

<b>Lesson Title</b>	A Broken Beginning - Civil Rights Movement Virtual Learning Journey 5E Lesson Plan
<b>Grade Levels</b>	4th, 8th-12th
<b>Timeline</b>	1-2 45-minute class periods

## STANDARDS

**SS4H6** Analyze the effects of Reconstruction on American life.

**d.** Describe the effects of Jim Crow laws and practices.

**SS8H7** Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.

**b.** Analyze how rights were denied to African Americans or Blacks through Jim Crow laws, *Plessy v. Ferguson*, disenfranchisement, and racial violence, including the 1906 Atlanta Riot.

**c.** Explain the roles of Booker T. Washington, W. E. B. DuBois, and Alonzo Herndon in advancement of the rights of African Americans or Blacks in the New South Era.

**SSUSH13** Evaluate efforts to reform American society and politics in the Progressive Era.

**c.** Connect the decision of *Plessy v. Ferguson* to the expansion of Jim Crow laws and the formation of the NAACP.

## ESSENTIAL QUESTIONS

- What were Jim Crow laws, and how did these laws affect African Americans or Blacks in the American South?
- How was Atlanta affected during the 1906 Race Riots?
- How did Booker T. Washington, W.E.B. DuBois, and Alonzo Herndon work to improve lives for African Americans or Blacks during this time period?
- Why was *Plessy v. Ferguson* such a historic case?

## KEY VOCABULARY

Jim Crow Laws, disenfranchisement, *Plessy v. Ferguson*, 1906 Race Riot, inequality, “separate but equal,” Booker T. Washington, Alonzo Herndon, W.E.B. DuBois, segregation

## MATERIALS

**SOURCE:** [GPB’s Civil Rights Virtual Field Trip](#)

**ENGAGE:** Who, What, Where, When Why Chart

**EXPLORE:** Photos from Civil Rights VLJ (A Broken Beginning), paper or digital response

**EXPLAIN:** Washington, Herndon, DuBois Comparison Chart

**ELABORATE:** Flipgrid

**EVALUATE:** Paper for six-word summary or digital response

## ENGAGE

**RESOURCE (DOCUMENT):** Jim Crow Laws

Read the examples of Jim Crow Laws from “A Broken Beginning.”

**STRATEGY:** Who, What, Where, When, Why Chart

Instruct students to click on the “Jim Crow Laws” tab in the virtual learning journey. Students should read these laws. Then, instruct students to complete the Who, What, When, Why chart on page 4. A scaffolded chart is provided on page 5. Students can complete this activity individually or in a small group.

## EXPLORE

**RESOURCES (IMAGES)**

Click on the camera on the section from “A Broken Beginning.” Look at the images provided.

**STRATEGY:** The Photographer

Imagine you are the photographer holding the camera and taking the images featured in the “A Broken Beginning” segment. Think about the questions below. Then, write down or type your responses to the questions.

1. What do the pictures display?
2. Why did you decide to take the pictures?
3. How do the pictures display inequality?
4. If you could ask the subjects of these pictures (the people in the images) a question, what would you ask?
5. How would you describe these images? Give one of the pictures a caption (a sentence description underneath it) to describe what is being portrayed.

## EXPLAIN

**RESOURCE (READING):** Notable Individuals, A Broken Beginning

**STRATEGY:** Washington, Herndon, DuBois Comparison Chart

Instruct students to click on the “Notable Individuals” tab in their virtual learning journey. They should read about the accomplishments of Booker T. Washington, Alonzo Herndon, and W.E.B. DuBois. Then, they should complete the activity on page 6. Students may do this assignment individually or in small groups.

## ELABORATE

**RESOURCES (READING AND POLITICAL CARTOON):** *Plessy v. Ferguson*

**STRATEGY:** Examining *Plessy v. Ferguson*: A Flipgrid Response

Have students develop a response on Flipgrid (or on paper if Flipgrid is unavailable) to discuss one of the questions below. A good idea would be to have students sketch out their response in a paragraph before using Flipgrid.

- How did Homer Plessy show bravery?
- What was the sociopolitical impact of *Plessy v. Ferguson*?
- Do any effects of *Plessy v. Ferguson* still exist in today's society? Explain.

## EVALUATE

### **STRATEGY:** Six Word Summary

Students should create a six-word summary that accurately summarizes their learning from the "A Broken Beginning" section of the virtual learning journey. Students can share their six-word summaries out loud, post them on paper, or post them on a digital platform like Padlet.

## DIFFERENTIATION

### **CHOICE AND VOICE**

1. The Photographer's Journal - Pretend you are a photographer like the one in your virtual learning journey. What do you capture? What do you see? Write a short journal entry (one paragraph, 5-7 sentences) that describes your life as a photographer who seeks to take pictures of injustice during this time period.

OR

2. Create a political cartoon that describes the *Plessy v. Ferguson* case and the inequality presented during this time period. Use the images and readings from your virtual learning journey to help shape your understanding.

Name: \_\_\_\_\_

## A Broken Beginning

### Who, What, When, Where, Why Chart

**Directions:** Click on the “Jim Crow laws” tab on your GPB Virtual Learning Journey. Read over these laws, and then fill in the following below. Think about who was affected by Jim Crow laws, what they were, where they were, when they were enforced, and why these laws were established.

<b>Who?</b>	Who was affected by Jim Crow laws? Who was Jim Crow?
<b>What?</b>	What were Jim Crow laws?
<b>Where?</b>	Where were Jim Crow laws enforced?
<b>When?</b>	When did Jim Crow laws take place?
<b>Why?</b>	Why did the South (and other places in the US) establish Jim Crow laws? Why was <i>Plessy v. Ferguson</i> a historical case?

Name: \_\_\_\_\_

## A Broken Beginning

### Who, What, When, Where, Why Chart

**Directions:** Click on the “Jim Crow laws” tab on your GPB Virtual Learning Journey. Read over these laws, and then fill in the responses below. Think about who was affected by Jim Crow laws, what they were, where they were, when they were enforced, and why these laws were established.

<b>Who?</b>	Who was affected by Jim Crow laws? Who was Jim Crow?  Jim Crow laws affected...  Jim Crow was...
<b>What?</b>	What were Jim Crow laws?  Jim Crow laws were laws that segregated...
<b>Where?</b>	Where were Jim Crow laws enforced?  Jim Crow laws were mostly found in...
<b>When?</b>	When did Jim Crow laws take place?  Jim Crow laws took place from the years...
<b>Why?</b>	Why did the South (and other places in the US) establish Jim Crow laws? Why was <i>Plessy v. Ferguson</i> a historical case?  Jim Crow laws were established because...  <i>Plessy v. Ferguson</i> was a historical case because...

Name: \_\_\_\_\_

## A Broken Beginning Washington, Herndon, DuBois - A Comparison

**Directions:** Click on the “Notable Individuals” tab on your GPB Virtual Learning Journey. Read about the accomplishments of Washington, Herndon, and DuBois. What education did these men receive? What did they accomplish? How did their opinions vary on civil rights (in other words, how were their opinions different)? Describe this below.

Name:	Booker T. Washington	Alonzo Herndon	W.E.B. DuBois
Education?			
Accomplishments?			
What did he believe?			

**If you could interview one of these men today, what would you ask him? Develop five questions below that you would ask:** I would interview \_\_\_\_\_.

- 1.
- 2.
- 3.
- 4.
- 5.