

# Jim Crow Laws

---

History's Mysteries—Solve the Crime of the Time



#### **About the authors**

Felicia T. Perez, author of *History's Mysteries*, graduated with a B.A. from the University of California, Santa Barbara and holds a Master's in Curriculum and Instruction. She has been a teacher of social studies at the high school level since 1999 (Los Angeles Senior High). In 2006, Felicia was recognized as one of "L.A.'s Most Inspirational Teachers" and received the United Teachers of Los Angeles "Unsung Hero Award." She has helped develop her school's Small Learning Communities and worked closely with 826 LA Foundation to advance innovative approaches in social studies. Prior to going into teaching, Felicia worked for community civil rights organizations in California.

Rebecca Solomon, co-author of *History's Mysteries*, has taught secondary social studies for the past 11 years in Los Angeles. She graduated from Wesleyan University with a B.A. and from UCLA with a M.Ed. Rebecca has worked with low-wage service workers, helped found a community organization, and received a number of Inspirational Teacher Awards. She has also participated in building an interdisciplinary curriculum in her Small Learning Community.

©2011 Interact  
10200 Jefferson Boulevard • P.O. Box 802  
Culver City, CA 90232-0802 • Phone: (800) 359-0961  
[www.teachinteract.com](http://www.teachinteract.com)  
ISBN# 978-1-56004-740-7

All rights reserved. Interaction Publishers Inc. grants permission to reproduce activity sheets and student handouts for classroom use. No other part of this publication may be reproduced in whole or in part, stored in a retrieval system or transmitted in any form or by any means—electronic, mechanical, photocopying, recording or otherwise—without prior written permission from the publisher.

# WELCOME TO JIM CROW LAWS!

In this hands-on investigative activity, students are given an authentic task: to think like criminalists and review mock forensic files of a historical event. Students gather, analyze, and interpret evidence, engaging in tasks such as examining physical objects (e.g., a model of a guillotine, bullets, a blood-spattered uniform), poring over photographs, analyzing documents, and reading maps and charts. A PowerPoint® presentation includes an introduction to the task, a coroner's report, and several types of sources from the "crime scene." Students then fill out a "forensic report" graphic organizer, hypothesize how the event took place, and conclude by reading a "Mystery Solved" handout that provides historical background on the "crime." Optional extension activities include having students create a "breaking news" TV report, write a front-page newspaper article, or compose a "news alert" text message. Grades 6–12.



# ● TABLE OF CONTENTS ●

|  |           |
|--|-----------|
| <b>PURPOSE AND OVERVIEW .....</b>                    | <b>5</b>  |
| <b>DAILY DIRECTIONS.....</b>                         | <b>6</b>  |
| Day 1 .....  | 7         |
| Day 2 .....  | 8         |
| <b>MASTERS.....</b>                                  | <b>9</b>  |
| Student Directions .....                             | 9         |
| Mystery Solved: Press Release.....                   | 11        |
| Forensic Report .....                                | 13        |
| Text Message News Alert (Summary).....               | 16        |
| Front Page News (Essay) .....                        | 17        |
| Breaking News Report (Short Skit) .....              | 19        |
| Criminalist Theory (Graphic Organizer) .....         | 20        |
| Criminalist Theory (Essay).....                      | 21        |
| Criminalist of the Year .....                        | 23        |
| Criminalist of the Year Name Plates .....            | 24        |
| <b>TEACHER FEEDBACK FORM.....</b>                    | <b>25</b> |
| <b>RELEASE FORM FOR<br/>PHOTOGRAPHIC IMAGES.....</b> | <b>26</b> |

## Purpose and Overview

### Activity Introduction

Welcome to *History's Mysteries: Solve the Crime of the Time*. Included are investigative case files that cover some of the main areas of world history standards-based curriculum. The central purpose of these files is to spark interest and excitement in students for further study of a given unit.

A History Mystery is rooted in having students act like a criminalist whose job is to gather, analyze, and interpret forensic evidence. Real-life criminalists are skilled in studying everyday items, examining bullets, and analyzing documents. Likewise, in a history class a teacher's job is to help students develop critical thinking skills also based in gathering, analyzing and interpreting data.

In this hands-on investigative activity, students are given an authentic task—to think like criminalists and review mock forensic files of a historical event. Each file contains primary and secondary source replica/realia that students analyze in order to hypothesize how a given event took place.

This activity works best as an introduction to a world history unit, but it may also be used as a way to review before a DBQ based assessment at the end of a unit. Students are motivated to solve each Mystery both with accuracy and speed as the first student/team to do so correctly wins a "Criminalist of the Year" nameplate for classroom display.

### How does a History Mystery work?

Students are given the task of reviewing a historical event case file and filling out a Forensic Report. Once this initial step is completed, students then read a **Mystery Solved: Press Release** that reveals all the accurate details of the real life History Mystery.

Each *History's Mysteries Case File* review and **Forensic Report** are completed in a single (60 minute) class session. The follow up **Mystery Solved: Press Release** reading and follow up activities (**Front Page News, Breaking News Report, or Text Message News Alert**) can take another half to full one hour class period.

Each unit comes with reproducible student analysis sheets, teacher directions, student directions, CD-ROM that allows students to view the files on a computer (or the entire class with an LCD projector).



#### Teaching tip

For more scaffolding and challenge to the activity, you can also add a step where students work on a **Front Page News Article, Breaking News Report, or a Text Message News Alert** in which students further synthesize what they believed took place in either an essay, short skit, or short summary form (for better language mastery, beginner or advanced writing skills, ELL and/or AP Students).

How did the end of Reconstruction and the introduction of Jim Crow Laws affect African Americans in the United States?

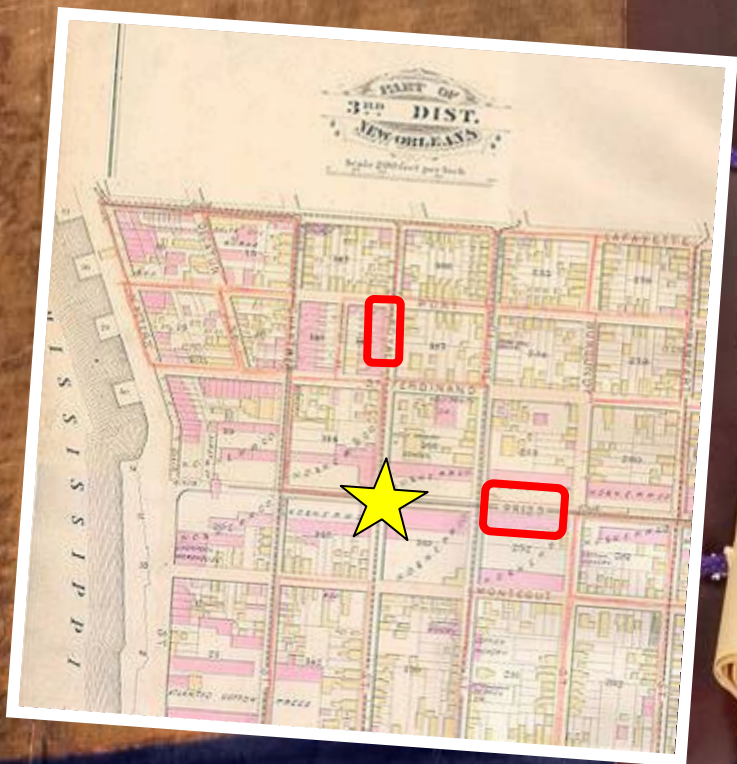




AREA 1:  
CRIME SCENE



New Orleans, Louisiana,  
Corner of Press St. & Royal St.





## AREA 2: POLICE REPORT



### Incident Type

- Robbery
- Assault
- Kidnapping
- Murder
- Failure to Comply with Current Law
- Conspiracy (a secret agreement between two or more people to perform an unlawful act)
- Espionage (the systematic use of spies to get military or political secrets)
- Other:

## POLICE INCIDENT REPORT

|                                      |   |
|--------------------------------------|---|
| Incident Date                        | 06/07/1892 Approx. 9:15 p.m.  |
| Address of Incident                  | Corner of Press St. and Royal St.<br>New Orleans, Louisiana   |
| Arrested<br>Suspected perpetrator(s) | <input checked="" type="checkbox"/> Male <input type="checkbox"/> Female<br>Name(s): <i>Homer Adolph Plessy</i><br>Suspect(s) arrested for: <i>Violation of Louisiana Separate Car Law</i><br>Charges: <i>Misdemeanor crime punishable by a fine of at most \$25 or twenty days in jail</i> |
| Victim(s)                            | <input type="checkbox"/> Male <input type="checkbox"/> Female<br>Name(s): <i>Not applicable.</i><br>Age(s):   |
| Details                              | <i>Suspect was riding on streetcar train 8 of the East Louisiana Railroad company. Suspect refused to move to appropriate seating area after requested to do so by train conductor.</i>   |



**AREA 3:  
DETECTIVE'S RESEARCH**



Following the end of the Civil War in 1865, Congress passed several laws to help implement the 13th and 14th Amendments.

One of these new laws was the Civil Rights Act of 1875, which made it illegal for private businesses to practice racial discrimination.

Many white Northerners and Southerners opposed the law because they felt it unfairly restricted their freedom of choice.

13th Amendment

Abolition of slavery and involuntary servitude

14th Amendment

Protects the rights of individuals against state infringements, expands citizenship to all born or naturalized in the U.S., requires due process and equal protection of laws for all, and punishes states for denying individuals the right to vote because of race.

