



From Minnesota Public Radio's Sound Learning (www.soundlearning.org)

Sound Learning Feature for February 2004

From American RadioWorks (www.americanradioworks.org)

For much of the 20th Century, African Americans in the South were barred from the voting booth, sent to the back of the bus, and walled off from many of the rights they deserved as American citizens. Until well into the 1960s, segregation was legal. The system was called Jim Crow. In the American RadioWorks documentary *Remembering Jim Crow*, Americans—black and white—remember life with Jim Crow.

The stories in this month's feature are of particular interest to teachers and students of English/Language Arts and history/social studies.

In the following pages, find instructional ideas and study guides intended to aid in the teaching of:

- Listening comprehension.
- Reading comprehension.
- Critical thinking.
- Research challenges.
- Key terms and topics.



© 2004, Minnesota Public Radio

Questions are based on articles from an American RadioWorks documentary, *Remembering Jim Crow*, available at <http://www.americanradioworks.org/features/remembering/>. Sound Learning is a production of Minnesota Public Radio.



From Minnesota Public Radio's Sound Learning (www.soundlearning.org)

Reading Comprehension Questions

Part I

The following questions are based on the document "Jim Crow laws."

<http://www.americanradioworks.org/features/remembering/laws.html>

- 1) How did the Jim Crow education laws seek to keep black and white children separated from one another?
- 2) Imagine you were a restaurant owner in the South during Jim Crow. List three rules that, according to the various state laws, you would have to abide by in order to operate your business legally.
- 3) What consequences would an interracial couple in Florida have faced if they were living together during Jim Crow?



© 2004, Minnesota Public Radio

Questions are based on articles from an American RadioWorks documentary, *Remembering Jim Crow*, available at <http://www.americanradioworks.org/features/remembering/>. Sound Learning is a production of Minnesota Public Radio.



From Minnesota Public Radio's Sound Learning (www.soundlearning.org)

Reading Comprehension Questions

Part II

The following questions are based on stories available from the document "Jim Crow stories."

<http://www.americanradioworks.org/features/remembering/read.html>

1) Why did Liz Schick feel proud when she drank from the "colored" drinking fountain while traveling in Florida?

From in "I never got arrested—I got dirty looks," part of "Children of Jim Crow":

<http://www.americanradioworks.org/features/remembering/children.html#25>

2) Why did Jerry Hutchinson's family have to "pack the pee can" when they took road trips?

From "Packing the pee can for the road trip," part of "Blacks Remember Jim Crow":

<http://www.americanradioworks.org/features/remembering/blacks.html#70>

3) Why were Barbara Pierce-Cruise and her friends confused when their bus stopped on the way to Washington, D.C.?

From "First trip below the Mason-Dixon Line," part of "Northerners Experience Jim Crow":

<http://www.americanradioworks.org/features/remembering/north.html#9>



© 2004, Minnesota Public Radio

Questions are based on articles from an American RadioWorks documentary, *Remembering Jim Crow*, available at <http://www.americanradioworks.org/features/remembering/>. Sound Learning is a production of Minnesota Public Radio.



From Minnesota Public Radio's Sound Learning (www.soundlearning.org)

Listening Comprehension Questions

The following questions are based on Part 1 of the audio documentary:

Listen (15:28): http://www.americanradioworks.org/features/remembering/rafiles/jim_crow_p1_web.ram

- 1) What was the purpose of the system of laws and social customs known as Jim Crow?

- 2) Where did the term "Jim Crow" originate?

- 3) Why was Saturday known as "Black people's day" in communities in the South?

- 4) Under Jim Crow, the best careers that educated African Americans were likely to pursue were _____ and _____.

- 5) What term describes an arrangement between white landowners and the black farmers who worked on their land?



© 2004, Minnesota Public Radio

Questions are based on articles from an American RadioWorks documentary, *Remembering Jim Crow*, available at <http://www.americanradioworks.org/features/remembering/>. Sound Learning is a production of Minnesota Public Radio.



From Minnesota Public Radio's Sound Learning (www.soundlearning.org)

Critical Thinking Questions

Part I

The following questions are based on Part 2 of the documentary. Teachers may choose to use the audio or transcript.

Listen (19:29): http://www.americanradioworks.org/features/remembering/rafiles/jim_crow_p2_web.ram

Read: <http://www.americanradioworks.org/features/remembering/transcript.html>

- 1) Describe one circumstance where the "color line" was strictly enforced in the Jim Crow South and one circumstance where it was not enforced. What do you think accounts for this inconsistency?
- 2) If you were an African American citizen living under Jim Crow, would you look to the police for protection? Why or why not?
- 3) What did W.E.B. DuBois mean when he said that African Americans lived "behind the veil"? How did living behind the veil protect and nurture Black communities?
- 4) Why was World War II a turning point in the history of both Jim Crow and the civil rights movement in America?
- 5) The action taken by Otis Pinkert was one episode of African American resistance to Jim Crow. How do you think actions like Pinkert's contributed to the broader civil rights struggle of the 1950s and '60s?



© 2004, Minnesota Public Radio

Questions are based on articles from an American RadioWorks documentary, *Remembering Jim Crow*, available at <http://www.americanradioworks.org/features/remembering/>. Sound Learning is a production of Minnesota Public Radio.



From Minnesota Public Radio's Sound Learning (www.soundlearning.org)

Critical Thinking Questions

Part II

The following questions are based on Part 3 of the documentary. Teachers may choose to use the audio or transcript.

Listen (16:28): http://www.americanradioworks.org/features/remembering/rafiles/jim_crow_p3_web.ram

Read: <http://www.americanradioworks.org/features/remembering/transcript.html>

- 1) What evidence does Mary Laveaux use to support her claim that black people in her community were "poor, but happy" under Jim Crow?
- 2) What lesson did Henry Dauterive learn in his family's kitchen when he was seven years old? Why do you think rules like the one he learned existed under Jim Crow?
- 3) How did Henry Dauterive's views of Jim Crow change when he went to college? How permanent were these changes?
- 4) What does anthropologist Kate Ellis mean when she says that many of the older white people she interviewed "recognized the injustice of Jim Crow but feel no particular remorse"? How do the comments of Deanne and Smitty Landry reflect this attitude?
- 5) How do Kate Ellis's interviews with older African Americans tell a different story than do her interviews with older white people? Whose observations do you consider more reliable? Why?



© 2004, Minnesota Public Radio

Questions are based on articles from an American RadioWorks documentary, *Remembering Jim Crow*, available at <http://www.americanradioworks.org/features/remembering/>. Sound Learning is a production of Minnesota Public Radio.



From Minnesota Public Radio's Sound Learning (www.soundlearning.org)

Research Challenges

- 1) Do you know anyone who lived in or visited the South during Jim Crow? If so, interview them to learn about their memories or experiences during that era.
- 2) The term "Jim Crow" was taken from the minstrel shows of the 1800s. Find out what you can about minstrel shows as a form of entertainment and also as an expression of racial assumptions.
- 3) Compare and contrast the Jim Crow system of the American South to the system of apartheid in South Africa.
- 4) Identify why the Supreme Court decisions in *Plessy v. Ferguson* (1896) and *Brown v. Board of Education* (1954) were important turning points in the history of Jim Crow.
- 5) Find out what you can about any of the following civil rights actions: the Montgomery Bus Boycott, the Freedom Rides, and the 1963 March on Washington, D.C.
- 6) Investigate the Civil Rights Act of 1964 and the Voting Rights Act of 1965. Why are these two laws often seen as marking the "official" end of Jim Crow?
- 7) Harlem, in New York City, has long been a center of African American arts and culture. Investigate its artistic, cultural, or political history.
- 8) When was the American military desegregated? How does this turning point tie into the bigger story of the end of Jim Crow?



© 2004, Minnesota Public Radio

Questions are based on articles from an American RadioWorks documentary, *Remembering Jim Crow*, available at <http://www.americanradioworks.org/features/remembering/>. Sound Learning is a production of Minnesota Public Radio.



From Minnesota Public Radio's Sound Learning (www.soundlearning.org)

Key Terms

Page 1 of 2

The following vocabulary words are taken from segments of *Remembering Jim Crow*.

The following are taken from Part 1 of the audio documentary:

Listen (15:28): http://www.americanradioworks.org/features/remembering/rafiles/jim_crow_p1_web.ram

Read: <http://www.americanradioworks.org/features/remembering/transcript.html>

Vocabulary

- segregation
- lynching
- minstrelsy
- caricature
- coercion
- legislation
- disenfranchisement
- literacy
- sharecropping
- debt

Key Terms

- social customs
- rights as citizens
- "Black People's Day"
- white supremacy



© 2004, Minnesota Public Radio

Questions are based on articles from an American RadioWorks documentary, *Remembering Jim Crow*, available at <http://www.americanradioworks.org/features/remembering/>. Sound Learning is a production of Minnesota Public Radio.



From Minnesota Public Radio's Sound Learning (www.soundlearning.org)

Key Terms

Page 2 of 2

The following vocabulary words are taken from segments of *Remembering Jim Crow*.

The following questions are based on Part 2 of the documentary.

Listen (19:29): http://www.americanradioworks.org/features/remembering/rafiles/jim_crow_p2_web.ram

Read: <http://www.americanradioworks.org/features/remembering/transcript.html>

Vocabulary

- repression
- harassment
- resistance
- predatory
- humiliation
- survival
- community
- W.E.B. DuBois
- Great Migration
- Harlem
- World War II
- Franklin Delano Roosevelt
- civil rights

Key Terms

- cultural tradition
- "running the gauntlet"
- color line
- passing
- guilt by association
- capricious hostility
- "parallel country"

The following questions are based on Part 3 of the documentary.

Listen (16:28): http://www.americanradioworks.org/features/remembering/rafiles/jim_crow_p3_web.ram

Read: <http://www.americanradioworks.org/features/remembering/transcript.html>

Vocabulary

- inferior
- benign
- antebellum
- gentry
- temerity
- discrimination
- injustice
- admonish
- paranoia

Key Terms

- plantation aristocracy
- legacy of Jim Crow



© 2004, Minnesota Public Radio

Questions are based on articles from an American RadioWorks documentary, *Remembering Jim Crow*, available at <http://www.americanradioworks.org/features/remembering/>. Sound Learning is a production of Minnesota Public Radio.



From Minnesota Public Radio's Sound Learning (www.soundlearning.org)

Answer Key

1 of 3

Reading Comprehension, part 1:

- 1) *States required separate schools and classrooms for black and white children or forbade students of different races from sharing materials.*
- 2) *You would have to have provided separate entrances, separate dining rooms, and separate bathrooms for black and white customers.*
- 3) *They would have been fined or imprisoned.*

Reading Comprehension, part 2:

- 1) *She felt proud because she was challenging Jim Crow and provoking a response by drinking from the “colored” fountain.*
- 2) *It was against the rules—and unsafe—for the Hutchinsons to have used the bathroom when they stopped for gas.*
- 3) *Barbara and her friends went to an integrated school in Philadelphia. They had never encountered the Jim Crow system before, so they did not know the “rules.”*

Listening Comprehension

- 1) *The purpose of Jim Crow was to deny African Americans their dignity and their rights as citizens.*
- 2) *Jim Crow was a character in the minstrel shows of the early 1800s.*
- 3) *African Americans were not allowed to shop in town during the week. However, after getting paid on Fridays, southern Blacks could go to town on Saturdays to see their friends and relatives and spend money.*
- 4) *The best careers were teaching or preaching.*



© 2004, Minnesota Public Radio

Questions are based on articles from an American RadioWorks documentary, *Remembering Jim Crow*, available at <http://www.americanradioworks.org/features/remembering/>. Sound Learning is a production of Minnesota Public Radio.



From Minnesota Public Radio's Sound Learning (www.soundlearning.org)

Answer Key

2 of 3

5) *The system was known as sharecropping.*

Critical Thinking, part 1:

1) *Black and white people were not allowed to marry each other, but white men often had black mistresses.*

2) *Generally not—the documentary provides examples of the police enforcing Jim Crow and thereby jeopardizing the safety of African Americans.*

3) *DuBois meant that African Americans constructed their own communities (churches, schools, social clubs) in order to create a separate world from whites. They concealed their true thoughts and feelings as a way to protect themselves and avoid antagonizing whites.*

4) *More than a million blacks fought in the United States military during World War II. As Darlene Clark Hine said, “If they could die for freedom abroad, they could die for freedom at home.”*

5) *Many small, individual acts of resistance accumulated and encouraged others to join the civil rights movement during these years.*

Critical Thinking, part 2:

1) *She pointed out they sang and danced joyfully, that white employers treated them well, and that “nothing bothered them.”*

2) *He learned that, as a white boy, he could not openly express affection for black people.*



© 2004, Minnesota Public Radio

Questions are based on articles from an American RadioWorks documentary, *Remembering Jim Crow*, available at <http://www.americanradioworks.org/features/remembering/>. Sound Learning is a production of Minnesota Public Radio.



From Minnesota Public Radio's Sound Learning (www.soundlearning.org)

Answer Key

3 of 3

3) *At college he began to question the validity of Jim Crow, going so far as to challenge his grandfather on the subject of white intellectual superiority. While he “crossed the line” a few times to bring blacks and whites together, he did not abandon the idea that blacks were inferior to whites.*

4) *The older white people she interviewed thought that Jim Crow was “just the way things were.” The Landrys are certain that Jim Crow is “dead and gone,” and that any attention to past discrimination is a waste of time.*

5) *Older African Americans don’t agree that Jim Crow is dead. They still feel the effects of racism and the pain of having lived under Jim Crow.*



© 2004, Minnesota Public Radio

Questions are based on articles from an American RadioWorks documentary, *Remembering Jim Crow*, available at <http://www.americanradioworks.org/features/remembering/>. Sound Learning is a production of Minnesota Public Radio.