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## USING ESSEX HISTORY LESSON PLAN

### **Massachusetts U.S. History Frame Works: USII:**

Analyze the post-Civil War struggles of African American men and women to gain basic civil rights.

### **Lesson Plan Length:**

2 - 55 minute classes.

### **Essential Question:**

How did the Jim Crow culture help perpetrate stereotypical myths of African Americans and how did these myths contribute to segregation and denial of civil rights of African Americans?

Students will learn what stereotyping is.

How people are perceived often become the reality of how they are treated.

The struggles black Americans were forced to overcome.

### **Day 1.**

On the board write the word stereotype. Ask the students to define the word, then ask the students to write down words or phrases they think of when they see the word.

Break the class into groups of 3. Distribute Handout A ask the students to study the pictures and make a list about what is the message of each picture. Review the student answers ask how the pictures could have led to a perception of Black Americans

### **Homework:**

Pass out Handout B: MsQVC instructions and Handout C: The lyrics to the song "*Strange Fruit*." Have students analyze the lyrics.

### **Day 2.**

Review homework using the MsQVC. Ask the students what was the main theme of the song, what they chose to support the main theme, what questions come to mind when the reading, what vocabulary did they have to look up, and were they able to make a comparison with other events they have studied or read about.

Play the song to the class, (available on YOUTUBE).

Break students into groups. Distribute Handout D. Ask the students to make connections between Handout A and Handout D (how could the images on Handout A have a connection with the images on Handout D). Bring the class together to discuss answers.

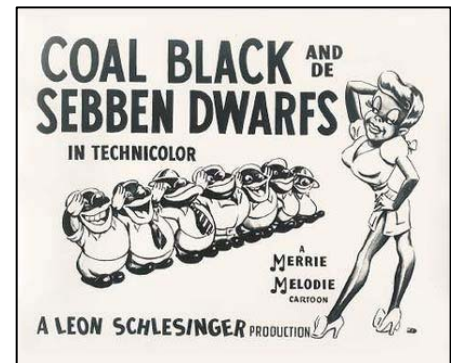
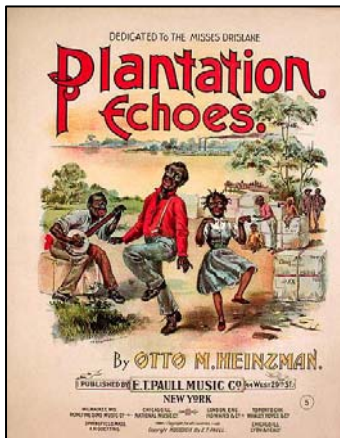
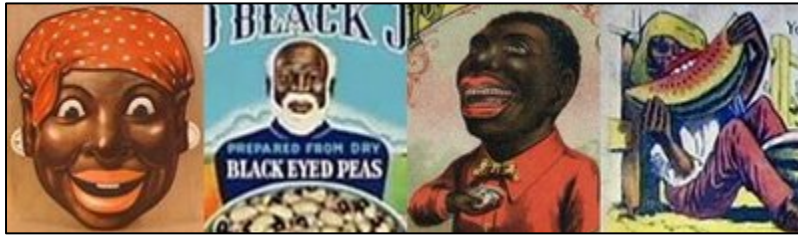
### **Assessment:**

Research Students can the roots of Jim Crow laws and list 10 specific laws.

Essay: Students can write a one-page essay on the dangers of stereotyping using today's negative perceptions toward Muslims, illegal immigrants, and other minorities.

## HANDOUT A

Study the following pictures. What does each picture say about the subjects? Are these pictures offensive? Why or why not?



## HANDOUT B

### Analyzing Primary Document

#### MsQCV

- M - This is the **main** idea of the article. Write one for each article. (Capital M)
- M - These are the **main** ideas on each page. Select one-to-two page. (lower case m)
- s - These are the **supporting** ideas. Select the most important ones per each main idea. Select one-to-two per page.
- Q - This is a **question** raised in your mind that is not answered in the article.
- C - This is a **connection** with something you already know. ("This is like," "that reminds me of,") -This must be a connection, not a comment or summary statement. Write one-to-two per page.
- V - Write the definitions of **vocabulary** you do not know.

## HANDOUT C

### MsQCV The Song “*Strange Fruit*”

Strange Fruit

1938

Words by Lewis Allen

Sung by Billie Holiday

Southern trees bear strange fruit,  
Blood on the leaves and blood at the root,  
Black bodies swinging in the southern breeze,  
Strange fruit hanging from the poplar trees.

Pastoral scene of the gallant south,  
The bulging eyes and the twisted mouth,  
Scent of magnolias, sweet and fresh,  
Then the sudden smell of burning flesh.

Here is fruit for the crows to pluck,  
For the rain to gather, for the wind to suck,  
For the sun to rot, for the trees to drop,  
Here is a strange and bitter crop.

HANDOUT D

