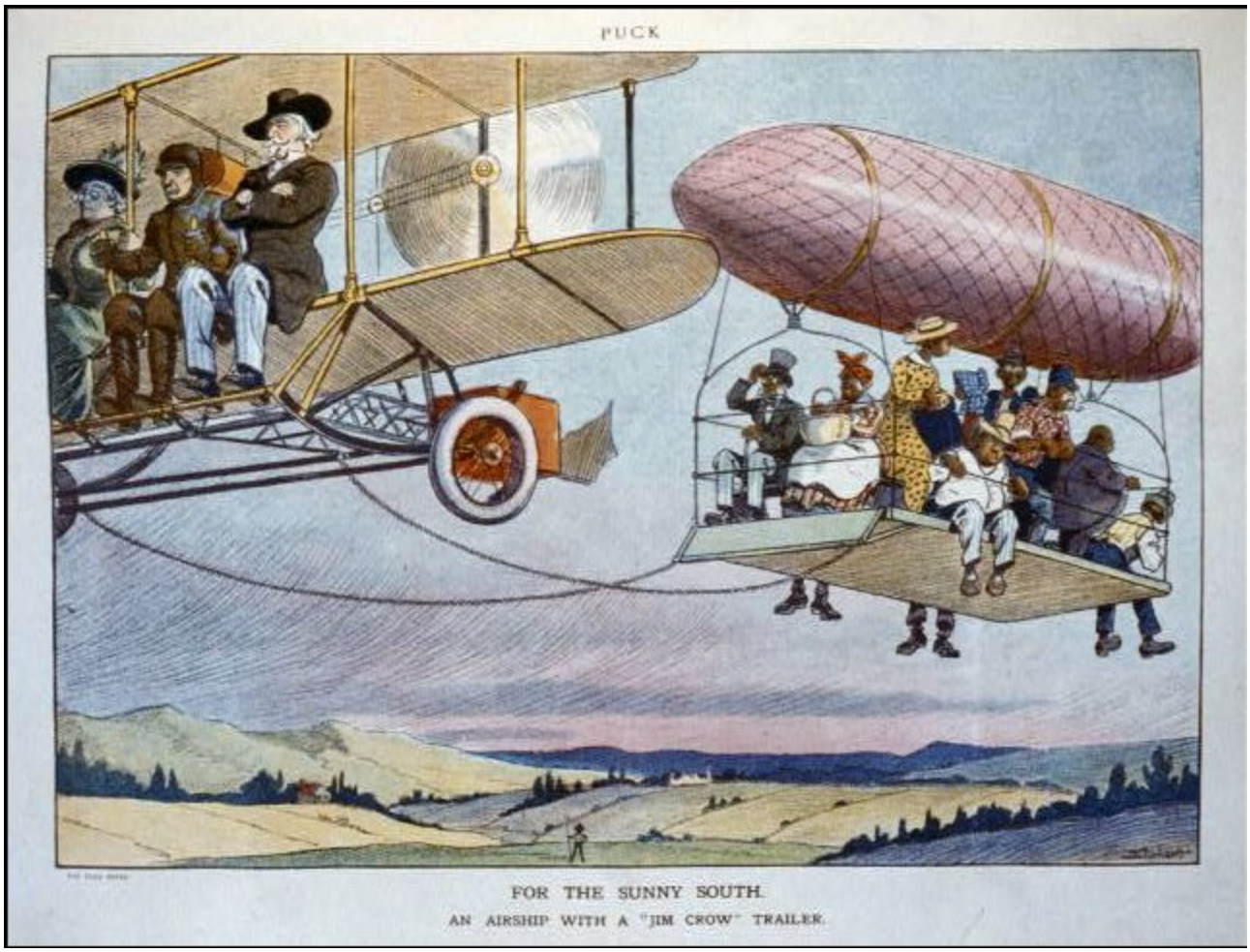
Learning Target: I can explain how Jim Crow laws represented a step backwards for African-Americans.	
Introduction	Following the Emancipation Proclamation in 1863, and the 13th, 14th, and 15th amendments, the Constitutional rights of African Americans greatly expanded. With these new rights, however, came a struggle in over the place of African American citizens in American society, This struggle was captured in the Jim Crow laws of the late 1800's and early 1900's; these laws created further barriers between the races and institutionalized race, racial differences, and racial tension, in a way it had never been before.

Image analysis: The following is an image from Puck Magazine titled *For the Sunny South*. The caption reads: An Airship with a "Jim Crow" trailer. Using this image - predict what YOU think Jim Crow Laws might have created or dictated for African American citizens and American Society.



Prediction:

Evidence from image to support prediction:

Primary Source Analysis - Jim Crow Laws & Black Codes: Starting in the Reconstruction Era, and lasting until as late as the 1960's, many states across the nation passed and enforced a separate set of laws for African Americans. Known as Jim Crow Laws or Black Codes, most of these laws applied to anyone with more than "⅛ colored blood". Below is an excerpt of such laws from various states across the nation. It is important to remember that these are just a sampling of the laws that were in existence during this time period. Using the sampling of Jim Crow Laws & Black Codes below, please answer the analysis questions that follow.

Alabama:

No person or corporation shall require any white female nurse to nurse wards or rooms in hospitals, either public or private, in which colored men are placed.

All passenger stations in this state operated by any motor transportation company shall have separate waiting rooms or space and separate ticket windows for the white and colored races.

It shall be unlawful to conduct a restaurant or other place for the serving of food in the city, at which white and colored people are served in the same room, unless such white and colored persons are effectually separated by a solid partition extending from the floor upward to a distance of seven feet or higher, and unless a separate entrance from the street is provided for each compartment.

It shall be unlawful for a colored person and a white person to play together or in the company with each other in any game of cards or dice, dominoes, or checkers.

Nebraska:

Marriages are void when one party is a white person and the other is possessed of one-eighth or more colored, Japanese, or Chinese blood.

Wyoming:

When there are 15 or more colored children within any school district, the board of directors thereof, with the approval of the county superintendent of schools, may provide for a separate school for instruction of colored children.

North Carolina:

Books shall not be interchangeable between the white and colored schools, but shall continue to be used by the race first using them.

The state librarian is directed to fit up and maintain a separate place for the use of the colored people who may come to the library for the purpose of reading books or periodicals.

Georgia:

It shall be unlawful for any amateur white baseball team to play baseball on any vacant lot or baseball diamond within two blocks of a playground devoted to the colored race, and it shall be unlawful for any amateur colored baseball team to play baseball in any vacant lot or baseball diamond within two blocks of any playground devoted to the white race.

No colored barber shall serve as a barber to white women or girls.

1) What repeating themes or patterns do you see in these laws?

2) How do you think these laws impacted or shaped the interactions between newly freed blacks and whites in American society during the reconstruction era?

3) What long term impact do you think these laws would or did have on shaping American society?

4) How do these laws reflect the idea of Jim Crow that is represented in the image above?

5) How are these laws similar or different to the restrictions placed on African Americans when enslaved?

Learning Target	**I can explain how Jim Crow laws represented a step backwards for African-Americans.**
Based on the previous information, write an 8th grade paragraph that provides 3 specific examples that shows you can meet the Learning Target. Please see the rubric below for how your writing will be evaluated.	

4	3	2	1
Written response shows understanding of the learning target by: ● Using 3 specific details from the provided resources ● Using 3 follow sentences to explain your thinking ● Clearly stating the claim in the intro sentence and re-stating it in the conclusion ● Follows appropriate spelling/grammar/ format guidelines ● Uses 3 vocab words from our most recent list. Vocab words are <u>underlined.</u>	Written response shows understanding of the learning target by: ● Using 3 specific details from the provided resources ● Using 3 follow sentences to explain your thinking ● Clearly stating the claim in the intro sentence and re-stating it in the conclusion ● Follows appropriate spelling/grammar/ format guidelines	Written response shows understanding of the learning target by doing 3 of the following: ● Using 3 specific details from the provided resources ● Using 3 follow sentences to explain your thinking ● Clearly stating the claim in the intro sentence and re-stating it in the conclusion ● Follows appropriate spelling/grammar/ format guidelines	Written response shows understanding of the learning target by doing 2 of the following: ● Using 3 specific details from the provided resources ● Using 3 follow sentences to explain your thinking ● Clearly stating the claim in the intro sentence and re-stating it in the conclusion ● Follows appropriate spelling/grammar/ format guidelines