

Vocabulary Words to be used in this unit

Doctorate dissertation sociology empirical virulent peonage disfranchisement
polarize conservative radical Pan Africanism Nationalism

Day One

Aim: What were the struggles of African Americans in the early 20th century?
The Student will be able to describe how lynchings affected the African-American community.

The students will be working in cooperative groups of four-five for these lessons

*Materials needed: CD of Strange Fruit with written lyrics,
handout article "Lynchings in America" and Map of US lynchings per million.*

Play the song "Strange Fruit" by Nina Simone written by Louis Allen

Ask Students: 1. What do you think the song is describing?

2. What was the strange fruit?

Give the students a copy of the lyrics ask them

1. Does reading the lyrics give you help you understand the song? Why or Why not?

Play the song again. The students will read the lyrics as Nina sings.

Mini-lesson:

There were approximately 5000 lynchings in the USA between the years of 1883-1960. Lynchings were not private affairs, but often occurred in a festive type atmosphere. At some lynchings children were allowed to attend. Lynchings did not only occur in the South, but in all parts of the country. African American men though a large majority of people who were lynched, were not the only people who suffered this fate. In 1922 an Anti-lynching bill was introduced in congress, the bill was passed in the Congress, but was defeated in the Senate.

Shared Reading: Give out handouts of "Lynching in America" I will read the article while the class reads along. The students will work together to interpret the Map, I will circulate the room to see if they understand the map and what it represents. I will also ask if they have any questions about the article I read. (I find students are more likely to say they do not understand when they are in small groups)

1. Do you think the State governments could have prevented some of these lynchings?
2. If you were a governor, what would you have done to stop lynchings in your state.

Second Day :

Aim: What were the different perspectives of lynching in the Caucasian and African

American communities?

Make an appointment with the Librarian to use the wireless computers.

The students will be able to find information on the internet

This lesson will help the students prepare for their finding information for their exit projects. The class will use the wireless computers. The class will still be working in groups, but each member of the group will be assigned a different search engine to explore. Some of the suggested search engines are Ask Yahoo, AOL, MSN, and Goggle. Students are allowed to use any search engine they are familiar with.

Mini-Lesson: Today we are going to investigate lynchings. One of the most important principles of history is to be an independent thinker. You do not take anything for granted, not even from a teacher, we must learn to research the event for ourselves. You must also be able to look at different perspectives. How can people look at the same incident and come to radically different conclusions.

Homework: Investigate the death of Emmet Till.

1. What was the cause of the murder of Emmet Till?
2. Did you agree with the verdict in this case? Why or why not.
3. Why was his murder considered a lynching?
4. What were the effects of the murder of Emmet Till?

This homework should be done by the group and completed in two days. Write at least a one page (including an introduction and a conclusion) description of who Emmet Till was, and the terrible crime he committed to become a lynching victim.

Third Day :

Aim: What was the Red Summer of 1919 and how did it affect African Americans?:

The student will be able to analyze the events that caused the Red Summer of 1919.

Materials needed: Copy of Poem by Claude Mc Kay, Handouts of race riots in Chicago, Ill., Elaine Ark, Longview, Tex. and Washington D.C.

Mini-Lesson: The summer of 1919 was named the Red Summer by John Weldon Johnson, Johnson was a writer who includes among his credits "The Negro National Anthem" to celebrate the 50th year of African American freedom in this country. The Red Summer ended with 75 African American were reported lynched. There had been 26 riots that summer. We will investigate four of them. These were not the end of the race riots, but for this lesson we will concentrate on 1919 only.

The students will read the four articles on the race riots. They will discuss the similarities and the differences between the riots.

1. What events caused Caucasians to be resentful towards African Americans.?
2. What was President Woodrow Wilson's reaction to the Chicago riot?
3. Do you think the government could have done more to prevent the race riots?
4. If you were the President what you have done to stop the violence?

Read the poem by Claude Mc Kay to end the class, and explain that he wrote this poem in response to the violence of that horrible Summer.

Fourth Day:

Aim: What was the African Americans response to the race riots of 1919? Did all African Americans share the same perspective on race relations?

The student will be able to discuss the three different perspectives in the African American community at that time.

Materials needed: Handouts from the internet biographies of Booker T Washington, W.E.B. Du Bois and Marcus Garvey. The handouts include what each believed was the best strategy for equality. This is not a one day lesson, I know it would last at least 4 days. At the end of these lessons that I plan to have a panel discussion. Each group will pick a one of the names, including the moderator out of a bag. I expect to have at least five maybe six groups. The other groups are expected to contribute quality questions. Each group must be able to defend its position. The moderator will pick each questioner, and maintain order. The groups will work together to develop questions. In the case of the moderator the group will prepare a one minute introduction of the panelist, with a short history of their accomplishments.

Mini-lesson: There have always been different perspectives on how African Americans should gain equality. The disagreement started long before MLK used non-violence as a tool and Malcolm X preferred self defense as a tool. These three men are no exception. Washington thought if African Americans accepted segregation, and be satisfied with menial work people of color could eventually be accepted. Dubois believed that Negroes should try to achieve, and not settle for menial jobs. Garvey believed segregation had its place, and wanted to start a black nation in Liberia. Dubois opposed both Garvey and Washington. It is ironic that in the end he renounced his American citizenship and moved to Ghana. At the end of Dubois' life he actually did what Garvey only proposed as a solution to the race problem. He abandoned America for Africa.

Homework: Students should use the internet, and encyclopedia to find as much information as they can for the panel discussion..