

Delta State University

NEH Landmarks Workshop: The Most southern Place on Earth  
 Gale Carter, East Chicago Central High School, Indiana

Course	US History
Time period	1930s
Unit	Sharecropping
Grade level	11 <sup>th</sup>
Essential Question	How did sharecropping differ from slavery?
Vocabulary	Sharecropping, slavery
Understanding	
Goals	Students will be able to describe the conditions of slavery and the conditions of sharecropping and compare and contrast both.
Enrichment objectives	
Remedial objectives	
Introduction	<p>Display this photo to the class</p> <p><a href="http://connect.in.com/elizabeth-catlett-sharecropper/photos-1-1-1-0dd2d8f11832c994f54318e4c21d4845.html">http://connect.in.com/elizabeth-catlett-sharecropper/photos-1-1-1-0dd2d8f11832c994f54318e4c21d4845.html</a></p> <p>Ask them to describe the photo.</p> <p>Ask them what they think the photo is about and give support for their response.</p> <p>Tell students that they will learn about a type of organized labor called sharecropping. Ask students the meaning of the term.</p>
Procedure and assessment	<p><u>Day one:</u>                  Distribute and review <b>homework sheet</b> on sharecropping.</p> <p>For homework, students will complete the column under ‘Sharecropping’ using the section about sharecropping in their textbooks.</p> <p><u>Day two:</u>                  (10 minutes)                  Have students pair up.                  Randomly distribute one sharecropping <b>photo</b> to each pair.                  Have them complete the sharecropper <b>worksheet</b>; side A first, then side B.</p> <p>(10 minutes)                  Have the entire class work together and agree on a ‘logical’ order of the photos and then post them on the wall.</p> <p>(20 minutes)                  Have each pair stand by their photo and tell their part of the photo story.</p> <p>(10 minutes)</p>

	<p>Class reflection on the order of the photos and the story it tells.</p> <p>Have the students write the word 'Slavery' in the blank box before the sharecropping. Instruct them to complete this column about slavery using their text and/or other reliable source(s).</p> <p><u>Day 3:</u> Collect the Slave-sharecropper sheets.</p> <p>Have students divide into 4 groups. Give them 15 minutes to come up with a 3-5 minute skit about a family who started in slavery and went to sharecropping while you grade and record the sheets. Have them use as many facts about both conditions as possible.</p> <p>Let each group perform their skit.</p> <p>Review the Slavery-sharecropper sheet.</p> <p>(debrief, reflection) Have each child take a strip of paper and write a word or brief phrase about sharecropping. Have them post these words around the classroom.</p> <p>Day 4: Students draw their own sharecropping scene while listening to the blues. Give extra credit if they attempt Elizabeth Catlett's style. Post pictures around the classroom.</p>
Motivation	
Study	
Learning	
Culmination	
Follow-up	
Materials	<p>Sharecropping photos:</p> <p><a href="http://www.loc.gov/pictures/item/fsa1998013290/PP">http://www.loc.gov/pictures/item/fsa1998013290/PP</a> (tenant family)</p> <p><a href="http://www.loc.gov/pictures/item/fsa1998013517/PP">http://www.loc.gov/pictures/item/fsa1998013517/PP</a> (tenant farmer)</p> <p><a href="http://www.loc.gov/pictures/item/fsa2000001362/PP">http://www.loc.gov/pictures/item/fsa2000001362/PP</a> (pruning)</p> <p><a href="http://www.loc.gov/pictures/item/fsa2000032878/PP">http://www.loc.gov/pictures/item/fsa2000032878/PP</a> (picking cotton)</p> <p><a href="http://www.loc.gov/pictures/item/fsa1998013430/PP">http://www.loc.gov/pictures/item/fsa1998013430/PP</a> (foreman)</p> <p><a href="http://www.loc.gov/pictures/item/fsa1998013327/PP">http://www.loc.gov/pictures/item/fsa1998013327/PP</a> (transporting cotton)</p> <p><a href="http://www.loc.gov/pictures/item/fsa1998013324/PP">http://www.loc.gov/pictures/item/fsa1998013324/PP</a> (weighing cotton)</p> <p><a href="http://www.loc.gov/pictures/item/fsa1998013519/PP">http://www.loc.gov/pictures/item/fsa1998013519/PP</a> (cotton waiting to be ginned)</p> <p><a href="http://www.loc.gov/pictures/item/fsa1998013520/PP">http://www.loc.gov/pictures/item/fsa1998013520/PP</a> (cotton gin)</p> <p><a href="http://www.loc.gov/pictures/item/fsa1998013337/PP">http://www.loc.gov/pictures/item/fsa1998013337/PP</a> (cotton bales)</p> <p><a href="http://www.loc.gov/pictures/item/fsa1998013457/PP">http://www.loc.gov/pictures/item/fsa1998013457/PP</a> (loading)</p> <p><a href="http://www.loc.gov/pictures/item/fsa1998013338/PP">http://www.loc.gov/pictures/item/fsa1998013338/PP</a> (train)</p> <p><a href="http://www.loc.gov/pictures/item/fsa2000032650/PP">http://www.loc.gov/pictures/item/fsa2000032650/PP</a> (compensation)</p> <p><a href="http://www.loc.gov/pictures/item/fsa1998013576/PP">http://www.loc.gov/pictures/item/fsa1998013576/PP</a> (store)</p> <p><a href="http://www.loc.gov/pictures/item/fsa2000032620/PP">http://www.loc.gov/pictures/item/fsa2000032620/PP</a> (shopping)</p> <p><a href="http://www.loc.gov/pictures/item/fsa2000032709/PP">http://www.loc.gov/pictures/item/fsa2000032709/PP</a> (school)</p> <p><a href="http://www.loc.gov/pictures/item/fsa1998013502/PP">http://www.loc.gov/pictures/item/fsa1998013502/PP</a> (leisure)</p> <p><a href="http://www.loc.gov/pictures/item/fsa2000032907/PP/resource/">http://www.loc.gov/pictures/item/fsa2000032907/PP/resource/</a> (juke joint)</p>

	<p>40 magnifiers</p> <p>Slave narratives: <a href="http://memory.loc.gov/ammem/collections/voices/vfssp.html">http://memory.loc.gov/ammem/collections/voices/vfssp.html</a> <a href="http://xroads.virginia.edu/~hyper/wpa/index.html">http://xroads.virginia.edu/~hyper/wpa/index.html</a> <a href="http://www.c-span.org/antietam/narratives.asp">http://www.c-span.org/antietam/narratives.asp</a> <a href="http://memory.loc.gov/ammem/snhtml/mesnbibnarrindex.html">http://memory.loc.gov/ammem/snhtml/mesnbibnarrindex.html</a></p>
Resources	
Evaluation related to objectives	