


A black and white, high-contrast portrait of Martin Luther King Jr. He is shown from the chest up, with his hands clasped in front of him. He has a serious, contemplative expression, looking slightly to the right of the camera. The lighting is dramatic, with deep shadows on the left side of his face and forehead, and highlights on the right side of his face and hands. The background is dark and indistinct.

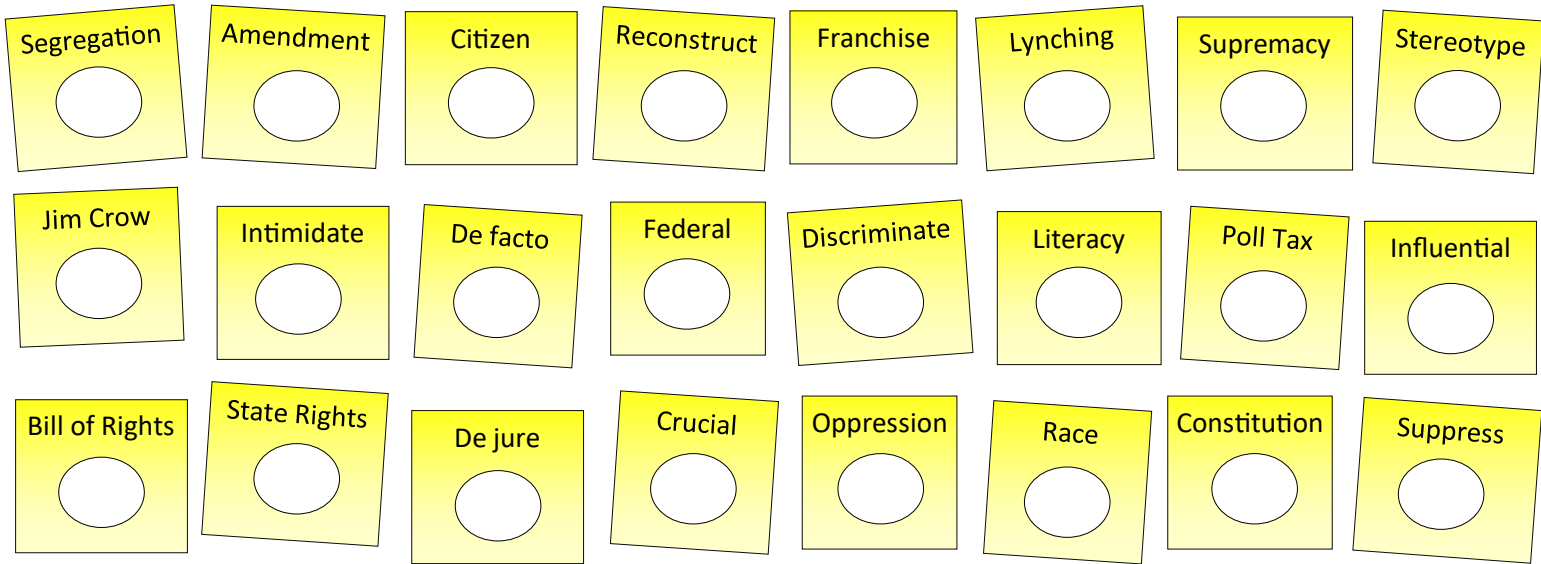
Race Relations USA

Part 1 1865 - 1900

**Slavery, Reconstruction
and Segregation**

Race Relations USA to 1900: unit key words

 **Mission:** to understand unit key terms and vocabulary.



Words	Definitions	Similar Words	?
	Change	A _ _ _ _	A
	Centralised government of the USA		B
	Right to vote	Suff _ _ _ _	C
	The first 10 amendments to the U.S. Constitution		D
	The situation as written by the law		E
	To keep apart or separate		F
	Read and write		G
	To frighten	B _ _ _ _	H
	To treat a person or group unfairly		I
	A person who 'belongs to' or has rights within a country		J
	Very important		K
	The written rules or basic principles of a country - often officially recorded		L
	A mob murder - often by hanging the victim from a tree		M
	To pay money to be able to vote		N
	Repair or rebuild		O
	To keep a person or group down		P
	The idea that individual states should have more power than Federal gov		Q
	A common belief about a person or race—usually incorrect		R
	Type (group) of people defined by their genetics		S
	To be / feel better than		T
	Important —able to make change or inspire	Sig _ _ _ _ _ _	U
	The reality or fact of a situation -- clashes with the legal situation		V
	To put an end to an activity using forceful methods	Pr _ _ _ _ _	W
	A black character from a plantation song		X

The Causes Of The American Civil War



The Causes Of The American Civil War.

Unit Starter

1 My Guess

Answer

2 My Guess

Answer

3 My Guess

Answer

4 My Guess

Answer

5 My Guess

Answer

6 My Guess

Answer



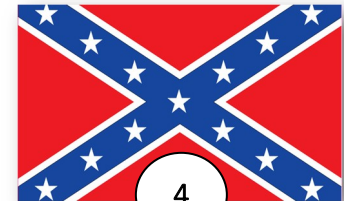
1



3



5



4



6



2

Causes Of The Civil War Summary

Rank Importance

Sum up : six causes of the American Civil War Explore : their relative important Skill: knowledge and understanding / research.

1 : The Abolitionists

What was Uncle Tom’s Cabin ?

What did it reveal ?

What impact did it have ?

2 : Slavery

Complete the quote using the video link ..

Our government was founded on

*Alexander Stephens
Confederate Vice President*

3 : Westward Expansion

1820
Missouri
Compromise

1850
Compromise

1854
Kansas
Nebraska Act

1854
Bleeding
Kansas

4 : Sectionalism

Add Northern Traits

Add Southern Traits

5 : The 1860 Election

Write down 3-5 questions about this election

6 : The Secession

States Committed To The Union

States That Were Initially Undecided

First States To Join South Carolina

Causes Of The Civil War Summary

Rank Importance

Sum up : six causes of the American Civil War Explore : their relative important Skill: knowledge and understanding / research.

1 : The Abolitionists



Take notes from the PPT slide and video link ...

2 : Slavery



Take notes from the PPT slide and video link ...

3 : Westward Expansion



Take note from the PPT slide and video link ...

4 : Sectionalism



Take note from the PPT slide and video link ...

5 : The 1860 Election



Take notes from the PPT slide and video link ...

6 : The Secession



Take note from the PPT slide and video link ...

Connecting The Causes Of The American Civil War.



Summarise : the causes of the American Civil War Explore : the relationship between factors Skill : making links.

1: The Abolitionists

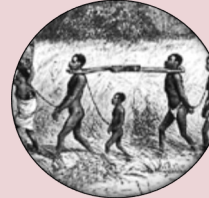


Attacked slavery

Angered the South

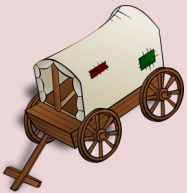
Links to : 2, 4 and

2: Slavery



Links to :

3: Westward Expansion



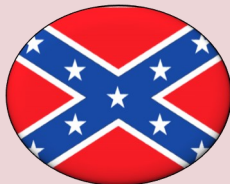
Links to :

6: Secession Of The South



Links to :

4: Sectionalism

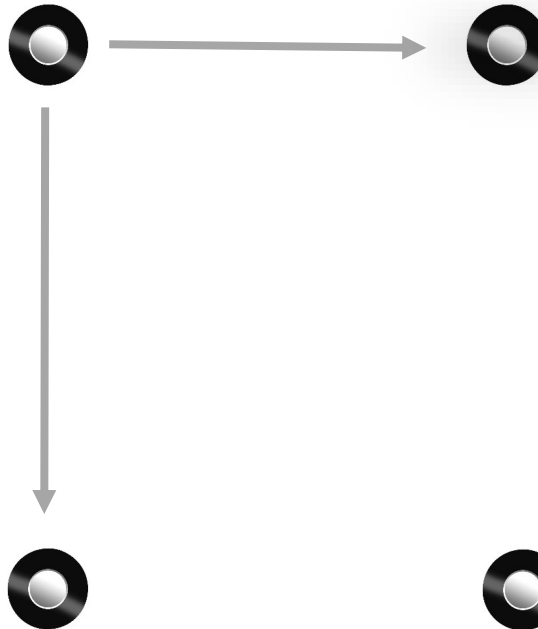


Links to :

5: The 1860 Election



Links to :



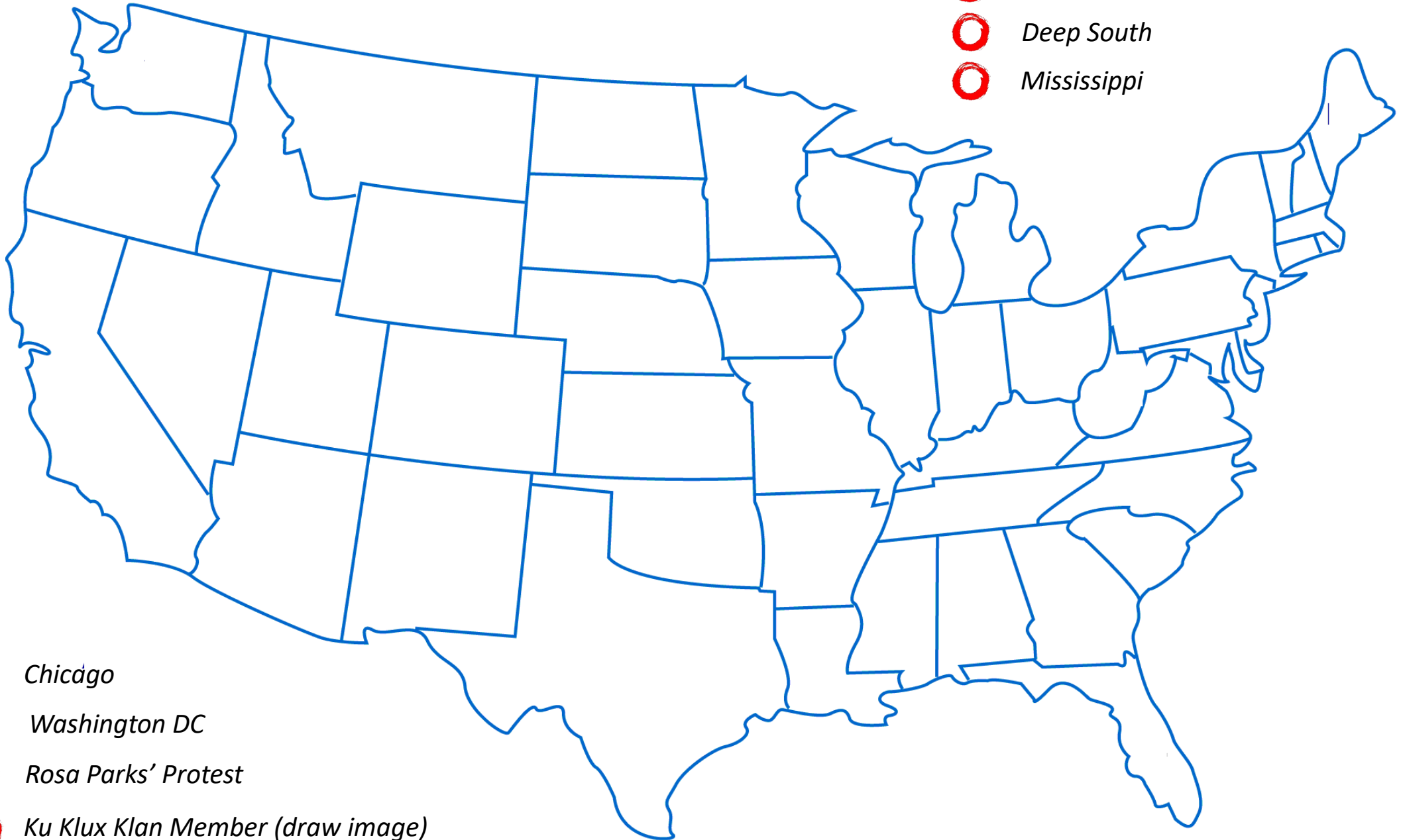
The United States







Task: to identify the different regions of the United States c

Map Colour Key

-  *Free States*
-  *Southern States*
-  *Deep South*
-  *Mississippi*

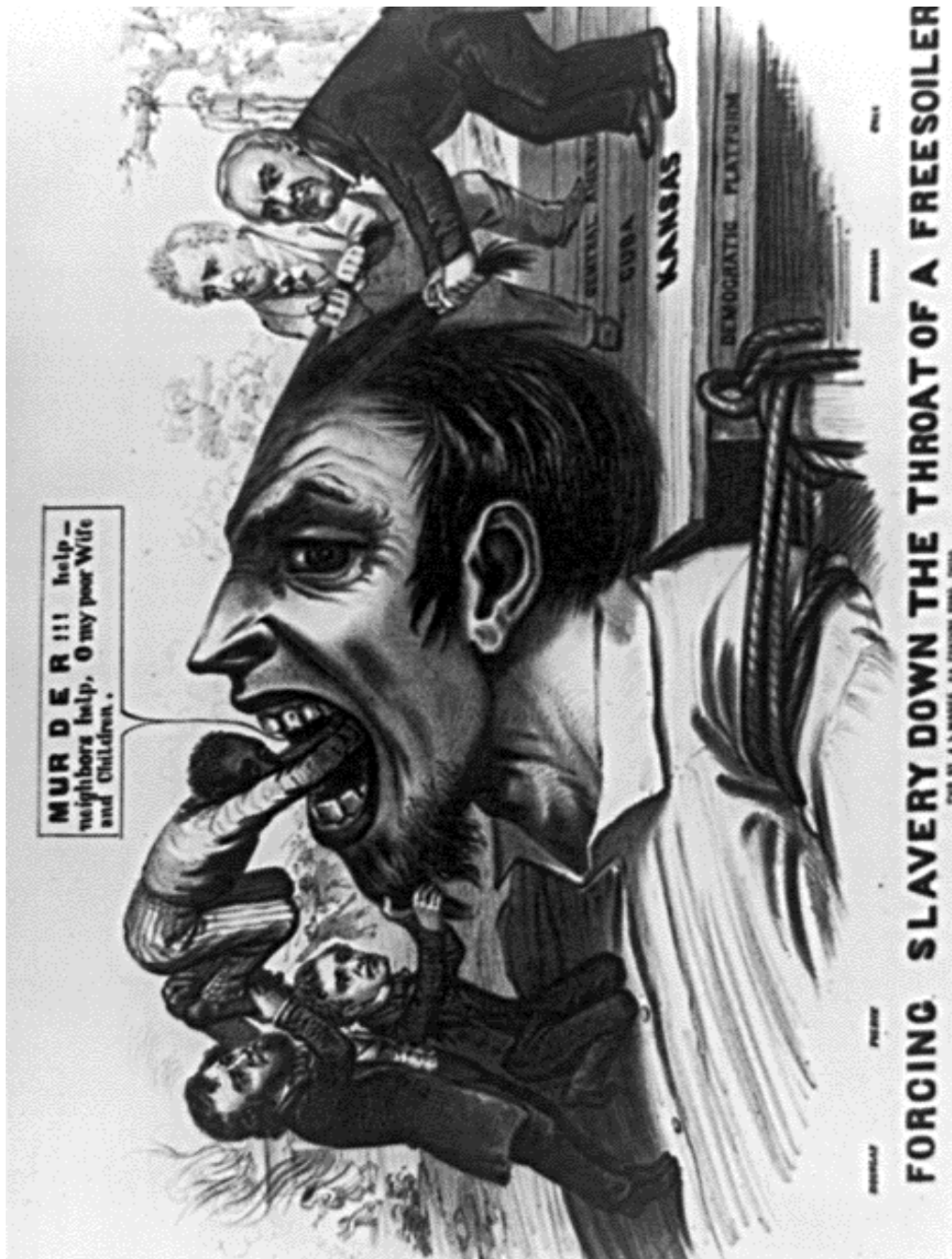


-  *Chicago*
-  *Washington DC*
-  *Rosa Parks' Protest*
-  *Ku Klux Klan Member (draw image)*

The Cartoon About A Man Being Fed A Smaller Man.



Discover : how to identify main features of a cartoon Explore : how to interpret these features Skill: cartoon analysis and evaluation.



Message of the cartoon (write this AFTER completing DEC process)

Describe the main features of the cartoon.

-
-
-
-
-
-

Explain what each of these features means / represents

-
-
-
-
-
-

Context: what historical event is this cartoon about?

Reliable or Not? (Circle a score below)

Unreliable 1 2 3 4 5 6 7 8 9 10 Reliable

How Similar Are Cartoons A and B ?

Discover : how to compare cartoons Explore : source content, origin, purpose Skill: analysis, comparison and evaluation.

published 1861



A

The cartoons are similar to ... (some, limited, large extent)

The contents of the cartoons are / are not similar ...

The origins of the cartoons are / are not similar ...

published 1860



B

The purposes of the cartoon are / are not similar

ACTIVITY # 18 / 101 - FOLLOW ME

icHistory.com

How it works : Complete after ranking activity?

- 1: Select 6 students - assign each, one of the causes of the civil war. Allow thm time to prepare an argument demonstrating why their cause was most important.
- 2 : Present a concise opening argument to the class.
- 3 : Students then join / follow their cause of choice.
- 4: Continue the debate allowing all students to contribute once they follow a cause.
- 5 : Students can switch at any time.
6. Wrap up and rank the outcome.



Suggestions

Teacher to join / help the person with least followers

Skills

Persuasion
Debate
Listening

Adapt to

Any causes activity
Why the League of Nations failed

CAUSE 1

THE

ABOLITIONISTS

CAUSE 2

SLAVERY

CAUSE 3

WESTWARD

EXPANSION

CAUSE 4

SECTIONALISM

CAUSE 5

THE 1860

ELECTION

CAUSE 6

THE

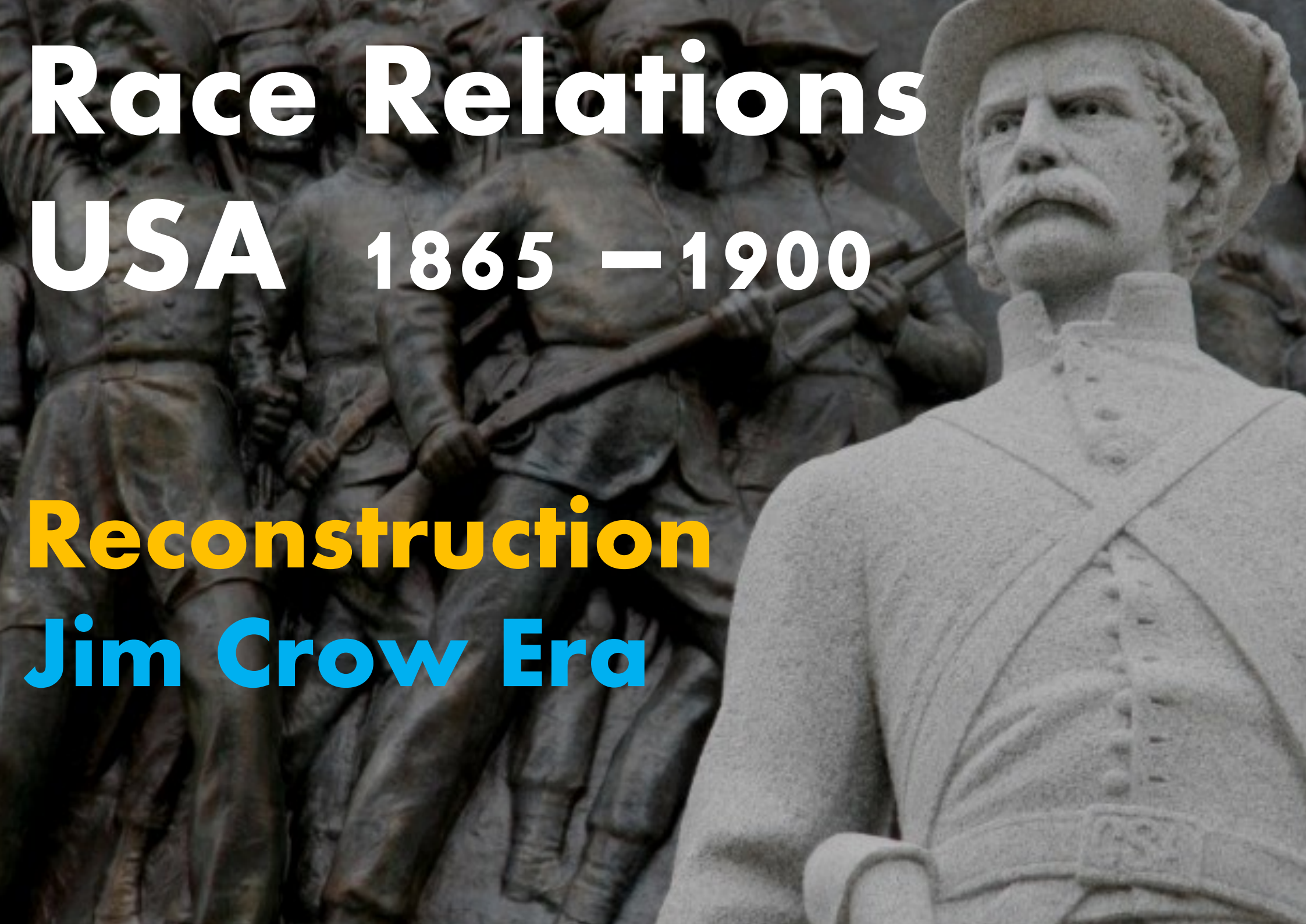
SECESSION

Race Relations

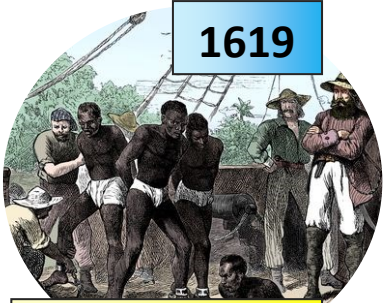
USA 1865 – 1900

Reconstruction

Jim Crow Era



Quick Recap ...



1619

The first Africans brought as slaves to America.



Slaves are used in fields, on farms and in houses in the South.



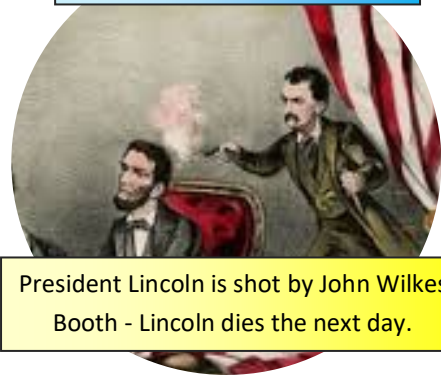
1850s

Westward expansion - forces the decision about the future of slavery in new states. Legal or illegal?



1861

Arguments over power + the future of slavery fuels the start of Civil War.



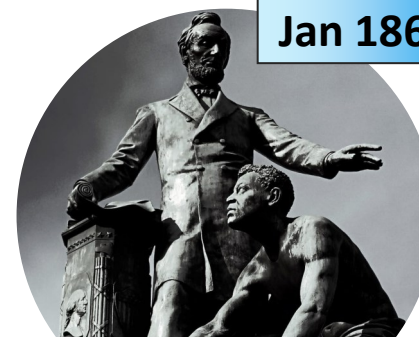
14th April, 1865

President Lincoln is shot by John Wilkes Booth - Lincoln dies the next day.



9th April, 1865

The South (Confederacy) surrender - lose the war.



Jan 1865

Lincoln + the Senate pass the 13th Amendment - slaves are legally free.



Reconstructing the USA.



Mission: to reconstruct (rebuild / heal) the USA after the Civil War.

The American Civil War was a bloody and tragic event fought between 1861-1865. It was won by the North with the South being forced into submission. Over half a million soldiers died. At the start of the war slavery was legal in some southern states but, by the end of the war slavery was made illegal in the whole of the USA. The nation was hurting and bitterly divided. Four million slaves are free but have no income. **So what now what?**

Activity set up: assign student groups to play one of the groups on the place cards that follow. Note, it is not necessary to have every group represented and these are merely suggestions. Groups should be given 30 + minutes to prepare their ideas and arguments for the most important items for their group.

The President's Cabinet decides the outcome following each item discussion. I suggest 4 –5 students in the president's Cabinet. They should call the items to order, maintain discipline and set a time limit (4 mins?) per item. At the end of each item, they should be given a short time to decide then announce their decision. You may wish to use the 'Presidential Tokens' at the end of each item for the team that was most helpful or persuasive.

Reconstruction Agenda Items

www.icHistory.com

1: Punishing the rebels: Should the political leaders and generals of the Confederacy be punished or pardoned?



Is this item VERY important for your group? If not, skip it - if so plan how you will persuade the President's Cabinet to support your argument.

2: Settlement: Where will the freed slaves live?



Is this item VERY important for your group? If not, skip it - if so plan how you will persuade the President's Cabinet to support your argument.

3: Employment: What will the freed slaves do for work ? Will they be paid the same as workers North and South?



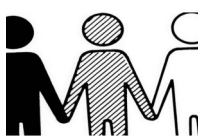
Is this item VERY important for your group? If not, skip it - if so plan how you will persuade the President's Cabinet to support your argument.

4: Education: Should black children go to school? If yes, will they be allowed into the same schools as white children?



Is this item VERY important for your group? If not, skip it - if so plan how you will persuade the President's Cabinet to support your argument.

5: Speech: Will it be ok for white people to use derogatory words or terms for black people? All speech is free?



Is this item VERY important for your group? If not, skip it - if so plan how you will persuade the President's Cabinet to support your argument.

6: Property: Should the plantations of former slave owners be taken away from them? If so, who should it be given to?



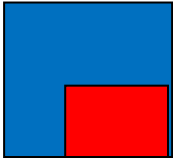
Is this item VERY important for your group? If not, skip it - if so plan how you will persuade the President's Cabinet to support your argument.

7 Voting and Citizenship: Should freed slaves now be allowed to vote in state and national elections and be given full citizenship?



Is this item VERY important for your group? If not, skip it - if so plan how you will persuade the President's Cabinet to support your argument.

8: Senate Power Southern senators are becoming outnumbered in Congress. Should they be given more power?



Is this item VERY important for your group? If not, skip it - if so plan how you will persuade the President's Cabinet to support your argument.

9: Cruel owners: Should former slave owners who were cruel be punished? If so, how?



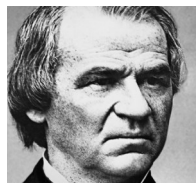
Is this item VERY important for your group? If not, skip it - if so plan how you will persuade the President's Cabinet to support your argument.

10: Protection: Should freed slaves or former slave owners be protected from revenge? If so, how ?



Is this item VERY important for your group? If not, skip it - if so plan how you will persuade the President's Cabinet to support your argument.

11: Next U.S. President: Should vice president and southerner Andrew Johnson take over as the next President?



Is this item VERY important for your group? If not, skip it - if so plan how you will persuade the President's Cabinet to support your argument.

12: Enforcing decisions: Will southerners agree to respect all these decisions? If not, what will be done to enforce them ?



Is this item VERY important for your group? If not, skip it - if so plan how you will persuade the President's Cabinet to support your argument.

13: Any other business: Any suggested items for discussion?



Time Tokens - you may wish to give each team three 45 seconds time tokens to play. Once played this guarantees the floor + one minute of uninterrupted time to make their argument.

00:45

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00:45

00:45

MAIN AIM = FIX YOUR BROKEN AND DIVIDED NATION

President + Cabinet



You must listen carefully to the proposals from groups before you decide the final outcome of each item.
Base your decision on the best arguments.
Avoid becoming part of the discussion / debate: instead, listen to and manage it.

Suggested tasks while the other teams prepare.

Task 1 - Choose a Head Juror - Time Keeper - Chairperson

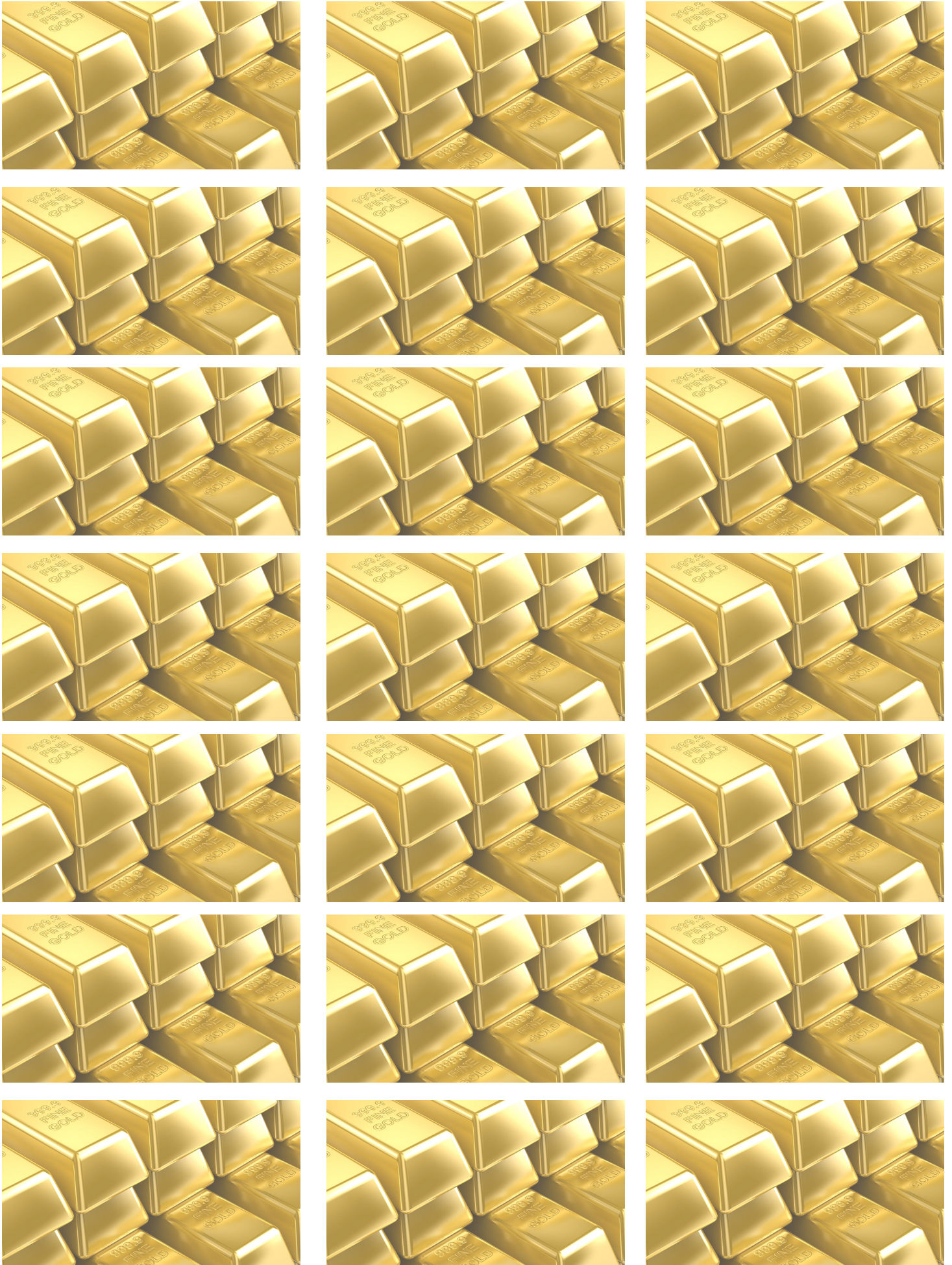
Task 2 - Consider any other important matters and raise these during the 'any other business' round.

Task 3 - Create a 'how we discuss / debate' list of expectations. Do's and don'ts

Task 4 - Other ideas to improve the activity?

Presidential Tokens - the President's Cabinet may choose to offer reward token for teams that were particularly persuasive or helpful after each discussion item.

Exchange for a 'teacher reward' at the end of the activity?



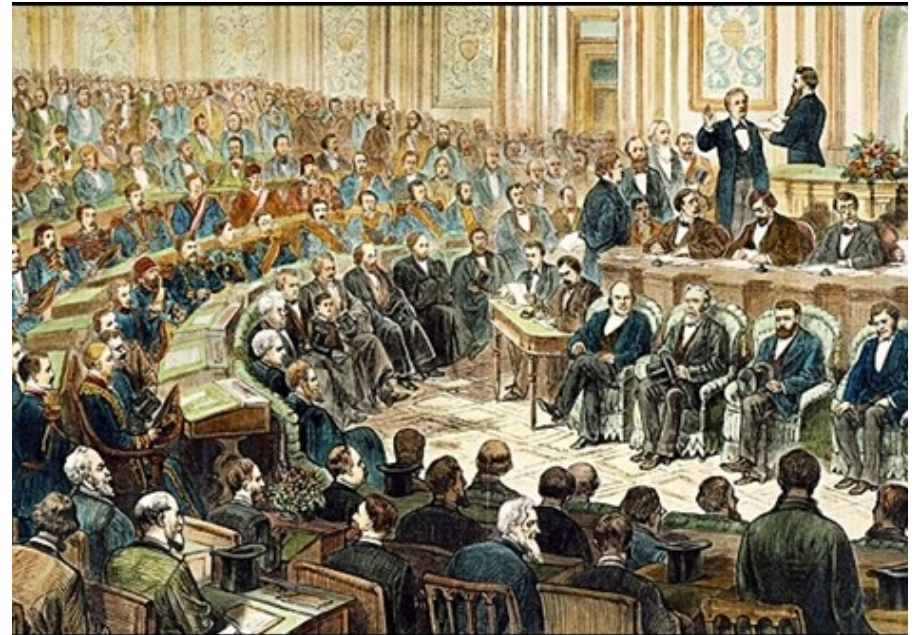
You will not get EVERYTHING so be prepared to prioritise, and persuade.
Try to get the best possible outcome for your group. Good luck!

Consider: what are the MOST important items for you?

SUB AIM: MAINTAIN WHITE SUPREMACY

MAIN AIM: RECLAIM SOUTHERN POWER IN SENATE

Southern Senators



You will not get EVERYTHING so be prepared to prioritise, and persuade.
Try to get the best possible outcome for your group. Good luck!

Consider: what are the MOST important items for you?

MAIN AIM = Avoid getting murdered by angry white southerners

MAIN AIM = A BETTER LIFE

Freed Slaves



You will not get EVERYTHING so be prepared to prioritise, and persuade.
Try to get the best possible outcome for your group. Good luck!

Consider: what are the MOST important items for you?

Sub Aims: ensure former slaves are given work, housing and education

MAIN AIM = TO HELP EX-SLAVES START A NEW LIFE

Freedman's Bureau



You will not get EVERYTHING so be prepared to prioritise, and persuade.
Try to get the best possible outcome for your group. Good luck!

Consider: what are the MOST important items for you?

SUB AIM = Exploit the Southern Economy!

MAIN AIM = FACTORY PROFITS!

Factory Owners (North)



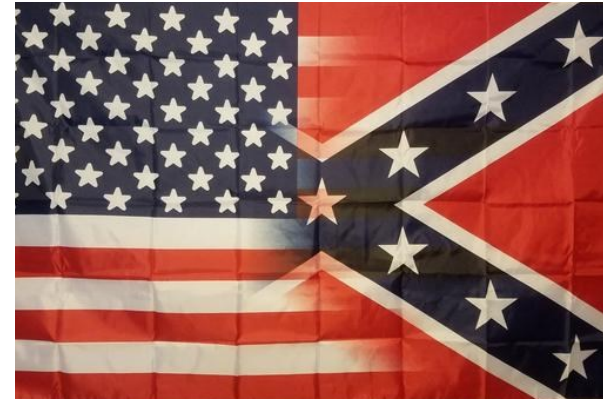
You will not get EVERYTHING so be prepared to prioritise, and persuade.
Try to get the best possible outcome for your group. Good luck!

Consider: what are the MOST important items for you?

SUB AIM = keep black people separate from whites

MAIN AIM = MAINTAIN WHITE SUPREMACY

White
Southerners



You will not get EVERYTHING so be prepared to prioritize, and persuade.
Try to get the best possible outcome for your group. Good luck!

Consider: what are the MOST important items for you?

Main Aim: Exploit this situation for your personal greed and benefit

You are selfish, opportunistic Northerners who went to the South to exploit the situation. You hope to see ruin in the South so you can step in and make profit for yourself.

The Carpetbaggers



You will not get EVERYTHING so be prepared to prioritise, and persuade.
Try to get the best possible outcome for your group. Good luck!

Consider: what are the MOST important items for you?

Main Aim: Exploit this situation for your personal greed and benefit

You are selfish, opportunistic southern businessmen who will betray the South agree with North IF it suits your personal and economic interests. How can you exploit this situation?

The Scalawags



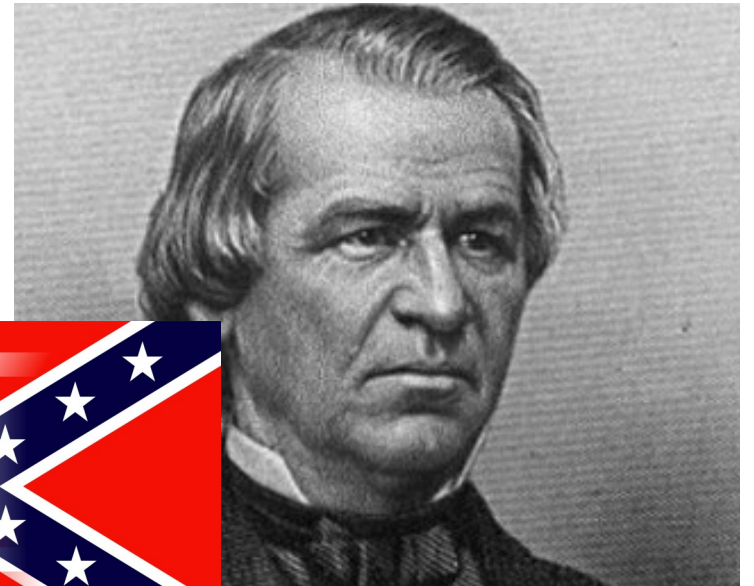
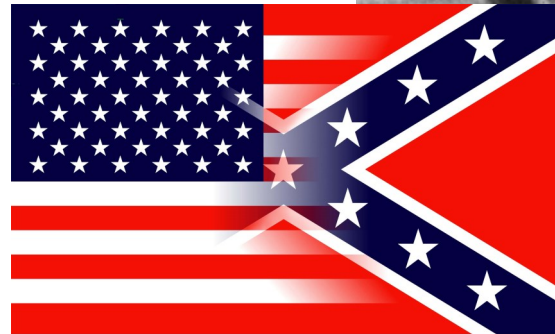
You will not get EVERYTHING so be prepared to prioritise, and persuade.
Try to get the best possible outcome for your group. Good luck!

Consider: what are the MOST important items for you?

Main Aim: to become President and help Southerners.

You a **Southerner** and Lincoln's Vice President of the USA at the end of the Civil War.

Andrew Johnson



What were the Jim Crow Laws?

 **Mission:** to consider how the Southern states responded at attempts to make all men equal.

Legal

Care

Last

Amendment

Constitution

Civil

Supremacy

First

Segregating

Equal

White

Tax

Hot

Shake

Slap

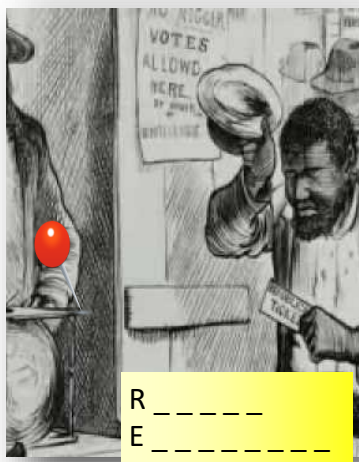
The U.S. _____ (1) says that all men are created equal, but until 1865 this was largely ignored as black people were kept as slaves in the South. After the American _____ (2) War ended in 1865 and remaining slaves freed, the country tried to reconstruct itself. One of the aims of this era of this reconstruction was to make black and people more _____ (3) and give them legal protection. Most Southern whites would not accept this idea. As anger in the North over the Civil War reduced it became clear that most Northerners did not really _____ (4) about the former slaves as they allowed the South to introduce 'Jim Crow Laws.' These laws were named after a character in slave song. Jim, the black character had a _____ (5) girlfriend thus making him a hated figure in the South. The Jim Crow Laws made sure that black people were not accepted or treated as equal to whites and thus maintained white _____ (6) . The laws included _____ (7) black and white people by making them use separate sections of transport, washrooms, theatres and other public places. This policy of segregation was challenged and taken to the Supreme Court in 1896 in a famous case know as Plessy V Ferguson. The Supreme Court ruled it that was _____ (8) to have separate facilities as long as they were of an equal standard - (of course they were not) . The Jim Crow laws also attacked voting rights given to black Americans with the passing of the 15th _____ (9) to the U.S. Constitution in 1870. They did this by using various tricks to suppress the black vote. These tricks included introducing confusing literacy tests to show they were 'clever enough' to vote, introducing a poll _____ (10) to make them pay for voter registration and also a Grandfather clause that said only people with a grandfather who had voted could vote. Another feature of this time was the expectation of racial etiquette. For example, a black man could not offer to _____ (11) the hand of a white man or touch a white woman. A black person must refer to a white person as 'sir', 'maam', 'mr' and If a black person was allowed to eat at the same table as a white person he was served _____ (12) .

- 1: Sum up the Jim Crow Laws in your own words.

- 2: Choose - Poll tax, literacy tests or the Grandfather clause and explain how they stopped black people from voting.

- 3: What was the aim of racial etiquette in the South?





R _____
E _____

The Cartoon about a Family and a Wall

Know: how to identify the main features of a cartoon **Understand:** how to interpret these features **Skill:** cartoon analysis + evaluation.



Message of the cartoon (write this AFTER completing DEC process)

Describe the main features of the cartoon.

-
-
-
-
-
-

Explain what each of these features means / represents


-
-
-
-
-
-

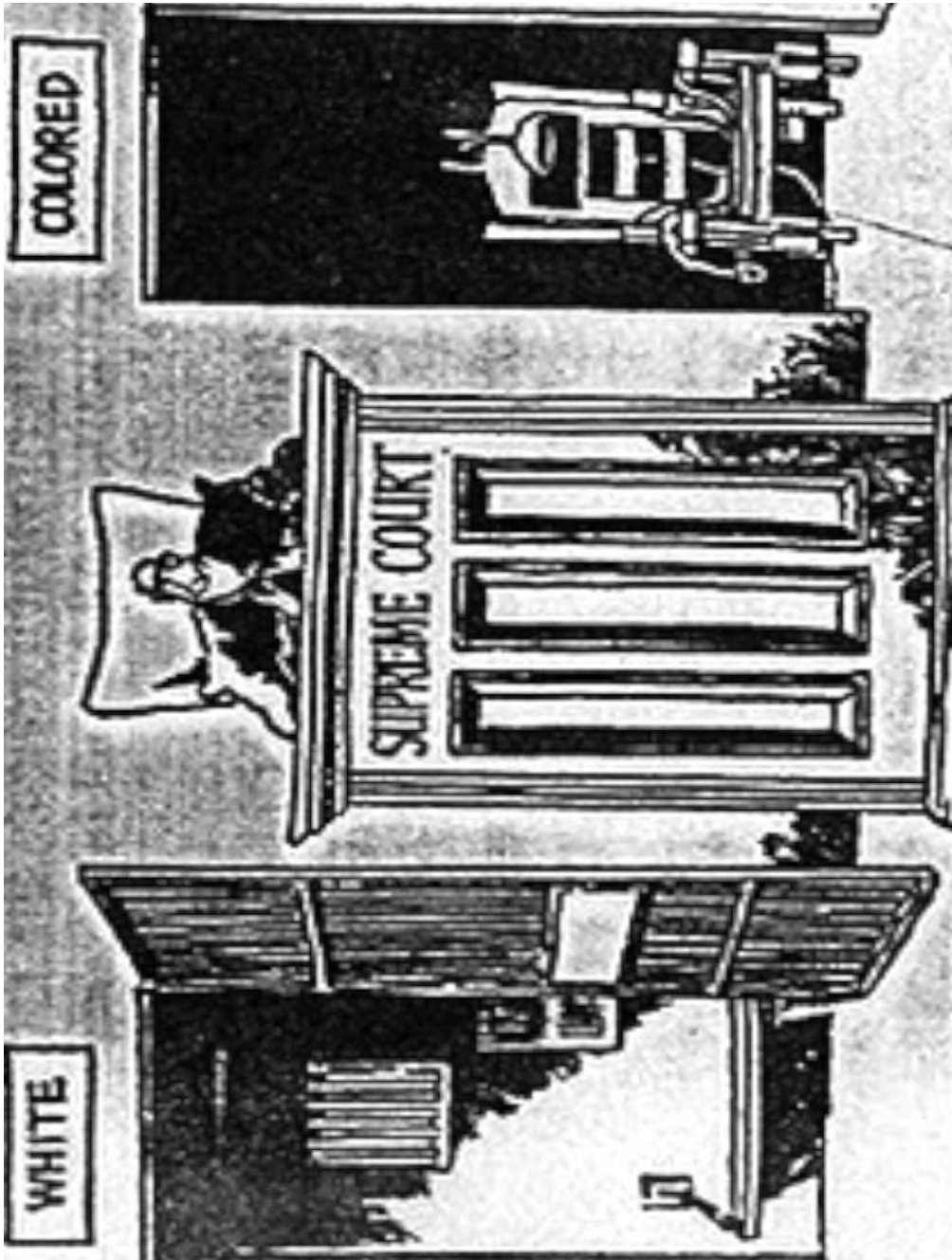
Context: what historical event is this cartoon about?

Reliable or Not? (Circle a score below)

Unreliable 1 2 3 4 5 6 7 8 9 10 Reliable

The Cartoon about a Judge and Two Rooms

 **Know:** how to identify the main features of a cartoon **Understand:** how to interpret these features **Skill:** cartoon analysis + evaluation.



Message of the cartoon (write this AFTER completing DEC process)

Describe the main features of the cartoon.

-
-
-
-
-
-
-

Explain what each of these features means / represents

-
-
-
-
-
-
-


Context: what historical event is this cartoon about?

Reliable or Not? (Circle a score below)

Unreliable 1 2 3 4 5 6 7 8 9 10 Reliable

Sharecropping - slavery by another name?



 **Mission:** to analyse, evaluate and compare sources to find out how life changed for freedmen (freed slaves)

Most freed people stayed in the South on the lands where their families had worked for generations as slaves. They hungered to own and farm their own lands instead of the lands of white plantation owners. The Freedmen's Bureau gave cause for such hopes by asking leases and titles to lands in the South be made available to former slaves. However, these efforts ran afoul of President Johnson. In 1865, he ordered the return of land to white landowners. While they no longer faced relentless toil under the lash, freed people emerged from slavery without any money or farm tools, food, and other basic necessities to start their new lives. Under the crop-lien system, store owners gave credit to farmers under the agreement that they would pay with a portion of their future harvest. However, the creditors charged high interest rates, making it even harder for freed people to gain economic independence. Under the system, freed people rented the land they worked, often on the same plantations where they had been slaves. Some landless whites also became sharecroppers.

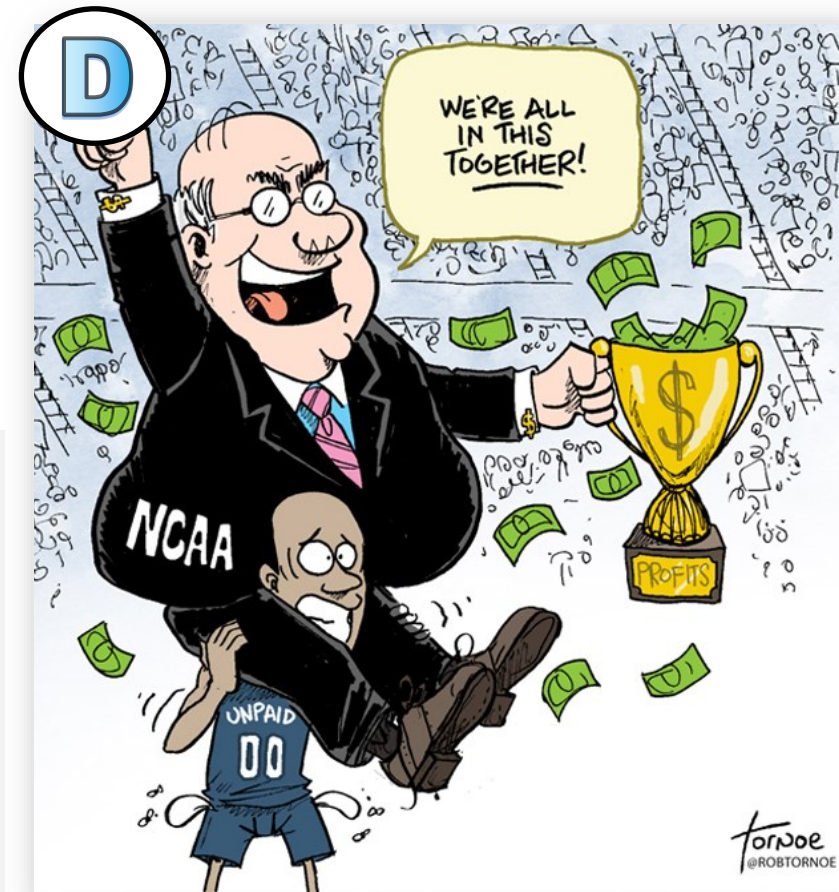
Lumenlearning.com

A

B Nevertheless, the sharecropping system did allow former slaves far greater freedom and autonomy than they experienced under slavery. As a symbol of their newly won independence, they had mules drag their former slave cabins away from the slave quarters into their own fields. Wives and daughters reduced their labor in the fields and instead devoted more time to childcare and housework. For the first time, black families could divide their time between fieldwork and housework in accordance with their own family priorities.

With these exploitative stores, many sharecroppers couldn't become fully "free" in this system. With mounting debts, farmers prioritized cash crops and could not spend time planting personal gardens for daily food consumption. Since these cash crops were time-intensive, sharecroppers' children were pulled from schools and were unable to access an education. Because of poor harvests, farmers could not make enough income to buy their own land or start a savings account. Eventually, this type of situation was labelled "wage slavery." "Wage slavery" is a term that refers to individuals who are only earning subsistence wages, which means their wages only cover their basic needs.

C



forjoe
@ROBTORNOE



Source skills option: Analyse, compare, interpret and evaluate.

Q1

What is the main point or message of source A?

Q2

Provide a sub point or message from source A

Q3

How similar are the MAIN messages from sources B and C? Not similar: somewhat similar: very similar (Explain answer)

Q4

How similar are the sub messages from sources B and C? Not similar: somewhat similar: very similar (Explain answer)

Q5

What is the message of source D?

Q6

Give an example from source B, C or D that corroborates (supports) source A.


Q7

Give an example from source B, C or D that does NOT corroborate (support) source A.

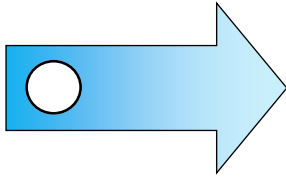
Q8

How reliable is source A? Score then explain your reason (Not Reliable 1 2 3 4 5 6 7 8 9 10 Reliable)

A Return to Southern White Supremacy?

 **Mission:** use the sources and further research to make notes on the period 1865 - 1900.

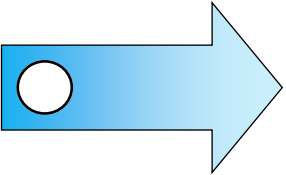
Task 1: colour code or label (1-4) each of the four circles below. **2:** Read the sources provided **3:** Write a bullet point summary of your findings / a few sentences about each in the space provided.



Reconstruction



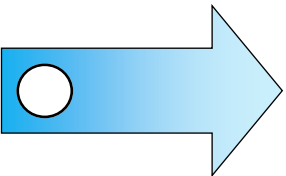
Define Reconstruction



Jim Crow Laws



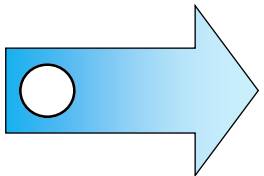
Who or what was Jim Crow?



Back Racial Stereotypes / Roles



What is a 'Wet Nurse'?



Plessy V Ferguson - challenging Jim Crow



What did 'separate but equal' mean?

A belief in white supremacy was particularly entrenched in the southern states. The end of slavery had been a blow to white supremacy. However, southern racists were able to find new ways of oppressing black people.

Edexcel History Textbook



In 1892 a black train passenger Homer Plessy was arrested and jailed for refusing to sit in a segregated railway car, breaking a Louisiana (Jim Crow) law. He appealed claiming this violated his constitutional rights according to the 14th Amendment. The 1896, U.S. Supreme Court case denied his argument under the "separate but equal" rule. Restrictive legislation based on race continued following the Plessy decision, its reasoning not overturned until Brown v. Board of Education of Topeka in 1954.

History Channel (Edited)

Jim Crow was not a person but was named after a popular 19th-century minstrel song that stereotyped African Americans, "**Jim Crow**" came to symbolise the system of government-sanctioned racial oppression and segregation in the United States.

PBS.org

The 'good, old-time negro'

Despite segregation, white people relied on black people for domestic help. They were hired to bring up children, cook and clean. Many white people had contradictory feelings about black people—on one hand they saw them as inferior but on the other relied on them in their family lives. Perhaps as a solution the concept of the 'good old time Negro' - the idea that black people were happy to serve white people and with the role in a segregated society.

Edexcel History Textbook—Edited.



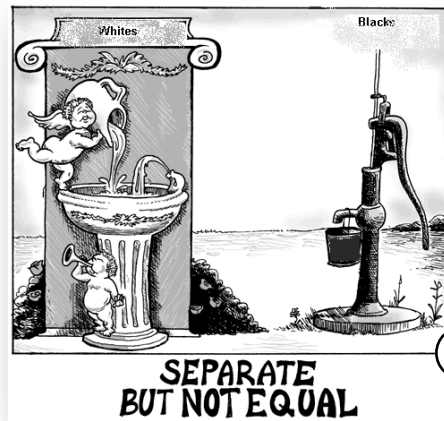
The **Jim Crow laws** were state and local laws enforcing racial segregation in the Southern United States. Enacted after the Reconstruction period, these laws continued in force until 1965. **Wikipedia summary**



Southern states introduced literacy tests as a requirement for voting. Most black people could not read or write and even those who could found that test were not applied fairly.

The 14th Amendment to the Constitution was ratified on in 1868, granted citizenship to "all persons born or naturalized in the United States," which included former slaves recently freed. In addition, it forbids states from denying any person "life, liberty or property, without due process of law" or to "deny to any person within its jurisdiction the equal protection of the laws." The 14th Amendment greatly expanded the protection of civil rights to all Americans .

www.local.gov



Uncle Gus made a wrong turn by accident. Somehow we ended up in the middle of town. Up ahead was a crowd of white people. We didn't know what was going on. There must have been 500 people, men and women and children. We slowed the car. It was then that we heard them shouting, "Kill the nigger." We could see a person on fire but still alive and screaming in the middle of the street tied to a big wheel. We could smell the stench of his burning human flesh. Uncle Gus slammed on his brakes and turned full circle in the middle of the road, which now focused the attention of the mob on us. I remember hearing someone shout, "There's some more niggers, let's get them." We could see people from our back window running for their cars and trucks. By then my uncle had turned the corner, as he put the pedal to the metal and we went as fast as his big Chrysler car could go. He turned off the car headlights and we drove for five minutes in darkness before he careened the car off the road into a four-foot wide wagon ditch or pathway in the woods. We made it just in time. What seemed like a caravan of cars passed our hiding place, followed by police cars with sirens blaring. We were all extremely quiet. No one spoke a word in fear that a whisper would be heard and betray our hiding place. We remained in our hiding place for about four hours, which seemed like eternity.

Joseph Holiday had driven to Texas with his uncle in 1961

The southern states found devious ways to disenfranchise the local black population. For example some states introduced a 'grandfather clause'. This said only people whose grandfathers had votes were allowed to vote.

The 15th Amendment to the 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, colour, or previous condition of servitude."

www.local.org



The Ku Klux Klan ... birth, growth, decline and revival.



Discover: when the Klan originated **Explore:** the aims and actions of the Ku Klux Klan **Skill:** knowledge and understanding.

Wizard

Outraged

Republican

Woods

Testify

Democrats

Reconstruction

Forrest

Peak

Master

Beatings

Lynched

Stand

Killed

The Ku Klux Klan was started in 1865 and extended into almost every Southern state by 1870. Its members waged a campaign of intimidation and violence against white and black _____ leaders during the period of _____. Confederate general Nathan Bedford _____ was chosen as the Klan's first leader, or 'Grand _____'. Klan members usually carried out their attacks at night and aimed to maintain white supremacy in the South. In South Carolina, 1871, 500 masked men attacked the county jail and _____ eight black prisoners. In the regions where most Klan activity took place, local police either belonged to the Klan or refused to take action against it. Those arrested and accused of being Klansmen were usually let go as no-one would _____ against them. The use of federal authority in 1871 to crush Klan activity _____ Democrats and even alarmed many Republicans. By the end of 1876, the entire South was under white Democratic control once again and Klan activity decreased. In 1915, white Protestants organized a revival of the Ku Klux Klan inspired by Thomas Dixon's 1905 book "The Clansman" and the film "Birth of a Nation." This second generation of the Klan was not only anti-black but also against Roman Catholics, Jews, foreigners and communism. At its _____ in the 1920s, Klan membership exceeded 4 million people nationwide. The Great Depression in the 1930s depleted the Klan's ranks, and the organization temporarily disbanded in 1944. The civil rights movement of the 1960s saw a surge of Klan activity across the South, including the bombings, _____ and shootings of black and white activists. These actions _____ the nation and helped win support for the civil rights cause. Klan-related violence became more isolated decades to come, though groups have become aligned with neo-Nazi or other right-wing organizations from the 1970s onward. **History Channel Article : edited.**


1: What was the main aim of the Ku Klux Klan?

2: Why was Klan activity on the decline?

3: What inspired a revival of Klan activity in 1915?



What was the era of Jim Crow?

 **Mission:** to analyse and evaluate a range of sources to help understand what happened after the end of the Civil War.



Post Civil War, Reconstruction and Jim Crow.

With the end of the American Civil War and the emancipation of the slaves there was much reason for optimism from freed blacks and those who supported them. The era of Reconstruction - rebuilding the broken country began. What would happen to the freed slaves? Would the USA be able to heal itself and the divide between North and South?

1: Segregation
(Separation)

2: Franchise
(Voting)

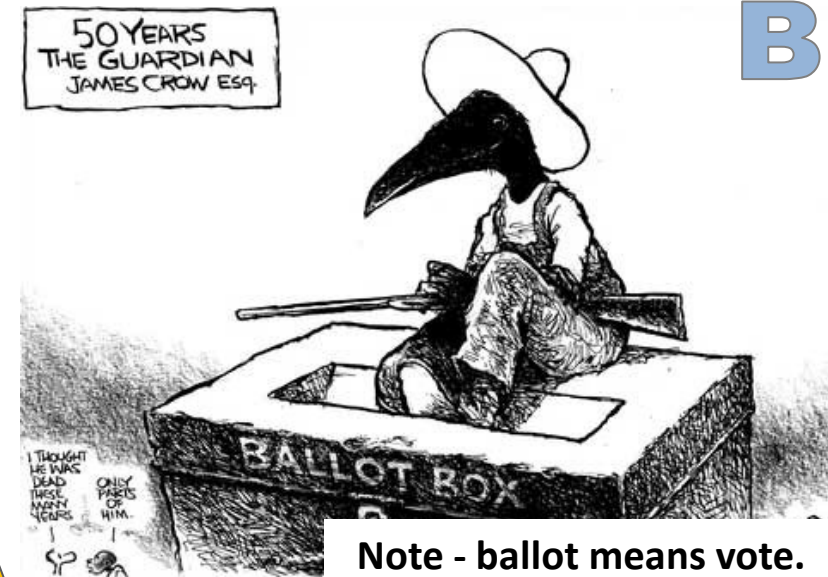
3: Violence + Intimidation

4: Racial Etiquette

5: Other

'The segregation and disenfranchisement (restriction of voting) laws known as "J __ Crow" were a system of racial apartheid (separation) that existed in the American S _____ for three quarters of a century from the 1890's onwards. These l ___ affected almost every aspect of daily life, allowing for segregation of schools, p _____, libraries, drinking fountains, restrooms, buses, t _____, and restaurants. "White Only" and "Colored" signs were constant reminders of white s _____.'

[PBS.org/americanexperience](https://www.pbs.org/americanexperience).



A

Note - ballot means vote.



C

'The American Civil War ended in 1865 with the North victorious and the Confederate South defeated. Slavery in the South was now illegal, the former slaves had the vote and groups of white Republicans started collecting batches of them and escorting them to vote. The situation angered many in the South and small white terrorist groups formed in various places to keep the blacks down and white supremacy in place. Far the best known terrorist group was the Ku Klux Klan. Klan members dressed up in scary costumes with hoods and masks, members rode about at night threatening and frightening blacks. They demanded that blacks either vote Democrat or not at all. They met defiance with beatings, whippings and sometimes murder.'

Historytoday.com

F

'Plessy v. Ferguson was a ruling by the U.S. Supreme Court in 1896. The case originated from an incident in 1892 when an African-American train passenger named Homer Plessy refused to sit in a train car segregated for black people. The court decision stated that racial segregation was legal as long as "separate but equal" facilities and services were provided for both black and white people and therefore rejected Plessy's argument that his constitutional rights were being broken. The Plessy V Ferguson decision was a huge win for those wished to maintain white supremacy and a defeat for those who campaigned for equal rights.'

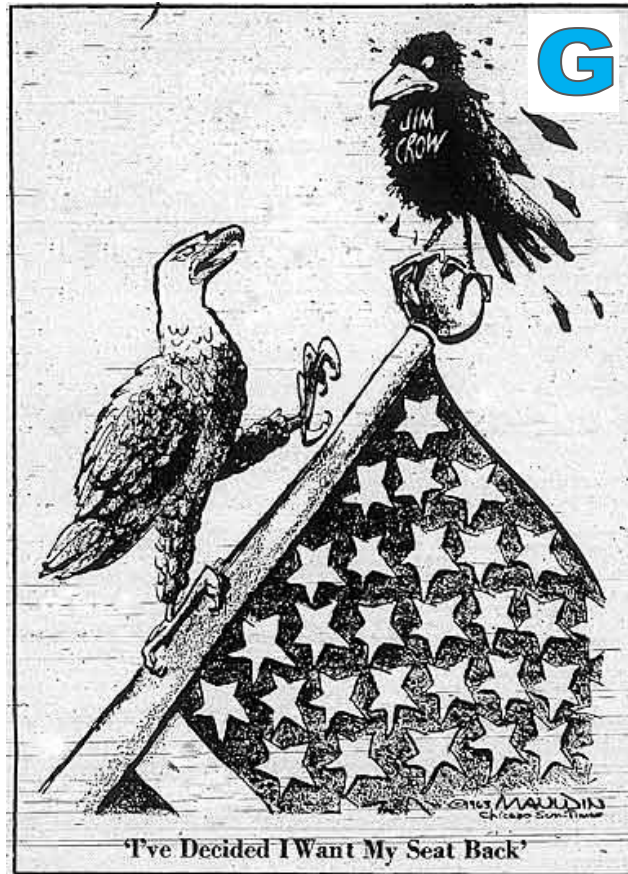
www.history.com/topics/black-history

D

"Travel in the segregated South for black people was humiliating," recalled Diane Nash in her interview for *Freedom Riders*. "The very fact that there were separate facilities was to say to black people and white people that blacks were so subhuman and so inferior that we could not even use the public facilities that white people used."

PBS.org/americanexperiences

E



G



H

A negro in the Deep S _____ who tried to register to v _____ might lose his j _____ or credit. He might be beaten or k _____. "I don't want my job cut off" one man explained. Another w _____ more blunt "I don't want my th _____ cut", he said.

Accounts from the South c 1870.

The State of Louisiana

Literacy Test (This test is to be given to anyone who cannot prove a fifth grade education.)

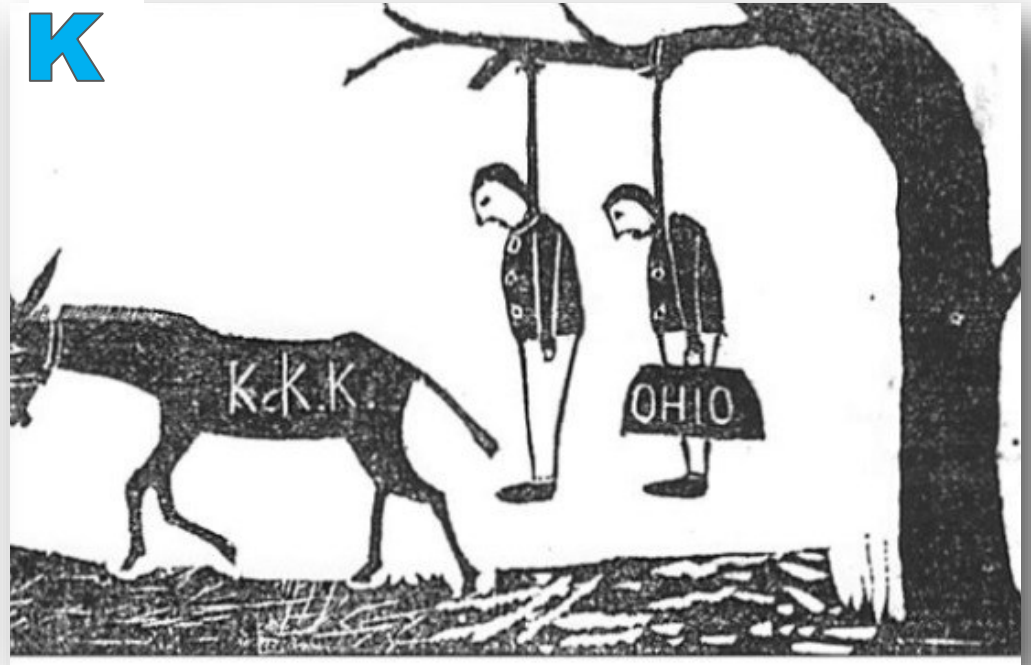
Do what you are told to do in each statement, nothing more, nothing less. Be careful as one wrong answer denotes failure of the test. You have 10 minutes to complete the test.

1. Draw a line around the number or letter of this sentence.
2. Draw a line under the last word in this line.
3. Cross out the longest word in this line.
4. Draw a line around the shortest word in this line.
5. Circle the first, first letter of the alphabet in this line.
6. In the space below draw three circles, one inside (engulfed by) the other.

A Louisiana literacy test - 1870

Another reason why life was so bad in the southern states was the Ku Klux Klan or KKK. It was set up in 1865, after the Civil War. Only White Anglo Saxon Protestants (WASPS) who promised to defend the USA from black people, immigrants, Jews, Catholics, communists and socialists could be members of the KKK. They usually met after dark and marched wearing white triangular hoods and robes and carrying flaming torches. A black person who tried 'to rise above their place' risked being beaten, tarred and feathered, raped or even murdered. The Klansman left burning crosses and one of their most common methods of murder was lynching ... the kidnap and murder, often by hanging their victim from a tree. Any white person who defended black people risked the same fate.

School text : booklet.



'After slavery ended most black people in the South worked as sharecroppers. Sharecropping was a system in which black people rented their farms, farming equipment, seeds, fertilizer and such from white plantation owners.

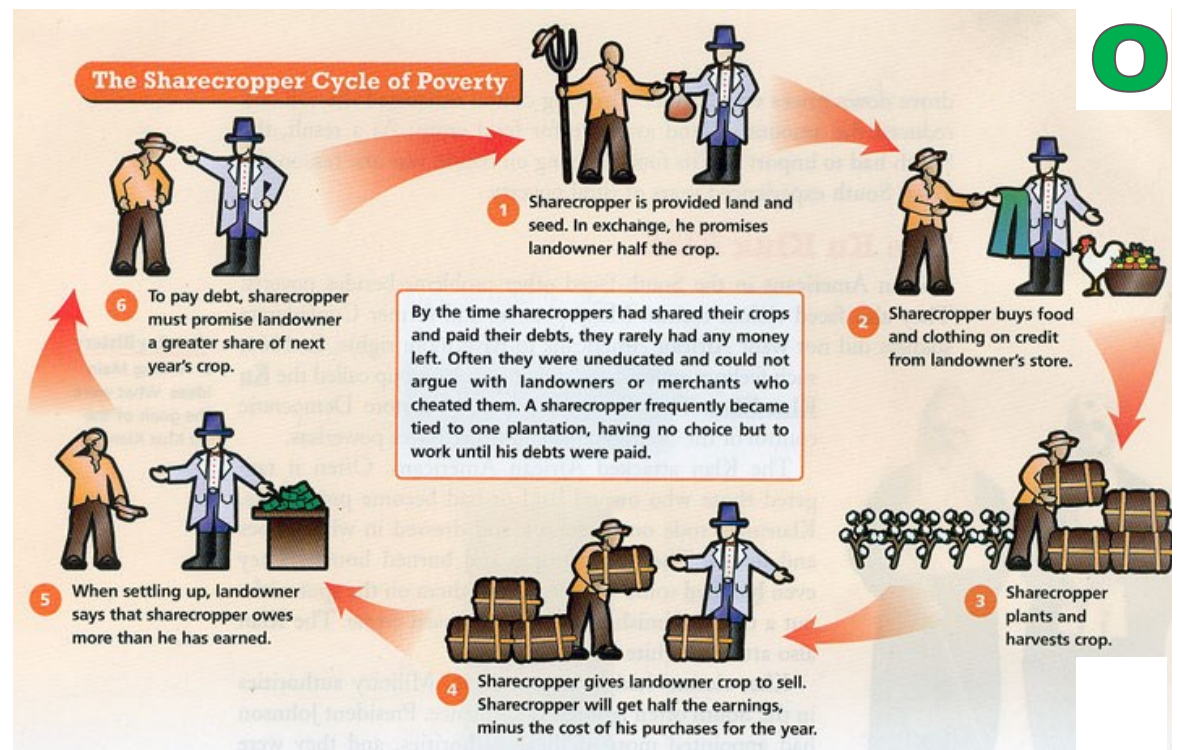
The owners charged very high and unfair prices. Once their crop was harvested the sharecropper got money for some of his crop, usually a half or a third. However, once the money for farm rent and equipment hire was deducted, the black family usually ended up in debt to the white landowner. This left them in a never ending cycle of debt that was impossible to get out of'.

Source Textbook

The Fifteenth Amendment (change) to the US constitution said that “the right of citizens of the United States to vote shall not be denied or abridged...on account of race, color, or previous condition of servitude.” However, after a short time of open voting, southern states brought in poll taxes, and literacy tests to stop the black vote. Many Southern states, however, wanted to ensure that poor and uneducated whites were not stopped from voting by these tests. The Grandfather Clause was a new rule introduced that allowed white voters to skip literacy tests, poll taxes, and other tactics designed to stop southern blacks from voting. The Grandfather Clause allowed those who were able to vote before 1867 and those whose father or grandfather could vote before 1867 to skip the tests and taxes. As no blacks could vote before 1867, this meant that black people were unable use this clause to skip the tests and taxes unlike poorer white people.

www.blackpast—edited.

N



O

Extension - add or create a source of your own that show what life was like for black people in the years c1865-1900.

Q



Sharecroppers


P

A KKK Lynching



R

The Era of Jim Crow

 **Mission:** to analyse and evaluate sources to understand the era of Jim Crow.

 Compare  Repair  Guess  Define  Choose  Biased?  List  Create  Message

Segregation Voting Intimidation Racial Etiquette Other



A

Complete the missing words in the source ..

J _ _	s _ _ _ _
l _ _ _	p _ _ _ _
t _ _ _ _	S _ _ _ _ _ _

Segregation Voting Intimidation Racial Etiquette Other



B

What is the message of this poster / cartoon ?

The message of this source is ...

Segregation Voting Intimidation Racial Etiquette Other



C

What is the message of this poster / cartoon ? - reading source F may help you

The message of this source is ...

Segregation Voting Intimidation Racial Etiquette Other



D

Complete the following statements...

Homer Plessy refused to

The US Supreme Court decided that ...

This decision was a victory for

Segregation Voting Intimidation Racial Etiquette Other



E

Create a task / question of your own based on this source

Segregation Voting Intimidation Racial Etiquette Other



F

Complete the following statements...

The Ku Klux Klan was ...

It's main aim was to ...

It did this by ...

Segregation Voting Intimidation Racial Etiquette Other



G

Interpret the following

The eagle represents ...

The crow represents

The text means

Segregation Voting Intimidation Racial Etiquette Other



H

What is the message of this cartoon / poster ?

Three empty text boxes for the answer.

Segregation Voting Intimidation Racial Etiquette Other



I

Choose the words that fit to complete the source text

S	V
J	K
W	Th

Segregation Voting Intimidation Racial Etiquette Other



J

The literacy test ...

You answer: Draw a line around the number or letter of this sentence.

You answer: Circle the first, first letter of the alphabet in this line.

The real aim of this literacy test was to ...

Segregation Voting Intimidation Racial Etiquette Other



J

The literacy test

Apart from unfair questions, how does this test encourage failure ?	Answer another question OR create a test question of your own

Segregation Voting Intimidation Racial Etiquette Other



K

What is the message of this cartoon ? (clue = carpetbaggers and scalawags)

Three empty text boxes for the answer.

Segregation Voting Intimidation Racial Etiquette Other



L M

Create a question or task of your own from the text in one or both sources

Three empty text boxes for the answer.

Maintaining White Supremacy ... and Jim Crow 1865 - 1900

Study the 7 ways (next page) that
the South used to keep former slaves
in their 'rightful place' after the Civil War.

Rank order them in terms of effectiveness.

Come together, **discuss** as a group / class and see if
you can agree on **which was the most important.**

Were any **other methods** used?



Black Codes

These were laws that forced former slaves to sign year long work contracts. People who did not have a home or were unemployed could be arrested and jailed for vagrancy. 'Pig Laws' created harsh sentences for animal theft. Black people could not testify against whites in court.

Voter Suppression

The 15th Amendment gave former slaves the right to vote. But, Southern states created ways to stop this ...

Grandfather Clause

Poll Tax

Literacy Tests

Ku Klux Klan

This was a terrorist organisation created after the Civil War. Its aim was to terrorize people who were considered a threat to white power. Black people were their main target and faced intimidation, beatings and lynchings.

Racial Etiquette

The 13th + 14th Amendments gave black people legal equality. Yet, racial etiquette was still enforced ...

A black man called a white man "sir".

A black man could not touch a white woman.

Black people served food after white people.

Plessy V Ferguson

This was a landmark Supreme Court decision that allowed for the separation of facilities for white and black Americans ... as long as these facilities were of an equal standard.

Sharecropping


Former slaves were not given any land as some had hoped. Without land they were often trapped working for white landowners. They were tricked into loaning essential supplies thus putting them into financial debt.

Confederate Statues

All over the South statues were erected to celebrate Confederate 'heroes' ... These were usually of Southern leaders or military figures from the Civil War.

Reconstructing The South

Race Relations : 1865 - 1900

 **Mission** : to heal the USA following the end of slavery and the Civil War in 1865.

The ending of slavery was only the beginning of a new chapter in US history. Following the Civil war the USA entered a period known as Reconstruction. This was the attempt to rebuild the South and a healing of damaged relations. Many difficult problems were created by freeing the slaves and ending an institution that had lasted for hundred of years. You should take n the role of one of the 3 groups outlined below and create a solution based on **your group's interested**. You could follow up with a class or group discussion and see if acceptable compromises can be found.

Problem		Southern White's Solution	Freed Slave's Suggestion	Northern White's Suggestion
All over the South slaves were in a bad condition. They had no food, land or tools to work it.				
Where would the newly freed slaves live?				
Slaves were now legally free but should they now be treated as equal citizens?				
Southerners were deeply racist believing in white supremacy. How can this be resolved?				

Summing up the USA - what had changed between 1860 - 1900?

The situation in 1860	Limited change by 1900	Some change by 1900	Significant change by 1900
Slavery in the South		Slavery was illegal but many blacks still existed in a form of economic slavery	
Most black people worked on plantations and farms			
North and South were divided			
Southern whites dominated southern blacks			
Black people could not vote			
Black people lived in poverty			
Whites held all positions of power in government			
Whites largely secure in their dominance over blacks			
Black people had no rights			
Black people generally segregated from whites			
Most Northerners had racist attitudes			


Suggestion : lightly shade each of the statements under 1860 as either Political (BLUE) Economic (Green) Social (Yellow)

Summing up the USA - what had changed between 1860 - 1900?

The situation in 1860	Limited change by 1900	Some change by 1900	Significant change by 1900
Other :			

Suggestion : lightly shade each of the statements under 1860 as either Political, (BLUE) Economic (Green) Social (Yellow)

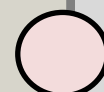
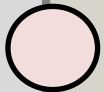
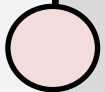
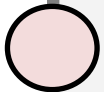
Assessing Change : Slavery, reconstruction and segregation up to 1900.

 **Mission** : to assess the change experienced by black Americans up to 1900 .

Little Change / Status Quo

Some Change


Significant Change

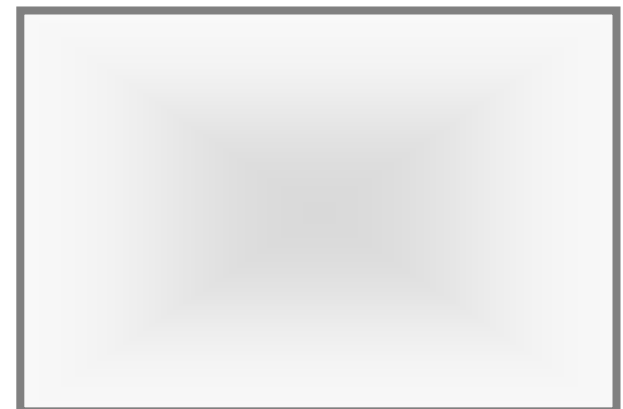
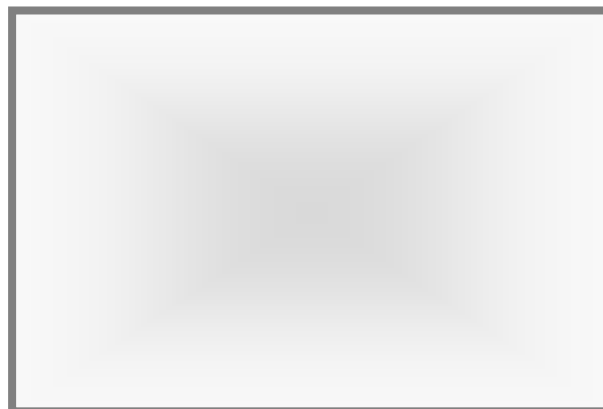
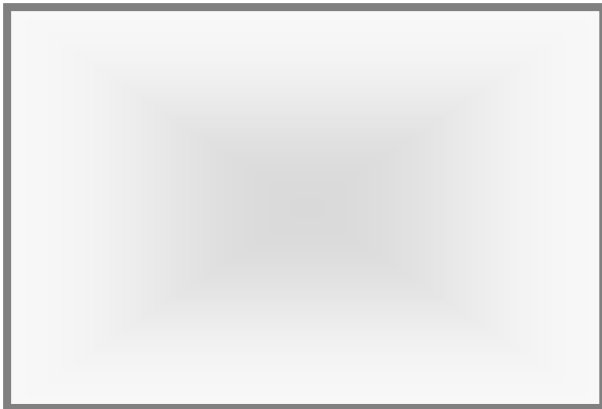
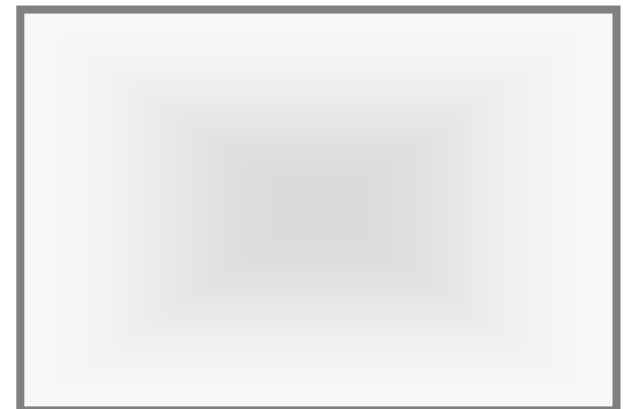
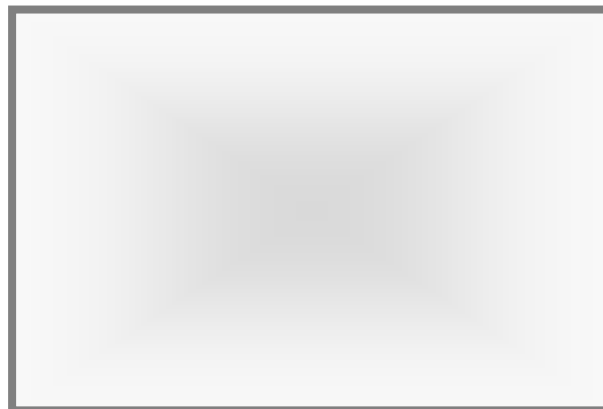
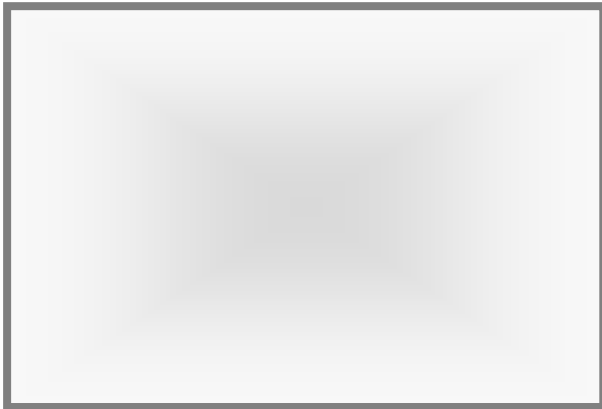
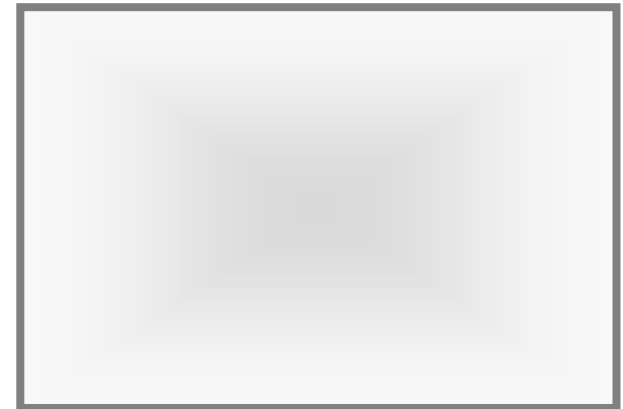
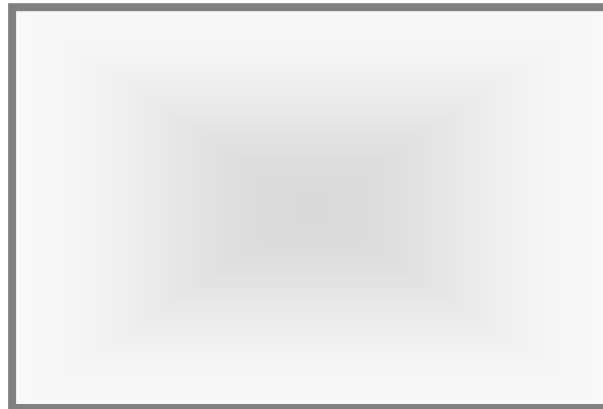
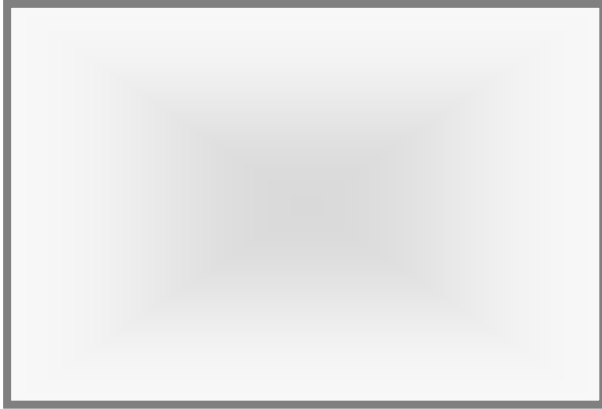


Slavery

Reconstruction

Segregation

 **10 minute task** : select relevant images to portray the periods of slavery , reconstruction and segregation by 1900 .



Which Was More Influential in The Lives of Southern Blacks By 1900? The 13th Amendment (ending slavery) or the Jim Crow Laws?

Student Quote ..

The 13th Amendment.

What is it?

How did it influence the lives of blacks by 1890?

Best "quote"

Source:

The Jim Crow Laws

What were they?

How did they influence the lives of blacks by 1890?

Best "quote"

Source:

Student Quote ..

Student Quote ..

Student Quote ..

Student Quote ..

Conclusion

THE NAACP

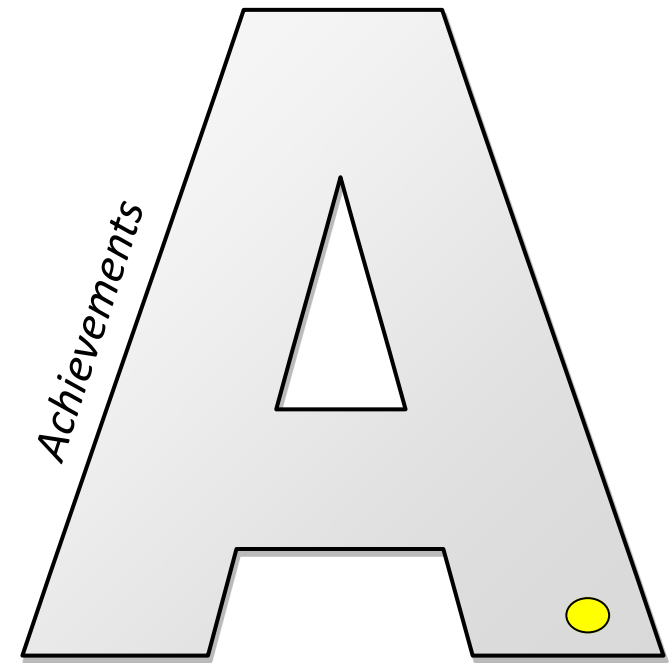
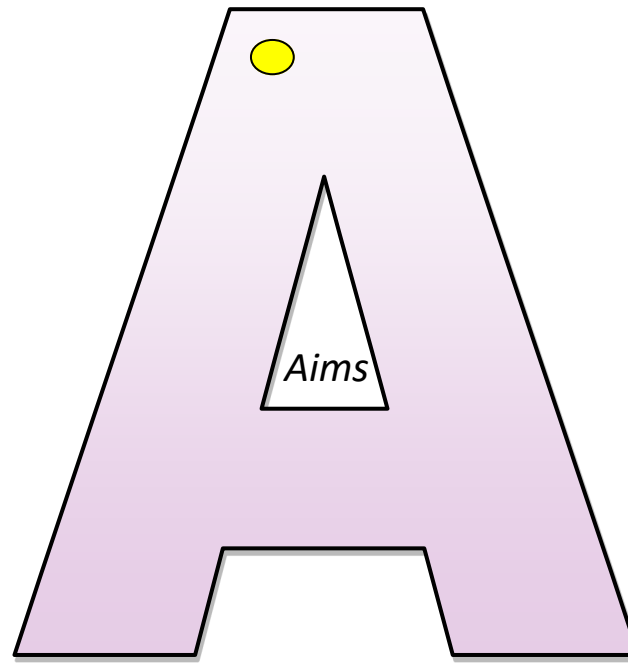
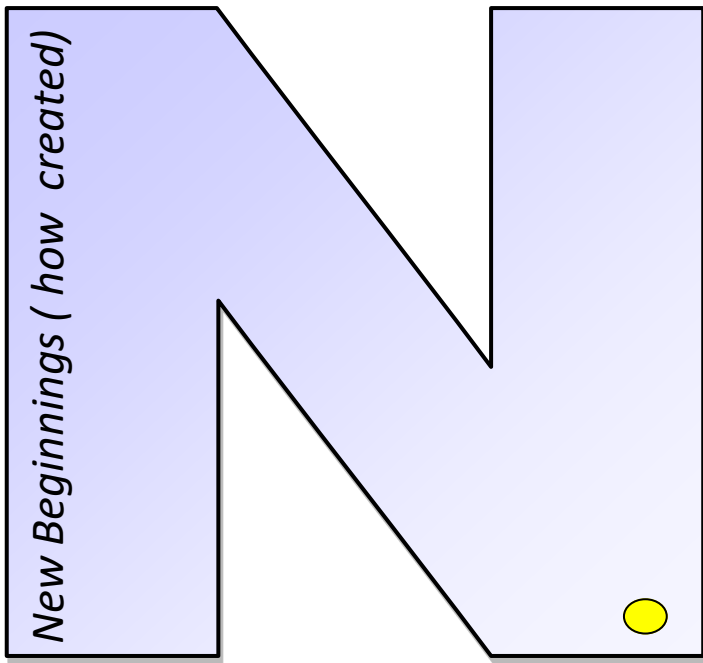
The NAACP was **established** in February 1909 in New York City by an **interracial** group of **activists**, partially in response to the 1908 Springfield race riot in Illinois (A northern US state) . In that event, two black men being held in a Springfield jail for alleged crimes against white people were **surreptitiously** transferred to a jail in another city, spurring a white **mob** to burn down 40 homes and murder two African Americans. The NAACP's founding members included white people eg - Mary White Ovington and Henry Moskowitz along with **African Americans** such as W.E.B. Du Bois and Mary Church Terrell.

Some early members of the organization had been involved in the Niagara Movement, a civil rights group started in 1905 and led by Du Bois, a sociologist and writer. The main aim of the NAACP was to obtain equal rights and eliminate racial prejudice in regard to voting rights, legal justice and educational and employment opportunities. A white lawyer, Moorfield Storey, became the NAACP's first president. Du Bois, the only black person on the **initial** leadership team, served as director of publications and research. Since its creation, the NAACP has worked to achieve its goals through the legal system, **lobbying** and peaceful protests. In 1910, Oklahoma (A US state) passed a law allowing people whose grandfathers had been **eligible** to vote in 1866 to register without passing a literacy test.

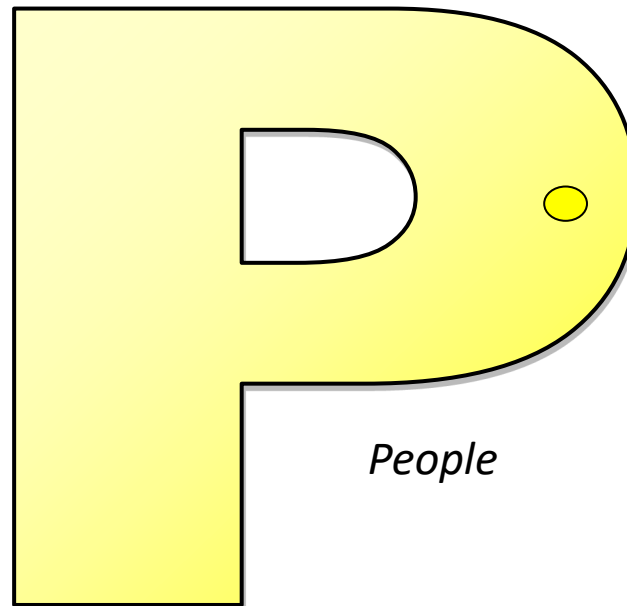
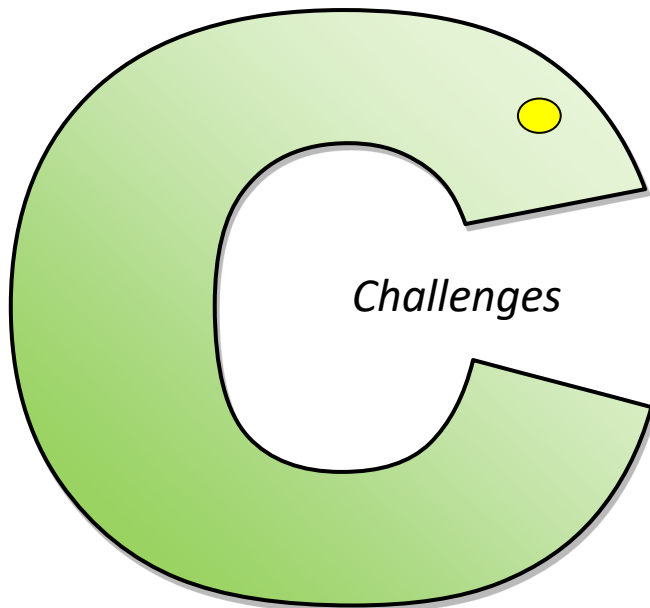
This "grandfather clause" enabled **illiterate** whites to avoid taking the reading test while discriminating against illiterate blacks, whose ancestors weren't guaranteed the right to vote in 1866, by requiring them to pass a test in order to vote. The NAACP challenged the law and won a legal victory in 1915 when the that grandfather clauses were **unconstitutional**. Also in 1915, the NAACP called for a boycott of *Birth of a Nation*, a movie that **portrayed** the Ku Klux Klan in a positive light and perpetrated racist stereotypes of blacks. The NAACP's campaign was largely unsuccessful, but it helped raise the new group's public profile.

In 1917, some 10,000 people in New York City **participated** in an NAACP-organized silent march to protest **lynchings** and other violence against blacks. The march was one of the first mass demonstrations in America against racial violence. The NAACP's anti-lynching **crusade** became a central focus for the group during its early decades. Ultimately, the NAACP was unable to get a **federal** anti-lynching law passed; however, its efforts increased public awareness of the issue and are thought to have contributed to an eventual decline in lynchings.

By 1919, the NAACP had some 90,000 members and more than 300 **branches**.



Complete this frame to create a smart summary. Combine, diagrams, text and drawings.



National
Association for the
Advancement of
Coloured
People

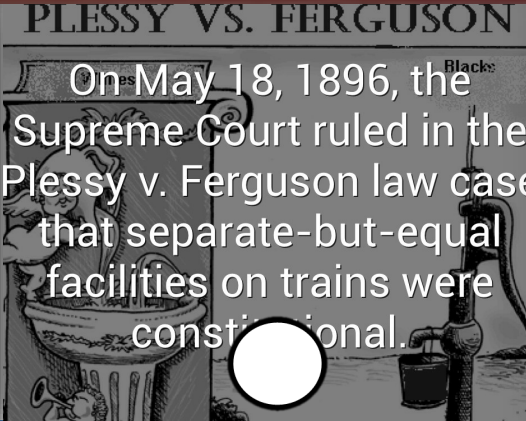
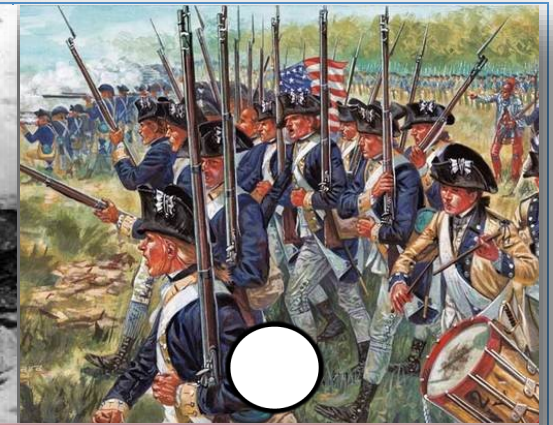
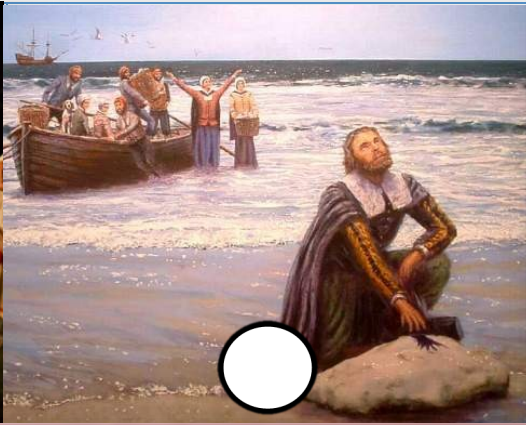


W.E.B Du Bois

From Settlement To Segregation

Race Relations : 1865 - 1900

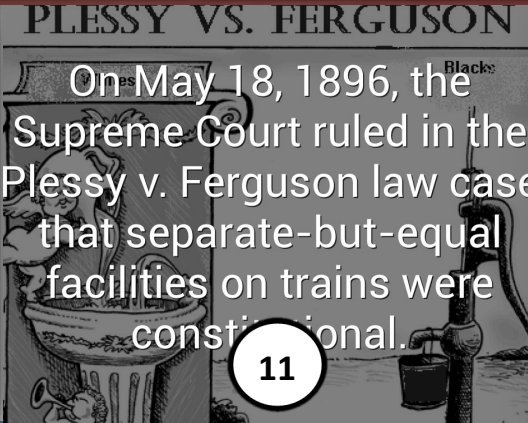
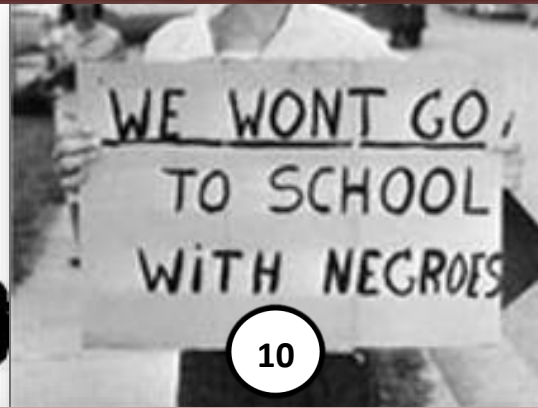
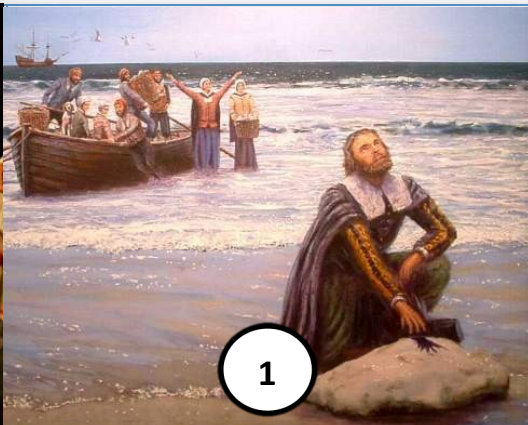
 **Starter** : use the jumbled events list to help identify images and put them into chronological order 1-12



From Settlement To Segregation


Race Relations : 1865 - 1900

Starter : use the jumbled events list to help identify images and put them into chronological order 1-12



From Settlement To Segregation

Race Relations : 1865 - 1900

 **Extension** : complete the questions relating to the period 1621 - 1900 .

The Pilgrim Fathers : 1621

Where did the Pilgrim Fathers land?

Name the Native American who helped them upon their arrival.

Name the holiday to celebrate this

Slavery in the South :

Why were slaves not used in the northern part of the USA?

The War of Independence :

Which two sides fought in this war?

1 : _____

2 : _____

Who was the first US President ?

Did he own slaves?

Constitution Established :

What is a constitution?

The US constitution stated that ..

'All men are created _ _ _ _ _'

Was this adhered to in the USA?

Civil War Begins :

List / rank causes of the war

1 : _____

2 : _____

3 : _____

4 : _____

5 : _____

6 : _____

The Civil War Ends :

Why did the Union win the war?

The Amendment ending slavery?

The 14th Amendment :

Summarise this legislation

The 15th Amendment :

Summarise this legislation

End of 'Indian Wars ' :

The Massacre of Wounded Knee

Why : _____

What : _____

Result : _____

The Jim Crow Laws :

Who / what was Jim Crow?

Give 3 examples of these 'laws'

1 : _____

2 : _____

3: _____

Plessy V Ferguson :

Why was Homer Plessy arrested ?

Why did Plessy say this was wrong?

The Supreme Court's decision?

115 KKK lynchings :

What did KKK stand for?


Main aim of the KKK?

Reasons they lynched black people

1 : _____

2: _____

Maintaining White Supremacy: 1865 - 1900

 **Option:** make summary notes on the factors that helped maintain white supremacy.

White Supremacist Groups

Racial Stereotyping

**Racism
In
The South**

IMPERIAL
LAUNDRY CO.
WE WASH FOR
WHITE PEOPLE ONLY




The Jim Crow Laws

Plessy V Ferguson



Assessing Change: Slavery, Reconstruction and Jim Crow to 1900.

 **Mission:** to assess the change experienced by black Americans from slavery to 1900 .

Little Change / Status Quo

Some Change

Significant Change



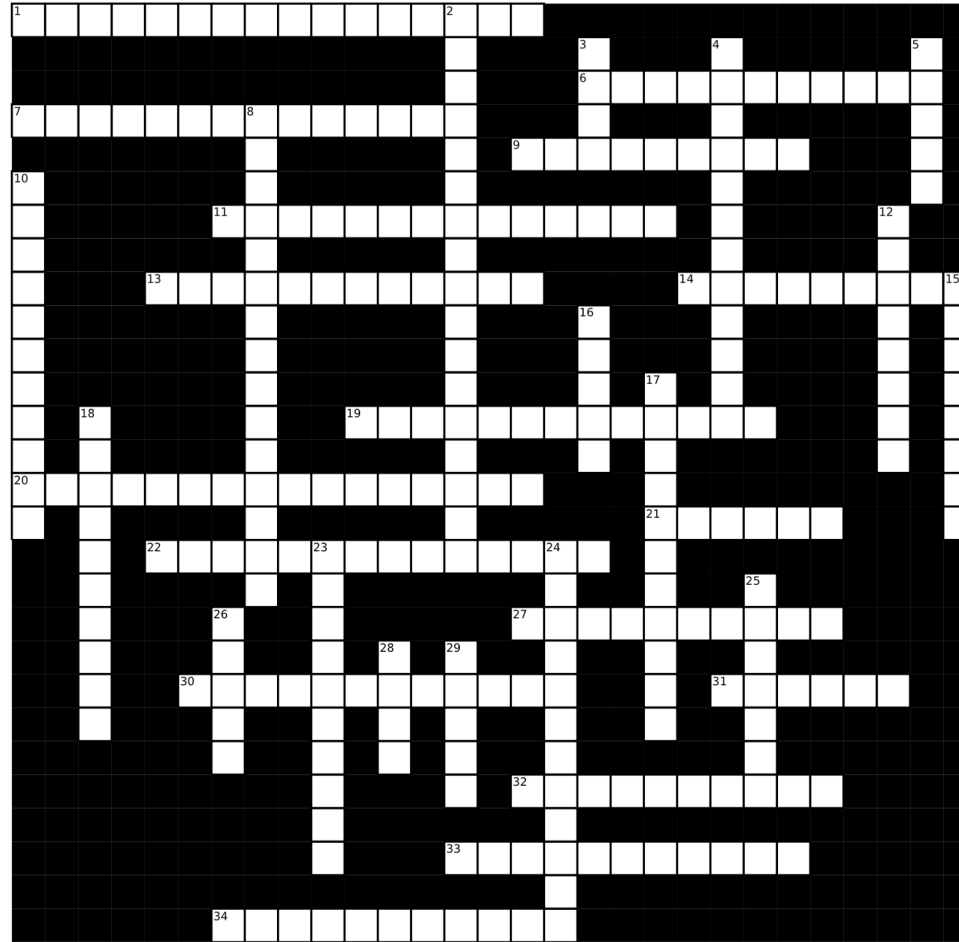
Race Relations 1865 - 1900 Review

 **Mission:** to review the chapter / unit

Across



- 1 A racial stereotype (**A**)
- 6 Slavery was America's O S
- 7 The period after the civil war
- 9 Change or alter
- 11 Deny the right to vote
- 13 The first 10 of 9
- 14 15 in 1900
- 19 Fought to end slavery
- 20 Supreme Court ruling of Plessy V Ferguson
- 21 Formally agree
- 22 He believes in ... (WS) (**B**)
- 27 The 13 Amendment did this ...
- 30 U.S. building (**C**)
- 31 Break away
- 32 Group founded in 1865 (**D**)
- 33 The 14th Amendment
- 34 Clue (**E**)



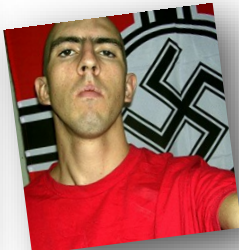
Down



- 2 Could he vote rule?
- 3 The 15th Amendment
- 4 Reading and writing exam
- 5 Won the Civil War ...
- 8 Never call a black person 'Mr' or 'Mrs'
- 10 Arrested for sitting in the wrong car ...
- 12 Clue (**F**)
- 15 Agree to
- 16 Fought the Confederates
- 17 James : Bird : Rule
- 18 To keep down
- 23 A common view of a race of people (s)
- 24 Clue (**G**)
- 25 Central Government
- 26 "All men are (not) created"
- 28 Clue / end (**H**)
- 29 More blacks went in this direction by 1900



A



B



C



D



E



F



G



H

1861 to 1865 **The American Civil War**

Blank callout box.

1865 **Slavery Ended**

Does this negro still know his place?

1865 **President Lincoln Killed**

Blank callout box.

1865 **K _ K _ _ K _ _**

Blank callout box.

Reconstruction Era

1865 - 1877

The definition of the Reconstruction at this time is ...

1877

Blank callout box.

Jim Crow Era Begins

Sharecroppers

Blank callout box.

Plessy V Ferguson

1896

Blank callout box.

1909

NAACP Founded

Blank callout box.

W.E.B. Du Bois

The aims of the NAACP are ...

Blank callout box.

1916

Where are we going exactly?

Blank callout box.

Great Migration

1919 **19th Amendment**

Why are we marching?

Blank callout box.

1920s **Harlem Renaissance**

Where am I dancing and why?

Blank callout box.

1948

I got this ...

Why are we on this here?

Something about civil rights ...

1954 **Brown V Board of Education**

I got this ...

What does this mean for us?

USA Civil Rights Period 1865-1954	Year
Civil War + Slavery Ends + Lincoln Killed	
KKK Founded	
Reconstruction Era Begins	
Jim Crow Begins	
NAACP Founded	
Great Migration Begins	
Women Get the Right to Vote	
	1948
Brown V Board of Education	

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