READ IOWA HISTORY

EDUCATOR MATERIALS



Enslavement to the Great Migration

LESSON PLAN FOR SUPPORTING QUESTION

How did African Americans respond to oppression after the Civil War?

3RD GRADE

STATE HISTORICAL SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

LIBRARY OF CONGRESS
TEACHING WITH PRIMARY SOURCES

Introduction to Read Iowa History

About Read Iowa History

Through the Library of Congress Teaching with Primary Sources grant, the State Historical Society of Iowa developed Read Iowa History — free, downloadable K-5 lesson plans to build and develop reading and critical thinking skills with primary sources in the classroom.

Primary sources (from the digital **Primary Source Sets collection**) are used to help students learn from multiple perspectives, develop primary source-based claims and evidence, and to interpret documents and images of the past. These lessons were developed with the Iowa Core Social Studies and Literacy Standards. Each unit includes ready-to-use source material, worksheets, educator lesson plans and assessment tools and activities. You are encouraged to explore the unit, and use materials as they see fit for their students. You are welcome to alter lesson plans, worksheets and assessments to best align with their curriculum.

Please check out the **Primary Source Sets toolkit** to learn more about using primary sources in the classroom.

What's Included

Educator Materials

Sources are accompanied by an educator lesson plan. This plan includes: the unit compelling question, unit supporting question, objectives, background information, vocabulary cards, a materials list and instructions. There also is a "formative assessment" to wrap up each part of the unit and to check for comprehension. You are welcome to use the activities that are suggested or create their own with the primary sources.

Student Materials

Many of the unit instructions are accompanied by a worksheet that can be copied and distributed to students as they analyze the primary source(s) to assist in their application and comprehension. These worksheets are optional but may provide a structure for students to think critically about the primary sources they are analyzing. These reproduceable student worksheets are available in the **Student Materials PDF** (on website, below "Educator Materials") for this topic.



Courtesy of Library of Congress, Wolcott, Marion P., "Negro going in colored entrance of movie house on Saturday afternoon, Belzoni, Mississippi Delta, Mississippi," ca. October 1939

Formative Assessments, Lesson Summative Assessment and Scoring Options

The formative assessments, lesson summative assessment and possible scoring options allow you to evaluate how students comprehend and apply the knowledge they learned from the individual primary source activities. Assessment instructions, example worksheet(s) and possible scoring options are located at the end of this Read Iowa History section. Reproduceable assessment worksheet(s) also are available in this topic's **Student Materials PDF.**

Enslavement to the Great Migration

3rd Grade

Overview

After the Civil War, discriminatory practices were still being used to suppress African Americans. Students will investigate the impact of sharecropping, segregation and a lack of voting rights, and why these unfair policies were in place for so many years. Students will also learn about the trailblazing Iowans who stood up for their civil rights, as well as how Iowa law changed in comparison to federal law.

Unit Compelling Question

How does oppression force people to either stay or move?

Unit Supporting Question

How did African Americans respond to oppression after the Civil War?

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Compelling and Supporting Questions

3rd Grade

How to Apply Read Iowa History Lessons to Other Primary Sources

The origin of Read Iowa History lessons stem from the **Primary Source Sets**, which are a collection of primary sources that focus on a topic and are structured under a compelling question and multiple supporting questions (typically three). Five or six primary sources are used to address and help students answer a single supporting question. Read Iowa History takes one supporting question, the primary sources addressing that question and instructions (divided into parts) to integrate these primary sources in the classroom through different activities.

These lessons, instructions, worksheets, tools and assessment suggestions can be applied to all of the K-5 **Primary Source Sets**.

Unit Compelling Question

The compelling question drives students to discuss, inquire and investigate the topic of a unit of understanding.

How does oppression force people to either stay or move?

Unit Supporting Questions

Supporting questions scaffold instruction to help students answer the compelling question. Their aim is to stimulate thought, to provoke inquiry and spark more questions. The supporting question that is highlighted above is the question that was used in this Read Iowa History. The **bolded** question below is the supporting question for this Read Iowa History unit.

1) What is enslavement?
2) How was our country divided during the Civil War?
3) How did African Americans respond to oppression after the Civil War?

Read Iowa History: Enslavement to the Great Migration

This Read Iowa History lesson addresses “How does oppression force people to either stay or move?” and “How did African Americans respond to oppression after the Civil War?” and includes lesson plans, worksheets, suggested assessments and other tools.

Standards and Objectives

Iowa Core Social Studies Standards	
No.	**Standard**
SS.3.8.	Describe the effects, opportunities, and conflicts that happened when people from different social groups came into contact with each other.
SS.3.9.	Compare and contrast the treatment of a variety of demographic groups in the past and present.
SS.3.10.	Explain how rules and laws impact society.
SS 3.19.	Create a geographic representation to explain how the unique characteristics of a place affect migration.
SS.3.22.	Compare and contrast events that happened at the same time.
SS.3.28.	Explain the cultural contributions that different groups have made to Iowa.

Iowa Core Literacy Standards	
No.	**Standard**
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.4	Determine the meaning of general academic and domain–specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Objectives

- I can identify the differences of enslavement and sharecropping.
- I can determine how African Americans were oppressed after the Civil War.
- I can compare and contrast two texts on the same topic.
- I can determine how African Americans overcome oppression.
- I can determine where and why African Americans migrated from the South.

Background Essay

Utilize this background essay, in whole or in parts, with students to provide further context and understanding about the history of African Americans from enslavement to the Great Migration. You can read it aloud to students, utilize excerpts and introduce the vocabulary words. The essay is also referenced in parts of this Read Iowa History to assist students in their interpretation and analysis of primary sources.

Historians often examine the issues that lead people to migrate in terms of "push-pull" factors. Were difficult times at home "pushing" people away or was the promise of better lives "pulling" them somewhere else? Usually the answer lies in a combination of both influences.

Oppression at home can be a powerful incentive to leave. Forced conscription into the military, restrictions on religious freedom, famines, laws prohibiting land ownership, high taxes, grinding poverty — these are factors that have often persuaded people to seek better lives elsewhere. Victims of violence or those fleeing conflict are often designated as refugees as opposed to immigrants coming for economic advantage. In recent times, wars in southeast Asia, Africa, the Middle East and Central America have dislocated millions and made refugee resettlement a major issue of our day.

Immigrants who come as enslaved people are a unique class. Africans forced into enslavement did not choose to migrate; their captors made that decision for them. They came as prisoners. In enslavement, one human being and his/her children become the legal property of another. Enslaved people labor for their owners. They have no or very few legal rights and are subject entirely to the will of those that enslave them. According to one source, slave ships brought 500,000 enslaved Africans to the United States. Those coming to America, however, represent less than 5 percent of the approximately 11.3 million Africans brought to the Western Hemisphere through the Atlantic slave trade. The majority went to island plantations in the Caribbean.

By 1861, sectional tensions in the United States finally culminated in the brutal Civil War. Enslavement was a primary cause of the conflict. Most northern states, including Iowa, prohibited enslavement. Four border states — Missouri, Kentucky, Maryland and Delaware — permitted the practice but refused to leave the Union. Slave states to the South seceded and formed the Confederate States of America. Enslavement did not find strong support in the U.S. territories in the West.

Most African Americans did not wait for the government to grant them their freedom. Wherever Union armies marched across the South, enslaved people left their homes and flocked to the Union camps. When U.S. enslavement of African Americans officially ended with the adoption of the 13th Amendment, some freed African Americans began moving north.

In Iowa, small numbers of African Americans found jobs along the Mississippi River. They were sometimes recruited to replace white workers in meat-packing plants or coal mines, leading to hostile relations with local workers. While Iowa passed laws forbidding **segregation** in schools and public accommodations, they were often ignored or weakly enforced. Some towns, especially across southern Iowa, passed "sunset laws" that required all African Americans to leave town at the end of the day.

When World War I created shortages of labor in northern factories, many African Americans saw a chance to escape the heavily-segregated South. From 1900 to 1920, some one million African Americans moved North, most to large manufacturing cities where they competed with working class whites for jobs and housing. Tensions led to race riots in several cities and even the rise of the Ku Klux Klan in the Midwest. Even where **segregation** in housing was officially illegal, African Americans were nevertheless excluded from white neighborhoods. Some African-American areas grew into centers of distinct, vibrant black culture that gave rise to the flowering of arts, music and literature

Background Essay continued

like the Harlem Renaissance in New York City. By the 1970s, the demographics of African Americans had shifted remarkably. In 1900, 90 percent of African Americans lived in the South with 75 percent in rural areas. By 1970, only 50 percent of African Americans were southern, and only 25 percent lived in rural areas.

No other ethnic group in America has suffered discrimination more harshly than African Americans. With legal, economic and social restrictions, African Americans have struggled to achieve full equality in American society.

Vocabulary Words

- Amendment
- Confederate States of America
- Emancipation Proclamation
- Enslavement
- Mason-Dixon Line
- Migration
- Oppression
- Preamble
- Secede
- Segregation
- Sharecropping
- U.S. Constitution
- Union
- Voting
- 13th Amendment

Pre-Lesson Preparation: Information for Educators

Unit Compelling Question

How does oppression force people to either stay or move?

Unit Supporting Question

How did African Americans respond to oppression after the Civil War?

Overview

Addressing American slavery with elementary students can be difficult. This pre-lesson preparation includes a few resources that can help.

"Writing about Slavery? Teaching About Slavery?: This Might Help" by P. Gabrielle Foreman, et al. This is a community-sourced document provided by the NAACP Branch in Culpeper, Virginia.

Senior slavery scholars of color community-sourced this short guide to share with and be used by editors, presses, museums, journalists and curricular projects as well as by teachers, writers, curators, archivists, librarians and public historians. Considering the legal, demographic and other particularities of institutions of slavery in various parts of the Americas, Europe, Africa, and Asia, and also considering how slavery changed over time, this guide is a set of suggestions that raises questions and sensitivities rather than serving as a checklist that enforces any set of orthodoxies.

This document is offered in the spirit of Laura Adderley's response to it; all words we "know to talk about enslaved people of African descent in these Americas prove insufficient, both for the brutality against them, and for their remarkable overcoming." This document helps us in our grappling to describe and analyze the intricacies and occurrences of domination, coercion, resistance, and survival under slavery. It complicates the assumptions embedded in language that have been passed down and normalized. Depending on context, some words clarify, some obscure. For that reason, as one contributor put it, this is a "worthy language struggle." Those who have contributed to this crowdsourced guide include leading and upcoming scholars in the field of slavery studies. They come together to make this intervention in the spirit of building ethical community.

Language to Consider Adopting/Preferred Terms:

- Enslaved (Africans, people, mothers, workers, artisans, children, etc).
- Using enslaved (as an adjective) rather than "slave" (as a noun) disaggregates the condition of being enslaved with the status of "being" a slave. People weren't slaves; they were enslaved.
- Captive (Africans, fathers, families, workers, infants, etc). Note that this term nuances depending on geography vis-a-vis the slave trade, as Ana Lucia Araujo notes.
- Enslaver (rather than many of the terms below).
- The term "master" transmits the aspirations and values of the enslaving class without naming the practices they engaged.

Language to Consider Avoiding:

- Slave master (see above)
- Slave mistress and enslaved mistress (to name sexual violence/relations/conditions)

Instructions continued on next page

Pre-Lesson Preparation: Information for Educators

Instructions continued

- Slave breeding/breeders (for forced reproduction)
- Slave concubine and enslaved concubine
- Slaveholder
- Slave owner
- Alternatives: those who claimed people as property, those who held people in slavery, etc.
- Planter (when referring to enslavers)

Principles to Consider:

- Avoid using "runaway slave." Alternatives: "fugitives from slavery" or "self-liberated" or "self-emancipated" individuals.
- If you're writing about sexual violence, rape, assault and coercion under slavery, please name that violence rather than obscuring it by using terms such as "interracial sex" or "sexual intercourse."
- Please honor the humanity of the millions of people treated as chattel property by naming enslaved people whenever possible.
- Please consider the trauma and indignation caused by creating papers or assignments that have students "role play" being an enslaved person, enslaver, self-liberated or free African in the Americas. Please see this piece from **Teaching Tolerance**.
- North American nineteenth-century Black activists often were activists for decades after the Civil War. Calling them "abolitionists" reduces the scope and depth of their work which extended beyond slavery both in the antebellum period and beyond.
- Consider using not only the term "stolen labor," but also "stolen labor, knowledge and skills."
- No one was "born a slave"; instead people were born with "free" or "slave" status.
- Avoid using "people of color" as a blanket term when writing about Black people or other specific groups - unless you are referencing Cuba, where "gente de color" was a legitimate term used by peoples of African descent in the nineteenth century.
- Remember that slavery was the economic foundation of every country in the Americas, not just the United States. If you mean specifically the U.S., please use that term rather than "American," unless you mean to reference the entire landmass.
- Be mindful that the vast majority of enslaved Africans lived in Latin America and the Caribbean; this includes Mexico, when more than half of the country we now call the United States was Mexico until 1848. Havana, Cuba and Salvador, Brazil were the most important port cities of the region.
- Be specific when using the names of nations that often were not nations at the time of consideration, or at least underscore their colonial political condition until independence --this points to questions not only of sovereignty but also of political agency on the ground. For example, abolition in Cuba does not occur until 1886, when it was still a colony of Spain.
- Be aware of shifting allegiances with regards to national identities as claimed by the people on the ground themselves: if a child was born free in Western Africa, captured and traded to Havana, and lives the majority of his adult life in New Orleans, how would you describe him? Understand and highlight his multilingual, diasporic, multiple existence.

Instructions continued on next page

Pre-Lesson Preparation: Information for Educators

Instructions continued

Other Resources

- **Learning for Justice** (formally Teaching Tolerance)
- **Teaching Hard History: A K–5 Framework for Teaching American Slavery** from Learning for Justice
- **Classroom Simulations: Proceed With Caution** from Learning for Justice
- **Talking about Race: Historical Foundations of Race** from the National Museum of African American History and Culture, Smithsonian
- **Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936 to 1938** from the Library of Congress

Defining Enslavement and Sharecropping

Unit Compelling Question

How does oppression force people to either stay or move?

Unit Supporting Question

How did African Americans respond to oppression after the Civil War?

Overview

Student will analyze images and focus on the importance of sourcing an image. They will determine if the images represent sharecropping or enslavement. This lesson typically takes two to three days.

Source Background

Review all **10 source backgrounds** for the Part 1 primary sources.

Instructions

1. **Pre-Lesson Activity**: Read aloud the **background essay** to students. After reading the essay, have students respond to the unit supporting question with a quick write activity: How did African Americans respond to oppression after the Civil War?

2. Display the image of the **"Oklahoma Cotton Field"** without source information.

3. Ask students: What is happening in this image? How do you know? Students may believe this is an image of enslavement because the African-American men were working in fields picking cotton and there are two men who look like overseers. They may connect the image to stories previously read about enslavement.

4. Now, show students the **source/citation information for the image**. Make sure students see that the date on the image is after slavery ended in 1865. It was taken in the South and they are picking cotton. Ask students: Is this image from the time of enslavement? How do you know? What is your evidence? Ask students if they have ever heard of the word "sharecropping." Ask them what does "share" mean and for examples of things they share and who they share with. Then ask them what a "crop" is and for examples of crops.

5. Ask students what was one of the main crops grown in the South (cotton). Explain to them that another way that people were kept from having equal rights was by sharecropping. One way to explain it is: "After enslavement ended, many freed people could not afford to buy their own land, so they went to work in the cotton fields for the men who used to be masters (owners of enslaved people). They had to "share" the money they earned with the landowner. This caused African Americans to be impoverished because they could not get ahead when they had to give half or more of the money they earned to the landowner.

Instructions continued on next page

Materials

- 10 primary source images
- **"Image Analysis Guide" worksheet**
- **"Think Like A..." worksheet**
- **Suggested Books:** *A Homesteading Community of the 1880s* by Gare Thompson (Chapter 1); *George Washington Carver: The Peanut Wizard Book* by Laura Driscoll

Defining Enslavement and Sharecropping

Instructions continued

6. Take a minute to check for understanding with students: What is sharecropping? Share answers with a partner.

7. Students will be analyzing two to three primary sources (photographs). Record the class responses on the **"Image Analysis Guide" worksheet**. Fill out the who, what, when and where responses and questions on the **"Think Like A..." worksheet**.

8. Put students into five groups and say, "All of our primary sources from today come from either the Library of Congress, National Archives or State Historical Society of Iowa. This means they are credible, because these organizations only put out resources that have been researched and proven to be truthful."

   Sources Assigned to Each Student Group

   - Student Group 1: **Source 2**, **Source 3**
   - Student Group 2: **Source 4**, **Source 5**
   - Student Group 3: **Source 6**, **Source 7**
   - Student Group 4: **Source 8**, **Source 9**
   - Student Group 5: **Source 6**, **Source 9**, **Source 10**

9. Share the primary source images with the whole class. Students will share their two to three assigned images and they will explain if the image is in the time of enslavement or sharecropping. They will share their questions about the sharecropping images. If you have a classroom timeline, add these images to the timeline.

10. **Formative Assessment:** In a notebook, have students explain, "What is sharecropping?"

Defining Enslavement and Sharecropping

Source Backgrounds

Source 1: This photo shows an Oklahoma cotton field of sharecroppers that was taken between ca. 1897 and 1898.

Student Group 1

Source 2: This photo is of a sharecropper's cabin, with his wife out front. The photo was taken 10 miles south of Jackson, Mississippi. The sharecropping system that replaced enslavement kept formerly enslaved people poor and unable to gain enough money to purchase any land. The conditions remained extreme oppressive.
Source 3: This image from the Library of Congress shows a large group of enslaved people standing in front of buildings on Smith's Plantation in Beaufort, South Carolina, in 1862.

Student Group 2

Source 4: This photo shows a sharecropper plowing a field in Montgomery County, Alabama, in April 1937.
Source 5: This abolitionist print shows the United States slave trade, and it was engraved in 1830.

Student Group 3

Source 6: This photo shows a young cotton picker from Pulaski County in Arkansas. Children were sharecroppers. Many did not go to school, and others that did could only attend after the picking season was over. If they were able to go to school, it was to segregated schools with few supplies and poor conditions.
Source 7: This photo from May 1862 features the enslaved people that were owned by the Confederate General Thomas F. Drayton in Hilton Head, South Carolina.

Student Group 4

Source 8: The photo shows the family of one of the evicted sharecroppers from Arkansas who has been resettled in Hillhouse, Mississippi. Sharecroppers rented a plot of land and paid for it with a percentage of the crop, usually 50 percent. Sharecroppers would get tools, animals, fertilizer, seeds and food from the landlord's store and would have to pay him back at incredibly high interest rates. The landlord would determine the crop, supervise production, control the weighing and marketing of cotton and control the record keeping.
Source 9: This photo shows enslaved African Americans standing next to their living quarters (small houses) on a plantation in Port Royal, South Carolina, in April 1862.

Student Group 5

Source 6: This photo shows a young cotton picker from Pulaski County in Arkansas. Children were sharecroppers. Many did not go to school, and others that did could only attend after the picking season was over. If they were able to go to school, it was to segregated schools with few supplies and poor conditions.
Source 9: This photo shows enslaved African Americans standing next to their living quarters (small houses) on a plantation in Port Royal, South Carolina, in April 1862.
Source 10: Dr. George Washington Carver was born into enslavement at the end of the Civil War, and he became one of the best-known and widely respected African Americans in the world. As an agricultural chemist, he discovered 300 uses for peanuts and many uses for soybeans, pecans and sweet potatoes. He attended Simpson College in Indianola, Iowa, and transferred to Iowa State College. He taught there for a brief period, too.

Oklahoma Cotton Field



Courtesy of National Archives and Records Administration, "Oklahoma Cotton Field," between ca. 1897 and 1898

Enslaved People on Smith's Plantation in Beaufort, South Carolina, 1862



Courtesy of Library of Congress, O'Sullivan, Timothy H., "Large group of slaves(?) standing in front of buildings on Smith's Plantation, Beaufort, South Carolina," 1862

Sharecropper's Wife and Cabin near Jackson, Mississippi, June 1937



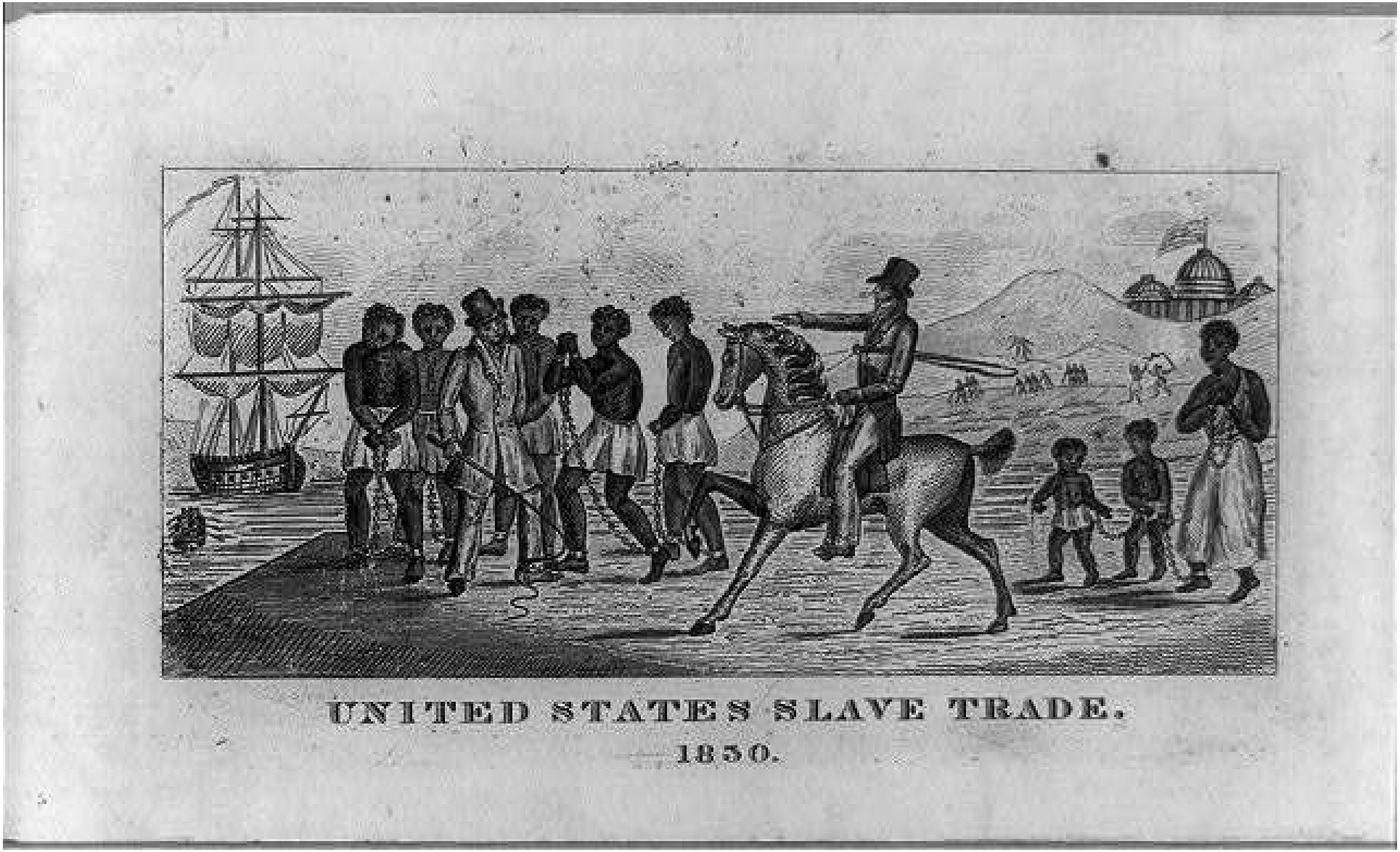
Courtesy of Library of Congress, Lange, Dorothea, "Sharecropper's cabin and sharecropper's wife. Ten miles south of Jackson, Mississippi," June 1937

Sharecropper Plowing in Alabama, April 1937



Courtesy of Library of Congress, Rothstein, Arthur, "Sharecropper plowing. Montgomery County, Alabama," April 1937

"United States Slave Trade" Print, 1830



Courtesy of Library of Congress, "United States Slave Trade, 1830," 1830

Young African American Picking Cotton, October 1935



Courtesy of Library of Congress, Shahn, Ben, "Young cotton picker, Pulaski County, Arkansas. Schools for colored children do not open until January 1st so as not to interfere with cotton picking," October 1935

"Slaves of the Rebel Genl. Thomas F. Drayton, Hilton Head, S.C.," May 1862



Courtesy of Library of Congress, Moore, Henry P., "Slaves of the rebel Genl. Thomas F. Drayton, Hilton Head, S.C.," May 1862

Family of Evicted Sharecroppers Resettled in Mississippi, July 1936



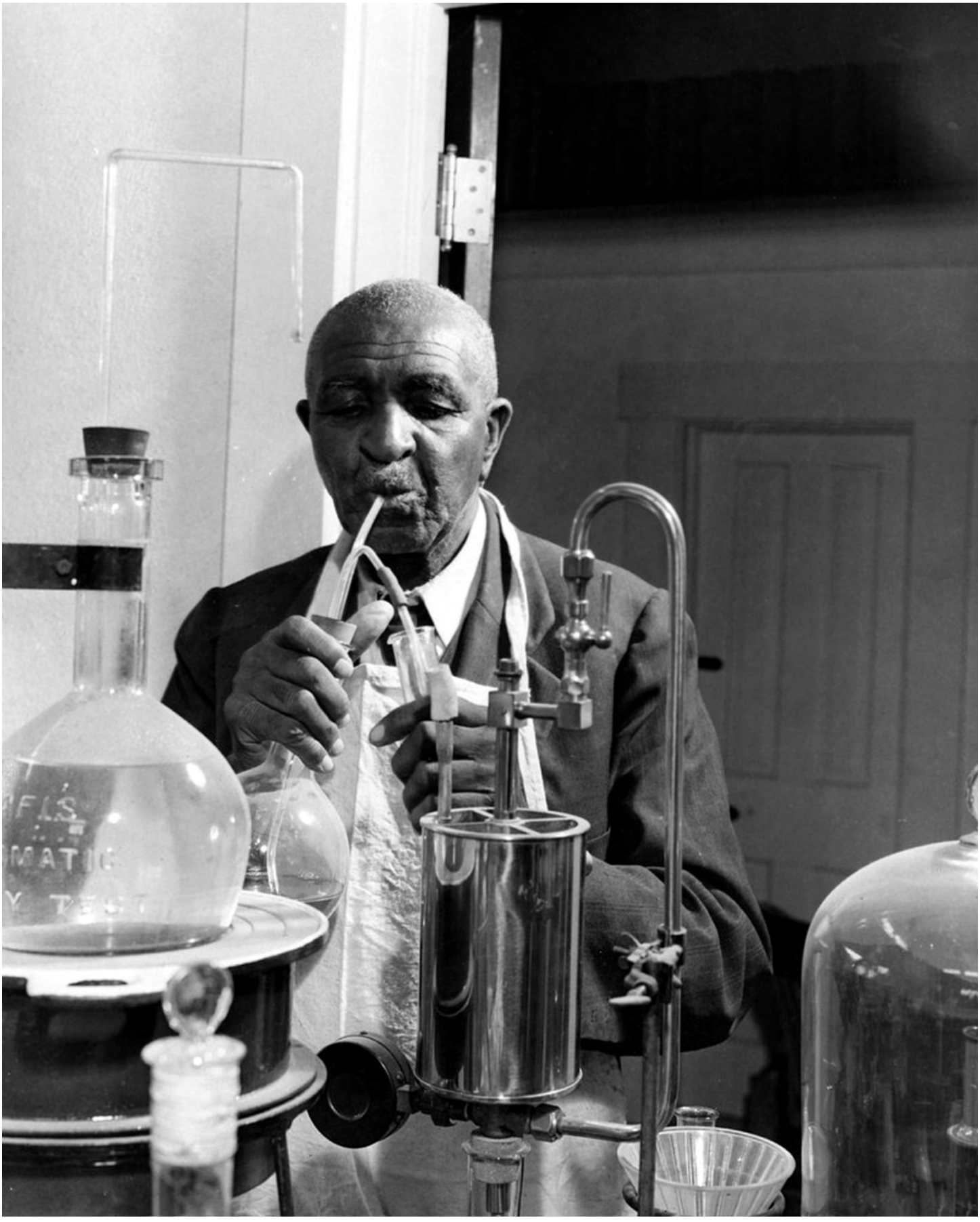
Courtesy of Library of Congress, Lange, Dorothea, "Family of one of the evicted sharecroppers from Arkansas who has been resettled at Hill House, Mississippi," July 1936

"Slave Quarters on a Plantation in Port Royal, South Carolina," April 1862



Courtesy of Library of Congress, O'Sullivan, Timothy H., "Slave quarters on a plantation, Port Royal, South Carolina," April 1862

Dr. George Washington Carver, Date Unknown



Courtesy of USDA, "George Washington Carver," Special Collections, USDA National Agricultural Library, Unknown

Comparing Two Primary Source Images

This is an example worksheet that corresponds with the instructions in Part 1 to analyze two primary source images. This version of the journal entry is for you, the educator, to utilize. A printable version of this journal entry is available for reproduction in this topic's Student Materials PDF.

Image Analysis Guide

1. Examine each image closely
   - Who is in the images? Describe the person(s) you see.

   - What do the images tell us about the people in them? What are they doing?

   - When were the images taken?

   - Where were the images taken?

   - Why do you think the images were taken?

Comparing Two Primary Source Images

2. What questions do you have about each image?

3. What images tell us more about sharecropping? Which images tell us more about enslavement? Why?

4. Pick an image and generate three questions about it.

Think Like A...

This is an example worksheet to go with Part 1 to collect who, what, when, where responses and questions about the images. This blank version of the T-chart is for you, the educator, to fill out, add notes and utilize. A student version of this chart is available for reproduction in this topic's Student Materials PDF.

Historian	Geographer
Economist	**Political Scientist**

Segregation & Jim Crow Laws

Unit Compelling Question

How does oppression force people to either stay or move?

Unit Supporting Question

How did African Americans respond to oppression after the Civil War?

Overview

Students will investigate segregation through a variety of primary and secondary sources with the focus inquiry standard of determining why it is a credible source.

Source Background

After the Civil War, segregation soon became official policy enforced by a series of laws in the South. Through Jim Crow laws (named after a derogatory term for African Americans), legislators segregated everything from schools to residential areas to public parks to theaters. In 1896, the U.S. Supreme Court ruled in Plessy v. Ferguson that segregation was constitutional. The ruling established the idea of "separate but equal." The case involved a mixed-race man who was forced to sit in the black-designated train car under Louisiana's Separate Car Act. Seeking more opportunities and fairer treatment, six million African Americans left the South from 1916 to 1970, a period known as the Great Migration. Many African Americans moved to the northeast, but continued to report discrimination and segregation similar to what they had experienced in the South.

Review all **6 source backgrounds** for the Part 2 primary sources.

Instructions

1. Ask students: What is segregation?
2. This **online resource about Jim Crow laws** provides context about segregation after the Civil War to read aloud to students.
3. Students will now analyze primary sources to answer these questions:
   - What Jim Crow law is depicted?
   - Where is it at?
   - When was this image taken?
4. Place students into six groups. Give each group a Post-it Note to record their answers. Remind students the importance of **"sourcing" an image** to check for credibility.
5. Distribute the six images to the class, one image per group to analyze. They will share their findings with the class.
6. **Formative Assessment:** In a notebook, have students explain "What is segregation?" Ask students to make a list of places or things that were segregated.

Materials

- Six primary source images
- Post-it Notes
- **Jim Crow Law website**
- **Suggested Book:** *Goin' Someplace Special* by Patricia McKissak

Segregation & Jim Crow Laws

Source Backgrounds

Source 1: This photo shows an African-American man entering a movie theatre to the small balcony section in Belzoni, Mississippi. This photo was taken when Jim Crow laws were enforced in the South.

Source 2: This photo shows a segregated bus station in Durham, North Carolina in May 1940.

Source 3: This photo shows a segregated cafe near the tobacco market in Durham, North Carolina in May 1940.

Source 4: This photo is of a cafe during tobacco auction season in Durham, North Carolina in November 1939.

Source 5: This photo is of a drinking fountain on the county courthouse lawn in Halifax, North Carolina in April 1938.

Source 6: This photo shows Beale Street in Memphis, Tennessee, in October 1939.

How to Source an Image

One tool to "source" an image is the Source, Observe, Contextualize and Corroborate (SOCC) strategy, which provides a structured way to approach analysis with elementary students. This strategy is explained by the instructions below.

Source

First, read the **source**. Students should be asked what they notice about the source.

- Use available citation information to infer something about who, what, when and/or where is represented in the primary source.
- Consider why someone created this primary source.

Observe

Next, the class will **observe** and take a look at what they see. It can helpful to allow partners to look at the image while discussing what they see.

- What do you see in the primary source?

Contextualize

The third step is to **contextualize.** Students will use the schema and the author's clues to infer who, what, when and where the primary source indicates.

- Use your schema and author's clues to infer who, what, when and/or where (something) about the primary source.

Corroborate

To **corroborate**, students will ask questions and use other sources to research and find evidence related to the image.

- Generate questions and use other sources to research and find evidence related to the primary source.

African-American Man Entering Movie House Through "Colored" Entrance, October 1939



Courtesy of Library of Congress, Wolcott, Marion P., "Negro going in colored entrance of movie house on Saturday afternoon, Belzoni, Mississippi Delta, Mississippi," ca. October 1939

Segregated Bus Station in Durham, North Carolina, May 1940



Courtesy of Library of Congress, Delano, Jack, "At the bus station in Durham, North Carolina," May 1940

Segregated Cafe Near the Tobacco Market in Durham, North Carolina, May 1940



Courtesy of Library of Congress, Delano, Jack, "A cafe near the tobacco market, Durham, North Carolina," May 1940

Cafe in Warehouse District During Tobacco Auction Season in Durham, North Carolina, November 1939



Courtesy of Library of Congress, Wolcott, Marion P., "Cafe in warehouse district during tobacco auction season. Durham, North Carolina," November 1939

Drinking Fountain on the County Courthouse Lawn in Halifax, North Carolina, April 1938



Courtesy of Library of Congress, Vachon, John, "Drinking fountain on the county courthouse lawn, Halifax, North Carolina," April 1938

Beale Street in Memphis, Tennessee, October 1939



Courtesy of Library of Congress, Wolcott, Marion P., "Beale Street, Memphis, Tennessee," October 1939

Impact of Sit-Ins and Legacy of Edna Griffin in Iowa

Unit Compelling Question

How does oppression force people to either stay or move?

Unit Supporting Question

How did African Americans respond to oppression after the Civil War?

Overview

Students will continue to learn about how segregation kept African Americans from basic access to things in their towns, such as access to restaurants. Through secondary sources, students can compare and contrast the efforts made in pursuit of desegregation. They will also learn about the impact Iowan Edna Griffin had on desegregation in the state.

Source Background

In 1948, Edna Griffin and two others tried to order ice cream at a soda fountain in Katz Drug Store in Des Moines. They were refused service because they were African American. Days later, Griffin was leading pickets and sit-ins at the drugstore and suing the business for discrimination, a case she would eventually win in front of Iowa's Supreme Court. Her actions, which proved to be a landmark in Iowa's civil rights history, happened years before the lunch counter sit-ins that captured national attention in Greensboro, North Carolina, in 1960. Griffin's story is well documented, and in 1998, the building that once housed Katz Drug Store was renamed in her honor.

Instructions

1. If you use the suggested books or ones similar, have students compare and contrast the stories on a Venn diagram. Students will record on their Venn diagram as you read the second story. Stop every three to four pages and ask them to record observations on their worksheet.
2. Remind students to consider story elements and themes within the Venn diagram (characters, setting, genre, theme, problem, solution).
3. Connect the readings to the primary source images: **Des Moines Katz Drug Store** and the **Greensboro Four newspaper photo and caption**.
4. Discuss the Iowa connection of Edna Griffin to the Greensboro Four. For more historical context about Griffin's story, read and use this 2008 ***Annals of Iowa* article** about her activism.
5. **Formative Assessment:** Complete and review the Venn diagram responses as a class.

Materials

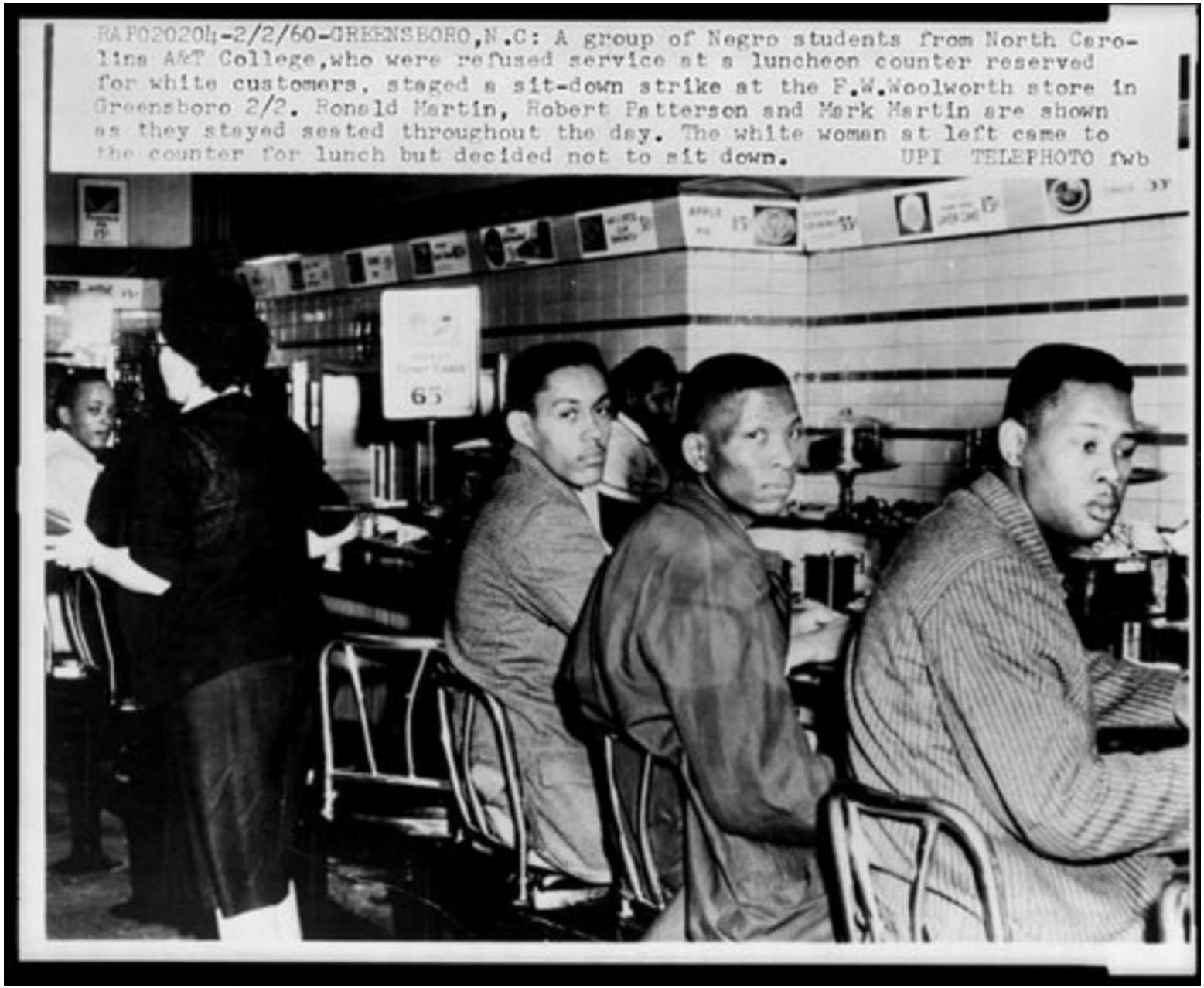
- **Venn diagram worksheet**
- **Katz Drug Store image**
- **Greensboro Four image**
- ***Annals of Iowa* essay about Edna Griffin**
- **Suggested Books:** *Sit-In: How Four Friends Stood Up by Sitting Down* by Andrea Pinkney; *Freedom On the Menu* by Carole Boston Weatherford

Katz Drug Store in Des Moines, Iowa, ca. 1940



Courtesy of State Historical Society of Iowa, "Katz Drug Store at 7th and Locust in Des Moines in about 1940," ca. 1940

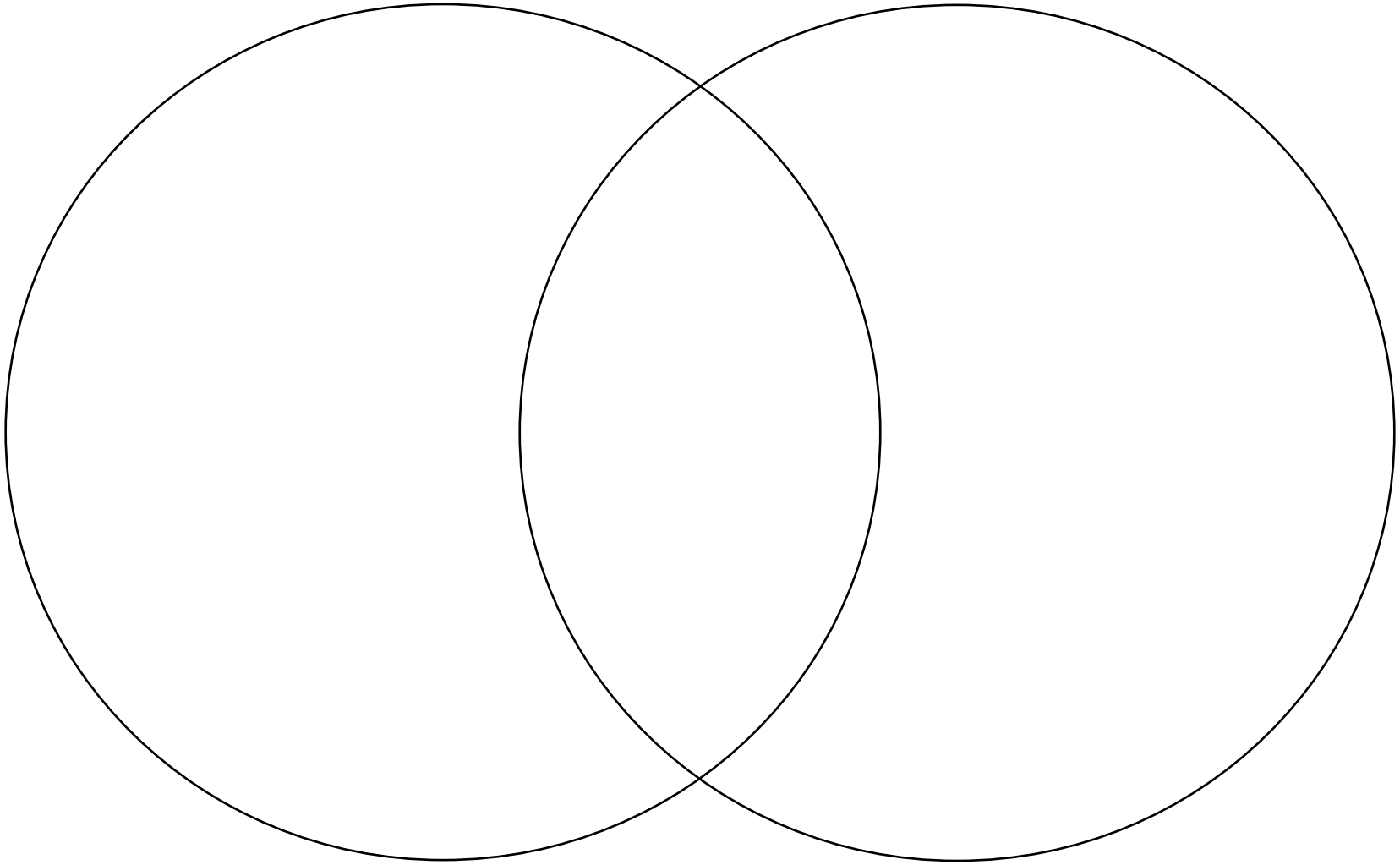
Greensboro Four, February 1, 1960



Courtesy of Library of Congress, New York World-Telegram & Sun, 1 February 1960

Venn Diagram

This is an example Venn diagram to model or use for Part 3 in comparing different civil rights sit-ins. This version of the Venn diagram is for you, the educator, to fill out, add notes and utilize.



Reasons Behind the Great Migration

Unit Compelling Question

How does oppression force people to either stay or move?

Unit Supporting Question

How did African Americans respond to oppression after the Civil War?

Overview

Students will use a video, map and secondary resources to identify different oppressive reasons that would have caused or motivated African Americans to migrate after the Civil War to other areas of the United States.

Source Background

The Great Migration was the movement of more than 6 million African Americans from the rural South to the cities of the North, Midwest and West from about 1916 to 1970. Some of the causes included unfair economic opportunities and harsh segregation laws. As African Americans headed North, they took advantage of the need for industrial workers that arose during the World War I. During this period, African Americans also began to build a new place for themselves in public life while confronting economic, political and social prejudice due to their race.

Source 1: This video is an excerpt from episode four of "Making a Way Out of No Way," which was from the series "The African Americans: Many Rivers to Cross" with Henry Louis Gates, Jr.

Instructions

1. With the information they have learned, students will discuss reasons why African Americans migrated North during the Great Migration. Examples could include: low wages, segregation/Jim Crow laws, lack of work/opportunities, threat of imprisonment, violence and/or death.
2. Have students watch the video clip from the PBS series, **"The African Americans: Many Rivers to Cross"** (1 minute, 45 seconds).
3. Display for student the **"The Geography of the Great Migration" map**. Distribute the **blank U.S. map worksheet** and have students draw the migration patterns.
4. **Formative Assessment:** Have students use their new migration patterns map to explain the following questions either in writing or orally through a digital platform:
   - What caused the Great Migration?
   - Where did African Americans migrate to in the United States?

Materials

- **"Great Migration | The African Americans" video**
- **"The Geography of the Great Migration" map**
- **Blank U.S. map worksheet**
- **Suggested Books:** *The Great Migration Journey to the North* by Eloise Greenfield; *This Is the Rope: A Story from the Great Migration* by Jacqueline Woodson

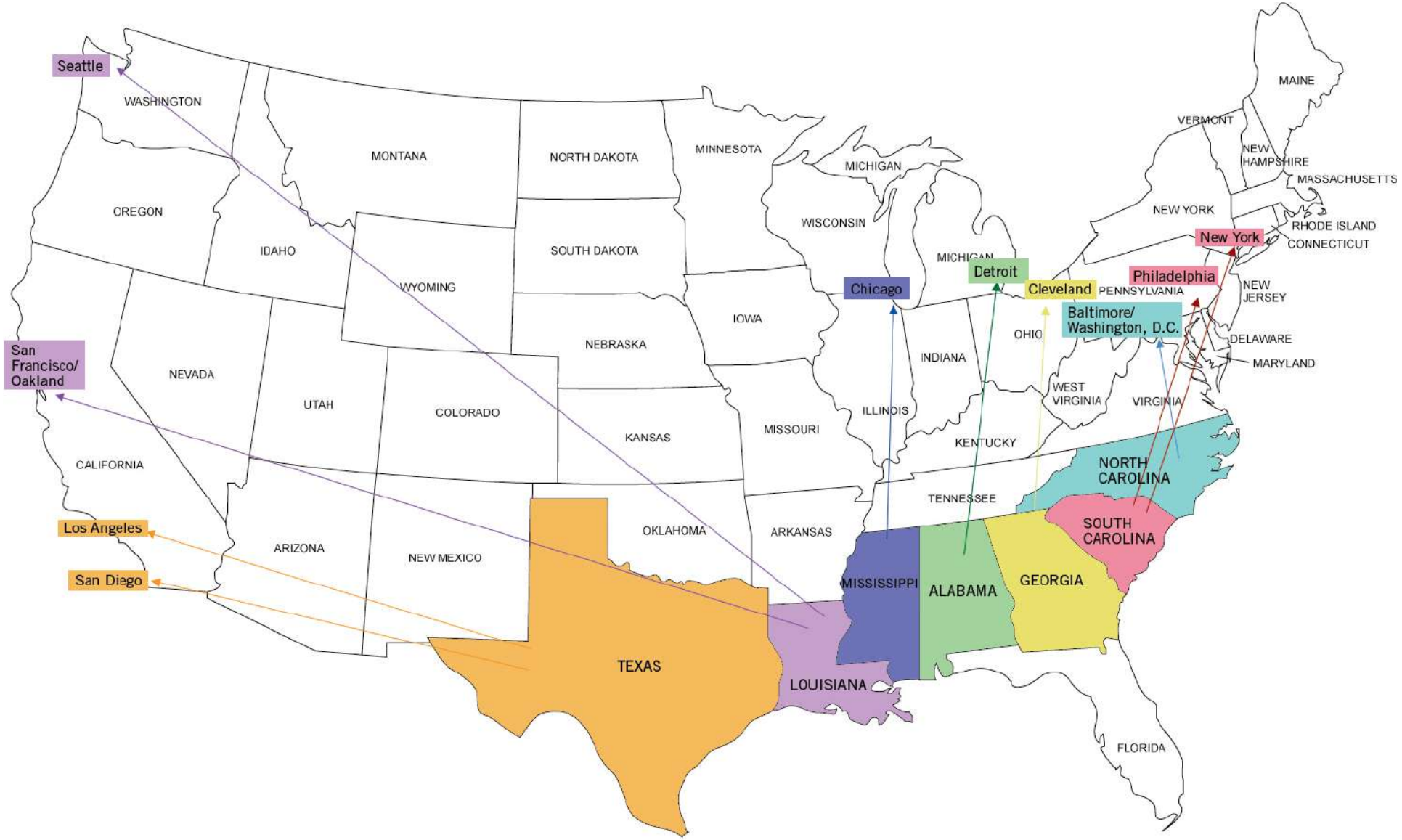
“Great Migration | The African Americans,” November 12, 2013



Courtesy of Public Broadcasting Service, “Great Migration | The African Americans,” The African Americans: Many Rivers to Cross, 12 November 2013

The Geography of the Great Migration

This map shows the migration patterns African Americans took during the period of the Great Migration, from 1910 to 1970.



Blank Map of the United States of America (Continental)

This is the example map that corresponds with the instructions to Part 4 to draw the patterns of the Great Migration from South to North. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this topic's Student Materials PDF.



School Desegregation & Voting Rights

Unit Compelling Question

How does oppression force people to either stay or move?

Unit Supporting Question

How did African Americans respond to oppression after the Civil War?

Overview

Students will compare and contrast primary and secondary sources to determine the impact of denying African Americans opportunities, such as the right to attend one's local public school or voting. Students will be asked to identify actions or laws that were meant to overcome oppression.

Source Background

In 1867, an African-American businessman named Alexander Clark filed a lawsuit against the Muscatine, Iowa, school district for denying his daughter admission to a public school because she was African American. Clark won his lawsuit, but it was appealed by the school board and went to the Iowa Supreme Court. Again, he prevailed and in the fall of 1868, his daughter attended the local school. In this clip from the "Lost in History: Alexander Clark" documentary, historians explain the importance of one of the first successful school desegregation cases in the history of the United States.

Instructions

1. Students will watch the Iowa PBS video, **"Alexander Clark and the First Successful School Desegregation Case in the United States."** After the video, discuss Alexander Clark. In what ways did he stand up for African-American rights? What is meant by, "so in a sense, it takes the United States from 1868 to 1954 to catch up to Iowa?"

2. Review with students the following online resources:
   - **15th Amendment to the U.S. Constitution: Primary Documents in American History**
   - **Text of the 15th Amendment**
   - **Voting Rights Act of 1965:** The Voting Rights Act of 1965 aimed to overcome legal barriers at the state and local levels that prevented African Americans from exercising their right to vote as guaranteed under the 15th Amendment to the U.S. Constitution. The Voting Rights Act is considered one of the most far-reaching pieces of civil rights legislation in U.S. history.

3. Ask students: Why was the 1965 Voting Rights Act needed if the 15th Amendment was enacted 95 years earlier?

4. **Formative Assessment:** Students will need to explain how the 15th Amendment and the Voting Rights Act of 1965 impact African Americans. Have students write a paragraph or create sketch-notes.

Materials

- **"Alexander Clark" video**
- **Voting Rights Act of 1965**
- **15th Amendment: Primary Documents in American History**
- **Text of the 15th Amendment**
- **Suggested Books:** *Papa's Mark* by Gwendolyn Battle-Lavert; *Granddaddy's Gift* by Margaree Mitchell

Iowa Public Television's "Alexander Clark and the First Successful School Desegregation Case in the United States," 2012



Courtesy of Iowa Public Television, "Lost in History: Alexander Clark," The Communication Research Institute of William Penn University, Iowa Pathways - Iowa Public Television, 2012

Lesson Summative Assessment

Unit Compelling Question

How does oppression force people to either stay or move?

Unit Supporting Question

How did African Americans respond to oppression after the Civil War?

Assessment Instructions

1. Students will brainstorm words related to how oppression affected African Americans after the Civil War. Students will share out the words as you type them. Print out the words and lay them on a table allowing students to stand and kneel around the table to sort the words. Use the **sample notes planner** as an example. Determine and place the topic (oppression) at the top of the table.
2. Determine three big ideas: sharecropping, segregation and lack of voting rights. Put these underneath the topic.
3. Now, they will determine details, which are the words that fit underneath each big idea. Some words may be disregarded or not as important as others.
4. While doing this, make sure students are explaining why they are choosing their words and that they are explaining their thinking.
5. When finished, this will become the student's planner to write a multi-paragraph paper.
6. Have students write a multi-paragraph response to one of the following questions:
   - How did oppression cause or motivate African Americans to migrate after the Civil War?
   - What oppressions caused African Americans to stay or migrate after the Civil War?

Assessment Scoring Options

Proficient	Demonstrates an understanding of how people African Americans were oppressed after the Civil War and led to many migrating; uses key words (planner) to organize writing and considering pieces of evidence from sources within the lesson plan(s); and explanation is accurate and complete.
Developing	Partially answers question, or has mixture of some accurate and some inaccurate ideas.
Beginning	Minimal or insufficient answer to question and/or ideas are very inaccurate.

Lesson Summative Assessment

This is an example of the planner and writing paper to use with the lesson summative assessment. This version is for you, the educator, to utilize. A printable version is available for reproduction in this topic's Student Materials PDF.

Oppression After the Civil War

What oppressions caused African Americans to stay or migrate after the Civil War?

- **Sharecropping**
  - Formerly-enslaved people
  - Work for "old master," the landowner
  - The sharecropper plants and harvests the crop
  - The sharecropper (tenant) typically had to give half of what they earned to the landowner

- **Segregation**
  - To separate because of race
  - Jim Crow laws/black codes
  - Affects access to drinking fountains, theaters, parks, benches
  - Affects use of buses, trains, schools, restaurants, lunch counters

- **Lack of Voting Rights**
  - 15th Amendment, 1870
  - African-American men can vote
  - They are denied the right to vote through literacy tests, violence, poll taxes
  - Voting Rights Act of 1965

Oppression after the Civil War caused Africans to stay or migrate.

Lesson Summative Assessment

READ IOWA HISTORY

Enslavement

READ IOWA HISTORY

Emancipation Proclamation

READ IOWA HISTORY

Oppression

READ IOWA HISTORY

Segregation

Enslavement

The act of slavery; taken against your will to work without pay

Oppression

To treat (a person or group of people) in a cruel or unfair way, prolonged cruel or unjust treatment or control.

Emancipation Proclamation

This was an executive order issued on January 1, 1863, by President Abraham Lincoln to free enslaved people in all portions of the United States.

Segregation

Segregation is the practice of requiring separate housing, education and other services for people of color. Segregation was made into law several times in 18th and 19th-century America as some believed that people of different races were incapable of coexisting.

Vocabulary Flashcards

READ IOWA HISTORY

U.S. Constitution

READ IOWA HISTORY

Amendment

READ IOWA HISTORY

Preamble

READ IOWA HISTORY

13th Amendment

U.S. Constitution

A constitution is a set of rules that guide how a country, state or other political organization works. The constitution may be amended or changed.

Amendment

A change or addition to a law is called an amendment. The word usually refers to a change to the constitution of a government.

Preamble

The preamble is the brief introduction to the U.S. Constitution. It states the Constitution's fundamental purposes.

13th Amendment

An amendment (change) to the U.S. Constitution to make slavery illegal and to end the practice in America.

READ IOWA HISTORY

Confederate States of America

READ IOWA HISTORY

Union

READ IOWA HISTORY

Mason-Dixon Line

READ IOWA HISTORY

Secede

Confederate States of America

The Confederate States of America were the 11 southern states that seceded (left) the United States in order to preserve the enslavement of African Americans. People in support of the confederacy were known as Confederates.

Union

Union refers to the 20 free (northern) states and four border/slave states that stayed within the United States of America during the Civil War. The Union Army (or U.S. Army) fought against the Confederate States Army (CSA) during the war.

Mason-Dixon Line

The Mason-Dixon Line was the boundary between the north and the south (slave-owning) states before the abolition of slavery.

Secede

The act to withdraw formally from the union of the United States of America.

READ IOWA HISTORY

Voting

READ IOWA HISTORY

Sharecropping

READ IOWA HISTORY

Migration

READ IOWA HISTORY

Voting

Voting is a method for a group to make a collective decision or express an opinion usually following discussions, debates or campaigns. Democracies elect holders of public office - like a president or senator - by voting.

Migration

Human migration is the movement of people from one place to another with the intentions of settling, permanently or temporarily at a new location (geographic region). The movement can be across countries or internally within a country.

Sharecropping

Sharecropping is a type of farming where people rent small plots of land from a landowner in return for a portion of crop. In the South, it was practiced a lot by formerly-enslaved people. High interest rates, unpredictable harvests and ruthless landlords often kept tenant farmers severely indebted.

Additional Resources for Educators

Enslavement to the Great Migration Primary Source Set
This is the digital collection of primary and secondary sources that this Read Iowa History unit was based on. The source set focuses on how oppression forced people to either stay or move from the time of enslavement to the Great Migration in the United States.

White Water by Michael S. Bandy and Eric Stein
Set in 1962 in the segregation-era South at the dawn of the civil rights movement, this moving and inspirational story shows how one epiphany opens up a whole world of possibilities.

Back of the Bus by Aaron Reynolds
With simple words and powerful illustrations, Aaron Reynolds and Coretta Scott King medalist Floyd Cooper recount the pivotal arrest of Rosa Parks at the dawn of the Civil Rights Movement.

The Great Migration: An American Story by Jacob Lawrence
This critically-acclaimed picture book chronicles the Great Migration — the diaspora of African Americans who headed to the North after World War I — through the paintings and words of artist Jacob Lawrence.

Cotton Pickers - Library of Congress
This digital collection is of images from photographer Ben Shahn in Pulaski County in Arkansas. The images and text showcase cotton-picking sharecroppers in October 1935.

Photographs of Signs Enforcing Racial Discrimination: Documentation by Farm Security Administration-Office of War Information Photographers
This digital collection is from photographers who were working for the Farm Security Administration to document continuity and change in America. This reference aid includes all the known images of discrimination signs.

Rosa Parks Arrested - Library of Congress
This collection of photos and documents focuses on the arrest and impact of Rosa Parks' arrest for disobeying an Alabama law requiring African-American passengers to relinquish seats to white passengers when the bus was full.

The Great Migration Map
This webpage shows the geography of migration patterns from the Great Migration.