

Standards: *What do we want students to understand?*
Students will be able to discuss what made each of the colonial regions unique.

<p>SOLs/Standards: VA SOL CE.1, 7; USII.5</p>	<p>CE. 1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none"> a) analyzing and interpreting evidence from primary and secondary sources, including charts, graphs, and political cartoons; e) constructing informed, evidence-based arguments from multiple sources; <p>CE.7 The student will apply social science skills to understand the American constitutional government at the state level by</p> <ul style="list-style-type: none"> b) explaining the relationship of state governments to the national government in the federal system; <p>USII.5 The student will apply history and social science skills to understand the social, political, economic, and technological changes of the early twentieth century by</p> <ul style="list-style-type: none"> a) describing racial segregation, housing discrimination via redlining, the rise of “Jim Crow” laws, Black Codes, and threats of violence, including but not limited to intimidation, lynchings, armed conflicts, suppressed voting rights, and limits on political participation faced by African Americans 		
<p>Learning Targets: (student-friendly language)</p>	<p>Students will be able to analyze the impact Jim Crow Laws had on American Society as well as evaluate and discuss how Jim Crow Laws violated the 14th Amendment of the United States Constitution. Depending on grade level more focus can be given to history or civics.</p>		
<p>Tools, Materials, Documents:</p>	<p>Civil Rights and the 14th Amendment Slides</p> <p>Student Activity</p>	<p>Lesson Duration:</p>	<p>1-2 class periods depending on class size</p>

Lesson Details:

The teacher will present the slide deck for the first 10 minutes of class, laying out objective and context for the student activity. After the direct instruction, Students will examine life in the 1950s and 60s by evaluating objects and Jim Crow laws of the time period. Students will first examine objects, primary sources and photographs and answer guiding questions based on the curated table of items. Each group will have 5-7 minutes to examine the objects and answer the guiding questions. After each group has completed part 1, the teacher will call back students to a whole group discussion on the questions and objects. The teacher will then go over 2 of the Jim Crow examples to help guide students when their work independently in their groups. Students go back into their groups and evaluate the law examples and the 14th Amendment. Students will complete part 2 and 3 independently (30-40 minutes). At the conclusion of the activity the teacher will have students discuss their answers and the impact Jim Crow Laws had on society.

Rigor: *How will we increase cognitive demand for students?*

Students will communicate and collaborate in various station activities

Communication	Students will be able to communicate their ideas through a series of group discussions on guiding questions throughout the lesson
Collaboration	Students will collaboratively to analyze artifacts, objects and laws and how they depicted life in the 50s and 60s and how the laws violated the constitution.
Critical Thinking	Students will analyze laws and how they held up to the constitution. Students will use primary sources as evidence that Jim Crow Laws violated the Constitution.

Relevance: *Why is this relevant to ALL students ?*

Students will recognize how state laws were created to harm marginalized groups and how life has changed since the Civil Rights movement.

Targeted Small Group: *What will we do if students got it/didn't get it?*

EL	Special Needs	Intervention	Extension
-Chunked Readings -alterative questions -additional visuals and objects -modified text with translations -teacher facilitated groups	-Chunked Reading -Visuals in Wordwall -Modified Texts -Small Group		Students will discuss how the legacy of Jim Crow can still be seen in the 21 century. Students can explore exhibitions at the National Museum of the African American.