

A Shaky Truce: Starkville Civil Rights, 1960 to 1980

Subject: Social Studies	Unit: Mississippi History	50 minute period
Learning Goal(s)/Objective(s): The student will be able to define the term de jure segregation and Jim Crow laws, as well as explain how they relate to African American voter registration.		
Essential Question: What were some examples of de jure segregation that members of the Starkville community experienced?	Vocabulary and Key Terms ✓ De jure segregation ✓ Jim Crow laws ✓ Oral History	
Materials: <ul style="list-style-type: none">• Presentation• Computers/Headphones		
Bell ringer: <ul style="list-style-type: none">• What do you know about Jim Crow laws?		
Lesson Steps:		
1) TSW answer the bell ringer as they come in.		
2) TTW review information and define terms using presentation.		
3) TTW present information from the website, starkvillecivilrights.msstate.edu, highlighting examples of de jure segregation and Jim Crow laws in “The Struggle,” using clips from the interviews to illustrate key points.		
4) TTW guide the students in a class discussion about segregation, African American voter registration, and Jim Crow laws.		
Standards: <i>Mississippi Studies</i> Competency 3, Objective E: Analyze the ways Mississippians have resolved conflict and adapted to change, and continue to address cultural issues unique to our state. <i>United States History: 1877 to the Present</i> Competency 4: Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.). Competency 4, Objective A: Interpret special purpose maps, primary/secondary sources, and political cartoons. Competency 5, Objective A: Examine various reform movements (e.g., Civil Rights, Women’s Movement, etc.).		