Teaching with Primary Sources: The Quest for Civil Rights

Robyn Lee-Diaz, Illinois Math and Science Academy

Available at: https://works.bepress.com/robyn_lee-diaz/2/
Teaching with Primary Sources

Unit Overview
By: Robyn Lee-Diaz
English Language Arts

The Quest for Civil Rights

Unit Overview- Students will read the novel, *Roll of Thunder Hear My Cry*, by Mildred D. Taylor. This novel takes place in western Mississippi, near Vicksburg, in 1933. The story is told through the eyes of Cassie Logan, a nine year old girl of “color”. Cassie learns about the inherent prejudice of whites against blacks in the south during the difficult times of the Depression.

The following concepts will be discussed throughout unit.
- Jim Crow (history, laws, & implementation)
- Living conditions of blacks during this time
- Sharecropping
- King Cotton
- Great Depression


Prior Knowledge - Students will begin this unit with prior content knowledge of slavery, the civil war, the rise of the KKK, the reconstruction amendments, and basic knowledge of the Great Depression. In addition, students will have working skill knowledge of basic plot structure, basic literary terms such as tone and mood, understand the five universal conflicts, and be familiar with Cornell note taking. Students shall begin unit with a fresh journal or fresh journal section dedicated specifically for this class for notes and journals. Students should also have a three ring binder to store class notes and materials and highlighters for note taking.

Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1863</td>
<td>Emancipation Proclamation</td>
<td>1919</td>
<td>Red Summer</td>
</tr>
<tr>
<td>1866</td>
<td>Ku Klux Klan</td>
<td>1929</td>
<td>Great Depression</td>
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<tr>
<td>1865</td>
<td>Reconstruction</td>
<td>1931</td>
<td>Scottsboro case</td>
</tr>
<tr>
<td>1868</td>
<td>14th Amendment</td>
<td>1941</td>
<td>WWII</td>
</tr>
<tr>
<td>1875</td>
<td>Civil Rights passed</td>
<td>1954</td>
<td>Brown vs. Board of Education</td>
</tr>
<tr>
<td>1883</td>
<td>Civil Rights overturned</td>
<td>1955</td>
<td>Lynching of Emmett Till</td>
</tr>
<tr>
<td>1896</td>
<td>Plessy vs. Ferguson</td>
<td>1955</td>
<td>Bus boycotts</td>
</tr>
<tr>
<td>1900</td>
<td>Great Migration</td>
<td>1964</td>
<td>Civil Rights Act enacted</td>
</tr>
<tr>
<td>1909</td>
<td>NAACP Founded</td>
<td>1965</td>
<td>Voting Rights Act</td>
</tr>
<tr>
<td>1917</td>
<td>Harlem Renaissance</td>
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</tbody>
</table>
Cornell Note taking – The Cornell Note taking process is one, when done correctly is user friendly and promotes study and reflection. This process is simple, first students should draw a vertical line from top to bottom that is a few inches from the left margin. Then, write name, course, and date at the top of each page along with a general title for the lecture or topic. Write all main ideas/concepts on the right side of the page with questions and concepts on the left side of the page. Once this is done the bottom portion of the notes should be summarized.

Unit Goals- Students will become familiar with “Jim Crow” laws and experience through their own eyes what Black Americans experienced on a daily basis. In addition, students will become more familiar with the system of sharecropping, the Great Depression, and the importance of cotton to the southern economy. This knowledge will prepare students for the forthcoming unit on the Great Migration and the Civil Rights Movement. Although the Great Migration occurred during the 1930’s as well as in the novel, for instructional purposes the Great Migration will be taught in a separate lesson because the characters in this particular novel remain in the south.

Overall Objectives – Students will:

- Free write based on various writing prompts
- Analyze pictures enforcing “Jim Crow” laws (Primary Source Packet #1)
- Work in collaborative groups
- Participate in all class group discussion
- Read historical articles about “Jim Crow” (Primary Source Packet #2)
- Take notes using Cornell note taking system
- Journal Reflectively
- Read the novel, Roll of Thunder Hear My Cry
- Analyze Characters from the novel
- Answer a series of higher order questions based on events in the novel
- Analyze political cartoon (Primary Source Packet #3)
- Utilize background knowledge from the novel and class activities to find the theme of the novel.
- Create unique Plot structures based on events that occurred in the novel
- Produce a final research paper which will assess students’ knowledge.

Investigative Questions – What is “Jim Crow”? Where did this term originate? Why were “Jim Crow” laws enforced? How and why is the “Jim Crow” era still impacting modern day blacks today? Why didn’t Blacks fight back sooner?

Time Required – Two weeks, 10 forty-five minute class periods

Recommended Grade Range – 9-12 This Unit was designed for the secondary level. However, this lesson can be easily adapted to grades 3-8. Roll of Thunder, Hear My Cry is an easy read and is told through the eyes of an eight year old girl. Cassie Logan the protagonist in the story recounts her life experiences of growing up in the segregated south. She has many experiences some childlike and some that unfortunately that force her to grow up with the realization that the world is not fair.

Subjects – Language Arts, Economics, Social Sciences, Mathematics,
<table>
<thead>
<tr>
<th><strong>Social Sciences</strong></th>
<th><strong>Economics</strong></th>
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<tbody>
<tr>
<td>This unit covers the 1930’s, a tumultuous time in U.S. history. This unit allows students to construct their own knowledge of events based on primary source documentation. Students will hypothesize about past and current race relations based happenings of the past.</td>
<td>This unit will allow students to explore the importance of cotton to the economy along with the cotton gin.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Mathematics</strong></th>
<th><strong>Language Arts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit will allow students to compare and contrast the cost of various items in 1933 to today’s prices.</td>
<td>This unit is designed to help students develop critical thinking and writing skills by encouraging them to experience life during the 1930’s in Mississippi during the Depression. Students journal and use literary techniques such as character analysis, plot structure and research writing.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Differentiation</strong></th>
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<tbody>
<tr>
<td>The <em>Roll of Thunder Hear My Cry</em> unit can be adapted for special education and advanced placement students. For special ed. and lower level students, instruction should be modified in accordance with various individualized education programs (IEP’S) and more time allowed as needed.</td>
</tr>
</tbody>
</table>
Standards

Language Arts

STATE GOAL 1: Read with understanding and fluency.
B. Apply reading strategies to improve understanding and fluency.
1.B.5a Relate reading to prior knowledge and experience and make connections to related information.
C. Comprehend a broad range of reading materials.
1.C.5a Use questions and predictions to guide reading across complex materials.

STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.
A. Understand how literary elements and techniques are used to convey meaning.
2.A.5b Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece
2.A.4d Describe the influence of the author’s language structure and word choice to convey the author’s viewpoint
B. Read and interpret a variety of literary works.
2.B.5a Analyze and express an interpretation of a literary work.
2.B.3c Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.

STATE GOAL 3: Write to communicate for a variety of purposes.
B. Compose well-organized and coherent writing for specific purposes and audiences.
3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.

STATE GOAL 4: Listen and speak effectively in a variety of situations.
A. Listen effectively in formal and informal situations.
4.A.5b Use techniques for analysis, synthesis, and evaluation of oral messages.
B. Speak effectively using language appropriate to the situation and audience.
4.B.5b Use speaking skills to participate in and lead group discussions; analyze the effectiveness of the spoken interactions based upon the ability of the group to achieve its goals.

STATE GOAL 5: Use the language arts to acquire, assess and communicate information.
C. Apply acquired information, concepts and ideas to communicate in a variety of formats.
5.C.5b Support and defend a thesis statement using various references including media and electronic resources.
**Social Science**

**STATE GOAL 16:** Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

A. Apply the skills of historical analysis and interpretation.

16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).

16.A.4a Analyze and report historical events to determine cause-and-effect relationships.

**Economics**

A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.

15.A.4d Explain the effects of unemployment on the economy.

**Mathematics**

**STATE GOAL 10:** Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.

A. Organize, describe and make predictions from existing data.

10.A.4c Predict from data using interpolation, extrapolation and trend lines, with and without the use of technology.

**PREPARATION**

**Materials Used** — Primary Sources Packet #1 (photos enforcing “Jim Crow”), Primary Sources Photo Analysis Sheet, Reaction/Notes Journals, Cornell Note taking sheets, Primary Sources Packet #2 (historical articles), *Roll of Thunder Hear My Cry*, Character Analysis sheet, Primary Sources Packet #3 (political cartoon), Research Paper Guidelines

**Resources Used**


Evaluation/Rubric

- Primary Source Photo Analysis Sheet
- Cornell Notes
- Reaction Journals
- Plot Line
- Research Paper

Recommended Resources
# Teaching with Primary Sources

## Unit Overview

By: Robyn Lee-Diaz  
English Language Arts

The Quest for Civil Rights

<table>
<thead>
<tr>
<th>Lesson Overview</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>General lesson on the rise of “Jim Crow” in the southern United States</td>
<td>13th Amendment - December 6, 1865 - complete and total abolition of slavery</td>
</tr>
<tr>
<td>Analysis of pictures enforcing “Jim Crow”</td>
<td>14th Amendment – July 9, 1868 – equal protection under the law</td>
</tr>
<tr>
<td>Group Discussion</td>
<td>15th Amendment – February 3, 1870 – Gave black men the right to vote</td>
</tr>
<tr>
<td>Cornell Notes</td>
<td>Collectively these amendments are known as the Reconstruction Amendments</td>
</tr>
<tr>
<td>Reflective Journaling</td>
<td>1890 - laws passed in the Southern States, requiring literacy tests and or poll taxes, which often prohibited Blacks from voting until 1965</td>
</tr>
<tr>
<td></td>
<td>1896 – U.S. Supreme Court ruled that states could segregate with the idea that facilities would be “separate but equal”. Hence, “Jim Crow” laws were born (Plessy vs. Ferguson)</td>
</tr>
<tr>
<td></td>
<td>De Jure Segregation – Segregation by law</td>
</tr>
<tr>
<td></td>
<td>De Facto Segregation- Segregation by practice</td>
</tr>
</tbody>
</table>

### Objectives

Students will:

- Analyze pictures enforcing “Jim Crow” laws (*Primary Source Packet #1*)
- Work in collaborative groups
- Participate in all class group discussion
- Take Cornell Notes
- Read articles about the enforcement of “Jim Crow” laws (*Primary Source Packet #2*)
- Journal Reflectively
<table>
<thead>
<tr>
<th><strong>Time Required</strong></th>
<th>1 forty-five minute class period</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade Level(s)</strong></td>
<td>9-12</td>
</tr>
<tr>
<td><strong>Topic(s)</strong></td>
<td>1930’s “Jim Crow” in southern United States</td>
</tr>
<tr>
<td><strong>Era/ Time Period</strong></td>
<td>1930’s Depression era</td>
</tr>
</tbody>
</table>
| **Format(s) of primary sources used** | Photos enforcing “Jim Crow” laws  
Articles discussing “Jim Crow” laws |
| **Standards Addressed** | STATE GOAL 3: Write to communicate for a variety of purposes.  
B. Compose well-organized and coherent writing for specific purposes and audiences.  
STATE GOAL 4: Listen and speak effectively in a variety of situations.  
A. Listen effectively in formal and informal situations.  
4.A.5b Use techniques for analysis, synthesis, and evaluation of oral messages.  
B. Speak effectively using language appropriate to the situation and audience.  
4.B.5b Use speaking skills to participate in and lead group discussions; analyze the effectiveness of the spoken interactions based upon the ability of the group to achieve its goals.  

**Social Science**  
STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.  
A. Apply the skills of historical analysis and interpretation.  
16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).  
16.A.4a Analyze and report historical events to determine cause-and-effect relationships.  

**Preparation**

**-Materials Used**
- Photos  
- Primary Sources Photo Analysis Sheet  
- Reflection Journals  
- Cornell Note Taking Sheet  
- Articles  

**-Resources Used**
Bubley, Esther. *A rest stop for Greyhound bus passengers on the way from Louisville, Kentucky, to Nashville, Tennessee, with separate accommodations for colored passengers.* cSeptember 1943. Farm Security Administration-Office of War Information Photographers from the Library of Congress. [http://hdl.loc.gov/loc.pnp/cph.3b46051](http://hdl.loc.gov/loc.pnp/cph.3b46051)


**Procedure (Activity/s)**

Students will be placed in groups of four. The writing prompt is as follows: “What if anything do you know about “Jim Crow”? Take a moment, free write about this topic and then discuss what you wrote with your group. Each group should prepare to report out for an all class discussion.

**Guiding Questions**

1. What similarities did your group have?
2. What differences did your group have?
3. Based on what prior knowledge did you draw conclusions?
4. What, if anything did you learn?
5. What do you still have questions about?

Once class discussion is complete, distribute primary source packets along with Primary Sources Analysis sheets. Now, have students individually analyze pictures/documents and jot down reactions in accordance with Primary Source Photo Analysis sheet. Students should share reactions and ask questions. Now, students should receive a packet containing articles about the rise of “Jim Crow”. Have students take Cornell notes. At this point class should be concluding now have the students write a reaction journal about today’s lesson.

**Homework**

Students should finish Cornell Notes as needed and review notes.

**Evaluation/Rubric**

- Primary Source Photo Analysis sheet
- Reflective Journal
- Cornell Notes
# What Do You See?
## Photographic Analysis

<table>
<thead>
<tr>
<th>Objective Observation</th>
<th>Subjective Observation</th>
<th>Knowledge</th>
<th>Deduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe what you see in the photograph - the forms and structures, the arrangement of various elements. Avoid personal feeling or interpretations. Your descriptions should help someone who has not seen the image to visualize it.</td>
<td>Describe your personal feelings, associations, and judgments about the image. Always anchor your subjective response in something that is seen. For example, “I see . . . and it makes me think of . . .”</td>
<td>Describe prior knowledge that you can associate with this image including prior experience, study, assumptions, and intuitions.</td>
<td>What can you conclude about this photograph?</td>
</tr>
<tr>
<td>Photo #1</td>
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<tr>
<td>Photo #2</td>
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<td>Photo #3</td>
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<td>Photo #4</td>
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<td>Photo #5</td>
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<tr>
<td>Photo #6</td>
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</tbody>
</table>

Questions: What questions does this photograph raise? What else would you need to know?
METHODOIST BISHOPS'

Protest Against "Jim Crow" Having Its Desired Effect

It leaks out from an authoritative source that some good results are likely to flow out of the protest filed here a few days ago by the bishops of the Methodist churches against the infamous "Jim crow" cars of the south. Following the representations made by the distinguished churchmen, it is said that the Interstate Commerce Commission immediately took steps to ascertain the truthfulness of the charges made against the railroads. It was found, upon reliable testimony, covering the actual experience of more than one trusted Negro, that the conditions were even worse than reported, and the members of the commission were astounded at the flagrant violations of the laws of common decency, as well as abuses of the regulations set up by the commission. That something will be done, and quickly, too, is not without the range of probability. Some time must elapse before the facts can be placed before the public, as it is understood that the railroads will be given a definite period in which to reply to the allegations made to the commission. It is asserted by the railroads, informally, that to furnish equal accommodations for the colored people will entail upon them an expense not justified by the amount and character of the colored patronage over their lines, but this will not be permitted to weigh with the majority of the commission when the final decision is to be made up. The courageous leaders of the race seem to have the Jim-crow car on the run, so to speak.
WASHINGTON, D. C., Nov. 18.—Southern congressmen today successfully routed all attempts to attach to the pending railroad bill in the house any provision to infringe the rights of the southern states to "Jim Crow" cars. In their fight they were aided by members from other parts of the country.

By a vote of 142 to 12, a proposed amendment by Representative Madden, Illinois, Republican, was voted down and out of the measure.

Southern members in unison attacked the proposal, telling the house it would disturb conditions in the South seriously and cause friction between the races which might end in bloodshed.

"This is not a proper question to be raised at this time," Representative Snyder, Republican, of New York, told the house. "No demand for it is made by the Colored people and we already have enough difficulties without bringing on this one. The North does not realize what it means to the people of the South."

Representative Crisp, Democrat, Georgia, brought the debate to an end with a motion to strike out the proposed amendment, and his motion prevailed.
Teaching with Primary Sources
Unit Overview
By: Robyn Lee-Diaz
English Language Arts

The Quest for Civil Rights

<table>
<thead>
<tr>
<th>Lesson #2 Overview</th>
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<tbody>
<tr>
<td>Free write</td>
<td>Plot answers the question, “What happens?” in the story. It is a series of actions or events presented in a particular order.</td>
</tr>
<tr>
<td>Quick review of previous class</td>
<td>Orders the writer can use:</td>
</tr>
<tr>
<td>Lecture - Review plot structure and literary terms</td>
<td>• Chronological order</td>
</tr>
<tr>
<td>Introduction of Roll of Thunder, Hear My Cry</td>
<td>• Flashback</td>
</tr>
<tr>
<td>Introduction of Characters</td>
<td>Plotline</td>
</tr>
<tr>
<td>Hw chapters 1-3</td>
<td>1. Exposition: Introduces the setting, the main characters, and the basic conflict</td>
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<tr>
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<td>2. Rising Action: Events leading to the climax</td>
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<td>3. Climax: Turning point of the story, conflict resolved</td>
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<td>4. Falling Action: Ties up loose ends</td>
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<td>5. Resolution: Theme is made clear</td>
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</tbody>
</table>

Conflict is the main element of plot, there are five universal conflicts
- man vs. man
- man vs. nature
- man vs. society (technology)
- man vs. supernatural

Conflict is the main element of plot, there are five universal conflicts
- man vs. self

- Protagonist – Main character that receives the most conflict
- Antagonist – Character that gives the main character the most conflict
- Theme – Moral of the story
- Imagery – Words that form pictures
- Metaphor – Comparison between two seemingly unalike objects
- Symbolism – Something that represents something else

Objectives
Students will:
- Free write (Respond to writing prompt)
- Take Cornell Notes based on Class Lecture
<table>
<thead>
<tr>
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<tr>
<td>Grade Level(s)</td>
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<tr>
<td>Topic(s)</td>
<td>1930’s “Jim Crow” in southern United States, Plot Structure</td>
</tr>
<tr>
<td>Era/ Time Period</td>
<td>1930’s Depression era</td>
</tr>
<tr>
<td>Format(s) of primary sources used</td>
<td></td>
</tr>
<tr>
<td>Standards Addressed</td>
<td>STATE GOAL 1: Read with understanding and fluency. B. Apply reading strategies to improve understanding and fluency. 1.B.5a Relate reading to prior knowledge and experience and make connections to related information. C. Comprehend a broad range of reading materials. 1.C.5a Use questions and predictions to guide reading across complex materials. STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas. A. Understand how literary elements and techniques are used to convey meaning. 2.A.5b Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece. 2.A.4d Describe the influence of the author’s language structure and word choice to convey the author’s viewpoint. B. Read and interpret a variety of literary works. 2.B.5a Analyze and express an interpretation of a literary work. 2.B.3c Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations. STATE GOAL 3: Write to communicate for a variety of purposes. B. Compose well-organized and coherent writing for specific purposes and audiences. 3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit</td>
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</table>
clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.

| Preparation          | • Reflection Journals  
|                     | • Cornell Note Taking Sheet  
|                     | • Character Analysis Sheet 

| Procedure (Activity/s) | Students will work independently by responding to the following writing prompt: Think about a time when someone you may or may not have known was being picked on. What was your reaction? Why did you react the way that you did? Based on all of the information that you have received thus far, would you still react the same way? Why or why not? 
|                       | Now recap yesterday’s lesson by taking questions and clearing up any misconceptions and reviewing Cornell Notes (although notes will vary all students should be able to define “Jim Crow”). Instructor should begin a lecture on plot structure and various literary terms (this should be review). The novel’s characters and background should then be introduced and Character Analysis sheets should be distributed along with novels. 

**Homework**
Read chapters 1-3 in *Roll of Thunder, Hear My Cry* 
Cornell Note chapters 1-3 (students should begin character analysis as needed).

| Evaluation/Rubric | • Cornell Notes  
|                  | • Character Analysis |
### Character Analysis

<table>
<thead>
<tr>
<th>Characters</th>
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<tbody>
<tr>
<td>Cassie Logan</td>
</tr>
<tr>
<td>Stacey</td>
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<tr>
<td>Christopher John</td>
</tr>
<tr>
<td>Little Man</td>
</tr>
<tr>
<td>Mama</td>
</tr>
<tr>
<td>Papa</td>
</tr>
<tr>
<td>Big Ma</td>
</tr>
<tr>
<td>T.J. Avery</td>
</tr>
<tr>
<td>Mr. Morrison</td>
</tr>
<tr>
<td>Jeremy Simms</td>
</tr>
<tr>
<td>Lillian Jean Simms</td>
</tr>
<tr>
<td>Uncle Hammer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Character</th>
<th>Traits</th>
<th>Conflict</th>
<th>Resolution</th>
<th>Outcome</th>
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# Teaching with Primary Sources

## Unit Overview

**By:** Robyn Lee-Diaz  
**English Language Arts**

## The Quest for Civil Rights

<table>
<thead>
<tr>
<th>Lesson #3 Overview</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free write based on political cartoon</td>
<td>In <em>Roll of Thunder, Hear My Cry</em> all of the main characters have been introduced. While the Logan family is the only black family to own land the others sharecrop on Granger land. There is a portion of Logan land that is not fully paid for based on the fact that it was acquired after reconstruction from the Granger family. In order to pay the taxes on this portion of the land papa is forced to take a job on the railroad far from home. Meanwhile there is turmoil in the community because it has been rumored that a black man has been lynched for having accused a white man of lying. To make matters worse, Cassie and her brothers are constantly tormented by a mean spirited bus driver. Cassie and her brothers get revenge against the bus driver and his charges. When the “night men” ride out she along with her brothers are terrified that the white townsmen have discovered their secret. (1-3)</td>
</tr>
<tr>
<td>Quick review of previous class</td>
<td></td>
</tr>
<tr>
<td>Class discussion</td>
<td></td>
</tr>
<tr>
<td>Hw chapters 4-6</td>
<td></td>
</tr>
</tbody>
</table>

### Objectives

**Students will:**

- Free write (Respond to political cartoon)
- Analyze political cartoon (*Primary Source Packet #3* )
- Participate in all class group discussion

### Time Required

**Grade Level(s):** 1 forty-five minute class period  
9-12

### Topic(s)

**1930’s “Jim Crow” in southern United States, Plot and character development**

### Era/ Time Period

1930’s Depression era

### Format(s) of primary sources used

Political Cartoons

### Standards Addressed

**STATE GOAL 1:** Read with understanding and fluency.  
B. Apply reading strategies to improve understanding and fluency.  
1.B.5a Relate reading to prior knowledge and experience and make connections to related information.
<table>
<thead>
<tr>
<th>Preparation</th>
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<tbody>
<tr>
<td>-Materials Used</td>
<td>-Materials Used</td>
</tr>
<tr>
<td>• Reflection Journals</td>
<td>• Reflection Journals</td>
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<tr>
<td>• Political Cartoon</td>
<td>• Political Cartoon</td>
</tr>
<tr>
<td>• Cornell Note Taking Sheet</td>
<td>• Cornell Note Taking Sheet</td>
</tr>
<tr>
<td>• Character Analysis Sheet</td>
<td>• Character Analysis Sheet</td>
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</tbody>
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<table>
<thead>
<tr>
<th>-Resources Used</th>
<th>-Resources Used</th>
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<thead>
<tr>
<th>Procedure (Activity/s)</th>
<th>Procedure (Activity/s)</th>
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</thead>
<tbody>
<tr>
<td>Students will work in pairs by analyzing a series of political cartoons. Students will then react individually to photos by writing a reaction journal.</td>
<td>Students will work in pairs by analyzing a series of political cartoons. Students will then react individually to photos by writing a reaction journal.</td>
</tr>
<tr>
<td>Now recap yesterday’s lesson by taking questions and clearing up any misconceptions and reviewing Cornell Notes. Students will engage in an all class discussion based on the homework reading assignment of</td>
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</tr>
</tbody>
</table>

### C. Comprehend a broad range of reading materials.
1.C.5a Use questions and predictions to guide reading across complex materials.

### STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

A. Understand how literary elements and techniques are used to convey meaning.

2.A.5b Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece.

2.A.4d Describe the influence of the author’s language structure and word choice to convey the author’s viewpoint.

B. Read and interpret a variety of literary works.

2.B.5a Analyze and express an interpretation of a literary work.

2.B.3c Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.

### STATE GOAL 3: Write to communicate for a variety of purposes.

B. Compose well-organized and coherent writing for specific purposes and audiences.

3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.

### Economics

A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.

15.A.4d Explain the effects of unemployment on the economy.
chapters 1-3.

**Guiding Questions** –
1. What are some emerging character traits of Cassie, Stacey, Christopher John, Little Man, Mama, Papa, Big Ma and T.J. thus far?
2. What makes the Logan family unique among other colored families during this time?
3. How did the Logan family acquire what was once Granger land?
4. What crop does the Logan family raise?
5. Why must Papa work another job?
6. Why does the bus driver do to the colored children and why?
7. Why does Little Man refuse the book that was given to him in school?
8. What does Mama do to her seventh grade books?
10. Why does Papa not want his children to patronize the Wallace store?
11. Describe Mr. Morrison
12. Why does Jeremy not take the school bus?

**Homework**
Read chapters 4-6 in *Roll of Thunder, Hear My Cry*
Cornell Note chapters 4-6 (students should continue character analysis as needed).

**Evaluation/Rubric**
- Cornell Notes
- Character Analysis
Teaching with Primary Sources
Unit Overview
By: Robyn Lee-Diaz
English Language Arts

The Quest for Civil Rights

<table>
<thead>
<tr>
<th>Lesson #4</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview</td>
<td></td>
</tr>
<tr>
<td>Free write</td>
<td></td>
</tr>
<tr>
<td>Quick review of previous class</td>
<td>As the story continues Cassie along with her brothers in spite of their parent’s warning enter the Wallace store. To teach her children a lesson, Mama takes her children to visit a man that has been burned by the Wallace family. Mama also reaches out to various neighbors in an attempt to stop the community from patronizing this store. While neighbors understand the injustices that they are suffering at the hands of the Wallace’s it becomes clear that based on the sharecropping system the Wallace store is the only store nearby that will offer credit to families. (4-6)</td>
</tr>
<tr>
<td>Class discussion</td>
<td></td>
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<tr>
<td>Hw chapters 7-9</td>
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<table>
<thead>
<tr>
<th>Lesson #5</th>
<th>Details</th>
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<tbody>
<tr>
<td>Overview</td>
<td></td>
</tr>
<tr>
<td>Free write</td>
<td></td>
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<tr>
<td>Quick review of previous class</td>
<td>In spite of direct warning from Harlan Granger, Mama and Papa organize a full out boycott against the Wallace store by driving all the way to the town of Vicksburg to do their shopping. Meanwhile, Mama is relieved of her teaching duties after T. J. in anger after having failed for the second year in a row, reveals some of Mama’s teaching practices. To make matters worse Papa suffers from a gunshot wound to the head and a broken leg during one of he and Mr. Morrison’s shopping tricks in Vicksburg. (7-9)</td>
</tr>
<tr>
<td>Class discussion</td>
<td></td>
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<tr>
<td>Hw chapters 10-12</td>
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<table>
<thead>
<tr>
<th>Objectives Students will:</th>
</tr>
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<tbody>
<tr>
<td>• Free Write</td>
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<tr>
<td>• Participate in all class group discussion</td>
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<table>
<thead>
<tr>
<th>Time Required</th>
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<tbody>
<tr>
<td>2 forty-five minute class periods</td>
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<table>
<thead>
<tr>
<th>Grade Level(s)</th>
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<tbody>
<tr>
<td>9-12</td>
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<table>
<thead>
<tr>
<th>Topic(s)</th>
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<tbody>
<tr>
<td>1930’s “Jim Crow” in southern United States, Plot and character development</td>
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<tr>
<th>Era/ Time Period</th>
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<tbody>
<tr>
<td>1930’s Depression era</td>
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<tr>
<td>Standards Addressed</td>
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<tr>
<td>---------------------</td>
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</tbody>
</table>
| **STATE GOAL 1:** Read with understanding and fluency.  
B. Apply reading strategies to improve understanding and fluency.  
1.B.5a Relate reading to prior knowledge and experience and make connections to related information.  
**C. Comprehend a broad range of reading materials.**  
1.C.5a Use questions and predictions to guide reading across complex materials.  
**STATE GOAL 2:** Read and understand literature representative of various societies, eras and ideas.  
A. Understand how literary elements and techniques are used to convey meaning.  
2.A.5b Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece  
2.A.4d Describe the influence of the author’s language structure and word choice to convey the author’s viewpoint  
B. Read and interpret a variety of literary works.  
2.B.5a Analyze and express an interpretation of a literary work.  
2.B.3c Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.  
**STATE GOAL 3:** Write to communicate for a variety of purposes.  
B. Compose well-organized and coherent writing for specific purposes and audiences.  
3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.  

**Economics**  
A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.  
15.A.4d Explain the effects of unemployment on the economy.

**Mathematics**  

**STATE GOAL 10:** Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty
using concepts of probability.
A. Organize, describe and make predictions from existing data.
10.A.4c Predict from data using interpolation, extrapolation and trend lines, with and without the use of technology.

### Preparation

#### Materials Used
- Reflection Journals
- Cornell Note Taking Sheet
- Character Analysis Sheet

#### Resources Used

### Procedure (Activity/s)

In journal students should respond to the following prompt:

Is it better to be blissfully ignorant, or aware and powerless? Explain. Connect this question to the story.

Now recap yesterday’s lesson by taking questions and clearing up any misconceptions and reviewing Cornell Notes. Students will engage in an all class discussion based on the homework reading assignment of chapters 4-6.

#### Guiding Questions (4-6)

1. Why does Stacey feel resentment towards Mr. Morrison?
2. Was Stacey right or wrong for going to the Wallace store?
3. Why is Big Ma so proud of her husband?
4. What is mama’s rationale for taking the children to see Mr. Berry?
5. Why does Cassie become angry with Mr. Barnett?
6. Is Big Ma right or wrong for making Cassie apologize to Lillian Jean?
7. Why does Mr. Morrison go after Uncle Hammer?
8. Do you agree or disagree with Mama’s explanation of Mr. Simm’s behavior? Explain.
9. Why does the entire town go along with “Jim Crow”
10. How might things be differently if more of the community thought like Uncle Hammer?

### Homework

Read chapters 7-9 in *Roll of Thunder, Hear My Cry*

Cornell Note chapters 7-9 (students should continue character analysis as needed).
In journal students should respond to the following prompt:

In chapter 8, Cassie talks about her family traditions during Christmas time. What are some of your family traditions? Free write about the experience.

Now recap yesterday’s lesson by taking questions and clearing up any misconceptions and reviewing Cornell Notes. Students will engage in an all class discussion based on the homework reading assignment of chapters 7-9.

**Guiding Question (7-9) -**
1. What does Mr. Morrison symbolize?
2. What happened to Mr. Morrison as a boy?
3. Why are the Logan children so excited to receive books for Christmas?
4. Why does Jeremy offer Stacey a present?
5. Why does Mr. Jamison offer his help?
6. Why does Cassie act as Lillian Jean’s servant?
7. Is this plan a good one? Explain.
8. Why does T.J. seek revenge against Mama?
9. What is the real reason Mama got fired?
10. What is Mr. Avery’s reasoning for no longer shopping in Vicksburg?

**Homework**
Read final chapters 10-12 in *Roll of Thunder, Hear My Cry*
Cornell Note chapters 10-12 (students should complete character analysis sheet).

**Evaluation/Rubric**
- Cornell Notes
- Character Analysis
## Lesson #6 Overview

### Details

T.J. becomes further estranged from the community when he begins to hang around with the Wallace brothers. Meanwhile, Papa is forced to call Uncle Hammer because the bank has ordered that the Logan mortgage be paid in full. T.J.’s behavior finally catches up with him in that he is accused of robbing a white owned store and killing the owner. The town comes out with the intention of lynching T.J. when the farm land catches on fire. (10-12)

### Objectives

**Students will:**
- Free Write
- Participate in all class group discussion
- Work in pairs to create plot lines

### Time Required

5 forty-five minute class periods

### Grade Level(s)

9-12

### Topic(s)

1930’s “Jim Crow” in southern United States, Plot and character development

### Era/ Time Period

1930’s Depression era

### Format(s) of primary sources used

- 

### Standards Addressed

- **STATE GOAL 1:** Read with understanding and fluency.
- **B.** Apply reading strategies to improve understanding and fluency.
  - 1.B.5a Relate reading to prior knowledge and experience and make connections to related information.
- **C.** Comprehend a broad range of reading materials.
  - 1.C.5a Use questions and predictions to guide reading across complex materials.
STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.
A. Understand how literary elements and techniques are used to convey meaning.
   2.A.5b Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece
B. Read and interpret a variety of literary works.
   2.B.5a Analyze and express an interpretation of a literary work.
   2.B.3c Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.

STATE GOAL 3: Write to communicate for a variety of purposes.
B. Compose well-organized and coherent writing for specific purposes and audiences.
   3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.

STATE GOAL 4: Listen and speak effectively in a variety of situations.
A. Listen effectively in formal and informal situations.
   4.A.5b Use techniques for analysis, synthesis, and evaluation of oral messages.
B. Speak effectively using language appropriate to the situation and audience.
   4.B.5b Use speaking skills to participate in and lead group discussions; analyze the effectiveness of the spoken interactions based upon the ability of the group to achieve its goals.

STATE GOAL 5: Use the language arts to acquire, assess and communicate information.
C. Apply acquired information, concepts and ideas to communicate in a variety of formats.
   5.C.5b Support and defend a thesis statement using various references including media and electronic resources.

| Preparation       | • Reflection Journals  
                   | • Cornell Note Taking Sheet  
                   | • Character Analysis Sheet  
<table>
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<tbody>
<tr>
<td>-Materials Used</td>
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<tr>
<td>-Resources Used</td>
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<tr>
<td>Procedure (Activity/s)</td>
<td>In journal students should respond to the following prompt:</td>
</tr>
</tbody>
</table>
Go back to the writing prompt that asked you to blindly write about “Jim Crow”. Think about everything you know now. What have you learned? What would you still like to know? Has your thinking process evolved at all? Reflect.

Now recap yesterday’s lesson by taking questions and clearing up any misconceptions and reviewing Cornell Notes. Students will engage in an all class discussion based on the homework reading assignment of chapters 10-12. Now students should pair with a partner and create plot lines. Once this is done students should receive research paper guidelines and teacher should review the correct methods for creating an MLA style paper. Students should be allowed time to construct thesis statements and outlines, rough drafts and final typed drafts.

Guiding Questions (10-12) –
1. What is different about Jeremy?
2. How does Uncle Hammer raise the tax money?
3. Why is the family anxious for Uncle Hammer to leave once he pays the taxes?
4. What does Cassie realize about T.J. when he comes to the revival meeting?
5. Explain the situation that happened to T.J. the night of the revival.
6. Who is able to stop the lynching of T.J. and why?
7. How did the fire start?
8. Why is the novel called, Roll of Thunder, Hear My Cry?
9. What is the theme of the novel
10. How might the story have been different if it had been told by one of Cassie’s brothers?

Homework
Students should work to complete research papers

Evaluation/Rubric
- Cornell Notes
- Character Analysis
- Research Paper
- Writing Rubric
Directions: Your first task is to create a thesis statement.

Example Thesis statement: In *Roll of Thunder, Hear My Cry* Cassie is often kept from achieving all that she can because of racial prejudice. This both hurts and confuses her.

Once a thesis statement has been created now construct an outline

Sample Outline

I. To begin, Cassie is hurt by racial prejudice placed upon her by the people in society.
   A. Provide a specific example from the book that proves that Cassie experienced racial prejudice from society.
      1. Describe the recurring incident with the school bus driver
      2. Explain how this hurts Cassie
   B. Provide a second example from the book that proves that Cassie experienced racial prejudice from society.
      1. Describe the incident with old school books at school
      2. Explain how this hurts Cassie
   C. Provide a third example from the book that proves that Cassie experience racial prejudice from society.
      1. Describe the incident with Lillian Jean
      2. Explain how this hurts Cassie

To conclude, the above incidents prove that Cassie was hurt by racial prejudice placed upon her by the people in society.

II. In addition to being hurt by racial prejudice Cassie is also confused by racial prejudice placed upon her by the people in society.

Once you have reached this step, follow the sample outline to complete paragraph #2 and #3. Once you complete your outline you are ready to begin the rough draft for your final paper. The entire paper should consist of an introduction, three body paragraphs, and a conclusion. In addition, your final paper should include at least one blended quotation from the book, a title page and a works cited page. Also, remember this is English class! Please follow the guidelines for good form! This means, each paragraph should have topic and concluding sentences, must be typed using 1-inch margins on all four sides, 10-12-font size, Times New Roman, and correct grammar must be utilized.
To begin, Cassie is hurt by racial prejudice placed upon her by the people in society. For example, each day when Cassie, her siblings, and her friends walk to school a bus driver torments them. The bus driver is motivated by racial prejudice and pure hate for the black race. The driver has an heir of superiority about him because he is the school bus driver for the all white neighboring school district, which he has been trained to think of as better. The school bus driver exerts his supremacy over the helpless black children by mercilessly splashing them with mud on a daily basis to the delight of the all white passengers on the bus. This hurts Cassie because she knows that the behavior of the bus driver is wrong, and she realizes that no human being has the right to judge anyone based on the color of his or her skin color. Another example of how Cassie was hurt by racial prejudice was the incident with the poor textbooks that occurred at school. Etc.
### Questions/Main Idea:

#### Research Papers:
- Describe a presentation of student research that may be printed, electronic, or from a multimedia source.

#### Types of Research:
- Primary – Firsthand observation
- Secondary Examination of studies

#### Research should:
- Challenge
- Modify
- Confirm thinking

#### Research Supports:
- Your statements and provides concise information about the sources cited.

#### Topic Selection:
- Should be interesting to you
- Should have a wealth research info available

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**Summary:**
Writers of research papers should know their audience, and take interest in their subject matter. Good research should challenge not only the reader but the writer. When writing always back up arguments!
<table>
<thead>
<tr>
<th>Questions/Main Idea: Working Bibliography</th>
<th>Notes:</th>
</tr>
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<tbody>
<tr>
<td>A record of discovered information on a given topic</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Questions/Main Idea: Recording Essential Publication info</th>
<th>Notes:</th>
</tr>
</thead>
</table>
| 1. Book  
2. Author’s full name (last name first)  
3. Full title (including subtitle)  
4. Edition (if the book is a second or later numbered edition or a revised edition)  
5. Number of the volume and the total number of volumes (if the book is a multivolume work)  
6. City of publication  
7. Shortened form of the publisher’s name  
8. Year of publication |

<table>
<thead>
<tr>
<th>Questions/Main Idea: Plagiarism</th>
<th>Notes:</th>
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<tbody>
<tr>
<td>Intentional or unintentional failure to acknowledge someone’s ideas, information or expressions</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Questions/Main Idea: You have plagiarized if</th>
<th>Notes:</th>
</tr>
</thead>
</table>
| You took notes that did not distinguish summary and paraphrase from quotation and then you presented wording from the notes as if it were all your own.  
Copied and pasted from the web  
You presented someone else’s facts without acknowledgement  
You bought or acquired a research paper and handed in part or all of it as your own.  
Worked in a group and did not participate but received credit |

<table>
<thead>
<tr>
<th>Questions/Main Idea: Ethics</th>
<th>Notes:</th>
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<tbody>
<tr>
<td>The rules or standards governing the conduct of a person or the members of a profession:</td>
<td></td>
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</tbody>
</table>

Summary:
Plagiarism is a serious offense that can lead to serious long term ramifications such as expulsion from school.
### Questions/Main Idea:

#### Spelling
- Should remain constant throughout paper  
  EX. (If a word is introduced using a capital letter it shall be spelled with a capital letter throughout the entire paper.)

#### Quotations
- Shall be written as they originally appeared

#### Commas
- Used to separate words, phrases and clauses in a series  
  EX. (Congress passed the bill, and the president signed it into law.)

#### Semicolons
- Shall be used when items in a series have internal commas  
  EX. (Bush focused his efforts on Columbus, Ohio; Des Moines, Iowa; and Chicago, Illinois.)

#### Apostrophes
- Possessive singular nouns = Zebra’s stripes
- Possessive plural nouns = Zebras’ stripes

#### Titles of Persons
- First use  
  Emily Dickinson
- Subsequent uses  
  Dickinson

### Summary:
<table>
<thead>
<tr>
<th>Questions/Main Idea:</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parenthetical documentation</strong></td>
<td>In MLA style, in-text citations, called parenthetical citations, are used to document any external sources used within a document (unless the material cited is considered general knowledge). Identified by the use of parenthesis.</td>
</tr>
<tr>
<td>EX. Author’s name in text</td>
<td>• King has argued this point (178-85).</td>
</tr>
<tr>
<td>Author’s name in reference</td>
<td>• This point has already been argued (King 178-85).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ellipsis</th>
<th>The omission of one or more items from a construction in order to avoid repeating the identical or equivalent items that are in a preceding or following construction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EX.</td>
<td>• The omission of <em>been to Paris</em> from the second clause of <em>I've been to Paris, but they haven't.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Italics</th>
<th>A style of printing types in which the letters usually slope to the right, patterned upon a compact manuscript hand, and used for emphasis, to separate different kinds of information, and most commonly referring to book titles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EX.</td>
<td>• In the book, <em>Things Fall Apart</em>, Okonkwo is truly a tragic character.</td>
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</table>

<table>
<thead>
<tr>
<th>Questions/Main Idea</th>
<th>Notes</th>
</tr>
</thead>
</table>
| **Printing or Typing** | • Standard typeface (e.g. Times New Roman)  
| | • 10-12 Font  
| | • Do not bold or use italics unless referencing a book  
| | • Keep a backup copy on disk  
| **Paper** | • Use only 81/2 by-11-inch paper  
| **Margins** | • 1” margins on all four sides  
| | • Indent the first word of a paragraph one-half inch from the left margin  
| **Spacing** | • Double space throughout entire paper, including quotations and works cited.  
| **Heading and Title** | • Do not create title page.  
| | • Beginning one inch from the top of the page, type your name.  
| | • On the second line, type your instructor’s name.  
| | • On the third line, type the course name and number.  
| | • On the fourth line, type the date.  
| | • On the fifth line write title (remember to center the title)  

**Summary:**
Formatting a research paper is very important and students should pay close attention to formatting guidelines.