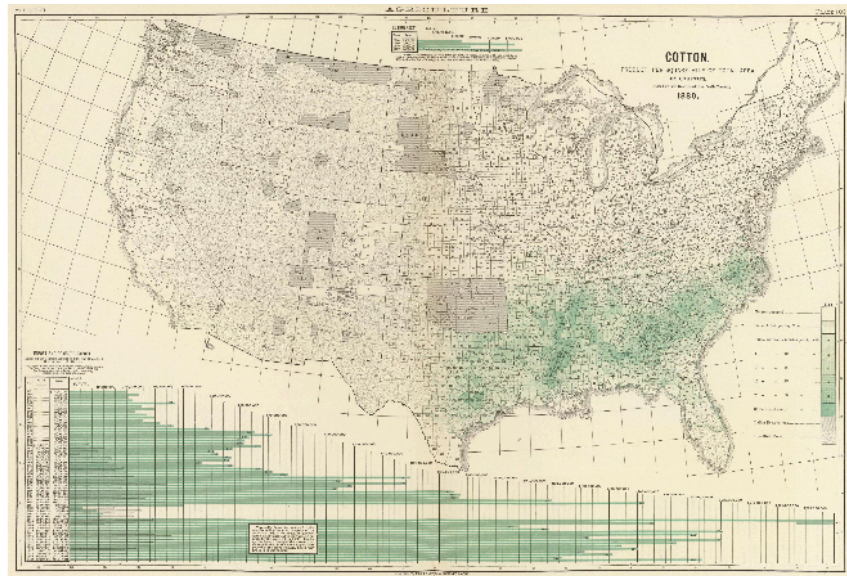


Lesson Plan

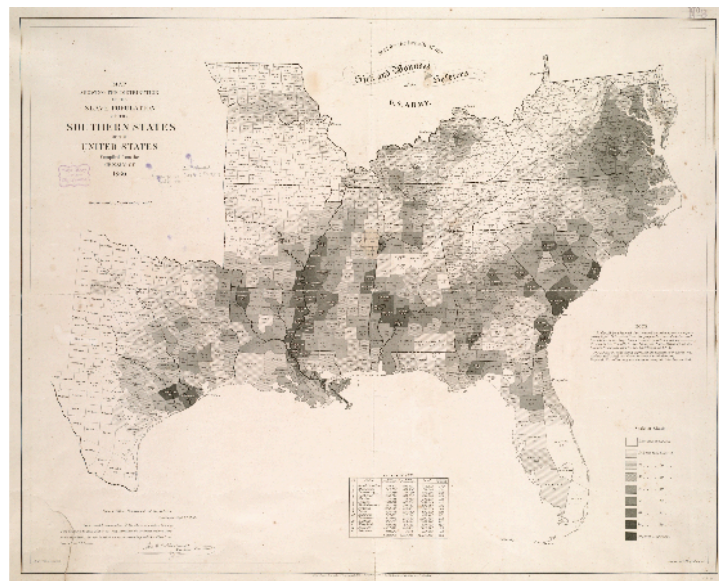
BASIC INFORMATION	
Summary	On Day 9 of the <i>I Know Why the Caged Bird Sings</i> unit, students will learn the background about segregation in the U.S.
Grade Level	9th grade
Time Frame	1 hour 20 minutes
Subject(s)	English 1
Topic(s)	1. What is our identity? 2. What influences the development of identity? 3. What complicates the development of identity? Characterization is the process by which the writer reveals the personality of a character. Characterization is revealed through direct characterization and indirect characterization. Direct Characterization tells the audience what the personality of the character is. Indirect Characterization shows things that reveal the personality of a character.
Instructional Materials & Prep	1. Google Slides 2. <i>I Know Why the Caged Bird Sings</i> by Maya Angelou 3. Daily Journal: November 9, 2020 4. I Know Why the Caged Bird Sings Week 3 5. Emmett Till Project Resources: • EJI High School Lesson Plan • EJI: Lynching in America
STANDARDS	
CA Content Standard(s)	CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CA ELD/ELA Standard(s)	
Differentiated	

Instruction/UDL/C SP/SDAIE									
OBJECTIVES									
	Students will be able to analyze the environment that Angelou grew up in								
ASSESSMENT									
WARM UP									
AGENDA									
1. Warm Up 20 minutes 2. Maya Angelou 50 minutes 3. Sympathy 15 minutes	1. Warm Up Frame: Please pick up I Know Why the Caged Bird Sings from Albany High School this Friday Camera Opt-Out<table><tr><td>Period 3</td><td>Period 5</td></tr><tr><td></td><td>Yarely Barreto</td></tr></table> 2. Review <i>Of Mice and Men</i> Reputation Essay Of Mice and Men Reputation Essay Exemplar 3. Review: <i>I Know Why the Caged Bird Sings</i> Chapters 2-6 Students who did not read Chapters 1-3<table><tr><td>Period 3</td><td>Period 5</td></tr><tr><td>Hank Bensman Ronan Fong Joanne Nge Morgan Ormsby Aliya Payongayong Sebastian Rowan</td><td>Annika Geisler Lars Karcher Eric Kim Martin Langford Pablo Romero-Godoy Lincoln Solomon</td></tr></table> 1. What is the setting of I Know Why the Caged Bird Sings? 2. Why might Maya Angelou’s grandparents be living in Stamps, Arkansas?	Period 3	Period 5		Yarely Barreto	Period 3	Period 5	Hank Bensman Ronan Fong Joanne Nge Morgan Ormsby Aliya Payongayong Sebastian Rowan	Annika Geisler Lars Karcher Eric Kim Martin Langford Pablo Romero-Godoy Lincoln Solomon
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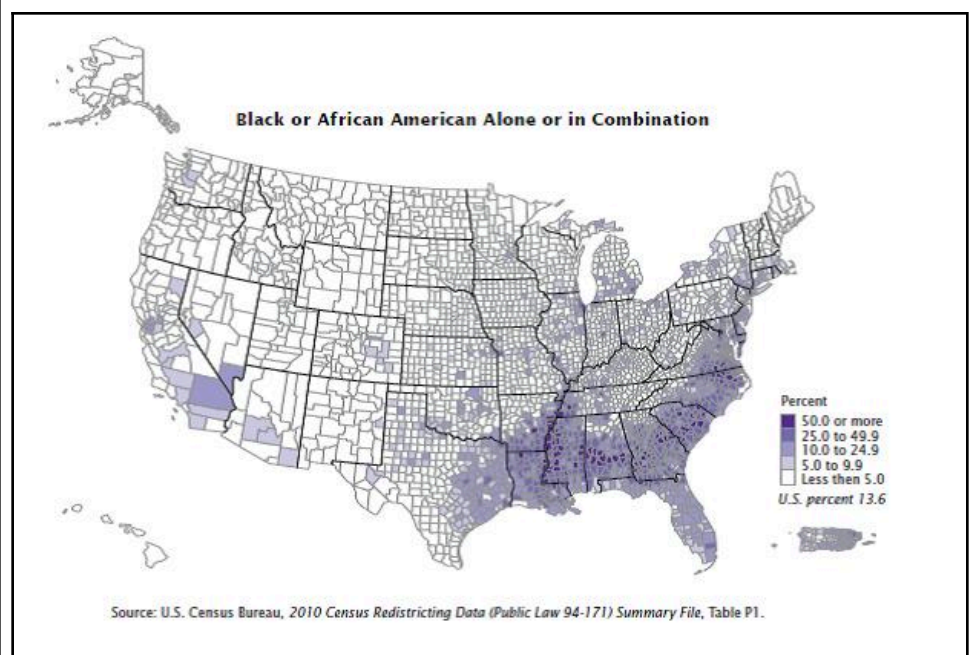
A map of US cotton production in 1880 with charts showing figures for the import and export of cotton from 1821 to 1880.



A map showing the distribution of the population of enslaved people in the United States, 1861.



Black or African American Population as a Percent of County Population: 2010



Why might it matter to Maya Angelou that Shakespeare is white?

4. What are the limitations put on Uncle Willie by his body as well as the stereotypes and social norms of that time period?

Uncle Willie used to sit, like a giant black Z (he had been crippled as a child), and hear us testify to the Lafayette County Training Schools' abilities.

In our society, where two-legged, two-armed strong Black men were able at best to eke out only the necessities of life, Uncle Willie, with his starched shirts, shined shoes and shelves full of food, was the whipping boy and butt of jokes of the underemployed and underpaid. Fate not only disabled him but laid a double-tiered barrier in his path. He was also proud and sensitive. Therefore he couldn't pretend that he wasn't crippled, nor could he deceive himself that people were not repelled by his defect.

5. Why did Mr. Steward tell Momma to tell Uncle Willie to lay low?

From the side of the Store, Bailey and I heard him say to Momma, "Annie, tell Willie he better lay low tonight. A crazy nigger messed with a white lady today. Some of the boys'll be coming over here later" (17).

6. What are some evidence that segregation was a part of life in Stamps, Arkansas?

Crossing the Black area of Stamps which in childhood's narrow measure seemed a whole world, we were obliged by custom to stop and speak to every person we met, and Bailey felt constrained to spend a few minutes playing with each friend (25).

In Stamps the segregation was so complete that most Black children didn't really, absolutely know what whites looked like. Other than that they were different, to be dreaded, and in that dread was included the hostility of the powerless against the powerful, the poor against the rich, the worker against the worked for and the ragged against the well dressed (25).

I remember never believing that whites were really real (25).

Many women who worked in their kitchens traded at our Store, and when they carried their finished laundry back to town they often set the big baskets down on our front porch to pull a singular piece from the starched collection and show either how graceful was their ironing or how rich and opulent was the property of their employers (25).

7. Why is America segregated?

Black Codes

The earliest state-mandated segregation in Arkansas occurred with the passage of [Act 52 of 1868](#), which established segregated education for black and white students. The quandary in which most black citizens found themselves required them to consider which would be the lesser of two evils: exclusion or segregation. Rather than be marginalized entirely, at least when it came to education, they chose separate albeit inferior educational facilities.

Segregation statutes deliberately designed to mark blacks as an inferior caste were not actually codified in law until the [Separate Coach Law of 1891](#). What followed was a series of laws requiring the separation of blacks and whites in virtually every aspect of life. These laws included separate black and white state prisons and restrictions on miscegenation that defined African Americans by the "one-drop rule."

1896 Plessy vs Ferguson

After the Civil War, Southern states pass Jim Crow laws segregating Blacks and whites where they could legally walk, talk, sit, drink, eat, go to the bathroom or go to school.

In 1892, Homer Plessy, an "octoroon" or person with 1/8th black ancestry, was charged with violating a Jim Crow when he sat in a "Whites Only" car. The Louisiana Separate Car Act of 1890 required "equal, but separate" train cars for white and non-white passengers.

In 1896, the U.S. Supreme Court upheld the constitutionality of the racial segregation laws as long as the segregated public facilities were "separate but equal," which legitimized racial segregation in the South.

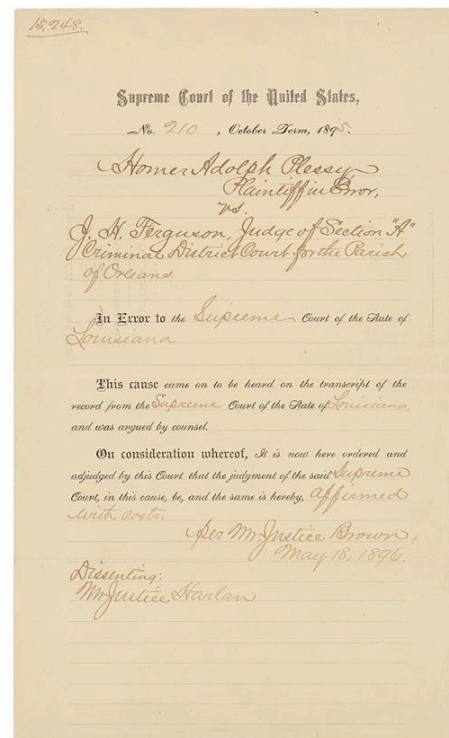
Even though Plessy v Ferguson is considered one of the worst Supreme Court decisions, the ruling has never been overruled. But, Brown v. Board of Education in 1954 ruled that the "separate but equal" doctrine is unconstitutional, which severely weakened Plessy v Ferguson.

Plessy vs Ferguson

After the Civil War, Southern states pass Jim Crow laws, segregating blacks and whites. In *Plessy v. Ferguson*, the Supreme Court establishes the principle of “separate but equal,” providing the legal basis for segregation.

During the era of Reconstruction, black Americans' political rights were affirmed by three constitutional amendments and numerous laws passed by Congress. Racial discrimination was attacked on a particularly broad front by the Civil Rights Act of 1875. This legislation made it a crime for an individual to deny “the full and equal enjoyment of any of the accommodations, advantages, facilities, and privileges of inns, public conveyances on land or water, theaters and other places of public amusement; subject only to the conditions and limitations established by law, and applicable alike to citizens of every race and color.”

In 1883, the Supreme Court struck down the 1875 act, ruling that the 14th Amendment did not give Congress authority to prevent discrimination by private individuals. Victims of racial discrimination were told to seek relief not from the Federal Government, but from the states. Unfortunately, state governments were passing legislation that codified inequality between the races. Laws requiring the establishment of separate schools for children of each race were most common; however, segregation was soon extended to encompass most public and semi-public facilities.



Beginning with passage of an 1887 Florida law, states began to require that railroads furnish separate accommodations for each race. These measures were unpopular with the railway companies that bore the expense of adding Jim Crow cars. Segregation of the railroads was even more objectionable to black citizens, who saw it as a further step toward the total repudiation of three constitutional amendments. When such a bill was proposed before the Louisiana legislature in 1890, the articulate black community of New Orleans protested vigorously. Nonetheless, despite the presence of 16 black legislators in the state assembly, the law was passed. It required either separate passenger coaches or partitioned coaches to provide segregated accommodations for each race. Passengers were required to sit in the appropriate areas or face a \$25 fine or a 20-day jail sentence. Black nurses attending white children were permitted to ride in white compartments, however.

In 1891, a group of concerned young black men of New Orleans formed the "Citizens' Committee to Test the Constitutionality of the Separate Car Law." They raised money and engaged Albion W. Tourgée, a prominent Radical Republican author and politician, as their lawyer. On May 15, 1892, the Louisiana State Supreme Court decided in favor of the Pullman Company's claim that the law was unconstitutional as it applied to interstate travel. Encouraged, the committee decided to press a test case on intrastate travel. With the cooperation of the East Louisiana Railroad, on June 7, 1892, Homer Plessy, a mulatto (7/8 white), seated himself in a white compartment, was challenged by the conductor, and was arrested and charged with violating the state law. In the Criminal District Court for the Parish of Orleans, Tourgée argued that the law requiring "separate but equal accommodations" was

unconstitutional. When Judge John H. Ferguson ruled against him, Plessy applied to the State Supreme Court for a writ of prohibition and certiorari. Although the court upheld the state law, it granted Plessy's petition for a writ of error that would enable him to appeal the case to the Supreme Court.

In 1896, the Supreme Court issued its decision in *Plessy v. Ferguson*. Justice Henry Brown of Michigan delivered the majority opinion, which sustained the constitutionality of Louisiana's Jim Crow law. In part, he said:

1910: Zoning Laws

Some cities throughout the country begin passing zoning laws that prohibit black families from moving onto majority-white blocks.

In 1910, a Black Yale law school graduate bought a home in a previously all-white neighborhood in Baltimore. The Baltimore city government adopted a residential segregation ordinance restricting Blacks to living in certain areas of the city. The mayor explained the policy by saying, "Blacks should be quarantined in isolated slums in order to reduce the incidence of civil disturbance, to prevent the spread of communicable disease into the nearby White neighborhoods, and to protect property values among the White majority.

Various cities in Georgia, South Carolina, Virginia, North Carolina, and Kentucky enacted similar zoning laws.

In 1917, the U.S. Supreme Court ruled in *Buchanan v. Warley* that a Louisville, Kentucky city ordinance prohibiting the sale of real estate to blacks in white-majority neighborhoods or buildings violated the Fourteenth Amendment.

Source: [From Ferguson to Baltimore The Fruits of Government-Sponsored Segregation](#)

New Deal

During the Great Depression, many lower-middle class families lost their homes. The Franklin D. Roosevelt Administration attempted to revive the housing market through the New Deal. The Public Works Administration constructed civilian

public housing, but only for white families in segregated white projects. The Federal Housing Administration promoted home ownership by guaranteeing mortgages, but only for white buyers. The FHA introduced redlining policies to deny Black families mortgages based on unfounded fears that Black families moving into a neighborhood would cause property values to decrease.

The federal government was not involved in housing until 1934 when the Federal Housing Administration (FHA) was created as part of the New Deal. The FHA sought to restore the housing market after the Great Depression by incentivizing homeownership and introducing the mortgage lending system we still use today. Instead of creating policies to make housing more equitable, however, the FHA did the opposite. It took advantage of racially restrictive covenants and insisted that the properties they insured use them. Along with the Home Owner's Loan Coalition (HOLC), a federally funded program created to help homeowners refinance their mortgages, the FHA introduced **redlining** policies in over 200 American cities.

When the U.S. housing market collapsed in the Great Depression, Washington took control and attempted to revive it through New Deal agencies, such as the Federal Housing Administration (FHA) and Home Owners Loan Corporation.

The segregation that President Franklin D. Roosevelt's administration inherited reflected preexisting institutions, of which restrictive racial covenants may have been the most important. They were still relatively new, however. FDR might well have used his unprecedented leverage over housing finance to undo them.

Instead, the New Deal did the opposite. The FHA promoted racial covenants and other instruments of segregation through underwriting standards discouraging home loans in areas "infiltrat[ed]" by "inharmonious racial or nationality groups." The rationale was the government's need to protect its investment, and those of white homeowners, against the threat African American neighbors would pose to property values.

Richmond

In Richmond, in the Bay Area, for example, the population quadrupled to 100,000 from 1940 to 1945, as the city's shipyards drew wartime laborers of all races. The new workers needed homes, and lawmakers responded "with public housing (that) was officially and explicitly segregated," Rothstein writes. Many of these homes were meant to be temporary, but after the war, as "the government financed whites" who bought "permanent homes in suburbs," Washington "refused to insure bank loans made to African Americans for housing." These and other policies "established segregated living patterns that persist to this day," Rothstein says.

Sources:

- [The Jim Crow North](#)
- [America is more diverse than ever — but still segregated](#)
- [EJI: Segregation in America](#)

4. Emmett Till Project

	Emmett Till Project
CLOSURE	
Homework	Read I Know Why the Caged Bird Sings Chapters 7-10 (pp. 5-19) Sympathy

AUTOPSY	
Period 3 10:30	
Warm Up 10:30 - 10:55	
Weekly Announcement 10:55 -10:58	
Review Of Mice and Men Reputation Essay 11:00 - 11:08	
Review I Know Why the Caged Bird Sings Chapters 1-6 11:10 - 11:50	

NOTES	
Chapter 1 • USA Cotton Production Map • Digital Public Library of America: Cotton Gin and Expansion of Slavery Ask students what they know about life in the rural south in the 1930s • Learn why Bill Clinton invited Maya Angelou to speak at his inauguration • He held a BLM sign in what he called 'America's most racist town.' The result? A viral video of abuse. • In Arkansas, white town is a black mark • SPLC Hate Map Task: Write about a place you remember from your early childhood. (Write the following places on the board to aid the students: neighborhood, magical places, home, park, store.) • Grandparents, Kin and Play Cousins: The Soul and Survival of Black Families	
Chapter 2 • The A.D.A. at 30: Beyond the Law's Promise • We're 20 Percent of America, and We're Still Invisible • Overlooked No More: Brad Lomax, a Bridge Between Civil Rights Movements	

In chapter 2, pay close attention to how Angelou describes the physical aspects of Uncle Willie and write them down on paper. Write a 5-sentence paragraph using the physical descriptions. Then, draw a picture on butcher paper of how Uncle Willie would look, being faithful to clothing of the time period.

Analyze both the physical limitations put on Uncle Willie by his own body as well as the limitations put on him by the stereotypes and social norms of the time period. What draws Maya to Uncle Willie? How does Maya react to his situation?

What impact does literature have on Maya and her brother? Where in the story do we witness its effects?

Chapter 3

- [Emmet Till Legacy Foundation](#)
- [Emmett Till Legacy Foundation gets a boost — from actor Taye Diggs. We find out why.](#)
- [Emmett Till's Murder, and How America Remembers Its Darkest Moments](#)
- [H.R.35 - Emmett Till Antilynching Act](#)
- [Emmet Till's mother opened his casket and sparked the civil rights movement](#)
- [House passes historic anti-lynching bill after Congress's century of failure](#)
- [The Invention of the Police](#)

Does Momma's reaction to the news about the white mob surprise you?

What does her reaction tell the reader about the environment in which Maya spent her childhood? How do you think this may have affected her as a young girl?

Chapter 4

- [Central Arkansas Library System \(CALS\): Encyclopedia of Arkansas: Segregation and Desegregation](#)
- [Bill by Sen. Tom Cotton targets curriculum on slavery](#)

Explain the reasons why Blacks and whites were segregated in Arkansas

Compare and contrast how Maya describes herself and Bailey.

What were Angelou's experience with/attitudes toward black and white people? What does she believe about the existence of white people?

Chapter 5

- [Incident](#) by Countee Cullen

How does I Knew Why The Caged Bird Sings address racial stereotypes? What is Maya's view of "whitefolk" and how do the so-called "whitefolk" perceive African Americans? What do we learn about racism and prejudice?

Compare and contrast Momma and Maya's reaction to the "powhitetrash kids" who came into the store. Would you characterize their reactions as proof of agency/power? Why or why not? What themes or commentary does Angelou explore here?

What details stand out to you in Angelou's description of the white girls and Momma and Maya's reaction at the store? What observations, questions or wonderings does this excerpt bring to mind?

Chapter 6

- [How an iconic painting of Jesus as a white man was distributed around the world](#)

How does Angelou present religion in the African-American community? Does she respect its ministers? Is Angelou religious?

What are some ridiculous aspects of the scene with Rev. Taylor and Sister Monroe?

What seems to be the attitude of the older family members toward corporal punishment? Does the narrator seem to resent having been struck?