

LESSON PLAN

| II. Specific Objectives * Enrichment Objectives ** Remedial Objectives | Ind. # | III. Procedure A. Introduction/Motivation B. Study/Learning Activities C. Culmination D. Follow-up (Include directional statements for evaluation and any enrichment or individual activities) | IV. Materials/Resources | V. Evaluation related to objectives |
|---|--------|---|---|--|
| <p>Students will learn about the murder of Emmett Till. Students will attempt to draw some connections between the murder and the modern Civil Rights Movement. Students will analyze and interpret the case with regard to the conditions and attitudes of the Jim Crow South.</p> | | <p>The class should previously have studied Reconstruction and the early Jim Crow years for context and a means of connecting to the modern Jim Crow South and the modern Civil Rights Movement of the mid-20th century. Post photos and texts of news clippings around the room about the Jim Crow laws regarding segregation and allow students to look through “No Sanctuary” (teachers may wish to preview the book and the movie as both have violent images that may not be suitable for some youngsters/classes). Discuss with the students their impressions of the conditions confronting African-Americans in the Jim Crow South. Discuss racial attitudes and beliefs that were common at that time in the United States. View the Eyes on the Prize episode regarding the beginnings of the modern Civil Rights Movement and the Emmett Till case (about 40 minutes running time). Discuss the video with the class. Were they shocked by the murder and the reasons for it? Were they surprised by the verdict? How would they feel if they were an African American living in Mississippi at that time? Why was fear such an important weapon of control in the Jim Crow South? What did whites fear? What was the response of the black community to the Till verdict? Is there a comparison to be made with autocratic societies in the world today or historically? Discuss why this type of situation was possible in America despite our constitutional freedoms and protections? What does it really mean to live in a just society? Have we achieved a just society today in America?</p> | <p>Video/DVD clips: “Eyes on the Prize: Volume One: Beginnings” Pictures and text drawn from the web about the case (historical photos, national archives...) Jim Crow laws and regulations. “No Sanctuary” a book about lynchings and the Jim Crow South.</p> | <p>Have students pretend they are present at the Till trial. They may choose their own role: as jury member, judge, witness, observer, reporter, black or white citizen of Mississippi. Instruct them to write their own newspaper articles or journal about the Till case and their feelings about it. Outstanding or even all entries may be read to the class for discussion as time permits. The essays/journal entries/articles can be evaluated as the instructor chooses.</p> |

I. Main Ideas/Conceptual Understandings/Goals:

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