

**LESSON PLAN FOR VIRGINIA PATHWAYS EPISODE 5
SEGMENT 2: RISE OF JIM CROW, POLL TAXES, LITERACY TESTS**

Video Segment Summary

Running time: 4 minutes, 4 seconds

Opening

The four characters are outside the home. Kelly asks, "If the slaves were freed, doesn't that make everyone equal?" The grandparents use an analogy of Kelly playing on an Olympic soccer team: she would need time to be ready and to keep up. Mrs. Harris explains that life immediately after the Civil War was difficult for the African Americans, because they had no money, land, training, or education. Many of them became sharecroppers. Soon after that, the governments of Virginia and other states passed Jim Crow laws. Robert asks who Jim Crow was. Mr. Harris begins to explain as the scene fades to the insert.

Text from Insert

Jim Crow wasn't a real person, but a character played by actors in many minstrel shows. Minstrel shows traveled the country and white actors wore black makeup and made fun of African Americans. Laws that gave states, cities, and counties the legal right to punish people for association with members of another race became known as Jim Crow Laws. The most common laws prevented marriage between people of different races and ordered businesses like theatres and railroads to keep black and white customers apart. In Virginia it was illegal for white or "Caucasian" people to sit next to African-American or "colored" people in any "public hall, theatre, opera house, motion picture show or any place of public entertainment." There were separate bathrooms, drinking fountains, libraries, swimming pools and beaches.

While they were separate, they were seldom equal. African-American citizens were not allowed to ride in the same section in buses and trains, eat in the same restaurants, or attend the same public schools as white people. These laws also led to job discrimination by making it legal to pay African Americans less than white workers earned.

In Virginia there were several colleges and universities, which mostly enrolled African Americans. Hampton Institute, Virginia Union University and others provided a place for African Americans to continue their education and become doctors, teachers, and business people in their communities.

After the Civil War, Reconstruction laws were passed that gave African-Americans rights as citizens, one of which was the right to vote. But, new state laws that created poll taxes, or fees that people had to pay to vote, kept many African-Americans and poor people from participating in elections. Literacy tests were also used. Since many African Americans were not able to attend school, they were often not able to pass a reading or writing test required before they could vote in elections.

Segment 2: Rise of Jim Crow, Poll Taxes, Literacy Tests 1860s to 1950s

Learning Objectives

As part of learning SOL 4.5 *a* and *b* and 4.6 *a* and *b* the student will be able to:

- discuss some of the government's responses to the problems associated with Reconstruction and the emancipation of the slaves;
- explain the origin and results of the Jim Crow laws;
- describe the effects of segregation and discrimination;
- define the following words in context: *Jim Crow laws, literacy tests, minorities, poll tax, segregation, and sharecroppers.*

Pre-Viewing Activities

1. Complete the *Anticipation Guide* and the first two columns of the *KWL Activity Sheet*.
2. Use the *Word Questioning Graphic Organizer* or the *Word Meaning Prediction Chart* included in this Study Guide to introduce some of the vocabulary words.
3. Tell students that those holding the green slips of paper will receive one hundred points for doing their classwork, but those holding yellow strips of paper will receive twenty points. Then tell students they can buy extra time at recess for thirty points. Ask students how they feel about this situation. Explain that the situation is similar to what the African Americans experienced from the period after the Civil War to about the 1950s.

Focus for Viewing

Tell students the video segment explains some of the things that happened to the African Americans in Virginia after the Civil War ended. Ask students to watch and listen for the answers to the following question:

- What were some of the main problems faced by the newly freed slaves after the Civil War?

Viewing Activities

1. Start the video with the scene of the four characters getting into the car. Kelly says, "I don't understand, Mr. Harris. If the slaves were freed, doesn't that make everyone equal?"
2. **Pause Point:** Stop the video after the grandfather says, "I'll tell you on the way to lunch. Let's go, Grandma." The scene fades to posters of minstrel shows. Tell students the next part of the video will explain the Jim Crow laws. Resume the video.

Segment 2: Rise of Jim Crow, Poll Taxes, Literacy Tests 1860s to 1950s

Viewing Activities, continued

3. **Pause Point:** Stop the video during the insert, after the narrator says, “These laws also led to job discrimination by making it legal to pay African Americans less than white workers.” The video shows a photo of people on a bus. Explain that the photos of the graduating students and people on the bus were taken after integration had started.

Resume the video.

4. **Pause Point:** Stop the video at the end of the insert, after the narrator says, “Since many African Americans were not able to attend school, they were often not able to pass a reading or writing test required before they could vote.” The video shows an African American couple holding a large piece of paper. This is the end of the second segment of the video. Use the *Post-Viewing Activities, Assessment, Action Plan*, and *Extension Activities* for Segment Two before showing the next segment of the video.

Post-Viewing Activities and Questions

1. Discuss the *Focus for Viewing* question in small groups. Have groups report their answers to the class.
2. Complete the *Note Taking Activity Sheet*. Either replay the video segment and have students take notes as they listen, or have them complete the activity sheet and watch the video segment again to check their answers.
3. Complete the *KWL Activity Sheet* and the *After Viewing* section of the *Anticipation Guide*.
4. Use the *Words in Context Graphic Organizer* to study important vocabulary words.
5. Use any or all of these additional questions. You may want to replay the video segment and have students find the answers as they watch and listen.
 - According to Grandpa, why was it difficult for the African Americans to make a living after the Civil War?
 - Why did so many African Americans become sharecroppers?
 - Why were the laws called “Jim Crow laws”?
 - What impact did the Jim Crow laws have on the African Americans?
 - Were the Jim Crow laws “separate but equal”? Give examples to support your answer.

Segment 2: Rise of Jim Crow, Poll Taxes, Literacy Tests 1860s to 1950s

- Which colleges and universities in Virginia admitted mostly African Americans?
- What were the results of Reconstruction?
- What were poll taxes? What was their purpose?
- What were literacy tests? What was their purpose?

Assessment

1. Use the test included in this Study Guide as a formal assessment.
2. Use *the Note Taking Activity Sheet, 3-2-1 Graphic Organizer, The Important Thing Graphic Organizer*, or any of the Post-Viewing or Extension Activities in this Study Guide as an informal assessment.

Action Plan

1. Interview someone from one of the universities that used to enroll mostly African Americans to talk about the history of the school. If a personal visit is not possible, contact the school or check their website for written information.
2. Turn off the sound on the video. Use the photographs, illustrations, and video clips to summarize the important information in the video.

Extensions

1. **Reading/Literature**
Read one of the books from the reading list located in this Study Guide. Make a poster giving the title, author, genre, and a summary. State an opinion about the book. Illustrate the poster.
2. **Technology**
Use an online encyclopedia or one of the other sources mentioned in the vocabulary section to find out more about the Jim Crow laws, minstrel shows, poll taxes, or literacy tests.
3. **Writing**
Take the point of view of an African American who was affected by the Jim Crow laws. Write an editorial to the newspaper explaining why the laws should be changed.
4. **Research**
Do research to find out what happened in your county, city, or town during the time of the Jim Crow laws. Share your findings with the class.

Name _____ Date _____

**ANTICIPATION GUIDE FOR VIRGINIA PATHWAYS EPISODE 5
SEGMENT 2: RISE OF JIM CROW, POLL TAXES, LITERACY TESTS**

Directions: Read each sentence before you watch the video. In the *Before Viewing* column place a check mark next to each sentence you think is correct. After you watch the video, put a check in the *After Viewing* column next to each sentence you know is correct. Which of your ideas stayed the same? Which changed? Why?

Before Viewing		After Viewing
_____	1. After the Civil War, it was easy for the African Americans to start their new life as free people.	_____
_____	2. Jim Crow laws made it easier for African Americans and other minorities to vote.	_____
_____	3. Resources for African Americans, such as libraries, drinking fountains, and swimming pools, were separate but equal.	_____
_____	4. In Virginia there were several colleges that mostly enrolled African American students.	_____
_____	5. People who wanted to vote had to pay a poll tax.	_____

Post-Viewing Activity

Directions: Rewrite the incorrect statements above to make them true.

**VOCABULARY FOR VIRGINIA PATHWAYS EPISODE 5
SEGMENT 2: RISE OF JIM CROW, POLL TAXES, LITERACY TESTS**

Vocabulary terms are listed in alphabetical order. A list of terms in order of their appearance in the video is also included. Most of the context sentences refer to the script of the video. Sentences marked with an asterisk (*) provide context for the vocabulary term, but do not refer to the script of the video.

Vocabulary terms in order of their appearance in the video:

from scratch	minstrel shows
scarce	prevented
sharecroppers	poll taxes
Jim Crow laws	literacy tests
minorities	segregation

Vocabulary terms in alphabetical order:

from scratch

Definition: from the beginning; without anything to build on

Sentence: *After the Civil War African Americans were given some of the same rights by law, but they were starting **from scratch**, without and, training, or an education, so it was hard for hem to catch up right away.*

literacy tests

Definition: tests given to determine if people could read and write, often used to keep some people from voting

Sentence: *Someone who could not read well would not be able to pass a **literacy test**.* *

minorities (minority)

Definition: a group of people of a certain race or religion living among a larger, different group

Sentence: *The laws that discriminated against **minorities** made it nearly impossible for them to vote and take part in our democracy.*

poll tax

Definition: money a person had to pay to be allowed to vote

Sentence: *Many people could not afford to pay the **poll tax**.* *

Vocabulary for Segment 2, continued

prevented

Definition: stopped; kept from happening

Sentence: *The most common laws **prevented** marriage between people of different races.*

segregation

Definition: the act of setting apart and forcing certain people or groups to use separate housing, schools, transportation, or other facilities

Sentence: *You know, when I was a boy we weren't allowed to eat together in a restaurant like we are doing now because of **segregation** laws.*

scarce

Definition: limited; in short supply

Sentence: *Leftover seeds and supplies were **scarce**, and sharecropping was not always enough to put food on the table.*

sharecroppers

Definition: farmers who live on and farm the land but do not own it, and who give the landlord a share of the crop as rent

Sentence: *After slavery ended, many African-Americans became **sharecroppers**. **

Vocabulary for Segment 2, continued

Extended Definition

Jim Crow laws

Definition: These laws discriminated against African-Americans. They were called Jim Crow laws as a reference to a song that ridiculed African-Americans, as well as minstrel shows that featured white actors in black makeup. These minstrel shows also made fun of African-Americans. The laws gave states, cities, and counties the legal right to punish people for associating with African-Americans. The laws prevented marriage between people of different races and ordered businesses like theaters and railroads to keep African-American and white customers apart. There were separate bathrooms, drinking fountains, libraries, swimming pools, and beaches. The laws also allowed employers to pay lower wages to African-American workers.

Sentence: *And it wasn't long before the governments of Virginia and other states started passing **Jim Crow** laws that discriminated against African-Americans and other minorities to make it nearly impossible for them to vote and take part in our democracy. **

minstrel show

Definition: **The minstrel show** began in the United States in the first half of the 19th century, and was most popular between 1850 and 1870. It had three parts: a dialogue between the master of ceremonies and two other men, songs, dances, and comics, and a one-act skit. White male actors used black make-up to resemble African-Americans. These characters were stereotypes, and usually portrayed the African-Americans in a negative way. Between 1828 and 1831 Thomas Dartmouth Rice created the Jim Crow character. Jim Crow was portrayed as an elderly, crippled black slave. The name "Jim Crow" is believed to have originated in a song.

Sentence: *Jim Crow wasn't a real person, but a character played by actors in many **minstrel** shows. **

Use the following websites to find out more about minstrel shows:

<http://chnm.gmu.edu/courses/magic/news/minstrel.html> (explanation and posters)

<http://www.fwkc.com/encyclopedia/low/articles/m/m016002019f.html> (definition)

<http://encarta.msn.com/find/Concise.asp?ti=06803000> (definition)

Name _____ Date _____

**NOTE TAKING ACTIVITY SHEET FOR VIRGINIA PATHWAYS EPISODE 5
SEGMENT 2: RISE OF JIM CROW, POLL TAXES, LITERACY TESTS**

Directions: Use words or phrases from the video to complete each sentence. Then check your answers with the words in the Word Bank on the next page.

1. After the Civil War many African Americans became _____ because they did not have land, training, or an education.

2. Jim Crow was a character played by white actors in many _____ shows. The character made fun of African Americans.

3. In Virginia it was _____ for white people to marry or associate with people of another race.

4. Many resources were separate, but they were not _____.

5. Fees that people had to pay to vote were called _____.

6. People had to take _____ before they could vote.

WORD BANK

Each word in the Word Bank is used once on the *Note Taking Activity Sheet*.

equal	literacy tests
illegal	poll taxes
minstrel	sharecroppers

Name _____ Date _____

**ANSWER KEY FOR NOTE TAKING ACTIVITY SHEET
FOR VIRGINIA PATHWAYS EPISODE 5
SEGMENT 2: RISE OF JIM CROW, POLL TAXES, LITERACY TESTS**

Directions: Use words or phrases from the video to complete each sentence. Then check your answers with the words in the Word Bank on the next page.

1. After the Civil War many African Americans became **sharecroppers** because they did not have land, training, or an education.
2. Jim Crow was a character played by white actors in many **minstrel** shows. The character made fun of African Americans.
3. In Virginia it was **illegal** for white people to marry or associate with people of another race.
4. Many resources were separate, but they were not **equal**.
5. Fees that people had to pay to vote were called **poll taxes**.
6. People had to take **literacy tests** before they could vote.

WORD BANK

Each word in the Word Bank is used once on the *Note Taking Activity Sheet*.

equal	literacy tests
illegal	poll taxes
minstrel	sharecroppers

**TEST FOR VIRGINIA PATHWAYS EPISODE 5
SEGMENT 2: RISE OF JIM CROW, POLL TAXES, LITERACY TESTS**

Name _____

Date _____

Directions: On your answer sheet, shade in the circle directly under the letter that stands for the correct word or phrase that completes each statement.

1. After the Civil War it was hard for African Americans because ____.
A they didn't have resources
B they were very busy
C most of them were sick
D most of them moved north
2. Many African Americans became ____.
F explorers
G sharecroppers
H professors
J governors
3. White actors wore black makeup in ____.
A band concerts
B comic books
C newspaper ads
D minstrel shows
4. Laws ____ marriage between the races.
F prevented
G advertised
H fined
J inspected
5. Supplies for sharecroppers were ____.
A moldy
B scarce
C inexpensive
D fancy
6. Most resources for African American and white people were ____.
F old
G equal
H separate
J helpful
7. African American workers ____ than the white workers.
A were paid less money
B had better jobs
C worked shorter hours
D had more vacation days
8. ____ enrolled mostly African Americans.
F Old Dominion University
G University of Virginia
H Hampton Institute
J College of William and Mary
9. People had to pay __ taxes to vote.
A income
B sales
C property
D poll
10. People had to take ____ tests to vote.
F literacy
G physical fitness
H driving
J math

**VOCABULARY TEST FOR VIRGINIA PATHWAYS EPISODE 5
SEGMENT 2: RISE OF JIM CROW, POLL TAXES, LITERACY TESTS**

Name _____

Date _____

Directions: On your answer sheet, shade in the circle letter that stands for the missing word.

11. Small groups that exist within larger ones are called ____.
- A teams
 - B ancestors
 - C minorities
 - D occupants
12. The test people had to take to vote was called a ____.
- F check-up
 - G literacy test
 - H quiz
 - J final exam
13. Forcing the use of separate facilities is called ____.
- A imagination
 - B conversation
 - C celebration
 - D segregation
14. A word that means limited is ____.
- F condition
 - G scarce
 - H frightened
 - J laboratory
15. ____ made fun of African Americans.
- A Band concerts
 - B Minstrel shows
 - C Newspaper ads
 - D Comic books
16. ____ discriminated against African Americans.
- F Jim Crow Laws
 - G Nat Turner Laws
 - H John Brown Laws
 - J Nathan Hale Laws
17. Money paid to vote is a ____ tax.
- A property
 - B income
 - C poll
 - D sales
18. Farmers who give part of a crop to the landlord as rent are ____.
- F voters
 - G sharecroppers
 - H salesmen
 - J citizens
19. Starting with nothing is called ____.
- A in tune
 - B from scratch
 - C on top
 - D with help
20. Something that is kept from happening is ____.
- F balanced
 - G prevented
 - H charged
 - J examined

**STUDENT ANSWER SHEET FOR VIRGINIA PATHWAYS EPISODE 5
SEGMENT 2: RISE OF JIM CROW, POLL TAXES, LITERACY TESTS**

Name _____

Date _____

Directions: Shade in the circle directly under the letter that stands for the correct answer.

1. A B C D
 0 0 0 0

2. F G H J
 0 0 0 0

3. A B C D
 0 0 0 0

4. F G H J
 0 0 0 0

5. A B C D
 0 0 0 0

6. F G H J
 0 0 0 0

7. A B C D
 0 0 0 0

8. F G H J
 0 0 0 0

9. A B C D
 0 0 0 0

10. F G H J
 0 0 0 0

11. A B C D
 0 0 0 0

12. F G H J
 0 0 0 0

13. A B C D
 0 0 0 0

14. F G H J
 0 0 0 0

15. A B C D
 0 0 0 0

16. F G H J
 0 0 0 0

17. A B C D
 0 0 0 0

18. F G H J
 0 0 0 0

19. A B C D
 0 0 0 0

20. F G H J
 0 0 0 0

**ANSWER KEY FOR VIRGINIA PATHWAYS EPISODE 5
SEGMENT 2: RISE OF JIM CROW, POLL TAXES, LITERACY TESTS**

Name _____

Date _____

To the Teacher: The correct answer is indicated by an **X** under the corresponding letter. To make a scoring template, duplicate this page, and use a hole-punch to punch out the space under the correct answer. Then place the answer key over the test paper for scoring.

- | | | | | | | | | | |
|-----|---------------|---------------|---------------|---------------|-----|---------------|---------------|---------------|---------------|
| 1. | A
X | B | C | D | 11. | A | B | C
X | D |
| 2. | F | G
X | H | J | 12. | F | G
X | H | J |
| 3. | A | B | C | D
X | 13. | A | B | C | D
X |
| 4. | F
X | G | H | J | 14. | F | G
X | H | J |
| 5. | A | B
X | C | D | 15. | A | B
X | C | D |
| 6. | F | G | H
X | J | 16. | F
X | G | H | J |
| 7. | A
X | B | C | D | 17. | A | B | C
X | D |
| 8. | F | G | H
X | J | 18. | F | G
X | H | J |
| 9. | A | B | C | D
X | 19. | A | B
X | C | D |
| 10. | F
X | G | H | J | 20. | F | G
X | H | J |