Laarman Lesson Plan

Class: U.S. History Unit: Cultures in Contact Standards: B.12.1, B.12.3, B.12.18

Topic: African Americans after Slavery Date: 10/3/16

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| **Materials, Prep** | Reconstruction and Jim Crow South slide show, *Slavery By Another Name* vid quiz |
| **Anticipatory Set****-connection, motivation, relevance** | Visualize: you are a slave on a large plantation in Georgia. The war has been raging for several years when a man rides through proclaiming that the Confederates have surrendered, the war is over, and the slaves are set free. What do you do? |
| **Procedure**  | 1. Students read “Resistance and Rebellion,” p.209
2. Discuss: plusses and minuses of getting pregnant
	1. Lighter workload and more rations; danger of pregnancy; would you want to bring a child into that environment?
3. Vid clip: Infanticide from *The African Americans: Many Rivers to Cross*
4. Visualize: you are a slave on a large plantation in Georgia. The war has been raging for several years when a man rides through proclaiming that the Confederates have surrendered, the war is over, and the slaves are set free. What do you do?
5. Discuss: was life immediately better after emancipation? What challenges were there? Did whites accept black freedom and equality?
6. Lecture: the Reconstruction Era and the Jim Crow South
7. Begin documentary: *Slavery By Another Name* at <http://video.pbs.org/video/2176766758>
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Topic: African Americans After Slavery Date: 10/4/16

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| **Procedure**  | Continue *Slavery By Another Name* |

Topic: African Americans After Slavery Date: 10/5/16

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| **Procedure**  | 1. Finish *Slavery By Another Name*
2. Discuss video: in what ways were blacks oppressed in the South after the Civil War? What do you think some of the lingering effects are?
3. Video clips from *The African Americans: Many Rivers to Cross*
	1. Episode 3 38:12 - 40:50
	2. Episode 4
		1. Intro
		2. Starting at 24:00 (Harlem Renaissance)
		3. Starting at 35:00 (Oklahoma riot)
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Topic: Chicago Race Riots 1918 Date: 10/6/16

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| **Materials, Prep** | Documents, Graphic Organizers |
| **Objective**  | Students will analyze various perspectives on the contact between African American and European American Chicagoans during the Progressive Era. |
| **Anticipatory Set****-connection, motivation, relevance** | What was it like in the Jim Crow South? This led to an exodus to the North and West known as the Great Migration. |
| **Procedure**  | Follow lesson from Stanford History Education Group [(link)](http://sheg.stanford.edu/upload/Lessons/Unit%209_WWI%20and%20the%201920s/Chicago%20Race%20Riots%20of%201919%20Lesson%20Plan.pdf) |
| **Homework** | Finish graphic organizers if unable to do so in class. |

Topic: African Americans Summary Date: 10/7/16

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| **Materials, Prep** | African Americans PowerPoint |
| **Objective**  | Students will explain, graphically, how past events, trends, and decisions led to the current state of affairs. |
| **Anticipatory Set****-connection, motivation, relevance** | 1. Ask: Summarize what you have learned about the African American experience in history. How might this have lingering effects ‘til today?
2. My family’s story: the rise to the middle class.
	1. Would that have transpired if our skin was a different color?
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| **Procedure**  | 1. PowerPoint: Shutting African American people out of the American Dream, post WWII
2. Student groups create a graphic organizer showing how past events, trends, and decisions led to the current state of affairs.
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