READ IOWA HISTORY

STUDENT MATERIALS



Enslavement to the Great Migration

LESSON PLAN FOR SUPPORTING QUESTION

How did African Americans respond to oppression after the Civil War?

3RD GRADE

STATE HISTORICAL SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

LIBRARY OF CONGRESS
TEACHING WITH PRIMARY SOURCES

Oklahoma Cotton Field



This photo shows an Oklahoma cotton field of sharecroppers that was taken between ca. 1897 and 1898. *Courtesy of National Archives and Records Administration, "Oklahoma Cotton Field," between ca. 1897 and 1898*

Enslaved People on Smith's Plantation in Beaufort, South Carolina, 1862



This photo is of a sharecropper's cabin, with his wife out front. The photo was taken 10 miles south of Jackson, Mississippi. The sharecropping system that replaced enslavement kept formerly enslaved people poor and unable to gain enough money to purchase any land. The conditions remained extreme oppressive. *Courtesy of Library of Congress, O'Sullivan, Timothy H., "Large group of slaves(?) standing in front of buildings on Smith's Plantation, Beaufort, South Carolina," 1862*

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



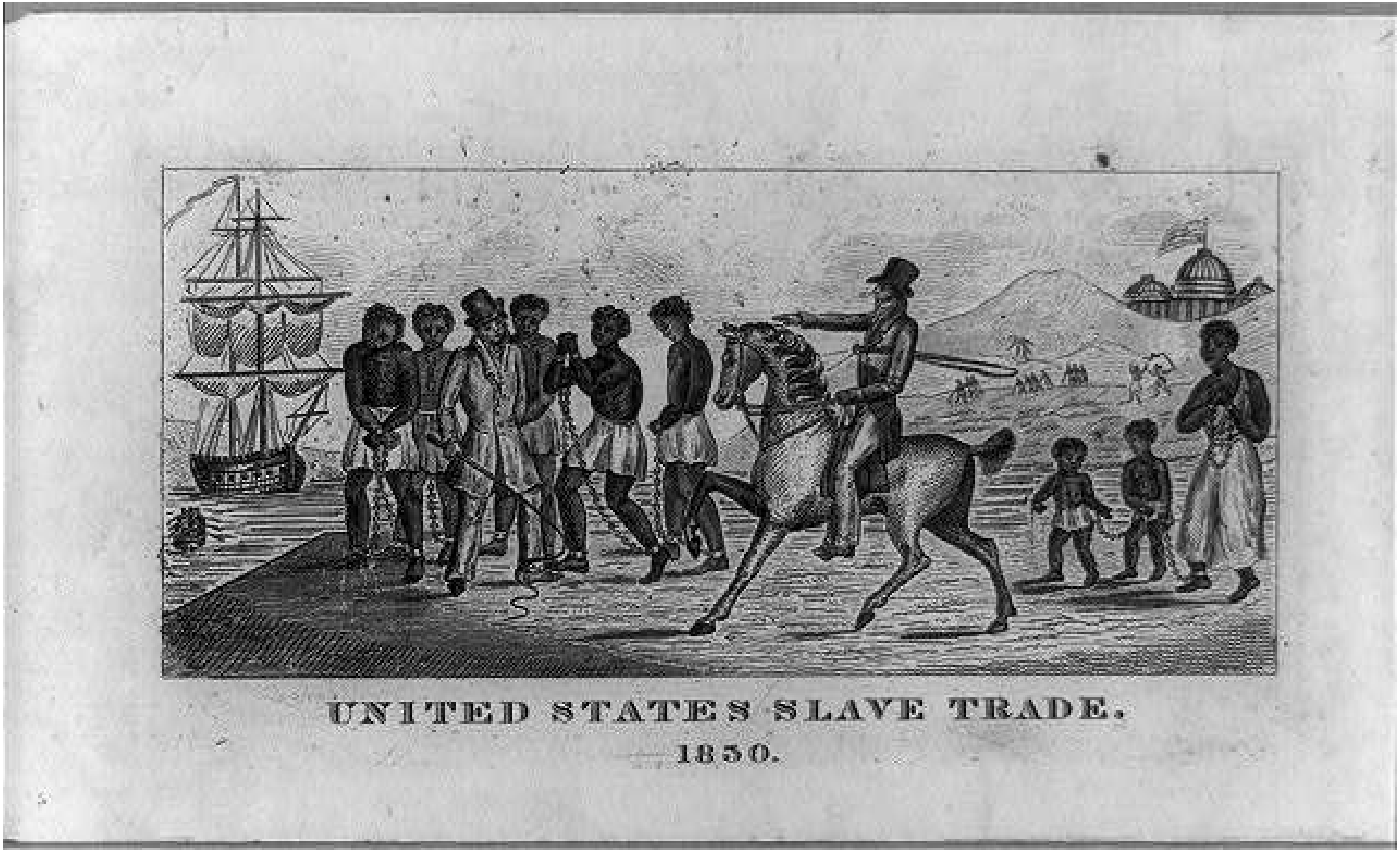
This image from the Library of Congress shows a large group of enslaved people standing in front of buildings on Smith's Plantation in Beaufort, South Carolina, in 1862. *Courtesy of Library of Congress, Lange, Dorothea, "Sharecropper's cabin and sharecropper's wife. Ten miles south of Jackson, Mississippi," June 1937*

Sharecropper Plowing in Alabama, April 1937



This photo shows a sharecropper plowing a field in Montgomery County, Alabama, in April 1937. *Courtesy of Library of Congress, Rothstein, Arthur, "Sharecropper plowing. Montgomery County, Alabama," April 1937*

“United States Slave Trade” Print, 1830



This abolitionist print shows the United States slave trade, and it was engraved in 1830. *Courtesy of Library of Congress, “United States Slave Trade, 1830,” 1830*

Young African American Picking Cotton, October 1935



This photo shows a young cotton picker from Pulaski County in Arkansas. Children were sharecroppers. Many did not go to school, and others that did could only attend after the picking season was over. If they were able to go to school, it was to segregated schools with few supplies and poor conditions.
Courtesy of Library of Congress, Shahn, Ben, "Young cotton picker, Pulaski County, Arkansas. Schools for colored children do not open until January 1st so as not to interfere with cotton picking," October 1935

"Slaves of the Rebel Genl. Thomas F. Drayton, Hilton Head, S.C.," May 1862



This photo from May 1862 features the enslaved people that were owned by the Confederate General Thomas F. Drayton in Hilton Head, South Carolina.
Courtesy of Library of Congress, Moore, Henry P., "Slaves of the rebel Genl. Thomas F. Drayton, Hilton Head, S.C.," May 1862

Family of Evicted Sharecroppers Resettled in Mississippi, July 1936



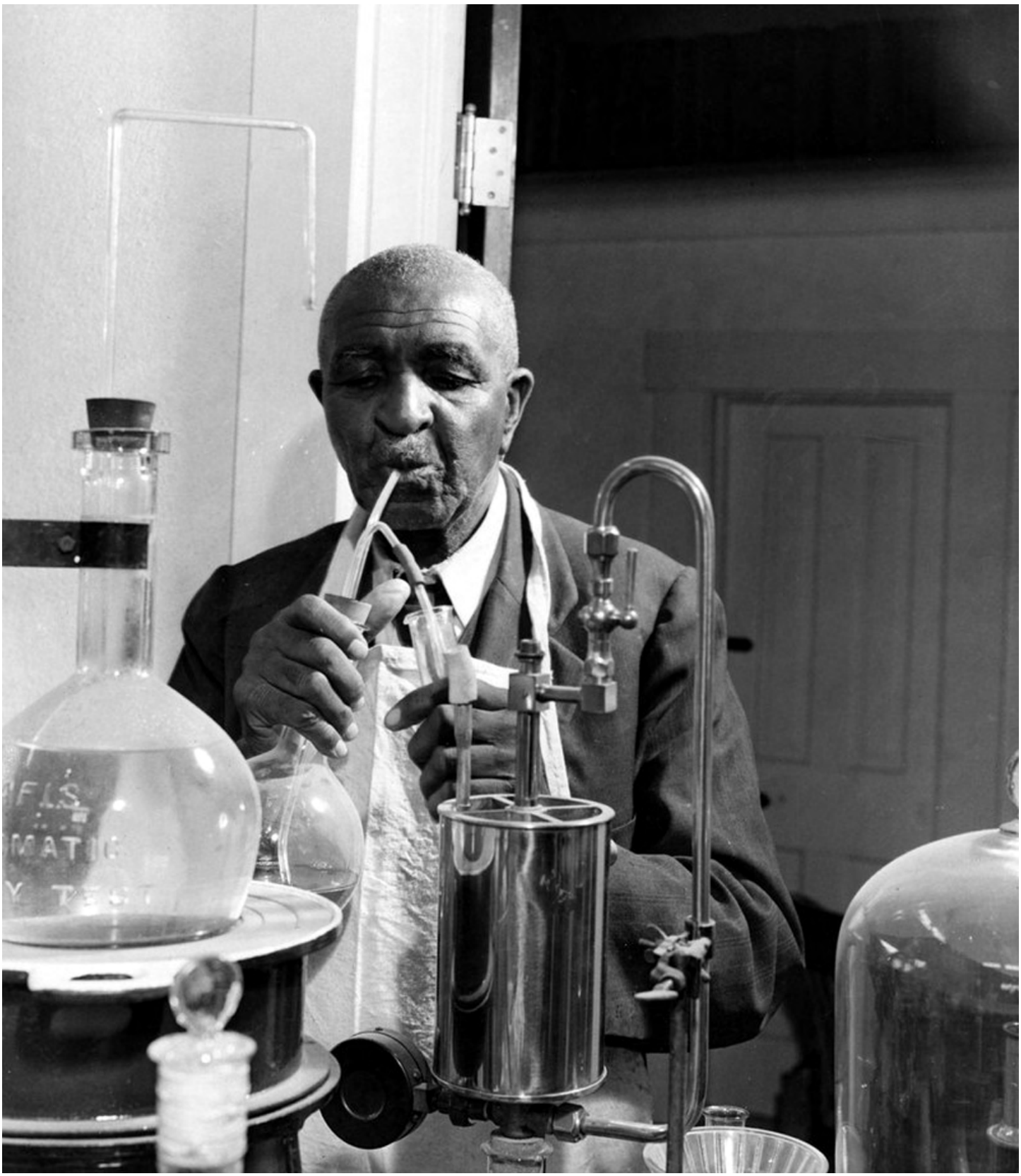
The photo shows the family of one of the evicted sharecroppers from Arkansas who has been resettled in Hillhouse, Mississippi. Sharecroppers rented a plot of land and paid for it with a percentage of the crop, usually 50 percent. Sharecroppers would get tools, animals, fertilizer, seeds and food from the landlord's store and would have to pay him back at incredibly high interest rates. The landlord would determine the crop, supervise production, control the weighing and marketing of cotton and control the record keeping. *Courtesy of Library of Congress, Lange, Dorothea, "Family of one of the evicted sharecroppers from Arkansas who has been resettled at Hill House, Mississippi," July 1936*

"Slave Quarters on a Plantation in Port Royal, South Carolina," April 1862



This photo shows enslaved African Americans standing next to their living quarters (small houses) on a plantation in Port Royal, South Carolina, in April 1862. *Courtesy of Library of Congress, O'Sullivan, Timothy H., "Slave quarters on a plantation, Port Royal, South Carolina," April 1862*

Dr. George Washington Carver, Date Unknown



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

Name _____

Image Analysis Guide

1. Examine each image closely
   - Who is in the images? Describe the person(s) you see.

_____

_____

_____

_____

   - What do the images tell us about the people in them? What are they doing?

_____

_____

_____

_____

   - When were the images taken?

_____

_____

   - Where were the images taken?

_____

_____

   - Why do you think the images were taken?

_____

_____

2. What questions do you have about each image?

3. What images tell us more about sharecropping? Which images tell us more about enslavement? Why?

4. Pick an image and generate three questions about it.

Name _____

Think Like A...

Historian	**Geographer**
Economist	**Political Scientist**

How to Source an Image Tool

Source

First, read the **source**. Students should be asked what they notice about the source.

- Use available citation information to infer something about who, what, when and/or where is represented in the primary source.
- Consider why someone created this primary source.

Observe

Next, the class will **observe** and take a look at what they see. It can helpful to allow partners to look at the image while discussing what they see.

- What do you see in the primary source?

Contextualize

The third step is to **contextualize.** Students will use the schema and the author's clues to infer who, what, when and where the primary source indicates.

- Use your schema and author's clues to infer who, what, when and/or where (something) about the primary source.

Corroborate

To **corroborate**, students will ask questions and use other sources to research and find evidence related to the image.

- Generate questions and use other sources to research and find evidence related to the primary source.

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



This photo shows an African-American man entering a movie theatre to the small balcony section in Belzoni, Mississippi. This photo was taken when Jim Crow laws were enforced in the South. *Courtesy of Library of Congress, Wolcott, Marion P., "Negro going in colored entrance of movie house on Saturday afternoon, Belzoni, Mississippi Delta, Mississippi," ca. October 1939*

Segregated Bus Station in Durham, North Carolina, May 1940



This photo shows a segregated bus station in Durham, North Carolina in May 1940. *This photo shows an African-American man entering a movie theatre to the small balcony section in Belzoni, Mississippi. This photo was taken when Jim Crow laws were enforced in the South.*

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



This photo shows a segregated cafe near the tobacco market in Durham, North Carolina in May 1940. *Courtesy of Library of Congress, Delano, Jack, "A cafe near the tobacco market, Durham, North Carolina," May 1940*

Cafe in Warehouse District During Tobacco Auction Season in Durham, North Carolina, November 1939



This photo is of a cafe during tobacco auction season in Durham, North Carolina in November 1939. *Courtesy of Library of Congress, Wolcott, Marion P., "Cafe in warehouse district during tobacco auction season. Durham, North Carolina," November 1939*

Drinking Fountain on the County Courthouse Lawn in Halifax, North Carolina, April 1938



This photo is of a drinking fountain on the county courthouse lawn in Halifax, North Carolina in April 1938. *Courtesy of Library of Congress, Vachon, John, "Drinking fountain on the county courthouse lawn, Halifax, North Carolina," April 1938*

Beale Street in Memphis, Tennessee, October 1939



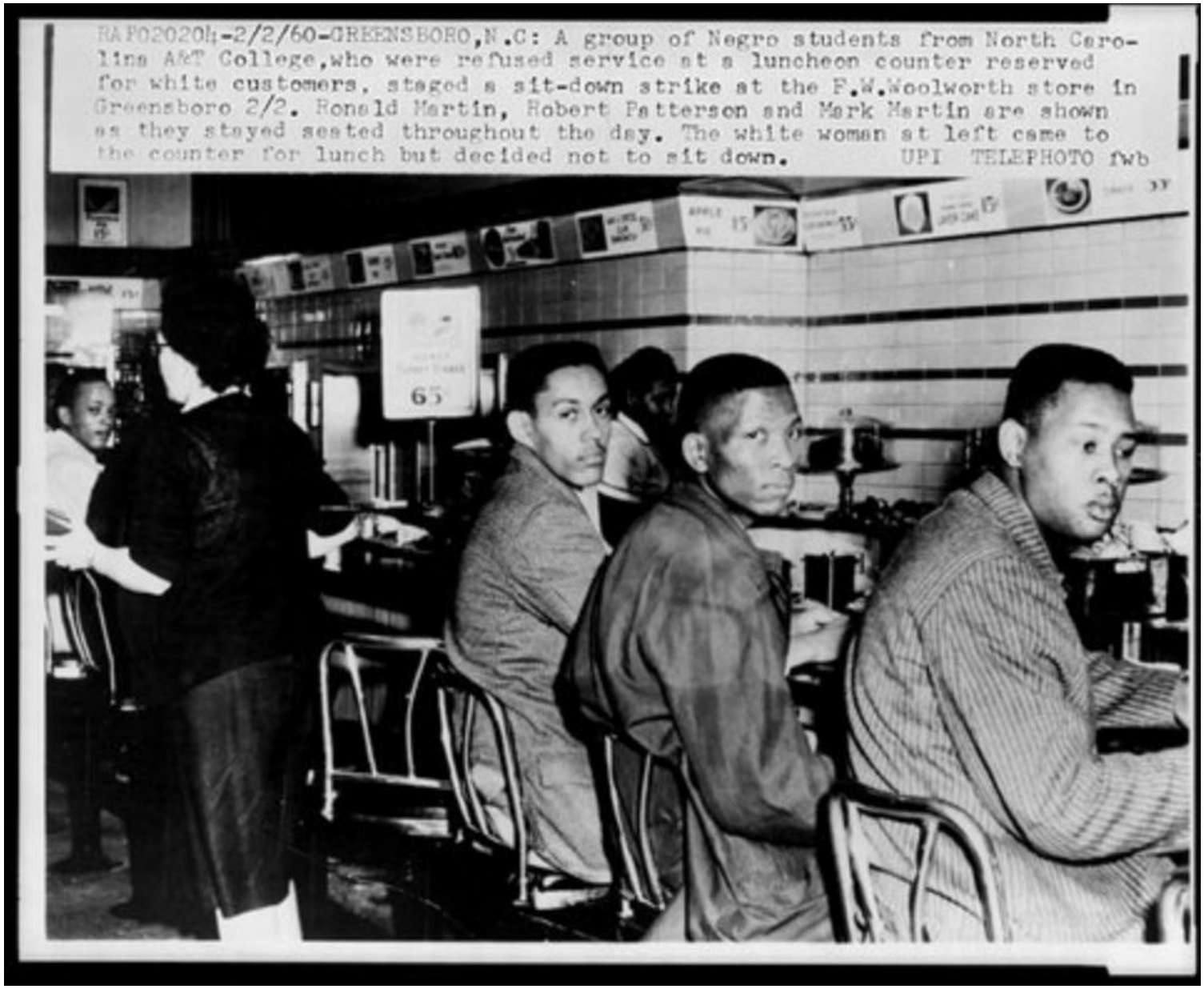
This photo shows Beale Street in Memphis, Tennessee, in October 1939. *Courtesy of Library of Congress, Wolcott, Marion P., "Beale Street, Memphis, Tennessee," October 1939*

Katz Drug Store in Des Moines, Iowa, ca. 1940



This photo shows Katz Drug Store in Des Moines. *Courtesy of State Historical Society of Iowa, "Katz Drug Store at 7th and Locust in Des Moines in about 1940," ca. 1940*

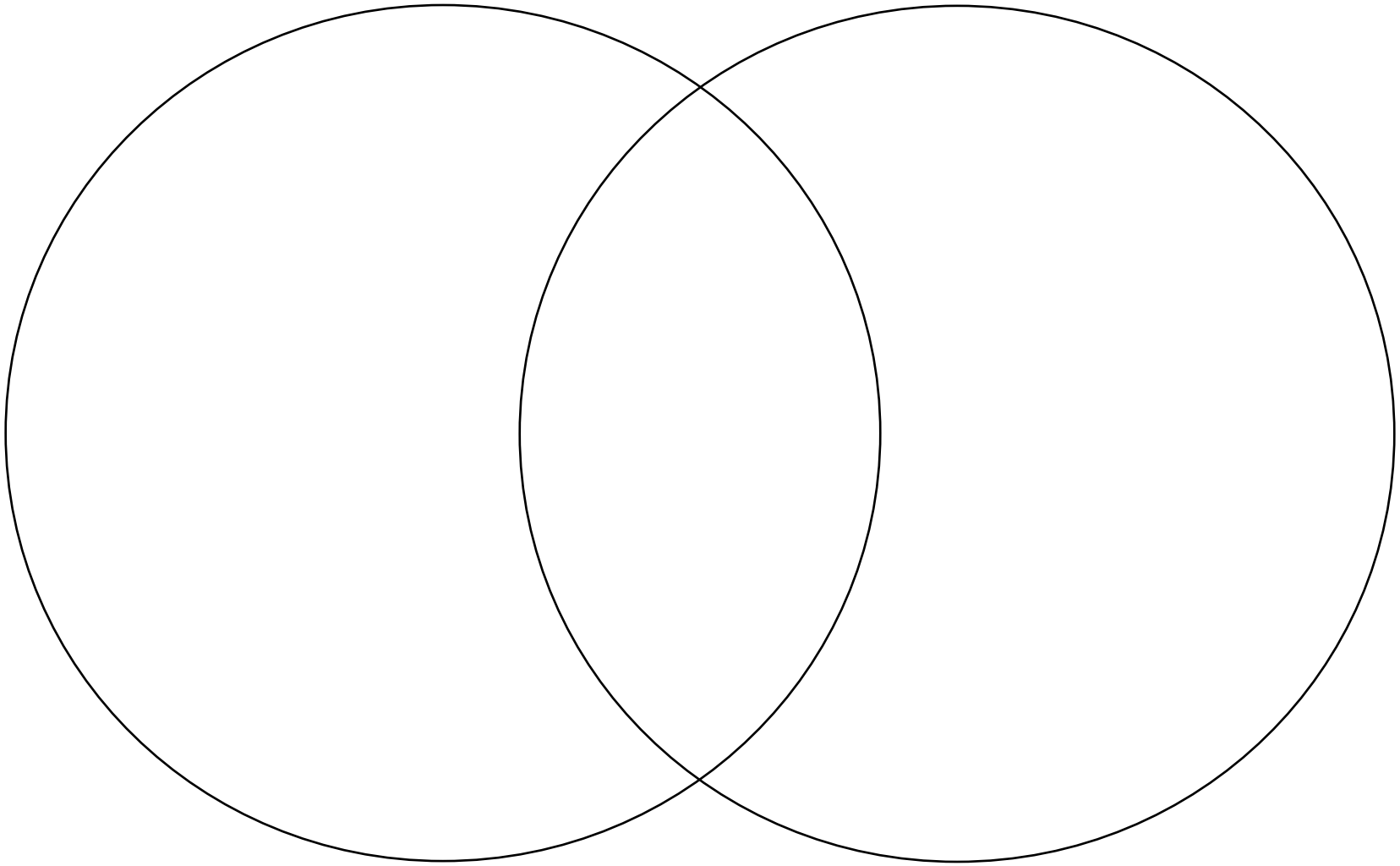
Greensboro Four, February 1, 1960



This photo shows the Greensboro Four, where Black students in North Carolina staged a sit-in at a F.W. Woolworth story that refused them service.
Courtesy of Library of Congress, New York World-Telegram & Sun, 1 February 1960

Name _____

Venn Diagram



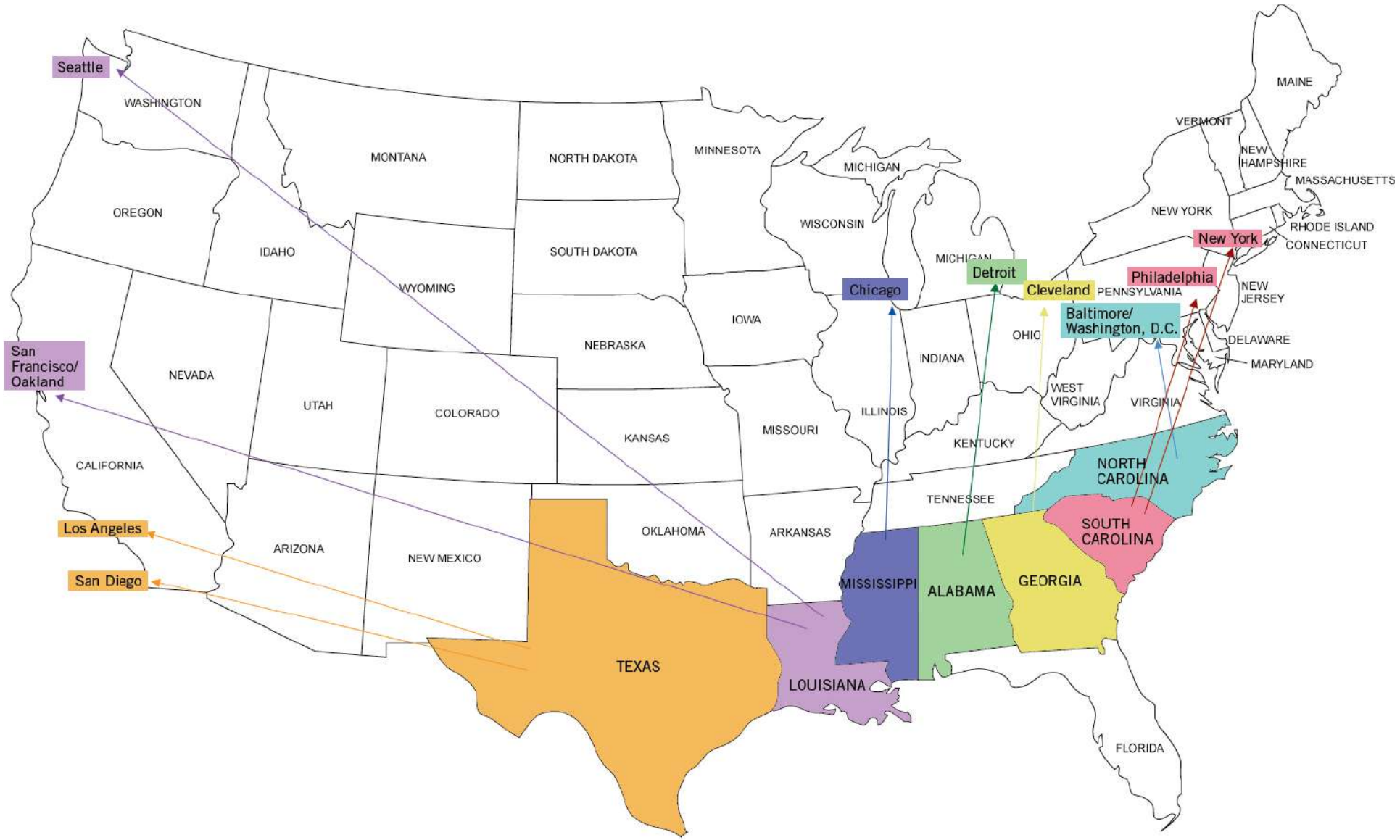
“Great Migration | The African Americans,” November 12, 2013



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

The Geography of the Great Migration

This map shows the migration patterns African Americans took during the period of the Great Migration, from 1910 to 1970.



Name _____

Blank Map of the United States of America (Continental)



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



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

Name _____

Oppression After the Civil War

What oppressions caused African Americans to stay or migrate after the Civil War?

- **Sharecropping**
  - Formerly-enslaved people
  - Work for “old master,” the landowner
  - The sharecropper plants and harvests the crop
  - The sharecropper (tenant) typically had to give half of what they earned to the landowner

- **Segregation**
  - To separate because of race
  - Jim Crow laws/black codes
  - Affects access to drinking fountains, theaters, parks, benches
  - Affects use of buses, trains, schools, restaurants, lunch counters

- **Lack of Voting Rights**
  - 15th Amendment, 1870
  - African-American men can vote
  - They are denied the right to vote through literacy tests, violence, poll taxes
  - Voting Rights Act of 1965

Oppression after the Civil War caused Africans to stay or migrate.

Lesson Summative Assessment

READ IOWA HISTORY

Enslavement

READ IOWA HISTORY

Emancipation Proclamation

READ IOWA HISTORY

Oppression

READ IOWA HISTORY

Segregation

Enslavement

The act of slavery; taken against your will to work without pay

Emancipation Proclamation

This was an executive order issued on January 1, 1863, by President Abraham Lincoln to free enslaved people in all portions of the United States.

Oppression

To treat (a person or group of people) in a cruel or unfair way, prolonged cruel or unjust treatment or control.

Segregation

Segregation is the practice of requiring separate housing, education and other services for people of color. Segregation was made into law several times in 18th and 19th-century America as some believed that people of different races were incapable of coexisting.

READ IOWA HISTORY

U.S. Constitution

READ IOWA HISTORY

Amendment

READ IOWA HISTORY

Preamble

READ IOWA HISTORY

13th Amendment

U.S. Constitution

A constitution is a set of rules that guide how a country, state or other political organization works. The constitution may be amended or changed.

Amendment

A change or addition to a law is called an amendment. The word usually refers to a change to the constitution of a government.

Preamble

The preamble is the brief introduction to the U.S. Constitution. It states the Constitution's fundamental purposes.

13th Amendment

An amendment (change) to the U.S. Constitution to make slavery illegal and to end the practice in America.

READ IOWA HISTORY

Confederate States of America

READ IOWA HISTORY

Union

READ IOWA HISTORY

Mason-Dixon Line

READ IOWA HISTORY

Secede

Confederate States of America

The Confederate States of America were the 11 southern states that seceded (left) the United States in order to preserve the enslavement of African Americans. People in support of the confederacy were known as Confederates.

Union

Union refers to the 20 free (northern) states and four border/slave states that stayed within the United States of America during the Civil War. The Union Army (or U.S. Army) fought against the Confederate States Army (CSA) during the war.

Mason-Dixon Line

The Mason-Dixon Line was the boundary between the north and the south (slave-owning) states before the abolition of slavery.

Secede

The act to withdraw formally from the union of the United States of America.

READ IOWA HISTORY

Voting

READ IOWA HISTORY

Sharecropping

READ IOWA HISTORY

Migration

READ IOWA HISTORY

Voting

Voting is a method for a group to make a collective decision or express an opinion usually following discussions, debates or campaigns. Democracies elect holders of public office - like a president or senator - by voting.

Sharecropping

Sharecropping is a type of farming where people rent small plots of land from a landowner in return for a portion of crop. In the South, it was practiced a lot by formerly-enslaved people. High interest rates, unpredictable harvests and ruthless landlords often kept tenant farmers severely indebted.

Migration

Human migration is the movement of people from one place to another with the intentions of settling, permanently or temporarily at a new location (geographic region). The movement can be across countries or internally within a country.