

LESSON PLAN

Teacher: Paris L. Pickett

Subject: Civics

Title of Lesson: What was the role of the U.S. Supreme Court in the death of Jim Crow?

Overview: This lesson is to be used with the chapter on the judicial branch of the U.S. Government. Initially highly supportive of Jim Crow Laws, the U.S. Supreme Court prompted by relentless legal challenges eventually found many of them to be unconstitutional.

Do Now: In your own words define Race, Discrimination, Segregation, and Equality.

GLE # 9. Analyze or assess issues related to the distribution of powers at the federal level (e.g. tensions among the three branches, roles and responsibilities of the three branches) (C-1A-H3)

Objective: The students will analyze the role of the U.S. Supreme Court in the death of Jim Crow in America.

Materials: Chapter 7 The Judicial Branch in Holt's *Civics in Practice: Principles of Government and Economics*, Pages 398-426 of Alexis De Tocqueville's *Democracy in America and Two Essays on America*, Mobile Computer Lab, Promethean Board, In-Focus Projector, the Internet and journals.

Length of Lesson: Two (2) block periods.

Lesson Steps

1. Once the students define the Do Now terms in their own words, the class as a whole will agree upon a working definition of the four terms.
2. We will then explore some of the cases that gradually ended Jim Crow Laws in America.
3. Laptops will be distributed from the mobile lab to each student. The students will log on to the following website: <http://www.pbs.org/wnet/jimcrow/struggle.html>
4. The students will click on Supreme Court and read the two pages that explain the role of the U.S. Supreme Court in the fall of Jim Crow.

5. Activities:

Activity A. To experience a simulated view of segregation the students will divide into two groups. One group will be given privileges while the other group will be denied those privileges

for the remainder of the class period. Some examples of privileges: denying one group the use of resources such as computer, the reading center, the pencil sharpener, the hall pass, and reluctant interaction with the teacher. The roles will be reversed on the next class meeting. During the last 30 minutes of the second class meeting the students will reflect on their treatment and their feelings during this activity in their journals.

Activity B. Pass out the copies of pages 398-426 as a homework assignment that will be used to complete activity two on the next block class meeting. During the next meeting the students will:

Step 1. Using the Alexis de Tocqueville's statement: "I do not think that the white and black races will ever be brought anywhere to live on a footing of equality" divide the students into pairs.

Step 2. Each person will write a summary of de Tocqueville's statement in their own words.

Step 3. With your partner decide if you agree or disagree with de Tocqueville's statement. Use your textbook and the handout on de Tocqueville's views on racial equality as resources if you need factual information. Also consider whether the statement is biased or uses clichés or stereotypes.

Step 4. Each person will write down as many reasons as you can think of to support your opinion of de Tocqueville's statement.

Step 5. Orally report your evaluation of de Tocqueville's statement to the rest of the class (the class will be given an opportunity to react to your evaluation)

Assessment: The attached rubrics will be used to assess the two activities.

JOURNAL WRITING RUBRIC

Name: _____

Date: _____

Grade: _____

Teacher: _____

	Criteria				Value
	1	2	3	4	
Content	The journal entry is not relevant to the topic at hand.	The journal entry is relevant to the topic at hand.	The journal entry is relevant to the topic at hand. The work displays thought on the part of the writer, but lacks any real world connections.	The journal entry is relevant to the topic at hand. The work displays deep reflection on the part of the writer.	_____
Comprehensibility	The reader can understand little of the writer is trying to communicate.	The reader can understand less than half of the points that the writer is trying to communicate.	The reader can understand most of what the writer is trying to communicate, but 1-2 areas are unclear.	The reader can understand exactly what the writer is trying to communicate.	_____
Grammar / Mechanics	Work has four or more spelling errors and/or grammatical errors.	Work has three spelling errors and/or grammatical errors.	Work has no more than one or two spelling errors and/or grammatical errors.	Work has no spelling errors and/or grammatical errors.	_____
Organization	The journal entry lacks logical order and organization.	The journal entry is illogical and confusing at times.	The journal entry is logical with a few minor errors.	The journal entry is logical and effective.	_____
Use of vocabulary	The appropriate use of vocabulary is not demonstrated for the topic.	The appropriate use of vocabulary is demonstrated 1-2 times for the topic.	Appropriate use of vocabulary is demonstrated 3-4 times for the topic.	Appropriate use of vocabulary is demonstrated for the topic.	_____
				Total:-----	_____

TEACHER COMMENTS

PRESENTATION RUBRIC

Name: _____

Date: _____

Grade: _____

Teacher: _____

	Criteria				Value
	1	2	3	4	
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	_____
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge more than required with explanations and elaboration.	_____
Visuals	Student used no visuals.	Student occasionally used visuals that rarely support text and presentation.	Visuals related to text and presentation.	Student used visuals to reinforce screen text and presentation.	_____
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	_____
Delivery	Student mumbles, incorrectly pronounces terms, and speaks too quietly for all audience members to hear.	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly.	Student used a clear voice and used correct, precise pronunciation of terms.	_____
				Total:-----	_____

TEACHER COMMENTS