



EXPEDITIONARY  
LEARNING

# **Grade 8: Module 3B: Unit 1: Lesson 9**

## **World Cafe: Analyzing the Jim Crow Laws**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)  
I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3)  
I can express my own ideas during discussions. (SL.8.1)  
I can build on others' ideas during discussions. (SL.8.1)

Supporting Learning Targets

- I can explain how the *Plessy v. Ferguson* Supreme Court ruling codified the Jim Crow laws.
- I can explain how the *Plessy v. Ferguson* Supreme Court case connects to the Jim Crow laws.
- I can use sentence starters to build on others' ideas.

Ongoing Assessment

- *A Mighty Long Way* structured notes, Chapter 4 (from Lesson 4)
- Journey to Justice note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Engaging the Reader: Structured Notes Focus Question from Chapter 4 and Journey to Justice Note-catcher (8 minutes)</li> <li>B. Reviewing Learning Targets (1 minute)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Analyzing Jim Crow Laws (5 minutes)</li> <li>B. World Café (30 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Previewing Homework (1 minute)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Read Chapter 5 and complete the structured notes.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• This lesson adds a new resource (the Jim Crow Laws) to help students build background knowledge about life in the time of <i>A Mighty Long Way</i>. Students pull together all of the texts they have read over the unit by making connections between the text excerpts about the Plessy v Ferguson case, the Jim Crow laws, and Carlotta's experiences in <i>A Mighty Long Way</i>.</li> <li>• To prepare for this lesson about the Jim Crow laws, you may consider reading this excellent article by Dr. David Pilgrim of Ferris State University: <a href="http://www.nps.gov/malu/forteachers/jim_crow_laws.htm">http://www.nps.gov/malu/forteachers/jim_crow_laws.htm</a></li> <li>• The World Café protocol promotes discussion and leadership in students. Students may be familiar with this protocol from seventh-grade modules or from 8M2A. The first round and the first transition need very clear direction. After that, students tend to pick up the protocol quickly.</li> <li>• Consider posting the steps for World Café on the board or chart paper where students can see them.</li> <li>• Students may require more time for the World Café protocol than allocated here, particularly as they are required to find evidence in the texts to support their ideas. Consider extending this if necessary for your students.</li> <li>• In advance:               <ul style="list-style-type: none"> <li>– Review the World Café protocol (see Appendix).</li> <li>– To make it easier to form groups for the World Café, consider putting sticky notes under students' chairs with numbers on them. When it is time to form the groups, ask students to find the sticky note under their chair and sit with others who have the same number to form their first group.</li> <li>– Divide students into five groups for the World Café.</li> <li>– Cut the Jim Crow Laws strips and organize each category (Transportation, Education, Intermarriage, Other) on a different table in the World Café.</li> <li>– Review the Think-Ink-Pair Share protocol.</li> </ul> </li> <li>• Post: Learning targets.</li> </ul>



Lesson Vocabulary	Materials
codified, consorting, naiveté	<ul style="list-style-type: none"><li>• <i>A Mighty Long Way</i> structured notes, Chapter 4 (from Lesson 4)</li><li>• Journey to Justice note-catcher (from Lesson 3)</li><li>• Introduction to the Jim Crow Laws (one per student and one for display)</li><li>• Document camera</li><li>• World Café protocol (one to display; see Appendix)</li><li>• World Café note-catcher (one per student)</li><li>• Jim Crow Laws strips (one category per table, cut into strips)</li><li>• Sentence starters (one per table)</li><li>• <i>Plessy v. Ferguson</i>: Key Excerpts from the Court's Decision (from Lesson 5)</li><li>• <i>A Mighty Long Way</i> (book, one per student)</li><li>• QuickWrite #1 (one per student)</li><li>• <i>A Mighty Long Way</i> structured notes, Chapter 5, pages 82–98 (one per student)</li><li>• <i>A Mighty Long Way</i> supported structured notes, Chapter 5, pages 82–98 (optional; for students who need extra support)</li><li>• <i>A Mighty Long Way</i> Structured Notes Teacher's Guide, Chapter 5, pages 82–98 (for teacher reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Structured Notes Focus Question from Chapter 4 and Journey to Justice Note-catcher (8 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to sit with their Chicago Discussion Appointment partner and take out their <i>A Mighty Long Way</i> structured notes, Chapter 4 (from Lesson 4). Read the focus question aloud:             <ul style="list-style-type: none"> <li>* “On page, 66, Carlotta states, ‘It would be my last night of innocence.’ What change took place in her view of her life in Little Rock, Arkansas?”</li> </ul> </li> <li>Cold call on student pairs to share their responses. Listen for students to say something like: “Before her attempt to attend Central, Carlotta had an idealistic view of the democratic process as it relates to people of color in the United States. She trusted that once the Supreme Court ordered the integration of schools, that state governments and the people would follow the law, because it was deemed just and equitable. The day her entry to school was blocked by troops that were supposed to be agents offering protection, and segregationists were allowed to be verbally abusive and use scare tactics was when she realized that it did not matter that she was a citizen or that her parents were taxpayers.”</li> <li>Share with students that Carlotta is realizing a lot of new things about her society. Have students take out their <b>Journey to Justice note-catchers</b> and reread the left column. Ask:             <ul style="list-style-type: none"> <li>* “What additional changes has Carlotta experienced?”</li> </ul> </li> <li>Invite students to work with their partners to add to their Journey to Justice note-catchers. After a few minutes, cold call on student pairs to share the changes Carlotta is experiencing.</li> </ul>	<ul style="list-style-type: none"> <li>Learning targets help students understand the purpose for the lesson.</li> </ul>
<p><b>B. Reviewing Learning Targets (1 minute)</b></p> <ul style="list-style-type: none"> <li>Invite students to follow along silently as you read the learning targets aloud:             <ul style="list-style-type: none"> <li>* “I can explain how the <i>Plessy v. Ferguson</i> Supreme Court ruling codified the Jim Crow laws.”</li> <li>* “I can explain how the <i>Plessy v. Ferguson</i> Supreme Court case connects to the Jim Crow laws.”</li> <li>* “I can use sentence starters to build on others’ ideas.”</li> </ul> </li> <li>Explain that the term <i>codified</i> means “making laws or rules into a code or system of behavior” and that meeting this learning target means that students will be able to explain how the <i>Plessy v. Ferguson</i> ruling encouraged the Jim Crow laws to become an expected way of behavior.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Analyzing Jim Crow Laws (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain that the experiences Carlotta had were a result of blacks seeking justice and truly experiencing the words from the Declaration of Independence, “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.”</li><li>• Share with students that Jim Crow laws in the South did not allow for equal treatment of blacks and whites. In this lesson, they will learn more about Jim Crow laws and what Carlotta and the other members of the Little Rock Nine and the civil rights movement fought for.</li><li>• Distribute <b>Introduction to the Jim Crow Laws</b> and project it with a <b>document camera</b>.</li><li>• Invite students to follow along as you read it aloud.</li><li>• Ask students to Think-Ink-Pair-Share for the following questions, found on the Introduction:<ul style="list-style-type: none"><li>* “What is meant by the word <i>consorting</i> in this Introduction?”</li></ul></li><li>• Listen for students to say that in this context <i>consorting</i> means to hanging out with someone of a different color. Ask:<ul style="list-style-type: none"><li>* “What was the motivation for the creation of the Jim Crow laws?”</li></ul></li><li>• Listen for students to draw on their background knowledge from previous lessons to say that the purpose of these laws was to “restore the social order.”</li><li>• Remind students that, from the Southern perspective, restoring the social order meant that blacks had no power and were not of equal social standing with whites.</li></ul>	<ul style="list-style-type: none"><li>• Allowing students to think and write before sharing ensures that most students will have ideas to share when it is time to do so.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. World Café (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Inform students that they will be participating in the World Café protocol to analyze specific Jim Crow laws.</li> <li>• Group students into four groups.</li> <li>• Tell students that they will work in small groups to fill in a note-catcher. There will be four rounds, and after each round, the groups will switch according to the protocol.</li> <li>• Project the <b>World Café protocol</b> with the document camera and point out to students how the modified protocol will function—there is no assigned leader left behind with each rotation. Hand out the <b>World Café note-catcher</b>.</li> <li>• Explain to students that each table is labeled with a category: Education, Transportation, Intermarriage, and Other. There are corresponding <b>Jim Crow Laws strips</b> for each category, which are found at the appropriate table. Students read the laws, discuss them using the <b>sentence starters</b> also found at each table, and add to their note-catchers based on their discussions.</li> <li>• Tell students that they are to read the Jim Crow laws and then think about how the laws might relate/connect with something they read in the <i>Plessy v. Ferguson</i> case and in <i>A Mighty Long Way</i>. They are to refer to their <b><i>Plessy v. Ferguson: Key Excerpts from the Court's Decision</i></b> and the chapters they have read in <i>A Mighty Long Way</i> to find evidence for their note-catcher.</li> <li>• Model the use of a sentence starter: <ul style="list-style-type: none"> <li>– “Say that you are at the table with laws related to education. A peer makes a comment about one of the laws. A way to respond using the sentence starters located at the table could sound like: ‘What you said about separate schools reminded me of the way there are separate schools in <i>A Mighty Long Way</i> until Carlotta goes to Central. It also makes me think of Excerpt 2 of the <i>Plessy v. Ferguson</i> court ruling in which separate schools for white and black children are used as an example of black and white students being separate but having access to the same resources.’”</li> </ul> </li> <li>• Make it clear to students that they may not be able to connect each of the laws with something in <i>Plessy v. Ferguson</i> or in what they have read of <i>A Mighty Long Way</i> so far, but where they think of connections and can find evidence, they should record it. Also explain that although <i>A Mighty Long Way</i> was set in Little Rock, Arkansas, many of the Jim Crow laws on the strips are from other states like Alabama and Mississippi; however, students should still consider connections where they can.</li> <li>• In most cases, there will be more laws than students at most tables. If there is time, invite students to locate laws they have not yet analyzed and add their thoughts about these laws, which they have not yet analyzed. When time is up, students then rotate to a new table. Students rotate to all tables (five in total).</li> </ul>	<ul style="list-style-type: none"> <li>• Use of protocols (like World Café) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• At each table students read the laws, discuss them using the sentence starters, and add to their note-catchers.</li><li>• Circulate and check for understanding as groups meet and discuss the laws. Remind students to add to their note-catchers based on their discussions. Provide support to each group as necessary. As much as possible, address any confusion or misconceptions as groups are meeting. It may be helpful to inform students when they have only 1 minute left for their conversation in each round.</li><li>• When the protocol is over, refocus the whole class. Recognize positive behaviors that you noticed during the World Café (showing leadership, referring often to the text, asking each other questions to clarify ideas, etc.). Cold call students to share their responses from their note-catchers. Invite the class to continue revising or adding to their note-catchers as appropriate during this time.</li><li>• Distribute <b>QuickWrite #1</b> for students to synthesize their reactions to the Jim Crow laws. Read the two prompts:<ul style="list-style-type: none"><li>* “How do the Jim Crow laws connect to <i>Plessy v. Ferguson</i>?”</li><li>* “How do the Jim Crow laws connect to Carlotta’s experiences in <i>A Mighty Long Way</i>?”</li></ul></li><li>• Invite a few students to share out their QuickWrite #1 responses.</li></ul>	
Closing and Assessment	Meeting Students' Needs
<b>A. Previewing Homework (1 minute)</b> <ul style="list-style-type: none"><li>• Distribute <i>A Mighty Long Way</i> structured notes, Chapter 5, pages 82–98.</li><li>• Explain that the word naiveté in the focus question means “innocence or ignorance because of youth.”</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read Chapter 5 and complete the structured notes.</li></ul>	<ul style="list-style-type: none"><li>• Provide struggling learners with the supported structured notes for additional scaffolding as they read the memoir.</li></ul>





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# Grade 8: Module 3B: Unit 1: Lesson Supporting Materials



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## Introduction to the Jim Crow Laws

Name: \_\_\_\_\_

Date: \_\_\_\_\_

From the 1880s into the 1960s, a majority of American states enforced segregation through “Jim Crow” laws (so called after a black character in minstrel shows). From Delaware to California, and from North Dakota to Texas, many states (and cities, too) could impose legal punishments on people for consorting with members of another race. The most common types of laws forbade intermarriage and ordered business owners and public institutions to keep their black and white clientele separated.

What is meant by the word “consorting” in this Introduction?

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What was the motivation for the creation of the Jim Crow laws?

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World Café Note-catcher

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)

I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3)

	Examples of Jim Crow laws	Evidence of this law in the <i>Plessy v. Ferguson</i> case	Evidence of this law in <i>A Mighty Long Way</i>
Transportation			
Education			
Intermarriage			
Other			



**World Café Note-catcher**  
(Example, for Teacher Reference)

	<b>Examples of Jim Crow laws</b>	<b>Evidence of this law in the <i>Plessy v. Ferguson</i> case</b>	<b>Evidence of this law in <i>A Mighty Long Way</i></b>
<b>Transportation</b>	The conductor of each passenger train is authorized and required to assign each passenger to the car or the division of the car, when it is divided by a partition, designated for the race to which such passenger belongs.	In the case, Plessy argued that not being allowed to travel in the same car as white people violated his rights under the 13th and 14th Amendments.	When Carlotta goes to New York on the train, she has to go to a seat in the railcar for black passengers, and she describes how there is a whites-only dining car: “I climbed on board and made my way to the last seat in the railcar for black passengers.”
<b>Education</b>	Separate schools shall be maintained for the children of the white and colored races.	The <i>Plessy v. Ferguson</i> case says, “The most common instance of this is connected with the establishment of separate schools for white and colored children, which has been held to be a valid exercise of the legislative power even by courts of States where the political rights of the colored race have been longest and most earnestly enforced.”	There are separate schools for black and white children in Little Rock. Carlotta goes to a black school before she is allowed to go to Central, the white school.



<b>Intermarriage</b>	The marriage of a white person with a negro or mulatto or person who shall have one-eighth or more of negro blood shall be unlawful and void.	In <i>Plessy v. Ferguson</i> , they try to determine exactly who is black and who is not by the amount of white blood.	It isn't marriage, but in <i>A Mighty Long Way</i> Carlotta describes how Superintendent Blossom told the boys they were not allowed to date the girls or look at the white girls. Superintendent Blossom said, "You are not to date—or even look at—our girls."
<b>Other</b>	The [Conservation] Commission shall have the right to make segregation of the white and colored races as to the exercise of rights of fishing, boating, and bathing.	In <i>Plessy v. Ferguson</i> they interpret the amendment as meaning that black and white people should not be forced to be integrated in a social setting, like the swimming pool.	In <i>A Mighty Long Way</i> , Carlotta describes how the black children are not allowed to swim in the same places as the white children: "I knew I couldn't swim there because the pool was for whites only."

Jim Crow Laws Strips

**Transportation**

Railroads: The conductors or managers on all such railroads shall have power, and are hereby required, to assign to each white or colored passenger his or her respective car, coach, or compartment. If the passenger fails to disclose his race, the conductor and managers, acting in good faith, shall be the sole judges of his race. *Virginia*



Buses: 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.

*Alabama*



Railroads: The conductor of each passenger train is authorized and required to assign each passenger to the car or the division of the car, when it is divided by a partition, designated for the race to which such passenger belongs. *Alabama*



Railroads: All railroad companies and corporations, and all persons running or operating cars or coaches by steam on any railroad line or track in the State of Maryland, for the transportation of passengers, are hereby required to provide separate cars *or coaches for the travel and transportation of the white and colored passengers.* *Maryland*



Transportation: The ... Utilities Commission ... is empowered and directed to require the establishment of separate waiting rooms at all stations for the white and colored races. *North Carolina*

"Jim Crow Laws." *National Park Service*. U.S. Department of the Interior, 14 Feb. 2014. Web. 27 Feb. 2014

Jim Crow Laws Strips

**Intermarriage**

Intermarriage: All marriages of white persons with Negroes, Mulattos, Mongolians, or Malaya hereafter contracted in the State of Wyoming are and shall be illegal and void. *Wyoming*



Intermarriage: The marriage of a person of Caucasian blood with a Negro, Mongolian, Malay, or Hindu shall be null and void. *Arizona*



Intermarriage: All marriages between a white person and a negro, or between a white person and a person of negro descent to the fourth generation inclusive, are hereby forever prohibited. *Florida*



Cohabitation: Any negro man and white woman, or any white man and negro woman who are not married to each other, who shall habitually live in and occupy in the nighttime the same room shall each be punished by imprisonment not exceeding twelve (12) months, or by fine not exceeding five hundred (\$500.00) dollars. *Florida*



Intermarriage: It shall be unlawful for a white person to marry anyone except a white person. Any marriage in violation of this section shall be void. *Georgia*



Intermarriage: All marriages between a white person and a negro, or between a white person and a person of negro descent, to the third generation, inclusive, or between a white person and a member of the Malay race; or between the negro and a member of the Malay race; or between a person of Negro descent, to the third generation, inclusive, and a member of the Malay race, are forever prohibited, and shall be void. *Maryland*



Intermarriage: The marriage of a white person with a negro or mulatto or person who shall have one-eighth or more of negro blood shall be unlawful and void. *Mississippi*

"Jim Crow Laws." *National Park Service*. U.S. Department of the Interior, 14 Feb. 2014. Web. 27 Feb. 2014



## Jim Crow Laws Strips

Intermarriage: All marriages between ... white persons and negroes or white persons and Mongolians ... are prohibited and declared absolutely void.... No person having one-eighth part or more of negro blood shall be permitted to marry any white person, nor shall any white person be permitted to marry any negro or person having one-eighth part or more of negro blood. *Missouri*



"Jim Crow Laws." *National Park Service*. U.S. Department of the Interior, 14 Feb. 2014. Web. 27 Feb. 2014



Jim Crow Laws Strips

**Education**

Education: Separate schools shall be maintained for the children of the white and colored races.

*Mississippi*



Education: The schools for white children and the schools for negro children shall be conducted separately. *Florida*



Education: Separate rooms [shall] be provided for the teaching of pupils of African descent, and [when] said rooms are so provided, such pupils may not be admitted to the school rooms occupied and used by pupils of Caucasian or other descent. *New Mexico*



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



Libraries: 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. *North Carolina*



Teaching: Any instructor who shall teach in any school, college, or institution where members of the white and colored race are received and enrolled as pupils for instruction shall be deemed guilty of a misdemeanor, and upon conviction thereof, shall be fined in any sum not less than ten dollars (\$10.00) nor more than fifty dollars (\$50.00) for each offense. *Oklahoma*



Reform Schools: The children of white and colored races committed to the houses of reform shall be kept entirely separate from each other. *Kentucky*



The Blind: The board of trustees shall ... maintain a separate building ... on separate ground for the admission, care, instruction, and support of all blind persons of the colored or black race. *Louisiana*

“Jim Crow Laws.” *National Park Service*. U.S. Department of the Interior, 14 Feb. 2014. Web. 27 Feb. 2014



Jim Crow Laws Strips

Education: Separate free schools shall be established for the education of children of African descent; and it shall be unlawful for any colored child to attend any white school, or any white child to attend a colored school. *Missouri*



Libraries: Any white person of such county may use the county free library under the rules and regulations prescribed by the commissioners court and may be entitled to all the privileges thereof. Said court shall make proper provision for the negroes of said county to be served through a separate branch or branches of the county free library, which shall be administered by [a] custodian of the negro race under the supervision of the county librarian. *Texas*



Education: [The County Board of Education] shall provide schools of two kinds; those for white children and those for colored children. *Texas*

Jim Crow Laws Strips

**Other**

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



Burial: The officer in charge shall not bury, or allow to be buried, any colored persons upon ground set apart or used for the burial of white persons. *Georgia*



Hospital Entrances: There shall be maintained by the governing authorities of every hospital maintained by the state for treatment of white and colored patients separate entrances for white and colored patients and visitors, and such entrances shall be used by the race only for which they are prepared. *Mississippi*



Mental Hospitals: The Board of Control shall see that proper and distinct apartments are arranged for said patients, so that in no case shall Negroes and white persons be together. *Georgia*



Prisons: The warden shall see that the white convicts shall have separate apartments for both eating and sleeping from the negro convicts. *Mississippi*



Juvenile Delinquents: There shall be separate buildings, not nearer than one-fourth mile to each other, one for white boys and one for negro boys. White boys and negro boys shall not, in any manner, be associated together or worked together. *Florida*



Amateur Baseball: 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 Negro 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. *Georgia*

"Jim Crow Laws." *National Park Service*. U.S. Department of the Interior, 14 Feb. 2014. Web. 27 Feb. 2014

## Jim Crow Laws Strips

**Parks:** It shall be unlawful for colored people to frequent any park owned or maintained by the city for the benefit, use, and enjoyment of white persons ... and unlawful for any white person to frequent any park owned or maintained by the city for the use and benefit of colored persons. *Georgia*



**Militia:** The white and colored militia shall be separately enrolled, and shall never be compelled to serve in the same organization. No organization of colored troops shall be permitted where white troops are available, and while whites are permitted to be organized, colored troops shall be under the command of white officers. *North Carolina*



**Toilet Facilities:** Every employer of white or negro males shall provide for such white or negro males reasonably accessible and separate toilet facilities. *Alabama*



**Housing:** Any person ... who shall rent any part of any such building to a negro person or a negro family when such building is already in whole or in part in occupancy by a white person or white family, or vice versa when the building is in occupancy by a negro person or negro family, shall be guilty of a misdemeanor and on conviction thereof shall be punished by a fine of not less than twenty-five (\$25.00) nor more than one hundred (\$100.00) dollars or be imprisoned not less than 10, or more than 60 days, or both such fine and imprisonment in the discretion of the court. *Louisiana*



**Restaurants:** 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. *Alabama*



**Pool and Billiard Rooms:** It shall be unlawful for a negro and white person to play together or in company with each other at any game of pool or billiards. *Alabama*

"Jim Crow Laws." *National Park Service*. U.S. Department of the Interior, 14 Feb. 2014. Web. 27 Feb. 2014

## Jim Crow Laws Strips

Barbers: No colored barber shall serve as a barber [to] white women or girls. *Georgia*



Restaurants: All persons licensed to conduct a restaurant shall serve either white people exclusively or colored people exclusively and shall not sell to the two races within the same room or serve the two races anywhere under the same license. *Georgia*



Wine and Beer: All persons licensed to conduct the business of selling beer or wine ... shall serve either white people exclusively or colored people exclusively and shall not sell to the two races within the same room at any time. *Georgia*



Circus Tickets: All circuses, shows, and tent exhibitions, to which the attendance of ... more than one race is invited or expected to attend shall provide for the convenience of its patrons not less than two ticket offices with individual ticket sellers, and not less than two entrances to the said performance, with individual ticket takers and receivers, and in the case of outside or tent performances, the said ticket offices shall not be less than twenty-five (25) feet apart. *Louisiana*



Telephone Booths: The Corporation Commission is hereby vested with power and authority to require telephone companies ... to maintain separate booths for white and colored patrons when there is a demand for such separate booths. That the Corporation Commission shall determine the necessity for said separate booths only upon complaint of the people in the town and vicinity to be served after due hearing as now provided by law in other complaints filed with the Corporation Commission.

*Oklahoma*



Lunch Counters: No persons, firms, or corporations who or which furnish meals to passengers at station restaurants or station eating houses, in times limited by common carriers of said passengers, shall furnish said meals to white and colored passengers in the same room, or at the same table, or at the same counter. *South Carolina*

## Jim Crow Laws Strips

Theaters: Every person ... operating ... any public hall, theatre, opera house, motion picture show, or any place of public entertainment or public assemblage which is attended by both white and colored persons shall separate the white race and the colored race and shall set apart and designate ... certain seats therein to be occupied by white persons and a portion thereof, or certain seats therein, to be occupied by colored persons. *Virginia*



Promotion of Equality: Any person ... who shall be guilty of printing, publishing, or circulating printed, typewritten, or written matter urging or presenting for public acceptance or general information, arguments or suggestions in favor of social equality or of intermarriage between whites and negroes, shall be guilty of a misdemeanor and subject to fine or not exceeding five hundred (500.00) dollars or imprisonment not exceeding six (6) months or both. *Mississippi*



Fishing, Boating, and Bathing: The [Conservation] Commission shall have the right to make segregation of the white and colored races as to the exercise of rights of fishing, boating, and bathing. *Oklahoma*



Mining: The baths and lockers for the negroes shall be separate from the white race, but may be in the same building. *Oklahoma*



Child Custody: It shall be unlawful for any parent, relative, or other white person in this State, having the control or custody of any white child, by right of guardianship, natural or acquired, or otherwise, to dispose of, give, or surrender such white child permanently into the custody, control, maintenance, or support of a negro. *South Carolina*

"Jim Crow Laws." *National Park Service*. U.S. Department of the Interior, 14 Feb. 2014. Web. 27 Feb. 2014



### Sentence Starters

To paraphrase someone else's idea to make sure you understand, use:

***I hear that you said ...***

To ask a question or probe, use:

***I'm wondering ...***

***I hear that you said ... and I'm still wondering ...***

***Can you clarify what you meant when you said ... ?***

***What you said about ... raised a question for me. My question is ...***

***It seems like what you said about ... is different from what [someone else] said. (Name conflicting ideas)***

To show how something has changed your thinking, use:

***Now that I know that, I need to change what I think about ...***

To cite text evidence, use:

***I hear that you said ..., but I still think ... because the text says ... (Cite evidence)***

***What you said about ... reminded me of something I read in the text. (Cite evidence)***

QuickWrite #1

Name:

Date:

A. How do the Jim Crow laws connect to *Plessy v. Ferguson*?

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B. How do the Jim Crow laws connect to Carlotta's experiences in *A Mighty Long Way*?

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*A Mighty Long Way* Structured Notes, Chapter 5, Pages 82–98

Name:

Date:

What is the gist of what you read?

On page 94, Carlotta writes that she “believed so strongly, with all the naiveté of my youth, that the system of governance (in the U.S.) ... will prevail.” The word “naiveté” means innocence or ignorance because of youth. What were the differences between what she believed and the reality of the events?

*A Mighty Long Way* Supported Structured Notes, Chapter 5, Pages 82–98

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Summary of Chapter 5, pages 82–98:

*Carlotta finally gets to attend class at Central High, but only for one period of the day. The Little Rock Nine students are to be escorted to school every day by Ms. Bates, and later, by retired black police officers. A mob of segregationists are protesting integration at the school entrance and attack black and white journalists, while the black students slip into the school unnoticed. After the first class, Carlotta is harassed in the hallway during the change of classes. She enters her second class and is told she must leave the school with a police escort because of reports that violence is about to erupt against the students. President Eisenhower finally steps in and sends federal troops to allow the black students entry into the school. The students finally get to attend school on a regular basis.*

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*A Mighty Long Way* Structured Notes, Chapter 5, Pages 82–98  
Teacher's Guide

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**Carlotta first believed that once the Supreme Court made a judgment that a condition was unjust and unequal, people would respect and follow the law of the land. Then, when Eisenhower finally sends in troops, a statement accompanies the act that it is the responsibility of the federal branch of government to enforce the laws set by the judicial branch. Carlotta believes that now everything will work out and calm down. She is disappointed when she finds that not everything is so black and white in that not everyone is so willing to follow the law when it is against their views.**