



Black Teachers During Jim Crow

Time: 2 Days

Grade Level: 8-9

Purpose (What will students learn from this lesson?): The purpose of this lesson is to understand the historical significance of Black Teachers during Jim Crow, recognize Black teaching strategies, and reframe Black Teachers as change agents

Unit Enduring Understandings Alignment:

- We understand and embrace the historical contributions, intellectual knowledge and cultural wealth of our people.
- We understand and place a high value on the stories of resilience, survival and resistance of our people.

Lesson Guiding Questions:

- What is the historical significance of Black Teachers during Jim Crow?
- What are some significant Black teaching strategies and what was their impact?
- How can we reframe Black Teachers as the true change agents that they were?

Essential Skills:

- Students must use their analytical skills to reimagine Black teachers and the impact of their work historically and into contemporary times.

Cultural Wealth (Yosso, p. 78):

5. Navigational capital refers to “skills of maneuvering through social institutions. Historically, this implies the ability to maneuver through institutions not created with

Communities of Color in mind. For example, strategies to navigate through racially-hostile university campuses draw on the concept of academic invulnerability, or students' ability to 'sustain high levels of achievement, despite the presence of stressful events and conditions that place them at risk of doing poorly at school and, ultimately, dropping out of school' (Alva, 1991, p. 19)" (p. 80).

6. Resistant capital refers to "those knowledges and skills fostered through oppositional behavior that challenges inequality... This form of cultural wealth is grounded in the legacy of resistance to subordination exhibited by Communities of Color... Furthermore, maintaining and passing on the multiple dimensions of community cultural wealth is also part of the knowledge base of resistant capital" (p. 80).

Ethnic Studies Principles Alignment:


2. Celebrate and honor Native peoples of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their cultural wealth.
3. Center and place high value on pre-colonial, ancestral, indigenous, diasporic, familial, and marginalized knowledge.
4. Critique empire and its relationship to white supremacy, racism, patriarchy, and cis-heteropatriarchy.
5. Challenge imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels.

Standards Alignment CA HSS:

8.11 Students analyze the character and lasting consequences of Reconstruction.

1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.
2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.
4. Trace the rise of the Ku Klux Klan and describe the Klan's effects.
5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

Materials:

<p>History Class with Michael: History of Black Teachers</p> <p> History Class With Michael: History ...</p>	
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Modifications, Accommodations, Resources for Multilingual Students :

Translate into students' L1 and utilize translanguaging modifications. Allow students to respond in L1 or use sentence frames. Give students prep time before calling on them to respond whole group.	
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Critical Vocabulary:


CRITICAL VOCABULARY	Definition and Rationale for choosing this word, phrase, or concept
Jim Crow	racial segregation and discrimination enforced by laws, customs, and practices in especially the southern states of the U.S. from the end of Reconstruction in 1877 until the mid-20th century (https://www.merriam-webster.com/dictionary/Jim%20Crow)
change agents	change agent's role is basically two-fold: that of a catalyst to set ideas into motion, and that of facilitator to help structure the development process as and when people require. Translated into concrete terms, the role of the change agent is to help people form their own organizations in order to be able to tackle their problems. (The Change Agent: A Radical Perspective Author(s): Bridget Dillon Source: Community Development Journal, Vol. 19, No. 4, The Change Agent (October 1984), pp. 246-251 Published by: Oxford University Press Stable URL: https://www.jstor.org/stable/44256289)

C1: Cultural Rituals and Energizer

STEP	DESCRIPTION	TIME
Step 1	Land Acknowledgement (Change and complete as needed to fit your location and gratitude) We acknowledge that this class is taking place throughout the	2 min

	<p>unceded territory of California, home to nearly 200 tribal nations. As we begin, we acknowledge and honor the original inhabitants of our various regions. A land acknowledgement is a critical step towards working with native communities to secure meaningful partnership and inclusion in the stewardship and protection of their cultural resources and homelands.</p> <p>Let's take a moment to honor these ancestral grounds that we are collectively gathered upon and support the resilience and strength that all Indigenous people have shown. I am currently in _____, which is on the traditional unceded territory of the _____ people.</p>	
Step 2	<p>Ancestor Acknowledgement</p> <p>This lesson acknowledges the late and great bell hooks. You can follow the news link for information on her passing. https://www.nbcnews.com/news/us-news/acclaimed-author-activist-bell-hooks-dies-69-rcna8895</p> <p>Frustrated by the lack of interest in race issues by white women scholars and gender issues by black male scholars. Her first published book was a collection of poetry, <i>And There We Wept</i>, in 1978. In 1981, she published <i>Ain't I a Woman: Black Women and Feminism</i>, which was perhaps her most significant scholarly work. In this book, she centralized the intersection of race, sex, and class at the core of black women's lives. She argued that each identity has the ability to produce and perpetuate systems of oppression and domination. The book established her as a formidable critic and intellectual and set out some of the central themes that have characterized her later work.</p>	2-5 min
Step 3	<p>Cultural Energizer</p> <p>On slide 5, have students do the following & facilitate a rich conversation about teachers, including what they think are the characteristics of a great teacher..</p> <p>Think - Ink - Pair - Share: Who are some of your favorite teachers and why?</p>	10-15 min

C2: Critical Concepts

STEP	DESCRIPTION	TIME
Step 4	<p>On slide 7, watch the video of lesson plan author Michael Anderson - History Class With Michael: History of Black Teachers & Subscribe to his channel.</p> <p> History Class With Michael: History of Black Teachers</p> <p>Give students the guided questions before watching and use your preferred strategy to have them watch the short video with intention.</p> <p>What were the impacts of the Brown v. Board of Education on Black teachers? Be ready to discuss the school walkouts: who organized them and why? What interesting things did you learn about Black teachers? Be ready to discuss them.</p>	20 min
Step 5	<p>On slide 8, 1 - Critical Concepts: Reconsidering impacts of Brown V. Board on Black teachers</p> <p>Be prepared to have a conversation about how the impacts of the Brown v Board on Black teachers is often omitted from history. Use your preferred strategy to have them record what the impacts were on Black teachers as schooling went from segregation to desegregation.</p>	5 min
Step 6	<p>On slide 9, 2 - Critical Concepts: understanding historical significance of Black Teachers during Jim Crow</p> <p>Facilitate a conversation about the following questions using the photo on the slide.</p> <p>What is happening in this classroom? What feelings does the photo convey?</p>	2 - 3 min
Step 7	<p>On slide 10, 2 - Critical Concepts: understanding historical significance of Black Teachers during Jim Crow</p> <p>Facilitate a discussion on the following important fact: Black people and Public Education There would be no publicly funded education system in the</p>	5 min (or 30 minutes with an extension activity if the teacher chooses to teach the linked resource)

	<p>South if not for Black people during Reconstruction.</p> <p>Here is a resource if you'd like to discover more about Black folx and their fight to get publicly funded education.</p> <p>https://docs.google.com/document/d/1MMGgUGbZmkCr_vlIKaaAWfMTo-R1hj6JnzOTDD9kfe4/copy</p>	
Step 8	<p>On slide 11, 2 - Critical Concepts: understanding historical significance of Black Teachers during Jim Crow</p> <p>Use your preferred strategy to introduce the following conditions Black teachers faced under Jim Crow.</p> <p>Black teachers under Jim Crow were Super exploited workers:</p> <ul style="list-style-type: none"> -unequal pay -unequal training -deteriorating working conditions -racialized surveillance -Jim Crow standards beyond school -Constant threat of violence 	5 min
Step 9	<p>On slide 12, 2 - Critical Concepts: understanding historical significance of Black Teachers during Jim Crow</p> <p>Use your preferred strategy to discuss and analyze how racial capitalism works to the advantage of the white dominant class. Discuss the benefit of solidarity, including solidarity with white allies.</p> <p>Economic system of capitalism and Jim Crow</p> <p>-Racial Capitalism works best when people of different races, especially working class people, are geographically and socially divided.</p>	5 min
Step 10	<p>On slide 13, 2 - Critical Concepts: understanding historical significance of Black Teachers during Jim Crow</p> <p>Continue the use of the strategy from slide 12 to facilitate the analysis of what this slide is conveying about Black teachers. Uplift each of these for their significance.</p> <p>Under Jim Crow Segregation Black Teachers are:</p>	5-7 min

	<ul style="list-style-type: none"> -educators -affirmers -advocates/organizers -fugitives -seed planters for future society 	
Step 11	<p>On slide 14, 2 - Critical Concepts: understanding historical significance of Black Teachers during Jim Crow</p> <p>Continue the use of the strategy from slides 12 & 13 to facilitate the analysis of what this slide is conveying about Black teachers. Uplift the significance of living in the same community as the students and compare that to today's world. How would that impact schooling in our students' educational experiences?</p> <p>Black teachers lived in the same community as their students during Jim Crow.</p>	5 min
Step 12	<p>On slide 15, 3 - Critical Concepts: BLACK TEACHER STRATEGIES DURING JIM CROW</p> <p>Introduce students to how they will be learning about Tessie McGee from Louisiana in 1933 and her Black teaching strategies.</p>	30 seconds
Step 13	<p>On slide 16, 3 - Critical Concepts: BLACK TEACHER STRATEGIES DURING JIM CROW</p> <p>Use your preferred strategy to analyze and discuss the resistance and risk Tessie McGee was exhibiting as a Black teacher under Jim Crow.</p> <p>“Tessie McGee read to her class in a steady measured tone, quietly engaging in a calculated act of subversion. She was black, twenty-eight years old, and taught history in 1933–1934 at the only black secondary school in Webster Parish, Louisiana. The state’s all-white Department of Education and local school board gave clear instructions: teachers were to keep a preapproved outline openly displayed on their desks, which they were to follow closely to acquaint their students with the targeted learning objectives. Black educators and families in Webster Parish had little formal control over curriculum, On many occasions, McGee</p>	5 min

	<p>made what she deemed to be necessary revisions to the mandatory curriculum. Based on her own judgment, and perhaps at the recommendation of fellow black teachers, she often read passages from Carter G. Woodson's "book on the Negro," which rested comfortably in her lap. (Image is not related to story)</p>	
<p>Step 14</p>	<p>On slide 17, 3 - Critical Concepts: BLACK TEACHER STRATEGIES DURING JIM CROW</p> <p>Continue to use your preferred strategy to analyze and discuss the resistance and risk Tessie McGee was exhibiting as a Black teacher under Jim Crow.</p> <p>"Miss McGee was a public employee and vulnerable to the disciplinary practices of Jim Crow authorities. But she was undeterred. "She read to us from that book," one of McGee's students recounted. "When the principal would come in, she would ... simply lift her eyes to the outline that resided on the desk and teach us from the outline. When the principal disappeared, her eyes went back to the book in her lap." (Image is not related to story)</p>	<p>5 -7 min</p>
<p>Step 15</p>	<p>On slide 18, 3 - Critical Concepts: BLACK TEACHER STRATEGIES DURING JIM CROW</p> <p>Use your preferred strategy to analyze and discuss the significance of these Black teacher strategies.</p> <ul style="list-style-type: none"> -TAUGHT THE WHOLE STUDENT -STUDENT CENTERED -COLLABORATIVE -CRITICALLY CONSCIOUS (I.E. NEGRO HISTORY WEEK) -CREATIVE -BLACK AFFIRMING -ETHIC OF CARE 	<p>5 min</p>
<p>Step 16</p>	<p>On slide 19, 3 - Critical Concepts: BLACK TEACHER STRATEGIES DURING JIM CROW</p> <p>Use your preferred strategy to analyze and discuss the significance of THINGS COMMON IN BLACK CLASSROOMS AND</p>	<p>5 min</p>

	<p>SCHOOLS.</p> <p>PAGEANTS</p> <p>PLAYS</p> <p>TALENT SHOWS</p> <p>COMMUNITY PERFORMANCES</p> <p>SINGING (BLACK NATIONAL ANTHEM)</p> <p>ART</p>	
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C3: Community Collaboration and/or Critical Cultural Production

STEP	DESCRIPTION	TIME
Step 17	<p>On slide 20, Community Collaboration - HOW DID BLACK TEACHERS HELP EACHOTHER TEACH DURING JIM CROW?</p> <p>Black Teacher Associations are teacher unions. Discuss your teacher union or other educational organization memberships?</p>	5 min
Step 18	<p>On slide 21, Community Collaboration - HOW DID BLACK TEACHERS HELP EACHOTHER TEACH DURING JIM CROW?</p> <p>BLACK TEACHERS WERE NOT ALLOWED IN WHITE TEACHER ASSOCIATIONS SO THEY CREATED THEIR OWN.</p>	1 min
Step 19	<p>On slide 22, Community Collaboration - HOW DID BLACK TEACHERS HELP EACHOTHER TEACH DURING JIM CROW?</p> <p>Discuss the significance of Black teachers and SHARED TEACHING SKILLS, HAD CONFERENCES, ASKED QUESTIONS, ADVOCATED FOR STUDENTS</p>	3 min
Step 20	<p>On slide 23, Community Collaboration - HOW DID BLACK TEACHERS HELP EACHOTHER TEACH DURING JIM CROW?</p> <p>Watch the video and discuss the significance of the merger of The American Teachers Association (historical Black</p>	5 min

	<p>association) merger with the National Education Association & consequently loses its identity.</p>	
<p>Step 21</p>	<p>On slide 24, Community Collaboration - HOW DID BLACK TEACHERS HELP EACHOTHER TEACH DURING JIM CROW?</p> <p>Watch the video and discuss how Black Teachers have been advocates and change agents in Civil Rights Movement</p>	<p>10 min</p>
<p>Step 22</p>	<p>On slide 25, Community Collaboration</p> <p>In groups, research one of the following Black educator organizations:</p> <ul style="list-style-type: none"> -National Alliance of Black School Educators (NABSE) https://www.nabse.org/ -California Association of Black School Educators https://cabse.org/about/ -Black Teacher Project https://www.blackteacherproject.org/ - California Association of African-American Superintendents and Administrators https://www.caaasa.org/ -Black Educators Matter https://blackeducatorsmatter.org/ -Black Teacher Collaborative https://blackteachercollaborative.org/ -National Association Of Black Male Educators https://nabme.org/ -CTA African American Caucus https://www.cta-aac.com/ -Black Male Educators Alliance https://blackmaleeducatorsalliance.org/ <p>Students can work in groups using your preferred group project strategy. They should be researching the Black organizations listed above. The website links are available below the title of each organization. They should create a poster with the following information:</p> <ol style="list-style-type: none"> 1. Title of the organization 2. Date the organization was founded 3. Who the organization serves and who the membership includes 4. What their purpose is 	<p>30 min to research and create a poster</p> <p>30 min to present and discuss</p>

	<ol style="list-style-type: none"> 5. How does this organization speak to the history of Black educators that we have been learning about 6. Include a drawing or printout of their logo 7. Include the group members' names 	
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C4: Conclusive Dialogue/Critical Circular Exchange

<p>Connection: How is this relevant to students? How is it relevant to the unit? How do you bring back to the PURPOSE of the unit?</p>	<p>This allows students to debrief on their new learning.</p>
<p>Assessment: How will the students be assessed?</p>	<p>They will be assessed on their analyses and group project.</p>
<p>Evaluation: How will the effectiveness of this lesson plan be evaluated?</p>	<p>The final conclusive dialogue will allow the teacher to know the impact of this lesson on students' analysis of the power of educators, especially Black educators.</p> <p>CONCLUSIVE DIALOGUE</p> <p>What other aspects, along with race, are important qualities in a teacher? How does relating to a teacher impact learning?</p> <p>What were the potential impacts on Black students who lost their Black educators and Black schools during the push for desegregation.?</p> <p>What do we believe is the purpose of education?</p>

Lesson Plan Contributors: Michael Anderson