Grades: 8, 9-12  
**Subjects:** American History, African American History, English  
**Time Required:** 2 50-60 minute class periods  
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**OVERVIEW**  
In these lessons, students will examine the origins of the “Jim Crow” character as well as the impacts the laws had on African Americans and other members of society at the turn of the 20th century.

**GOAL**  
Students will describe how the “Jim Crow” label originated as well as name notable “Jim Crow” laws and their effects on America.

**OBJECTIVES**  
The learner will:
- Listen to and examine a version of the “Jump Jim Crow” song that popularized the caricature of Jim Crow.
- Examine newspaper articles for evidence of Jim Crow laws and their discrimination.
- Write a short paragraph detailing the Jim Crow laws and their effects.

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**INVESTIGATIVE QUESTIONS**  
1. Where did the term “Jim Crow” originate and why is it associated with racist laws near the beginning of the 20th century?  
2. What kinds of discrimination did African Americans face during this time period as a result of the Jim Crow laws and how did it impact their lives? How did it impact the lives of non-African Americans?

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**CURRICULUM STANDARDS**

**8th Grade**  
**English/Language Arts History/Social Studies**
8.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.
8.RI.KID.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.

**High School**  
9-10th Grade  
**English/Language Arts History/Social Studies**
9-10.RI.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

(Continued on p. 2)
CURRICULUM STANDARDS (CONT.)
9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.

11-12th Grade

English/Language Arts

11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

History/Social Studies

11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

US.3 Explain the impact of the Compromise of 1877, including: Jim Crow laws, lynching, disenfranchisement methods, the efforts of Benjamin “Pap” Singleton and the Exodusters, and the Plessy v. Ferguson decision.

US.92 Describe the significant events in the struggle to secure civil rights for African Americans, including: Montgomery Bus Boycott, Integration of Clinton High School in Clinton, TN, Integration of Central High School in Little Rock, AR, Freedom Riders, Tent City in Fayette County, TN, Marches, demonstrations, boycotts, and sit-ins (e.g., Nashville), March on Washington, D.C., Birmingham bombings of 1963, Assassination of Martin Luther King, Jr., Highlander Folk School

African American History

AAH.21 Assess the economic and social impact of Jim Crow laws on African Americans.

AAH.41 Describe various methods employed by African Americans to obtain civil rights.

AAH.45 Assess the extent to which the Civil Rights Movement transformed American politics and society.

MATERIALS

- Primary Source Analysis Tool
- Computers
- Handout of “Jump Jim Crow” lyrics
- Primary Source Set — Jim Crow in America

RESOURCES:

- “Jump Jim Crow” Sound Recording
- Al. G. Field Greater Minstrels fun’s famous fellows.
- Jim Crow
- Jim Crow Jubilee
- Jim Crow, Sold wholesale and retail by L. Deming, at the sign of the Barber's pole Hanover St., Boston, and at Middlebury, Vt
- The Crow Family
- Jim Crow Law Upheld
- Race mixing protest
- Civil Rights March
- Library of Congress
- The Gilder Lehrman Institute of American History
- Encyclopedia Britannica

Jim Crow Jubilee [c1847]
PROCEDURE

Note: Teachers, have a discussion with the students pertaining to the content of both days’ lessons. Many of the sources would be considered racist and/or extremely offensive by today’s standards (some were racist even for the time period.) Be aware that some of the song lyrics will have racially offensive language.

DAY 1

Step 1: Discuss the 13th, 14th, and 15th amendments and how they guaranteed certain rights to African Americans after the Civil War. Perhaps look at these amendments in the Constitution and discuss why they were important in a post-slavery America. Then, review with the students the circumstances behind the Compromise of 1877; explain how Hayes gained the presidency at the expense of withdrawing federal troops from the South, thus ending Reconstruction and handing control back to Southern Democrats.

Step 2: Tell the students you are going to examine this question: “Where did the term "Jim Crow" originate and why is it associated with racist laws near the beginning of the 20th century?” Hand out the lyrics to “Jump Jim Crow.” Play them the fiddle version of the song (http://www.loc.gov/item/afcreed000120/) while they follow along with the lyrics. Ask students: What do you hear? Does this remind you of anything you have heard before? Have them generate a question they would like answered about the lyrics or the subject matter. It can be as simple or as complex as they would like.

Step 3: Show students an image of a white man in blackface either on the projector or on a handout (https://www.loc.gov/item/2014635573/). Tell them that “Jim Crow” was a character played by a white man and popularized around the country by the very song they just listened to. Thomas “Daddy” Rice was a performer in the 1830s who made it so popular. Discuss how music influences our culture. Connect their discussions with current pop songs and how much our slang comes from them.

Step 4: Pass out various images of Jim Crow cartoons (http://www.loc.gov/item/2004669584/), (http://www.loc.gov/item/2001701399/). In groups of three or four, have the students use the Primary Source Analysis Tool (http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf) to generate and answer questions about the image. Then, encourage them to answer their questions using the internet. They might use these websites: Library of Congress, The Gilder Lehrman Institute of American History, and Encyclopedia Britannica.

Step 5: Pass out handouts of the two other Jim Crow lyrics:

- Jim Crow. Sold wholesale and retail by L. Deming, at the sign of the Barber's pole Hanover St., Boston, and at Middlebury, Vt  https://www.loc.gov/item/amss.as106690/
- “The Crow Family” https://www.loc.gov/resource/amss.as200590.0

Have the students read and generate an opinion regarding specific lyrics from the song. They will then pretend they are writing a status update on “Historybook.com” from the point of view of a rights activist in the late 1800’s. Afterwards, have them pass around their updates. They must add a comment to someone else’s update involving their opinion of how the “Jim Crow” stereotype has become such a problem in their country. Have them pass it around twice so that every update has two comments and make sure they add their name next to their contributions. Encourage them to use specific keywords from today’s lesson and display knowledge of how Jim Crow became popular in America.
DAY 2

Step 1: Review what you learned about Jim Crow yesterday. Who was he? What was he associated with? Now tell the students that today you will be examining this question: “What kinds of discrimination did African Americans face during this time period as a result of the Jim Crow laws?” Explain that Jim Crow laws were laws that took away rights from African Americans after the Civil War. Mostly these

Step 2: Project this image on to the board or distribute copies to the class: “Jim Crow Law Upheld” (http://chroniclingamerica.loc.gov/lccn/sn83045433/1908-06-05/ed-1/seq-12/). Have a volunteer read the news selection. Ask the class to write on a scratch piece of paper the Jim Crow law that was upheld in this selection and why they think it is considered a Jim Crow law.

Step 3: Have the students research through the Library of Congress types of Jim Crow laws. Tell them they might use the following keywords: Jim Crow laws, discrimination, whites, colored, negro, racism, segregation, or civil rights. They might also use the primary source set found at https://library.mtsu.edu/ld.php?content_id=43538823. Warn students that some of the primary sources might fall under “uncertain copyright,” which means the thumbnails won’t expand to larger jpegs. If they encounter these, they may not be effectively usable. Encourage them to persevere. Then, have them write a summary about any images found. After 5 minutes of research, have them share at least two of the selections.

Step 4: EXPRESS/REFLECT – Show students the following images:

- http://www.loc.gov/item/2009632339/ (Race mixing protest)
- http://www.loc.gov/item/2003675346/ (Civil Rights March)

Have students pretend they are members of a community in which Jim Crow laws exist. Tell them to pretend they have seen both of these images in the newspaper along with images similar to ones they found in their research. Ask them to express their opinion through a letter to the newspaper’s editor regarding the issue of civil rights and Jim Crow laws, citing specific examples of Jim Crow laws. Although they are expressing an opinion, tell them they must display some type of understanding behind the emotions that were felt on both sides of the issue.

[The civil rights march from Selma to Montgomery, Alabama in 1965]
EVALUATION

Use the following rubric to score student responses to both days:

Day One

90 – 100: Student demonstrates clear understanding of the concepts introduced in today’s lesson. Student uses at least three keywords or examples of Jim Crow racism from today’s lesson.

80 – 89: Student demonstrates acceptable understanding of the concepts introduced in today’s lesson. Student uses two keywords or examples of Jim Crow racism from today’s lesson.

70 – 79: Student somewhat demonstrates clear understanding of the concepts introduced in today’s lesson. Student uses only one keyword or example of Jim Crow racism from today’s lesson.

69 and below: Student demonstrates no understanding of the concepts of today’s lesson. Student uses no keywords or examples of Jim Crow racism from today’s lesson.

Day Two

90 – 100: Student demonstrates clear understanding of the concepts introduced in today’s lesson. Student gives at least two examples from the lesson to support their opinions and writes at least six complete sentences.

80 – 89: Student demonstrates acceptable understanding of the concepts introduced in today’s lesson. Student gives at least one example from the lesson to support their opinion and writes at least five complete sentences.

70 – 79: Student somewhat demonstrates understanding of the concepts introduced in today’s lesson. Student gives no examples from the lesson to support their opinion and writes at least four complete sentences.

69 and below: Student demonstrates no understanding of the concepts of today’s lesson. Student gives no examples from the lesson to support their opinion and writes three or less complete sentences.

EXTENSIONS

- Students can visit “The African-American Experience in Ohio” at [http://dbs.ohiohistory.org/africanam/html/](http://dbs.ohiohistory.org/africanam/html/). This Web site chronicles several examples of Jim Crow era racism. As the Web site states, “This selection of manuscript and printed text and images drawn from the collections of the Ohio Historical Society illuminates the history of black Ohio from 1850 to 1920, a story of slavery and freedom, segregation and integration, religion and politics, migrations and restrictions, harmony and discord, and struggles and successes.” Have the students search keywords from both days’ lessons using the search tool on the page. Then, have them print out their favorite selection to share with the rest of the class accompanied by a few sentences summarizing how it relates to both days’ lessons.

- Students may also interview their grandparents or older friends they know that grew up amongst the civil rights activism of the 1950s and 60s. Have them record or transcribe the interview and share with the class the personal stories from these individuals.
JUMP JIM CROW LYRICS

1. Come, listen all you gals and boys, Ise just from Tuckyhoe; I'm goin', to sing a little song, My name's Jim Crow.

CHORUS [after every verse] Weel about and turn about and do jis so, Eb'ry time I weel about I jump Jim Crow.

2. I went down to the river, I didn't mean to stay; But dere I see so many gals, I couldn't get away.

3. And arter I been dere awhile, I tought I push my boat; But I tumbled in de river, And I find my- self afloat.

4. I git upon a flat boat, I cotch de Uncle Sam; Den I went to see de place where Dey kill'd de Pakkenham.

5. And den I go to Orleans, An, feel so full of flight; Dey put me in de Calaboose, An, keep me dere all night.

6. When I got out I hit a man, His name I now forgot; But dere was noting left of him 'Cept a little grease spot.

7. And oder day I hit a man, De man was mighty fat I hit so hard I nockt him in To an old cockt hat.

8. I whipt my weight in wildcats, I eat an alligator; I drunk de Mississippy up! O! I'm de very crea-
ture.

9. I sit upon a hornet's nest, I dance upon my bead; I tie a wiper round my neck An, den I go to bed.

10. I kneel to de buzzard, An, I bow to the crow; An eb'ry time I weel about I jump jis so.