





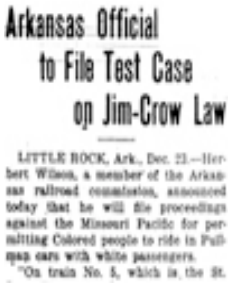



Annotated Resource Set (ARS)

Content Theme:	Treatment of Blacks after the Civil War	
Developed by:	Chris Griffiths	
Contextual Paragraph for Resource Set: Following the Civil War, African Americans were given rights many had never experienced before. However, even though amendments were passed and laws were created to protect their rights, many whites in the South developed new ways of limiting the rights of African Americans. The resource set below demonstrates how African Americans' rights were restricted and violated and how these policies were accepted in the South for almost 100 years.		

Resource Set

Lynching description and photo	Literacy Test	Separate but Equal	Movie Poster	Rev. Dr. A.E.P. Albert Jim Crowed on Texas Train	Sound File on Jim Crowe Laws
	<p>ANTI-VOTING LEGISLATION</p>			<p>Rev. Dr. A. E. P. Albert, editor of the Southwestern Christian Advocate of New Orleans, La., very prominently mentioned for his heroic honors in U. S. M. Church, is a steady adherent of cultured gentleness; nevertheless, he is not seen for the pleading of a white conductor on a Texas railroad he was have been arrested, thrown in jail as food for riding in a sleeper while a route home last week. Texas has "Jim Crow" car law, and although a Afro-American pays for his seat as berth in a sleeper in another state, who Texas or any other "Jim Crow" is</p>	
<p>http://memory.loc.gov/ammem/aap/aapmob.html</p>	<p>http://www.crmvet.org/info/litq/ues.pdf</p>	<p>http://z.about.com/d/afroamhistory/1/6/8/3/reststop.jpg</p>	<p>http://memory.loc.gov/cgi-bin/query/i?pp/var:@field(NUMBER+@band(var+0224)):displayType=1:m856sd=var:m856sf=0224</p>	<p>http://dbs.ohiohistory.org/africa/nam/page.cfm?ID=17324</p>	<p>http://lcweb2.loc.gov/ammem/ap/arnett.wav</p>

Anti-Jim Crow Song	Court Case on Jim Crow Laws	Jim Crow Cartoon
		
<p>http://dbs.ohiohistory.org/africanam/page.cfm?ID=17812</p>	<p>http://dbs.ohiohistory.org/africanam/page.cfm?ID=7963</p>	<p>http://memory.loc.gov/cgi-bin/query/i?pp/ils:@field(NUMBER+@band(cph+3b48958)):displayType=1:m856sd=cph:m856sf=3b48958</p>

Notes/Comments:

Annotations

Grade Level	Curriculum Connections	Curriculum Standards	Learning Objectives		Suggested Learning Strategies	Suggested Assessment Strategies	Links to Other Resources
			Content Objectives	Thinking Objectives			
8 th U.S. History	U.S. History Government Civics Writing and Reading Inquiry	Standard 9	<p>Enduring Understanding:</p> <p>The rights of African Americans were violated and restricted causing a division in society and between races after the Civil War.</p> <p>Essential Questions:</p> <p>What social events impacted relations between races in the U.S. after the Civil War?</p> <p>What political events impacted relations between African Americans and the rest of the population?</p> <p>How did African Americans resist the political and social events that occurred during Reconstruction?</p>	<p>Students will learn how to predict the effects of events through the examination of primary sources.</p> <p>Students will learn about perspective and how to make conclusions through the examination of primary source documents</p> <p>Students will interact and analyze various primary source documents to gain an understanding of historical events</p> <p>Students will learn about cause and effect through the examination of historical documents</p> <p>Students will learn evolution of ideas and thinking (change over time) through the examination of historical documents.</p>	<p>Have students complete a quick write after viewing one of the pictures from the primary source list.</p> <p>Have students view and discuss one cartoon relating to Jim Crow Laws. Students will then be assigned a character from the cartoon and they will be required to write about their feelings and thoughts relating to what are happening in the picture. Students will share their cartoon and writing with a partner from opposing group. Followed by discuss on perspectives.</p> <p>Using one of the analysis tools analyze the primary source document assigned. There will be two documents (speech and song).</p>	<p>Complete a DBQ for a selected primary source document.</p> <p>Create an anti-Jim Crowe cartoon (or poster)</p> <p>Complete a perspective writing for a character that would have existed during the time period being studied. The essay should address/answer the essential questions.</p>	<p>www.archives.gov/</p> <p>www.gilderlehrman.org</p> <p>http://www.americanrhetoric.com/</p>

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					<p>Students will read one of the assigned documents relating to the effects of Jim Crowe Laws. After reading the document students will predict what happened to the people involved in the incident.</p> <p>Students will take a literacy test given to blacks designed to prevent them from voting. Predict effects.</p> <p>Students will create 2-3 questions on two of the documents (Lynching and KKK). Students will write an editorial comment designed to published in a newspaper opposing the events</p>		