

Enslavement to the Great Migration

How does oppression force people to either stay or move?

Historians often examine the issues that lead people to migrate in terms of “push-pull” factors. Were difficult times at home “pushing” people away or was the promise of better lives “pulling” them somewhere else? Usually the answer lies in a combination of both influences. Oppression at home can be a powerful incentive to leave. Forced conscription into the military, restrictions on religious freedom, famines, laws prohibiting land ownership, high taxes, grinding poverty — these are factors that have often persuaded people to seek better lives elsewhere. Victims of violence or those fleeing conflict are often designated as refugees as opposed to immigrants coming for economic advantage. In recent times, wars in southeast Asia, Africa, the Middle East and Central America have dislocated millions and made refugee resettlement a major issue of our day.

Enslavement in America

Immigrants who come as enslaved people are a unique class. Africans forced into enslavement did not choose to migrate; their captors made that decision for them. They came as prisoners. In enslavement, one human being and his/her children become the legal property of another. Enslaved people labor for their owners. They have no or very few legal rights and are subject entirely to the will of those that enslave them. According to one source, slave ships brought 500,000 enslaved Africans to the United States. Those coming to America, however, represent less than 5 percent of the approximately 11.3 million Africans brought to the Western Hemisphere through the Atlantic slave trade. The majority went to island plantations in the Caribbean.

By 1861, sectional tensions in the United States finally culminated in the brutal Civil War. Enslavement was a primary cause of the conflict. Most northern states, including Iowa, prohibited enslavement. Four border states — Missouri, Kentucky, Maryland and Delaware — permitted the practice but refused to leave the Union. Slave states to the South seceded and formed the Confederate States of America. Enslavement did not find strong support in the U.S. territories in the West.

Most African Americans did not wait for the government to grant them their freedom. Wherever Union armies marched across the South, enslaved people left their homes and flocked to the Union camps. When U.S. enslavement of African Americans officially ended with the adoption of the 13th Amendment, some freed African Americans began moving north.

Great Migration and Iowa

In Iowa, small numbers of African Americans found jobs along the Mississippi River. They were sometimes recruited to replace white workers in meat-packing plants or coal mines, leading to hostile relations with local workers. While Iowa passed laws forbidding segregation in schools and public accommodations, they were often ignored or weakly enforced. Some towns, especially across southern Iowa, passed “sunset laws” that required all African Americans to leave town at the end of the day.

When World War I created shortages of labor in northern factories, many African Americans saw a chance to escape the heavily-segregated South. From 1900 to 1920, some one million African Americans moved North, most to large manufacturing cities where they competed with working class whites for jobs and housing. Tensions led to race riots in several cities and even the rise of the Ku Klux Klan in the Midwest. Even where segregation in housing was officially illegal, African Americans were nevertheless excluded from white neighborhoods. Some African-American areas grew into centers of distinct, vibrant black culture that gave rise to the flowering of arts, music and literature like the Harlem Renaissance in New York City.

By the 1970s, the demographics of African Americans had shifted remarkably. In 1900, 90 percent of African Americans lived in the South with 75 percent in rural areas. By 1970, only 50 percent of African Americans were southern, and only 25 percent lived in rural areas.

No other ethnic group in America has suffered discrimination more harshly than African Americans. With legal, economic and social restrictions, African Americans have struggled to achieve full equality in American society.

However, in 1876, a stand-off in the presidential election created a constitutional crisis. As a compromise, Rutherford B. Hayes, the Republican, became president but federal troops were withdrawn from Confederate states. This opened the way for white majorities in these states to reimpose laws that discriminated against African Americans. In 1896, the Supreme Court upheld a law that allowed states to create “separate but equal” schools and other institutions based on race, and segregation tightened its grip on the American South.

Supporting Questions

What is enslavement?

- [Newspaper Ad for the Sale of Enslaved People at Ashley Ferry, ca. 1780 \(Document\)](#)
- [“The Resurrection of Henry ‘Box’ Brown at Philadelphia” Illustration, 1850 \(Image\)](#)
- [“Inspection and Sale of a Negro,” 1854 \(Image\)](#)
- [Africans Imprisoned on the Slave Ship “Wildfire,” 1860 \(Image\)](#)
- [Slave Auction Location along Whitehall Street in Atlanta, Georgia, 1864 \(Image\)](#)
- [African-American Family at the Hermitage in Savannah, Georgia, ca. 1907 \(Image\)](#)
- [“The Hermitage” Slave Quarters in Savannah, Georgia, ca. 1907 \(Image\)](#)
- [Interview of Formerly Enslaved Person Fountain Hughes, June 11, 1949 \(Audio\)](#)
- [Iowa Public Television’s “The Underground Railroad,” 1977 \(Video\)](#)
- [Iowa Public Television’s “Iowa Underground Railroad Route,” 1977 \(Video\)](#)

How was our country divided during the Civil War?

- [Preamble to the U.S. Constitution, September 1787 \(Document\)](#)
- [Northern and Southern States East of the Rocky Mountains, 1861 \(Map\)](#)
- [Iowan John Sivil Jr.’s Volunteer Enlistment Form during the Civil War, October 9, 1862 \(Document\)](#)
- [Final Draft of the Emancipation Proclamation, January 1, 1863 \(Document\)](#)
- [African-American Union Soldier, His Wife and Two Daughters, between 1863 to 1865 \(Image\)](#)
- [13th Amendment to the U.S. Constitution, January 31, 1865 \(Document\)](#)
- [“The First Reading of the Emancipation Proclamation Before the Cabinet,” 1866 \(Image\)](#)
- [“The First Vote,” November 16, 1867 \(Image\)](#)

How did oppression cause or motivate African Americans to migrate after the Civil War?

- [“The Segregation Question” Letter to the Editor, February 22, 1915 \(Document\)](#)
- [Young African American Picking Cotton, October 1935 \(Image\)](#)
- [Family of Evicted Sharecroppers Resettled in Mississippi, July 1936 \(Image\)](#)
- [Sharecropper’s Wife and Cabin near Jackson, Mississippi, June 1937 \(Image\)](#)
- [African-American Man Entering Movie House Through “Colored” Entrance, October 1939 \(Image\)](#)
- [Segregated Bus Station in Durham, North Carolina, May 1940 \(Image\)](#)
- [Segregated Cafe Near the Tobacco Market in Durham, North Carolina, May 1940 \(Image\)](#)
- [Rosa Parks Meeting Poster, between 1956 and 1959 \(Document\)](#)
- [Demonstrators during the March on Washington, D.C., August 28, 1963 \(Image\)](#)
- [Iowa Public Television’s “Alexander Clark and the First Successful School Desegregation Case in the United States,” 2012 \(Video\)](#)
- [“Great Migration | The African Americans,” November 12, 2013 \(Video\)](#)
- [Dr. George Washington Carver, Date Unknown \(Document, Image\)](#)

*[Printable Image and Document Guide](#)

Additional Resources

What is enslavement?

“Negro (The Word) A History:” This brief article from the African American Registry focuses on the meaning of the word over time. It provides some clarity and context on how to speak with your students about the word and its use throughout history.

Slavery in America: This webpage from the History Channel videos, photos and information on the history of enslavement within the United States. Topics are wide ranging and include info on the influence of the Missouri Compromise, the abolitionist movement, rebellions and the Civil War.

Recommended Books

How was our country divided during the Civil War?

***If You Lived at the Time of the Civil War* by Anni Matsick:** This book from the “If You” series describes what life was like during the time of the Civil War, from 1861 to 1865. Some of the questions include: would you have seen a battle, did you continue to go to school, was it hard to get food?

Draft of the U.S. Constitution: The U.S. Constitution went through several drafts before its completion. This document contains excerpts of a draft of the Constitution just a month and a half before the final document was completed.

The New Nation - The U.S. Constitution: This webpage from the Library of Congress reviews the drafting process and timeline required to create the U.S. Constitution. It also includes links to debates and addresses made that impacts the process of the document’s drafting.

Preamble to the U.S. Constitution: This Library of Congress webpage reviews the preamble of the U.S. Constitution. The webpage focuses on making inferences about intent using two drafts of the U.S. Constitution.

Emancipation Proclamation Video: This video from the History Channel highlights the drafting, delivery and impact of the Emancipation Proclamation, delivered by President Abraham Lincoln during the Civil War.

How did oppression cause or motivate African Americans to migrate after the Civil War?

The Great Migration Video: This video from PBS focuses on the period known as the “Great Migration,” when six million African Americans from the rural South moved to the urban North. The video features artist Jacob Lawrence, who captured this story in an epic work of art known as the Migration Series. All 60 of Lawrence’s small paintings were on show at the Museum of Modern Art in New York, with new reflections by 10 poets.

One-Way Ticket to Jacob Lawrence’s Migration Series: This website presents an interactive look at Jacob Lawrence’s Migration Series, which was on show at the Museum of Modern Art in New York. The series looks the stories behind the “Great Migration,” when 6 million African Americans from the rural South moved to the urban North.

Voting Rights Act of 1965 Video: This video from the History Channel focuses on the Voting Rights Act of 1965. Historian Yohuru Williams explains the events leading up to the passage of the Voting Rights Act in 1965 and the act’s historical significance.

Bet You Didn’t Know: Rosa Parks Video: This brief video gives a quick look at the origin of Rosa Parks’ refusal to give her seat to a white passenger in 1955, which spurred the Montgomery Bus Boycott. Multiple African-American women had been arrested before her for the same action and being as active as she was with the NAACP, Parks and other civil rights activists were looking for different ways to address bus segregation.

Additional Resources

Montgomery Bus Boycott Video: This video looks at the origin and impact of the Montgomery Bus Boycott, which was a civil-rights protest during which African Americans refused to ride city buses in Montgomery, Alabama, to protest segregated seating. The boycott took place from December 5, 1955, to December 20, 1956, and is regarded as the first large-scale U.S. demonstration against segregation. The boycott began because of Rosa Parks, an African-American woman who was arrested and fined for refusing to yield her bus seat to a white man.

Papers of Rosa Parks: This Library of Congress webpage features the papers of Rosa Parks, which span the years 1866-2006, with the bulk of the material dating from 1955 to 2000. The collection, which contains approximately 7,500 documents, as well as 2,500 photographs, focuses on Parks' private life and public activism on behalf of civil rights for African Americans.

15th Amendment: Ratified in 1870, the 15th Amendment granted African-American men the right to vote. This online guide provides access to digital collections at the Library of Congress, external websites and print materials related to the amendment.

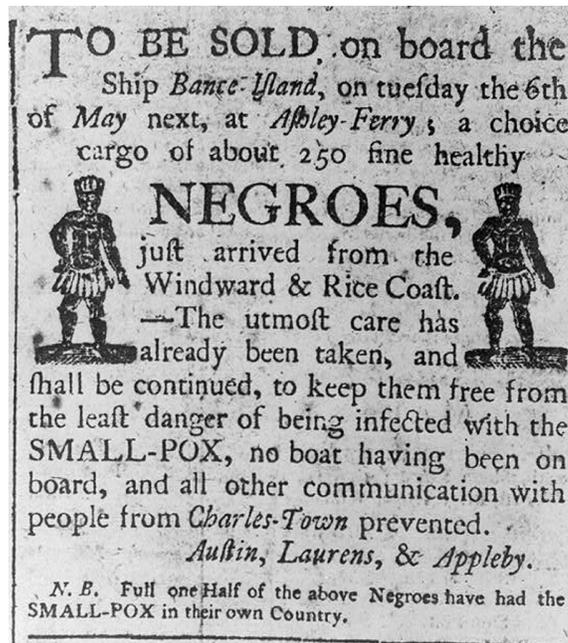
Sharecropping Video: This video from the History Channel looks at the rise of sharecropping after the Civil War. Sharecropping is a type of farming in which families rent small plots of land from a landowner in return for a portion of their crop, to be given to the landowner at the end of each year. With the southern economy in disarray after the abolition of slavery and the devastation of the Civil War, conflict arose during the Reconstruction era between many white landowners attempting to re-establish a labor force and newly-freed African Americans seeking economic independence and autonomy.

Alexander Clark and an African-American's Fight for Civil Rights: This website from Iowa Public Television (IPTV) looks at the impact of Alexander Clark, a prominent civil rights leader in Iowa. This collection of video segments from the Lost in History: Alexander Clark documentary explores Clark's historic court victory, his prominent anti-slavery role, his recruitment of African-American soldiers for the Union side in the Civil War and his appointment as a U.S. ambassador to Liberia.

"Greensboro Sit-Ins:" This article is about the Greensboro Sit-Ins, which were non-violent protests in Greensboro, North Carolina, that lasted from February 1, 1960 to July 25, 1960. The protests led to the Woolworth Department Store chain ending its policy of racial segregation in its stores in the southern United States. The Greensboro Sit-Ins were the first prominent sit-ins of the civil rights movement.

[Recommended Books](#)

Newspaper Ad for the Sale of Enslaved People at Ashley Ferry, ca. 1780



Courtesy of Library of Congress, "To be sold, on board the ship Bance Island, ... negroes, just arrived from the Windward & Rice Coast," ca. 1780

Description

Enslaved people were sold at auctions to individuals that bid the most money for them. Family members could be split up because a bidder may not want to buy the whole family, only the strongest, healthiest member. Slave auctions were advertised when it was known that a slave ship was due to arrive. When the ship docked, the enslaved people would be taken from the ship and placed in a pen until the auction. This advertisement was created for an auction in Georgia in 1859.

[Transcript of Newspaper Advertisement for Sale of Enslaved People](#)

Source-Dependent Questions

- Why would someone want to own someone else?
- What work might an enslaved person do for their owner? What does this advertisement tell us about slavery in the United States during the 1800s? Whose perspective does it show? Whose is missing?
- Compare this document to the image of the [enslaved people on the "Wildfire" slave ship](#). How can the text of the advertisement help to understand the conditions of the people on slave ships?

Citation Information

"To be sold, on board the ship Bance Island, ... negroes, just arrived from the Windward & Rice Coast," ca. 1780. Courtesy of Library of Congress

“The Resurrection of Henry ‘Box’ Brown at Philadelphia” Illustration, 1850



Courtesy of Library of Congress, “The resurrection of Henry Box Brown at Philadelphia, who escaped from Richmond Va. in a bx 3 feet long 2 1/2 ft. deep and 2 ft wide,” 1850

Description

Henry “Box” Brown was born enslaved in Virginia in 1815. He was sent to work in a tobacco factory and was taken from his family. But he was able to escape enslavement by mailing himself to a northern state. This illustration portrays the culminating episode in the escape of Brown, “who escaped from Richmond Va. in a Box 3 feet long, 2-1/2 ft. deep and 2 ft. wide.” In the office of the Pennsylvania Anti-Slavery Society, the young Brown is seen emerging from a crate as several figures, including Frederick Douglass (holding a claw hammer at left) look on. Brown shipped himself, via the Adams Express, from Richmond to Philadelphia to reach freedom. His story was widely publicized in a narrative of his ordeal published under his own name in 1849. The box itself became an abolitionist metaphor for the inhumanity and spiritual suffocation of slavery.

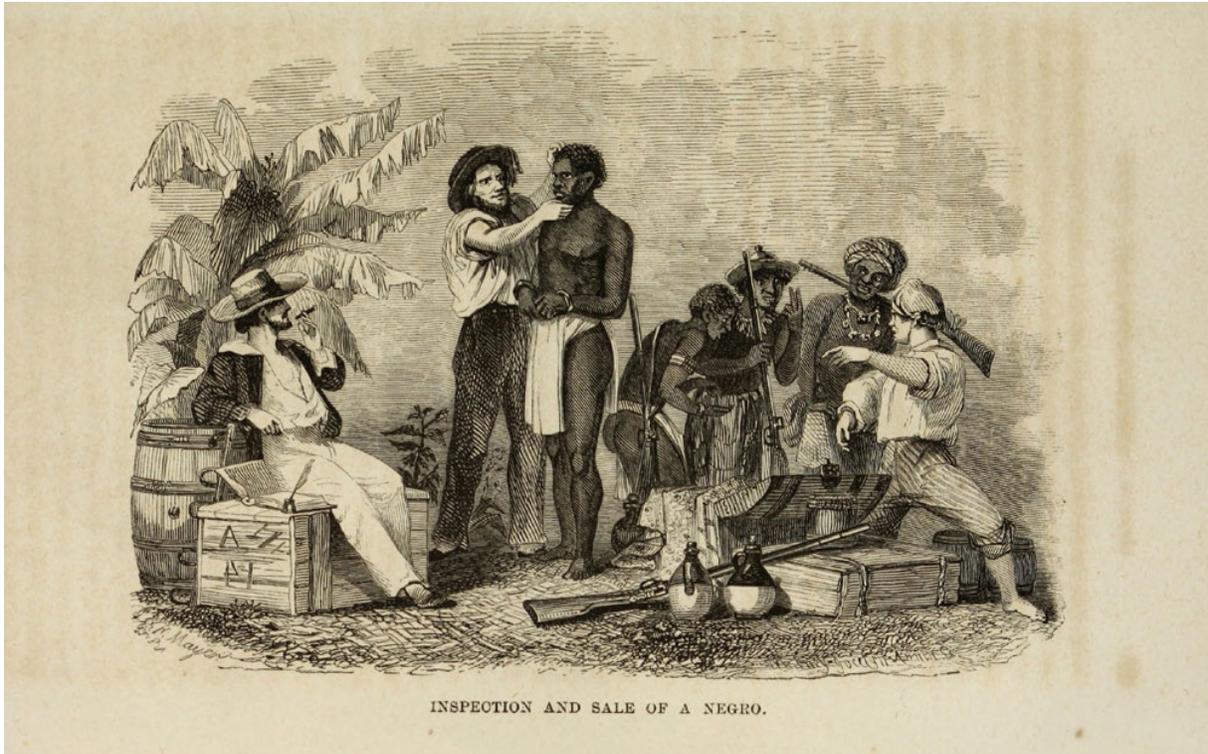
Source-Dependent Questions

- Henry Brown mailed himself from Richmond, Virginia, to Philadelphia, Pennsylvania. Why would he want to move from a state with slavery to live in a state without slavery? Why would freedom be important to him?
- Why might the caption read “the resurrection” of Henry Brown?

Citation Information

“The resurrection of Henry Box Brown at Philadelphia, who escaped from Richmond Va. in a bx 3 feet long 2 1/2 ft. deep and 2 ft wide,” 1850. Courtesy of Library of Congress

“Inspection and Sale of a Negro,” 1854



Courtesy of Library of Congress, “Inspection and sale of a negro,” 1854

Description

Enslaved Africans were forced to come to America in 1619. First as indentured servants, and then as slaves. African slave traders brought enslaved people to be inspected along the Slave Coast of West Africa, put on ships and brought to the Americas. This image shows an African man being inspected for sale into slavery while a white man talks with African slave traders.

Source-Dependent Questions

- Why were Africans inspected before being brought to America?
- Look closely at the image, what were enslaved people traded for?

Citation Information

“Inspection and sale of a negro,” 1854. Courtesy of Library of Congress

Africans Imprisoned on the Slave Ship "Wildfire," 1860



Courtesy of Library of Congress, "The Africans of the slave bark 'Wildfire' -- The slave deck of the bark 'Wildfire,' brought into Key West on April 30, 1860," 1860

Description

Published in the June 2, 1860, issue of *Harper's Weekly*, "The Slave Deck of the Bark 'Wildfire'" showed how Africans were forced to travel on the upper deck of the ship. The illustration of the *Wildfire* is illustrating the 510 people that were enslaved and transported to Key West (Florida) from somewhere near the Congo River.

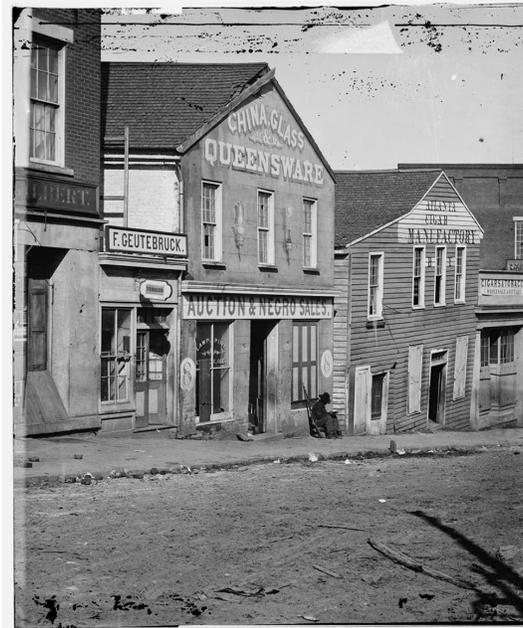
Source-Dependent Questions

- What does it mean to be held captive?
- Why were enslaved people given so little room on the ship?
- What would be difficult about sailing for weeks or months in these kinds of conditions?

Citation Information

"The Africans of the slave bark 'Wildfire' -- The slave deck of the bark 'Wildfire,' brought into Key West on April 30, 1860," 1860. Courtesy of Library of Congress

Slave Auction Location along Whitehall Street in Atlanta, Georgia, 1864



Courtesy of Library of Congress, Barnard, George, "[Auction & Negro Sales,' Whitehall Street]," 1864

Description

This photograph was taken during the Union occupation of Atlanta, Georgia by George Barnard, the official photographer of the Chief Engineer's Office. The image shows an auction location that was used for the sale of enslaved Africans. When in use, the enslaved people would be brought from the pen and made to stand on a platform so that they could be seen by the buyers. Buyers would inspect the enslaved people, and they would endure being poked, prodded and forced to open their mouths for the buyers. The auctioneer would decide a price to start the bidding. It would be higher for young enslaved people and lower for older, very young or sickly enslaved people. Buyers would bid against each other, and sold to the person who bid the most money.

Source-Dependent Questions

- Look closely at this image and describe what you see.
- During a sale, the enslaved people would have to stand on a platform so that buyers could see and inspect them before the auction began. Compare this document to the image of [Inspection and Sale of a Negro](#). Describe how the enslaved people might feel during the inspection time and auction.
- Why would young, strong and healthy people be sold before older and sickly people?

Citation Information

Barnard, George, "[Auction & Negro Sales,' Whitehall Street]," 1864. Courtesy of Library of Congress

African-American Family at the Hermitage in Savannah, Georgia, ca. 1907



Courtesy of Library of Congress, “[The Whole black family at the Hermitage, Savannah, Ga.],” Detroit Publishing Co., ca. 1907

Description

This photograph shows a “whole black family” on the Hermitage Plantation in Savannah, Georgia around 1907. When slavery was legal, many enslaved people were separated from their families and other enslaved people on the plantation welcomed them as their own. Enslaved families taught children how to survive on the plantation, about their culture, customs and memories of Africa. Some enslaved people “married” and lived for generations on a plantation.

Source-Dependent Questions

- Look closely at the image and describe what you notice about the family in the photo.
- Since enslaved people were often separated from their biological families, other enslaved people on plantations would form family units and welcome in new members.
- Why was family so important to survival on a plantation?
- The older members of families would share culture, customs and memories of Africa with younger family members. Why would it be important for enslaved young people to learn about Africa and their culture?

Citation Information

“[The Whole black family at the Hermitage, Savannah, Ga.],” Detroit Publishing Co., ca. 1907. Courtesy of Library of Congress

“The Hermitage” Slave Quarters in Savannah, Georgia, ca. 1907



Courtesy of Library of Congress, “[The Hermitage, slave quarters, Savannah, Ga.],” Detroit Publishing Co., ca. 1907

Description

The photograph shows the former slave quarters or slave “houses” that were located on the Hermitage plantation in Savannah, Georgia. The quarters were located near the owner’s “big house.” Most quarters were made out of wood with dirt floors and possibly one window. The quarters were either one or two rooms for an enslaved family to live in. Enslaved persons who worked in the fields stayed in the quarters, and others slept where they worked, such as in the kitchens, laundry or stables.

Source-Dependent Questions

- Compare this image to the photo of the [African-American family at the same plantation](#). What do you notice about the conditions of the slave quarters in both images?
- What do you wonder about living in slave quarters?

Citation Information

“[The Hermitage, slave quarters, Savannah, Ga.],” Detroit Publishing Co., ca. 1907. Courtesy of Library of Congress

Interview of Formerly Enslaved Person Fountain Hughes, June 11, 1949



Courtesy of Library of Congress, Norwood, Hermon, "Interview with Fountain Hughes, Baltimore, Maryland, June 11, 1949," 11 June 1949

Description

Former enslaved person Fountain Hughes describes his life during the final years of slavery and after emancipation in an interview conducted by Hermond Norwood, a Library of Congress employee. The interview was conducted in Baltimore in 1949.

[Full Transcript of Fountain Hughes' Interview](#)

[Transcribed Excerpts from Fountain Hughes' Interview](#)

Source-Dependent Questions

- How would you feel if you were bought and sold like animals?
- As an enslaved person, how was Fountain Hughes allowed to go somewhere?

Citation Information

Norwood, Hermond, "Interview with Fountain Hughes, Baltimore, Maryland, June 11, 1949," 11 June 1949. Courtesy of Library of Congress

Iowa Public Television's "The Underground Railroad," 1977



Courtesy of Iowa Public Television, "The Civil War," The Iowa Heritage: Program # 5 - Iowa Public Television, 1977

Description

This brief video excerpt from Iowa Public Television's "Civil War" program focuses on enslaved people seeking freedom through the Underground Railroad that included Iowa cities such as Tabor, Lewis, Des Moines, Grinnell, Iowa City, West Liberty, Low Moor and Clinton. Most of the slaves who passed through the Iowa escape network entered from Missouri or Kansas. The main route through Iowa started in Tabor. Quakers were strongly opposed to slavery and a number of their homes in Salem and Keosauqua became ticket offices on the Underground Railroad. Many towns later claimed to be, and probably were, stops on the Underground Railroad. The route was occasionally changed to throw off southern boundary hunters, who tracked down the escapees for money.

Source-Dependent Questions

- What is an abolitionist?
- Why would there need to be so much secrecy with the Underground Railroad?
- The Underground Railroad was not an actual railroad or under ground. Why would this movement be called the Underground Railroad?

Citation Information

"The Civil War," The Iowa Heritage: Program #5 - Iowa Public Television, 1977. Courtesy of Iowa Public Television

Iowa Public Television's "Iowa Underground Railroad Route," 1977



Courtesy of Iowa Public Television, "The Civil War," The Iowa Heritage: Program # 5 - Iowa Public Television, 1977

Description

This brief video excerpt from Iowa Public Television's "Civil War" program focuses on enslaved people seeking freedom through the Underground Railroad that included Iowa cities such as Tabor, Lewis, Des Moines, Grinnell, Iowa City, West Liberty, Low Moor and Clinton. Most of the slaves who passed through the Iowa escape network entered from Missouri or Kansas. The main route through Iowa started in Tabor. Quakers were strongly opposed to slavery and a number of their homes in Salem and Keosauqua became ticket offices on the Underground Railroad. Many towns later claimed to be, and probably were, stops on the Underground Railroad. The route was occasionally changed to throw off southern boundary hunters, who tracked down the escapees for money.

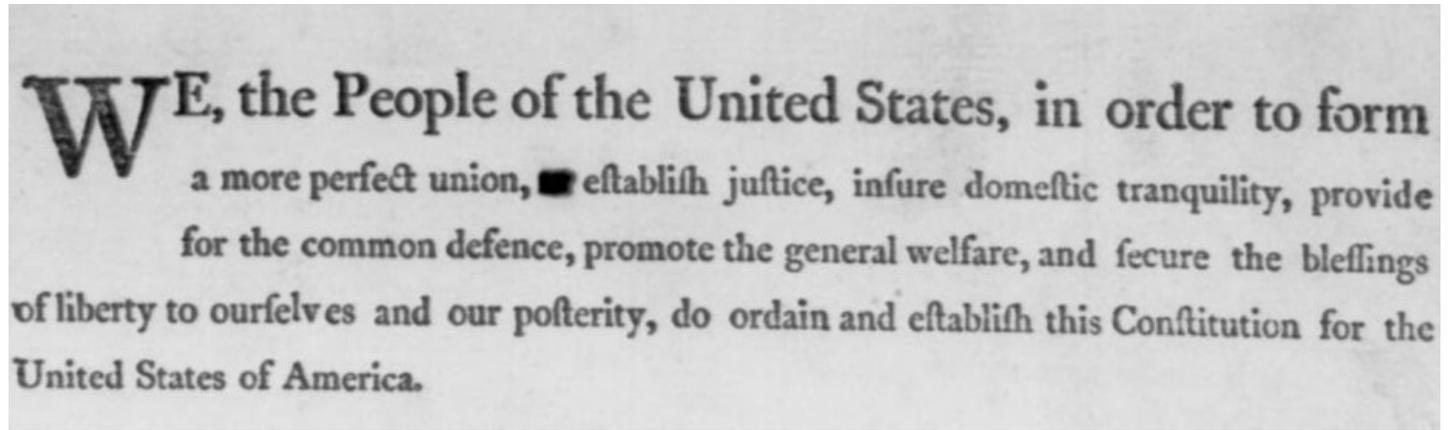
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Citation Information

"The Civil War," The Iowa Heritage: Program #5 - Iowa Public Television, 1977. Courtesy of Iowa Public Television

Preamble to the U.S. Constitution, September 1787



Courtesy of Library of Congress, U.S. Constitution, September 1787

Description

The Preamble is the opening statement to the U.S. Constitution. The Preamble explains the reasons why the framers of the Constitution made our government a republic. The Preamble, along with the rest of the U.S. Constitution, was written over a period of about six weeks, and it helped explain why the Constitution was written.

[Transcript of the Preamble to the U.S. Constitution](#)

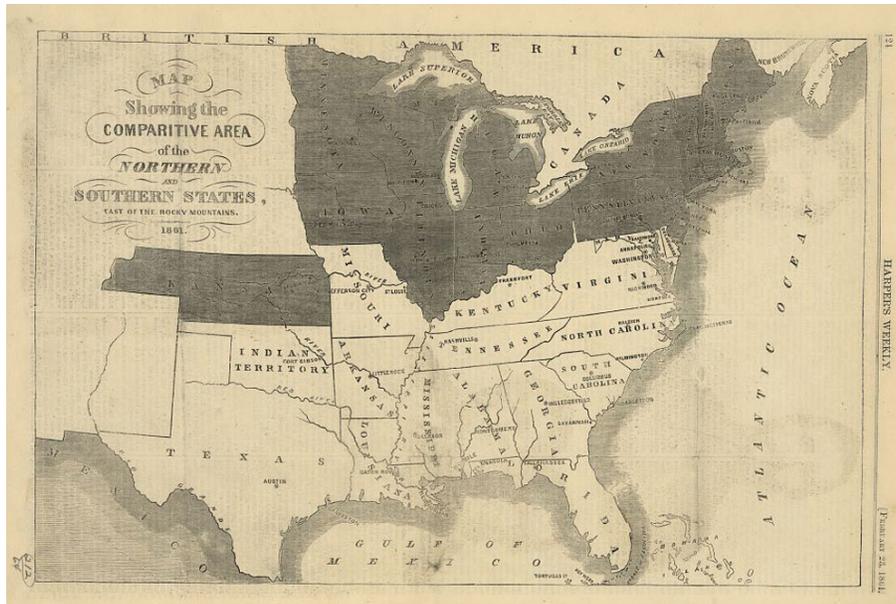
Source-Dependent Questions

- Why is “WE” the only word that has all the letters capitalized in the Preamble?
- What are the key words in the Preamble that embody our country’s ideas?

Citation Information

U.S. Constitution, September 1787. Courtesy of Library of Congress

Northern and Southern States East of the Rocky Mountains, 1861



Courtesy of Library of Congress, "Map showing the comparative area of the Northern and Southern states east of the Rocky Mountains," 1861

Description

This 1861 map shows the comparative area of the northern and southern states east of the Rocky Mountains. The Civil War lasted from 1861 to 1865. The North had a population of 22 million people to help work or become soldiers, with the South's population set at about 5.5 million. The North had many roads, canals and 22,000 miles of railroad tracks to move soldiers and supplies throughout the North. The South only had about 9,000 miles of track. The Confederacy had a strong military tradition with many officers they used in battles. Southern farms supplied food to its soldiers. The South also had a strategy which was to defend itself until the North got tired of fighting. Southern soldiers mostly fought on land that they knew, while the North had to try to move in and take control large areas of the South.

Source-Dependent Questions

- Look closely at the map, count the northern states, those against slavery, and the southern states, those that wanted slavery. Which side had the most states?
- The north had 22 million people and the south had 5.5 million. How would the total amount of people and the number of states for each side impact the outcome of the war?

Citation Information

"Map showing the comparative area of the Northern and Southern states east of the Rocky Mountains," 1861.
Courtesy of Library of Congress

Iowan John Sivil Jr.'s Volunteer Enlistment Form during the Civil War, October 9, 1862

VOLUNTEER ENLISTMENT.

State of Iowa Town of Farmington
I, John Sivil born in England
in the State of England aged 25 years, and by
occupation a Blacksmith Do HEREBY ACKNOWLEDGE to have
volunteered this 9th day of October 1862, to serve
as a SOLDIER in the ARMY OF THE UNITED STATES OF AMERICA, for the period of Three Years, unless sooner dis-
charged by proper authority. Do also agree to accept honesty, true ser-
vice by law for volunteers. And I, John Sivil
do solemnly swear, that I will bear true and faithful allegiance to the UNITED STATES OF AMERICA, and that
I will serve them honestly and faithfully against all their enemies or opposers whomsoever; and that I will observe
and obey the orders of the President of the United States, and the orders of the officers appointed over me,
according to the Rules and Articles of War.

Sworn and subscribed to at Muscatine
this 9th day of October 1862
BEFORE John Sivil
and mustering officer

I CERTIFY, ON HONOR, That I have carefully examined the above named Volunteer, agreeably to the Gen-
eral Regulations of the Army, and that in my opinion he is free from all bodily defects and mental infirmity; which
would, in any way, disqualify him from performing the duties of a soldier.

Richard Examining Surgeon.

I Certify, on Honor, That I have inspected the Volunteer, John Sivil
previously to his enlistment, and that he was entirely sober when enlisted; that, to the best of my judgment and belief,
he is of lawful age; and that, in accepting him as duly qualified to perform the duties of an able-bodied soldier, I
have strictly observed the Regulations which govern the recruiting service in this case.

This soldier has blue eyes, red hair, fair complexion, is 5 feet 4 inches high.

37th Regiment of Iowa Volunteer.
John Sivil
Second Lieutenant and Mustering Officer.

Courtesy of State Historical Society of Iowa, 9 October 1862

Description

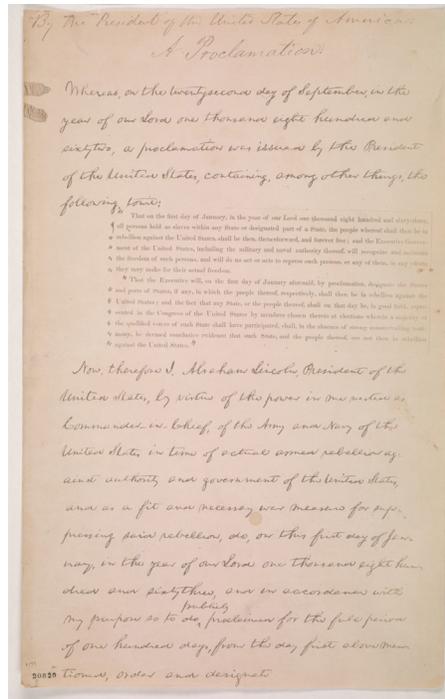
This volunteer enlistment form was for John Sivil Jr., from Farmington, Iowa. Sivil volunteered to enlist in the Civil War in 1862 as apart of the 37th Iowa Volunteer Infantry.

[Transcript of John Sivil's Volunteer Enlistment](#)

Source-Dependent Questions

- Did John Sivil fight for the North or the South? What evidence supports your answer?
- What qualified someone to be a soldier?

Final Draft of the Emancipation Proclamation, January 1, 1863



Courtesy of Library of Congress, Lincoln, Abraham, "Abraham Lincoln papers: Series 1. General Correspondence. 1833-1916: Abraham Lincoln, Thursday, January 01, 1863 (Final Emancipation Proclamation--Final Draft [Lithograph Copy])," 1 January 1863

Description

President Abraham Lincoln issued the [Emancipation Proclamation](#) on January 1, 1863, as the nation approached its third year of bloody civil war. The proclamation declared "that all persons held as slaves" within the rebellious states "are, and henceforward shall be free." But it was not until the [13th Amendment](#) that slavery was made illegal in the United States.

[Full Transcript of the Emancipation Proclamation](#)

[Transcribed Excerpts from the Emancipation Proclamation](#)

Source-Dependent Questions

- What did the Emancipation Proclamation declare for African Americans?
- What did the document declare for treatment of freed enslaved people?
- What did Abraham Lincoln declare for African Americans as soldiers?

Citation Information

Lincoln, Abraham, "Abraham Lincoln papers: Series 1. General Correspondence. 1833-1916: Abraham Lincoln, Thursday, January 01, 1863 (Final Emancipation Proclamation--Final Draft [Lithograph Copy])," 1 January 1863. Courtesy of Library of Congress

African-American Union Soldier, His Wife and Two Daughters, between 1863 to 1865



Courtesy of Library of Congress, “[Unidentified African American soldier in Union uniform with wife and two daughters],” between 1863 to 1865

Description

In 1862, President Abraham Lincoln gave permission for African Americans to join the war effort, but Lincoln did not authorize use of African Americans to fight until the Emancipation Proclamation on January 1, 1863. He said, “And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.” With these words, the Union Army changed.

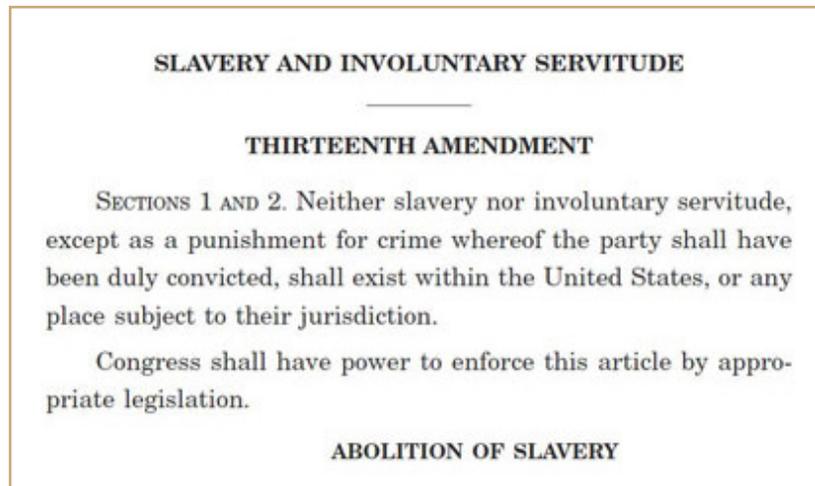
Source-Dependent Questions

- In 1862, President Abraham Lincoln gave permission for African Americans to help in the war. Why would it be important for them to serve in the war?
- In 1863, President Abraham Lincoln stated that “such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.” How did this declaration change the Union Army in 1863?

Citation Information

“[Unidentified African American soldier in Union uniform with wife and two daughters],” between 1863 to 1865.
Courtesy of Library of Congress

13th Amendment to the U.S. Constitution, January 31, 1865



Courtesy of U.S. Congress, U.S. Congress, "Thirteenth Amendment: Slavery and Involuntary Servitude," 31 January 1865

Description

The 13th Amendment made slavery illegal in the United States. It was adopted as part of the U.S. Constitution on December 6, 1865.

[Full Transcript of the 13th Amendment](#)

[Transcribed Excerpt from the 13th Amendment](#)

Source-Dependent Questions

- How did the 13th Amendment change the U.S. Constitution?
- Why did congress adopt the 13th Amendment?

Citation Information

U.S. Congress, "Thirteenth Amendment: Slavery and Involuntary Servitude," 31 January 1865. Courtesy of Library of Congress

“The First Reading of the Emancipation Proclamation Before the Cabinet,” 1866



Courtesy of Library of Congress, Carpenter, F.B., “The First Reading of the Emancipation Proclamation Before the Cabinet,” 1866

Description

This illustration portrays the first reading of the Emancipation Proclamation before President Abraham Lincoln’s Cabinet. He presented the Proclamation to them on July 22, 1862, and issued the Proclamation on September 22, 1862. It took effect on January 1, 1863. Lincoln intended for this document to end slavery, but instead it led to the [13th Amendment](#).

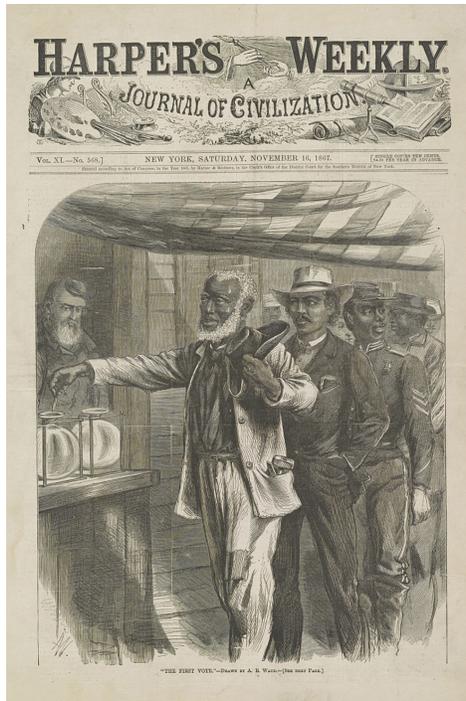
Source-Dependent Questions

- Why did President Abraham Lincoln create the [Emancipation Proclamation](#)?
- How didn’t the Emancipation Proclamation end slavery?

Citation Information

Carpenter, F.B., “The First Reading of the Emancipation Proclamation Before the Cabinet,” 1866. Courtesy of Library of Congress

“The First Vote,” November 16, 1867



Courtesy of Library of Congress, Waud, A.R., “The First Vote,” 16 November 1867

Description

This print shows African-American men, in dress indicative of their professions, in a queue waiting their turn to vote. It was featured as the cover of Harper's Weekly. The 15th Amendment to the U.S. Constitution granted African-American men the right to vote by declaring that the “right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color or previous condition of servitude.” Although ratified on February 3, 1870, the promise of the 15th Amendment would not be fully realized for almost a century. Through the use of poll taxes, literacy tests and other means, southern states severely oppressed African Americans' right to vote. It would take the passage of the Voting Rights Act of 1965 before the majority of African Americans in the South were registered to vote.

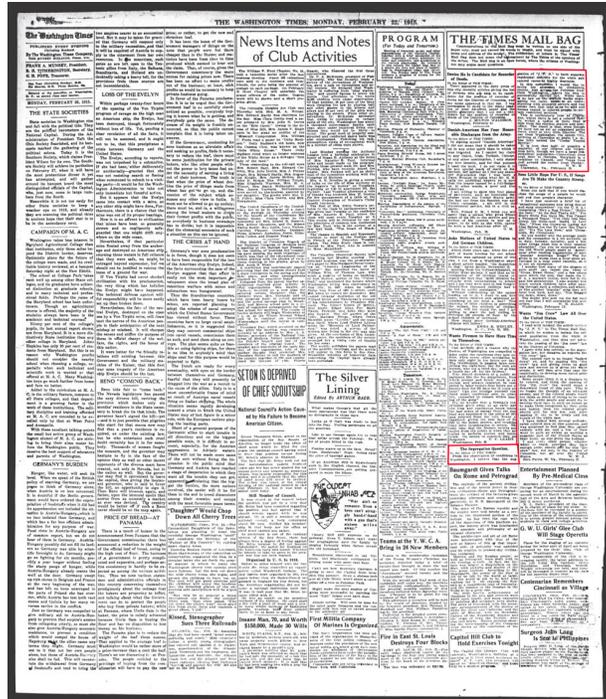
Source-Dependent Questions

- Look closely at the clothing of each man in the line. Why is each man dressed differently? What does their clothing represent?
- This image illustrates the first election in Virginia in which African Americans could participate due to the 15th Amendment, which declared that the “right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color or previous condition of servitude.” How did the 15th Amendment work to stop oppression?
- Why would oppressions, such as poll taxes and literacy tests, be put in place to try and stop African-American men from using their right to vote?

Citation Information

Waud, A.R., “The First Vote,” 16 November 1867. Courtesy of Library of Congress

“The Segregation Question” Letter to the Editor, February 22, 1915



Courtesy of Library of Congress, “The Segregated Question,” The Washington Times, 22 February 1915

Description

This was a letter to the editor that was featured in *The Washington Times*. It was written by W.W.M. Clarendon from Virginia in support of Jim Crow Laws.

[Printable Excerpt of “The Segregation Question” Letter to the Editor](#)

[Transcript of “The Segregation Question” Letter to the Editor](#)

Source-Dependent Questions

- What evidence do you find that supports the idea of segregation from this article?
- Who supports having Jim Crow Laws?

Citation Information

“The Segregation Question,” *The Washington Times*, 22 February 1915. Courtesy of Library of Congress

Young African American Picking Cotton, October 1935



Courtesy of Library of Congress, Shahn, Ben, "Young cotton picker, Pulaski County, Arkansas. Schools for colored children do not open until January 1st so as not to interfere with cotton picking," October 1935

Description

Children were sharecroppers. Many did not go to school, and others that did could only attend after the picking season was over. If they were able to go to school, it was to segregated schools with few supplies and poor conditions. Many times, schools specifically for African-American children would not open until January 1. This photograph shows a young cotton picker from Pulaski County in Arkansas.

Source-Dependent Questions

- Look closely at the photo. What do you notice about the young people picking cotton?
- Why would January be the month that some sharecropping children were able to go to school?

Citation Information

Shahn, Ben, "Young cotton picker, Pulaski County, Arkansas. Schools for colored children do not open until January 1st so as not to interfere with cotton picking," October 1935. Courtesy of Library of Congress

Family of Evicted Sharecroppers Resettled in Mississippi, July 1936



Courtesy of Library of Congress, Lange, Dorothea, "Family of one of the evicted sharecroppers from Arkansas who has been resettled at Hill House, Mississippi," July 1936

Description

Sharecroppers rented a plot of land and paid for it with a percentage of the crop, usually 50 percent. Sharecroppers would get tools, animals, fertilizer, seeds and food from the landlord's store and would have to pay him back at incredibly high interest rates. The landlord would determine the crop, supervise production, control the weighing and marketing of cotton and control the record keeping. The photo shows the family of one of the evicted sharecroppers from Arkansas who has been resettled in Hillhouse, Mississippi.

Source-Dependent Questions

- Look closely at the photo. What do you notice about the people as well as their living and working conditions?
- Sharecropping replaced slavery kept formerly enslaved people poor and unable to gain enough money to purchase any land. Describe how this is a form of oppression.

Citation Information

Lange, Dorothea, "Family of one of the evicted sharecroppers from Arkansas who has been resettled at Hill House, Mississippi," July 1936. Courtesy of Library of Congress

Sharecropper's Wife and Cabin near Jackson, Mississippi, June 1937



Courtesy of Library of Congress, Lange, Dorothea, "Sharecropper's cabin and sharecropper's wife. Ten miles south of Jackson, Mississippi," June 1937

Description

The [sharecropping system](#) that replaced slavery kept formerly enslaved people poor and unable to gain enough money to purchase any land. The conditions remained extreme oppressive, similar to that seen during the days of slavery. This photograph is of a sharecropper's cabin, with his wife out front. The photo was taken 10 miles south of Jackson, Mississippi.

Source-Dependent Questions

- Look closely at the photo. What do you notice about the living conditions of the sharecroppers?
- Compare this photo with [Young African Americans Picking Cotton](#) and [Family of Evicted Sharecroppers](#). What is similar between the photos? What is different? Describe the quality of life the people in these photos would have had.
- How would sharecropping keep formerly enslaved people in poverty?

Citation Information

Lange, Dorothea, "Sharecropper's cabin and sharecropper's wife. Ten miles south of Jackson, Mississippi," June 1937. Courtesy of Library of Congress

African-American Man Entering Movie House Through “Colored” Entrance, October 1939



Courtesy of Library of Congress, Wolcott, Marion P., “Negro going in colored entrance of movie house on Saturday afternoon, Belzoni, Mississippi Delta, Mississippi,” ca. October 1939

Description

This photograph shows an African-American man entering a movie theatre to the small balcony section in Belzoni, Mississippi. This photo was taken when Jim Crow laws were enforced in the South.

Source-Dependent Questions

- Jim Crow laws were passed in the South and established different rules for African Americans and whites. Why would African Americans have to sit in the balcony at a movie house?
- What kind of oppression is being enforced in this photograph?
- Compare this photo to the [segregated bus station](#) and the [segregated cafe](#). What is similar between the photos? What is different?

Citation Information

Wolcott, Marion P., “Negro going in colored entrance of movie house on Saturday afternoon, Belzoni, Mississippi Delta, Mississippi,” ca. October 1939. Courtesy of Library of Congress

Segregated Bus Station in Durham, North Carolina, May 1940



Courtesy of Library of Congress, Delano, Jack, "At the bus station in Durham, North Carolina," May 1940

Description

Jim Crow Laws were enforced at bus stations and on buses. Freedom Riders were groups of white and African-American civil rights activists who organized Freedom Rides. These were bus trips through the American South in 1961 to protest segregated bus stations. Shown in the photograph is a segregated bus station in Durham, North Carolina in May 1940.

Source-Dependent Questions

- What evidence in the photograph supports segregation?
- How does this photo connect to the story of [Rosa Parks](#)?
- Compare this photo to the [segregated movie house](#) and the [segregated cafe](#). What is similar between the photos? What is different?

Citation Information

Delano, Jack, "At the bus station in Durham, North Carolina," May 1940. Courtesy of Library of Congress

Segregated Cafe Near the Tobacco Market in Durham, North Carolina, May 1940



Courtesy of Library of Congress, Delano, Jack, "A cafe near the tobacco market, Durham, North Carolina," May 1940

Description

Segregation is separation and could happen in restaurants, at drinking water fountains, using a public toilet, attending school, going to the movies, riding on a bus or in the rental or purchase of a home. After the [13th Amendment](#) abolished slavery in America, Jim Crow laws were created to separate people based on the color of their skin. The photograph is of a segregated cafe near the tobacco market in Durham, North Carolina in May 1940.

Source-Dependent Questions

- Why would the southern states enact Jim Crow laws, to keep people separated based on the color of their skin?
- Compare this photo to the [segregated bus station](#) and the [segregated movie house](#). What is similar between the photos? What is different?

Citation Information

Delano, Jack, "A cafe near the tobacco market, Durham, North Carolina," May 1940. Courtesy of Library of Congress

Rosa Parks Meeting Poster, between 1956 and 1959



Courtesy of Library of Congress, "Rosa Parks Papers," between 1956 and 1959

Description

The Montgomery Bus Boycott was a protest during which African Americans refused to ride city buses in Montgomery, Alabama, to protest segregated seating. The boycott took place from December 5, 1955, to December 20, 1956. Four days before the boycott began, Rosa Parks, an African-American woman, was arrested and fined for refusing to give up her bus seat to a white man.

[Transcript of the Rosa Parks Meeting Poster](#)

Source-Dependent Questions

- How did Rosa Parks stand up against the oppression of [segregation](#)?
- What is a bus boycott?

Citation Information

"Rosa Parks Papers," between 1956 and 1959. Courtesy of Library of Congress

Demonstrators during the March on Washington, D.C., August 28, 1963



Courtesy of Library of Congress, Trikosko, Marion S., "[Demonstrators marching in the street holding signs during the March on Washington, 1963]," 28 August 1963

Description

The March on Washington was a protest march in August 1963, when 250,000 people gathered in front of the Lincoln Memorial in Washington, D.C. It was called the March on Washington for Jobs and Freedom as a protest to all the forms of oppression facing African Americans in the United States. It was here that Martin Luther King, Jr., delivered his "I Have A Dream" speech.

Source-Dependent Questions

- When you look at the signs people are holding, what oppressions do they want stopped?
- When sourcing the date, how long have African Americans endured these oppressions?
- If the Civil War ended, why do African Americans still need to protest in 1963?

Citation Information

Trikosko, Marion S., "[Demonstrators marching in the street holding signs during the March on Washington, 1963]," 28 August 1963. Courtesy of Library of Congress

Iowa Public Television's "Alexander Clark and the First Successful School Desegregation Case in the United States," 2012



Courtesy of Iowa Public Television, "Lost in History: Alexander Clark," The Communication Research Institute of William Penn University, Iowa Pathways - Iowa Public Television, 2012

Description

In 1867, an African-American businessman named Alexander Clark filed a lawsuit against the Muscatine, Iowa, school district for denying his daughter admission to a public school because she was African American. Clark won his lawsuit, but it was appealed by the school board and went to the Iowa Supreme Court. Again, he prevailed and in the fall of 1868, his daughter attended the local school. In this clip from the "Lost in History: Alexander Clark" documentary, historians explain the importance of one of the first successful school desegregation cases in the history of the United States.

Source-Dependent Questions

- Alexander Clark stood up for African-American rights. In what ways did he do so?
- What is meant by, "so in a sense it takes the United States from 1868 to 1954 to catch up to Iowa?"

Citation Information

"Lost in History: Alexander Clark," The Communication Research Institute of William Penn University, Iowa Pathways - Iowa Public Television, 2012. Courtesy of Iowa Public Television

“Great Migration | The African Americans,” November 12, 2013



Courtesy of Public Broadcasting Service, “Great Migration | The African Americans,” *The African Americans: Many Rivers to Cross*, 12 November 2013

Description

The Great Migration was when African Americans left the South in large numbers for the North and West. This video is an excerpt from episode four of “Making a Way Out of No Way,” which was from the series “The African Americans: Many Rivers to Cross” with Henry Louis Gates, Jr.

[Transcript of “Great Migration” Video](#)

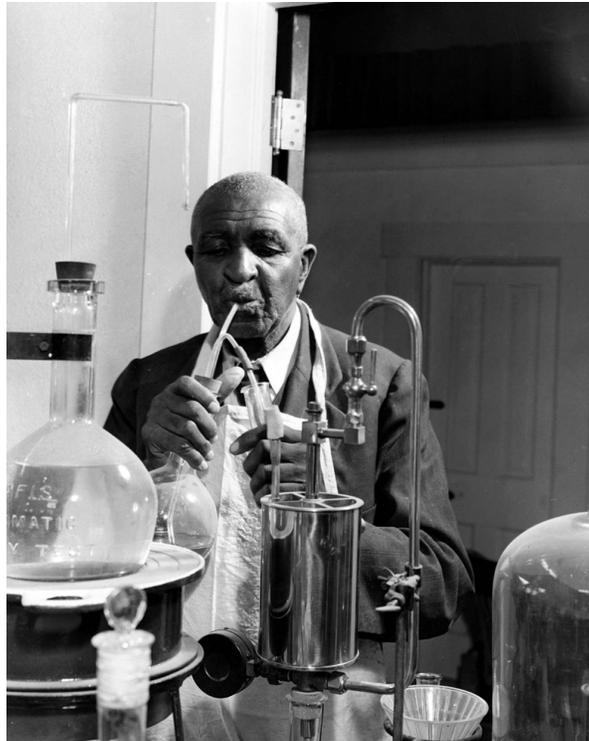
Source-Dependent Questions

- What were some of the reasons African Americans wanted to leave the South?
- What were some of the reasons white people did not want African Americans to migrate to the North?

Citation Information

“Great Migration | The African Americans,” *The African Americans: Many Rivers to Cross*, 12 November 2013. Courtesy of Public Broadcasting Service

Dr. George Washington Carver, Date Unknown



Courtesy of USDA, "George Washington Carver," Special Collections, USDA National Agricultural Library, Unknown

Description

Dr. George Washington Carver was born into slavery at the end of the Civil War, and he became one of the best-known and widely respected African Americans in the world. As an agricultural chemist, he discovered 300 uses for peanuts and many uses for soybeans, pecans and sweet potatoes. He attended Simpson College in Indianola, Iowa, and transferred to Iowa State College. He taught there for a brief period, too.

[Iowa Public Television Biography of Dr. George Washington Carver](#)

[Transcript of Dr. George Washington Carver's Biography](#)

Source-Dependent Questions

- Who is George Washington Carver?
- How did George Washington Carver help African Americans overcome oppressions of sharecropping?

Citation Information

Text: "George Washington Carver," Iowa Pathways - Iowa Public Television, Date Unknown. Courtesy of Iowa Public Television

Photograph: "George Washington Carver," Special Collections, USDA National Agricultural Library, Unknown. Courtesy of USDA