

# Reconstruction and Its Impact

## Was Reconstruction a success?

The Reconstruction Era lasted from the end of the Civil War in 1865 to 1877. Its main focus was on bringing the southern states back into full political participation in the Union, guaranteeing rights to former slaves and defining new relationships between African Americans and whites. While very little fighting occurred on Iowa soil and Iowa had never legalized slavery, black migration of former slaves into the region and the national focus on civil rights forced Iowa to reconsider its own racial relations.

## Amending the U.S. Constitution during Reconstruction

When southern states seceded from the Union, they withdrew their representatives from Congress, leaving both the Senate and the House under the control of the North. While most white Americans still held views that whites were superior to African Americans and were not yet ready to integrate society, many were sympathetic to the plight of freed slaves and wanted to promote their welfare. On the political front, Republicans were eager to give African Americans the right to vote because they anticipated that African Americans would strongly support them at the polls.

To achieve these goals, Republicans needed to amend the U.S. Constitution, a process that requires approval of two-thirds of each chamber of Congress and ratification by three-fourths of the states. Republicans felt an urgency to get these measures approved before southern congressmen returned to Washington, D.C., who could block the process. In 1865, Congress passed and states approved the 13th Amendment to the Constitution prohibiting slavery. In 1868, the 14th Amendment was ratified granting “equal protection of the law” and “due process” to all citizens to prevent southern states from passing laws that would discriminate against African Americans.

## Constitutional Changes in Iowa

The Iowa legislature, controlled by Republicans, approved both amendments. Even though there was some opposition to measures that looked as if they were moving toward racial equality, Iowa Republicans realized they could not impose on the South restrictions that they were not willing to support at home. Before the Civil War, African Americans were denied the right to vote in northern as well as southern states. Iowa was no exception. The 1857 Constitution restricted suffrage to white males 21 years of age and over. Changing the state constitution required an affirmative vote on a referendum. In 1868, two years before the 15th Amendment prohibited denying the vote to anyone based on “race, color or previous condition of servitude” (slavery), the Iowa legislature submitted to the voters (all white males at the time) an amendment to strike the word “white” from voting requirements. The measure won a majority, and African-American males in Iowa could vote. In 1870, when the 15th Amendment came to the states ensuring African-American suffrage nationwide, Iowa became the 29th state to approve it, providing the final state necessary for passage.

The suffrage amendment was controversial on several fronts. Many white voters, primarily Democrats, opposed measures that brought African Americans more fully into mainstream society. Advocates for women’s suffrage were very disappointed that the measure stopped with African Americans — male only — suffrage, leaving all women out of the voter pool. Some Republican leaders urged the suffragists to wait their turn: “This is the black men’s hour.” And wait the women did. Women did not achieve full suffrage for another half century.

## Race Relations in Iowa

There were other legal developments on race relations. In 1867, Susan Clark, a African-American youth in Muscatine, was denied admission to the public school on account of her race. Her father, Alexander Clark, challenged the policy in a case that went to the Iowa Supreme Court, which ruled in her favor. The Iowa Constitution granted the responsibility to the Board of Education to “provide for the education of all the youths of the State.”

The Court ruled that “all” meant all with no authority to deny education to any based on race. In another case, the Supreme Court ruled that there could be no discrimination based on race in public accommodations like railroads and steamboats. In practice, however, the laws were unevenly enforced.

Union soldiers continued to enforce law and order in the South until 1877. During those years and after, Iowa confronted new challenges to the American commitment that “all are created equal” as more African Americans migrated to river and southeastern Iowa cities and to Des Moines. While Iowa can be proud of several major steps toward equality, racial attitudes of most white Iowans of the period continued to oppose full integration.

## Supporting Questions

### How did the presidential election of 1876 end Reconstruction?

- [“Shall We Call Home Our Troops? We Intend to Beat the Negro in the Battle of Life & Defeat Means One Thing — Extermination,” 1875 \(Political Cartoon\)](#)
- [“A Speech from Gov. Hayes” Newspaper Article, November 9, 1876 \(Document\)](#)
- [“A Truce,” 1877 \(Political Cartoon\)](#)
- [“The Political Farce of 1876,” 1877 \(Political Cartoon\)](#)
- [“An Act To Provide For And Regulate The Counting Of Votes For President And Vice-President...” January 29, 1877 \(Document\)](#)
- [“The ‘Strong’ Government 1869-1877 -- The ‘Weak’ Government 1877-1881,” 1880 \(Political Cartoon\)](#)

### How did the U.S. Supreme Court originally interpret the Constitution’s Reconstruction amendments?

- [U.S. Supreme Court: Slaughterhouse Cases, 1872 \(Document\)](#)
- [U.S. Supreme Court: United States v. Cruikshank et al., 1876 \(Document\)](#)
- [U.S. Supreme Court: Civil Rights Cases, 1883 \(Document\)](#)
- [Plessy v. Ferguson Opinions, March 4, 1956 \(Video\)](#)

### How did the South restore white supremacy after the fall of Reconstruction?

#### *Suppressing the African-American Vote*

- [“Death at the polls, and free from ‘federal interference,’” 1879 \(Political Cartoon\)](#)
- [“Congress - 14th Amendment 2nd section,” 1902 \(Political Cartoon\)](#)
- [Anti-Lynching Committee Report, January 21, 1912 \(Document\)](#)
- [“What a Colored Man Should Do To Vote,” Date Unknown \(Document\)](#)

#### *Segregation*

- [“The ‘Jim Crow’ Car” Poem, September 15, 1900 \(Document\)](#)
- [“Kentucky’s Idea of Education” Newspaper Article, February 22, 1904 \(Document\)](#)

#### *Restricting Employment*

- [“The Lessons of the Hour” Speech by Frederick Douglass, January 9, 1894 \(Document\)](#)
- [“Will You Ever Give the Colored Race A Show,” 1898 \(Document\)](#)

#### *Migration (Colonization)*

- [“Negroes to the Philippines” Newspaper Article, February 1903 \(Document\)](#)

#### *Lynching*

- [“Lynch Law in Georgia,” June 20, 1899 \(Document\)](#)
- [“Taken From Court Room and Burned” - The Lynching of Jesse Washington, May 15, 1916 \(Warning: Graphic Image\) \(Document, Image\)](#)
- [“Lynchings by States and Counties in the United States, 1900-1931,” ca. 1931 \(Map\)](#)

## How did the South restore white supremacy after the fall of Reconstruction?

### *Migration*

- [Letter from Cleveland Gailliard of Mobile, Alabama, to the Bethlehem Baptist Association in Chicago, Illinois, April 1, 1917 \(Document\)](#)

### *Applying Pressure to Elected Officials*

- ["Open Letter to President \(William\) McKinley by Colored People of Massachusetts," October 3, 1899 \(Document\)](#)

### *Using the Ballot*

- ["A New Slavery!" Newspaper Article, September 21, 1900 \(Document\)](#)
- [Broadside Calling Out American Senators Who Voted Against the Dyer Anti-Lynching Bill, 1922 \(Document\)](#)

### *Booker T. Washington and W.E.B. DuBois*

- [Booker T. Washington's Atlanta Exposition Speech, September 18, 1895 \(Document\)](#)
- [W.E.B. Du Bois: A Recorded Autobiography, 1961 \(Audio\)](#)
- ["Prof. Washington Speaks Boldly" Newspaper Article, March 5, 1904 \(Document\)](#)

### *Organizing the Public*

- ["Street Automobile Line," Newspaper Article, September 29, 1905 \(Document\)](#)
- [Platform Adopted by the National Negro Committee, 1909 \(Document\)](#)
- [Silent Protest Parade in New York City Against the East St. Louis Riots, July 28, 1917 \(Image\)](#)

## [\\*Printable Image and Document Guide](#)

## Additional Resources

**[“The Disputed Presidential Election of 1876” from Digital History](#)**: This reading provides background information related to the presidential election of 1876, the electoral college controversy that followed, its resolution and its impact on Reconstruction.

**[“Slaughterhouse Cases \(1873\)” from The Supreme Court PBS Documentary Series](#)**: This reading provides an explanation of the events leading up to the “Slaughterhouse” case and the U.S. Supreme Court’s decision.

**[U.S. v. Cruikshank \(1875\)](#)**: This online resource from Encyclopedia.com is an overview of the important U.S. Supreme Court case, U.S. v. Cruikshank. This was one of the earliest Supreme Court cases to deal with the application of the Bill of Rights to state governments following the adoption of the 14th Amendment.

**[“Civil Rights Cases” Video Excerpt from The Supreme Court PBS Documentary Series](#)**: This almost 7-minute video clip emphasizes the dissent of Justice John Marshall Harlan, the only dissenter in both the Civil Rights Cases (1883) and Plessy v. Ferguson (1896). His dissents eventually served as the template for the Supreme Court’s majority opinions regarding civil rights beginning in the mid-1950s.

**[“Jim Crow in America” Primary Source Set Teacher’s Guide](#)**: This Library of Congress resource provides a historical background essay about the emergence of segregation after Reconstruction.

**[“This Map Shows Over a Century of Documented Lynchings in the United States:”](#)** This online resource includes an interactive map that provides a detailed look at every documented lynching in America between the 1830s and 1860s. Information related to lynching itself and those who fought to end it also are included. The interactive map stems from the data collected by Monroe Nathan Work, an sociologist who founded the Tuskegee Institute’s Department of Records and Research. Not only did Work alongside Booker T. Washington at Tuskegee, he also worked with W.E.B. Du Bois and was one of the attendees at the 1905 founding conference of the Niagara Movement.

**[Equal Justice Initiative’s Legacy Museum and National Memorial for Peace and Justice](#)**: Located in Montgomery, Alabama, this memorial commemorates the victims of lynching in the United States, while the museum is built on the site of a former warehouse where enslaved black people were imprisoned and works to acknowledge the legacy of slavery, lynching and racial segregation in America.

## “Shall We Call Home Our Troops? We Intend to Beat the Negro in the Battle of Life & Defeat Means One Thing — Extermination,” 1875



Courtesy of Library of Congress, “Shall we call home our troops? We intend to beat the negro in the battle of life & defeat means one thing — Extermination,” 1875

### Description

In this 1875 image published in the *Birmingham (Alabama) News* and titled, “Shall we call home our troops? We intend to beat the negro in the battle of life & defeat means one thing--EXTERMINATION,” a group of five Southern white men is shouting at and intimidating an African-American man who cowers behind a United States soldier. The soldier is calmly standing between the mob and African American with his gun and bayonet pointed toward the ground.

### [Transcript of “Shall We Call Home Our Troops?” Political Cartoon](#)

### Text-Dependent Questions

- Whose perspective was this cartoon drawn from? What evidence leads you to believe this?
- According to the artist, what was the threat to African Americans if federal troops were removed from the South?
- How do the messages on the signs reflect attitudes of southern whites toward Reconstruction and African Americans? Have those attitudes about African Americans changed even though the war was lost? Why or why not?
- How might these attitudes influence the creation of state governments and legislation once federal troops leave the South?

### Citation Information

“Shall we call home our troops? We intend to beat the negro in the battle of life & defeat means one thing — Extermination,” *Birmingham (Alabama) News*, 1875. [Courtesy of Library of Congress](#)

## “A Speech from Gov. Hayes” Newspaper Article, November 9, 1876



Courtesy of Library of Congress, “A Speech from Gov. Hayes,” *National Republican*, pp. 1, 9 November 1876

### Description

Two days after the election of 1876 between Rutherford B. Hayes, Republican governor of Ohio, and Samuel J. Tilden, Democratic governor of New York, the *National Republican*, a Washington, D.C. newspaper that supported the Republican Party, published reports from other newspapers that contradicted each other. As a whole, the articles demonstrated how closely contested the election was. A speech given by Hayes and published in the paper reiterated the uncertainty of the situation.

[Full Transcript of “A Speech from Gov. Hayes” Newspaper Article](#)

[Printable Excerpt of “A Speech from Gov. Hayes” Newspaper Article](#)

### Text-Dependent Questions

- According to the reports re-published by the *National Republican* two days after the election of 1876, what were the chances of Rutherford B. Hayes winning the presidency? Provide evidence from the reports to support your conclusion.
- Use evidence from the reports out of New York and Governor Hayes’ speech to characterize the election results of 1876. What impact could such an election have on a country still recovering from a civil war?

### Citation Information

“A Speech from Gov. Hayes,” *National Republican*, pp. 1, 9 November 1876. [Courtesy of Library of Congress](#)

## "A Truce," 1877



Courtesy of Library of Congress, Nast, Thomas, "A truce - not a compromise, but a chance for high-toned gentlemen to retire gracefully from their very civil declarations of war / Th. Nast," *Harper's Weekly*, 1877

### Description

In its February 17, 1877, edition, *Harper's Weekly* published an illustration by Thomas Nast that depicted what he hoped would emerge from the electoral commission created by Congress at the end of January. While many in the country feared another civil war, Nast hoped that the commission would allow Congress to settle the impasse without violence. Nast, a Republican, drew the hand of a Republican holding down the hand of a Democrat reaching for a pistol atop a stack of papers that warned of civil war if Samuel Tilden were not to become President.

### [Transcript of "A Truce" Political Cartoon](#)

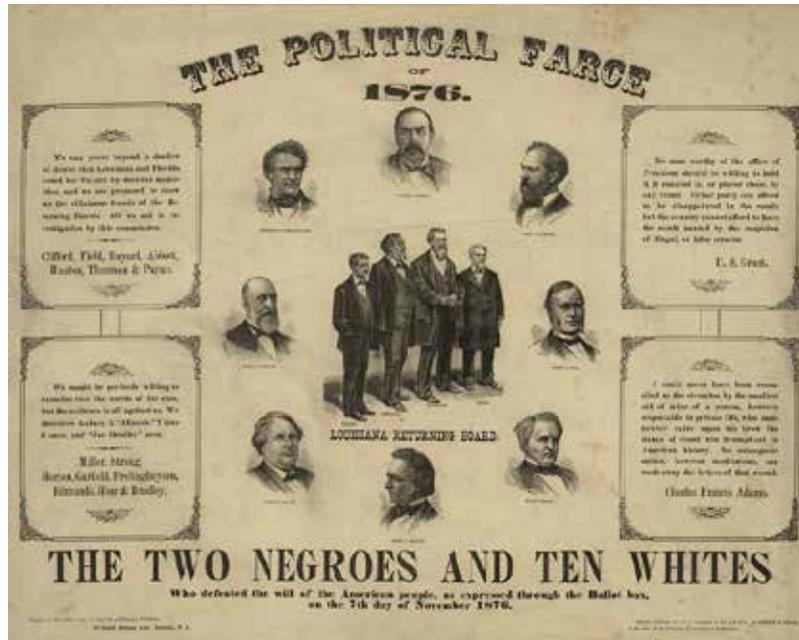
### Text-Dependent Questions

- According to the artist, Thomas Nast, what did many Americans fear between election day in November 1876 and inauguration day in March 1877?
- How did Nast view the election commission created by Congress to settle the disputed election between [Rutherford B. Hayes and Samuel J. Tilden](#)? Explain using evidence from the text and imagery included in the illustration.
- What was Nast's opinion of the Democratic Party? Explain using evidence from the illustration.
- What might Nast be referring to when he mentions "high-toned gentlemen?" How might the use of this reference reflect his or society's attitudes regarding race at the time?

### Citation Information

Nast, Thomas, "A truce - not a compromise, but a chance for high-toned gentlemen to retire gracefully from their very civil declarations of war / Th. Nast," *Harper's Weekly*, 1877. [Courtesy of Library of Congress](#)

## “The Political Farce of 1876,” 1877



Courtesy of Library of Congress, Stoll, Joseph A., “The Political Farce of 1876,” 1877

### Description

This political cartoon was created after the electoral commission awarded Republican candidate Rutherford B. Hayes all 19 disputed electoral votes, and in turn, the presidency. This lithograph criticized the four members of the Louisiana election board and the eight Republicans on the congressional election commission for acting contrary to what the artist believed was the will of the people. Hayes earned nearly 300,000 less popular votes than Samuel J. Tilden, the Democratic nominee. In the center of the illustration, there are busts of each of the eight Republican members of the congressional election commission encircling the four Louisiana election board members. Framing the image are four boxed quotes, one in each corner, regarding election fraud. The quote in the top left was attributed to the seven Democrats on the congressional electoral commission, while the one in the bottom left was attributed to the eight Republicans. In the bottom left, there is a quote by Charles Francis Adams. Adams served as minister to Great Britain between 1861 and 1868, but angered the Republican Party by supporting Tilden during the election of 1876 and the electoral college controversy that followed.

### [Transcript of “The Political Farce of 1876”](#)

### Text-Dependent Questions

- How did the author view the election commission’s decision to settle the disputed election between [Rutherford B. Hayes and Samuel J. Tilden](#)? Explain using evidence from the text and imagery included in the illustration.
- What is a farce? Why might the author have considered the election commission and its decision to be one?
- How did the author’s selection and inclusion of quotes help achieve his purpose? (Note: All but the top left were from Republicans.)

### Citation Information

Stoll, Joseph A., “The Political Farce of 1876,” 1877. [Courtesy of Library of Congress](#)

## “An Act To Provide For And Regulate The Counting Of Votes For President And Vice-President...” January 29, 1877



Courtesy of Library of Congress, “An Act To Provide For And Regulate The Counting Of Votes For President And Vice-President, And The Decisions Of Questions Arising Thereon, For The Term Commencing March 4 A.D. 1877,” U.S. Congress, 29 January 1877

### Description

Soon after election day, it was clear the Democratic candidate, Samuel J. Tilden, had secured 184 of the 185 electoral votes needed to win the presidency. Nineteen electoral votes from Florida, Louisiana and South Carolina remained disputed because rival Democratic and Republican state election boards claimed victory in each of the three states. Tilden needed only one electoral vote to win, whereas Rutherford B. Hayes, the Republican nominee, needed all nineteen. After weeks of waiting for a solution, Congress created an electoral commission on January 29, 1877, to settle the dispute. The commission was made up of 15 members with five each coming from the House of Representatives, Senate and Supreme Court. After weeks of deliberation, on March 1, only three days before inauguration day, the commission voted 8-7 along party lines to award all 19 disputed electoral votes to the Republican Hayes. With the decision, he secured the required 185 votes to win the presidency.

[Full Transcript of “An Act To Provide For And Regulate The Counting Of Votes For President And Vice-President...”](#)

[Transcribed Excerpts from “An Act To Provide For And Regulate The Counting Of Votes For President And Vice-President...”](#)

### Text-Dependent Questions

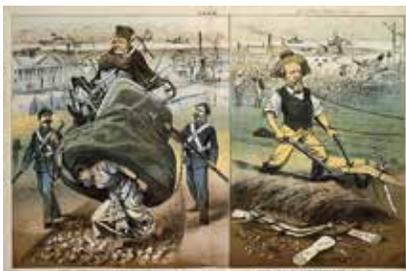
- During the closely contested election of 1876, three states both Rutherford B. Hayes and Samuel J. Tilden needed to win the presidency (Florida, Louisiana and South Carolina) submitted conflicting electoral vote counts from rival state Republican and Democratic election boards. How did Congress plan to handle this situation?
- How many members would belong to this electoral commission and where would they be appointed from?
- How would the objections of members of the House of Representatives and the Senate make their way to the electoral commission?
- What steps needed to be taken by Congress to override the decision of the electoral commission if it disagreed with the group’s decision?
- After a disputed election, how might the nation respond to a presidency ultimately decided by such a small group of politicians?

### Citation Information

“An Act To Provide For And Regulate The Counting Of Votes For President And Vice-President, And The Decisions Of Questions Arising Thereon, For The Term Commencing March 4 A.D. 1877,” U.S. Congress, 29 January 1877.

[Courtesy of Library of Congress](#)

## “The ‘Strong’ Government 1869-1877 -- The ‘Weak’ Government 1877-1881,” 1880



Courtesy of Library of Congress, Wales, James A., “The ‘Strong’ government 1869-1877 -- The ‘weak’ government 1877-1881 / J.A. Wales,” 1880

### Description

In this two-part cartoon from 1880, “The Solid South” is seen struggling under the “Carpet Bag and Bayonet Rule” of the “Strong” United States government, led by President Ulysses S. Grant, who is seen riding among bayonets with an escort of two federal soldiers. In the background, the illustration shows a destroyed and occupied South. On the other hand, under the Presidency of Rutherford B. Hayes, the “Carpet Bag and Bayonet Rule” is being plowed under by the president’s “Let’em Alone Policy.” Under this “Weak” government, the New South is depicted and factories and fields thrive in the background. A white man, presumably a land owner, is drawn giving orders to an African-American, presumably a sharecropper or tenant farmer. The cartoon shows the dichotomy of the two presidencies. Republican Civil War hero Ulysses S. Grant used the powers of the 1870 and 1871 Enforcement Acts to send federal troops into the South to protect the civil and voting rights of African Americans when he became president. He also ordered the Justice Department to increase their efforts to identify, arrest and prosecute members of violent white mobs, including the Ku Klux Klan. Republican Rutherford B. Hayes placated Democratic leaders in Congress by agreeing to create what would become known as the Compromise of 1877. In exchange for conceding the presidency to Hayes, he would withdraw the remaining federal troops from the South whose support were essential for the survival of Republican state governments in Florida, Louisiana and South Carolina. Hayes followed through only a few months into his presidency, and as a result, the remaining southern state Republican governments collapsed, southern Democrats regained control of southern politics and forced out African Americans and carpetbaggers, new state constitutions were written and laws passed and the gains made for African American civil and political rights were crushed.

### [Transcript of “The ‘Strong’ Government 1869-1877 -- The ‘Weak’ Government 1877-1881”](#)

### Text-Dependent Questions

- According to the artist, what was the difference between Presidents Ulysses S. Grant and Rutherford B. Hayes in how they dealt with the South during and immediately after Reconstruction?
- Which government, “Strong” or “Weak,” was most beneficial to the southern states and their people according to the artist? How did the artist draw these images to prove this point?
- How would Hayes’ non-interventionist policies have impacted both the makeup of Southern governments and the civil and political rights gained by African Americans during Reconstruction?

### Citation Information

Wales, James A., “The ‘Strong’ government 1869-1877 -- The ‘weak’ government 1877-1881 / J.A. Wales,” 1880.  
[Courtesy of Library of Congress](#)

## U.S. Supreme Court: Slaughterhouse Cases, 1872

Courtesy of Library of Congress, Miller, Samuel Freeman, "U.S. Reports: Slaughter-House Cases, 83 U.S. (16 Wall.) 36 (1873)," 1872

### Description

In March 1869, the Louisiana state legislature enacted a law granting a monopoly to the Crescent City Livestock Landing and Slaughterhouse Company to slaughter animals in the New Orleans area. The goal was to eliminate the waste runoff that collected in the city from slaughterhouses upstream the Mississippi River. Although all slaughterhouses were banned from operating in the area, independent butchers could still slaughter animals on the company's grounds for a fee. A group of local butchers sued, arguing that the law violated Section 1 of the Fourteenth Amendment, most notably the amendment's Privileges and Immunities Clause. With this case, the U.S. Supreme Court was tasked with interpreting the recently ratified 14th Amendment for the first time. In a 5-4 decision, the Supreme Court ruled against the butchers by rejecting what would eventually become the doctrine of incorporation of the Bill of Rights. Instead, the Court argued that the 14th Amendment textually distinguished between citizens of the United States and citizens of the several states, which mattered because the Privileges and Immunities Clause that followed protected the privileges or immunities of national citizenship from interference by state action. However, the clause did not forbid the states from withholding the privileges and immunities that belonged to state citizenship. Through this narrow interpretation of the 14th Amendment, the Supreme Court essentially ruled that the federal government did not have broad power to enforce civil rights, believing that to do so would infringe on a power that had always and needed to continue to belong to the individual states in a federal system of government.

[Full Transcript of U.S. Supreme Court: Slaughterhouse Cases](#)

[Transcribed Excerpts from U.S. Supreme Court: Slaughterhouse Cases](#)

### Text-Dependent Questions

#### Question Relating to Excerpt, Paragraphs 1-7

- How did the Supreme Court interpret the first clause of the 14th Amendment (the Citizenship Clause)? How is it possible that a person can have two types of citizenship?

#### Questions Relating to Excerpt, Paragraphs 8-11

- How did the Supreme Court interpret the second clause of the 14th Amendment (the Privileges and Immunities Clause)? Consider the emphasis the Supreme Court placed on the wording of this clause.
- What did the Supreme Court mean when it argued that "it is only the former which are placed by this clause under the protection of the Federal Constitution, and that the latter, whatever they may be, are not intended to have any additional protection by this paragraph of the amendment?" Consider what type of privileges and immunities the 14th Amendment does and does not protect.

#### Questions Relating to Excerpt, Paragraphs 12-15

- According to the Supreme Court's ruling, what was not the purpose of the 14th Amendment?
- This decision was made by the Supreme Court in the midst of Radical Republican Reconstruction of the South. When Reconstruction eventually ends, how might this interpretation of the Privileges and Immunities Clause and the powers of the state and national governments affect African American civil rights in the South?

### Citation Information

Miller, Samuel Freeman, "U.S. Reports: Slaughter-House Cases, 83 U.S. (16 Wall.) 36 (1873)," 1872. [Courtesy of Library of Congress](#)

## U.S. Supreme Court: United States v. Cruikshank et al., 1876

Courtesy of Library of Congress, Waite, Morrison R. "U.S. Reports: United States v. Cruikshank et al., 92 U.S. 542 (1876)," 1876

### Description

In what would become known as the Colfax Massacre, on April 13, 1873, a riot broke out in Grant Parish, Louisiana between armed whites and African Americans. In the end, over 100 African Americans were killed in cold blood. Two African-American men, Levi Nelson and Alexander Tillman, were lynched for attempting to vote against the wishes of white neighbors. Seventeen members of the violent white mob, including William J. Cruikshank, were brought to trial for 16 violations of the 1870 Enforcement Act, which made it a felony to deprive anyone of his federal civil rights. In its decision, the Supreme Court sided with Cruikshank, ruling that the 14th Amendment's Due Process and Equal Protection Clauses applied only to state action, and not to violations of civil rights by individual citizens. In effect, the civil rights of African Americans would need to be protected only by state legislatures and courts, which in the South meant no protection at all. In addition to interpreting the Due Process Clause and Equal Protection Clause of the 14th Amendment, the Supreme Court also emphasized previous interpretations of the 15th Amendment, stating that the amendment did not create the right to vote, but did create "the right of exemption from the prohibited discrimination" on account of race, color or previous servitude.

[Full Transcript of United States v. Cruikshank et al.](#)

[Transcribed Excerpts from United States v. Cruikshank et al.](#)

### Text-Dependent Questions

#### Questions Relating to Excerpt, Paragraphs 1-3

- What, according to the Supreme Court's decision, was the general rule for understanding the extent of any government's power? Specifically, what was the source of the national government's power and any rights of national citizenship

#### Questions Relating to Excerpt, Paragraphs 4-5

- Which level of government was responsible for protecting the natural rights of its citizens? Based on the words used by it, how would the Supreme Court have responded to a citizen claiming his rights were not being protected by this level of government?
- Paraphrase the fifth section of this excerpt. According to this passage, what power did the 14th Amendment give to the national government? What power did it not give to the national government?

#### Questions Relating to Excerpt, Paragraph 6

- What responsibility did the national government have under the Equal Protection Clause of the 14th Amendment? How could this reactive role impact the rights of African Americans living in southern states dominated by white governments?

#### Questions Relating to Excerpt, Paragraph 7

- Where did the right to vote come from? What right was created in the 15th Amendment and which government was given the responsibility for protecting that right?
- What type of discrimination was prohibited by the 15th Amendment? How could a southern state follow the text of the amendment, yet still reduce African-American voter participation?

### Citation Information

Waite, Morrison R. "U.S. Reports: United States v. Cruikshank et al., 92 U.S. 542 (1876)," 1876. [Courtesy of Library of Congress](#)

## U.S. Supreme Court: Civil Rights Cases, 1883



Courtesy of Library of Congress, Bradley, Joseph P., "U.S. Reports: Civil Rights Cases, 109 U.S. 3 (1883)," 1883

### Description

The Civil Rights Cases of 1883 combined five different cases that revolved around the 1875 Civil Rights Act, which guaranteed all persons the enjoyment of transportation facilities, in hotels and inns and in theaters and places of public amusement regardless of race, color or previous condition of servitude. Although privately owned, these were viewed by Congress to be quasi-public facilities carrying out public functions for the benefit of the public and therefore were subject to regulation. The Supreme Court examined the 1875 Civil Rights Act in light of the 13th and 14th amendments, asking itself the following questions: Was the conduct of business by a private individual subject to the Equal Protection Clause of the 14th Amendment? Did the amendment prohibit state governments from discriminating, but did it allow individuals to do so? Was discrimination by business owners considered a lingering form of slavery? By an 8-1 decision, the Supreme Court ruled that the 1875 Civil Rights Act was unconstitutional. Neither the 13th or 14th amendments empowered Congress to pass laws that prohibited racial discrimination in the private sector. The 14th Amendment, read narrowly by the Supreme Court, applied only to state, not individual actions. In regard to the 13th Amendment, the discrimination by individuals in these cases were "ordinary civil injuries" rather than "badges of slavery." The Supreme Court also emphasized at the end of its decision that the time had come where former slaves were to be considered normal citizens rather than a special group favored by the law.

[Full Transcript of U.S. Supreme Court: Civil Rights Cases](#)

[Transcribed Excerpts from U.S. Supreme Court: Civil Rights Cases](#)

### Text-Dependent Questions

- The law passed by Congress that was at the heart of this Supreme Court case was the 1875 Civil Rights Act. Explain the law using your own words.
- What was the difference between corrective legislation and general legislation? Why did the Supreme Court feel the Civil Rights Act of 1875 was general and not corrective legislation?
- What question did the Supreme Court ask itself when it interpreted the 13th Amendment? How did it answer that question?
- At the time of this decision slavery had been abolished throughout the United States for 18 years. What did the comments made by the Supreme Court beginning with, "When a man has emerged from slavery..." reveal about its view of former slaves?
- Overall, how would the Supreme Court's interpretation of the 13th and 14th Amendments have impacted race relations and the civil rights of African Americans?

### Citation Information

Bradley, Joseph P., "U.S. Reports: Civil Rights Cases, 109 U.S. 3 (1883)," 1883. [Courtesy of Library of Congress](#)

## Plessy v. Ferguson Opinions, March 4, 1956



Courtesy of Library of Congress, "Plessy v. Ferguson Opinions," The Civil Rights Act of 1964: A Long Struggle for Freedom, CBS, 4 March 1956

### Description

In *Plessy v. Ferguson*, the U.S. Supreme Court considered the constitutionality of an 1890 Louisiana law that required railway companies to provide equal, but separate accommodations for white and African American passengers either with separate cars or by dividing a car into two sections with a partition. In 1892, Homer Plessy, seven-eighths white, seated himself in the whites-only car and was arrested. He argued that Louisiana's segregation law violated the 13th Amendment banning of slavery and the 14th Amendment's Equal Protection Clause. In a 7-1 decision, the Supreme Court ruled against Plessy, arguing that although the 14th Amendment was created to provide equality before the law, it was not designed to create social equality. In fact, the Supreme Court argued, it would be impossible to eliminate racial prejudice because the beliefs of society could not be changed simply through changes in law. The Supreme Court rejected Plessy's assertion that the law left African Americans "with a badge of inferiority" and argued that if this were the case, it was because the race put it upon itself. As long as separate facilities were equal, they did not violate the 14th Amendment. The Supreme Court also quickly dismissed Plessy's 13th Amendment claim, suggesting that the 1890 law was obviously not a version of slavery and the point was "too clear for argument." Justice John Marshall Harlan, the lone dissenter just as he was in the [Civil Rights Cases](#), wrote an opinion that would eventually become the standard approach to segregation by the Supreme Court beginning with the *Brown v. Board of Education* case.

### Text-Dependent Questions

- The *Plessy v. Ferguson* decision distinguished between political and social equality. What's the difference between the two? Can one exist without the other? Explain.
- The Supreme Court argued that the Constitution and legislation in general cannot create social equality. Do you agree? Why or why not?
- The Supreme Court's argument that any feelings of inferiority held by African Americans in segregated situations were placed upon themselves came from the Court's belief that separate facilities and accommodations were not discriminatory as long as they were equal.
- How would you respond to this?
- Summarize Justice John M. Harlan's dissenting opinion in only one sentence.

### Citation Information

"Plessy v. Ferguson Opinions," The Civil Rights Act of 1964: A Long Struggle for Freedom, CBS, 4 March 1956.  
[Courtesy of Library of Congress](#)

## “Death at the polls, and free from ‘federal interference’,” 1879



Courtesy of Library of Congress, Nast, Thomas, “Death at the polls, and free from “federal interference” / Th. Nast,” 1879

### Description

Found on the cover of *Harper's Weekly* on October 18, 1879, was Thomas Nast's image portraying a skeleton labeled “solid Southern shot gun” at a polling station holding a shotgun with one foot standing atop a glass bowl labeled “Suffrage” and “Liberty.” Surrounding him were dead bodies, including one labeled “Nigger Insurrection.” Behind the skeleton were messages that mocked the idea of free elections in the South.

### [Transcript of “Death at the polls, and free from ‘federal interference’”](#)

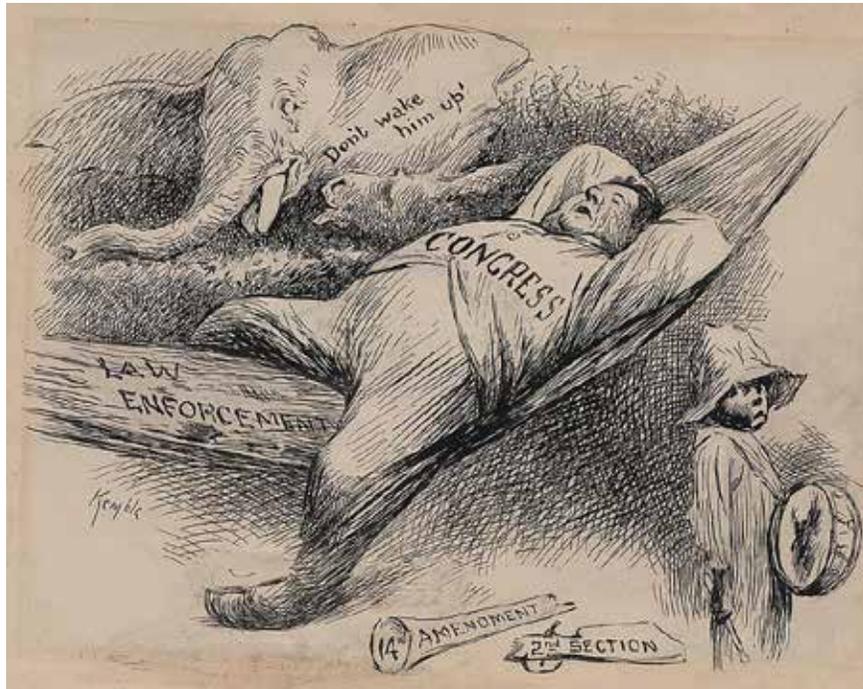
### Text-Dependent Questions

- What message was the artist trying to convey through this image? Provide the evidence that led you to this conclusion.
- Select the three most significant details in the image and explain why you chose them. Focus on both the context surrounding the source and the author's perspective.
- What type of emotional response was the image designed to bring about? Provide the evidence that led you to this conclusion.

### Citation Information

Nast, Thomas, “Death at the polls, and free from “federal interference” / Th. Nast,” *Harper's Weekly*, 1879. [Courtesy of Library of Congress](#)

## “Congress - 14th Amendment 2nd section,” 1902



Courtesy of Library of Congress, Kemble, Edward W., “Congress - 14th Amendment 2nd section / Kemble,” 1902

### Description

This 1902 political cartoon by Edward Windsor Kemble depicted Congress as a fat man asleep in a hammock labeled “Law Enforcement” while a broken gun labeled “14th Amendment, 2nd Section” laid below him. A young African-American boy stood nearby holding a drum, but an elephant in the background cautioned, “Don’t wake him up!” The second section of the 14th Amendment provided for reducing a state’s apportionment in Congress if the state prevented any male from voting for any reason other than participation in a rebellion or crime. Calls by African-American groups were made to enforce it, but no serious attempts by the Republican-led Congress were made.

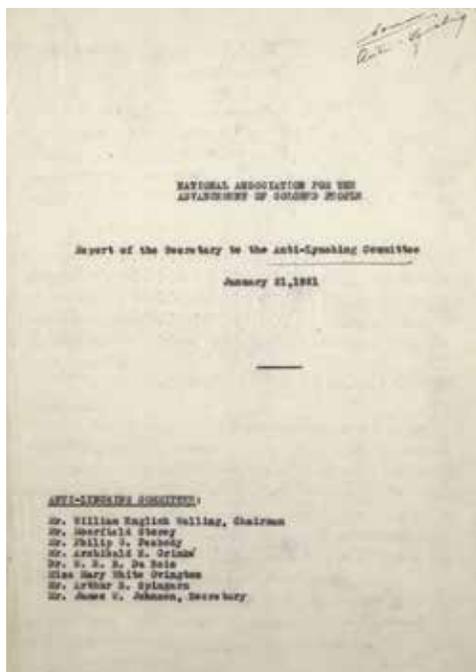
### Text-Dependent Questions

- What political symbols are included in the image that gives you insight into the artist’s perspective on enforcing the 14th Amendment?
- Using evidence from the cartoon and your understanding of its message, provide a title for it.

### Citation Information

Kemble, Edward W., “Congress - 14th Amendment 2nd section / Kemble,” 1902. [Courtesy of Library of Congress](#)

## Anti-Lynching Committee Report, January 21, 1912



Courtesy of Library of Congress, "Report of the Secretary to the Anti-Lynching Committee," National Association for the Advancement of Colored People (NAACP), pp. 1, 5-7, 21 January 1912

### Description

Election day violence in 1920 in Ocoee, Florida, was discussed in this excerpt of the National Association for the Advancement of Colored People's (NAACP) Anti-Lynching Committee Report. After investigating the aftermath of the day's mob violence for himself, the assistant secretary drew the conclusion that newspaper reports were drastically incomplete and inaccurate. A special emphasis was placed on the role played by the Ku Klux Klan.

[Transcript of Anti-Lynching Committee Report, pages 1, 5-7](#)

[Transcribed Excerpts from Anti-Lynching Committee Report](#)

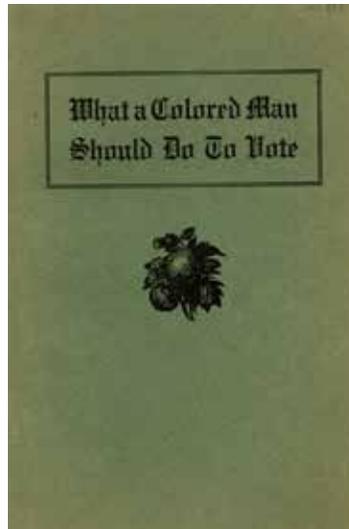
### Text-Dependent Questions

- In what ways did the findings of the assistant secretary of the NAACP differ from that of local newspaper reports?
- What inferences can be made about the white community of Ocoee based on these events?
- What, according to the assistant secretary, was necessary to reduce the violence and discrimination against African Americans in the South?

### Citation Information

"Report of the Secretary to the Anti-Lynching Committee," National Association for the Advancement of Colored People (NAACP), pp. 1, 5-7, 21 January 1912. [Courtesy of Library of Congress](#)

## “What a Colored Man Should Do To Vote,” Date Unknown



Courtesy of Library of Congress, “What a Colored Man Should Do To Vote,” Date Unknown

### Description

Published by Philadelphia’s E.A. Wright, this booklet helped African Americans living in the South navigate the voting requirements of their particular states. Also provided was a brief commentary on the importance of voting and the right to vote as well as general advice related to the importance of paying poll taxes on time, avoiding criminal activity and staying on friendly terms with white neighbors. The exact date of its publishing is unknown.

[Full Transcript of “What a Colored Man Should Do To Vote”](#)

[Transcribed Excerpts from “What a Colored Man Should Do To Vote”](#)

### Text-Dependent Questions

- Given your previous knowledge, why might the publishers of this booklet have felt the need to write a preface that stressed the importance of voting?
- What voting restrictions did each of these states have in common?
- How would these voting restrictions have helped southern states create and maintain a society detrimental to African-American interests?
- Select two voting restrictions that would have most impacted African-American voter participation. Explain how each of these would have decreased the percentage of African-American voters.
- How do these voting restrictions compare to [current voting restrictions in Iowa](#)?

### Citation Information

“What a Colored Man Should Do To Vote,” Date Unknown. [Courtesy of Library of Congress](#)

## “The ‘Jim Crow’ Car” Poem, September 15, 1900



Courtesy of Library of Congress, “The ‘Jim Crow’ Car,” *Richmond Planet*, pp. 8, 15 September 1900

### Description

The September 15, 1900, edition of the *Richmond Planet* (Virginia) published this poem by Reverend Walter H. Brooks, which brought to life the emotional and psychological impact of segregated rail cars on African-American passengers.

[Transcript of “The ‘Jim Crow’ Car” Poem](#)

[Printable Excerpt of “The ‘Jim Crow’ Car” Poem](#)

### Text-Dependent Questions

- Provide a one-sentence summary for each stanza of the poem.
- Use evidence from the poem to explain how its tone changes from beginning to end.
- In what ways does the language of the poem reflect racial prejudices against minority groups in America?
- Based on this poem, make an inference about the type of psychological and emotional impact Jim Crow laws might have had on African Americans.

### Citation Information

“The ‘Jim Crow’ Car,” *Richmond Planet*, pp. 8, 15 September 1900. [Courtesy of Library of Congress](#)

## “Kentucky’s Idea of Education” Newspaper Article, February 22, 1904



Courtesy of Library of Congress, “Kentucky’s Idea of Education,” *Marshalltown Evening-Times Republican*, pp. 4, 22 February 1904

### Description

On November 13, 1902, the *Marshalltown Evening-Times Republican* commented on a bill passed by Kentucky’s legislature, which called for the segregation of public schools. The paper was outraged and took special notice of the impact the bill would have on Berea College, the first interracial college in the South and one that promoted racial and social equality.

### [Transcript of “Kentucky’s Idea of Education” Newspaper Article](#)

### [Printable Excerpt of “Kentucky’s Idea of Education” Newspaper Article](#)

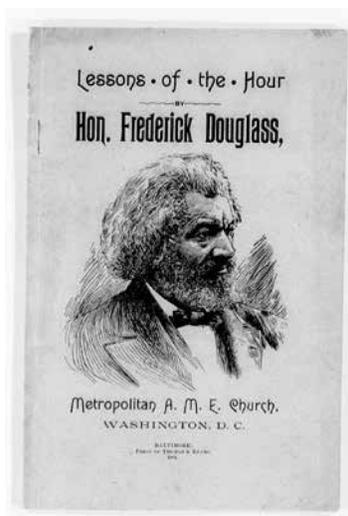
### Text-Dependent Questions

- If signed into law, how would Kentucky’s education bill impact public schools, colleges and universities?
- How did the *Evening-Times Republican* feel about this bill? Select three phrases that reveal this opinion.
- Marshalltown, Iowa, is 675 miles away from Berea, Kentucky. Why was Berea College so important to the *Evening-Times Republican*?

### Citation Information

“Kentucky’s Idea of Education,” *Marshalltown Evening-Times Republican*, pp. 4, 22 February 1904. [Courtesy of Library of Congress](#)

## “The Lessons of the Hour” Speech by Frederick Douglass, January 9, 1894



Courtesy of Library of Congress, Douglass, Frederick, "Address ... January 9th, 1894, on the Lessons of the Hour - Folder 1 of 8," 9 January 1894

### Description

On January 9, 1894, at Washington, D.C.'s, Metropolitan African Methodist Episcopal Church, Frederick Douglass delivered his "The Lessons of the Hour" speech, which addressed the often referred to "Negro problem" of the time. Refusing to believe that African Americans were to blame for the racial tension and violence between African Americans and whites, his speech included such topics as lynching, suffrage, colonization and the need for America to eliminate prejudice and adhere to its founding principles.

[Full Transcript of "The Lessons of the Hour" Speech by Frederick Douglass](#)

[Transcribed Excerpts "The Lessons of the Hour" Speech by Frederick Douglass](#)

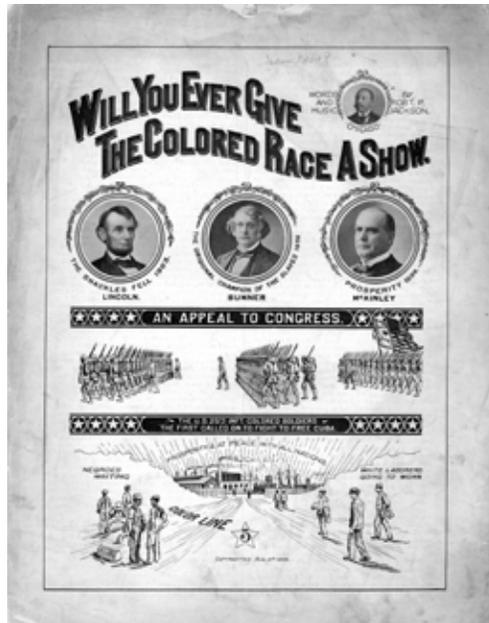
### Text-Dependent Questions

- Explain two ways white landowners exploited African-American laborers as described by Frederick Douglass.
- In this excerpt, Douglass explained how the sharecropping system worked. How would you characterize it? Use evidence from the speech to support your characterization.
- Consider the voting qualifications in "[What A Colored Man Should Do To Vote.](#)" How would this arrangement of labor impact the ability of African Americans to meet voting qualifications in those states?
- Paraphrase the section beginning with "To my mind ..."
- At the time of this speech, approximately 80 percent of southern African Americans lived and worked on farms. What alternatives might rural African Americans have had for employment?

### Citation Information

Douglass, Frederick, "Address ... January 9th, 1894, on the Lessons of the Hour - Folder 1 of 8," 9 January 1894.  
[Courtesy of Library of Congress](#)

## “Will You Ever Give the Colored Race A Show,” 1898



Courtesy of Library of Congress, Jackson, Robert P., “Will you ever give the colored race a show: an appeal to Congress words and music by Robt. P. Jackson,” 1898

### Description

Before revealing the lyrics to his August 1898 song, “Will You Ever Give the Colored Race a Show,” Robert P. Jackson expressed in writing his frustration over the inability of African Americans to secure respectable jobs and promotions. This frustration was directed both at individual business owners and especially the Republican Party, which African Americans supported in the previous election.

### [Full Transcript of “Will You Ever Give the Colored Race A Show”](#)

### [Transcribed Excerpts from “Will You Ever Give the Colored Race A Show”](#)

### Text-Dependent Questions

- Preview the source by examining the cover sheet. Predict the content and purpose of the song.
- As you read the source, list Robert P. Jackson’s reasons African-American workers at the time should have been hired and promoted.
- Identify from your list Jackson’s most persuasive reason. Why was this a strong argument?
- Why was Jackson so critical of the Republican Party? Do you believe that criticism was justified? Why or why not?

### Citation Information

Jackson, Robert P., “Will you ever give the colored race a show: an appeal to Congress words and music by Robt. P. Jackson,” 1898. [Courtesy of Library of Congress](#)

## “Negroes to the Philippines” Newspaper Article, February 1903

### NEGROES TO THE PHILIPPINES.

#### Senator Morgan's Scheme of Civiliza- tion.

HIS PLAN WILL BE INVESTIGAT-  
ED BY PRESIDENT ROOSEVELT  
AND HIS CABINET.

Washington, Dec. 15.—Senator John T. Morgan, of Alabama, has succeeded, after two years of endeavor in interesting the war department, and incidentally President Roosevelt in a plan to see the Philippine Islands in colonizing the Negroes of the United States.

The war department has made arrangements to test the practical possibilities of a plan and the president sent a special envoy, T. Thomas Fortune, a Negro leader to the Philippine Islands to make investigations and report on the conditions there.

In his efforts to have the plan put in execution, Senator Morgan has had frequent consultations with Secretary of War, Root, has consulted Governor-General, Taft, and in other ways urged his scheme on the officials.

It is the Alabama Senator's purpose in the future to start legislation in congress for the movement to colonize the Negroes in the Philippines. He has not pushed this part of his work because he believes the time is not ripe yet for the legislation; the farmers of the south, he says, think they need the Negro now, and until conditions are more favorable, he will withhold the proposed legislation. He believes, however, that the more now under way will result eventually in millions of the Negroes emigrating to the Philippine Islands and working out their own salvation.

Courtesy of The Ohio Historical Society, “Negroes to the Philippines,” *The Informer*, February 1903

### Description

In February 1903, *The Informer*, a newspaper published in Urbana, Ohio, reported on Alabama Senator John T. Morgan's proposed plan for colonizing America's African-American population in the Philippines, which was an American colony at the time. The article discussed Morgan's efforts at persuading the secretary of war and governor of the Philippines, as well as the justification for his plan.

### [Transcript of “Negroes to the Philippines” Newspaper Article](#)

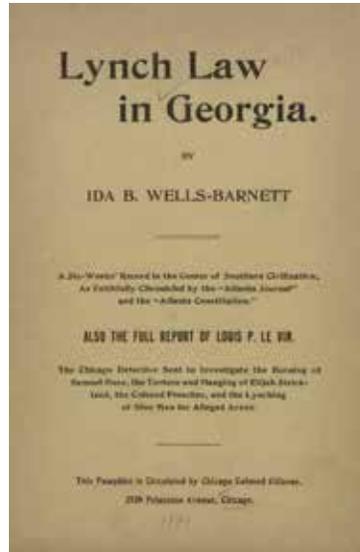
### Text-Dependent Questions

- What was Senator John T. Morgan's solution to America's “grave Negro problem?”
- How would African Americans benefit under Morgan's proposed plan?
- Do you feel Morgan's proposed plan was created in the best interests of both African Americans and whites? Provide evidence from the article to support your conclusion.

### Citation Information

“Negroes to the Philippines,” *The Informer*, February 1903. [Courtesy of The Ohio Historical Society](#)

## “Lynch Law in Georgia,” June 20, 1899



Courtesy of Library of Congress, Wells-Barnett, Ida B., "Lynch law in Georgia: a six-weeks' record in the center of southern civilization..." pp. 7-10, 20 June 1899

### Description

Ida B. Wells-Barnett published "Lynch Law in Georgia" on June 20, 1899, to raise public awareness about white racism and violence in the South, particularly with the act of lynching. Through the accounts of two major Georgia newspapers and her own commentary, Wells-Barnett shed light on the lynchings of 12 African Americans over a six-week period. The report of a private detective hired by African Americans in Chicago to investigate each of the three violent acts also was published. The excerpt of the document focused on the lynching of Samuel Wilkes, who after being accused of murder and assault of a white woman, was captured, tortured and burned alive. In addition to the *Atlanta Constitution's* reporting of the incident, Wells-Barnett provided commentary on the role the press played in Wilkes' death.

### [Transcript of "Lynch Law in Georgia"](#)

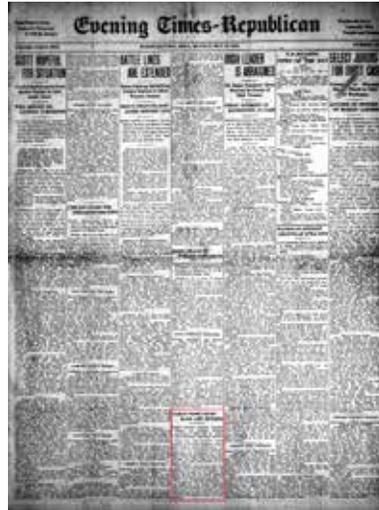
### Text-Dependent Questions

- According to Ida B. Wells-Barnett, what role did the press play in the burning of Samuel Wilkes? Explain whether or not you agree with this assessment using evidence from the source.
- Summarize the *Atlanta Constitution's* April 24 account of the burning of Wilkes.
- Based on Wells-Barnett's commentary, the *Atlanta Constitution's* account of the burning and the "[Taken From the Court Room and Burned](#)" article, what inferences can be made about Southern society, the influence of media, the role played by law enforcement, lynching both as a specific event and in general, those in attendance, etc.?

### Citation Information

Wells-Barnett, Ida B., "Lynch law in Georgia: a six-weeks' record in the center of southern civilization, as faithfully chronicled by the *Atlanta Journal* and the *Atlanta Constitution*: also the full report of Louis P. Le Vin, the Chicago detective sent to investigate the burning of Samuel Hose, the torture and hanging of Elijah Strickland, the colored preacher, and the lynching of nine men for alleged arson," pp. 7-10, 20 June 1899. [Courtesy of Library of Congress](#)

## “Taken From Court Room and Burned” - The Lynching of Jesse Washington, May 15, 1916 (Warning: Graphic Image)



Courtesy of Library of Congress, “Taken From Court Room and Burned,” Marshalltown Evening-Times Republican, pp. 1, 15 May 1916

### Description

This article, found on the front page of the May 15, 1916, *Marshalltown Evening-Times Republican*, described the capture and lynching of Jesse Washington. Washington was an 18-year-old African-American man who was convicted for the murder of a white woman near Waco, Texas. He was subsequently murdered when the town’s people decided to lynch him. A photo of the incident separate from the newspaper’s article also is included.

[Transcript of “Taken From Court Room and Burned” Newspaper Article](#)

[Printable Excerpt of “Taken From Court Room and Burned” Newspaper Article](#)

### Text-Dependent Questions

- Use evidence from the article and photograph to explain how lynchings were perceived in many communities in the South.
- Closely read the article, analyze the photograph and refer to [Lynch Laws in Georgia](#). What details suggest that many state and local governments in the South neglected to protect the rights of their African-American citizens?
- How fearful of law enforcement and legal consequences were those directly involved in or witnessing the burning of Jesse Washington? In your explanation, provide evidence from the article and photo that led you to this interpretation.

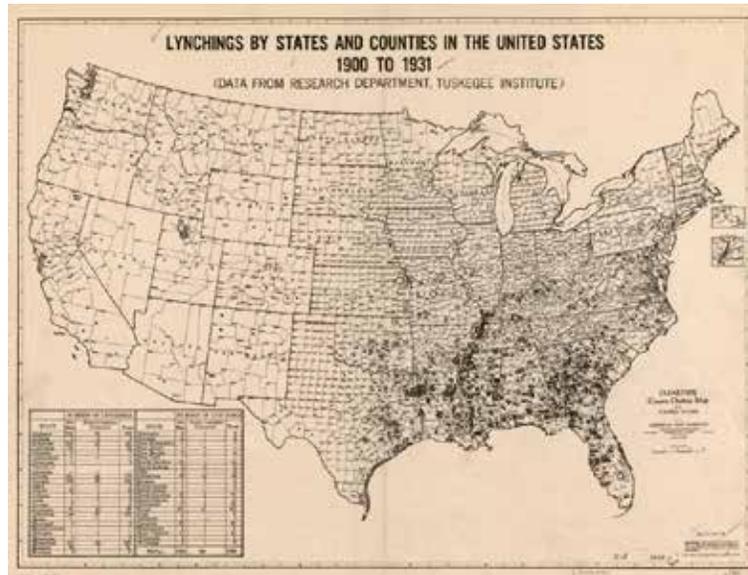
### Citation Information

**Article:** “Taken From Court Room and Burned,” *Marshalltown Evening-Times Republican*, pp. 1, 15 May 1916.

[Courtesy of Library of Congress](#)

**Photograph:** Gildersleeve, Fred A., “[Large crowd looking at the burned body of Jesse Washington, 18 year-old African American, lynched in Waco, Texas],” 15 May 1916. [Courtesy of Library of Congress](#)

## “Lynchings by States and Counties in the United States, 1900-1931,” ca. 1931



Courtesy of Library of Congress, “Lynchings by states and counties in the United States, 1900-1931 : (data from Research Department, Tuskegee Institute) ; clear type county outline map of the United States,” ca. 1931

### Description

This 1931 map, based on data collected by the Tuskegee Institute, depicted lynchings per county throughout the entire United States between 1900 and 1931. In the bottom left-hand corner of the map, a table can be found that compares lynchings by state.

### [Transcript of “Lynchings by States and Counties in the United States” Map](#)

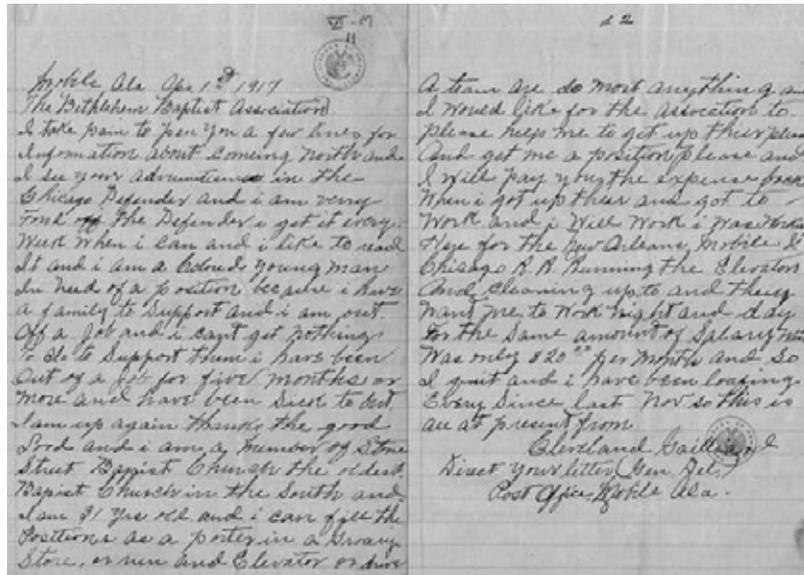
### Text-Dependent Questions

- Where were lynchings most common? Where were they least common? What other trends do you notice?
- Is it fair to suggest lynching was a national problem at the time? Explain using data from the map.
- How many lynchings occurred in Iowa between 1900-1931? Where did they occur? How does the number of lynchings in Iowa compare to other upper midwestern states?
- Given that this map was created in 1931, forty-four years after the Compromise of 1877, how can the data presented in it help you determine whether or not Reconstruction was a success?

### Citation Information

“Lynchings by states and counties in the United States, 1900-1931 : (data from Research Department, Tuskegee Institute) ; clear type county outline map of the United States,” ca. 1931. [Courtesy of Library of Congress](#)

## Letter from Cleveland Gailliard of Mobile, Alabama, to the Bethlehem Baptist Association in Chicago, Illinois, April 1, 1917



Courtesy of Library of Congress, Gailliard, Cleveland, "Letter from Cleveland Gailliard of Mobile, Alabama, to the Bethlehem Baptist Association, Chicago, Illinois," 1 April 1917

### Description

*The Chicago Defender*, a weekly newspaper in Chicago, Illinois, was successful in encouraging African Americans to migrate from the South to the city, often listing names of churches and other organizations to whom they could write for help. As a result, thousands of African Americans wrote letters to African-American churches which assumed the task of helping them find housing and employment. In this April 1, 1917, letter, a 31-year-old African-American man from Mobile, Alabama, wrote to the Bethlehem Baptist Association for assistance in travel to Chicago and employment upon arriving there.

### [Transcript of Letter from Cleveland Gailliard to the Bethlehem Baptist Association](#)

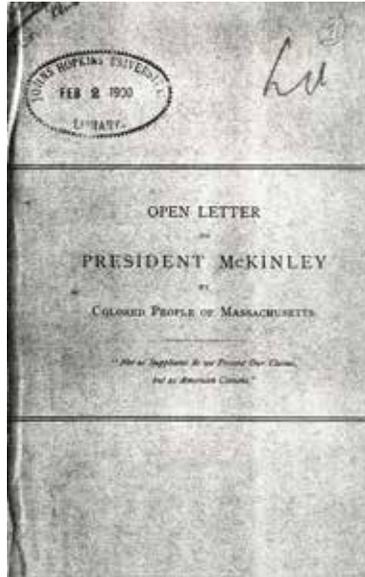
### Text-Dependent Questions

- What was Cleveland Gailliard's purpose in writing to Chicago's Bethlehem Baptist Association?
- Use evidence from the letter to explain the feelings and emotions behind it.
- What does Gailliard's letter suggest about how many African Americans handled the racism and discrimination of the South?

### Citation Information

Gailliard, Cleveland, "Letter from Cleveland Gailliard of Mobile, Alabama, to the Bethlehem Baptist Association, Chicago, Illinois," 1 April 1917. [Courtesy of Library of Congress](#)

## “Open Letter to President (William) McKinley by Colored People of Massachusetts,” October 3, 1899



Courtesy of Library of Congress, “Open letter to President McKinley,” Colored National League, 1899

### Description

This document is an open letter from prominent African-American citizens of Boston to President William McKinley protesting presidential inaction and toleration of racial prejudice, discrimination and violence against African Americans in the South. The letter was sent October 3, 1899, and in it, they plead for a guarantee of civil rights as set forth in the U.S. Constitution to enable African Americans to rise out of poverty, ignorance and social degradation.

### [Full Transcript of “Open Letter to President McKinley”](#)

### [Transcribed Excerpts from “Open Letter to President McKinley”](#)

### Text-Dependent Questions

- Using evidence from the open letter, explain the Colored People of Boston’s understanding of the proper relationship between themselves and the president.
- Using your previous knowledge, explain why the Colored People of Boston felt the need to appeal to the national government.
- The Colored People of Boston referred to President McKinley’s April 11, 1896, speech to Congress in which he requested a declaration of war to drive the Spanish out of Cuba. For what reasons did McKinley ask to fight the Spanish? How did the Colored People of Boston use those words to meet their purpose in writing?
- Use at least two passages from the open letter to explain its tone.?

### Citation Information

“Open Letter to President McKinley,” Colored National League, 1899. [Courtesy of Library of Congress](#)

## “A New Slavery!” Newspaper Article, September 21, 1900



Courtesy of Library of Congress, “A New Slavery!” Iowa State Bystander, pp. 5, 21 September 1900

### Description

Printed in the September 21, 1900, edition of the Iowa State Bystander, an African-American newspaper published in Des Moines, Iowa, a warning was given to African-American voters in West Virginia about the dangers of voting for the Democratic Party in the upcoming election. The Iowa State Bystander was published in 29 states and regularly printed reports of interest to African Americans from across America. The article cited Jim Crow laws and the disenfranchisement of African Americans throughout the South, including comments made by the openly white supremacist South Carolina Senator Benjamin Tillman.

### [Transcript of “A New Slavery!” Newspaper Article](#)

### [Printable Excerpt of “A New Slavery” Newspaper Article](#)

### Text-Dependent Questions

- The *Iowa State Bystander* was published in 29 states. Identify the intended audience this article targeted. What language, such as word choice or phrases, did the *Iowa State Bystander* use to reach it?
- According to this article, what is essential for securing the rights of citizenship for African Americans? Why?
- How did the *Iowa State Bystander* structure this article to achieve its purpose?

### Citation Information

“A New Slavery!” *Iowa State Bystander*, pp. 5, 21 September 1900. [Courtesy of Library of Congress](#)

## Broadside Calling Out American Senators Who Voted Against the Dyer Anti-Lynching Bill, 1922



Courtesy of Library of Congress, "A terrible blot on American civilization. 3424 lynchings in 33 years..." 1922

### Description

The Dyer Anti-Lynching Bill, proposed by Missouri Republican Representative Leonidas C. Dyer, classified lynching as a federal felony, which would have given the federal government authority to prosecute lynching cases at a time when state and local authorities rarely did. The U.S. House of Representatives approved the bill on January 26, 1922, but its passage was halted by Democratic opposition in the U.S. Senate. The North Eastern Federation of Colored Women's Clubs (NEFCWC) published this broadside to publicize the names of those in Congress who voted against the bill and encouraged voters to cast ballots against them.

### [Transcript of Broadside Calling Out American Senators Who Voted Against the Dyer Anti-Lynching Bill](#)

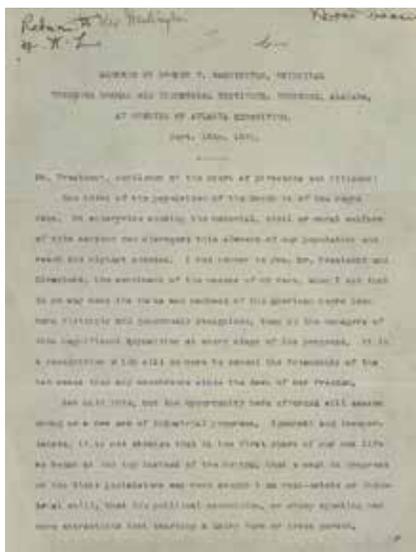
### Text-Dependent Questions

- Why did the North Eastern Federation of Colored Women's Clubs (NEFCWC) publish this broadside? Provide the evidence from the document that led you to this conclusion.
- What did the NEFCWC mean when it included the phrase, "Two victims always of a lynching - a human being and civilization?"
- Compare the list of senators in this broadside with the [Lynchings by State and Counties in the United States](#). What parallels can be drawn between the two sources?

### Citation Information

"A terrible blot on American civilization. 3424 lynchings in 33 years ... Prepared by the Committee on public affairs The Inter-fraternal council. Issued by District of Columbia anti-lynching committee North eastern federation of Colored women's," 1922. [Courtesy of Library of Congress](#)

## Booker T. Washington's Atlanta Exposition Speech, September 18, 1895



Courtesy of Library of Congress, Washington, Booker T., "Address By Booker T. Washington, Principal Tuskegee Normal and Industrial Institute, Tuskegee, Alabama, At Opening Of Atlanta Exposition," 18 September 1895

### Description

On September 18, 1895, Booker T. Washington was selected to give a speech that would open the Cotton States and International Exposition in Atlanta, Georgia. The speech, which is often referred to as the "Atlanta Compromise," was the first speech given by an African American to a racially-mixed audience in the South. In it, Washington suggested that African Americans should not agitate for political and social equality, but should instead work hard, earn respect and acquire vocational training in order to participate in the economic development of the South. By doing so, eventually, he stated, African Americans would gain the respect of white society and be granted the rights of full citizenship.

### [Full Transcription of Booker T. Washington's Atlanta Exposition Speech](#)

### [Transcribed Excerpts from Booker T. Washington's Atlanta Exposition Speech](#)

### Text-Dependent Questions

- What did Booker T. Washington ask of the African-American members of his audience? What did he ask of the white members of his audience?
- According to Washington, what did African Americans in the South need to do to achieve economic and social equality? How would you characterize this approach? Use evidence from the speech to characterize it.
- Many African Americans agreed with Washington's approach, yet many others were very critical of it, referring to the speech as the "Atlanta Compromise." Defend each side of the debate using evidence from the speech.

### Citation Information

Washington, Booker T., "Address By Booker T. Washington, Principal Tuskegee Normal and Industrial Institute, Tuskegee, Alabama, At Opening Of Atlanta Exposition," 18 September 1895. [Courtesy of Library of Congress](#)

## W.E.B. Du Bois: A Recorded Autobiography, 1961



Courtesy of Library of Congress, Du Bois, W.E.B., "W.E.B. DuBois: A Recorded Autobiography, Interview with Moses Asch," 1961

### Description

The pioneer civil rights leader, scholar and author W. E. B. Du Bois recorded an autobiographical interview for Folkways Records in 1961. In this excerpt, Du Bois related the experience that turned him into an activist, his criticism of Booker T. Washington and the beginning of his association with the National Association for the Advancement of Colored People (NAACP), for which he was a founding member.

### [Transcript of W.E.B. De Bois: A Recorded Autobiography](#)

### Text-Dependent Questions

- How did W.E.B. DuBois' approach to resisting racism and discrimination differ from that of [Booker T. Washington's](#)? Also, use evidence from this recording to characterize DuBois' approach.
- How would Washington have responded to the criticism of DuBois?
- If you were an African American at the turn of the 20th century, whose leadership, Washington's or DuBois', would you have found most appealing? Why?

### Citation Information

Du Bois, W.E.B., "W.E.B. Du Bois: A Recorded Autobiography, Interview with Moses Asch," 1961. [Courtesy of Library of Congress](#)

## “Prof. Washington Speaks Boldly” Newspaper Article, March 5, 1904



Courtesy of Library of Congress, “Prof. Washington Speaks Boldly,” *Richmond Planet*, pp. 4, 5 March 1904

### Description

The *Richmond Planet*, a newspaper in Virginia, re-published an open letter written by Booker T. Washington on March 5, 1904. In it, he protested lynchings and lack of trials for African Americans accused of murder in the South, warned about the danger posed to whites because of it and called on the pulpit and press to speak out against mob violence. The *Planet* also provided commentary, applauding Washington for the strong position he took.

### [Transcript of “Prof. Washington Speaks Boldly” Newspaper Article](#)

### Text-Dependent Questions

- What issue did Booker T. Washington most focus on in his letter of protest as re-printed in the *Richmond Planet*? Why did he perceive this to be dangerous to African Americans, whites and the relationship between them?
- For Washington, what two institutions were key to changing public opinion and ultimately putting a stop to mob violence? How could these have helped achieve Washington’s end goal?
- How did the *Richmond Planet* respond to Washington’s letter? Why? Do you agree with the newspaper’s assessment?

### Citation Information

“Prof. Washington Speaks Boldly,” *Richmond Planet*, pp. 4, 5 March 1904. [Courtesy of Library of Congress](#)

## “Street Automobile Line,” Newspaper Article, September 29, 1905



Courtesy of Library of Congress, “Street Automobile Line,” *Iowa State Bystander*, pp. 1, 29 September 1905

### Description

In its September 29, 1905, edition, the *Iowa State Bystander* published an article that reported the establishment of a new street automobile line by African Americans in Nashville, Tennessee. It was created as a way to boycott the city’s Jim Crow streetcar laws that segregated whites from African-American passengers.

### [Transcript of “Street Automobile Line” Newspaper Article](#)

### [Printable Excerpt of “Street Automobile Line” Newspaper Article](#)

### Text-Dependent Questions

- How did African Americans in Nashville, Tennessee, respond to the city’s law that segregated streetcars?
- To what extent was this response successful? Consider, would the company organized by Nashville’s African Americans be achieving “equal rights with the whites as passengers” with such a response?
- Would it help their cause to allow white passengers to ride in the vehicles of their newly formed company? Why or why not?

### Citation Information

“Street Automobile Line,” *Iowa State Bystander*, pp. 1, 29 September 1905. [Courtesy of Library of Congress](#)

## Platform Adopted by the National Negro Committee, 1909



Courtesy of Library of Congress, "Platform Adopted by the National Negro Committee," 1909

### Description

William English Walling’s exposé about a bloody race riot in Springfield, Illinois, Abraham Lincoln’s hometown and burial site, resulted in the assembly of an interracial group to discuss proposals for an organization that would advocate the civil and political rights of African Americans in January 1909. The group issued a “call” resulting in the first National Negro Conference held in New York on May 31 and June 1, 1909. At the second annual meeting on May 12, 1910, the Committee adopted the formal name of the organization — the National Association for the Advancement of Colored People (NAACP). The NAACP’s goals were the abolition of segregation, discrimination, disenfranchisement and racial violence, particularly lynching.

### [Transcript of the 1909 National Negro Committee Platform](#)

### Text-Dependent Questions

- For what reasons was this document created?
- What were the main objectives of the National Negro Committee? Of these, which one was most important?
- The National Negro Committee was founded by an interracial group of whites and African Americans. In what ways did its platform reach out to white Americans? Why would whites be important partners in the fight for equal rights?

### Citation Information

“Platform Adopted by the National Negro Committee,” 1909. [Courtesy of Library of Congress](#)

## Silent Protest Parade in New York City Against the East St. Louis Riots, July 28, 1917



Courtesy of Library of Congress, Underwood & Underwood, "Silent protest parade in New York [City] against the East St. Louis riots," 28 July 1917

### Description

Between July 1-3, 1917, violent riots exploded in East St. Louis, Illinois, resulting in the destruction of hundreds of African-American homes and businesses and the deaths of at least 39 African Americans. The National Association for the Advancement of Colored People (NAACP) organized a "Silent Protest Parade" for July 28 in New York City to denounce the riot and to appeal for equal rights. With approximately 10,000 silently marching, the protest became known as the first mass demonstration by African Americans.

### Text-Dependent Questions

- The 10,000 protesters who took part in this march did so silently. How might the number of participants and the manner in which the protest was conducted have helped the African-American movement for equal rights?
- Why might the African-American women marchers have worn white? What might that color have symbolized to those wearing it?

### Citation Information

Underwood & Underwood, "Silent protest parade in New York [City] against the East St. Louis riots," 28 July 1917.  
[Courtesy of Library of Congress](#)