

Sharecropping vs. Jim Crow

Grades

● 9–12

Teacher-In-Residence

● Jacqueline Clarke

Subjects

● History, Visual Arts

Carnegie
Museum of Art

Goal

Students will use art and historiography to analyze the African American experience during the late 19th and early 20th century.

Objectives

The concepts of sharecropping and Jim Crow were used to disenfranchise Black people in the United States after the Civil War. As more than 4 million newly freed Black people were fighting for a right to live and flourish in America, white power and supremacy developed structures and systems like Jim Crow and sharecropping to reinstate the Black person as inferior and a labor force used to build the nation. Studying these two antiblack concepts will allow the students to think critically about the impact of these concepts.

PA Social Studies State Standards

- **8.1.12.B** Identify and analyze conflict and cooperation among social groups and organizations in United States history from 1787 to 1914.

Art State Standards

- **9.3.12.A** Explain and apply the critical examination processes of works in the arts and humanities.

IB Standards

- **Criterion D: Thinking Critically**

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make valid, well-supported arguments
- iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations.
- iv. interpret different perspectives and their implications.

Materials

- Images to project
- Big Post-It note paper for charting
- Videos
- Student notebooks
- Historical Analysis Chart

Materials for Independent Assessment:

- Clay
- Clay tools
- Paint
- Canvas
- Art analysis graphic organizer
- History Research Paper

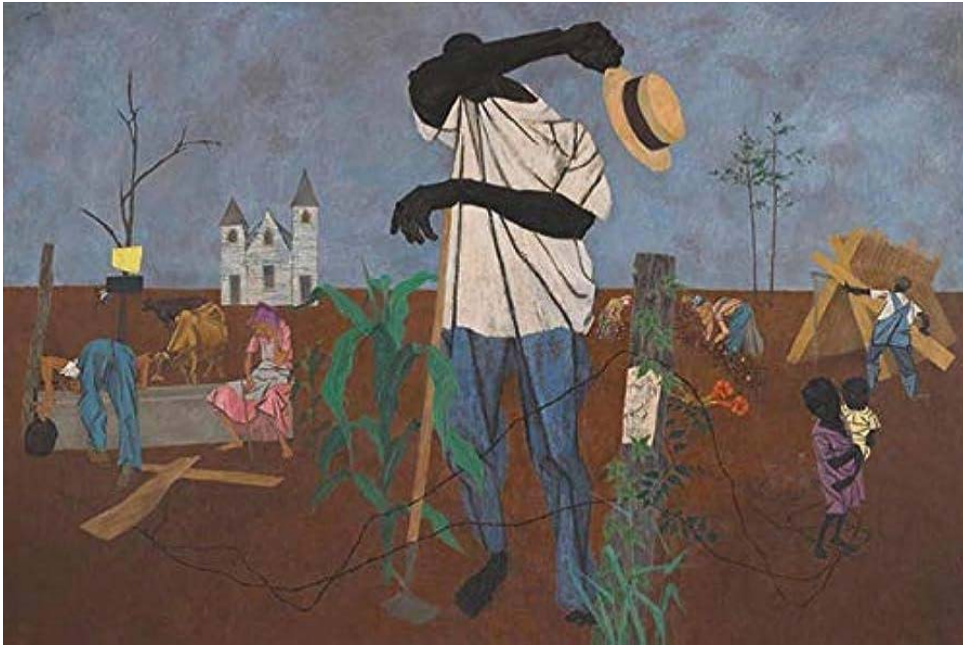
Graphic Organizer

- Computer

Vocabulary

- Sharecropping
- Jim Crow
- Segregation
- Reconstruction
- Black codes
- Capitalism
- Agriculture
- Economy
- Slavery
- Civil War
- White supremacy

Artworks



Robert Gwathmey, *Hoeing*, 1943, Patrons Art Fund, 44.2



Cameron Rowland, *Jim Crow*, 2017 , Purchase, gift of Mr. and Mrs. William Block, by exchange, 2019.77

Lesson

Duration: 10–15 days (The pacing is totally up to you as an educator and the depth you want to explore each part of the lesson)

Introduction: (2 minutes per picture, 4 minutes total)

Display the two pieces of art and have the students critique them without titles and artist information. Remember to display one piece of artwork at a time and have the students simply write down what they see in the artwork and what their thoughts/emotions are about the artwork.

Once they are finished, have the students debrief through a 2-minute pair share session (1 min each) and then have each group share out and chart overarching themes amongst the students' responses. This can be charted as a table like the one below.

We saw...

We feel...

*Create a T-Chart for each art piece.

*An alternative to jotting individual thoughts into notebooks and pair sharing is having students write their answers on post-it notes and adding them to the chart paper when they are done. You or students can lead a group discussion, allowing dialogue to happen in between the reading of post-it notes.

Transition: Review the Emancipation Proclamation and the Reconstruction Amendments. (Students will have already analyzed these historical concepts. It is important to review so students can be grounded in the foundation that Black Americans are supposed to be free after the Civil War ended and the 13th amendment was ratified in Congress.

Review Game w/ White Boards
(An easy and affordable way to use white boards in class is to slip a blank sheet of white paper into a protector sleeve and use an expo marker on the expo sleeve.)

Write the following words on the board. (This is a word bank for students, but you can challenge them by not including a word bank

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and allowing them to rely on their notebooks and/or memory)

- Emancipation Proclamation
- 13th Amendment
- 14th Amendment
- 15th Amendment

Questions

1. What freed enslaved people in Confederate States under the condition that they made it to Union territory during the Civil War?
2. Which amendment freed all enslaved people? BONUS: What is the clause in this amendment that still makes slavery legal?
3. Which amendment allowed Black people to take office during the time of Reconstruction in states like South Carolina, Mississippi, and Louisiana?
4. Which amendment granted Black people citizenship in this country, overruling the precedent set in the Dred Scott decision?

Answers: The answers are in the same order as the word bank, so be sure to switch up the order of the questions.

Getting the History: (Article Analysis)

- A Sharecropper's Family
- A Brief History of Civil Rights in the United States: Jim Crow Era

After students read each article, have them complete personal reflections on sharecropping and Jim Crow by completing the following:

Students will write down in their notebooks their top 3 takeaways about Jim Crow and sharecropping. Individually or in small groups, students will use their new knowledge to answer the following questions, using textual evidence from the articles to support their answer.

Chart History in 4 categories:

1. What's the conflict?
2. Who is cooperating?
3. Who are the social groups?
4. What organizations exist to sustain or dismantle racism?

*Remember that this is an introductory activity, and these charts could continue to be referenced, added to, or used in other lessons that impact Black Americans in the 20th century. Also, if you have not

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completed this assignment before with your class, I recommend going through these questions together using an introductory source like a brief paragraph or introductory video. Here are two that correlate with the assignment.

Historical Summary

Videos:

- Origins of the Jim Crow Era - One Minute History
- Sharecropping in the Post-Civil War South

Articles:

- Sharecropping
- What Was Jim Crow

Students can respond in the following formats:

1. Divide the class into four groups, two for each concept, and after their analysis time, have the teams present to each other.

2. Have this be a fishbowl activity where one member from each group rotates through the groups and shares their answers according to their article.

3. Students submit a written response (you could use the graphic organizer below).

4. Instead of debriefing the charts as a class, students will create a 4 square graphic organizer through a gallery walk that will allow them to reflect on their personal ideas as well as their classroom ideas.

Transition: How art tells history

Have students answer this question using their whiteboards: True or False, Art can tell history?

Take 2–3 minutes to debrief and discuss student answers. (You may want to record these answers to compare them to the Ted Talk).

Students will then watch the following Ted Talk.

As students are watching, they should follow the I See, I Think, I Wonder response method in their notebooks. After the TedTalk, have students complete a 5-minute quick write answering the following question: How can art tell history? Students should provide one example, thought, or concept from the video and their video notes.

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Transition back to the artwork. Ask students to reexamine the art pieces for 1 minute each, writing down anything else they notice.

Then, provide the students with the reading cards and allow them to add additional thoughts to the charts begun at the start of the lesson.

Then, have students do an investigation of the artists' backgrounds using the 5 W's.

Lastly, have a roundtable discussion about "If and how your perspective of the art pieces has changed now that you know more about the artists?"

Independent Activity Options:

1. Write an art analysis on one piece, explaining the black history embedded in the artwork.

- Artwork Critique Form (It is up to the teacher to decide how many of these questions should be in the analysis. I recommend 10.)

2. Create your own expression of sharecropping or Jim Crow through a painting or sculpture.

- Have students explore the internet for other art pieces on this topic if they need inspiration.

- Have students create a sketch or mockup prior to working on the final project.

- The piece must have a name and description like the original art pieces we used in this lesson.

3. Write a history research paper about the impact and/or legacy of Jim Crow or segregation.

- Create a research topic/question

- Include 2–3 sources

- Include a bibliography

Have students present their independent activity to the whole class, in small groups, or in pairs.

Lastly, have students submit an "I used to think...Now I think" statement about art capturing history through the lens of sharecropping and Jim Crow. They must include a summary of their new-found understanding of sharecropping and Jim Crow and the ability of art to express history.

Historical Analysis Chart

Question	What is the conflict?	Who is cooperating?	What social influences/groups of people are involved?	How are organizations and initiatives trying to dismantle systemic racism?
Answer (2–3 sentences)				
Textual Evidence (1–2 pieces) Article Name: Author: Publisher:				