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| C:\Users\Kovacsl\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IZPT433M\MP900400990[1].jpg | **Emmett Till Investigation**  Ms. Kovacs  [Lauren.Kovacs@jefferson.kyschools.us](mailto:Lauren.Kovacs@jefferson.kyschools.us) Grade level: 9-12  Social Studies  Topic: Emmett Till’s Murder/Jim Crow | [http://t1.gstatic.com/images?q=tbn:ANd9GcRT1bAg7Sb-VPBZ6Zj8ZbE7_dXndfNIP5XA7TeMTOJ_W3KVLSnQtA](http://www.google.com/imgres?q=emmett+till&hl=en&sa=X&rls=com.microsoft:en-us:IE-SearchBox&biw=1280&bih=851&tbm=isch&prmd=imvnsb&tbnid=sKwFqp0KWxZyGM:&imgrefurl=http://www.biography.com/people/emmett-till-507515&docid=JKTQe5Ap9nmTjM&imgurl=http://www.biography.com/imported/images/Biography/Images/Profiles/T/Emmett-Till-507515-1-402.jpg&w=402&h=402&ei=8NNCT9LeHITj0QHU97WACg&zoom=1&iact=rc&dur=0&sig=115735813249802606421&page=3&tbnh=163&tbnw=173&start=55&ndsp=28&ved=0CLUCEK0DMDc&tx=143&ty=91)[Emmett Till Pictures](http://www.google.com/search?q=emmett+till&hl=en&rls=com.microsoft:en-us:IE-SearchBox&prmd=imvnsb&source=lnms&tbm=isch&ei=eNNCT8WFG4He0QHnn-WeBQ&sa=X&oi=mode_link&ct=mode&cd=2&ved=0CB8Q_AUoAQ&biw=1280&bih=851) |

**Standards SS-HS-5.1.1** Students will use a variety of tools (e.g. primary and secondary sources, data, and artifacts) to analyze perceptions and perspectives (e.g. gender, race, religion, ethnic group, nationality, age, economic status, region, politics, geographic factors) of people and historical events in the modern world and United States History.

**SS-HS-5.1.2** Students will analyze how history is a series of connected events shapped by multiple cause and effect relationships tying past to present.

**Assignment**

Your task will be to complete this scavenger hunt following the PBS documentary on Emmett Till. Click on the following links to help with your investigation.

**Technological Standards**

1.C “Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.”

**Emmett Till Investigation**

1. Emmett Till was originally from [Chicago, IL](http://www.pbs.org/wgbh/amex/till/sfeature/sf_segregation.html). How did 1950s [Chicago residents](http://www.pbs.org/wgbh/amex/till/sfeature/sf_seg_pop_ch01.html) feel about segregation?
2. What do you notice about the neighborhood that Emmett lived in [compared to](http://www.pbs.org/wgbh/amex/till/sfeature/sf_seg_pop_add_ch01_a.html) the neighborhood the mayor resides in? Compare and contrast the two photos.
3. What success did African Americans have with the [businesses in Chicago](http://www.pbs.org/wgbh/amex/till/sfeature/sf_seg_pop_ch02.html)?

What disadvantages did they have?

1. What evidence was provided to show that Emmett did not understand [Jim Crow south](http://www.pbs.org/wgbh/amex/till/sfeature/sf_seg_pop_ch03.html)? Give 3 examples.
2. How many African Americans [migrated](http://www.pbs.org/wgbh/amex/till/sfeature/sf_seg_pop_ch04.html) between 1940 and 1970? Why?
3. Summarize the [examples of Jim Crow South](http://www.pbs.org/wgbh/amex/till/sfeature/sf_seg_pop_ms01.html) in your own words.

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1. In a few years, you will enter the [workforce](http://www.pbs.org/wgbh/amex/till/sfeature/sf_seg_pop_ms02.html). Will you prepare like the [Mississippi students](http://www.pbs.org/wgbh/amex/till/sfeature/sf_seg_pop_add_ms02_b.html)? Why or why not?
2. Why do the [Mississippi residents](http://www.pbs.org/wgbh/amex/till/sfeature/sf_seg_pop_ms03.html) feel like Daniel saying, “Many residents are unwilling to give up their hateful practices, just as addicts are reluctant to give up their cigarettes.”
3. What extra activities do you do to [keep busy](http://www.pbs.org/wgbh/amex/till/sfeature/sf_seg_pop_ms04.html)? Can you relate to the students?
4. Raynard Johnson was a little older than Emmett when he died. How did Emmett Till’s murder become a [pivotal moment](http://www.pbs.org/wgbh/amex/till/sfeature/sf_afterword.html) in the eyes of this author?

Students have watched the documentary of Emmett Till’s murder from the perspective of Mamie Till (his mother). They have just completed the investigation of what Mississippi was like during the 1950s compared to life in Mississippi today. They will use this information to answer the question “How did the time period influence the choices made by individuals involved in the murder of Emmett Till?

Additional Resources

[The History of Jim Crow](http://www.jimcrowhistory.org/)

[The Rise and Fall of Jim Crow | PBS](http://www.pbs.org/wnet/jimcrow/)

[American Black Codes 1865-1866](http://home.gwu.edu/~jjhawkin/BlackCodes/BlackCodes.htm)

[The Black Codes](http://history-world.org/black_codes.htm)

[The Leadership Conference on Civil and Human Rights](http://www.civilrights.org/)

[African American Odyssey: The Civil Rights Era (Part 1)](http://memory.loc.gov/ammem/aaohtml/exhibit/aopart9.html)

[National Civil Rights Museum](http://www.civilrightsmuseum.org/)

<http://www.aclu.org/>

[African American World . Timeline | PBS](http://www.pbs.org/wnet/aaworld/timeline/civil_01.html)

[American Experience . The Murder of Emmett Till | PBS](http://www.pbs.org/wgbh/amex/till/)