

Black Citizenship in the Age of Jim Crow

American Battlefield Trust Virtual Teacher Institute Wednesday, July 8, 2020

> *because history matters*









Education @ the New-York Historical Society



The New-York Historical Society organizes and presents an extensive range of school programs, teacher resources, and adult and child workshops.



HISTORY @ HOME

In order to continue to serve our learning community, New-York Historical is providing the following FREE resources:

- **Daily** online sessions for students
- Weekly civics-based lesson plans for teachers and parents
- Weekly online teacher PD
- Weekly History Happy Hour
- Continued access to online curriculum and digital resources



nyhistory.org/education/history-home

Curriculum Library

nyhistory.org/curriculum-library



Only 13% of historical figures in textbooks are women.



Time to change that. wams.nyhistory.org



NEW-YORK HISTORICAL SOCIETY museum&-library

SETTING GROUP NORMS

- "One Person, One Mic"
- Be respectful of each other's feelings, and our own, and to be respectful of all background, identities, abilities, and perspectives when speaking.
- Recognize our own and others' privilege.
- Speak from your own experience and express your personal response.
- Honor confidentiality.
- Ask clarifying and open-ended questions.
- Try to listen without judgement.
- Agree to disagree, but don't disengage.
- "Step up and step back."
- Suspend status.
- Criticizing others must always occur in a careful, respectful, and constructive manner.
- Honor silence and time for reflection.
- If anything uncomfortable occurs in your breakout group discussions, alert the facilitator or co-host.

September 7, 2018 – March 3, 2019



UNIT 1 **RECONSTRUCTION 1865-1877**

Reconstruction began with the Confederate surrender that ended the Civil Wa America needed to reunite, heal, and change. Just at this crucial moment, a Southern sympathizer killed President Lincoln. Vice President Andrew Johnson took over.

A burning question faced the nation during Reconstruction. Would black people now he accepted as equals? The country was deeply divided. Some envisioned a radically new interracial democracy. Others wanted the old America, with strict racial lines intact and whites in control. President Johnson agreed with the latter. He brought his support for white supremacy to the helm of government. An urgent contest-over political power and the future of American society-erupted in Washington and throughout the country.

The struggle for black freedom and equality during Reconstruction produced long strides forward and bruising setbacks. Promises were both made and betrayed. But those twelve years changed the meaning of citizenship fundamentally, for black people and for all Americans.

UNIT 1 MATERIALS

Life Story: Andrew Johnson Life Story: Hirsen Revels Resource 1: Secrifice and Citizenskip Resource 2: Early Jim Crow erce 3: Mack Rights on Paper urce & Columning Civil Rights urce 5: Learning to Read ree & Searching for Relative erce 7: A Right to the Land erce 8: The Right to Yole erce 9: Recentration Aban adia: Citizenship Timetine

6 Life Stories

Short biographies of • well-known and lesser-known individuals

LIFE STORY HIRAM REVELS 1827-1901 The First Black US Senator

FREE AND BLACK IN THE SOUTH

Hiram Revels was America's first black senator, representing Mississippi in 1870-71, the midpoint of the Reconstruction era. He had an unusual background, even before his unprecedented election. Hiram and his parents were free at a time when most Southern blacks were endaged. The family lived in Fagetteville, North-Carolina, and many of their ancestors were Croatan Indians, who some scholars believe absorbed the "lost" British settlers of sixtrenth-century Roanoke Colory in North Carolina. In his teens, Hiram learned barbering from his brother and inherited the barbershop when his brother died, so even as a young man he was able to earn a living.

But Hiram had attended school, and he had other dreams. He headed to the Midwest, studied at seminaries in Indiana and Ohio, was ordained in the African Methodist Episcopal (AME) Church, and later enrolled at Knox College in Ilinois. He was one of the best-educated black men of his time.

When the Civil War began, Hiram was the principal of an all-black school in Baltimore. After the 1863 Emancipation Proclamation opened the Union's military to blacks, he raised three regiments of black volunteers from Maryland. Then he traveled to Mississippi to serve as a chaplain for what were called "colored regiments" and remained there when the war ended.

ENTERING POLITICS

During Reconstruction, Congress set requirements that former Confederate states had to meet before they could be readmitted to the United States: ratify the Fourteenth Amendment, write new state constitutions, and give black men the right to vote in state and local elections. Until they took these steps, they would be under the control of the US military, with governors assigned by Washington.

The South was undergoing dramatic changes that shaped the future of Hiram's life. He worked with the Freedmen's Bureau, the relief agency set up to aid former slaves and rent them land seized from former Confederates. Because of his education and experience, he was appointed to the city government in Natchen Warhow Brudy, Allow Bloom carts of picks on 1875

RESOURCE 8 THE RIGHT TO VOTE



In this drawing, the cartoonist explores the insteadate alternath of those laws. On the left, President Johnson stands next to an ex-Confederate with his seto power represented as a club. Both men are disgrantled by what they see: a black Union veteran casting his vote-America did not yet have a secret bullot, so the two glass bullot hours are clearly marked for the opposing candidates. The scene was not real, but this mayoral election way, and black men did vote. When the results were in, Republican Charles D. Welch defeated the incumbent Henry Address

White resistance to black suffrage was swift. In 1867, the two-pear-old Ku Klux Klan (KKK) and other vigilante groups began using violence and threats to prevent black men from voting or running for office. In 1870 and 1871, Congress passed enforcement acts to protect Mack voters. These measures crushed the KKK, but other white groups carried out intervidation campaigns to keep black mm from the polls. Four decades later, the KKK revived.

GUIDINE QUESTIONS

- What does the illustration remanaicate about this black water? About the white men watching him? ting his hallst for? How do you know?

ten show the sharp disagreements over black suffrage **Deceing Hirsts Rev** has had the propiet Cas Contractor





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24 Primary Resources

- Paintings
- **Photographs**
- Documents
- Political Cartoons
- Timelines
- And more!

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3 Dynamic Units

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- Reconstruction. 1865-1877
- The Rise of Jim Crow, 1877-1900
- Challenging Jim Crow, 1900-1919

ESSENTIAL QUESTIONS

- How and why did African Americans' citizenship rights expand and contract in the decades after the end of the Civil War?
- What methods did Americans use to advocate for themselves and what impact did they have?
- What lessons might our students draw from this history?



How do you teach your students about Black citizenship during Reconstruction?

How do you teach them about the post-Reconstruction Black experience?

Thomas Waterman Wood (American, Montpelier, Vermont 1823-1903 New York), *A Bit of War History: The Contraband; The Recruit; The Veteran* 1865. Oil on canvas. The Metropolitan Museum of Art, Gift of Charles Stewart Smith, 1884



Frederick Douglass carte de visite, late 19th century. New-York Historical Society Library

"I have had but one idea for the last three years to present to the American people, and the phraseology in which I clothe it is the old abolition phraseology. I am for the 'immediate. unconditional, and universal' enfranchisement of the black man, in every State in the Union. Without this, his liberty is a mockery. . . . He is at the mercy of the mob, and has no means of protecting himself."

–Frederick Douglass, "What the Black Man Wants," January 26, 1865, Annual Meeting of the Massachusetts Anti-Slavery Society What is Douglass arguing for?

How is his choice of language significant?

According to Douglass, why is the right to vote so fundamental?

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THE GEORGETOWN ELECTION-THE NEGRO AT THE BALLOT-BOX.-[Sne page 162.]

Observations What do you see?

Interpretations What do those details tell you about this source?

Inferences What does the image teach you about the topic?

Black Citizenship in the Age of Jim Crow: Life Stories

*Breakout Groups: Choose one life story to read and analyze using the discussion questions.



Laura Towne Educating the newly freed

Ida B. Wells Leading the charge against lynching Janet Randolph Memorializing the Lost Cause Maggie Walker Creating community in the face of Jim Crow



Laura Towne (1825-1901)



Laura Towne teaching students at the Penn School, 1866. Penn School Papers, Southern Historical Collection, Wilson Library, University of North Carolina at Chapel Hill

- Laura Towne arrived on St. Helena Island, South Carolina in 1862 and started the Penn School. Today, it is the Penn Center, a cultural and educational center on the island.
- When Laura arrived, she was part of a group of Northern missionaries who volunteered to start schools and hospitals and to help the formerly enslaved buy and run cotton plantations. The project was known as the Port Royal Experiment.
- She was one the of few white teachers at the school. Under her leadership, high school classes were added, the school followed the curriculum for northern white schools, and she trained teachers.
- St. Helena is one of the largest of the Sea Islands of South Carolina, Georgia, and northern Florida. Before the Civil War, the population was mostly enslaved. Partly because of their isolation, Black Sea Islanders were able to preserve much of their African heritage and developed a distinctive language and culture known as Gullah.
- The percentage of Black landowners on St. Helena during Reconstruction was 75%.
- Laura lived on St. Helena Island for the rest of her life. After her death, her diaries and letters were published in a book.

Ida B. Wells-Barnett (1862-1931)

- Ida B. Wells was born during the Civil War in Holly Springs, Mississippi, and grew up there in the two decades after the war.
- In 1881, she and her two youngest sisters moved to Memphis, where Ida worked as a schoolteacher.
- Ida spoke out against anti-Black discrimination. She resisted removal from an all-white ladies' railcar. She lost her teaching job for publicly criticizing the conditions in Black schools in Memphis.
- She then became a full-time journalist and, eventually, co-owner and editor of the *Memphis Free Speech and Headlight*.
- A white mob lynched her friend Thomas Moss in 1892 because his business success was threatening to whites. From then on, she dedicated her career and her life to raising awareness of and ending lynching in the U.S.
- When a white mob burned her offices after she published a series of anti-lynching editorials, Ida had to flee to the North, ultimately settling in Chicago. She continued to publish articles and pamphlets against lynching and began writing in support of women's suffrage, and Black women's suffrage in particular.
- A bill to make lynching a federal crime came before Congress in 1922, which Ida supported for the rest of her life. The bill passed the House of Representatives in 2019. It is supported to the Senate



Cihak and Zima, Ida B. Wells-Barnett, ca. 1893-1894. University of Chicago Library, Special Collections Research Center.



Janet Randolph (1848-1927)



"Mrs. Norman V. Randolph," A Souvenir Book of the Jefferson Davis Memorial Association and the Unveiling of the Monument, Richmond, Va., June 3rd, 1907. Richmond, Whittet & Shepperson, 1907. The New York Public Library, Astor, Lenox and Tilden Foundations

- Janet Randolph grew up in northern Virginia. Her father fought in the Confederate Army, dying of typhoid fever. She was 17 when the war ended and was devastated the South lost.
- She married a Confederate veteran in 1880 and they moved to Richmond, the former capital of the Confederacy and a center of the emerging Lost Cause mythology of the war.
- Janet started the Richmond chapter of the United Daughters of the Confederacy (UDC) in 1896 and served as its president until her death.
- She and the UDC supported and fundraised for the construction of Confederate monuments in the city. She played a lead role in ensuring the creation of a memorial to Jefferson Davis, which celebrated him as a defender of states' rights and did not mention slavery.
- Janet participated in relief efforts for African Americans in Richmond, including working with Maggie Walker.
- She did not, however, support creating monuments to Black Americans. Nor did she seem to believe in African Americans' constitutional rights, which were systematically denied to them for many decades under Jim Crow laws.



Maggie Walker (1876-1938)

- Maggie Walker was born in 1864 in Richmond, Virginia. Her mother was formerly enslaved and married after emancipation.
- At 16, Maggie graduated from the Richmond Colored Normal School, a high school that also trained teachers. Within a few months, she was teaching at a Black school in the city.
- Maggie was not permitted to teach once she married in 1886. During the rise of Jim Crow, she turned her efforts towards community organizations that helped Black Americans, including the Richmond First African Baptist Church and the Independent Order of Saint Luke (IOSL), which she went on to lead.
- Maggie started the *St. Luke Herald* to spread the word about IOSL and speak out against racial injustices.
- Maggie became a savvy businesswoman. She opened the St. Luke's Penny Savings Bank and became the first Black woman to start and serve as president of a US Bank.
- Maggie was involved in nation-wide efforts to fight racism and improve opportunities for Black Americans, especially Black women. She served on the boards of the National Association of Colored Women, the Virginia Industrial School for Girls, and the National Association for the Advancement of Colored People.



Studio Portrait of Maggie L. Walker, early 20th century. Courtesy of National Park Service, Maggie L. Walker National Historic Site.



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REMOTE TEACHER WORKSHOPS

Wednesdays, 5:00 EST through August 5

Voting Rights and Voter Suppression

Wednesday, July 15, 5-6 PM EST



because history matters



HISTORY HAPPY HOUR

Thursdays, 6:00 EST through August 6

Transitional Justice in Democracies

Thursday, July 9, 6-7 PM EST

Featuring Karen Murphy, Director for International Strategy, Facing History and Ourselves



THANK YOU!

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