

# Jim Crow Era & Segregation

This unit plan is designed for a fifth grade classroom.



Name blocked on purpose by Lin Lin

## Rationale

I chose to do a unit plan on the Jim Crow Era & Segregation. Throughout high school and college, I have always enjoyed learning about this topic. I believe that it is important to see how a few people can have a huge impact on society. I believe I knew a great deal about this topic, however, I did not know how to teach it to young children. With a great deal of research, I was able to come up with a great unit plan for a fifth grade classroom.

I believe that this is a subject area that is important to teach to younger children. The Jim Crow Era had a major impact to our nation. Social Justice is important for young children to understand, and I did not know a better way to teach it than planning a unit on the Jim Crow Era. Today, our society is diverse and there are many people that follow certain traditions or cultures that differ from your own. My unit plan addresses the idea that everyone is equal. In the past, American did not welcome different cultures, only one. Now, all cultures are accepted and I believe it is important for students to know many of the reasons why it has changed. This unit also addresses the different ideas in social studies. It allows the students to question themselves about being a good citizen by analyzing the past and wondering why they are where they are today. The themes I chose allows students to have a broad view of their society and allows them to understand the importance of their past. Students will understand that the Jim Crow Laws were harsh and that being a good citizen and following the laws might not be the same for everyone.

In my unit plan, I used many different strategies that helped me create my lesson plans. In my first lesson plan, the students will be making time lines that help them see all the material in a chronological order. In my second lesson plan, the students will be exploring the internet through a webquest, which falls under the category of discovery learning. In my third lesson, the students will be analyzing a poster with many different pictures on it from that time period. This is similar to the strategy known as Custom Boxes. The students must record their feelings and responses in journals, then they will share how they feel in a class discussion. My fourth lesson requires a great deal of role playing. The students will be given either a silver or a gold tag that they must wear all day long. For half the day, one color will be dominate and the other half of the day the other half will be dominate. The students are expected to experience how African Americans felt during the Jim Crow Era. My fifth and final lesson will require the students to read articles from a book about the Brown v. Board of Education court case. Once they are finished, they are all required to write newspaper articles expressing their own opinions. These strategies have helped me create well-balanced activities that the students will love.

My unit plan involves many different components that help it be a well-rounded unit plan. For one of my lessons, the students will be exploring the internet through a webquest on the Jim Crow Era. I believe this is a great way to incorporate technology because it allows the

students to do most of the research on their own, however, have guidance from the teacher through the webquest. I have also incorporated children's literature to help my students understand certain issues. To begin my unit, I read the book, *Goin' Someplace Special* by Pat McKissack. I also pass out articles for the students to read in small groups from the book, *Brown v. Board of Education: Equaling Schooling for All*, by Harvey Fireside and Sarah Betsy Fuller. Both of these books were phenomenal sources to use in the classroom. I also used a great deal of primary sources. I believe that using primary sources in the classroom brings a sense of realness to the students. I used two different Jackdaws to help me incorporate primary sources into my unit plan. I used lots of photos to show students the hardships that African Americans faced during that time and I also used an actual newspaper article to show the students what they looked like during the time of the court case. The students will benefit a great deal by being able to view these primary sources. At the end of my lesson, I will have a final assessment project for the students to complete. They will be taking a field trip to an African American Museum. During their time spent there, they must find at least 10 different facts that they learned from their trip to the museum. Each student will be required to create a poster board introducing all of their facts. Each student will have ten minutes to present their project and what they have learned through their experience in African American Culture.

Throughout my unit plan, I demonstrate many ways that the students will be able to learn the information. I understand that all children learn in different ways. Creating a unit plan that will allow all children to understand the information is important. The Howard Gardner multiple intelligences offer many ways that children will learn. Throughout my lesson plan, the students will be able to learn through many different techniques. There are many different ways that children can learn, Howard Gardner suggests there are nine different intelligences that children model. Out of nine intelligences, my unit plan covers seven of them. The ones that tie in with my unit plan are: intrapersonal, visual/spatial, verbal/linguistic, bodily/kinesthetic, interpersonal, naturalist, and existentialist.

# NCSS' Social Studies Themes and New York State Learning Standards

My unit plan follows theme number two: Time, Continuity, and Change and theme number ten: Civic Ideals and Practices.

**II. Time, Continuity, and Change.** Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.

**V. Civic Ideals and Practices.** An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the local community, the nation, and the world at large? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

My unit plan allows students to explore the past and experience the harsh rules our nation used to have. It also allows students to understand the huge impact of the Brown v. Board of Education decision. That decision impacted everybody's lives. In addition, my unit plan also allows students to question their own role in society and see how they are doing when it comes to being a citizen.

My unit plan also meets the New York State Learning Standards. My unit plan meets:

Standard One—History of the United States and New York: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea One: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Students:

- Know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role creating it.
- Explain those values, practices, and traditions that unite all Americans.

Key Idea Two: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Students:

- Distinguish between near and distant past and interpret simple timelines.

Key Idea Four: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

Students:

- Consider different interpretations of key events and/or issues in history and understand the differences in these accounts.
- Explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and State.
- View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

Standard Five-Civics, Citizenship, and Government: Students will use a variety of intellectual skills to demonstrate their understand of the necessity for establishing governments; the governmental system of U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea Two: The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from The National Standards for Civics and Government, 1994)

Students:

- Understand the basic civil values that are the foundation of American constitutional democracy.

# Objectives

Throughout my lesson, I hold the students to a high standard of learning. I have many different tasks for them to complete and I believe that my objectives are higher order thinking.

Students Will Be Able To:

1. Summarize the book, *Goin' Somewhere Special* by Patricia McKissack in a group discussion with the teacher. (Bloom's Taxonomy Level II: Comprehension)
2. Analyze the small packet *Jim Crow Era* and distinguish the important facts by answering the corresponding questions. (Bloom's Taxonomy Level IV: Analysis)
3. Organize important dates and events in chronological order by creating a timeline with the entire class. (Bloom's Taxonomy Level V: Synthesis)
4. Break down the webquest into several different components, reading each component in close detail. (Bloom's Taxonomy Level IV: Analysis)
5. Summarize the material in the webquest by answering the corresponding questions. (Bloom's Taxonomy Level V: Synthesis).
6. Analyze a poster containing material from the Jim Crow Era. (Bloom's Taxonomy Level IV: Analysis)
7. Relate to the posters by writing journal entries based on their feelings towards it. (Bloom's Taxonomy Level VI: Evaluation)
8. Modify the classroom rules in order to create new rules based upon the dominate group in the classroom. (Bloom's Taxonomy Level V: Synthesis)
9. Reflect upon their own experiences through an essay written about their day. (Bloom's Taxonomy Level VI: Evaluation)
10. Summarize Linda Brown's story through a classroom discussion. (Bloom's Taxonomy Level II: Comprehension)
11. Analyze articles from the Brown v. Board of Education court case in small groups and distinguishing the important facts and placing them on a poster board to present to the class. (Bloom's Taxonomy Level IV: Analysis)
12. Justify their own opinions by writing newspaper articles about the Brown v. Board of Education court case. (Bloom's Taxonomy Level VI: Evaluation)

## **Lesson Plan 1: *Jim Crow Era and Segregation* (60 minutes in length)**

### **Rationale:**

This is the first lesson plan within the unit. This lesson is important because it will be introducing segregation during the Jim Crow Era to the students. The students will learn about the Jim Crow Era and how it was an era of unequal treatment.

### **Learning Standards:**

Standard One–History of the United States and New York: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea One: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Students:

- Know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role creating it.

Key Idea Two: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Students:

- Distinguish between near and distant past and interpret simple timelines.

### **Objectives:**

Students Will Be Able To:

1. Summarize the book, *Goin' Somewhere Special* by Patricia McKissack in a group discussion with the teacher. (Bloom's Taxonomy Level II: Comprehension)
2. Analyze the small packet *Jim Crow Era* and distinguish the important facts by answering the corresponding questions. (Bloom's Taxonomy Level IV: Analysis)
3. Organize important dates and events in chronological order by creating a timeline with the entire class. (Bloom's Taxonomy Level V: Synthesis)

**Evaluation/Assessment:**

Teacher will have an answer key to the questions that students complete. The teacher will grade them according to the answer key. The teacher will also have a copy of a preliminary timeline to look at while the class is giving her dates for the time line.

**Learning Procedures:**

Introduction (15 minutes long): The teacher will read the book *Goin' Somewhere Special* by Patricia C. McKissack. This book is about a girl named Tricia Ann who grows up with the struggles of the Jim Crow Laws. Once the story is over, the class will have a short discussion about the mean and harsh events that happened in the book.

Learning Procedures (30 minutes long): The students will then be given a short packet of information about the Jim Crow Era. The students will read the packet and answer the questions. Once they are finished with the questions, they will hand their answers to the teacher. If there is time left over, the students should start going through the reading and finding dates they feel are important.

Conclusion (15 minutes long): Once all the questions are handed into the teacher, as a class they will complete the timeline on the board. This will give the students a perspective to when events are happening.



## **Lesson Plan Two:** *Webquest about Jim Crow Era* (40 minutes long)

### **Rationale:**

This is the second lesson plan within the unit. During this lesson, the students will explore the internet through a Webquest. They will be brought to a computer lab to learn more in depth about the Jim Crow Era.

### **Learning Standards:**

Standard One–History of the United States and New York: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea One: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Students:

- Know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role creating it.

Key Idea Four: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

Students:

- Consider different interpretations of key events and/or issues in history and understand the differences in these accounts.
- View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

### **Objectives:**

Students Will Be Able to:

1. Break down the webquest into several different components, reading each component in close detail. (Bloom's Taxonomy Level IV: Analysis)
2. Summarize the material in the webquest by answering the corresponding questions. (Bloom's Taxonomy Level V: Synthesis).

**Evaluation/Assessment:**

Students will hand in a worksheet with their answers. The teacher will grade them using the answer key.

**Procedures:**

Introduction (5 minutes): Teacher will take class to the computer lab and have them sign into the computers. While they walk to the computer lab, the teacher will tell the students to think about the reading they did yesterday in class.

Learning Procedure (35 minutes long): Students will upload the Webquest onto their computers. The rest of the class time will be spent with the students to go through the webquest and research about the Jim Crow Era. While the students are searching through the webquest, they will have a list of five questions that they must answer.

Conclusion (5 minutes long): Once the students finish their questions, they must hand them in to the teacher. As a class, they will walk back to the classroom.

Webquest link: <https://www.livetext.com/doc/2964870/15239167/>

### **Lesson Plan 3: *The Impact of the Jim Crow Laws* (40 minutes long)**

#### **Rationale:**

This is the third lesson plan within this unit. The students have already learned about the Jim Crow Era. Now the students will be asked to examine a poster containing photographs and an example of a set of Jim Crow laws. The students will write journal entries based on how they feel while looking at the poster.

#### **Learning Standards:**

Standard One—History of the United States and New York: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea One: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Students:

- Know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role creating it.

Key Idea Four: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

Students:

- Consider different interpretations of key events and/or issues in history and understand the differences in these accounts.
- View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

#### **Objectives:**

Students Will Be Able To:

1. Analyze a poster containing material from the Jim Crow Era. (Bloom's Taxonomy Level IV: Analysis)

2. Relate to the posters by writing journal entries based on their feelings towards it. (Bloom's Taxonomy Level VI: Evaluation)

### **Evaluation/Assessment:**

During the discussion in the classroom, the teacher will carefully listen to what the students have to say. While the students are writing their journal entries, the teacher must walk around the room to ensure the students are doing their work. The teacher will collect their journals at the end to read each of their two journal entries. The students will either get a check plus or a check minus. As long as the entries include how they feel and something they have learned, they will receive a check plus.

### **Procedures:**

Introduction (10 minutes long): Before the lesson begins, the teacher will ask all the students to take out their notebook and a pencil. The teacher will put up a poster in the front of the room. The poster will contain pictures from the Jim Crow Era. It will also contain a list of sample of Jim Crow Laws. Before reading the captions of the pictures, the students must write down journal entries on their interpretations of the pictures.

Learning Procedures (30 minutes long): Once the students finished their responses in the journal, the teacher will go over the poster with the class. As a class, the students will read the Jim Crow Laws. Next, the teacher will go over each of the pictures on the poster. The students will learn about the hardships African Americans faced during the Jim Crow Era. Once the explanation is over, the class will have a discussion based on the poster and how they feel.

Conclusion (10 minutes long): After the discussion, the students will write another journal entry. This time, the students must write about something they did not know before going over the poster. The students must include:

- Something new that they learned.
- How they would feel if they were living in that time period.
- Compare it to the first journal entry that they wrote.

Once students are finished, they can share their own thoughts about the poster and the information they are learning. The students will then hand in their journals to be read by the teacher.

## **Lesson Plan Four: *A Classroom Divided***

### **Rationale:**

This is the fourth lesson plan within this unit. This lesson will be based on a day spent in the classroom, with the students completely divided. This lesson will show the students the impact that the Jim Crow Laws had on people during that time.

### **Learning Standards:**

Standard One–History of the United States and New York: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea One: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Students:

- Know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role creating it.
- Explain those values, practices, and traditions that unite all Americans.

### **Objectives:**

Students Will Be Able To:

1. Modify the classroom rules in order to create new rules based upon the dominate group in the classroom. (Bloom's Taxonomy Level V: Synthesis)
2. Reflect upon their own experiences through an essay written about their day. (Bloom's Taxonomy Level VI: Evaluation)

### **Evaluation/Assessment:**

The teacher will observe the students behavior all day long. In addition, there will be a rubric attached to grade the student's essays.

## **Learning Procedures:**

Introduction: At the end of the day before this lesson, students will pick tags out of a bag. There are two different choices for tags; either a silver or a gold. The next day, the students must wear their tag for the entire day.

Learning Procedure: For half a day each, the silver students and the gold students will take turns being the dominant ones in class. This means that whichever color turns it is, the other color has to listen to them, (only to an extent, nothing cruel can be done). Overall, it will be ruled that whichever color is dominant will be the smarter group for that half of the day.

Conclusion: At the end of the day, the teacher will tell the students that the game is over. The students will have the chance to throw away their tags and reflect on the day. They will then be asked to write an essay reflecting on their feelings throughout the day. They will be asked to answer questions such as:

- How did you feel when your color was the dominant one?
- How did you feel when your color was not the dominant one?
- How do you think this activity relates to the Jim Crow Era?

## **Lesson Plan Five:** *Linda Brown's Story*

### **Rationale:**

This is the fifth and final lesson within this unit. During this lesson, the students will learn about the major Supreme Court Case that overruled the “separate but equal” clause that started the Jim Crow Era.

### **Learning Standards:**

Standard One–History of the United States and New York: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea One: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Students:

- Know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role creating it.
- Explain those values, practices, and traditions that unite all Americans.

Standard Five–Civics, Citizenship, and Government: Students will use a variety of intellectual skills to demonstrate their understand of the necessity for establishing governments; the governmental system of U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea Two: The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from The National Standards for Civics and Government, 1994)

Students:

- Understand the basic civil values that are the foundation of American constitutional democracy.

### **Objectives:**

Students Will Be Able To:

1. Summarize Linda Brown's story through a classroom discussion. (Bloom's Taxonomy Level II: Comprehension)
2. Analyze articles from the Brown v. Board of Education court case in small groups and distinguishing the important facts and placing them on a poster board to present to the class. (Bloom's Taxonomy Level IV: Analysis)
3. Justify their own opinions by writing newspaper articles about the Brown v. Board of Education court case. (Bloom's Taxonomy Level VI: Evaluation)

### **Evaluation/Assessment:**

During classroom discussion, the teacher will listen in on what the students have to say about Linda Brown's story. As each group is presenting their major facts, the teacher will listen and make sure the students are not missing any of the important facts from that article. The teacher will read over the newspaper articles before they are published in the classroom newspaper. These articles will have to meet a length requirement of two paragraphs.

### **Learning Procedures:**

Introduction: The students will go and sit on the carpet for reading time. The teacher will read pages 5-9 from the book: *Brown v. Board of Education Equal Schooling for All*. This will explain who Linda Brown is and how her story is significant to history. The class will have a small discussion covering the key elements of her story.

Lesson Procedures: After the teacher reads that passage, the students will break up into small groups. Each group will receive a different article about Brown v. Board of Education. It will be their job to read over the article and outline key points on a poster board. Each group will present their poster to the class stressing why they feel that article is important.

Conclusion: Once all the students have presented their articles, the teacher will post a newspaper article in the front of the classroom. The newspaper article is titled, "School Segregation Banned." Students will have an opportunity to look over the article and see what was said in 1954. Each student will then write their own newspaper article expressing their opinion about the Brown v. Board of Education. Once all the articles are finished, the teacher will publish it into a newspaper to keep in the classroom.



# Final Unit Assessment

For my final unit assessment, the students will be taking a trip to the Charles H. Wright Museum of African American History in Detroit Michigan. Here the students will be exploring the museum and learning new things about the African American culture. Each student will be required to find ten different facts that they learned while visiting the museum.

Once they return home, each student will have to create a poster board outlining the ten facts that they learned. Then they must present their project during a ten-minute presentation to the class, showing them what they learned while exploring the museum.

# Unit Project

As our unit is ending, our class will be visiting the Charles H. Wright Museum of African American History in Detroit Michigan. This museum will give you the chance to dive into African American culture and allow you the chance to experience traditions that might be different from yours.

## **Your Task:**

Imagine you are an explorer and your next job is to research the African American culture. You will be allowed to spend one day in the museum. You must explore the museum and find **TEN** different facts to present to your fellow explorers.

Once you return home, you will be required to create a poster board illustrating your ten facts that you learned at the museum. You will be required to present your poster in a ten minute time frame where you will share your poster with your classmates.

## **Your poster must include:**

- **Ten facts from the museum.**
- **Pictures to represent the facts.**
- **A small paragraph explaining the fact.**
- **A title and your name.**

# Field Trip to the Charles H. Wright Museum of African American History!!!

## Field Trip Details:

**Location:** Charles H. Wright Museum of African American History

**Date:** December 10, 2009

**Time:** Please have your child at his or her classroom no later than 8:00 A.M.

**Transportation:** School Buses

**Cost:** \$10.00 per student to cover tour costs, transportation, and a snack

**Notes:** There will be four adult chaperones in attendance along with your child's teacher.

## What To Bring:

1. Sack lunch labeled on the outside with your child's name and his or her teacher's name.
2. Light jacket or sweatshirt
3. Spiral notebook with a pencil
4. Extra spending money for gift shop (optional)
5. **Note:** No camera, radio, cell phone, or other electronic device is allowed on this field trip. Any equipment of this kind will be taken away by the teacher and returned at the end of the day.

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**Cut off bottom portion of permission slip and return to your child's teacher by December 1, 2009.**

## Emergency Information

*In case of emergency, please contact:*

\_\_\_\_\_

**Name/Relationship**

\_\_\_\_\_

**Phone**

*Special Instructions:*

I give permission for my child, \_\_\_\_\_ to attend the field trip to the Charles H. Wright Museum of African American History in Detroit Michigan on December 10, 2009.

Enclosed is **\$10.00** to cover the cost of the trip.

Method of payment: \_\_\_ cash \_\_\_ check *Note: Please make checks payable to the school district.*

X \_\_\_\_\_

# Resources

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