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EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 4

Lesson 4: Jim Crow Laws

Focus Standard(s): RI.4.2

Additional Standard(s): RI.4.1

Estimated Time: 1-2 days

Text(s): “Civil Rights Jim Crow Laws”

Resources and Materials:

- Handout 4.1: “Civil Rights Jim Crow Laws”
- Handout 4.2: Vocabulary in Context for “Civil Rights Jim Crow Laws.”
- Handout 4.3: Jim Crow Laws Text Dependent Questions
- [Civil Rights Jim Crow Laws](#)

Lesson Target(s):

- Students will orally make inferences about author’s decisions and the content of a text.
- Students will orally and in writing refer to details and examples from the text when drawing inferences.
- Students will orally and in writing determine the main idea of an informational text.
- Students will orally and in writing explain how the main idea is supported by key details.

Guiding Question(s):

- Can you explain how the author uses inferences?
- Can you write details and examples from the text when drawing inferences?
- Can you write the main idea of an informational text?
- Can you write and explain how the main idea is supported by key details?

Vocabulary	
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Details • Drawing Inferences • Explanation • Explicitly Stated • Main Idea • Predict • Questioning • Recount • Summarize • Support • Text Evidence • Text Structure 	<p>Instructional Strategies for Academic Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Write/discuss using the words
<p>In-Context Vocabulary:</p> <ul style="list-style-type: none"> • Grandfather Clauses • Great Migration • Jim Crow Laws 	<p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Definition <input type="checkbox"/> Examples
<p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> • Black Codes • Reconstruction • Segregation • Separate but Equal 	<p>Instructional Strategies for Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Write/discuss using the words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level.
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<p>Understanding Lesson Purpose and Student Outcomes:</p> <ul style="list-style-type: none"> ✓ Students review the following “I Can Statements” for this lesson, being sure to underline the parts of the statements that seem easy and circle the parts that seem difficult: <ul style="list-style-type: none"> • I can orally make inferences about author’s decisions and the content of a text. • I can orally and in writing refer to details and examples from the text when drawing inferences. • I can orally and in writing determine the main idea of an informational text. • I can orally and in writing explain how the main idea is supported by key details. <p>Anticipatory Set/Introduction to the Lesson:</p> <ul style="list-style-type: none"> ✓ Review words on the word wall. For word wall game ideas, see Handout 1.4. <p>Introduce the term “Civil Rights” and “Jim Crow Laws.” Brainstorm what students think those phrases mean. Write down their predictions and discuss that by law, all people should be treated the same regardless of race; however, there was a time when certain groups were not treated fairly. Tell students you will read an article to them about civil rights and Jim Crow Laws because it will give them a greater understanding about the setting and characters behaviors in the anchor text, <i>Mississippi Bridge</i>.</p> <p>Activity 1: Vocabulary Direct Instruction</p> <p>Briefly, directly teach the meaning of the vocabulary words: Segregation, Reconstruction, Black Codes, and Separate but Equal. Place the words on an anchor chart with student friendly definitions. Add all vocabulary words to the word wall.</p> <ul style="list-style-type: none"> • Segregation- to keep different groups separated Sentence Example: Many years ago, segregation made it acceptable for white people and African Americans to attend different schools and other places separately. • Reconstruction-to rebuild Sentence Example: After the war, the country went through a period of reconstruction. 	

- Black Codes- making African Americans continue to work for low pay and restricting their activity
Sentence Example: Due to Black Codes, African Americans did not get paid as much as other groups did, and African Americans were truly not free, even after slavery.
- Separate but equal- all people are treated the same, but kept separated
Sentence Example: Although the law required equality, many services and facilities were of lower quality for African Americans due to the separate but equal doctrine.

Note: Once you give students the student-friendly definition, make sure you point out and teach the vocabulary embedded in the text.

Activity 2: First Reading

Hand out the article **Handout 4.1: Civil Rights Jim Crow Laws** and have student do the first reading silently. Set the purpose for reading and have students read text as independently as possible. The first read should be without building background; students should be integrating their background knowledge with the text as they read.

- ✓ Following the first read, have students Think-Pair-Share to assess what they have gleaned from the text. By listening to students as they share, you can determine the focus of the second read.

Activity 3: Reading “Civil Right Jim Crow Laws”

Read the article, **Handout 4.1: “Civil Rights Jim Crow Laws”** aloud to the class. When you read to the students, read fluently and with expression.

- ✓ As you read, stop, and have students discuss text-dependent questions and in-context vocabulary words with elbow partners. Have students share out their responses to the rest of the class. Continue this process throughout the entire text.
- Read the “What were the Jim Crow Laws?” section to the students and ask students to define *Jim Crow Laws* using context clues. Give students an opportunity to discuss and fill in **Handout 3.2: Vocabulary in Context for “Civil Rights Jim Crow Laws”** for *Jim Crow Laws*. Instruct students to discuss with their partners(s) what they thought it was like to live during a time when such laws were enforced. Have students share out their responses.
- Read the “When were the Jim Crow Laws Enforced?” section to the students. As you read, make sure to point out the vocabulary word, *Reconstruction*, within the text. Refer to the anchor chart of that vocabulary word that was made at the beginning of the class. With their partner(s), have students discuss if they have ever heard that term before or have them

discuss a possible time when reconstruction was needed. Have students share out their responses.

- Read the “Why were they called “Jim Crow”?” section to the students and tell students to discuss with their partners(s) where the name “Jim Crow” came from and have students think of examples of other Jim Crow Laws. Have students share out their responses.
- Read the “Grandfather Clauses” section to the students and instruct students to discuss with their partners(s) what a grandfather clause is. Have students share out their responses.
- Read the “Black Codes” and “The End of Jim Crow Laws” section to the students. As you read, make sure to point out the vocabulary word, *Black Codes*, within the text. Refer to the anchor chart of that vocabulary word that was made at the beginning of the class. Tell students to think and share with their partner(s) what Black Codes were similar to. Have students share out their responses.
- Read “Interesting Facts about Jim Crow Laws” section to the students. As you read, make sure to point out the vocabulary words the *Great Migration* and *Separate but Equal*, within the text. Refer to the anchor chart of that vocabulary word that was made at the beginning of the class. With their partner(s), have students talk about why African Americans moved North or out West. How do you think their lives changed when they moved? Have students share out their responses.

Note: Place vocabulary words on word wall.

Activity 4: Fluency Practice

After reading the entire passage, go back to section “Grandfather Clauses.” This section is particularly difficult because it talks about how white people who could not read could still vote; however, in the previous section it was said that if an African-American could not read, they could not vote. Reread this section to students sentence by sentence and have students echo read back to you. This will help aid in reading fluency and give you an opportunity to have more of a discussion on the section.

Activity 5: Text-Dependent Questions

- ✓ After reading, encourage deeper conversation on what life may have been like during the Great Depression. Have students answer the text dependent questions, **Handout 4.3: Jim Crow Laws Text Dependent Questions**. Have students answer questions in pairs or small groups.

Activity 6: Writing Activity

Note: If students have not received instruction on how to write a summary, provide that instruction before assigning this task. Have students write a summary of this article.

- ✓ When grading the summary, the focus should be on content and comprehension of the article. The summary should

include:

- Jim Crow Laws, named after a character in a song, were laws that created segregation.
- From the late 1800s to 1964, Jim Crow Laws were enforced.
- African-Americans and white people could not occupy the same space; each had separate waiting rooms, ticket windows, schools, burial grounds, and prison cells to name a few.
- African-Americans were prevented from voting due to poll taxes and having to pass a reading test.
- If white people could not read, they were still able to vote if their ancestors had voted in the past.
- Black Codes made it easy to arrest African-Americans.
- In 1954 many African-Americans organized and protested.
- In 1964 segregation was found to be illegal.
- Many African Americans tried to flee the South to get away from Jim Crow Laws.
- Jim Crow Laws were not just for African Americans, but also for people of Chinese ancestry and Indians.
- Separate but equal was used to justify segregation.

For students who are EL, have disabilities, or perform/read well below the grade-level:

- Provide an example of a written summary with the different parts labeled.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- If students have background knowledge, have them compare and contrast the Great Depression with another historical event. If they do not have the background knowledge, provide them with another article to use for the compare and contrast activity.

Reflection and Closing:

- ✓ Provide an exit ticket with the activity, Give One Get One. The activity calls for students to write down one thing they learned in the lesson. Then students must find another student in the class (usually the teacher will give directions regarding how to find a partner. Example: Find someone who was born in the same month as you.) The students will get together and tell each other what they learned. They must write down what their partner said. That is how they give an idea and get one in return. The teacher will be walking around the room to ensure the conversations stay on track.

Homework

Provide students with the following directions:

- ✓ Explore different forms of nonfiction text (e.g., newspaper/magazine articles, biographies, informational/historical text). Identify the different text features that the author uses.
- ✓ Discuss with your parent or guardian the important information that each text structure adds to the text.
- ✓ Write down information learned from text features to clarify understanding

See pages 13 and 14 of the [Family Guide for Student Success](#).

Handout 4.1: Civil Rights Jim Crow Laws



Jim Crow Drinking Fountain by John Vachon



Rex Theatre by Dorothea Lange

What were the Jim Crow laws?

Jim Crow laws were laws in the South based on race. They enforced segregation between white people and black people in public places such as schools, transportation, restrooms, and restaurants. They also made it difficult for black people to vote.

When were the Jim Crow laws enforced?

After the Civil War, there was a period in the South called the Reconstruction. During this time the federal government controlled the southern states. However, after the Reconstruction, the state governments took back control. Most Jim Crow laws were put in place in the late 1800s and early 1900s. Many of them were enforced until the Civil Rights Act of 1964.

Why were they called "Jim Crow"?

The name "Jim Crow" comes from an African-American character in a song from 1832. After the song came out, the term "Jim Crow" was often used to refer to African-Americans and soon the segregation laws became known as "Jim Crow" laws. Jim Crow laws were designed to keep black and white people apart. They touched on many aspects of society. Here are a few examples of laws in different states: Alabama - All passenger stations shall have separate waiting rooms and separate ticket windows for the white and colored races. Florida - The schools for white children and the schools for black children shall be conducted separately. Georgia - The officer in charge shall not bury any colored persons upon the ground set apart for the burial of white persons. Mississippi - Prison wardens shall see that the white convicts shall have separate apartments for both eating and sleeping from the negro convicts. There were also laws that tried to prevent black people from voting. These included poll taxes (a fee people had to pay to vote) and reading tests that people had to pass before they could vote.

Grandfather Clauses

In order to make sure that all white people could vote, many states enacted "grandfather" clauses into their voting laws. These laws stated that if your ancestors could vote before the Civil War, then you did not have to pass the reading test. This allowed for white people who could not read to vote. This is where the term "grandfather clause" comes from.

Black Codes

After the Civil War, many southern states created laws called Black Codes. These laws were even harsher than the Jim Crow laws. They tried to maintain something like slavery in the south even after the war. These laws made it difficult for black people to leave their current jobs and allowed them be arrested for just about any reason. The Civil Rights Act of 1866 and the Fourteenth Amendment tried to put an end to the Black Codes. In the 1900's, African-Americans began to fight segregation and the Jim Crow Laws by organizing and protesting. In 1954, the Supreme Court declared that segregation of the schools was illegal in the famous Brown v. Board of Education case. Later, protests such as the Montgomery Bus Boycott, the Birmingham Campaign, and the March on Washington brought the issue of Jim Crow to national attention.

The End of Jim Crow Laws

Jim Crow laws were made illegal with the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

Interesting Facts about Jim Crow Laws

The U.S. army was segregated until 1948 when President Harry Truman ordered the armed services desegregated. As many as 6 million African-Americans relocated to the North and West to get away from the Jim Crow laws of the south. This is sometimes called the Great Migration. Not all Jim Crow laws were in the south or were specific to black people. There were other racial laws in other states such as a law in California that made it illegal for people of Chinese ancestry to vote. Another California law made it illegal to sell alcohol to Indians. The phrase "separate but equal" was often used to justify segregation.

Read more at: http://www.ducksters.com/history/civil_rights/jim_crow_laws.php

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Handout 4.2: Vocabulary in Context for “Civil Rights Jim Crow Laws.”

1. “**Jim Crow Laws**” were laws in the South based on race. They enforced segregation between white people and black people in public places such as schools, transportations, restrooms, and restaurants.

A. What do you think this word means?

B. What clues helped you determine the meaning?

2. “**Grandfather Clauses**” stated that if your ancestors could vote before the Civil War, then you did not have to pass they reading test.”

A. What do you think this word means?

B. What clues helped you determine the meaning?

3. “As many a 6 million African-Americans relocated to the North and West to get away from the Jim Crow laws of the south. This is sometimes called the **Great Migration**.”

A. What do you think this word means?

B. What clues helped you determine the meaning?

Handout 4.3: Jim Crow Laws Text Dependent Questions

1. Using the text to support your answer, explain Jim Crow Laws.
2. How did those laws impact African Americans? Use evidence from the text to support your answer.
3. How do you think African Americans felt about these laws? Use the text to support your answer.
4. What was the author's purpose in writing this text?
5. Where in the text does it infer that African-Americans were not treated fairly? Give specific example from the text to support your thinking.
6. In one sentence, explain what this text is about.

For training or questions regarding this unit,
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