

Sharecroppers (Aparceros)

Key vocabulary term from the text

Translation into Spanish

Farmers who lacked land and necessary supplies, such as mules, plows, and seed; these farmers borrowed the land and supplies from the landowners, then promised the landowner a large part of the harvest in return for these items plus interest.



Age-appropriate definition

Relevant graphic/pictorial image

Actual sentence from text

This system gave landowners a great deal of control over tenant farmers and **sharecroppers**.

If the harvest was bad one year, **sharecroppers** had to promise part of the next year's harvest to pay back the owner; many fell into debt and had a hard time making enough to pay back the owners and take care of their families at the same time.

A clarifying sentence establishing relevancy to student lives and experiences

Yes/No Questions

Did sharecroppers have a difficult life?
Could sharecroppers grow anything they wanted?

Yes/No questions to engage class

Inflected forms: sharecropper, sharecropping.

Other forms of the word

Turn and Talk: What happens when one person is in debt to another? Who has more control of the situation, the person owed or the person who owes?

Discussion prompt: connects the word to the larger themes of the chapter/unity of study.

Chapter 19

Lesson 3

(“Segregation and Jim Crow,” pp. 409–410)

Big idea of chapter:

Reactions and responses to emancipation

Main idea of lesson:

African Americans suffer segregation after the end of Reconstruction.

TEKS:

7.5B, 7.6A, 7.21B

Video

“Segregation and Jim Crow”

Time: 10 minutes

Grouping: Pairs & whole class

Materials: Transparency: “Segregation and Jim Crow”

Video Questions

1. Introduce the video and activity, previewing the video questions on the overhead before showing the video clip.

*Now you’re going to see a short video about how the U.S. government and the South reacted to emancipation. Think about the following questions as you watch: **How did the end of Reconstruction affect African Americans? How did African Americans respond to acts of segregation?***

2. Students watch the video clip.
3. Students take turns asking and answering the questions.
4. Students contribute their answers in a whole class discussion.

Partner Reading

“Segregation and Jim Crow” (pp. 409–410)

Time: 25 minutes

Grouping: Pairs & whole class

Materials: Transparency: Chapter 19, Lesson 3 Reading Questions

1. Display the transparency and introduce the reading assignment.

You're going to read about how African Americans in Texas were affected by the end of Reconstruction.

2. Pairs take turns reading entire selection and answering questions.

3. Pairs work together to complete the questions orally. Partner A reads the first two questions; partner B reads the last two.

First Read Questions:

- *Who were known as the Redeemers?*
- *List ways that the Redeemers affected the life of African Americans after Reconstruction.*

Second Read Questions:

- *How did the Jim Crow laws affect the rights of African Americans?*
- *How did the Supreme Court ruling affect African Americans?*

4. Conduct whole group discussion of the main events and questions.