

**Narrative Guide to Lesson 3 in *The Immortal Life of Henrietta Lacks* unit:
“Introduction to the Timeline and Geography of Jim Crow and the Great Migration(s)”**

Total Time: 2–3 hours

Materials

- State Lists** (Eastern, Civil War, and/or Full) used in lesson
- Key Dates Timeline: Full Version**
- Key Dates Timeline: Simplified Version**
- Blank Wall Charts** (or White Board Space)
- Full size images** (Timeline Activity Images)
- Student Timeline Images (Reduced size images)**
- Maps:** Blank US Map, Blank Civil War Era Map (or North/South Map), Labeled US Map, Great Migrations Maps
- Jim Crow Law Organizer**
- Colored pencils** (or overlays, cut out arrows, see narrative)

Websites

- The Rise and Fall of Jim Crow—Interactive Map:** <https://www.thirteen.org/wnet/jimcrow/themap/index.html>
(This website requires the Flash player. It is no longer actively maintained, but as of July 2019, the interactive map works.)
 - Remembering Jim Crow:** <http://americanradioworks.publicradio.org/features/remembering/>
 - PBS: Black | Culture | Connection:** <http://www.pbs.org/black-culture/explore/emancipation-reconstruction-and-slavery-by-another-name/>
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Orientation 20 minutes

(Key terms and concepts are in bold. Teachers will need to elaborate and define those.)

Explain to students that **Jim Crow** and the **Great Migrations** had a **context**. In this lesson we will examine that context. We will focus on 3 time periods: 1) the period leading up to the Civil War; 2) the Jim Crow period; and 3) the period of the First Great Migration, and the Second Great Migration, which, together are called the Great Migrations. We will explore a timeline of key events, and the geography that is related to those events.

In the period leading up to the American Civil War, under **Federal** law, slavery was legal. (Although there were **states** that had already made it illegal.) Legal slavery meant that white Americans could own black African-Americans as property. That changed at the end of the Civil War, when the 13th amendment to the US Constitution was ratified, and slavery was no longer legal anywhere in the United States.

For a short period after the war, called Reconstruction, the Federal government ran the former Confederate states. But when the Federal government withdrew control, Jim Crow emerged and shaped the south for the next 70+ years. Jim Crow laws varied from state to state. But the overall effect was a system of legal **discrimination** against anyone who was not white.

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This same period included years of enormous change in America. During the late 1800's and continuing through the 1900's, America experienced the introduction of cars (1900's), electrification of homes (1880-1950), powered farm and factory machinery (1890's), telephones (1890's), Women's Suffrage (1920) and many, many other changes.

Also in the 1900's, two World Wars and other economic factors created major changes to the types of jobs that needed to be filled, and where those jobs were located.

Against this backdrop of Jim Crow, industrialization and other changes, millions of Blacks moved from the **rural** South to the **urban** North in two separate waves in what is called the **Great Migrations**.

ACTION

Geography/Events Pre-Assessment Activity 20 minutes

Introduction:

When we talk about the United States, we often make statements about **geographic regions**: the North, the Northeast, the South, the West, the mid-West, the Deep South. Here are some examples of those terms in use:

“The South will rise again.”	“Patterns of death in the South still show the outlines of slavery.” (https://fivethirtyeight.com/features/mortality-black-belt/)	“Forbidding Forecast for Lyme Disease in Northeast” (http://www.npr.org/sections/goatsandsoda/2017/03/06/518219485/forbidding-forecast-for-lyme-disease-in-the-northeast)
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In studying Jim Crow and the Great Migrations, it is helpful to use labels like “The North” and “The South”. In this lesson we will learn what those labels mean. To begin, we’re going to see what you already know about those regions.

Give students the state list and a map.

1. Ask them to identify as many of the states as they can on the map. (The state list provided is the states at the end of the Civil War. A variation of that is to provide a shorter list of states and a map of only the Eastern U.S.) Students may work alone or in groups. Students may be able to identify only a handful of states.
2. When they have done as much as they can, provide a map of the United States, and help students make corrections and add the rest of the states. Give the context of the map you chose to use for this exercise (i.e. only the eastern US, the states at the time of the Civil War, the states as of 1950, etc.)

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Tell students that during the Civil War, the **Union** was northern states, or "**The North**". The **Confederacy** was southern states, or "**The South**". (*Review cardinal directions if necessary.*)

3. Ask students to indicate where on the map they think the divide was between the North (The Union) and the South (The Confederacy).
4. Then show them where it actually was, and have them add it to their maps along with the appropriate labels. They may also want to (lightly) color in the North and the South using different colors.

Attaching Images to Events on a Timeline.....**30 minutes**

Post a timeline (on a whiteboard, on the wall, on a clothesline etc.), and use it to explicitly teach a short overview of the following periods/events:

- **Legal Slavery in U.S.:** (mostly, **but not exclusively**, in the South) ~1600-1865
- **The Emancipation Proclamation:** frees the slaves in Confederate States, 1862
- **American Civil War, 1861-1865**
- **Reconstruction:** The Federal government runs the former Confederate States. Southern Blacks were free to own land. Black men could vote and run for office. Blacks could start schools, and participate in commerce. 1865-1877.
- **Jim Crow:** Laws and systems created by White Southern legislators to subvert the changes that had begun under Reconstruction and discriminate against blacks, 1877-1950.
- **Great Migrations:** Southern blacks moving to the North to flee oppression (hangings/KKK violence) and to find better paying jobs/more opportunities.
 - First Great Migration, 1910-1940;
 - Second Great Migration, 1940-1970.
- **World Wars:**
 - WW I, 1914-1918.
 - WW II, 1939-1945.
- **Civil Rights Movement:** protests against discrimination took place in the North and the South. Many northern blacks and whites went into the South to fight for civil rights. 1950's through 1960's.

Put students into groups and give each group of students one or more images (see resources: **Timeline Activity Images**).

1. Their task is to match images to the timeline periods and attach to the posted timeline.
2. Discuss and adjust as necessary so that the images are matched to the appropriate time period.
3. Give students the simplified, blank version of the timeline and the images reduced to the appropriate size, and have them assemble an illustrated timeline of their own.

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Introduce the Key Dates Timeline 20 minutes

1. Ask students to identify the 5 major time periods (color-coded below) the horizontal line on the map. They should identify the Triangle Trade, Legal Slavery, Reconstruction, Jim Crow, and the Great Migrations.
2. Ask students to put them in order by length of time.
The list (from longest to shortest) should read:
 - (1) Triangle Trade (approximately 300 years)
 - (2) Legal Slavery (approximately 250 years)
 - (3) Jim Crow (approximately 75 years)
 - (4) The Great Migrations (approximately 40 years)
 - (5) Reconstruction (approximately 12 years)
3. Guide a discussion about the differences between the periods. One key understanding from that discussion should be that the length of time of Reconstruction when there was any widespread improvement to African-American is extremely short compared to the other periods on the timeline.
4. In a brief overview, offer a description/explanation of each item/event on the timeline. If possible, focus on an African-American framework/perspective for each item.

If there is a question about the difference between Legal Slavery and The Triangle Trade on the timeline, the general answer is that *after 1807 it was illegal to import slaves into the United States*. The only way for an owner to expand the number of slaves he owned was to buy existing slaves, or through ‘breeding’ of existing slaves.

If there are questions about why legal slavery doesn’t extend back before 1600, the general answer is that this was approximately when the early settlements began to legislate about the issue of slavery.

Geography of Jim Crow and the Great Migrations 45 minutes

Do a brief review the geography from the Civil War/North-South map from the beginning of the lesson.

1. Ask students to return to this link: <http://www.pbs.org/wnet/jimcrow/themap/map.html> and use it to fill out the Jim Crow Law Organizer (which states had Jim Crow laws). This activity works well with pairs or groups of students, one using the organizer and one using the map.
2. Give students a blank map of the US.
 - a. Have them label the map: Jim Crow and The Great Migrations.
 - b. Using their Jim Crow Law Organizer have them write the initial “E” on each state that had Education laws.
 - c. Have them write “H & P” on each state that had Hospital and Prison laws.

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- d. Continue this pattern using “M” for Miscegenation Laws, “PA” for Public Accommodations, and “O” for Other.
 - e. Then have students lightly color in the states that were part of the Confederacy during the Civil War.
3. Lead a discussion of the patterns that emerge. Two key understandings could include that:
- (1) The majority of initials are on the former Confederate states; and
 - (2) Jim Crow was not “just a southern institution.”
4. Show students maps of the routes for the Great Migrations. Have students overlay arrows for these routes on their maps. (Use colored pencils, arrows cut from paper, or arrows drawn on transparencies, or something similar.)

CLOSURE.....5 minutes or less

Have students add Great Migration information—**State You Move To (page 3)**—to their **Character Template** for the final project.

Enhancements/Extensions

There is room in this lesson for social historical research and/or teaching on topics like industrialization, Women’s Suffrage, reconstruction, miscegenation, etc.