Name and school: Kim Heckart, Prairie Ridge Elementary/3rd Grade

Lesson Title: Oppression

Essential/Compelling Question: How were African Americans oppressed after the Civil War? How do people overcome oppression?
Supporting questions:
How did sharecropping cause oppression?
How did Jim Crow Laws cause oppression?
How did the journey to voting rights cause oppression?

Lesson Abstract:
This series of lessons is meant to show students how African-Americans were oppressed after the Civil War through segregation, sharecropping, and lack of voting rights. Since Iowa was a free state during the Civil War, students are surprised at how African-Americans had to fight against those oppressions in Iowa. The lesson(s) incorporates the College, Career, and Civic Life (C3) Dimensions of inquiry, building content across social studies disciplines while connecting to literacy, using primary sources, and taking action on how people overcome hardships and oppression to become productive citizens of our country.

Learning Objectives:
The Learner will....

- Identify and analyze historical images related to three types of oppression (sharecropping, segregation, and voting rights) after the Civil War recording on a graphic organizer.
- Identify sharecropping as a form of farm labor that kept African Americans in poverty after the end of slavery through a read aloud, A Homesteading Community of the 1880’s by National Geographic.
- Support their hypothesis with evidence as they analyze historical sharecropping and slavery photos using criteria from the photo analysis rubric.
- Analyze images related to Jim Crow Laws as a form of segregation that oppressed African Americans.
- Identify how African Americans were oppressed through lack of voting rights after being freed from slavery through image analysis, document analysis, and read alouds, Granddaddy’s Gift and Papa’s Mark.
- Identify Iowans who stood up against oppression.
- Write an expository piece on causes and effects of ways African Americans were oppressed and kept in poverty after slavery ended scored with cause and effect writing rubric.

Iowa Core Standards:
Social Studies:
Understand problems, issues, and dilemmas of life in the past and their causes. (history)
Understands causes and effects of events within a time period in history. (history)
Understand the influence on individual and group behavior and group decision making (behavioral science)
Understand that all societies have developed economic systems and there are advantages and disadvantages to each type of system. (economics)

Literacy:
RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Informational Text: Key Ideas and Details)
RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (Informational Text: Key Ideas and Details)
RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (Informational Text: Integration of Knowledge and Ideas)
W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Introduce a topic and group related information together; include illustrations when useful to aiding comprehension, develop the topic with facts, definitions, and details, use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information and provide a concluding statement or section. (Writing)

Materials:
Rubrics, HAT Assessment, chart paper, markers, pencils, number notes planner, hook:
https://www.youtube.com/watch?v=zs_WKJtILo8
• How did sharecropping cause oppression?
  A Homesteading Community of the 1880’s by National Geographic
  sharecropping images
  SOCC graphic organizers
  Ticket out the Door
• How did Jim Crow Laws cause oppression?
  www.ferris.edu/jimcrow/what.htm
  Iowa Pathway Introduction to Jim Crow and Iowa
  Edna Griffin Memorial Bridge
  segregation images, KWL chart (graphic organizer)
  Goin’ Someplace Special by Patricia McKissack and Jerry Pinkney

Note: Other great read alouds to supplement this segregation: White Socks Only by Evelyn Coleman, Sit-In How Four Friends Stood Up By Sitting Down by Andrea Pinkney, Freedom Summer by Deborah Wiles, The Other Side by Jacqueline Woodson, White Water by Michael Bandy and Eric Stein, The Gold Cadillac by Mildred Taylor, and March by John Lewis, Back of the Bus by A. Reynolds.

• How did the journey to voting rights cause oppression?
  voting rights images
  KWL chart
  Granddaddy’s Gift by Margaree Mitchell
  Papa’s Mark by Gwendolyn Lavert

  http://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=015/llsl015.db&recNum=379

Procedure:
Introduction:
What does oppression mean? Use dictionaries to look up the word if no one knows the meaning. Pair/share with a partner what it means. Choose someone to share out loud. (Oppression is authority or power in a burdensome, cruel,
or unjust manner.) Here is a short video of Martin Luther King Jr. and you will notice that he keeps saying, “Free at Last”. As you watch think about the word oppression and see if you can find an example in the video. 
https://www.youtube.com/watch?v=zs WKJtI Lo8

Model walking and talking the classroom timeline with a partner to review long, long ago until the time of segregation. We will continue adding to our timeline as we focus on one main question in this unit, it is called a compelling question because the question is meant to compel or make you want to take action on it after we learn about the unit. Our compelling question is……How were African Americans oppressed after the Civil War?

How do people overcome oppression?
We will be thinking about how to answer this while looking at other questions in the unit to help us. Those questions are called supporting questions. Our first supporting question is……

How did sharecropping cause oppression?

"Oklahoma Cotton Field." Overseer and Negro cotton pickers, ca. 1897-98, ca. 1897 - ca. 1898. US National Archives & Records Administration, item from Record Group 48: Records of the Office of the Secretary of the Interior

-Ask, “What is happening in this photo?” Students answer “It is slavery.” “How do you know?” Students may point out Africans working in fields picking cotton, there are two men who look like overseers, may connect it to Addy (American Girl Series) or other books read in unit.
-Show Historical Thinking Rubric. The first area on the rubric is source. Read criteria. Then show students the source/citation for the image. Students will notice the date on the image is after slavery ended in 1865. It was taken in the South and they are picking cotton. “Could this image from the time of slavery?” Students “no”. How do you know? What is your evidence?
-Ask, “Has anyone ever heard the word sharecropping?” “What does share mean?” (Examples of things they share and who they share with) “What is a crop?” (Things grown in fields…corn and soybeans) “What was one of the main crops grown in the South?” (cotton). Another way that people were kept from having equal rights was by
sharecropping. “After slavery ended, many freed slaves couldn’t afford to buy their own land, so they went to work in the cotton fields for men who used to be masters. They had to “share” the money they earned with the landowner. CFU What is sharecropping? (pair/share, then draw a card to check someone)

-This caused African Americans to be in poverty because they could not get ahead when they had to give half or more of what they earned to the landowner. As we analyze this image, we have been doing the next part of the rubric which is contextualizing. That means we used our background knowledge, the author’s or photographer’s clues to help us infer what is happening in the image. Let’s record our thinking on this chart. (Fill out the who, what, when, where, and questions we have about the image.)

- Next on the rubric is corroborating. That means we find evidence in other sources to verify our thinking or help us answer questions we have. Read aloud, A Homesteading Community of the 1880’s (chapter 1) to answer questions posed.

-Next you will be analyzing two images with a partner or group of while keeping track of your thinking on the recording sheet. You will use the same process that we just did on the class image. When your group is finished, meet on the carpet with you images, recording sheet, and be sure to sit with your group members so we can share our thinking with the whole class. (Teacher gives each group 2 images: one slavery and one sharecropping.)

<table>
<thead>
<tr>
<th>Rubric SOCC</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Source:</strong></td>
<td>Uses the available citation information to infer something about who, what, when and/or where is represented in the photo AND Inferences why the photographer may have taken the photo.</td>
<td>Uses the available citation information to infer something about who, what, when and/or where is represented in the photo.</td>
<td>Inventories the available photo citation information: the photographer, place, and or date the photo was taken but does not (or cannot) make use of it to interpret the photo.</td>
<td>Does not identify the photographer, place, and or date the photo was taken.</td>
</tr>
<tr>
<td><strong>Contextualize:</strong></td>
<td>Uses prior knowledge of the time period or context to infer one or more basic four W’s not explicit in the source or citation AND Use prior knowledge of historic context to Infer Why this event is occurring.</td>
<td>Uses prior knowledge of the time period or context to infer one or more basic four W’s not explicit in the source or citation (Who, What, When, Where)</td>
<td>Can identify other events happening during the same time period as the image.</td>
<td>Does not use prior knowledge about the time period when the photo was taken to interpret the photo.</td>
</tr>
<tr>
<td><strong>Corroborate:</strong></td>
<td>Uses other sources to answer questions about the photo AND Determine if the new sources change or affect the students’ previous ideas about the photo.</td>
<td>Uses other sources to answer questions about the photo.</td>
<td>Generates questions about the photo that must be researched using other sources (accounts and/or evidence.)</td>
<td>Does not identify additional questions to ask that cannot be answered by the photo.</td>
</tr>
</tbody>
</table>
Beaufort, South Carolina
Photographer: Timothy O'Sullivan
Date: 1862
Library of Congress photo collection

Jackson, Mississippi
Date: 1933
Photographer: Dorothea Lange
Library of Congress Collection
Hilton Head, South Carolina
Date: 1862
Photographer: Henry Moore
Library of Congress photo collection

Montgomery County, Alabama
Date: 1937
Photographer: Arthur Rothstein
Library of Congress photo collection
United States

Date: 1830

Artist unknown

Library of Congress photo collection

Shoofly, North Carolina

Photographer: Dorothea Lange

Date: 1939

Library of Congress photo collection
Hill House, Mississippi

Date: 1936

Photographer: Dorothea Lange

Library of Congress photo collection

Quarters on plantation, Beaufort, South Carolina, 1862, Print from Library of Congress Division
Sharecropping or Slavery Images ♦ Analysis Guide

1. Stop and Source
2. Examine each image closely.
   ♦ Who is in the pictures? Describe the person(s) you see.
   
   Image 1 ____________________________________________________________
   ____________________________________________________________
   Image 2 ____________________________________________________________
   ____________________________________________________________

   ♦ What do the pictures tell us about the people in them? What are they doing?
   
   Image 1 ____________________________________________________________
   ____________________________________________________________
   Image 2 ____________________________________________________________
   ____________________________________________________________

   ♦ When were the pictures taken?
   
   Image 1 ____________________________________________________________
   Image 2 ____________________________________________________________

   ♦ Where were the pictures taken?
   
   Image 1 ____________________________________________________________
   Image 2 ____________________________________________________________

   ♦ Why do you think the photos were taken?
   
   Image 1 ____________________________________________________________
   ____________________________________________________________
   Image 2 ____________________________________________________________
   ____________________________________________________________

3. What questions do you have about each photo?
4. From which picture did you generate more questions? ________________

5. Where could we go to investigate/research our questions?

CFU  How did sharecropping keep African Americans in poverty? (pair/share, then draw a name- stick to check someone)

-Closure: Model on graphic organizer: (1) What caused sharecropping? (2’s) What were the effects of sharecropping? Students record on their sheet, teacher records on chart paper under the supporting question. How did African American try to overcome sharecropping?

-Ticket Out the Door/Formative Assessment: How is sharecropping a form of oppression? What evidence do you have to support this from the sources you analyzed today?
Assessment:

Name____________________________________

How is sharecropping a form of oppression? What evidence do you have to support this from the sources you analyzed today?
How did Jim Crow Laws cause oppression?

Part 1: Our next supporting question is: How did Jim Crow Laws cause oppression?

-What does “Jim Crow” mean? Iowa Pathway Introduction to Jim Crow and Iowa Jim Crow is a symbol of oppression. In the Southern states, Jim Crow Laws were marked by “Whites Only” or “Colored Only” signs.


-Today you are going to be in small groups and you will have the chance to analyze an image related to a Jim Crow Law. When you have your KWL graphic organizer completed, you will be joining the class in our whole group area to share your image findings. (Each group gets analyzes one image.)

-Pass out one pencil, one KWL chart, and one image to each group.

-Students join back on the carpet while each group debriefs their image. Teacher puts each groups’ image on the document camera for all other groups to see while they share their thinking answering: Who was in the image?, What were they doing? When was the image taken? Where was the image taken? Why was the image taken? What questions do you have about the photo. As they answer questions, teacher asks them to point out the evidence in the image for their thinking.

-Pair/Share with your partner what is a Jim Crow Law?

-Read Aloud, Goin’ Someplace Special by Patricia McKissack and Jerry Pinkney. You are going to be able to make connections to the images we just analyzed. When you find evidence of a Jim Crow Law, show the sign language letter j (hold up pinky finger and swoop down with finger forming a j) then I will know that you haven’t missed it and it won’t be interrupting with my reading. Another thing to think about in the story is: Where is someplace special? I will stop along the way to have you make predictions. Finally, be thinking about our supporting question: How did Jim Crow Laws cause oppression, which will be related to our ticket out the door today.

-Stop and have kids make predictions at p. 10, 16, 28.

-Read the Author’s Note and discuss all the Jim Crow Laws from the story and connections to their image analysis.

-Closure: (1) What caused Jim Crow Laws? What were the effects of Jim Crow Laws?

Ticket Out the Door/Formative Assessment: How are Jim Crow Laws a form of oppression? What evidence do you have to support this from the sources you analyzed today?

Note: Other great read alouds to supplement this lesson: White Socks Only by Evelyn Coleman, Sit-In How Four Friends Stood Up By Sitting Down by Andrea Pinkney, Freedom Summer by Deborah Wiles, The Other Side by Jacqueline Woodson, White Water by Michael Bandy and Eric Stein, The Gold Cadillac by Mildred Taylor, and March by John Lewis, Back of the Bus by A. Reynolds.

* I read these not only to show segregation (Jim Crow Laws), but also how African Americans were beginning to stand up against the oppression, how they were taught the rules of how to protest peacefully, and what to do in violent situations.
Dallas 1955
Protesting segregation of the Texas state fair
Photo by R.C. Hickman

“Negro going in colored entrance of movie house on Saturday afternoon.”
Belzoni, Mississippi Delta, Mississippi, October 1939?, Photo by: Marion Wolcott
Philadelphia, PA, 1889, Removing an African American from a Philadelphia Railway Car—after the starting of Jim Crow

Imperial Laundry, 1930’s. Image courtesy of Schomberg Center for Research in Black Culture, New York Public Library
Negro drinking at “Colored” water cooler in streetcar terminal, Oklahoma City, OK, 1939. Image courtesy of the Library of Congress

**K**
(what we think we know)

**W**
(what we want to know)

**L**
(what we hope to learn)

---

People:

Why do you think they’re doing this?

Where could you find the answers?

---

How do you think they are feeling?

Objects:
When do you think this picture was taken?  
How do you know?

What are they doing?  
Questions this photo raises:

**Part 2: Segregation: Making an Iowa Connection**

- Today we are going to use the close reading strategy to read about Edna Griffin. Edna Griffin Memorial Bridge

What is the title of the text? (Edna Griffin Memorial Bridge)  
What is the purpose of this text? (to inform us about Edna Griffin’s life)

**READ 1:**
- **Highlight** the headings in green.  
- **Read** the text.  
- **Think:** What is the text mostly about?  
- **Discuss:** Share thoughts with your partner.

**READ 2:**
- **Read** the text again.  
- **Underline** the topic sentence in each paragraph in yellow.  
- **Circle** 3-5 words in each paragraph in red that are the key details that support the topic sentence.

**READ 3:**
- **Go back to the text again,** look for **evidence** to answer the questions.  
- **Write the question number** next to the text evidence you used to answer (Q1, Q2, Q3…..)

**Q1:** Why was the bridge dedicated?  
**Q2:** What were two ways Edna Griffin stood up against segregation in Iowa during the Civil Rights Movement?  
**Q3:** What are ways that Edna has been honored?
What part of the article surprised you the most? Would you have thought this would happen in Iowa? Explain your thinking.

Name_________________________________________

How are Jim Crow Laws a form of oppression? What evidence
How did the journey to voting rights cause oppression?

Part 1-Introduction: (Pair/Share) What are two ways we have learned about that caused African Americans to be oppressed after the Civil War? (Segregation laws called Jim Crow Laws and sharecropping) Can you think of any ways that African Americans could change this? Think about what we do today when we don’t like a law. You may have some ideas, but if not, today you are going to investigate and analyze images to help you figure out what happened next with African Americans. To do this we will consider the supporting question: How did the journey to voting rights cause oppression?

-Put students in small groups to analyze an image, record their thinking on their on their KWL sheet.

African American Voters
African Americans vote for the first time in Charleston, South Carolina, during the US presidential election, 2nd November 1948. (Photo by FPG/Hulton Archive/Getty Images)
Harlem Voters
People in New York’s Harlem district vote in the US presidential election, 4th November 1952. (Photo by FPG/Hulton Archive/Getty Image)
The 15th amendment was passed on February 26, 1869 and adopted to the Constitution on February 3, 1870. It stated that African American's voting rights will not be denied because of race, color, or previous condition of enslavement. After the law was passed, 1 million blacks registered to vote. This amendment was the third of the reconstruction amendments. The reconstruction amendments were made to reconstruct the South after the Civil War. Some of the amendments were more successful in the sense that they actually worked than others. Southerners found many loopholes in this and they treated African Americans very unequal, they segregated schools, public eateries, and even public transportation.
On August 6, 1965, President Lyndon Johnson signed the Voting Rights Act into law, guaranteeing voting rights for African-Americans.

Protesting for the right to vote without taking a literacy test.
Voting Rights March
March 1965: Participants in a black voting rights march in Alabama. Dr Martin Luther King led the march from Selma, Alabama, to the state capital in Montgomery. (Photo by William Lovelace/Express/Getty Images)
Then students join back on the carpet while each group debriefs their image. Teacher puts each groups’ image on the document camera for all other groups to see while they share their thinking answering: Who, what, when, where, why, and questions they have generated.

Part 2: -Read actual 15th amendment: http://www.loc.gov/rr/program/bib/ourdocs/15thamendment.html and http://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=015/llsl015.db&recNum=379 and think aloud loud what it means using a dictionary as a resource on the words: denied, abridged, and servitude. Read Aloud and explain the 15th Amendment in Words That Build A Nation p. 80-81. African American men were given the right to vote in 1865, but white people invoked poll taxes, literacy tests, and even violence to try and stop them from voting. Then restate the 15th Amendment in my own words.

-Read Aloud, Papa’s Mark and Granddaddy’s Gift. Have students free respond in their notebooks to check for comprehension. Papa’s Mark stopping points: p.5, p.14, p.23, and p.30 to allow students to write for 1-2 minutes what they are thinking about the part read. Each time: pair/share their free response with a partner and then share out loud to whole group.


Part 3: Voting Rights Connection to Iowa
http://www.iptv.org/iowapathways/mypath.cfm?ounid=ob_000170

What is the title of the text? (A Father Fights for Equal Rights)
What is the purpose of this text? (to inform us about Alexander Clark’s life)

READ 1:
Highlight the headings in green.
Read the text.
Think: What is the text mostly about?
Discuss: Share thoughts with your partner.

READ 2:
Read the text again.
Underline the topic sentence in each paragraph in yellow.
Circle 3-5 words in each paragraph in red that are the key details that support the topic sentence.

READ 3:
Go back to the text again, look for evidence to answer the questions.
Write the question number next to the text evidence you used to answer (Q1, Q2,.....)
Q1: How did Alexander Clark stand up against segregation?
Q2: How did Alexander Clark stand up for equal voting rights?

Name__________________________________

How did the journey to voting rights cause oppression? What evidence do you have to support this from the sources you analyzed?
Summative Assessments:

In this unit we learned how African Americans were oppressed after the Civil War. What does that word mean? (Oppression is authority or power in a burdensome, cruel, or unjust manner.) Let’s look at your number notes planner that we have worked on through out the unit. Oppression is our topic on our number notes. We have learned about three ways African Americans were oppressed after slaves were freed. (sharecropping, segregation, voting rights) These are the causes of oppression and our three big ideas for our number notes, the 1’s. Finally, the 2’s are the effects. What things happened because of each of those causes. Your job is to write an expository piece about the cause and effects of oppression. To do this, you will be matched with a partner to turn and talk your planner before you begin writing. When you have finished turning and talking, you may return to your desk and start your writing piece on notebook paper. (If students have not been taught this strategy, I suggest the teacher doing a composing think aloud and sharing their thinking aloud for students.)

Name: _____________________________________________

Topic: ___________________________
Introduction:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

1 (cause)___________________________________
2_____________________________________
2_____________________________________
2_____________________________________

Effects
1 (cause)___________________________________
2_____________________________________
2_____________________________________
2_____________________________________
2_____________________________________

Effects
1 (cause)___________________________________
2_____________________________________
2_____________________________________
2_____________________________________
2_____________________________________

Effects
1 (cause)___________________________________
2_____________________________________
2_____________________________________
2_____________________________________
2_____________________________________
Conclusion:

Rubric for Expository Cause and Effect Writing

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory sentence</strong></td>
<td>A creative introductory sentence made the reader interested and hooks the reader.</td>
<td>An introductory sentence with some creativity was included.</td>
<td>A simple introductory sentence was included.</td>
<td>No introductory sentence was included.</td>
</tr>
<tr>
<td><strong>Cause-and effect relationships</strong></td>
<td>At least three cause-and-effect relationships were clearly described in detail with evidence.</td>
<td>Two cause-and-effect relationships were clearly described in detail with evidence.</td>
<td>One cause-and-effect relationship was clearly described in detail with evidence.</td>
<td>No cause-and-effect relationships were described.</td>
</tr>
<tr>
<td><strong>Concluding sentence</strong></td>
<td>A creative, clear, and interesting concluding sentence was included.</td>
<td>A concluding sentence with some creativity was included.</td>
<td>A simple concluding sentence was included.</td>
<td>No concluding sentence was included.</td>
</tr>
<tr>
<td><strong>Logical order/Information in</strong></td>
<td>Information in</td>
<td>Information in</td>
<td>Information in</td>
<td>Information in</td>
</tr>
<tr>
<td>Organization</td>
<td>Paragraph was very organized.</td>
<td>Paragraph was somewhat organized.</td>
<td>Paragraph was poorly organized.</td>
<td>Paragraph was not organized.</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------</td>
<td>-----------------------------------</td>
<td>-------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Language conventions</td>
<td>The writer demonstrates a good grasp of standard writing conventions and may manipulate conventions to give stylistic effect.</td>
<td>The writer shows reasonable control over a limited range of standard writing conventions.</td>
<td>The writer shows some control over a limited range of standard writing conventions.</td>
<td>Spelling, grammar, and punctuation distract from the reader and make it difficult to read.</td>
</tr>
</tbody>
</table>

(HAT Assessment) Next you will be sharing your thinking about four images. Three of the images are related to oppression after the Civil War. You will circle yes if it was a way African Americans were oppressed after the Civil War, or no if it is not. It is important to write on the lines explaining your thinking of the evidence to prove your yes or no answer. *Show the rubric on the document camera so kids know what proficient means.

Name___________________________________

Directions: Examine the photographs and determine which one does not belong as a way African Americans were oppressed after the Civil War? Circle yes or no for each image and explain your thinking using evidence from the image to explain your thinking.
the harvest, developed in the years after
House where Negro family lives.
Harmony County, Georgia, 1941
National Archives & Records Administration

Yes  or  No _____________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

House where Negro family lives.
Harmony County, Georgia, 1941
National Archives & Records Administration

Yes  or  No __________________________

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

________________________________________________________________________
Selma to Montgomery March for Voting Rights, 1965
Marchers and flags cross the horizon as a plane from the Alabama National Guard are on the lookout for threats to the march.
Photographer: Matt Herron

Yes or No _____________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Selma to Montgomery March for Voting Rights, 1965
Marchers and flags cross the horizon as a plane from the Alabama National Guard are on the lookout for threats to the march.
Photographer: Matt Herron

Yes or No _____________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
Ronald Martin, Robert Patterson, and Mark Martin sit-in after being refused service at the Woolworth lunch counter in Greensboro, NC in 1960.
Image housed at The Library of Congress
Yes or No ____________________________
Beaufort, South Carolina, 1862      Photographer: Timothy O’Sullivan
Library of Congress photo collection

Yes   or   No ___________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________


HAT Rubric: Oppression of African Americans After the Civil War

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>Student sources images in its relationship to the Civil War ending in 1865. Students provide evidence from the image to provide a claim of oppression (sharecropping, segregation, lack of voting rights).</td>
</tr>
<tr>
<td>Emergent</td>
<td>Student sources images in its relationship to the Civil War ending in 1865. Students provides incomplete evidence from the image to provide a claim of oppression (sharecropping, segregation, lack of voting rights).</td>
</tr>
<tr>
<td>Basic</td>
<td>Student is unable to sources images in its relationship to the Civil War ending in 1865. Students does not select facts that support or fully explain the image.</td>
</tr>
</tbody>
</table>

(During class meeting time) We have been learning about oppression of African Americans after the Civil War. Do you think there is oppression today? Turn and talk to a partner about what you are thinking. If you think there is oppression today, see if you can think of an example to share. Have students share their ideas recording them on chart paper. At the beginning of the unit I explained a compelling question is one you would want to act upon after learning about it. How do you think we could act upon some of your oppression ideas? Let students make an action plan of how to help someone or something being oppressed. (Examples might be students who are bullied, students who struggle at school/special education students, pets at the animal shelter, etc.)