

# FREEDOM and the JIM CROW LAWS

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**Standards:** 2, 3, 5

**Focus/Concept:** Students will read conflicting documents, draw conclusions, and write a critical essay using quotes and examples from the texts.

**Measurable Outcome:** Students will be able to identify contradictions between laws created to give Americans freedom and Jim Crow laws later placed on Black Americans.

**Primary Sources:** *The Declaration of Independence*, *White Privilege* by Peggy McIntosh

**Overview:** In this lesson students will examine essential questions, analyze two primary source documents using SOAPStone, and a guide for applying critical thinking to political cartoons. They will then compare and contrast documents and information and write a critical essay.

## Lesson Implementation:

### Preview Questions

- \*Are all men created equal?
- \*Historically, is everyone offered equal protection under the law?
- \*If something is illegal, does it automatically follow that it isn't done?
- \*Whose responsibility is it that laws are enforced? In what situations (socially, politically, geographically) is it generally easy to disguise Illegal activity?

After discussion of the preview questions, students will read and SOAPStone *The Declaration of Independence*.

Using an analytical guide from *The Library of Congress* website, student will view and respond to two political cartoons depicting the image of Jim Crow. After discussion, students will be introduced to and discuss Jim Crow laws.

### Writing Prompt

- \*Write a personal reaction to the documents you have read and viewed. How do the Jim Crow laws contradict the promises of The Declaration? How and with what motivations do you believe this was justified in society? Write a critical essay using quotes and examples from the readings to support your ideas.

### Further Reading

Students will read *White Privilege* by Peggy McIntosh. Using this as a Guide, they will write their own list of white privileges based on inverting the Jim Crow laws or black codes from their lists.

### Closing

Students will hand in their essays, share their lists, and discuss their reactions. They will revisit their preview questions and discuss how their thoughts may have changed based on the information received in the lesson. **How has our country been hypocritical in its actions and neglected to fulfill its promises?**

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