one to enforce the new laws and amendments and no authority to punish those who treated blacks unfairly. From then on, people worked to **undermine** efforts at equality, and states passed laws that greatly restricted the rights and freedoms of blacks living in the South (and the North!).



Group of freedmen in Richmond, VA 1865

Making Adjustments

The end of slavery meant major social changes for all because slavery had kept black and white societies apart for so long. Once freed, former slaves acted quickly to create their own communities with new churches and schools. Some stayed in the South, while others migrated to the North hoping to find better living conditions and work.

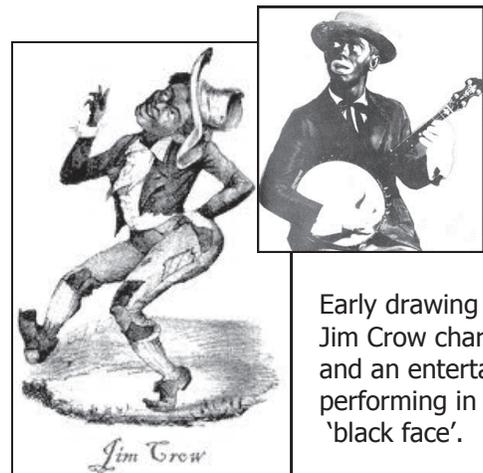
By the 1870s, most southern states adopted laws known as **Black Codes**, creating a legal form of segregation. **Segregation** is when people are separated by race. These codes limited the rights and freedoms of black people. Northern states varied in the way they accepted the new arrivals, but segregation was common all over the nation.



Examples of segregation

So, who is Jim Crow?

Before the iPod, before television, movies and radio, people went to the theater for entertainment. Daddy Rice, a white actor, would cover his face with charcoal and then sing and dance in a silly way. This character's name was Jim Crow. Just like we compare people to characters on TV, people began to use Jim Crow as a way to describe black people. (It wasn't a compliment.) For example, there were 'Jim Crow' cars on trains where all blacks were forced to sit, even if they bought a first-class ticket! As time went on, the term was also used to describe any racist law that restricted the rights and opportunities of black people.



Early drawing of the Jim Crow character and an entertainer performing in 'black face'.

You Say I Can't Do What?!

Jim Crow laws were found all over the South and even in many Northern states. It would have been very difficult to walk around any large town or city and *not* see a sign dividing whites and blacks. The segregation of public accommodations was only one way that Jim Crow laws controlled people's behavior. There were limits on whom people could marry, adopt, or where they could attend school. There was even one law limiting who could cut your hair! The laws don't make any sense today, but it was a fact of life for the millions of people living in America between the 1860s and the 1960s.

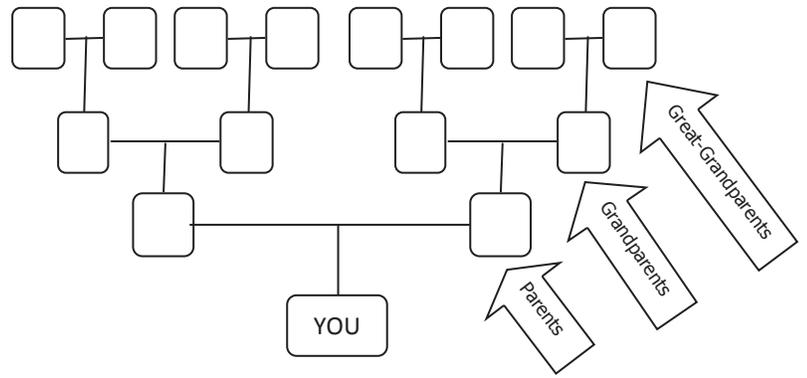


Jim Crow

Name: _____

Who is Black?

All of the Jim Crow laws were based on the difference between whites and blacks. But what does that mean? Most states decided that you were considered black if you had only one great grandparent who was black (1/8 African heritage). If there was doubt, a person would have to prove that they could go back three generations without any African heritage.



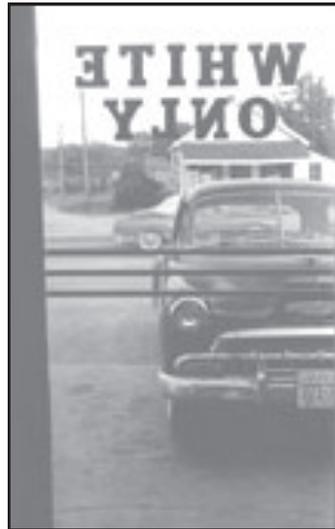
Jim Crow Laws

Education: Public schools were provided for black children, but they were not as nice as the schools provided for white children. Most lacked books, supplies and other resources. One law said that blacks and whites could not use the same textbooks, and another required bus drivers to be the same race as the children they drove around!

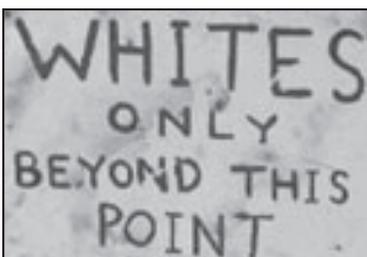
Marriage and Family: *Miscegenation* is a word that means the mixing of races. Both Northern and Southern states had a variety of laws that banned marriages and relationships between blacks and whites. There were also laws that either banned *interracial* (more than one race) adoptions or required the race of the baby and adopting parents to be written on the legal documents.

Public Accommodation:

Accommodation means a place where people spend time. This can mean anything from a restaurant to a prison to a hotel. Many of the Jim Crow laws were written to keep the races separate, and public spaces were the most visible area for interaction. Restaurants could not serve blacks and whites in the same dining room. Circuses and theaters had to provide two separate ticket booths, entrances, and seating areas. Missouri, Texas, and other states called for separate libraries for blacks and whites. 'White Only' signs were seen on bathroom doors, drinking fountains, public pools, waiting rooms and businesses all over the South and in some areas of the North.



Voting Rights: We already know that freedmen were given the right to vote under the 15th Amendment in 1870. Between 1871 and 1889, almost all Southern states passed laws that restricted African Americans' right to vote. In Georgia and South Carolina black voting was cut in half between 1880 and 1888! Even when blacks did vote, many of their ballots were stolen or not even counted. These restrictive laws continued into the 1960s until President Lyndon Johnson signed the Voting Rights Act in 1965.



Transportation: Blacks were required to sit in the back of public buses and train cars, or in a separate car altogether. The famous Supreme Court case *Plessy v. Ferguson* established that it was okay to create 'separate but equal' public settings. This 1896 case set the stage for numerous state and local laws requiring blacks and whites to stay segregated in society.

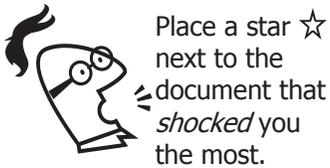
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Your teacher will show you a document from the Jim Crow era. Which rights are restricted in each document? Circle the correct category from the reading.



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Place a star ☆ next to the document that *shocked* you the most.

After looking at these examples, what do you think the *purpose* of these laws were?

iCIVICS

Image Activity– Student

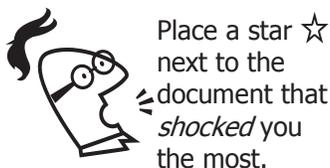
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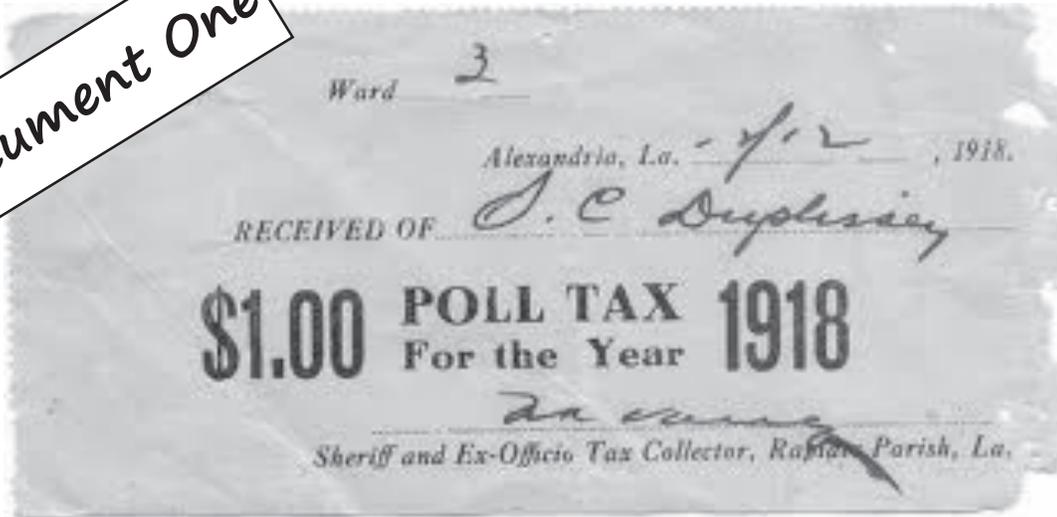
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iCIVICS

Image Activity– Student

Document One



Louisiana 1918 Poll Tax Receipt

Document Two



Mississippi 1939

Document Three

"...no athletic team of any school shall engage in any athletic contest of any nature within the state of Virginia with another team on which persons of any other race are members."

Virginia State Law 1960

Document Four



Alabama 1931

Document Five

"White and colored persons shall not be taught in the same school, but in separate schools under the same general regulations as to management, usefulness and efficiency."

Tennessee 1873

Document Six



Florida Bus 1950s

Document Seven

Interracial adoptions are forbidden by law.

Missouri State Law 1952

Document Eight

Businesses are allowed to choose their customers and have the *right to refuse service* to any person.

Mississippi State Law 1956

Document Nine

Declared that the legislature could never pass any law allowing "any marriage between any white person and a Negro, or descendant of a Negro."

Alabama Constitution 1901

Document Ten



Texas Bus Station 1952

Jim Crow

Name: _____

Vocabulary. Use the words in the bank to complete these sentences.

- interracial
- Black Codes
- segregation
- Jim Crow
- miscegenation
- public accommodation
- undermine

1. Hotels, restaurants, shops, public restrooms and drinking fountains are all examples of _____.
2. _____ describes the mixing of different races through marriage and family, and was illegal in many states.
3. State and local governments passed laws intended to _____, or weaken, the new rights blacks had gained in the South.
4. Adoptions were considered _____ if the parents were of a different race than the child.
5. Keeping groups of people separate is called _____.
6. _____ was originally a theater character, but became a term that described things related to African Americans.
7. After the Civil War, many states passed laws, or _____, that affected the rights and freedoms of the freed slaves.



Out of Order! Read the facts about the case of *Plessy v. Ferguson* and put the remaining facts in the correct order.

Louisiana passes the Separate Car Act that makes railroad companies provide separate (but equal) cars for black and white passengers in 1890. A group of black citizens joined with the East Louisiana Rail Road Company to fight the Act. (The citizens wanted rights and the RR company wanted to save money by using fewer cars.) Homer Plessy was chosen to break the law so it could be challenged in court.

Can you put the rest of the story in the correct order?

- ___ Plessy appealed the decision and lost again, but took the case to the Supreme Court in 1896.
- ___ Homer Plessy bought a first class train ticket and sat down in the 'whites only' section of the train.
- ___ The Supreme Court upheld the previous decisions and said that racial segregation was constitutional if accommodations were equal. This led to more and more legal segregation all over the US.
- ___ Plessy was arrested for riding in a 'whites only' railroad car, because he was 1/8th black.
- ___ Plessy argued that the Act violated his 13th and 14th Amendment rights, but he lost in the local court.

Help or Hurt? Read a description of each law or amendment and decide if it helped African Americans or hurt them.

Separate but Equal: Supreme Court decision saying it's ok to keep the races separate if things are equal



Black Codes: laws passed in the South to limit rights & segregate African Americans



14th Amendment: all people born in US are now citizens, the government must give all people equal protection of the law, and apply the laws in the same way to all people



13th Amendment: abolished slavery in the United States



Jim Crow

Name: _____

Barriers to Voting What kinds of laws did Southern states use to keep blacks from voting?
Connect the laws to the descriptions to find out!



White Primary

Citizens had to pay a fee to the poll worker before they could vote.

Grandfather Clause

Only white people could vote in the primary party elections, so they decided who would be running in the regular election.



Poll Tests

In order to register or get to the polls, blacks faced threats, beatings and false arrests.

Poll Taxes

Citizens had to pass reading and logic questions that the pool worker 'graded'. If you were white, you usually passed.



Intimidation & Violence

Only those who had grandfathers who could vote *before* the Civil War could vote in elections. (Few if any blacks voted before the Civil War!)

Cartoon Time! Two groups are shown in this cartoon. Answer the questions for each group.

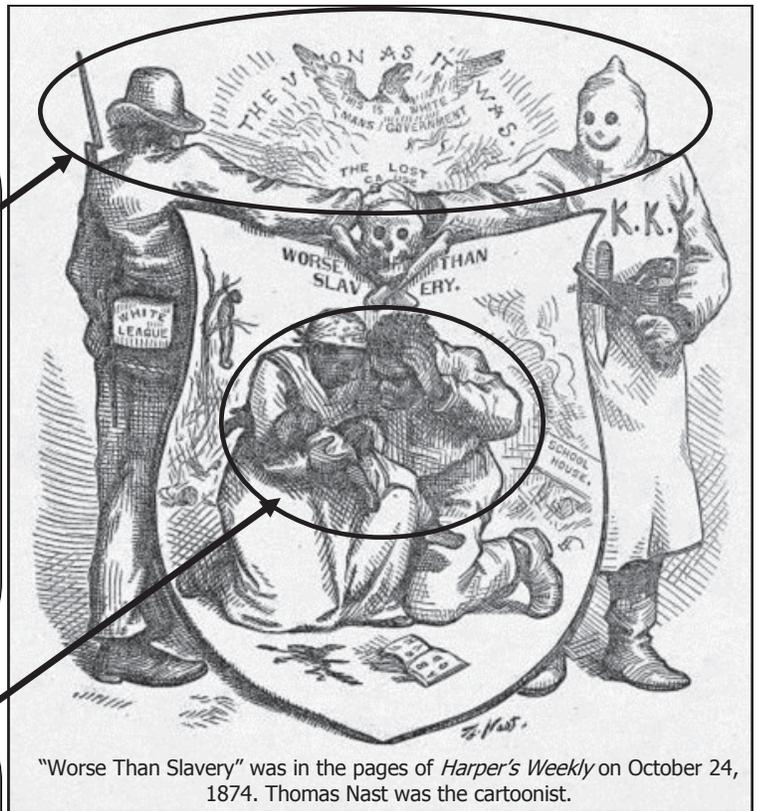
What two groups do these people represent?

What emotion are they showing?

Complete the 3 statements written near them.

- 1) The Union as it _____.
- 2) This is a _____ man's government.
- 3) The _____ cause.

Do these men look a) powerful or b) weak?



"Worse Than Slavery" was in the pages of *Harper's Weekly* on October 24, 1874. Thomas Nast was the cartoonist.

Who do these people represent?

What emotion are they showing?

Find each image and label it with the correct number.

- 1) Man hanging in tree
- 2) Book with ABC's
- 3) Burning school house
- 4) Pool of blood

What do these symbols represent?

What did Thomas Nast think about Jim Crow laws and how blacks were treated after the Civil War?

The lives of blacks a) **have** or b) **have not** improved since slavery ended.

Provide two pieces of evidence from the cartoon.

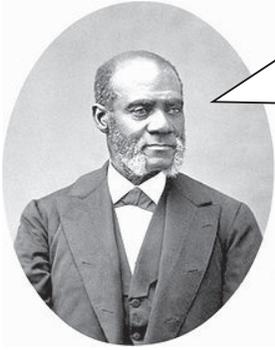
Evidence 1

Evidence 2

Jim Crow



"Worse Than Slavery" was in the pages of *Harper's Weekly* on October 24, 1874. Thomas Nast was the cartoonist.



"Strike for your lives and liberties... **Let your motto be Resistance!** Resistance! Resistance! What kind of resistance you make you must decide by the circumstances that surround you."

Former slave and abolitionist, Henry Highland Garnet, speaking to a group of northern free blacks in 1843.

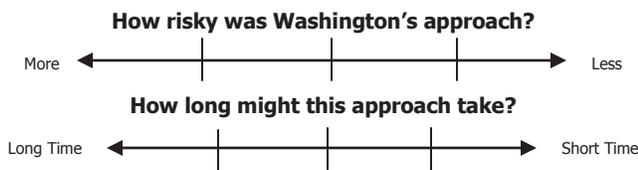
Resistance to Jim Crow took many forms throughout the nation and over the years. It included individual acts of defiance, organized legal challenges, and efforts at getting more education and employment opportunities for African Americans. People agreed on the fact that Jim Crow laws were unfair and cruel, but they disagreed about how to best deal with the problem. Booker T. Washington and W.E.B. Du Bois are the leading examples of the two main approaches.



Booker T. Washington (1856-1915)

Washington was born on a plantation in 1856. After emancipation, he and his family moved to West Virginia where he worked and went to school. His interest in education led him to head the Tuskegee Institute, where African Americans were taught to be teachers, farmers, and active citizens.

Washington became one of the most influential black men of his time. He called for African Americans to focus on hard work and create community support groups. He wanted to strengthen the race from the inside *before* fighting against segregation and Jim Crow. He believed economic security would lead to greater civil rights and better race relations.

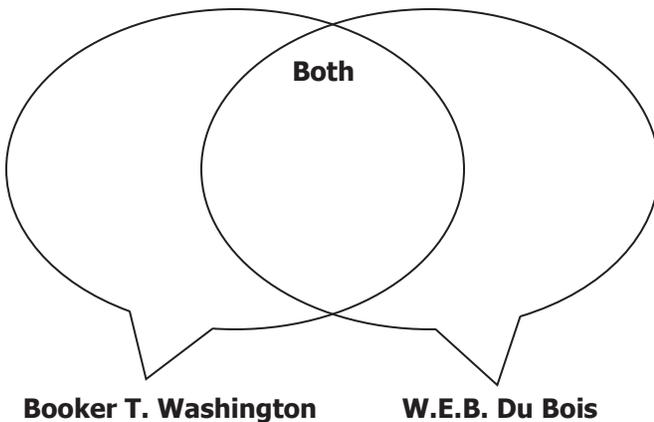
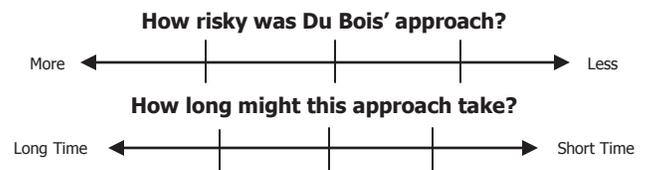


W.E.B. Du Bois (1868-1963)

Du Bois was born after emancipation in Massachusetts. He earned his Ph.D. at Harvard University. Du Bois studied and researched the lives of African Americans.

The more he learned, the more he believed that the only way black Americans could gain civil rights was through protest and activism. He disagreed with Washington's desire to earn respect of whites first and hope that rights would follow.

W.E.B. Du Bois was involved in the creation of the NAACP (National Association for the Advancement of Colored People). This organization challenged segregation, lynching, and unfair voting laws in court.



Who Might Have Said This? Place the letter of the statement in the correct area of the quote bubbles.

- A. I created the NAACP to fight discriminatory laws
- B. I founded Tuskegee Institute to train blacks in agriculture and education.
- C. African Americans are not treated equally.
- D. Now is the accepted time, not tomorrow.
- E. It is at the bottom of life that we must begin, not at the top.
- F. I worked to advance African Americans' rights.
- G. Protesting is necessary to fight for constitutional rights.
- H. We can earn constitutional rights through economic security and respectability.

Jim Crow

****TEACHER KEY****



Your teacher will show you a document from the Jim Crow era. Which rights are restricted in each document? Circle the correct category from the reading.

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Place a star ☆ next to the document that *shocked* you the most.

After looking at these examples, what do you think the *purpose* of these laws were?

Answers will vary- these laws want to maintain the segregation of the races



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Jim Crow

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interracial
Black Codes
segregation
Jim Crow
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public accommodation
undermine

- Hotels, restaurants, shops, public restrooms and drinking fountains are all examples of public accommodation.
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- State and local governments passed laws intended to undermine, or weaken, the new rights blacks had gained in the South.
- Adoptions were considered interracial if the parents were of a different race than the child.
- Keeping groups of people separate is called segregation.
- Jim Crow was originally a theater character, but became a term that described things related to African Americans.
- After the Civil War, many states passed laws, or Black Codes, that affected the rights and freedoms of the freed slaves.



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Intimidation & Violence

Only those who had grandfathers who could vote *before* the Civil War could vote in elections. (Few if any blacks voted before the Civil War!)

Cartoon Time! Two groups are shown in this cartoon. Answer the questions for each group.

What two groups do these people represent?

White League KKK

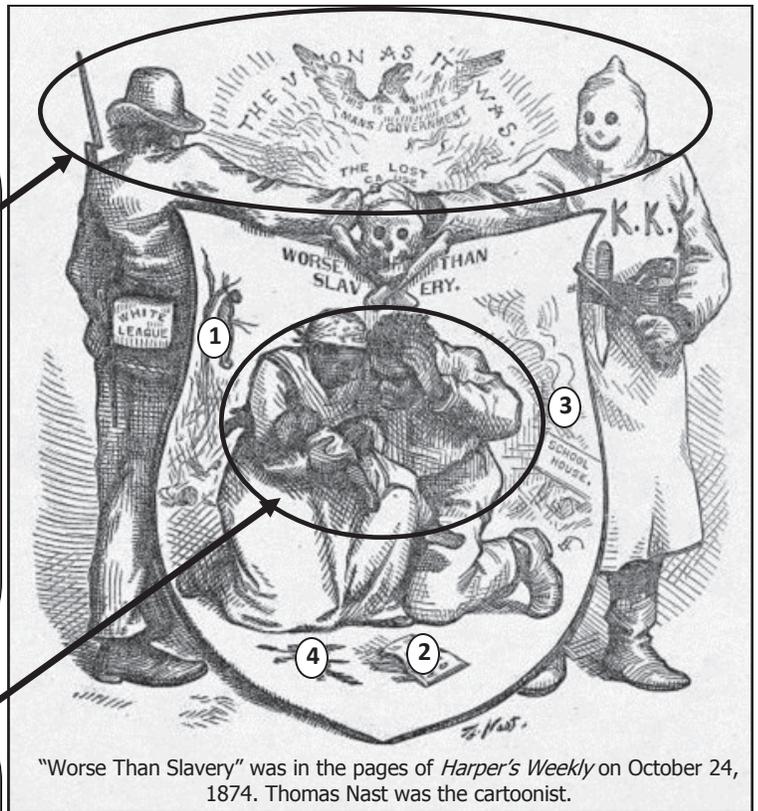
What emotion are they showing?

Answers will vary— happy, proud, accomplished, hidden (hat and hood)

Complete the 3 statements written near them.

- 1) The Union as it was.
- 2) This is a white man's government.
- 3) The lost cause.

Do these men look **a) powerful** or b) weak?



"Worse Than Slavery" was in the pages of *Harper's Weekly* on October 24, 1874. Thomas Nast was the cartoonist.

Who do these people represent?

Freed slaves, African Americans in the South

What emotion are they showing?

Answers will vary— fear

Find each image and label it with the correct number.

- 1) Man hanging in tree 2) Book with ABC's
- 3) Burning school house 4) Pool of blood

What do these symbols represent?

Answers will vary— the dangers of African Americans under Jim Crow laws, the African American situation, etc.

What did Thomas Nast think about Jim Crow laws and how blacks were treated after the Civil War?

The lives of blacks a) **have** or b) **have not** improved since slavery ended.

Provide two pieces of evidence from the cartoon.

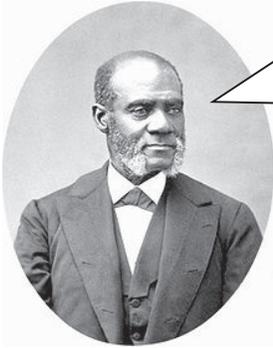
Evidence 1

Evidence 2

Examples:

Title of the cartoon is "WORSE Than Slavery."

The people are cowering and afraid and there are signs of violence.



"Strike for your lives and liberties... **Let your motto be Resistance!** Resistance! Resistance! What kind of resistance you make you must decide by the circumstances that surround you."

Former slave and abolitionist, Henry Highland Garnet, speaking to a group of northern free blacks in 1843.

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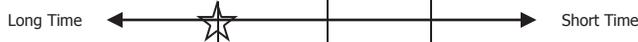
Washington was born on a plantation in 1856. After emancipation, he and his family moved to West Virginia where he worked and went to school. His interest in education led him to head the Tuskegee Institute, where African Americans were taught to be teachers, farmers, and active citizens.

Washington became one of the most influential black men of his time. He called for African Americans to focus on hard work and create community support groups. He wanted to strengthen the race from the inside *before* fighting against segregation and Jim Crow. He believed economic security would lead to greater civil rights and better race relations.

How risky was Washington's approach?



How long might this approach take?



W.E.B. Du Bois (1868-1963)

Du Bois was born after emancipation in Massachusetts. He earned his Ph.D. at Harvard University. Du Bois studied and researched the lives of African Americans.

The more he learned, the more he believed that the only way black Americans could gain civil rights was through protest and activism. He disagreed with Washington's desire to earn respect of whites first and hope that rights would follow.

W.E.B. Du Bois was involved in the creation of the NAACP (National Association for the Advancement of Colored People). This organization challenged segregation, lynching, and unfair voting laws in court.

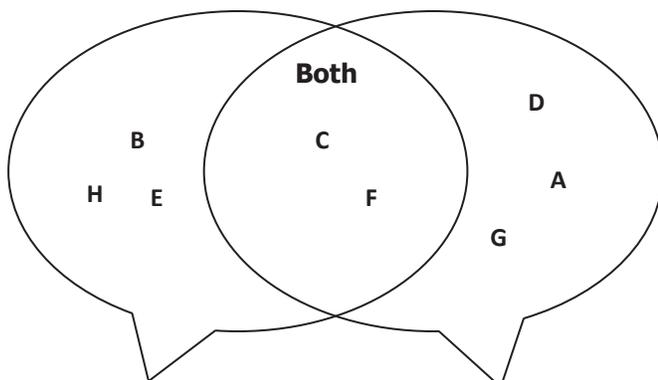
How risky was Du Bois' approach?



How long might this approach take?



This is up for class discussion. The suggestions for line placements are just a starter.



Booker T. Washington

W.E.B. Du Bois

Who Might Have Said This? Place the letter of the statement in the correct area of the quote bubbles.

- A. I created the NAACP to fight discriminatory laws
- B. I founded Tuskegee Institute to train blacks in agriculture and education.
- C. African Americans are not treated equally.
- D. Now is the accepted time, not tomorrow.
- E. It is at the bottom of life that we must begin, not at the top.
- F. I worked to advance African Americans' rights.
- G. Protesting is necessary to fight for constitutional rights.
- H. We can earn constitutional rights through economic security and respectability.