

**UofSC TPS Project
Lesson Plan Template**

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| School: | Baptist Hill Middle School | Author(s): Megan Michener |
| | | Revised By: Jazmyne McCrae |
| Course: South Carolina and the United States | | Grade Level(s): 8th |
| Length of Class: 60 minutes | Number of Students: Varies | |



Pierce, L. & Workshop Of Graphic Art. (1949) Migration North / artist, Leona Pierce. , 1949. [New York: The Workshop of Graphic Art] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2020630061/>

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| Lesson Title: | Traveling During Jim Crow |
| Overview: | In the era of Jim Crow, Black Americans faced discriminatory policies, segregation in their communities, and political violence at the hands of white supremacists. What we consider “normal” activities today, like traveling, going to a restaurant, visiting hotels, were not easily accessible and many were not inviting to Black Americans during this period. In this lesson, students will utilize a variety of sources to learn about the |

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| | obstacles that Black Americans faced when traveling during the era of Jim Crow, as well as the resources they created to overcome them. |
| Learning Objective: | <ol style="list-style-type: none"> 1. Students will explore the availability of leisure and travel for Black citizens in South Carolina during the Jim Crow era. 2. Students will analyze the utility of the Green book for Black citizens during the Jim Crow era. |
| SC Social Studies College and Career-Ready Standards: | 8.5.CX: Analyze the correlation between the Modern Civil Rights Movement in South Carolina and the US. This indicator was designed to foster inquiry into the role of South Carolina in the Modern Civil Rights Movement, to include the influence of court cases such as Briggs v. Elliot and Flemming v. South Carolina Electric and Gas. This indicator was also developed to promote inquiry into the relationship between national leadership, protests, and events, and South Carolina leadership, protests and events, such as the Friendship 9 and the Orangeburg Massacre. |
| Essential Question: | How did Black citizens in the United States experience leisure in the Jim Crow era? |
| Supporting Question(s): | <ol style="list-style-type: none"> 1. Where were Black citizens welcome in the Jim Crow era? 2. What obstacles did Black citizens face during travel? 3. How did Black citizens overcome these traveling obstacles? |
| Digital Primary and Secondary Sources: | <i>Negro going in colored entrance of movie house on a Sunday afternoon, Belzoni, Mississippi (1939).</i> <i>At the bus station in Durham, North Carolina (1940)</i> <i>Sign above moving picture theater, Waco, TX (1939)</i> <i>The Negro Travelers' Green Book, 1958, Leona, N.J., V.H., Green</i> |
| Required Classroom Materials: | <p>Teacher will need a worksheet for photo analysis activity, tool for video assessment, and an exit card for final assessment. Also needed:</p> <ul style="list-style-type: none"> • Projector for sharing larger versions of images • Digital access to or printed versions of primary source images • Chromebooks for accessing digital <i>Green Book</i> |
| Classroom Environment: | Classroom is arranged in desk clusters. Students will be in groups of 3-4 for activities. |

Approximately what percentage of the time are students doing each of the following? (Should = 100%) Ideally, the teacher should not spend more than 50% of the class instructional time doing direct instruction.

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| 25% | Independent writing | 50% | Group work | 15% | Class Discussion |
| 10% | Independent writing | | | | |

Lesson Sequence/Procedures

| Estimated Time Needed (Should = full class period) | Detailed Description of Teaching and Learning (Include language to identify instructional goals – activate prior knowledge, engage, model, investigate, apply, review, closure, etc.) Type in cells. They will expand as more space is needed. Add more cells as needed) |
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| 5 minutes | Students will have a quick brainstorm within their desk clusters and write what they <i>already</i> know about Jim Crow (origin, laws, etc). This is meant to activate prior knowledge of students before initial activity. |
| 15 minutes | In groups of three, students will observe and analyze three primary source photographs of segregation in the Jim Crow period. Each group member will be given one of the photographs. Each member will be expected to <ol style="list-style-type: none"> 1) Identify objects, people, and items they see in the photo, 2) Describe what is happening in the photograph, 3) Share what the photo makes them wonder, and 4) Infer three things from the photograph. Following their individual photo analysis, members will share their photographs with each other in their group and briefly discuss. |
| 5 minutes | After the groups' discussion, the teacher will project each image onto a larger screen for the entire class to observe. The teacher will ask students, "Based on these photos, what can we infer about traveling as a Black American during Jim Crow?" Students will give a varied response and teachers should ask them to expand on their responses for further discussion. |
| 10 minutes | Teacher will introduce the Green Book with the Smithsonian Channel's clip (3 minutes). Students will then review with the following questions (this can be done in the form of a short Kahoot, classwide open discussion, or in a worksheet). <ul style="list-style-type: none"> ● Who created the Green Book? ● What was the creator's intent for the Green Book? ● How did the Green Book change over time? ● Why was the Green Book valuable for travelers? ● How is the Green Book remembered today? |
| 20 minutes | Teacher will place students into six small groups. The teacher will explain their Green Book Travel Activity. Beginning in South Carolina, students will "travel" to another state and region. Students will be divided into six groups based on the regions of the US: Northeast, Southeast, Midwest, Southwest, Northwest and West. These students will choose a state from their region and "travel" there using the 'Green Book.' They will: <ul style="list-style-type: none"> ● Select a state to "travel" within their Green Book and two states they will drive through to reach the final destination (beginning in South Carolina). ● Identify one service station, one tourist home, one diner, and one motel for each state/ ● Map the locations of each of these stops on a map and label each. ● Reflect on the availability of resources and the experiences of Black travelers (Example questions: 1) How far apart are your "stops" from each other? 2) How available were resources in your state or region? 3) What can we infer about traveling while Black during Jim Crow? |
| 5 minutes | Students will individually complete an exit card answering the essential question. |

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| Homework for Tomorrow |
| None |
| Assessments |
| Informal: <ul style="list-style-type: none"> ● Group Brainstorm on what students already know about Jim Crow |

- Classroom Discussion on what students can infer about life during Jim Crow
- Post-Video Assessment to check for student understanding

Formal:

- Individual Reflection of traveling while Black during Jim Crow
- Exit Card assessment answering the essential question

Learning Extensions

Learning Extension ideas:

- Connect this lesson to a Civil Rights unit. Possibilities include segregation in schools, movements to end Jim Crow policies, etc.
- Incorporate geography further into activity. Have students create a digital map version of their travel route using the Green Book. Then have students label each stop and location, measure the distance, and reflect on challenges they may face using their originally selected stops on their traveling route: How far are these stops to your final destination? How many days could it take?

Adaptations

- Include transcript of Smithsonian Channel video
- Mix student groups for first and second activity to have students collaborate with other classmates.