

# *Jim Crow Museum* of Racist Memorabilia

## Social Studies Curriculum Guide Grades 9 – 12

### **Background:**

Data from the National Assessment of Educational Progress assessment on national competency of history among high school seniors, demonstrated that almost 100 percent of students had only a basic-level or below basic-level understanding of United States history.<sup>1</sup> Michigan schools are among the most racially segregated in the United States<sup>2</sup> and white students are less likely to be exposed to (and empathize with) the experiences of African Americans. Michigan was also one of 20 states to receive a failing grade for social studies standards in a report by the Southern Poverty Law Center.<sup>3</sup> The Southern Poverty Law Center called for a national conversation about United States history and civil rights education, for states to integrate a more comprehensive approach with their curriculum, and for educators to be better prepared to teach the materials.

The deficiencies in the public education system will continue to play out in our communities and national dialogue for decades to come unless the inadequacies are addressed. Greater effort and more quality resources are needed to provide in-depth, comprehensive, and culturally responsive curriculum about the history of Black persecution, segregation, and resistance. Schools, museums, and non-traditional educators seeking to improve the instruction of social studies need resources that present an honest and holistic narrative. The Jim Crow Museum is a qualified and reliable source of content and context well-positioned to address this need. The museum holds the world's largest and most robust collection of material culture representing the history, consequences, and contemporary iterations of Jim Crow racism and is staffed by professionals dedicated to creating a more just and tolerant society by using the collection as a tool for education.

To enhance the State of Michigan Social Studies standards, the Jim Crow Museum recommends supplementing the current standards with period-specific objectives and outcomes. Topical suggestions are designed to broaden, enhance, and diversify the social studies curriculum that 9<sup>th</sup> to 12<sup>th</sup>-grade students receive. Furthermore, educators will be better prepared to deliver Jim Crow-specific content, and educators and students may be empowered to identify and address racism as it occurs. This guide was created to supplement the Arc of Inquiry and Foundational skills modeled in the Michigan Department of Education's K-12 Social Studies Standards, the U.S. Department of Education's U.S. History Framework for the 2018 National Assessment of Educational Progress, the Common Core State Standards Initiative, and the College, Career, & Civic Life Framework for Social Studies Standards. The Jim Crow Museum curriculum guide, unit plans, and educational programs complement and strengthen the existing standards. Links are provided to the state and national standards, with specific suggestions for Jim Crow-related topics to be better integrated into the State of Michigan Social Studies standards.

---

<sup>1</sup> U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994, 2001, 2006, and 2010 U.S. History Assessments. Accessed at: [https://www.nationsreportcard.gov/ushistory\\_2010/summary.aspx](https://www.nationsreportcard.gov/ushistory_2010/summary.aspx).

<sup>2</sup> Chambers, J.; MacDonald, C. (Dec. 4, 2017). "Despite gains, Mich. schools among most segregated." The Detroit News. Detroit, MI. Accessed at: <https://www.detroitnews.com/story/news/education/2017/12/04/michigan-schools-education-segregated/108295160/>.

<sup>3</sup> Costello, M. et al. (March, 2012) "Teaching the Movement: The State Standards We Deserve." Teaching Tolerance Project. Southern Poverty Law Center. Montgomery, AL. Accessed at: [https://www.splcenter.org/sites/default/files/d6\\_legacy\\_files/downloads/publication/Teaching\\_the\\_Movement\\_2\\_3.pdf](https://www.splcenter.org/sites/default/files/d6_legacy_files/downloads/publication/Teaching_the_Movement_2_3.pdf).

**Essential Questions:**

- How did attitudes towards African Americans change after Reconstruction?
- How can studying the process by which laws and amendments were created shape our understanding of their popularity and purpose?
- What areas of private and public or civic life were impacted by Jim Crow laws?
- How did Jim Crow laws violate the constitutional protections of African Americans?
- In what ways did Jim Crow laws and social customs function as mechanisms of social control?
- How did anti-Black caricatures shape attitudes and institutions during the Jim Crow era?
- In what ways did a racial caste system persist after the Jim Crow era?
- In what ways did African Americans and other racial or ethnic groups respond to anti-Black discrimination during the Jim Crow era?
- In what ways did the Civil Rights Movement change the United States?
- How have Jim Crow-era policies and behaviors evolved and persisted into the present?

**Enduring Understandings:**

- Progress made during Reconstruction resulted in resentment among some white Americans and new methods of systemic inequality emerged.
- Jim Crow Laws violated the freedoms promised to African Americans under the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
- Popular culture influenced de jure and de facto discrimination during the Jim Crow era.
- Jim Crow laws had a lasting impact on the social, political, and economic opportunities for African Americans.
- Fear, violence, and intimidation were used to support anti-Black legislation and social customs.
- Racial caricatures were used as propaganda and as a device for segregation.
- Jim Crow functioned as a racial caste system and led to enduring racial disparity.
- During the first half of the 20<sup>th</sup> century, civil rights activism increased, challenging racial discrimination in the United States and led to the signing of numerous Civil Rights Acts.
- The Civil Rights Movement faced resistance in Congress, while also highlighting violence against African Americans across the United States.
- Jim Crow-era discrimination has endured through forms of rebranding and appropriation in material and popular culture.

**Student Skill Acquisition:**

- Demonstrate competence in using the historical method as a means of critical thinking.
- Describe similarities, differences, causes, and effects of specific historic periods or processes.
- Explain historical patterns of continuity, change, and competing perspectives over time.
- Illustrate the interplay of political, economic, and cultural changes in the United States.
- Examine perspectives on what constitutes a just and democratic society.
- Determine the difference between primary and secondary sources and use them to interpret historic events and accounts.
- Evaluate one or more authors' points of view on a particular topic, historic period, or event.
- Use contextual information to draw multiple meanings from a document.
- Identify an author's position, purpose, and credibility by investigating various sources of information.
- Demonstrate awareness of other people's and their perspectives, emotions, and movements.
- Explore the differences and commonalities among diverse peoples, ideas, aesthetic traditions, and cultural practices.
- Develop strategies to provide a solution to a civic or social challenge in the United States.

“The world changes according to the way people see it, and if you can alter, even by a millimeter, the way people look at reality, then you can change the world.” — James Baldwin

### **State of Michigan Social Studies Learning Standards Recommendations:**

The Jim Crow Museum (JCM) urges educators to incorporate the recommended topics into the social studies curriculum throughout the school year. The current 9<sup>th</sup> to 12<sup>th</sup>-grade state standards cover the Jim Crow, Civil Rights, and contemporary eras under a range of broad headings, primed for deeper investigation. The standards listed below were selected for their association with topics taught at the museum. Suggestions link to questions and activities found in the Jim Crow Museum unit plans, which can be taught as stand-alone lessons or comprehensive year-long inquiries. Each topic encourages students to use material culture as tools for learning about race, race relations, and to think critically and constructively about how United States history is presented. Students will learn to make connections between anti-Black media and its influence on social customs and legislation, discern how racism functions in our society today, and be empowered to make positive choices moving toward changing established trends.

### **United States History and Geography:**

[https://www.michigan.gov/documents/mde/Final\\_Social\\_Studies\\_Standards\\_Document\\_655968\\_7.pdf](https://www.michigan.gov/documents/mde/Final_Social_Studies_Standards_Document_655968_7.pdf)

#### **GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS**

- P1 Reading and Communication
- P2 Inquiry, Research, and Analysis
- P3 Public Discourse and Decision Making
- P4 Civic Participation

#### **UNITED STATES HISTORY AND GEOGRAPHY**

Eras 6-9 Addressed in USHG HSCE

#### **F1 Foundational Issues in USHG – Eras 1-5 (review of content taught in Grades 5 and 8)**

- F1 Political and Intellectual Transformations of America to 1877

#### **USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930)**

- 6.1 Growth of an Industrial and Urban America (included in Grade 8; begins SS-HSCE)
- 6.2 Becoming a World Power
- 6.3 Progressive Era

#### **USHG ERA 7 – THE GREAT DEPRESSION AND WORLD WAR II (1920-1945)**

- 7.1 Growing Crisis of Industrial Capitalism and Responses
- 7.2 World War II

#### **USHG ERA 8 – POST-WORLD WAR II UNITED STATES (1945-1989)**

- 8.1 Cold War and the United States
- 8.2 Domestic Changes and Policies
- 8.3 Civil Rights in the Post-World War II Era

#### **USHG ERA 9 – AMERICA IN A NEW GLOBAL AGE**

- 9.1 Impact of Globalization on the United States
- 9.2 Changes in America’s Role in the World
- 9.3 Policy Debates

**USHG F1.1** – Identify the core ideals of United States society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals: the Declaration of Independence; the original Constitution (including the Preamble); the Bill of Rights; the Gettysburg Address; the Thirteenth, Fourteenth, and Fifteenth Amendments.

**JCM Recommended Topics:** the concept that “All Men Are Created Equal”, Enslavement, the 3/5ths Compromise, Abolitionist movements, the Missouri Compromise, Dred Scott v. Sandford, the Emancipation Proclamation, Voting rights and restrictions, Re-enslavement through peonage and convict leasing (Thirteenth Amendment loophole), Jim Crow laws/Black Codes

**USHG 6.1.3 Urbanization** – explain the causes and consequences of urbanization, including: the location and expansion of major urban centers and their link to industry and trade; internal migration, including the Great Migration; the development of cities divided by race, ethnicity, and class, as well as the resulting tensions among and within groups; different perspectives about the immigrant experience.

**JCM Recommended Topics:** Reconstruction, the Exodus of 1879, Great Migration cities and neighborhoods (Harlem in New York City, Bronzeville in Chicago, Black Bottom in Detroit for e.g.), redlining, discriminatory employment, and housing practices, highway development through Black neighborhoods, the establishment of Black businesses and Business Leagues, GI Bill limitations for African American veterans, factories, pollutants, and high-risk jobs in Black neighborhoods

**USHG 6.1.4 Growth and Change** – explain the social, political, economic, and cultural shifts taking place in the United States at the end of the 19th century and beginning of the 20th century, by: describing the developing systems of transportation and their impact on the economy and society; describing governmental policies promoting economic development; evaluating the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court’s decision in Plessy v. Ferguson, and describing the response of African Americans to this inequality; describing the policies toward Indigenous Peoples, including removal, reservations, the Dawes Act of 1887, and the response of Indigenous Peoples to these policies.

**JCM Recommended Topics:** Jim Crow laws and practices, Pullman Porters and railroad workers, Black Longshoremen, the Civil Rights Act of 1875 (and later reversal), segregation in formerly unsegregated communities, The Lost Cause of the Confederacy and production of Confederate Monuments, highway development through African American neighborhoods (Paradise Valley and Black Bottom for e.g.), rise of the Black Press, anti-lynching campaigns, Black labor unions, African American community organizations, innovators, and activists

**USHG 6.2.3 Domestic Impact of World War I** – analyze the domestic impact of WWI on the growth of the government, the expansion of the economy, the restrictions on civil liberties, the expansion of women’s suffrage, and on internal migration. Examples may include but are not limited to: War Industries Board, the growth of anti-immigrant sentiments, the Sedition Act, the Red Scare, the Palmer Raids.

**JCM Recommended Topics:** segregation in the military, the Harlem Hellfighters, Red Summer of 1919

**USHG 6.3.1** – Describe the extent to which industrialization and urbanization between 1895 and 1930 created the need for progressive reform. Examples may include but are not limited to: urban and rural poverty, child labor, immigration, political corruption, racial and gender discrimination, public health, unsafe living conditions, poor working conditions, monopolies, unfair labor practices.

**JCM Recommended Topics:** Jim Crow laws/Black Codes (varied from state to state), Sundown towns, the *Green Book*, the Harlem Hellfighters, Race Massacres (also called Race Riots), Red Summer, lynching, voting restrictions (poll taxes, literacy tests), minstrelsy, Social Darwinism, Scientific Racism, Tuskegee Study, the establishment of the Freedmen’s Bureau, the Black hospital movement, Re-enslavement (peonage, sharecropping, convict leasing), redlining, discriminatory employment and housing practices, Black labor unions, mass production of anti-Black material and popular culture, factories, pollutants, and high-risk jobs in Black neighborhoods

**USHG 6.3.2** – Analyze the social, political, economic, and cultural changes that occurred during the Progressive Era. Examples may include but are not limited to: the successes and failures of efforts to expand women’s rights, including the work of important leaders such as Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul; the role of reform organizations and Movements and individuals in promoting change; the Women’s Christian Temperance Union; settlement house movement; conservation movement; the National Association for the Advancement of Colored People; Carrie Chapman Catt; Eugene Debs; W.E.B. DuBois; Upton Sinclair; Ida Tarbell; major changes in the Constitution, including Sixteenth, Seventeenth, Eighteenth, and Nineteenth Amendments; the Supreme Court’s role in supporting or slowing reform; new regulatory legislation; the Pure Food and Drug Act; the Sherman and Clayton Antitrust Acts; the successes and failures of the Indian Citizenship Act of 1924.

**JCM Recommended Topics:** the Niagara Movement, the National Negro Committee, Ida B. Wells, NAACP chapters and programs, *The Crisis*, Booker T. Washington, the Tuskegee Institute, Mary McLeod Bethune, establishment of HBCUs, Maggie Lena Walker, the National Negro Business League, Marcus Garvey, the Universal Negro Improvement Association, establishment of the Negro Baseball Leagues, Black Suffragists, the New Negro Movement

**USHG 7.1.1 The Twenties** – explain and evaluate the significance of the social, cultural, and political changes and tensions in the “Roaring Twenties” including: cultural movements such as the Jazz Age, the Harlem Renaissance, and the “Lost Generation.”; the increasing role of advertising and its impact on consumer purchases; the NAACP legal strategy to attack segregation. Examples may include but are not limited to: the Scopes trial, views on and restrictions to immigration Prohibition, roles of women, mass consumption, fundamentalism, modernism, the Indian Citizenship Act of 1924, the Carlisle Indian Industrial School, the Mount Pleasant Indian Industrial Boarding School, Harbor Springs Indian Boarding School, the resurgence of the Ku Klux Klan, and nativism.

**JCM Recommended Topics:** Black Renaissance (Harlem and Bronzeville) artists, musicians, performers, writers/poets, and influencers, Idlewild (Michigan), growth of the Black Press, the New Negro Movement, the Tulsa Race Massacre, Red Summer, *Birth of A Nation*, Michigan KKK membership, anti-black caricatures in print media and advertisements, blackface in the mass media

**USHG 7.1.3 The New Deal Era** – explain and evaluate President Franklin Roosevelt’s policies and tactics during the New Deal era, including: the changing role of the federal government’s responsibilities to protect the environment; meet challenges of unemployment, and to address the needs of workers, farmers, Indigenous Peoples, the poor, and the elderly; opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws; the impact of the Supreme Court on evaluating the constitutionality of various New Deal policies; consequences of New Deal policies. Examples may include but are not limited to: Frances Perkins, the Dust Bowl and Tennessee Valley, promoting workers’ rights, development of a Social Security program, financial regulation, conservation practices, crop subsidies, the Indian Reorganization Act, Termination Policy, the Deportation Act of 1929 Federal housing policies, agricultural efforts and impacts on housing for marginalized groups, Charles Coughlin, Huey Long.

**JCM Recommended Topics:** New Deal Artists (PWAP, FAP/WPA), the portrayal of African Americans in photographs, sharecropping and peonage systems, the 1936 Olympics, the Colored Civilian Conservation Corps, *New Negro Alliance v. Sanitary Grocery* (Belford Lawson case), exclusion of agricultural and domestic workers from the 1935 Social Security Act

**USHG 7.2.3 Impact of World War II on American Life** – analyze the changes in American life brought about by U.S. participation in WWII, including: the mobilization of economic, military, and social resources; the role of women, African Americans, and ethnic minority groups in the war effort, including the work of A. Philip Randolph and the integration of U.S. military forces; the role of the home



front in supporting the war effort; the conflict and consequences around the internment of Japanese Americans.

**JCM Recommended Topics:** Black factory workers during the war (second migration), African Americans in the military, the Tuskegee Airmen, the 6888th Central Postal Directory Battalion (Black Female Battalion), the Double V Campaign, GI Bill limitations for African American veterans, the Congress of Racial Equality (CORE)

**USHG 8.2.1 Demographic Changes** – use population data to produce and analyze maps that show the major changes in population distribution and spatial patterns and density, the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, Indian Relocation Act (1956), and flow of population to the Sunbelt.

**JCM Recommended Topics:** Redlining and discriminatory lending practices, White Flight and generational wealth, the concept of the “The American Dream”, New York and Chicago public housing boom (projects), the impact of the Fair Employment Practices Commission

**USHG 8.2.2 Policy Concerning Domestic Issues** – analyze the major domestic issues in the post-World War II era and the policies designed to meet the challenges by: describing issues challenging Americans, like domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, the environment; evaluating policy decisions and legislative actions to meet these challenges. Examples may include but are not limited to; G.I. Bill of Rights (1944), Taft-Hartley Act (1947), Twenty-Second Amendment to the United States Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), EPA (1970).

**JCM Recommended Topics:** the Dixiecrats, the Southern Manifesto, Brown v. Board of Education (1954), school desegregation and busing, GI Bill limitations for African American veterans

**USHG 8.2.4 Domestic Conflicts and Tensions** – analyze and evaluate the competing perspectives and controversies among Americans generated by Supreme Court decisions, the Vietnam War, the environmental movement, the movement for Civil Rights and the constitutional crisis generated by the Watergate scandal. Examples may include but are not limited to: Roe v. Wade, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, Kent State, Students for a Democratic Society, Robert McNamara, Martin Luther King Jr., Muhammad Ali, “flower power,” hippies, beatniks, Rachel Carson, Winona LaDuke, the American Indian Movement, the occupation of Alcatraz, Ralph Nader.

**JCM Recommended Topics:** Brown v. Board of Education (1954), school desegregation and busing, Ruby Bridges, George Wallace, Lester Maddox, Emmett Till, Jim Crow laws and practices, anti-miscegenation laws, the Civil Rights Act of 1957, the Southern Christian Leadership Conference (SCLC), the Civil Rights Movement and the mass media, Vietnam War draft and Black men, Shelby County, Alabama V. Holder

**USHG 8.3.1 Civil Rights Movement** – analyze key events, ideals, documents, and organizations in the struggle for African American civil rights including: the impact of World War II and the Cold War; Responses to Supreme Court decisions and governmental actions; the Civil Rights Act (1964); protest movements, rights, organizations, and civil actions. Examples may include but are not limited to: racial and gender integration of the military; “An American Dilemma”; Jim Crow laws; de jure segregation; Brown v. Board of Education; the Civil Rights Act (1957); Little Rock school desegregation; the Civil Rights Act (1964); the Voting Rights Act (1965); the integration of baseball; Montgomery Bus Boycott (1955-1956); March on Washington; the Freedom Rides; the National Association for the Advancement of Colored People; the Southern Christian Leadership Conference; the Student Non-violent Coordinating Committee; the Nation of Islam; the Black Panthers; Orval Faubus; Rosa Parks; sit-ins; James Meredith; Medgar Evers; Fannie Lou Hamer; Malcolm X; Yuri Kochiyama; the Twenty-Fourth Amendment; violence in Birmingham; Milliken v. Bradley; the Elliott Larsen Act.

**JCM Recommended Topics:** the Selma Marches, mass media coverage of the Civil Rights Movement, the Civil Rights Act of 1960, Executive Order 10925 (the President’s Committee on Equal Employment Opportunity), the Black Power Movement, the Twenty-fourth Amendment, Thurgood Marshall, Shirley Chisholm, John Lewis, Loving v. Virginia (1967), the Fair Housing Act

**USHG 8.3.2 Ideals of the Civil Rights Movement** – compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.

**JCM Recommended Topics:** the role of Black Churches and interfaith allyship in the Civil Rights Movement

**USHG 8.3.5 Tensions and Reactions to Poverty and Civil Rights** – analyze the causes and consequences of the civil unrest that occurred in American cities, by comparing civil unrest in Detroit with at least one other American city. Examples may include but are not limited to; Los Angeles, Cleveland, Chicago, Atlanta, Newark.

**JCM Recommended Topics:** Race riots of the 1960s (including use/misuse of the term riot), racial tension after the assassination of Martin Luther King, Jr., continued resistance to school desegregation, Swann v. Charlotte-Mecklenburg Board of Education

**USHG 9.1.1 Economic Changes** – using the changing nature of the American automobile industry as a case study, evaluate changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources/methods of production, energy issues, and mass communication.

**JCM Recommended Topics:** Black Automobile workers, the integration of the UAW, Barry Gordy, Motown Records, the expansion of Black newspapers, magazines, and media companies (Ebony and Jet for e.g.), Black stereotypes in the media

**USHG 9.1.2 Transformation of American Politics** – analyze the transformation of American politics in the late 20th and early 21st centuries, including: the growth of the conservative movement in national politics, including the role of Ronald Reagan; the role of evangelical religion in national politics; the intensification of partisanship; the partisan conflict over the role of government in American life; the role of regional differences in national politics.

**JCM Recommended Topics:** the increased African American presence in U.S. politics, the Black Power Movement, discriminatory law enforcement practices, the “War of Drugs”, the “War on Crime”, welfare reform, the Civil Rights Restoration Act of 1987, Rodney King, mass incarceration in the U.S., the Black Lives Matter Movement, MLK Day, Juneteenth, Shelby County, Alabama V. Holder

**USHG 9.3.1** – make a persuasive argument on a public policy issue and justify the position with evidence from historical antecedents and precedents, and Democratic Values or Constitutional Principles.

**JCM Recommended Topics:** the Civil Rights Act of 1866, the Civil Rights Act of 1871, the Civil Rights Act of 1875, the Civil Rights Act of 1957, the Civil Rights Act of 1960, the Civil Rights Act of 1964, the Civil Rights Act of 1968, the Civil Rights Act of 1990, the Civil Rights Act of 1991, the Voting Rights Act of 1965, the Violent Crime Control and Law Enforcement Act of 1994

“One task of teachers in the classroom is to acknowledge and honor students’ humanity—and that means acknowledging and honoring Black humanity. That starts with acknowledging the good, the bad, and the ugly of our history as a nation.” – Rann Miller

**Resources:**

The Michigan Department of Education's K-12 Social Studies Standards:

[https://www.michigan.gov/documents/mde/Final\\_Social\\_Studies\\_Standards\\_Document\\_655968\\_7.pdf](https://www.michigan.gov/documents/mde/Final_Social_Studies_Standards_Document_655968_7.pdf)

The U.S. Department of Education's U.S. History Framework for the 2018 National Assessment of Educational Progress:

<https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/history/2018-history-framework.pdf>

The Common Core State Standards Initiative:

<http://www.corestandards.org/ELA-Literacy/RH/introduction/>

The College, Career, & Civic Life (C3 Framework) for Social Studies Standards:

<https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf>

The Southern Poverty Law Center's Teaching The Movement:

[https://www.splcenter.org/sites/default/files/d6\\_legacy\\_files/downloads/publication/Teaching\\_the\\_Movement\\_2\\_3.pdf](https://www.splcenter.org/sites/default/files/d6_legacy_files/downloads/publication/Teaching_the_Movement_2_3.pdf)

Jim Crow Museum Educational Programming website:

<https://www.ferris.edu/HTMLS/news/jimcrow/education/index.htm>

Anti-Defamation League

<https://www.adl.org/education-and-resources/resources-for-educators-parents-families/lessons>

Common Sense Media History Resources for Teachers

<https://www.commonsense.org/education/top-picks/civil-rights-and-social-justice-resources-for-classrooms>

Equal Justice Initiative Reports

<https://eji.org/reports/>

Learning for Justice

<https://www.learningforjustice.org/classroom-resources/lessons>

Library of Congress

<https://www.loc.gov>

National Archives

<https://www.archives.gov>

Racial Equity Resource Guide

<http://www.racialequityresourceguide.org>

The Smithsonian Museums (all) Online

<https://www.si.edu/exhibitions/online>



Copyright © 2021 Ferris State University, Jim Crow Museum. All rights reserved. Free for educational use at home, in classrooms, and other educational settings.

## *Jim Crow Museum* of Racist Memorabilia

Jim Crow Museum  
Educational Programming  
2021

Jim Crow Museum  
Ferris State University  
1010 Campus Drive  
Big Rapids, MI 49307  
(231) 591-5873  
[jimcrowmuseum@ferris.edu](mailto:jimcrowmuseum@ferris.edu)



This curriculum guide was made possible in part by the Institute of Museum and Library Services MH-00-19-0019-19. The views, findings, conclusions or recommendations expressed in this Unit Plan do not necessarily represent those of the Institute of Museum and Library Services.