

# THE BACKLASH AGAINST INTERRACIAL DEMOCRACY



## ESSENTIAL QUESTION

How was racial violence and terror used against Black Americans during Reconstruction and what were the goals of its perpetrators?



## OBJECTIVES

Students will:

- Discuss the backlash and violence against Black communities during the Reconstruction era.
- Analyze images from the 1860s and 1870s depicting the promises of Reconstruction and threats to Black progress.
- Identify the motivations of the Ku Klux Klan and the tactics they employed to dehumanize Black people.
- Interpret primary source documents demonstrating ways in which some Black people resisted intimidation by white supremacist groups.



## LEARNING STANDARDS

See the [standards alignment chart](#) to learn how this lesson supports New Jersey State Standards.



## TIME NEEDED

90 minutes



## MATERIALS

- AV equipment to watch a video
- *W.E.B Du Bois on Reconstruction* handout (one to project)
- *See-Think-Wonder* handout (one per small group)
- *Images from Reconstruction* handout (one image per small group)
- *Background: Images from Reconstruction* handout (one for teacher reference)
- *The Ku Klux Klan Trials* handout (one per student)



## VOCABULARY

Confederate  
emancipation

15<sup>th</sup> Amendment  
Ku Klux Klan

Reconstruction  
white supremacist

# Procedures

## NOTE

During this lesson, there are numerous references to U.S. political parties during the 1860s and 1870s that may be confusing to students. In that era, the Republicans (the “party of Lincoln” and Ulysses S. Grant) were the more liberal party and generally favored the abolition of slavery and efforts toward Reconstruction. The Democrats (including James Buchanan and Andrew Johnson) were more conservative and generally opposed Radical Reconstruction and Black civil and political rights. Make sure students understand the inconsistency between present and historical conceptions of the parties before they delve into lesson sources.

- 1 Project the handout *W.E.B Du Bois on Reconstruction*. Introduce students to W.E.B. Du Bois using the biographical information on the handout. Explain that Du Bois wrote these words in reference to the Reconstruction era. Have students do a few minutes of reflective writing in response to the quote, interpreting what Du Bois meant.
- 2 Allow a few volunteers to share their responses and discuss the quote as a class. Emphasize that following emancipation, much of white America—especially white Southerners—felt threatened by the prospect of engaging with Black people on an equal footing, particularly in the spheres of politics and government.
- 3 Show the following video in order to explore the hostility that Black people faced following emancipation: *The Reconstruction Era: Violence and Backlash* [to 7:49]: <https://www.facinghistory.org/resource-library/video/part-five-violence-and-backlash>. As they watch, have students take notes on the notion of fear introduced in the Du Bois quote—what did white society fear about Black progress and how did their fear manifest? After the video, discuss the following questions:
  - The narrator talks about the “revolutionary possibility for racial progress.” What were some of those possibilities following the Civil War?
  - What were some of the reasons for violent backlash by white people in response to this possibility?

## NOTE

If time allows, show the entire video [16:45]. The first half focuses on why and how violence erupted against Black Americans following emancipation. The second half explores federal intervention to quell racial violence and the economic depression of 1873–78 that contributed to the end of Radical Reconstruction.

- How did violence against Black people manifest? What were the purposes of different forms of violence?
- What are examples of political violence? Why did this particular type of aggression arise during Reconstruction?
- What was the Ku Klux Klan? Who formed it and what were its aims?
- In addition to Black people, who else was targeted by the Ku Klux Klan and similar groups?
- How was the “homegrown terror” leveled against Black people a form of dehumanization?

## 4

Tell students that they will continue to explore the promise and backlash of the Reconstruction era by analyzing images from this period. Divide the class into small groups and provide each group with one illustration from the handout *Images from Reconstruction*. (Make sure all of the images are distributed. Depending on your class size, more than one group may receive the same image.) Distribute copies of the *See-Think-Wonder* handout and direct groups to do a close observation of their image as instructed on the handout.

## 5

Gather the class and project the first image on a large screen. Invite the groups that studied this image to read aloud their responses to the question about whether the image represents a *promise realized* or a *promise broken*. Allow other groups to respond with their thoughts. Then share information about the image using the handout *Background: Images from Reconstruction*. Repeat this process until all of the images have been discussed.

## 6

Debrief the image analysis activity using the following questions:

- What did you learn about the promise of the Reconstruction era?
- What did you learn about how this promise was threatened or broken?
- What is something you are wondering about as a result of your examination?
- Taken together, what story do you think these images tell about the experiences of Black people during the Reconstruction era?

- 7 Comment that while the Ku Klux Klan and other white supremacist groups terrorized Black communities and weakened Black political participation, many Black people spoke out against the violence, sometimes risking their own lives to do so. Distribute copies of the handout *The Ku Klux Klan Trials*. Read the introduction as a class and provide any necessary context or clarification.
- 8 Next, have small groups read at least three of the testimony excerpts included in the handout. Direct them to annotate the text to indicate evidence for the following:
  - The motivations of the Ku Klux Klan or purpose for their attacks (*indicate by underlining text*)
  - The impact of Klan violence on individuals, families and communities (*indicate by circling text*)
  - Examples of resistance to Klan violence and intimidation (*indicate with a box around the text*)
- 9 Discuss what students learned from the testimonies. Ask them what words or phrases from the testimonies resonated most for them and why. Conclude the lesson by discussing some of the additional questions on the next page.

#### NOTE

If students do not bring it up, make sure to highlight these three patterns in the testimonies: (a) Most of the violence was of a political nature—retaliation or intimidation related to voting and holding office; (b) many of the witnesses talked about “lying out” or sleeping in nearby woods out of fear of being in their own homes during the night; and (c) many witnesses also discussed fleeing their towns and seeking refuge in safer counties.

# Discussion Questions

1

What promise existed for Black equality following the Civil War? How was some of this promise realized?

2

What were the main causes of backlash against the promise of Reconstruction?

3

What were the motivations and aims of the Ku Klux Klan and other terrorist groups?

4

How did it feel to learn about specific examples of violence perpetrated by the Ku Klux Klan and other groups? What images or actions have stayed with you the most? Why?

5

Do you think the Klan and other groups achieved their goals of disenfranchising and repressing Black people during the 1860s and 1870s? Explain.

6

How did some Black people assert their humanity and voice in the face of efforts at dehumanization?

7

How did efforts during the Reconstruction era pave the way for interracial democracy? Do you think we have achieved interracial democracy in the U.S. today? Explain.

# Lesson Extensions

- Violent, racially motivated riots were frequent in the South following emancipation, and ultimately motivated national Republican leaders to enact legislation protecting the rights of Black Americans. In groups, assign students to create and deliver a presentation on one of these events, conveying its causes and impact on society. Examples include the Memphis Massacre of 1866, the New Orleans Massacre of 1866 and the Colfax Massacre of 1873.
- Have students research the rise and fall of the original Klan, which was formed in 1865 and waned in the early 1870s. Then have them research the resurgence of the Klan in 1915 and compare the aims and impact of these two distinct, yet related organizations.
- Show the video “Sherrilyn Ifill on today’s black codes” (see Additional Resources). Have students research the original Black codes of 1865–1866 and then discuss the ways in which some of the belief systems behind these codes continue to influence behavior and attitudes in modern society.
- Have students read the article about police brutality during Reconstruction, titled “On Riots and Resistance” (see Additional Resources). Then have them read at least three articles from diverse media sources on police treatment of Black people today and discuss ongoing problems related to the policing of Black communities.
- Define and discuss the meaning of interracial or multiracial democracy with students. Explore photographs showing the integration of Black men into government during Reconstruction: Radical Republicans in the South Carolina Legislature ([https://commons.wikimedia.org/wiki/File:Radical\\_Republicans\\_in\\_the\\_South\\_Carolina\\_Legislature.jpg](https://commons.wikimedia.org/wiki/File:Radical_Republicans_in_the_South_Carolina_Legislature.jpg)), The First Colored Senator and Representatives (<http://hdl.loc.gov/loc.pnp/ppmsca.17564>). Have students research the diversity of government locally or nationally today and discuss the extent to which we have achieved interracial democracy in current times.

## ADDITIONAL RESOURCES

- + 60 Minutes. “Sherrilyn Ifill on today’s black codes.” June 7, 2020. YouTube video, 3:29. <https://www.youtube.com/watch?v=1RGt3SX55Go>.
- + Bland, Robert. “On Riots and Resistance: Freed-people’s Struggle Against Police Brutality During Reconstruction.” *Journal of the Civil War Era*, August 11, 2020. <https://www.journalofthecivilwarera.org/2020/08/on-riots-and-resistance-freedpeoples-struggle-against-police-brutality-during-reconstruction>.
- + Facing History and Our-selves. “The Reconstruction Era and the Fragility of Democracy.” <https://www.facinghistory.org/reconstruction-era>.
- + Loewen, James W. “Five Myths About Reconstruction.” Zinn Education Project, 2015. <https://www.zinnedproject.org/materials/five-myths-about-reconstruction>.
- + NBC News Learn. “The Early Ku Klux Klan and White Supremacy.” May 1, 2020. YouTube video, 3:07. <https://www.youtube.com/watch?v=7o-uNsOMeV4>.
- + PBS American Experience. “Reconstruction—The Second Civil War, Image Gallery: Thomas Nast’s Political Cartoons.” <https://www.pbs.org/wgbh/americanexperience/features/reconstruction-thomas-nasts-politi->

## W.E.B Du Bois on Reconstruction



There was one thing that the white South feared more than negro dishonesty, ignorance, and incompetency, and that was negro honesty, knowledge, and efficiency.

—W.E.B. Du Bois

William Edward Burghardt (W.E.B.) Du Bois (1868-1963) was an American historian, writer and civil rights activist. He was the first Black person to earn a doctorate from Harvard University and became a professor at Atlanta University. Du Bois was the leader of the Niagara Movement and a co-founder of the National Association for the Advancement of Colored People (NAACP), where he fought against lynching, Jim Crow laws and discrimination in education and employment. Du Bois published many works, including *The Souls of Black Folk* and *Black Reconstruction in America*.

#### SOURCES:

Quote: W.E.B Du Bois, *The Gift of Black Folk: The Negroes in the Making of America* (Boston, MA: The Stratford Co., 1924), 248.

Image: William Edward Burghardt Du Bois, Library of Congress, Washington, D.C., <http://loc.gov/pictures/resource/cph.3a29260>.

# See-Think-Wonder



Closely observe your assigned image and complete the chart below. Then answer the following question.

Thinking about the Reconstruction era, does your image represent a *promise realized* or a *promise broken*? Explain why in two to three sentences.

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## What do you SEE?

(note observations)

- What is the setting?
- Who are the people?
- What are they doing or not doing?
- What other details do we notice?



## What do you THINK?

(explain observations, make inferences)

- Based on our observations, what might be occurring?
- When and where might it have happened?
- What might have caused it?
- Who might the people be and how might they be reacting?



## What do you WONDER?

(raise questions, make connections, inquire deeply)

- How is this image related to our study of Reconstruction?
- What does the image make us think about?
- What are we uncertain about?
- What other questions come up as a result of our analysis?





# Images from Reconstruction



AUGUST 25, 1866.]

HARPER'S WEEKLY.

537



THE RIOT IN NEW ORLEANS—MURDERING NEGROES IN THE REAR OF MECHANICS' INSTITUTE.  
[SKETCHED BY THEODORE R. DAVIS.]



THE RIOT IN NEW ORLEANS—PLATFORM IN MECHANICS' INSTITUTE AFTER THE RIOT.  
[SKETCHED BY THEODORE R. DAVIS.]

"The New Orleans Riot—Murdering Negroes  
In the rear of Mechanics' Institute"

"The New Orleans Riot—Platform in  
Mechanics' Institute after the riot"

SOURCE: Theodore R. Davis, *The Riot in New Orleans*, 1866, wood engraving, <https://www.loc.gov/resource/cph.3c38353>.



# Images from Reconstruction



The Georgetown Election—The Negro at the Ballot-Box

SOURCE: Thomas Nast, *The Georgetown Elections – The Negro at the Ballot-Box*, March 16, 1867, wood engraving, Harper's Weekly, <https://www.loc.gov/pictures/item/2010652200>



# Images from Reconstruction



SOURCE: Frank Bellew, *Visit of the Ku-Klux*, February 24, 1872, still image, Harper's Weekly, <http://digitalcollections.nypl.org/items/510d47dc-8f15-a3d9-e040-e00a18064a99>.





## Images from Reconstruction



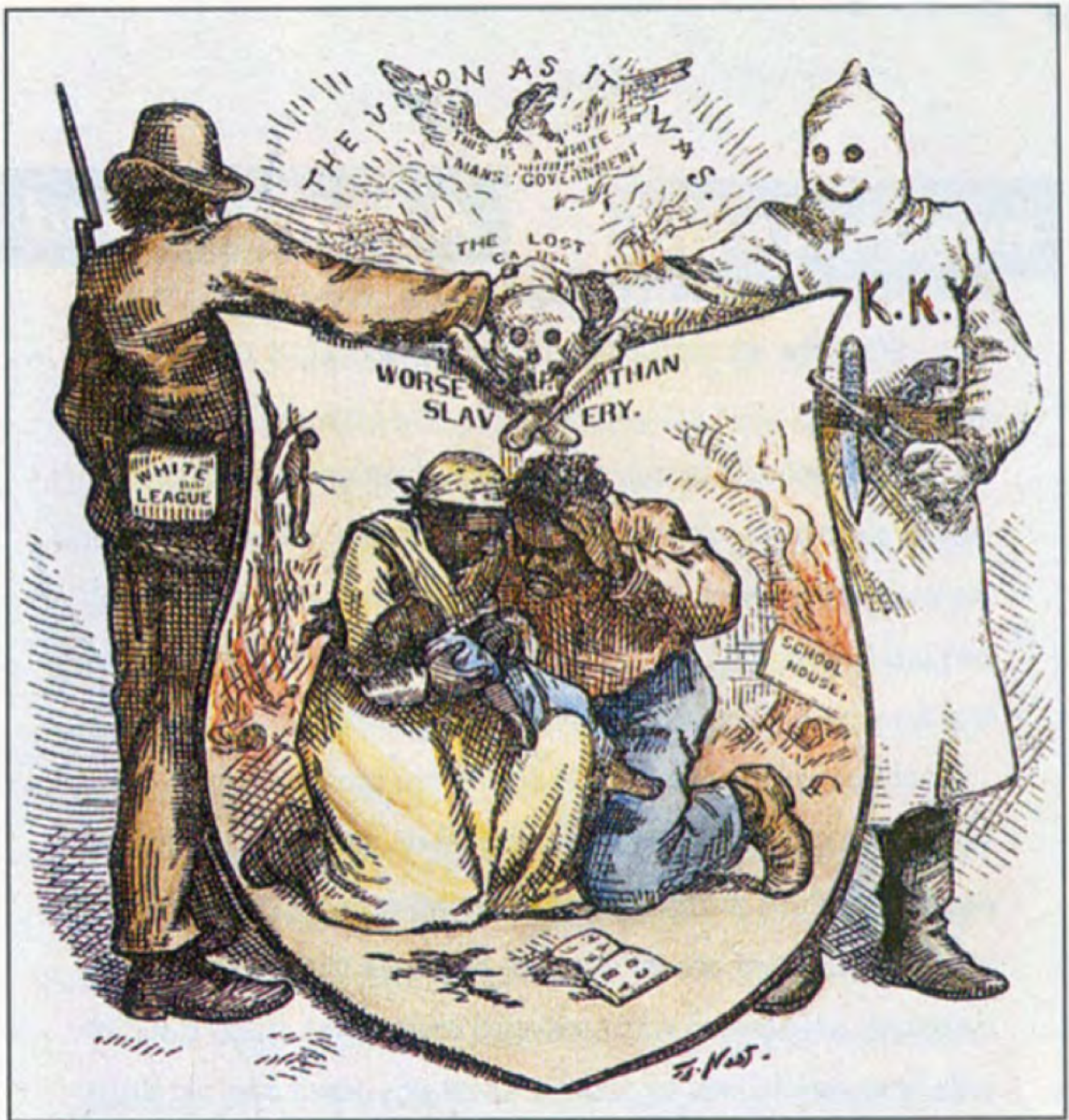
One Vote Less

Source: Thomas Nast, *One Vote Less*, 1872, still image, *Richmond Whig*, <https://dp.la/primary-source-sets/voting-rights-act-of-1965/sources/1385>.





## Images from Reconstruction



SOURCE: Thomas Nast, *Worse than Slavery*, October 24, 1874, newspaper illustration, Harper's Weekly, [https://commons.wikimedia.org/wiki/File:Worse\\_than\\_Slavery\\_\(1874\)\\_by\\_Thomas\\_Nast.jpg](https://commons.wikimedia.org/wiki/File:Worse_than_Slavery_(1874)_by_Thomas_Nast.jpg).



# Images from Reconstruction



Hon. Robert B. Elliott of South Carolina

SOURCE: E. Sachse & Co., *The Shackle Broken—by the Genius of Freedom*, 1874, lithograph and print, Library of Congress, Washington, D.C., <https://www.loc.gov/pictures/item/2003690777>.





# Background: Images from Reconstruction

## IMAGE



## BACKGROUND

The captions read, “The New Orleans Riot—Murdering Negroes in the rear of Mechanics’ Institute” and “Platform in Mechanics’ Institute after the riot.” On July 30, 1866, white, conservative Democrats attacked progressive Republicans (mostly Black) over political disagreements. The Republicans called a convention to rewrite the state’s constitution due to anger over the Black codes, discriminatory laws that prevented Black people from voting. The Democrats—including police and firemen—opposed increased political power for Black people. At least 34 Black people were killed and 119 wounded. Riots like this one were widespread, leading Republican leaders in the U.S. Congress to implement new protections for Black Americans.

## SOURCE

Theodore R. Davis, *The Riot in New Orleans*, 1866, wood engraving, <https://www.loc.gov/resource/cph.3c38353>.

## IMAGE



## BACKGROUND

At a polling place in Washington, D.C., a Black Union Army veteran places his ballot in the box for “Republican Mayor Welch,” which is next to the empty ballot box for “The White Man’s Ticket for Mayor H. Addison.” President Andrew Johnson (a conservative Democrat) is standing on the left, holding his “Suffrage Veto” (a reference to his opposition to voting rights for Black people) and additional “Veto” are stuffed in his coat pocket. A man labeled “Ex. C.S.A.” (Confederate States of America) stands next to him. The 15<sup>th</sup> Amendment, giving Black men the right to vote, was not ratified until 1870.

## SOURCE

Thomas Nast, *The Georgetown Elections—The Negro at the Ballot-Box*, March 16, 1867, wood engraving, Harper’s Weekly, <https://www.loc.gov/pictures/item/2010652200>.

## IMAGE



## BACKGROUND

A Black woman is cooking, with a man and three children around her. A member of the Ku Klux Klan aims a rifle at them through the doorway. This illustration was meant to bring about sympathy from white Northern readers for Black victims of the Klan.

## SOURCE

Frank Bellew, *Visit of the Ku-Klux, February 24, 1872*, still image, Harper’s Weekly, <http://digitalcollections.nypl.org/items/510d47dc-8f15-a3d9-e040-e00a18064a99>.



# Background: Images from Reconstruction

## IMAGE



## BACKGROUND

A Black man lies murdered, with markings near his body that say, “Negro Killed,” “Greeley Ratification,” and “KKK.” Horace Greeley was a Presidential candidate in 1872, who belonged to the more liberal Republican Party, but favored ending Reconstruction. The Klan and other groups used violence to intimidate Black people and keep them from voting.

## SOURCE

Thomas Nast, *One Vote Less*, 1872, still image, Richmond Whig, <https://dp.la/primary-source-sets/voting-rights-act-of-1965/sources/1385>.

## IMAGE



## BACKGROUND

White groups used terror, violence, and intimidation to restore “white man’s government” and to remedy the “lost cause” of the Civil War. In this image, members of the Ku Klux Klan and White League are shaking hands over a skull and crossbones. Below, a Black woman and man kneel over their dead child. In the background, a school burns and a Black person is lynched.

## SOURCE

Thomas Nast, *Worse than Slavery*, October 24, 1874, newspaper illustration, Harper’s Weekly, [https://commons.wikimedia.org/wiki/File:Worse\\_than\\_Slavery\\_\(1874\)\\_by\\_Thomas\\_Nast.jpg](https://commons.wikimedia.org/wiki/File:Worse_than_Slavery_(1874)_by_Thomas_Nast.jpg).

## IMAGE



## BACKGROUND

South Carolina representative Robert B. Elliott was one of the first Black Members of Congress. Here, he delivers a famous speech in favor of the Civil Rights Act on January 6, 1874. The act, which guaranteed equal treatment in all places of public accommodation regardless of race, was passed on March 1, 1875. The image shows Elliott speaking from the floor of the House of Representatives. Above him hangs a banner with a quotation from his speech: “What you give to one class you must give to all. What you deny to one class. You deny to all.”

## SOURCE

E. Sachse & Co., *The Shackle Broken—by the Genius of Freedom*, 1874, lithograph and print, Library of Congress, Washington, D.C., <https://www.loc.gov/pictures/item/2003690777>.





# The Ku Klux Klan Trials

The Ku Klux Klan (KKK) was founded in 1865 by Confederate veterans in Tennessee as a social club, and evolved into a terror movement aimed at crushing political equality for Black people and restoring white people to their “rightful place” in the Southern social order.

Following the ratification of the 15<sup>th</sup> Amendment to the Constitution, granting Black men the right to vote, and in response to widespread violence against Black people, Congress passed two important laws. The Enforcement Act of 1870 protected the rights of citizenship and aimed to stop bribery and intimidation of voters. The Ku Klux Klan Act of 1871 allowed the federal government to impose harsh penalties and use military force to suppress terrorist organizations.

Arrests and trials soon began throughout the South. In South Carolina, where Klan activity was out of control,

President Ulysses S. Grant sent in troops to make arrests and stop the violence. By the end of the year, hundreds of Klansmen were arrested and put on trial. The juries consisted largely of formerly enslaved people.

Of the 220 people charged in the trials of 1871–1872, 53 pleaded guilty and five were prosecuted for conspiracy to “oppress, threaten, and intimidate” Black men for having voted or to prevent them from voting in the upcoming 1872 election. Penalties for those convicted ranged from three months to five years imprisonment and fines from \$10 to \$1,000. After the trials, Klan terrorism in the South declined dramatically, though other white supremacist groups continued to perpetrate anti-Black violence.

The examples of testimony below from the Ku Klux Klan hearings and trials demonstrate the nature of Klan violence and the great bravery of Black people who risked their lives to speak out against it.

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## 1. Abraham Colby, a former enslaved man and Georgia state legislator, was attacked by the KKK in 1869.

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**COLBY:** On the 29th of October 1869, [the Klansmen] broke my door open, took me out of bed, took me to the woods and whipped me three hours or more and left me for dead. They said to me, “Do you think you will ever vote another damned Radical ticket?” I said, “If there was an election tomorrow, I would vote the Radical ticket.” They set in and whipped me a thousand licks more, with sticks and straps that had buckles on the ends of them.

**QUESTION:** What is the character of those men who were engaged in whipping you?

**COLBY:** Some are first-class men in our town. One is a lawyer, one a doctor, and some are farmers. They had their pistols and they took me in my night-clothes and carried me from home. They hit me five thousand blows. I told President Grant the same that I tell you now. They told me to take off my shirt. I said, “I never do that for any man.” My drawers fell down about my feet and they took hold of them and tripped me up. Then they pulled my shirt up over my head. They said I had voted for Grant and had carried the Negroes against them. About two days before they whipped me they offered me \$5,000 to go with them and said they would pay me \$2,500 in cash if I would let another man go to the legislature in my place. I told them that I would not do it if they would give me all the county was worth... The worst thing was my

mother, wife and daughter were in the room when they came. My little daughter begged them not to carry me away. They drew up a gun and actually frightened her to death. She never got over it until she died. That was the part that grieves me the most.

**QUESTION:** How long before you recovered from the effects of this treatment?

**COLBY:** I have never got over it yet. They broke something inside of me. I cannot do any work now, though I always made my living before in the barber-shop, hauling wood, etc.

**QUESTION:** You spoke about being elected to the next legislature?

**COLBY:** Yes, sir, but they run me off during the election. They swore they would kill me if I stayed. The Saturday night before the election I went to church. When I got home they just peppered the house with shot and bullets.

**QUESTION:** Did you make a general canvas [to secure votes] there last fall?

**COLBY:** No, sir. I was not allowed to. No [Republican] man can make a free speech in my county. I do not believe it can be done anywhere in Georgia.



# The Ku Klux Klan Trials

## 2. Charlotte Fowler, from Spartanburg County, South Carolina, witnessed the murder of her husband by the Klan.

**QUESTION:** Tell how [your husband] was killed.

**FOWLER:** ...I reckon I did not lay in bed a half an hour before I heard somebody by the door; it was not one person, but two—ram! ram! ram! at the door. Immediately I was going to call [my husband] to open the door; but he heard it as quick as lightning, and he said to them: "Gentlemen, do not break the door down; I will open the door;" and just as he said that they said: "God damn you, I have got you now." I was awake, and I...got out of the bed, and fell down on the floor. I was very much scared. The little child followed its grandfather to the door—you know in the night it is hard to direct a child... [H]e said, "Don't you run," and just then I heard the report of a pistol, and they shot him down; and this little child ran back to me before I could get out, and says, "Oh, grandma, they have killed my poor grandpappy." He was such an old gentleman that I thought they just shot over him to scare him; but sure enough, as quick as I got to the door, I raised my right hand and said, "Gentlemen, you have killed a poor, innocent man." My poor old man! Says he,

"Shut up." I never saw but two of them, for, by that time, the others had vanished.

**QUESTION:** Did these men have masks on?

Fowler: [The mask worn by the killer] was all around the eyes. It was black; and the other part was white and red; and he had horns on his head. He came in the house after he killed the old man and told me [he wanted] light, and I made the little girl make a light; he took the light from her and looked over the old man. Another man came out of the gate, and looked down on the old man and dropped a chip of fire on him, and burnt through his shirt—burnt his breast.

**QUESTION:** Are the colored people afraid of these people that go masked?

**FOWLER:** Yes, sir; they are as afraid as death of them. There is now a whole procession of people that have left their houses and are lying out. You see the old man was so old, and he did no harm to anybody; he didn't believe anybody would trouble him.

## 3. Reverend Elias Hill was a Baptist minister in York County, South Carolina. He was also a schoolteacher and president of the local Union League (a club formed during the Civil War to promote loyalty to the Union). He gave the following testimony after being whipped by the Klan.

**QUESTION:** What effect did [widespread whippings] have on the colored people up there—are they alarmed?

**HILL:** Yes, sir; so alarmed that they did not sleep in the houses at night.... I did not hear of any who did not sleep out—not at all; during last winter and spring all slept out from the effect of this excitement and fear... Men and women both. Some women would sleep out with their

husbands. The women would be so excited when their husbands left that they would go too with the children, and one stayed in a rainstorm while her husband was fleeing for his life, as they were about to kill him. There is June Moore; his wife went out with her little baby and rain every night until late in the spring, and many, many of them did the same.



# The Ku Klux Klan Trials

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**4. Sam Nuckles, a former enslaved person, was elected to the South Carolina State Legislature in 1868 and was threatened by the Klan soon after. He sought refuge in Columbia County.**

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**QUESTION:** Where did [the colored people who fled the county] go to?

**NUCKLES:** There are a great many refugees here and in Fairfield county, and in Chester too, and a good many at York; a great many have come here [Columbia]—a great many...do not feel safe in going back...unless something is done.

**QUESTION:** What has become of the republican party up there?

**NUCKLES:** The republican party, I may say, is scattered and beaten and run out. And just like scattered sheep everywhere. They have no leaders up there—no leaders... If there are, they are afraid to come out and declare themselves leaders—colored men or white men.

**QUESTION:** What is to become of you up there?

**NUCKLES:** I give it up. Here's a gentleman named Mr. Burke Williams, professed to be a thoroughgoing republican with us. He is there, but I suppose he has gone back. I don't know what keeps him there; I suppose he has, maybe, agreed to sniff anything they say or do. That is the report that has been sent to us several times: if we come back and submit and resign being republicans and vote the democratic ticket, and take sides with them, we can stay there; but we do not propose to do that.

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**5. Harriet Hernandez and her husband were whipped by the Klan in Spartanburg County, South Carolina. This punishment was inflicted after Harriet's husband rented some land and she decided to leave her job as a domestic laborer. The Hernandez family and others felt forced to hide out in the woods at night to escape further violence.**

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**QUESTION:** Had he been afraid for any length of time?

**HERNANDEZ:** He has been afraid ever since last October [for nine months]. He has been lying out. He has not laid in the house ten nights since October... That is the way they all have to—men and women both.

**QUESTION:** What were they afraid of?

**HERNANDEZ:** Of being killed or whipped to death... Because men that voted radical tickets they took the spite out on the women when they could get at them.

**QUESTION:** How many colored people have been whipped in that neighborhood?

**HERNANDEZ:** It is all of them, mighty near. I could not name them all... They have no satisfaction to live like humans, no how. It appears to me like all summer I have been working and it is impossible for me to enjoy it.

## SOURCES:

Lowcountry Digital History Initiative, Freedpeople's Testimony on the Effects of Klan Violence,

[http://ldhi.library.cofc.edu/exhibits/show/after\\_slavery\\_educator/unit\\_nine\\_documents/document\\_9](http://ldhi.library.cofc.edu/exhibits/show/after_slavery_educator/unit_nine_documents/document_9).

PBS American Experience, Reconstruction: The Second Civil War, <https://www.pbs.org/wgbh/americanexperience/features/reconstruction-southern-violence>.

Teaching American History, Testimony to Sub-Committee on Reconstruction in Spartanburg, South Carolina, Charlotte Fowler, July 6, 1871,

<https://teachingamericanhistory.org/document/testimony-to-sub-committee-on-reconstruction-in-spartanburg-south-carolina/>.

## UNIT THREE

# GLOSSARY

### **13<sup>th</sup> Amendment**

this change to the U.S. Constitution, ratified after the Civil War in 1865, abolished slavery in the United States

### **14<sup>th</sup> Amendment**

this change to the U.S. Constitution, ratified after the Civil War in 1868, gave citizenship to all people born in the U.S., including former enslaved people

### **15<sup>th</sup> Amendment**

this change to the U.S. Constitution, ratified after the Civil War in 1870, gave Black men the right to vote

### **40 acres and a mule**

in 1865, General William T. Sherman ordered the confiscation of 400,000 acres of land that once belonged to Southern plantation owners, and redistributed it to freed Black people in parcels of up to 40 acres (mules were later provided to aid farming efforts); the order was revoked by President Andrew Johnson less than a year later

### **amendment**

this is a change made to a document or statement; an article added to the U.S. Constitution

### **apprentice/apprenticeship**

someone who is learning a trade from a skilled worker and who works for low wages for a set period/a position as an apprentice

### **Black Codes**

laws, passed mostly in the South from 1865–1866, that restricted the freedom and movement of Black people and forced them to work for low wages

### **Civil War**

the U.S. Civil War took place from 1861 to 1865, and was fought between northern states loyal to the Union and southern states that had seceded in order to uphold the system of slavery; the war ended in April 1865 upon the surrender of the Confederate States, followed by the ratification of the 13<sup>th</sup> Amendment abolishing slavery later that year

### **Confederate**

of or relating to the Confederate States of America, the unrecognized breakaway states formed by the secession of 11 slave-holding states, that fought against the United States during the American Civil War to preserve slavery and white supremacy

### **emancipation**

freeing someone from the control of another

### **Emancipation Proclamation**

a statement and order made by President Abraham Lincoln on September 22, 1863, during the Civil War, setting enslaved people in the Confederacy free

### **emigrant**

a person who leaves their own country or place of residence to settle permanently elsewhere

### **enslaved person**

we say "enslaved person" instead of "slave" to emphasize their humanity

### **Exoduster**

a name given to Black people who migrated or moved from their home states in the South to states including Kansas, Oklahoma and Colorado following the Civil War in order to form new, freer communities

### **Freedmen's Bureau**

The Bureau of Refugees, Freedmen and Abandoned Lands was established in 1865 by Congress to help millions of former enslaved and poor white people in the South following the Civil War by providing food, housing, medical aid, education, land and more

### **HBCUs**

there are more than 100 historically Black colleges and universities in the U.S. established to serve the needs of the Black community; most are located in the South and were founded in the decades following the Civil War

### **homestead**

a house and the surrounding land owned by a family; the Homestead Act of 1862 provided citizens with public land if they agreed to live on it and improve it

### **Jim Crow**

a fictional minstrel character created in the 1830s, depicting a clumsy and dim-witted enslaved man; "Jim Crow" was a common insult for Black people

### **Jim Crow laws**

laws in place from 1876–1965 that segregated (separated) Black people from white people and limited their opportunity to vote, hold jobs, get an education and enjoy other freedoms

### **Juneteenth**

a holiday that commemorates the day (June 19, 1865) that Union soldiers landed at Galveston, Texas, and delivered the news to the last of the enslaved people in the South that the Civil War and slavery had ended

### **Ku Klux Klan**

hate organizations that have used terror to support a white supremacist belief system; the first KKK was founded after the Civil War and lasted until the 1870s. The other began in 1915 and has continued to the present

### **plantation**

a large property where crops are grown. Before the Civil War, many southern plantations used enslaved labor to farm cotton, tobacco and other crops

### **Reconstruction**

the act of building something again; the period after the Civil War, from 1865–1877, when steps were taken to remedy the inequalities of slavery and bring the 11 states that had seceded back into the U.S.

### **secede/secession**

the terms mean break away/separation. From 1860–61, 11 U.S. slave states seceded or withdrew from the Union, ultimately leading to the Civil War

### **segregate/segregation**

separate/the act of keeping different groups separate from each other; de jure segregation is enforced by law while de facto segregation refers to separation by "fact" or custom

### **union/Union**

the state of being joined together/the Northern states of the U.S. during the period of the Civil War

### **U.S. Congress**

the branch of the U.S. government responsible for passing laws; it is made up of the House of Representatives and the Senate

### **U.S. Constitution**

this document, first signed in 1787, established the U.S. government and set forth its fundamental laws and rights

### **vagrant/vagrancy**

someone who is homeless, poor and may drift from place to place/the state of wandering from place to place

### **white supremacist**

someone who believes that white people/culture are superior, white people should be dominant over other people, and/or white people should live separately in a whites-only society

## BREAKING BIAS: LESSONS FROM THE AMISTAD

# Alignment of Lessons to NJ Student Learning Standards, Social Studies

### UNIT 3

#### GRADES 3–5

#### LESSON

#### PERFORMANCE EXPECTATIONS

#### All Different Now

#### Resisting Oppression

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.



6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).



6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).



6.1.5.CivicsDP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).



6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).



6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.



6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.



6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.



6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.



6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.



6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.



6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.





**PERFORMANCE EXPECTATIONS**

The Monumental  
Achievements of  
Reconstruction      The Black Codes

6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the United States Constitution from multiple perspectives.



6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.



6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.


**GRADES 9–12**
**LESSON**
**PERFORMANCE EXPECTATIONS**

When Freedom  
Broke      The Backlash  
Against Interracial  
Democracy

6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.



6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).



6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.



6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).



6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.



6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).



6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.



6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.



6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

