Goldie's
HISTORY KITS



Enslavement to the Great Migration

TEACHER MANUAL

STATE HISTORICAL SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

LIBRARY OF CONGRESS
TEACHING WITH PRIMARY SOURCES

Table of Contents

Goldie's History Kit

Introduction and Instructions . . . 3

Read Iowa History . . . 5

- Introduction to Read Iowa History . . . 6
- Compelling and Supporting Questions . . . 8
- Standards and Objectives . . . 9
- Background Essay . . . 10

Pre-Lesson Preparation: Information for Educators . . . 12

- Links to other resources that address teaching American Slavery . . . 14

Part 1: Defining Enslavement and Sharecropping . . . 15

- 10 Primary Source Images . . . 18
- Worksheet, Comparing Two Primary Source Images . . . 28
- Worksheet, Think Like A... . . . 30

Part 2: Segregation & Jim Crow Laws . . . 31

- Instructions, How to Source an Image . . . 33
- 6 Primary Source Images . . . 34

Part 3: Impact of Sit-Ins and Legacy of Edna Griffin in Iowa . . . 40

- Image, Katz Drug Store in Des Moines, Iowa . . . 41
- Image, Greensboro Four . . . 42
- Worksheet, Venn Diagram . . . 43

Part 4: Reasons Behind the Great Migration . . . 44

- Video, "Great Migration | The African Americans," . . . 46
- Map, The Geography of the Great Migration . . . 47
- Worksheet, Blank Map of the United States of America . . . 48

Part 5: School Desegregation & Voting Rights . . . 49

- Video, "Alexander Clark and the First Successful School Desegregation Case in the United States," . . . 51

Lesson Summative Assessment . . . 52

- Worksheet, Oppression After the Civil War . . . 53

Vocabulary Cards . . . 55

Additional Resources . . . 63

Read Aloud Activity . . . 64

- **Book:** *This is the Rope: A Story from the Great Migration* . . . 69
- **Book:** *The Great Migration: Journey to the North* . . . 70
- **Book:** *Hammering for Freedom* . . . 71
- **Book:** *Before She Was Harriet* . . . 72

History Mystery Activity . . . 73

- History Mystery Instructions . . . 74
- History Mystery Objects . . . 77
- History Mystery Worksheet . . . 84

Think Like... Activity . . . 86

- Think Like... Instructions . . . 87
- Think Like... Cards . . . 89

Charts: Iowa Core Standards for Social Studies & Literacy . . . 96

Enslavement to the Great Migration Kit Inventory . . . 98

Instructions

What is a Goldie's History Kit?

This Goldie's History Kit is designed by the State Historical Society of Iowa for elementary-level educators to instruct on the history of people from the period of enslavement to the Great Migration. It includes the corresponding Read Iowa History lessons and educational components that have been tested and vetted as part of the State Historical Society of Iowa's Goldie's Kids Club that focus on literacy, visual literacy and Iowa history. There are detailed instruction to assist educators to incorporate these activities in a classroom. This kit also was developed to reflect the Iowa Core Social Studies and Literacy Standards. **Goldie's Kids Club** is a free program developed by the State Historical Society of Iowa to introduce children aged 12 and under to Iowa history – starting with Goldie, the eastern goldfinch, which is the state bird.

What's Included

Read Iowa History

- Structured lesson plans integrating primary sources and literacy skills

Read Aloud

- 4 books to read aloud to students
- Text-dependent questions

History Mystery

- Students investigate objects from the State Historical Museum of Iowa collection

Think Like... Cards

- Cards featuring prominent Iowans in history to integrate with lesson plans

Read Iowa History

Read Iowa History is a curriculum project that provides elementary-level educators with primary source lessons that are directly tied to key literacy skills and the **State Historical Society of Iowa's Primary Source Sets**. These lessons provide structured lesson plans that integrate social studies and literacy with accompanying worksheets and hands-on activities to promote the use of primary sources at an elementary level.

Read Aloud

This Goldie's History Kit provides four books related to the lives of African Americans. This read aloud activity combines literacy and Iowa history, and offers text-dependent questions to facilitate discussion around the book.

History Mystery

History Mystery is designed to challenge students to use their skills of deduction, observation and critical thinking to identify the multiple artifacts included in this activity. All objects are from the State Historical Museum of Iowa's collection, providing students with a unique opportunity to interact with museum artifacts from their own classrooms. Individual students or small groups will work as "history detectives" to figure out the nature of the object, its use and its relationship to the theme through the use of photographs and videos.

Think Like... Cards

The "Think Like..." activity includes a set of cards to encourage students to think about history through multiple perspectives. The cards include questions for students to use to guide their process of understanding how the lives of African Americans have changed from different points of view. Every kit includes five universal cards (geographer, economist, journalist, economist and political scientist) and two additional ones related directly to the topic. Each card provides background information about a notable Iowan to provide a direct Iowa history connection.

Instructions

How To Use The Kit

This kit is designed to provide structured lessons and supplemental activities to educators with the freedom to decide what options are best for their classrooms and best fit into their curriculum. Educators are encouraged to first explore the manual and its four main elements (Read Iowa History, Read Aloud, History Mystery and Think Like… cards) to design a lesson for students that will fit their needs. Educators are welcome to alter any lesson plans, worksheets and assessments in the kit. Each of the four main sections include detailed instructions and suggested formats on how to use each section individually or interchangeably. Below are some suggested recommendations and tips to navigate the manual and activities.

Begin with Read Iowa History

The Read Iowa History lesson plans are structured and provide a more defined outline for integrating primary sources in the classroom. You can use the primary source lesson plans in the order provided, or however you see fit. Read Iowa History – as all four components – has background information, a materials list, easily reproduceable worksheets and instructions to prepare your lesson.



Goldie's History Kit Connection: There are Goldie icons in Read Iowa History to highlight connections that you could integrate with an activity from Read Aloud, History Mystery or the Think Like… cards activity.

Read Aloud, History Mystery & Think Like… Cards

These three components can be used as a separate lesson or you can integrate an element of an activity to Read Iowa History to provide more hands-on experience within the lesson. At the beginning of each of these sections in the manual, there are detailed introductions to highlight what is needed for that section (i.e. books are used for Read Aloud, photos and videos with History Mystery) and suggested formats to guide the sections. For Read Aloud, this includes additional information about the book and historical context. For History Mystery, this includes different formats to assist in the activity depending on time constraints and detailed information about each object, as well as a worksheet and questions to help students identify each object and its historical significance. Think Like… cards also provide instructions, and of the three, can be a much more flexible activity that can be integrated into a more structured lesson plan.

Additional Digital Access

Some elements of the kit will need to be digitally accessed. There is a USB flash drive in the kit box. It includes a digital version of this manual, worksheets, photographs and video for History Mystery and some optional supplemental materials. This content also is available on a **Google Drive folder**, where materials can be downloaded.

Register for Free Goldie's History Kit Merchandise

Receive Goldie's History Kit merchandise by submitting your contact information to the **online form**.

READ IOWA HISTORY

EDUCATOR 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

READ IOWA HISTORY

Introduction to Read Iowa History

About Read Iowa History

Through the Library of Congress Teaching with Primary Sources grant, the State Historical Society of Iowa developed Read Iowa History — free, downloadable K-5 lesson plans to build and develop reading and critical thinking skills with primary sources in the classroom.

Primary sources (from the digital **Primary Source Sets collection**) are used to help students learn from multiple perspectives, develop primary source-based claims and evidence, and to interpret documents and images of the past. These lessons were developed with the Iowa Core Social Studies and Literacy Standards. Each unit includes ready-to-use source material, worksheets, educator lesson plans and assessment tools and activities. You, the educator, are encouraged to explore the unit, and use materials as you see fit for your students. You are welcome to alter lesson plans, worksheets and assessments to best align with their curriculum.

Please check out the **Primary Source Sets toolkit** to learn more about using primary sources in the classroom.

What's Included

Educator Materials

Sources are accompanied by an educator lesson plan. This plan includes: the unit compelling question, unit supporting question, objectives, background information, vocabulary lists or cards, a materials list, instructions and Goldie's History Kit Connections (see below). There also is a "formative assessment" to wrap up each part of the unit and to check for comprehension. You are welcome to use the activities that are suggested or create your own.

Goldie's History Kit Connection: A Kit Connection is designated with the Goldie icon, as seen on the left. This signals there is an opportunity in the Read Iowa History lesson plan to integrate another element of the kit. This could include a Think Like... card, a storybook or a History Mystery object.

Student Materials

Many of the unit instructions are accompanied by a worksheet that can be copied and distributed to students as they analyze the primary source(s) to assist in their application and comprehension. These worksheets are optional but may provide a structure for students to think critically about the primary sources they are analyzing. These student worksheets are available on the USB flash drive and in the Google Drive folder for easiest reproduction.



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

Formative Assessments, Lesson Summative Assessment and Scoring Options

The formative assessments, lesson summative assessment and possible scoring options allow you to evaluate how students comprehend and apply the knowledge they learned from the individual primary source activities. Assessment instructions, example worksheet(s) and possible scoring options are located at the end of this Read Iowa History section. Reproduceable assessment worksheets also are available on the USB flash drive and Google Drive folder.

Enslavement to the Great Migration

3rd Grade

Overview

After the Civil War, discriminatory practices were still being used to suppress African Americans. Students will investigate the impact of sharecropping, segregation and a lack of voting rights, and why these unfair policies were in place for so many years. Students will also learn about the trailblazing Iowans who stood up for their civil rights, as well as how Iowa law changed in comparison to federal law.

Unit Compelling Question

How does oppression force people to either stay or move?

Unit Supporting Question

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

Table of Contents

Compelling and Supporting Questions 8
Standards and Objectives 9
Background Essay 10
Pre-Lesson Preparation: Information for Educators 12
- Links to other resources that address teaching American Slavery 14

Part 1: Defining Enslavement and Sharecropping 15
- 10 Primary Source Images 18
- Worksheet, Comparing Two Primary Source Images 28
- Worksheet, Think Like A... 30

Part 2: Segregation & Jim Crow Laws 31
- Instructions, How to Source an Image 33
- 6 Primary Source Images 34

Part 3: Impact of Sit-Ins and Legacy of Edna Griffin in Iowa 40
- Image, Katz Drug Store in Des Moines, Iowa 41
- Image, Greensboro Four 42
- Worksheet, Venn Diagram 43

Part 4: Reasons Behind the Great Migration 44
- Video, "Great Migration | The African Americans," 46
- Map, The Geography of the Great Migration 47
- Worksheet, Blank Map of the United States of America 48

Part 5: School Desegregation & Voting Rights 49
- Video, "Alexander Clark and the First Successful School Desegregation Case in the United States," 51

Lesson Summative Assessment 52
- Worksheet, Oppression After the Civil War 53

Vocabulary Cards 55
Additional Resources 63

Compelling and Supporting Questions

3rd Grade

How to Apply Read Iowa History Lessons to Other Primary Sources

The origin of Read Iowa History lessons stem from the **Primary Source Sets**, which are a collection of primary sources that focus on a topic and are structured under a compelling question and multiple supporting questions (typically three). Five or six primary sources are used to address and help students answer a single supporting question. Read Iowa History takes one supporting question, the primary sources addressing that question and instructions (divided into parts) to integrate these primary sources in the classroom through different activities.

These lessons, instructions, worksheets, tools and assessment suggestions can be applied to all of the K-5 **Primary Source Sets**.

Unit Compelling Question

The compelling question drives students to discuss, inquire and investigate the topic of a unit of understanding.

How does oppression force people to either stay or move?

Unit Supporting Questions

Supporting questions scaffold instruction to help students answer the compelling question. Their aim is to stimulate thought, to provoke inquiry and spark more questions. The supporting question that is highlighted above is the question that was used in this Read Iowa History. The **bolded** question below is the supporting question for this Read Iowa History unit.

1) What is enslavement?
2) How was our country divided during the Civil War?
3) How did African Americans respond to oppression after the Civil War?

Read Iowa History: Enslavement to the Great Migration

This Read Iowa History lesson addresses “How does oppression force people to either stay or move?” and “How did African Americans respond to oppression after the Civil War?” and includes lesson plans, worksheets, suggested assessments and other tools.

Standards and Objectives

Iowa Core Social Studies Standards	
No.	**Standard**
SS.3.8.	Describe the effects, opportunities, and conflicts that happened when people from different social groups came into contact with each other.
SS.3.9.	Compare and contrast the treatment of a variety of demographic groups in the past and present.
SS.3.10.	Explain how rules and laws impact society.
SS 3.19.	Create a geographic representation to explain how the unique characteristics of a place affect migration.
SS.3.22.	Compare and contrast events that happened at the same time.
SS.3.28.	Explain the cultural contributions that different groups have made to Iowa.

Iowa Core Literacy Standards	
No.	**Standard**
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.4	Determine the meaning of general academic and domain–specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Objectives

- I can identify the differences of enslavement and sharecropping.
- I can determine how African Americans were oppressed after the Civil War.
- I can compare and contrast two texts on the same topic.
- I can determine how African Americans overcome oppression.
- I can determine where and why African Americans migrated from the South.

Background Essay

Utilize this background essay, in whole or in parts, with students to provide further context and understanding about the history of African Americans from enslavement to the Great Migration. You can read it aloud to students, utilize excerpts and introduce the vocabulary words. The essay is also referenced in parts of this Read Iowa History to assist students in their interpretation and analysis of primary sources.

Historians often examine the issues that lead people to migrate in terms of "push-pull" factors. Were difficult times at home "pushing" people away or was the promise of better lives "pulling" them somewhere else? Usually the answer lies in a combination of both influences.

Oppression at home can be a powerful incentive to leave. Forced conscription into the military, restrictions on religious freedom, famines, laws prohibiting land ownership, high taxes, grinding poverty — these are factors that have often persuaded people to seek better lives elsewhere. Victims of violence or those fleeing conflict are often designated as refugees as opposed to immigrants coming for economic advantage. In recent times, wars in southeast Asia, Africa, the Middle East and Central America have dislocated millions and made refugee resettlement a major issue of our day.

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

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

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

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

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

Background Essay continued

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

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

Vocabulary Words

- Amendment
- Confederate States of America
- Emancipation Proclamation
- Enslavement
- Mason-Dixon Line
- Migration
- Oppression
- Preamble
- Secede
- Segregation
- Sharecropping
- U.S. Constitution
- Union
- Voting
- 13th Amendment

Pre-Lesson Preparation: Information for Educators

Unit Compelling Question

How does oppression force people to either stay or move?

Unit Supporting Question

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

Overview

Addressing American slavery with elementary students can be difficult. This pre-lesson preparation includes a few resources that can help.

"Writing about Slavery? Teaching About Slavery?: This Might Help" by P. Gabrielle Foreman, et al. This is a community-sourced document provided by the NAACP Branch in Culpeper, Virginia.

Senior slavery scholars of color community-sourced this short guide to share with and be used by editors, presses, museums, journalists and curricular projects as well as by teachers, writers, curators, archivists, librarians and public historians. Considering the legal, demographic and other particularities of institutions of slavery in various parts of the Americas, Europe, Africa, and Asia, and also considering how slavery changed over time, this guide is a set of suggestions that raises questions and sensitivities rather than serving as a checklist that enforces any set of orthodoxies.

This document is offered in the spirit of Laura Adderley's response to it; all words we "know to talk about enslaved people of African descent in these Americas prove insufficient, both for the brutality against them, and for their remarkable overcoming." This document helps us in our grappling to describe and analyze the intricacies and occurrences of domination, coercion, resistance, and survival under slavery. It complicates the assumptions embedded in language that have been passed down and normalized. Depending on context, some words clarify, some obscure. For that reason, as one contributor put it, this is a "worthy language struggle." Those who have contributed to this crowdsourced guide include leading and upcoming scholars in the field of slavery studies. They come together to make this intervention in the spirit of building ethical community.

Language to Consider Adopting/Preferred Terms:

- Enslaved (Africans, people, mothers, workers, artisans, children, etc).
- Using enslaved (as an adjective) rather than "slave" (as a noun) disaggregates the condition of being enslaved with the status of "being" a slave. People weren't slaves; they were enslaved.
- Captive (Africans, fathers, families, workers, infants, etc). Note that this term nuances depending on geography vis-a-vis the slave trade, as Ana Lucia Araujo notes.
- Enslaver (rather than many of the terms below).
- The term "master" transmits the aspirations and values of the enslaving class without naming the practices they engaged.

Language to Consider Avoiding:

- Slave master (see above)
- Slave mistress and enslaved mistress (to name sexual violence/relations/conditions)

Instructions continued on next page

Pre-Lesson Preparation: Information for Educators

Instructions continued

- Slave breeding/breeders (for forced reproduction)
- Slave concubine and enslaved concubine
- Slaveholder
- Slave owner
- Alternatives: those who claimed people as property, those who held people in slavery, etc.
- Planter (when referring to enslavers)

Principles to Consider:

- Avoid using "runaway slave." Alternatives: "fugitives from slavery" or "self-liberated" or "self-emancipated" individuals.
- If you're writing about sexual violence, rape, assault and coercion under slavery, please name that violence rather than obscuring it by using terms such as "interracial sex" or "sexual intercourse."
- Please honor the humanity of the millions of people treated as chattel property by naming enslaved people whenever possible.
- Please consider the trauma and indignation caused by creating papers or assignments that have students "role play" being an enslaved person, enslaver, self-liberated or free African in the Americas. Please see this piece from **Teaching Tolerance**.
- North American nineteenth-century Black activists often were activists for decades after the Civil War. Calling them "abolitionists" reduces the scope and depth of their work which extended beyond slavery both in the antebellum period and beyond.
- Consider using not only the term "stolen labor," but also "stolen labor, knowledge and skills."
- No one was "born a slave"; instead people were born with "free" or "slave" status.
- Avoid using "people of color" as a blanket term when writing about Black people or other specific groups - unless you are referencing Cuba, where "gente de color" was a legitimate term used by peoples of African descent in the nineteenth century.
- Remember that slavery was the economic foundation of every country in the Americas, not just the United States. If you mean specifically the U.S., please use that term rather than "American," unless you mean to reference the entire landmass.
- Be mindful that the vast majority of enslaved Africans lived in Latin America and the Caribbean; this includes Mexico, when more than half of the country we now call the United States was Mexico until 1848. Havana, Cuba and Salvador, Brazil were the most important port cities of the region.
- Be specific when using the names of nations that often were not nations at the time of consideration, or at least underscore their colonial political condition until independence --this points to questions not only of sovereignty but also of political agency on the ground. For example, abolition in Cuba does not occur until 1886, when it was still a colony of Spain.
- Be aware of shifting allegiances with regards to national identities as claimed by the people on the ground themselves: if a child was born free in Western Africa, captured and traded to Havana, and lives the majority of his adult life in New Orleans, how would you describe him? Understand and highlight his multilingual, diasporic, multiple existence.

Instructions continued on next page

Pre-Lesson Preparation: Information for Educators

Instructions continued

Other Resources

- **Learning for Justice** (formally Teaching Tolerance)
- **Teaching Hard History: A K–5 Framework for Teaching American Slavery** from Learning for Justice
- **Classroom Simulations: Proceed With Caution** from Learning for Justice
- **Talking about Race: Historical Foundations of Race** from the National Museum of African American History and Culture, Smithsonian
- **Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936 to 1938** from the Library of Congress

Defining Enslavement and Sharecropping

Unit Compelling Question

How does oppression force people to either stay or move?

Unit Supporting Question

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

Overview

Student will analyze images and focus on the importance of sourcing an image. They will determine if the images represent sharecropping or enslavement. This lesson typically takes two to three days.

Source Background

Review all **10 source backgrounds** for the Part 1 primary sources.

Instructions

1. **Pre-Lesson Activity**: Read aloud the **background essay** to students. After reading the essay, have students respond to the unit supporting question with a quick write activity: How did African Americans respond to oppression after the Civil War?

> **Goldie's History Kit Connection:** To further help students understand the Great Migration and why some chose to move north, refer to ***The Great Migration: Journey to the North*** and discuss the questions.
>
> To help students understand how enslaved people sought freedom before the Emancipation Proclamation and the ratification of the 13th Amendment, refer to the **John Brown portrait and Maxson House door**. Discuss the objects and questions.
>
> To help students understand the significance of the Emancipation Proclamation and the delay of the message and implementation in some parts of the U.S., refer to the **Juneteenth Event Flier and Juneteenth Proclamation**. Discuss the objects and questions.

Materials

- 10 primary source images
- **"Image Analysis Guide" worksheet**
- **"Think Like A..." worksheet**
- **Suggested Books:** *A Homesteading Community of the 1880s* by Gare Thompson (Chapter 1); *George Washington Carver: The Peanut Wizard Book* by Laura Driscoll

2. Display the image of the **"Oklahoma Cotton Field"** without source information.

3. Ask students: What is happening in this image? How do you know? Students may believe this is an image of enslavement because the African-American men were working in fields picking cotton and there are two men who look like overseers. They may connect the image to stories previously read about enslavement.

Instructions continued on next page

Defining Enslavement and Sharecropping

Instructions continued

4. Now, show students the **source/citation information for the image**. Make sure students see that the date on the image is after slavery ended in 1865. It was taken in the South and they are picking cotton. Ask students: Is this image from the time of enslavement? How do you know? What is your evidence? Ask students if they have ever heard of the word "sharecropping." Ask them what does "share" mean and for examples of things they share and who they share with. Then ask them what a "crop" is and for examples of crops.

5. Ask students what was one of the main crops grown in the South (cotton). Explain to them that another way that people were kept from having equal rights was by sharecropping. One way to explain it is: "After enslavement ended, many freed people could not afford to buy their own land, so they went to work in the cotton fields for the men who used to be masters (owners of enslaved people). They had to "share" the money they earned with the landowner. This caused African Americans to be impoverished because they could not get ahead when they had to give half or more of the money they earned to the landowner.

6. Take a minute to check for understanding with students: What is sharecropping? Share answers with a partner.

7. Students will be analyzing two to three primary sources (photographs). Record the class responses on the **"Image Analysis Guide" worksheet**. Fill out the who, what, when and where responses and questions on the **"Think Like A..." worksheet**.

8. Put students into five groups and say, "All of our primary sources from today come from either the Library of Congress, National Archives or State Historical Society of Iowa. This means they are credible, because these organizations only put out resources that have been researched and proven to be truthful."

   Sources Assigned to Each Student Group
   - Student Group 1: **Source 2**, **Source 3**
   - Student Group 2: **Source 4**, **Source 5**
   - Student Group 3: **Source 6**, **Source 7**
   - Student Group 4: **Source 8**, **Source 9**
   - Student Group 5: **Source 6**, **Source 9**, **Source 10**

9. Share the primary source images with the whole class. Students will share their two to three assigned images and they will explain if the image is in the time of enslavement or sharecropping. They will share their questions about the sharecropping images. If you have a classroom timeline, add these images to the timeline.

> **Goldie's History Kit Connection:** To help students understand that people born into slavery were skilled in areas other than agraculture, refer to ***Hammering for Freedom*** and discuss the questions.

10. **Formative Assessment:** In a notebook, have students explain, "What is sharecropping?"

Defining Enslavement and Sharecropping

Source Backgrounds

Source 1: This photo shows an Oklahoma cotton field of sharecroppers that was taken between ca. 1897 and 1898.

Student Group 1

Source 2: 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.
Source 3: 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.

Student Group 2

Source 4: This photo shows a sharecropper plowing a field in Montgomery County, Alabama, in April 1937.
Source 5: This abolitionist print shows the United States slave trade, and it was engraved in 1830.

Student Group 3

Source 6: 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.
Source 7: This photo from May 1862 features the enslaved people that were owned by the Confederate General Thomas F. Drayton in Hilton Head, South Carolina.

Student Group 4

Source 8: 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.
Source 9: 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.

Student Group 5

Source 6: 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.
Source 9: 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.
Source 10: 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.

Oklahoma Cotton Field



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



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



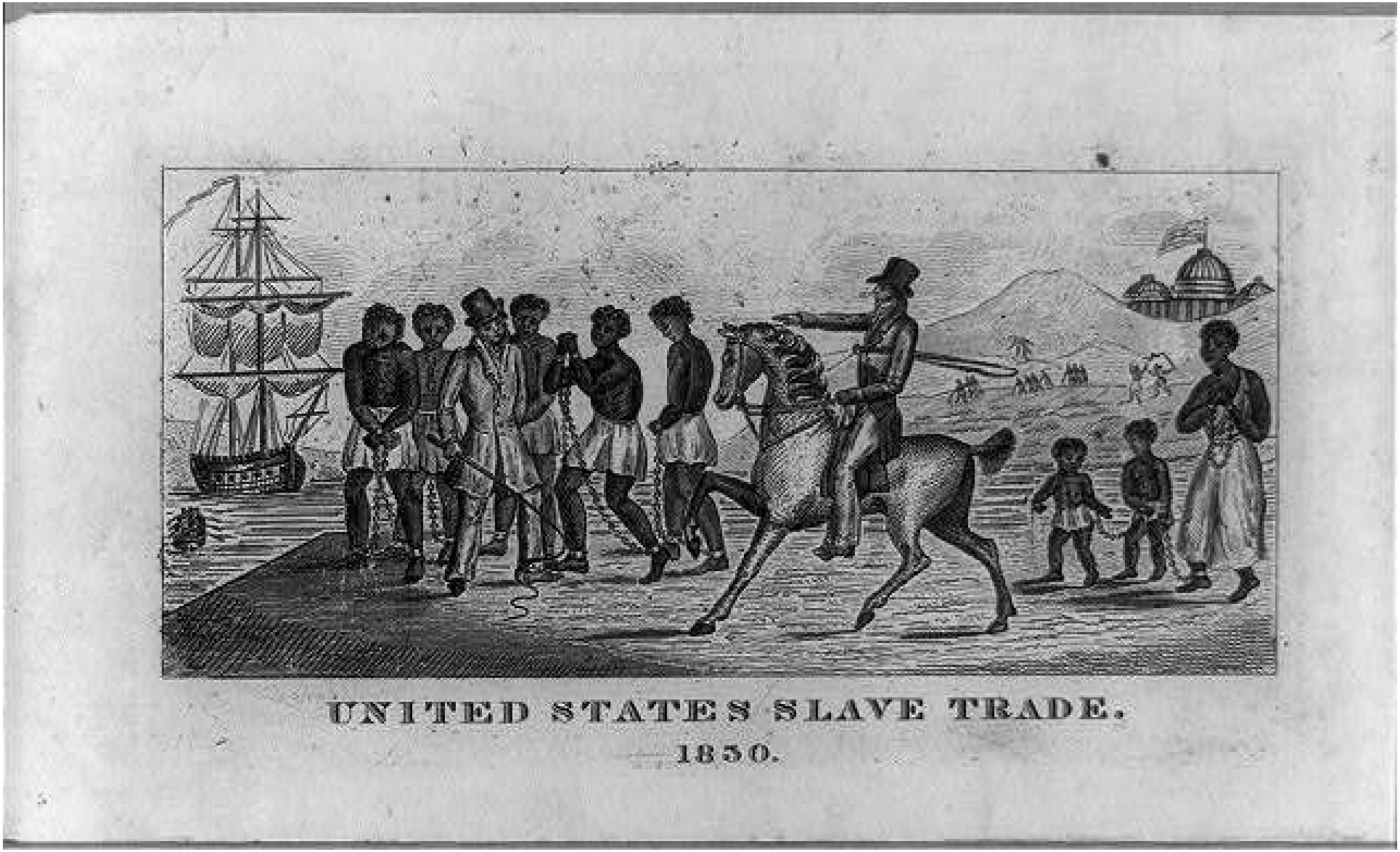
Courtesy of Library of Congress, Lange, Dorothea, "Sharecropper's cabin and sharecropper's wife. Ten miles south of Jackson, Mississippi," June 1937

Sharecropper Plowing in Alabama, April 1937



Courtesy of Library of Congress, Rothstein, Arthur, "Sharecropper plowing. Montgomery County, Alabama," April 1937

"United States Slave Trade" Print, 1830



Courtesy of Library of Congress, "United States Slave Trade, 1830," 1830

Young African American Picking Cotton, October 1935



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

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



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



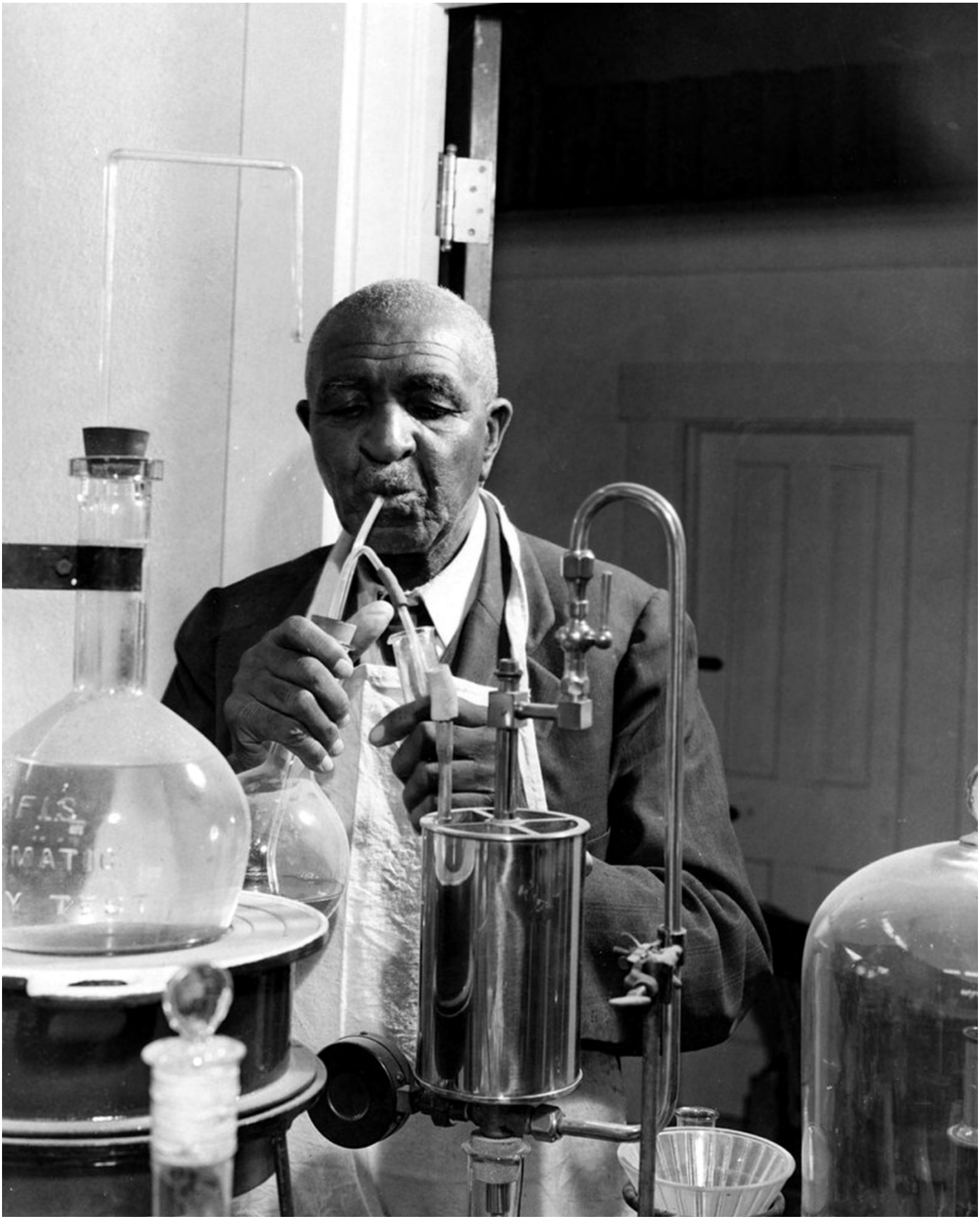
Courtesy of Library of Congress, Lange, Dorothea, "Family of one of the evicted sharecroppers from Arkansas who has been resettled at Hill House, Mississippi," July 1936

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



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



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

Comparing Two Primary Source Images

This is an example worksheet that corresponds with the instructions in Part 1 to analyze two primary source images. This version of the journal entry is for you, the educator, to utilize. A printable version of this journal entry is available for reproduction in this topic's Student Materials PDF.

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?

Comparing Two Primary Source Images

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.

Think Like A...

This is an example worksheet to go with Part 1 to collect who, what, when, where responses and questions about the images. This blank version of the T-chart is for you, the educator, to fill out, add notes and utilize. A student version of this chart is available for reproduction in this topic's Student Materials PDF.

Historian	Geographer
Economist	**Political Scientist**

Segregation & Jim Crow Laws

Unit Compelling Question

How does oppression force people to either stay or move?

Unit Supporting Question

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

Overview

Students will investigate segregation through a variety of primary and secondary sources with the focus inquiry standard of determining why it is a credible source.

Source Background

After the Civil War, segregation soon became official policy enforced by a series of laws in the South. Through Jim Crow laws (named after a derogatory term for African Americans), legislators segregated everything from schools to residential areas to public parks to theaters. In 1896, the U.S. Supreme Court ruled in Plessy v. Ferguson that segregation was constitutional. The ruling established the idea of "separate but equal." The case involved a mixed-race man who was forced to sit in the black-designated train car under Louisiana's Separate Car Act. Seeking more opportunities and fairer treatment, six million African Americans left the South from 1916 to 1970, a period known as the Great Migration. Many African Americans moved to the northeast, but continued to report discrimination and segregation similar to what they had experienced in the South.

Review all **6 source backgrounds** for the Part 2 primary sources.

Instructions

1. Ask students: What is segregation? This **online resource about Jim Crow laws** provides context about segregation after the Civil War to read aloud to students.
2. Students will now analyze primary sources to answer these questions:
   - What Jim Crow law is depicted?
   - Where is it at?
   - When was this image taken?
3. Place students into six groups. Give each group a Post-it Note to record their answers. Remind students the importance of **"sourcing" an image** to check for credibility. Distribute the six images to the class, one image per group to analyze. They will share their findings with the class.

Materials

- Six primary source images
- Post-it Notes
- **Jim Crow Law website**
- **Suggested Book:** *Goin' Someplace Special* by Patricia McKissak

Goldie's History Kit Connection: To help students understand how Black-owned businesses in Iowa promoted their services, refer to the **Directory of Minority Businesses**. Discuss the object and questions.

4. **Formative Assessment:** In a notebook, have students explain "What is segregation?" Ask students to make a list of places or things that were segregated.

Segregation & Jim Crow Laws

Source Backgrounds

Source 1: 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.

Source 2: This photo shows a segregated bus station in Durham, North Carolina in May 1940.

Source 3: This photo shows a segregated cafe near the tobacco market in Durham, North Carolina in May 1940.

Source 4: This photo is of a cafe during tobacco auction season in Durham, North Carolina in November 1939.

Source 5: This photo is of a drinking fountain on the county courthouse lawn in Halifax, North Carolina in April 1938.

Source 6: This photo shows Beale Street in Memphis, Tennessee, in October 1939.

How to Source an Image

One tool to "source" an image is the Source, Observe, Contextualize and Corroborate (SOCC) strategy, which provides a structured way to approach analysis with elementary students. This strategy is explained by the instructions below.

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



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



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

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



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

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



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



Courtesy of Library of Congress, Wolcott, Marion P., "Beale Street, Memphis, Tennessee," October 1939

Impact of Sit-Ins and Legacy of Edna Griffin in Iowa

Unit Compelling Question

How does oppression force people to either stay or move?

Unit Supporting Question

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

Overview

Students will continue to learn about how segregation kept African Americans from basic access to things in their towns, such as access to restaurants. Through secondary sources, students can compare and contrast the efforts made in pursuit of desegregation. They will also learn about the impact Iowan Edna Griffin had on desegregation in the state.

Source Background

In 1948, Edna Griffin and two others tried to order ice cream at a soda fountain in Katz Drug Store in Des Moines. They were refused service because they were African American. Days later, Griffin was leading pickets and sit-ins at the drugstore and suing the business for discrimination, a case she would eventually win in front of Iowa's Supreme Court. Her actions, which proved to be a landmark in Iowa's civil rights history, happened years before the lunch counter sit-ins that captured national attention in Greensboro, North Carolina, in 1960. Griffin's story is well documented, and in 1998, the building that once housed Katz Drug Store was renamed in her honor.

Instructions

1. If you use the suggested books or ones similar, have students compare and contrast the stories on a Venn diagram. Students will record on their Venn diagram as you read the second story. Stop every three to four pages and ask them to record observations on their worksheet.

   Goldie's History Kit Connection: To help students draw connections between the messages and missions of a Black leader and organization, refer to the **Booker T. Washington portrait** and **NAACP Des Moines Charter**. Discuss the objects and questions.

2. Remind students to consider story elements and themes within the Venn diagram (characters, setting, genre, theme, problem, solution).

3. Connect the readings to the primary source images: **Des Moines Katz Drug Store** and the **Greensboro Four newspaper photo and caption**.

4. Discuss the Iowa connection of Edna Griffin to the Greensboro Four. For more historical context about Griffin's story, read and use this 2008 ***Annals of Iowa* article** about her activism.

5. **Formative Assessment:** Complete and review the Venn diagram responses as a class.

Materials

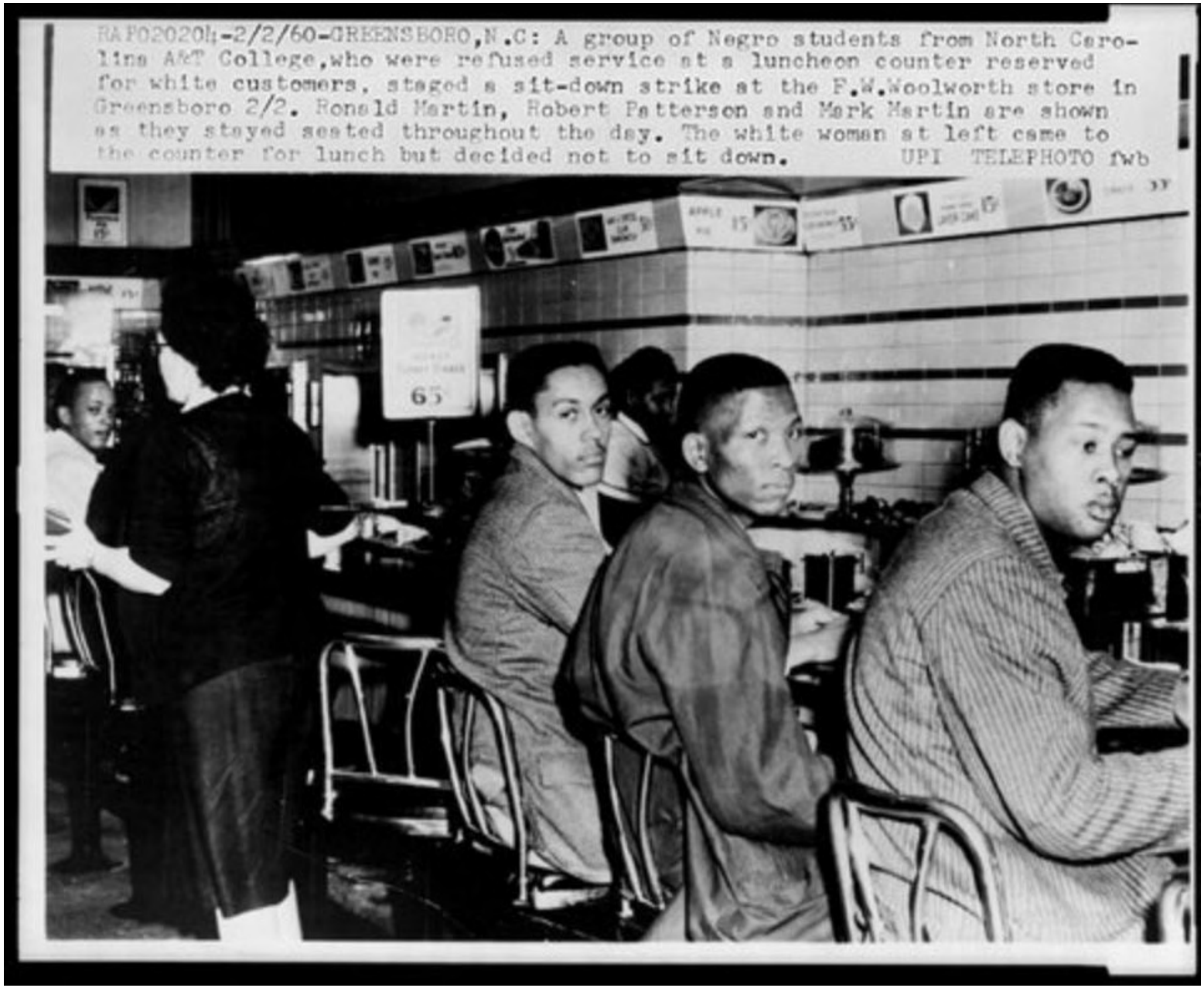
- **Venn diagram worksheet**
- **Katz Drug Store image**
- **Greensboro Four image**
- ***Annals of Iowa* essay about Edna Griffin**
- **Suggested Books:** *Sit-In: How Four Friends Stood Up by Sitting Down* by Andrea Pinkney; *Freedom On the Menu* by Carole Boston Weatherford

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



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

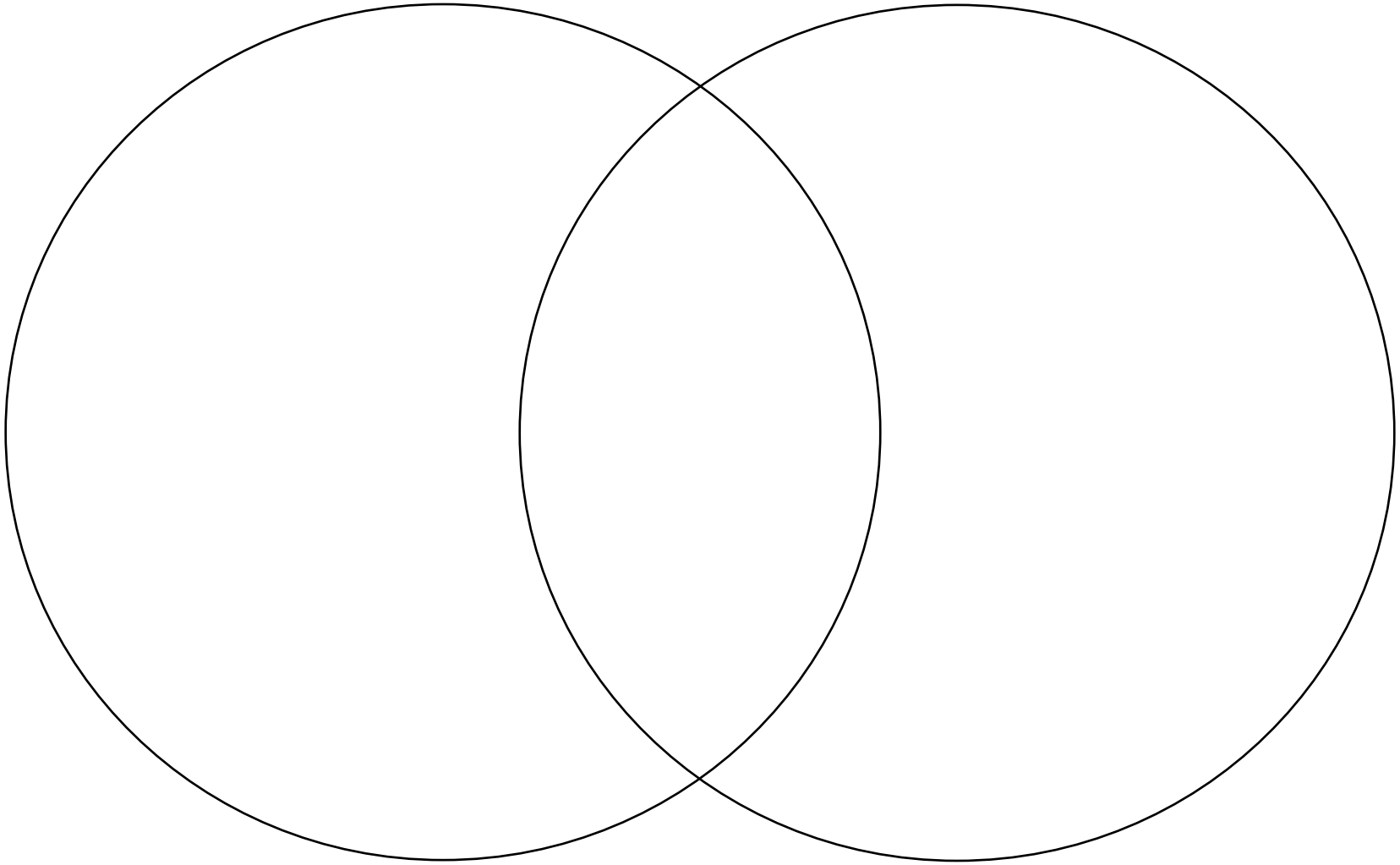
Greensboro Four, February 1, 1960



Courtesy of Library of Congress, New York World-Telegram & Sun, 1 February 1960

Venn Diagram

This is an example Venn diagram to model or use for Part 3 in comparing different civil rights sit-ins. This version of the Venn diagram is for you, the educator, to fill out, add notes and utilize.



Reasons Behind the Great Migration

Unit Compelling Question

How does oppression force people to either stay or move?

Unit Supporting Question

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

Overview

Students will use a video, map and secondary resources to identify different oppressive reasons that would have caused or motivated African Americans to migrate after the Civil War to other areas of the United States.

Source Background

The Great Migration was the movement of more than 6 million African Americans from the rural South to the cities of the North, Midwest and West from about 1916 to 1970. Some of the causes included unfair economic opportunities and harsh segregation laws. As African Americans headed North, they took advantage of the need for industrial workers that arose during the World War I. During this period, African Americans also began to build a new place for themselves in public life while confronting economic, political and social prejudice due to their race.

Source 1: This video is an excerpt from episode four of "Making a Way Out of No Way," which was from the series "The African Americans: Many Rivers to Cross" with Henry Louis Gates, Jr.

Instructions

1. With the information they have learned, students will discuss reasons why African Americans migrated North during the Great Migration. Examples could include: low wages, segregation/Jim Crow laws, lack of work/opportunities, threat of imprisonment, violence and/or death.

> **Goldie's History Kit Connection:** To share another story of the impact of the Great Migration on a family, refer to ***This is the Rope: A Story from the Great Migration*** and discuss the questions.

2. Have students watch the video clip from the PBS series, **"The African Americans: Many Rivers to Cross"** (1 minute, 45 seconds).

3. Display for students the **"The Geography of the Great Migration" map**. Distribute the **blank U.S. map worksheet** and have students draw the migration patterns.

Instructions continued on next page

Materials

- **"Great Migration | The African Americans" video**
- **"The Geography of the Great Migration" map**
- **Blank U.S. map worksheet**
- **Suggested Books:** *The Great Migration Journey to the North* by Eloise Greenfield; *This Is the Rope: A Story from the Great Migration* by Jacqueline Woodson

Reasons Behind the Great Migration

Instructions continued

Goldie's History Kit Connection: To learn the story of an Iowan who benefited from his family's migration to Iowa, refer to the **Medical Bag of Dr. Edward Carter**. Discuss the object and the questions.

To provide context to the fact that life was still difficult, segregated and unequal for those who migrated, refer to the ***Some Phases of Negro Life in Des Moines* Booklet**. Discuss the object and the questions.

4 **Formative Assessment:** Have students use their new migration patterns map to explain the following questions either in writing or orally through a digital platform:

- What caused the Great Migration?
- Where did African Americans migrate to in the United States?

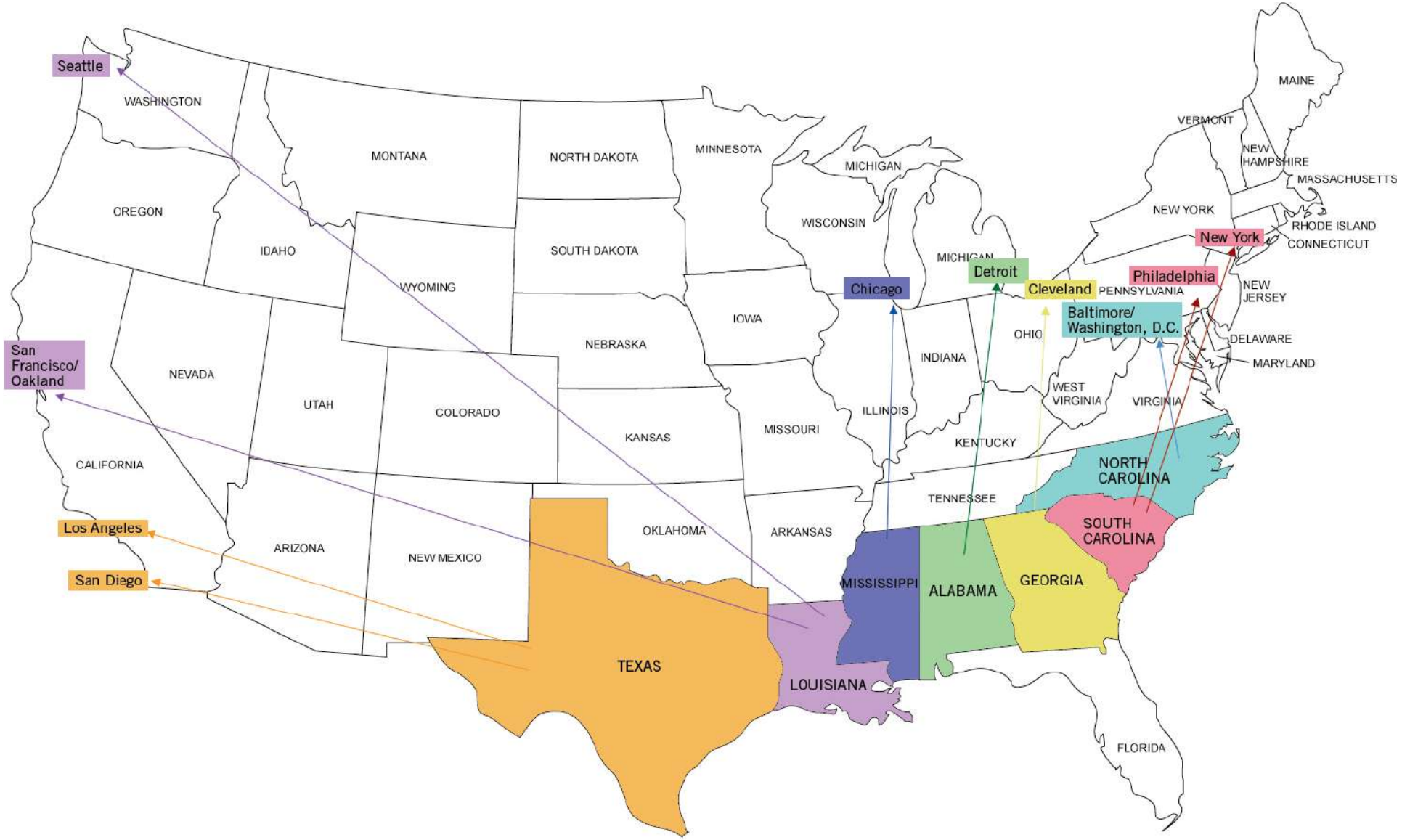
“Great Migration | The African Americans,” November 12, 2013



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.



Blank Map of the United States of America (Continental)

This is the example map that corresponds with the instructions to Part 4 to draw the patterns of the Great Migration from South to North. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this topic's Student Materials PDF.



School Desegregation & Voting Rights

Unit Compelling Question

How does oppression force people to either stay or move?

Unit Supporting Question

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

Overview

Students will compare and contrast primary and secondary sources to determine the impact of denying African Americans opportunities, such as the right to attend one's local public school or voting. Students will be asked to identify actions or laws that were meant to overcome oppression.

Source Background

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

Instructions

1. Students will watch the Iowa PBS video, **"Alexander Clark and the First Successful School Desegregation Case in the United States."** After the video, discuss Alexander Clark. In what ways did he stand up for African-American rights? What is meant by, "so in a sense, it takes the United States from 1868 to 1954 to catch up to Iowa?"

> **Goldie's History Kit Connection:** To further understand the implications of continued segregation in schools, refer to the Think Like... Vivian Smith card. Discuss the biography and questions.

2. Review with students the following online resources:
   - **15th Amendment to the U.S. Constitution: Primary Documents in American History**
   - **Text of the 15th Amendment**
   - **Voting Rights Act of 1965:** The Voting Rights Act of 1965 aimed to overcome legal barriers at the state and local levels that prevented African Americans from exercising their right to vote as guaranteed under the 15th Amendment to the U.S. Constitution. The Voting Rights Act is considered one of the most far-reaching pieces of civil rights legislation in U.S. history.

Instructions continued on next page

Materials

- **"Alexander Clark" video**
- **Voting Rights Act of 1965**
- **15th Amendment: Primary Documents in American History**
- **Text of the 15th Amendment**
- **Suggested Books:** *Papa's Mark* by Gwendolyn Battle-Lavert; *Granddaddy's Gift* by Margaree Mitchell

Reasons Behind the Great Migration

Instructions continued

3. Ask students: Why was the 1965 Voting Rights Act needed if the 15th Amendment was enacted 95 years earlier?

> **Goldie's History Kit Connection:** To further understand the impact of the 15th Amendment, refer to Think Like... George Edwin Taylor card. Discuss the biography and questions.
>
> To learn more about a Black woman who fought for voting rights for all women among other accomplishments, refer to Before She Was Harriet and discuss the questions.

4. **Formative Assessment:** Students will need to explain how the 15th Amendment and the Voting Rights Act of 1965 impact African Americans. Have students write a paragraph or create sketch-notes.

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

Lesson Summative Assessment

Unit Compelling Question

How does oppression force people to either stay or move?

Unit Supporting Question

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

Assessment Instructions

1. Students will brainstorm words related to how oppression affected African Americans after the Civil War. Students will share out the words as you type them. Print out the words and lay them on a table allowing students to stand and kneel around the table to sort the words. Use the **sample notes planner** as an example. Determine and place the topic (oppression) at the top of the table.
2. Determine three big ideas: sharecropping, segregation and lack of voting rights. Put these underneath the topic.
3. Now, they will determine details, which are the words that fit underneath each big idea. Some words may be disregarded or not as important as others.
4. While doing this, make sure students are explaining why they are choosing their words and that they are explaining their thinking.
5. When finished, this will become the student's planner to write a multi-paragraph paper.
6. Have students write a multi-paragraph response to one of the following questions:
   - How did oppression cause or motivate African Americans to migrate after the Civil War?
   - What oppressions caused African Americans to stay or migrate after the Civil War?

Assessment Scoring Options

Proficient	Demonstrates an understanding of how people African Americans were oppressed after the Civil War and led to many migrating; uses key words (planner) to organize writing and considering pieces of evidence from sources within the lesson plan(s); and explanation is accurate and complete.
Developing	Partially answers question, or has mixture of some accurate and some inaccurate ideas.
Beginning	Minimal or insufficient answer to question and/or ideas are very inaccurate.

Lesson Summative Assessment

This is an example of the planner and writing paper to use with the lesson summative assessment. This version is for you, the educator, to utilize. A printable version is available for reproduction in this topic's Student Materials PDF.

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

Vocabulary Flashcards

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.

Vocabulary Flashcards

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.

Preamble

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

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.

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.

Additional Resources for Educators

Enslavement to the Great Migration Primary Source Set
This is the digital collection of primary and secondary sources that this Read Iowa History unit was based on. The source set focuses on how oppression forced people to either stay or move from the time of enslavement to the Great Migration in the United States.

White Water by Michael S. Bandy and Eric Stein
Set in 1962 in the segregation-era South at the dawn of the civil rights movement, this moving and inspirational story shows how one epiphany opens up a whole world of possibilities.

Back of the Bus by Aaron Reynolds
With simple words and powerful illustrations, Aaron Reynolds and Coretta Scott King medalist Floyd Cooper recount the pivotal arrest of Rosa Parks at the dawn of the Civil Rights Movement.

The Great Migration: An American Story by Jacob Lawrence
This critically-acclaimed picture book chronicles the Great Migration — the diaspora of African Americans who headed to the North after World War I — through the paintings and words of artist Jacob Lawrence.

Cotton Pickers - Library of Congress
This digital collection is of images from photographer Ben Shahn in Pulaski County in Arkansas. The images and text showcase cotton-picking sharecroppers in October 1935.

Photographs of Signs Enforcing Racial Discrimination: Documentation by Farm Security Administration-Office of War Information Photographers
This digital collection is from photographers who were working for the Farm Security Administration to document continuity and change in America. This reference aid includes all the known images of discrimination signs.

Rosa Parks Arrested - Library of Congress
This collection of photos and documents focuses on the arrest and impact of Rosa Parks' arrest for disobeying an Alabama law requiring African-American passengers to relinquish seats to white passengers when the bus was full.

The Great Migration Map
This webpage shows the geography of migration patterns from the Great Migration.

EDUCATOR MATERIALS

Enslavement to the Great Migration



3RD GRADE

Goldie's HISTORY KITS

STATE HISTORICAL SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

READ ALOUD

Enslavement to the Great Migration

Introduction

A **"read aloud"** is an effective way to promote language and literacy skills and help encourage a lifelong love of reading and learning. This Goldie's History Kit provides four books related to how African Americans responded to oppression after the Civil War. This read aloud activity directly combines literacy and Iowa history in an easily reproduceable format.

What's Included

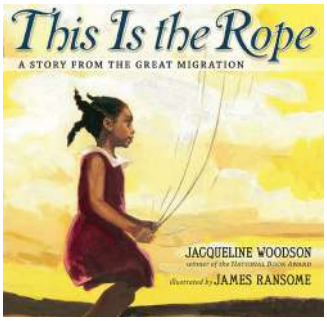
Each Read Aloud Activity Features

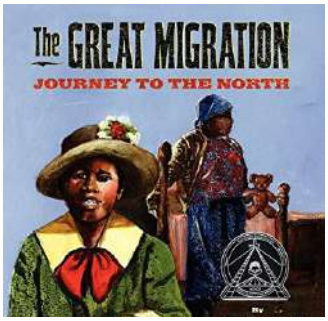
- Hard copy of the book (if available, digital recording included)
- Description of the book
- Reasoning for its inclusion in the kit and connection to Iowa history
- Text-dependent questions

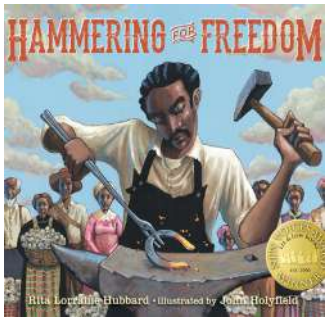
Books

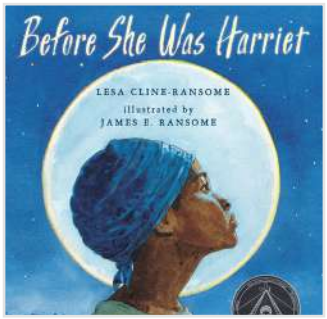
This kit contains the four storybooks listed below. Each book has an activity instruction sheet that provides: a book description, a comprehensive explanation of how this book relates to the theme, why it was selected and how it aligns with the Iowa Core Literacy and Social Studies Standards.

- *This is the Rope: A Story from the Great Migration* by Jacqueline Woodson
- *The Great Migration: Journey to the North* by Eloise Greenfield
- *Hammering for Freedom* by Rita Lorraine Hubbard
- *Before She Was Harriet* by Lesa Cline-Ransome









Text-Dependent Questions

Each book activity instruction sheet also includes three to five text-dependent questions that align with the Iowa Core Literacy and Social Studies Standards. These questions can be integrated throughout the read aloud activity or after the book is completed to offer a point of reflection for students. Some of the questions are more oriented to facilitate a connection between the Goldie's History Kit theme, Iowa history and/or U.S. history.

Enslavement to the Great Migration

3rd Grade

Read Aloud Table of Contents

Book: *This is the Rope: A Story from the Great Migration* 69

Book: *The Great Migration: Journey to the North* 70

Book: *Hammering for Freedom* 71

Book: *Before She Was Harriet* 72

Suggested Read Aloud Tips

Below are listed suggestions of how to prepare for a read aloud activity with the additional historical resources available in this Goldie's History Kit. Educators are welcome to adjust the format to best fit their classroom needs.

Before Read Aloud

- Start by choosing one of the suggested storybooks to read aloud. To assist in your selection, each book is accompanied with a description, reasons for its selection with historical context and relationship to the topic and selected state standards.
- It is recommended that you read the books ahead of time. This allows you to get familiar with the book's content and difficult pronunciations and helps provide context for possible background information to prep students before you begin.
- Read and/or print off text-dependent questions prior to beginning the read aloud. It is up to the educator on whether to use the questions during read aloud or after, but this step allows you to become familiar with the questions and to denote pages within the storybook to use for a particular text-dependent question.
- It is encouraged to introduce the overall topic with a brief explanation. You can use the **background essay** and the individual book description to assist in prefacing the book.
- Expressive reading can be effective in keeping students' attention and emphasizing points of the book for retention. Consider using an expressive voice by changing the volume and tone of your reading to reflect different characters or significant events.

During Read Aloud

- Draw attention by pointing to characters or objects in the pictures as you read. It is important to bring attention to topics, events and specific characters you want to connect to the **Read Iowa History lesson plan** and the topic, .
- Creating a dialogue with students during read aloud enhances engagement. Text-dependent questions are provided for each book, but educators are encouraged to include their own. Common questions asked to facilitate engagement during read aloud are: "What do you think will happen next?" or "Why would (X) do this? What would you have done if you were (X)?"
- Don't be afraid to follow participants' lead. If students have questions or want to go back, if time allows, try to be receptive to their observations. It may lead to important exchanges about the story that may not be discussed in follow-up questions.

Enslavement to the Great Migration

3rd Grade

After Read Aloud

- After you have finished reading the book aloud to the class, additional text-dependent questions are an effective way to gauge how much students remember from the book and if they can demonstrate an understanding of the text. Text-dependent questions were designed to reflect the Iowa Core Literacy and Social Studies Standards.
- If students are struggling to answer the text-dependent questions, feel free to go back to the book and re-read passages that could assist in their recollection and application.
- It is critically important that students are able to make connections between the story they heard and how it relates to history in Iowa and around the country.
  - **Example:** As students research the reasons behind the Great Migration, such as in part 4 of the Read Iowa History, they have numerous books to connect. One, in particular, is *This is the Rope: A Story from the Great Migration.* This story highlights the experience of one family on their Great Migration journey. Through this generational narrative, readers are not only introduced to the initial impact moving from the South to the North had on those moving, but also upon their children and grandchildren.
- Educators are welcome and encouraged to use the primary sources (such as the ones found in the Read Iowa History section or online within the Primary Source Sets) or find their own to present to the class. Pass around, hold up or project the images for students to view.
- Ultimately, the purpose of the read aloud wrap-up is to facilitate and evaluate students' comprehension of the subject matter and provide a direct link to history and literacy.

Read Aloud Standards

Below are the Iowa Core Literacy and Social Studies Standards that specifically align with the read-aloud activities in the Goldie's History Kit. If a book title is listed after the description, this signifies that this standard only applies to this book.

Iowa Core Literacy Standards	
No.	**Description**
RL.3.1	Ask and answer questions about key details in a text.
RL.3.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.3.3	Describe characters, settings, and major events in a story, using key details.
RL.3.6	Distinguish their own point of view (perspective) from that of the narrator or those of the characters.
RL.3.7	Ask and answer questions about key details in a text.

Iowa Core Social Studies Standards	
No.	**Description**
SS.3.8.	Describe the effects, opportunities, and conflicts that happened when people from different social groups came into contact with each other.
SS.3.9.	Compare and contrast the treatment of a variety of demographic groups in the past and present.
SS.3.11.	Provide examples of historical and contemporary ways that societies have changed. (21st century skills)
SS.3.12.	Use historical examples to describe how scarcity requires a person to make choices
SS.3.16.	Describe how people take risks to improve their family income through education, career changes and moving to new places.
SS.3.20.	Describe how cultural characteristics influence people's choices to live in different regions of the U.S.
SS.3.25.	Explain probable causes and effects of events and developments.
SS.3.27.	Analyze the movement of different groups in and out of Iowa, including the removal and return of indigenous people.
SS.3.28.	Explain the cultural contributions that different groups have made on Iowa.

This is the Rope: A Story from the Great Migration

Jacqueline Woodson
Author

2017
Year of Publication

Historical Fiction
Book Genre/Type

Book Description

This is a generational story about an African American family who moved from South Caroline to New York City during the Great Migration. The story centers around a rope as a simple object that serves this family over multiple generations. The rope is a symbol of hope for a better future passed down from one generation to the next. (32 pages)

- **Listen to the digital recording of the book**

Why This Book

During the Great Migration millions of families moved North in order to find more opportunities. This story highlights the experience of one family on this journey. Through this generational narrative, readers are not only introduced to the initial impact moving from the South to the North had on those moving, but also upon their children and grandchildren.

Text-Dependent Questions

1. Look at the illustrations, how did the family's living conditions change when they moved from the South to the North?
2. What are some of the ways this simple object, a rope, helped each of the three generations of women in the story?
3. The rope is a symbol of hope for a better future. How did moving to New York City offer this family a better future?

The Great Migration: Journey to the North

Eloise Greenfield
Author

2020
Year of Publication

Historical Fiction (Poetry)
Book Genre/Type

Book Description

Through a collection of poems, the author illustrates the experiences of a variety of people seeking a better future by moving North. Each poem offers a different perspective, from young to old, from boys to girls, and even those apprehensive and confident about the move. The poems progress from the initial news of moving, to preparations, to traveling, and finally arriving. (32 pages)

- **Listen to the digital recording of the book**

Why This Book

Both the author and illustrator are children of the Great Migration. They were directly impacted by the relocation efforts. Their personal experiences provide this work with first-hand insights. The varied perspectives illustrated throughout the poems help readers understand the complexities of the Great Migration. The poems also depict the long journey ahead of many and the different ways people traveled to the North, such as by car or train. Finally, the hope that lay ahead is captured through the final poem's anticipation about what is to come.

Text-Dependent Questions

1. What are some of the reasons that African Americans decided to move North?
2. Why was it difficult for many to leave the South?
3. What kinds of opportunities did moving North provide African Americans?
4. How did family members and friends help each other make the move?

Hammering for Freedom

Rita Lorraine Hubbard
Authors

2018
Year of Publication

Biography (Storybook)
Book Genre/Type

Book Description

This biographical storybook depicts the life of William "Bill" Lewis, an enslaved man who bought his family's freedom. As a blacksmith, Bill used his skills to open a blacksmith shop in Chattanooga, Tennessee. For over thirty years, Bill worked tirelessly not only to free himself and his wife, but also his son, mother, aunt, two brothers, and a sister. (32 pages)

- **Listen to the digital recording of the book**

Why This Book

Bill's life is an example of the extreme measures enslaved men and women had to go through in order to gain their freedom. Bill's training as a blacksmith provided him with a unique set of skills and therefore an opportunity to change his life. Bill's story illustrates the impact of slavery not only upon the individual, but upon the entire family system. The book concludes with an afterword that gives further context to the events surrounding Bill's life.

Text-Dependent Questions

1. How did Bill's skills as a blacksmith allow him to save money?
2. After freeing his wife and son, why did Bill keep working so hard?
3. Why couldn't Bill's family members purchase their own freedom?
4. Consider the price for each person's freedom, between $300 and $1,000. At this time, for Bill that was a lot of money. What is wrong with putting a price on someone's life?
5. After all of Bill's family was free, what did they do?

Before She Was Harriet

Lesa Cline-Ransome
Author

2019
Year of Publication

Biography (Poetry)
Book Genre/Type

Book Description

In this lyrical biography, readers are invited to travel backwards into the life of Harriet Tubman to uncover the various roles she placed throughout her life. Later in life as a freed woman, she fought for the voting rights of all women. As General Tubman she helped lead slaves to freedom and served as a spy for the Union. Before that, she nursed wounded soldiers back to health. Prior to the Civil War, Tubman served in her most well known role as a conductor on the Underground Railroad. As a young girl she was enslaved in Maryland. At birth she was given the name Araminta which she later changed to Harriet. (32 pages)

- **Listen to the digital recording of the book**

Why This Book

As a symbol of abolition, Harriet Tubman is well known for her work with the Underground Railroad. This story introduces readers to the many other accomplishments of the woman known as Harriet. Her life paints a portrait of the multiple phases African Americans endured during the fight for freedom.

Text-Dependent Questions

1. As a suffragist, how did Harriet continue to fight for the rights of others?
2. During the Civil War, how did Harriet continue to fight for the freedom of those still enslaved?
3. The Underground Railroad helped enslaved African Americans travel North. What was different about the North from the Southern States they were fleeing?
4. Harriet Tubman is often compared to a Jewish man named Moses who lived hundreds of years before her. He lead his people out of slavery from under the Egyptians. Why would people give Harriet this title?
5. Why might Harriet have changed her name from Araminta when she escaped slavery?

HISTORY MYSTERY

EDUCATOR MATERIALS

Enslavement to the Great Migration



3RD GRADE

Goldie's HISTORY KITS

STATE HISTORICAL SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

HISTORY MYSTERY

Enslavement to the Great Migration

Introduction

The **History Mystery** activity utilizes historic objects from the State Historical Museum of Iowa's collection to provide students with a unique opportunity to investigate photos of museum artifacts in their own classrooms. Students will work as "history detectives" to figure out the nature of the object, its use and its relationship to the kit theme. This activity is designed to challenge students to use their skills of deduction, critical thinking and visual literacy to identify the multiple artifacts and understand their connections to Iowa History and the theme of the kit. History Mystery can be used as an independent student activity or in conjunction with the **Read Iowa History lesson plan**. Educators should explain to students that the goal of the activity is to solve the mystery by searching photos (and possibly videos) for visual clues.

By participating in History Mystery, students will:

- Use problem-solving and critical thinking skills
- Analyze clues to deduce the name and use of objects
- Explore and use background information provided for each object to determine historical significance
- Make real-world connections between the use of the objects and the kit theme

What's Included

This History Mystery Activity Features

- Photographs of objects
- Video of an object
- Background information for each object
- Suggested questions to facilitate students for each object
- History Mystery worksheet

Objects

Each object has photos specifically taken for students to analyze. The photos are printed, laminated and included in the kit. Most objects include multiple photos at different angles, close-ups, etc. to provide different perspectives to help in their detective work. Some objects also include videos. All images and videos for History Mystery are available on the USB flash drive included in this kit and also in the **Google Drive folder**.

Questions

Each individual object page in the educator materials packet includes questions to help educators encourage, assist and further engage students as they attempt this activity. Questions are meant to provoke conversation about the object, its relation to the theme of the kit and its connection to Iowa history.

History Mystery Worksheet with Artifact Interpretation Instructions

The History Mystery worksheet includes artifact interpretation questions to assist students in analyzing the objects. The worksheet is easily reproduceable and meant to be distributed to students. It can also be applied to any activity similar to History Mystery, such as having students bring in their own family artifacts.

Enslavement to the Great Migration

3rd Grade

History Mystery Table of Contents

Object: Directory of Minority Businesses in Waterloo 77
Object: *Some Phases of Negro Life in Des Moines* Booklet 78
Object: Juneteenth Event Flier and Juneteenth Proclamation. 79
Object: Medical Bag of Dr. Edward Carter 80
Object: Booker T. Washington Portrait. 81
Object: NAACP Des Moines Branch Charter 82
Object: John Brown Portrait and Maxson House Door 83
Worksheet 85

Suggested History Mystery Set Up and Implementation

Below are suggestions of how to prepare for and run a History Mystery activity. The first format shows how to integrate the activity with the **Read Iowa History lesson plan** (refer to Kit Connections). The second suggested format is using History Mystery as a standalone, group activity. Educators are welcome to adjust the format to best fit their classroom needs.

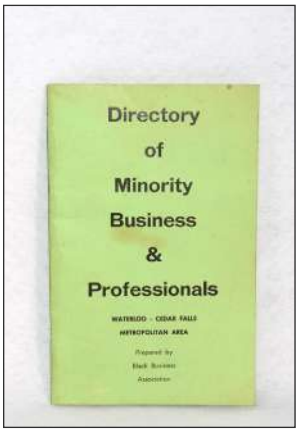
Type of Activity	Before Activity	During Activity
Kit Connections Using the objects identified with Kit Connections	• Choose which Kit Connection with a History Mystery object you would like to use. Kit Connections are identifiable by the yellow box and Goldie's icon within the **Read Iowa History lesson plan**. • Have the object pages from this manual available to you with the object descriptions, historical significance and additional questions. • Choose the most effective, convenient way to display the object photos (and possibly videos) to the class. • If they have not already read it or had it read to them, please read aloud the **background essay** about African Americans.	• After displaying the photos or video of the object, it is recommended that students receive one to two minutes to silently analyze the object. • After the initial analysis, start a discussion with the students (one to three minutes) to reveal their initial thoughts and analysis of the object. • Following this time, pose the questions connected to the object to your students. • Remember to connect the objects to the kit topic and the lesson currently in progress.

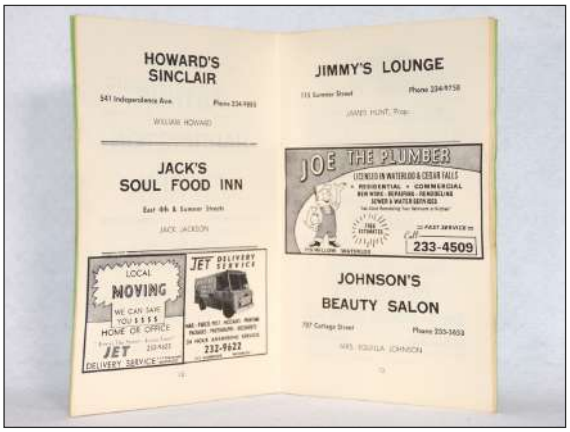
Enslavement to the Great Migration

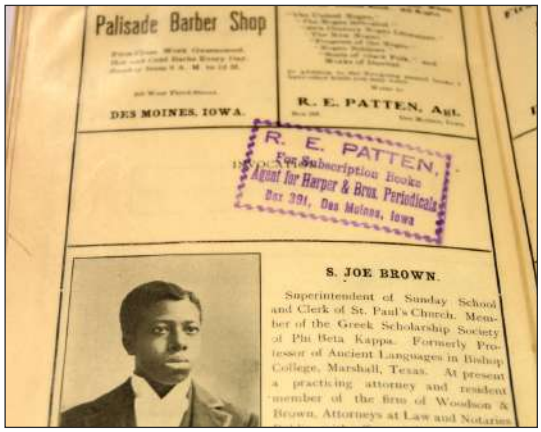
3rd Grade

Type of Activity	Before Activity	During Activity
Group Work Standalone activity with students working together in small groups to investigate objects	• Have the object pages from this manual available to you with the object descriptions, historical significance and additional questions. • Separate your students into groups and assign each group a photo of an object from the kit. • Choose the most effective, convenient way to display the object photos (and possibly videos). • Instruct students to use the artifact interpretation worksheet to assist them as they attempt to determine the History Mystery object. • Worksheet Options: Either have the students work together with one worksheet or have each student independently fill in the worksheet and report out from the group. • If they have not already read it or had it read to them, please read aloud the **background essay**.	• It is recommended that students receive four to five minutes to analyze the object and fill in the artifact interpretation worksheet. • Ask student groups to present on their objects. As they speak, project the object on the classroom screen. • To encourage classroom discussion and to make connections to the topic, ask all or some of the questions that are associated with each object.

Directory of Minority Businesses in Waterloo







Description *(Object Transcript Available)*

This object is a promotional brochure for local businesses of the Waterloo-Cedar Falls (Iowa) Metropolitan Area. It was made by the Black Business Association (no relation to the modern, Los Angeles, California, group of the same name) in 1939 containing the ads, names and locations of local minority-owned businesses in the Waterloo-Cedar Falls area.

Object Significance

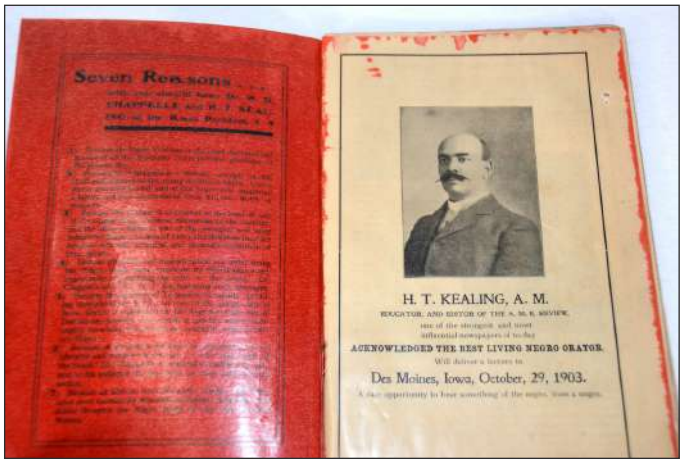
This brochure shows the opportunities African Americans aspired that they could achieve in northern states compared to their living situation in southern states. After the Civil War, many African Americans moved North taking low-wage jobs. For those coming to Waterloo, Iowa, many of them came after the Illinois Central Railroad advertised in South newspapers in the early 1900s. While not as oppressive, communities such as Waterloo were not exactly welcoming to these migrants as many were competing or replacing locals of European descent for the same industrial jobs done at a lower wage. However, they received higher wages in the North than in southern states. The economic opportunities of these jobs attracted many African Americans to settle in Waterloo, slowly working to become integrated in the community, and go on to take control in their own lives by creating their own

Questions about History Mystery Object

1. What do you see when you look at this object? What else do you notice?
2. Why might a group be motivated to create a brochure highlighting African-American owned businesses? What would be the benefits?
3. How do you think the challenges faced by African-American business owners in Waterloo compared to those in more southern states?

Some Phases of Negro Life in Des Moines Booklet





Description *(Object Transcript Available)*

This booklet advertises the 1903 lecture called "Some Phases of Negro Life in Des Moines (Iowa)." Inside the booklet's pages are short biographies of notable African Americans in the Des Moines community with advertisements showcasing African-American owned businesses. Highlighted on the cover and its flip side is an introduction for the lecture's guest speakers, Dr. W.D. Chappelle and H.T. Kealing. The two African-American speakers who were in Des Moines in 1903 spoke about race in the city, the state and the nation in hopes of addressing inequality.

Object Significance

The booklet's contents highlight how oppression of African Americans neither stopped with the end of the Civil War nor was limited to southern states. The first page inside the cover mentions Tillmanism, which was a movement named and led after South Carolina politician Benjamin Tillman. Tillmans was a white supremacist who was involved in politics in South Carolina for years after the Civil War before moving up to the national stage by the beginning of the 20th Century. Tillman and his ideas promoted reforms popular with white farmers while, at the same time, creating some of the legal, racial barriers called Jim Crow Laws. Tillman also talked and presented a revised version of the situation African Americans faced in the South after the war. Tillman's influence went beyond the South and was popular among farmers nationwide and in the agricultural-centric Iowa. This booklet and the people involved in its content worked to push back against the legal oppression African Americans faced in the South while promoting African Americans of Des Moines working to become integrated and treated equal in the community.

Questions about History Mystery Object

1. What do you see when you look at this object? What else do you notice?
2. Who do you think the booklet was targeted towards? Why do you think so?
3. Kealing was from Texas and Chappelle was from South Carolina. Why do you think these two successful African Americans were chosen to give a lecture in Des Moines rather than someone local?

Juneteenth Event Flier and Juneteenth Proclamation







Description *(Object 1 Transcript Available; Object 2 Transcript Available)*

The first object is a flier promoting the 1998 celebration of Juneteenth in Des Moines, Iowa. The flier presents the event being held by The Connect Foundation with it now taking place August 22, 1998, due to a rain delay. The event's theme that year was "Social Service to the Community" with a picture to the center-left of African Americans young and old smiling at something in front of them. The bottom half of the flier includes information for those wanting to get involved in the event. The flier is printed on yellow, 8.5 by 11-inch paper and was supplied by the city of Des Moines.

The second object is the official document where the State of Iowa recognizes the year's observance of the holiday Juneteenth occurring on June 19, 2010. The proclamation's contents include a brief history of how people came to recognize Juneteenth, brief history of Juneteenth in Iowa and a brief promotion of the event and how African Americans have shaped Iowa. At the top, in between "State" and "of Iowa" is the Great Seal of the State of Iowa. In the bottom left, another Great Seal of the State of Iowa is stamped onto the paper. Then-Governor Chester Culver and then-Secretary of State signed and passed the proclamation on June 16, 2010. The proclamation paper is fixed onto a larger blue piece of paper by its corners.

Object Significance

Both the flier and proclamation highlight a turning point for the story of African Americans and large motivation for why so many migrated after the Civil War. While the Civil War end in the April 1865, pockets of enslavement held out in the South for months before it ended in Galveston, Texas, on June 19, 1865. Former slaves for years to come would celebrate Juneteenth every June 19, similar to how all Americans celebrate Independence Day every July 4.

Questions about History Mystery Object

1. What do you see when you look at this object? What else do you notice?
2. Knowing a brief background of how Juneteenth came to be, why might formerly-enslaved people choose to migrate elsewhere? What oppression have they might have faced if they stayed?
3. Juneteenth was not observed as a state holiday in Iowa until 2002. How do you think Des Moines came to be a place that observed and celebrated Juneteenth before the state as a whole?

Medical Bag of Dr. Edward Carter *(Object Video Available)*





Description

This object is the medical bag of Dr. Edward Carter, an African-American doctor in Buxton. The bag contains compounds and pills stored in 28 glass vials. The dimensions of the bag are 6 inches by 3.75 inches by 11.5 inches. Carter was one of the primary physicians and a prominent resident of Buxton. Even after he left Buxton in 1919, he continued his medical practice in Detroit, Michigan.

Object Significance

Carter's medical bag is a symbol of how new opportunities, such as attending medical school, motivated many to migrate where they did after the Civil War. Shortly after his birth in 1881, Carter's parents and him moved to Buxton, Iowa, so his dad could work for the Consolidation Coal Company. Buxton, at the time, was a growing coal mining town with an integrated community made up of European and African-Americans settlers. Carter spent his life growing up in this unique, racially-diverse community before moving to Iowa City, Iowa, to attend the University of Iowa. After moving back to Buxton, Carter treated both white and Black patients and went on to become a leading citizen in the town. Before the town was abandoned, Carter's influence helped create a community that shunned social barriers and supported racial equality.

Questions about History Mystery Object

1. What do you see when you look at this object? What else do you notice?
2. From what you've learned about racial oppression, why do you think many African Americans chose to move and work in Buxton? Do you think Carter would have had the opportunity to grow up to be a doctor if he lived somewhere else? Why or why not?
3. When Buxton started to decline, Carter moved his family to Des Moines, Iowa, and then later Detroit, Michigan. How do you think his experiences in these cities compared to living in Buxton?

Booker T. Washington Portrait



Description

This portrait is of educator and civil rights activist Booker Taliaferro Washington painted by Henry O. Tanner in 1917. The painting was commissioned by the Iowa State Federation of Colored Women's Clubs. By this time, Tanner was the United States' first African-American artist to gain international fame. Usually charging $1,000-1,200 per work, Tanner only charged the group $500 for the portrait. Group member Susan Brown and State Historical Society of Iowa Curator Edgar Harlan worked to raise the money. The painting was presented at the group's annual meeting before becoming part of the historical society's collection and traveling around the nation.

Object Significance

This portrait highlights two responses to racial oppression and the idea of African-American migration. The portrait's subject matter is Booker T. Washington, who, beyond speaking about equal rights, said that African Americans need to hold themselves as upstanding, American citizens with technical skills that could benefit the country in order to overcome oppression and be accepted by European American. Washington's vision was of a United States where African Americans and European Americans cooperated for the benefit of everyone in the need for skilled workers in the growing industrialization of the country. In turn, barriers placed by Jim Crow laws would be overcome. While everyone did not agree with Washington's approach to racial progress, many European American leaders across the nation grew to have a relationship with Washington from the 1880s until his passing in 1915. At the same time, generations of African-American students were influenced by Washington while he led the Tuskegee Institute for over thirty years. The painter of this portrait, Henry O. Tanner, was a child of a formerly-enslaved person. He was born and raised in Pittsburgh, Pennsylvania. During his life he faced discrimination and social oppression. This social oppression motivated Tanner to move to Paris, France, where lived half of his life until his death in 1937. Although a nationally-recognized painter while in the United States, he still faced many of the same issues all African Americans did after the Civil War.

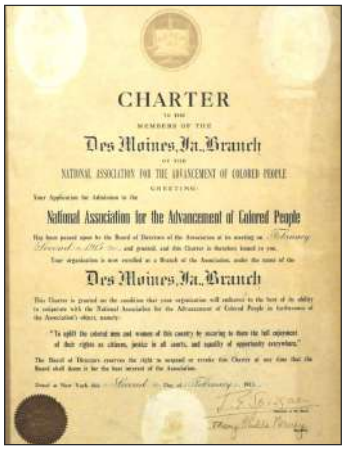
Questions about History Mystery Object

1. What do you see when you look at this object? What else do you notice?

2. How do you think oppression faced by African Americans living in the North differed from those living in the South after the Civil War? How do you think that influenced strategies civil rights activists took in the North compared to those like Washington working in the South?

3. Prior to moving, Tanner only visited Paris once. What do you think made Paris' society different from any in the United States to motivate Tanner to move there?

NAACP Des Moines Branch Charter


CHARTER

Des Moines, Ia., Branch

National Association for the Advancement of Colored People

Des Moines, Ia., Branch

Description *(Object Transcript Available)*

This charter formally declared and established a branch of the National Association for the Advancement of Colored People (NAACP) in Des Moines. Signed on February 2, 1915, the branch was organized to further the cause of uplifting "the colored men and women of this country by securing to them the full enjoyment of their rights as citizens, justice in all courts, and equality of opportunity everywhere." The paper's text is in print with signatures from two of the group's national leaders at the bottom, right-hand side. On the bottom, left-hand side is a stamped seal. The paper is 20 by 14 inches.

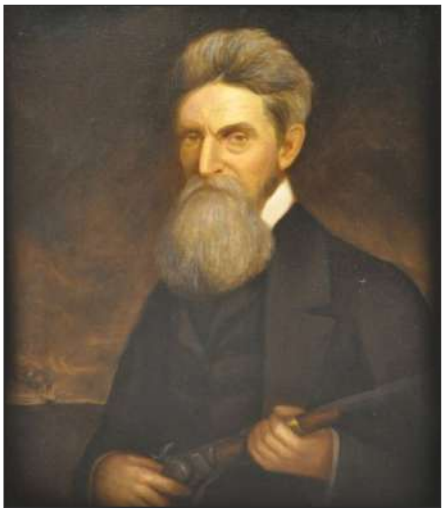
Object Significance

By the early 20th century, racial progress in the United States during the immediate years after the Civil War had stopped and legal social, and economical oppression against African American rose once again. In 1909, a group of activists, both African American and white, established the NAACP to directly challenge the oppression African American experienced across the country. As shown by this charter, the people and ideas involved with this organization migrated from its founding in New York City, New York, to across the country all the way to Des Moines, Iowa.

Questions about History Mystery Object

1. What do you see when you look at this object? What else do you notice?
2. In the early 20th century, many African Americans lived and ran businesses in Des Moines. Why do you think African Americans living in and moving to the city felt the urge to establish a NAACP branch?
3. Discuss how you believe the NAACP's approach to civil rights compared to Booker T. Washington's approach. How do you think supporters of each got along while working to the same goals?

John Brown Portrait and Maxson House Door





Description

This portrait of abolitionist John Brown was painted by Isaac A. Wetherby of Iowa City, Iowa. Wetherby painted the portrait around 1860 using oil on the 26.75 by 34-inch canvas. William Maxson of Springdale, Iowa, requested the portrait after John Brown and 11eleven men, including two men from Springdale, stayed at Maxson's home through the winter of 1856-57. Both Maxson and Brown worked as part of the Underground Railroad before and during the Civil War to help African Americans escape enslavement. This door belonged to Maxson's house in which John Brown's group stayed. Although it is unknown when the door was created or salvaged it is from the same house Maxson lived in from 1839 to 1866. Two panels put together using pegs make up the 30.25 by 80-inch door followed by a coating of green paint. It had two porcelain door handles, as well as a slide bolt lock.

Object Significance

Both Brown and Maxson were members of the Underground Railroad working to move freedom seekers from the South. Since the beginning of American enslavement in 17th century, there were people against the practice. Leading up the Civil War, the movement grew and prominent leaders such as John Brown grew in fame for his vocal and violent stance against slavery while others such as Maxson offered safe refuge. Many African Americans were motivated to risk leaving enslavement in hopes of escaping the oppression of the South.

Questions about History Mystery Object

1. What do you see when you look at this object? What else do you notice?

2. Once slavery ended in the United States, do you think areas where the Underground Railroad was active would draw African American migration? Why or why not?

3. Imagine John Brown and nearly a dozen men living and training at the house while African Americans were coming and going, possibly through this very door. How might Maxson's efforts reflect the people of Springdale's stance on African-American oppression? What makes you say that?

Analyze History Mystery Objects

This is an example worksheet that corresponds with the instructions to analyze the objects from History Mystery. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this kit's "Student Materials" packet on the USB flash drive and **Google Drive folder**.

Analyze an Object

1	**1. What does it look like?** Think about size, shape and color.	**4. Do you see any signs of wear?** Does it mean anything about how the object was used?
	2. What is the object made from? Is it one or more materials combined?	**5. What year or time period do you think it is from?** Why do you think it was from that year?
	3. Is there any writing or details? If yes, what does it tell you about the object?	**6. Who is the owner?** Write a brief description of the owner.
2	**1. What does it look like?** Think about size, shape and color.	**4. Do you see any signs of wear?** Does it mean anything about how the object was used?
	2. What is the object made from? Is it one or more materials combined?	**5. What year or time period do you think it is from?** Why do you think it was from that year?
	3. Is there any writing or details? If yes, what does it tell you about the object?	**6. Who is the owner?** Write a brief description of the owner.

Continued on next page.

Analyze History Mystery Objects

3	**1. What does it look like?** Think about size, shape and color.	**4. Do you see any signs of wear?** Does it mean anything about how the object was used?
	2. What is the object made from? Is it one or more materials combined?	**5. What year or time period do you think it is from?** Why do you think it was from that year?
	3. Is there any writing or details? If yes, what does it tell you about the object?	**6. Who is the owner?** Write a brief description of the owner.
4	**1. What does it look like?** Think about size, shape and color.	**4. Do you see any signs of wear?** Does it mean anything about how the object was used?
	2. What is the object made from? Is it one or more materials combined?	**5. What year or time period do you think it is from?** Why do you think it was from that year?
	3. Is there any writing or details? If yes, what does it tell you about the object?	**6. Who is the owner?** Write a brief description of the owner.
5	**1. What does it look like?** Think about size, shape and color.	**4. Do you see any signs of wear?** Does it mean anything about how the object was used?
	2. What is the object made from? Is it one or more materials combined?	**5. What year or time period do you think it is from?** Why do you think it was from that year?
	3. Is there any writing or details? If yes, what does it tell you about the object?	**6. Who is the owner?** Write a brief description of the owner.

THINK LIKE ...

EDUCATOR MATERIALS

Enslavement to the Great Migration



3RD GRADE

Goldie's HISTORY KITS

STATE HISTORICAL SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

THINK LIKE ...

Enslavement to the Great Migration

Introduction

The "Think Like..." activity includes a set of cards to encourage students to think about history through multiple perspectives. The cards feature questions students can use to guide their process of understanding how African Americans responded to oppression after the Civil War from individuals with varying interests and priorities. Every kit includes five universal cards (geographer, economist, journalist, economist and political scientist) and two additional cards that specifically highlight individuals connected to the topic (George Edwin Taylor and Vivian Smith). Each card provides background information about a notable Iowan to provide an Iowa history connection to reference as they work on the questions.

Think Like... Activity Table of Contents

Card: Think Like George Edwin Taylor 89
Card: Think Like Vivian Smith 90
Card: Think Like a Geographer 91
Card: Think Like an Economist 92
Card: Think Like a Historian 93
Card: Think Like a Political Scientist 94
Card: Think Like a Journalist 95

What's Included

Think Like... Cards Feature

- Pack of seven cards
- Each card Includes
  - Definition of card description (ex: the job of a geographer)
  - Questions to guide the connection between the card and the topic
  - Brief biography of a notable Iowan in that profession

Questions

The questions with the five universal cards (in every kit) are broad enough that they can relate to any topic. Some cards are more applicable than others to this topic, but each question is open-ended and can push students to think about a topic from multiple perspectives. For instance, thinking about the ways African-American people responded to oppression after the Civil War as an historian may be an easier application than thinking about it from the perspective of a geographer. The Iowan featured on the back of the card is a unique element of these cards that allows students to make local, real-life connections between Iowa history and the kit topic.

Enslavement to the Great Migration

3rd Grade

Suggested Think Like... Activity Set Up and Implementation

Below are suggestions of how to prepare for and run a Think Like... card activity. The first format shows how to integrate the activity with the **Read Iowa History lesson plan** (refer to Kit Connections). The second suggested format is using Think Like... cards as a standalone, group activity. Educators are welcome to adjust the format to best fit their classroom needs.

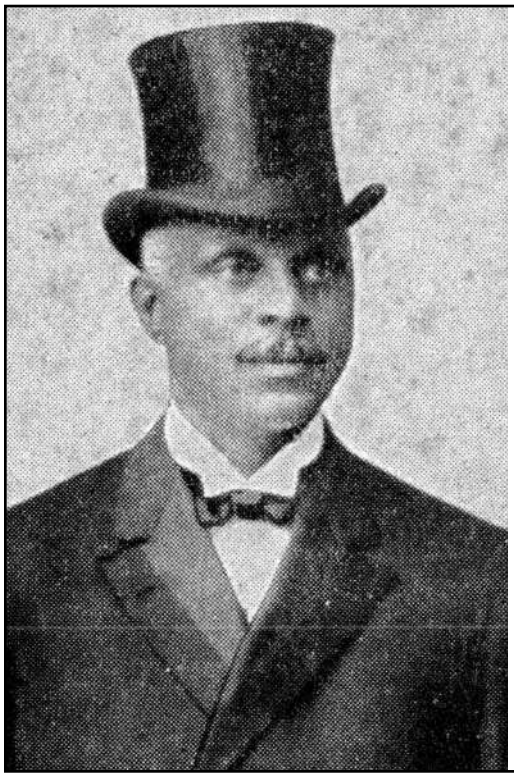
Type of Activity	Before Activity	During Activity
Kit Connections Using the Think Like... cards with Kit Connections	• Choose which Kit Connection with a Think Like... card you would like to use. • If connected to an object or primary source from the kit, have the source images available to you with the source descriptions, historical significance and additional questions (if applicable). • Choose the most effective, convenient way to display the Think Like... card questions and the primary source images (if applicable) to the class. • If they have not already read it or had it read to them, please read aloud the **background essay**.	• Provide students with a description of the profession they will think like, as well as the biography of the Iowan who had the same career, if appropriate. • Provide students with the Think Like... questions and display connected primary source image (if applicable). • Pose the Think Like... questions to your students to connect with the source, lesson or topic of the kit. • To encourage classroom discussion and to make connections to the topic, ask all or some of the questions, if provided, that are associated with each card or source to the entire class

Type of Activity	Before Activity	During Activity
Group Work Standalone activity with students working together in small groups to use Think Like... Cards	• Separate your students into groups. Assign each group a different Think Like... card from the kit. • Choose the most effective, convenient way to display the card's questions for the groups. The questions on the cards work best when paired with a museum object, a primary source from the kit or directly linked to the topic of the kit. • If they have not already read it or had it read to them, please read aloud the **background essay**.	• It is recommended that students receive four to five minutes to read and answer the questions on the Think Like... card. • Ask groups to present their answers to the questions. As they speak, project the Think Like... card on the screen. • Following their answers, open the discussion to the class for other ideas or answers regarding the questions. • Remember to connect the Think Like... questions to the kit topic and the lesson currently in progress.

Think Like... George Edwin Taylor Card

Think Like George Edwin Taylor

- In 1859, Arkansas enacted a Free Negro Expulsion Bill, which required all free people of color to leave the state by January 1, 1860, or face sale into slavery for a period of one year. Discuss how this forced migration would have impacted George Edwin Taylor, his mother and the hundreds of other free African Americans.
- Taylor held many positions and he was involved in politics. Discuss how his different jobs influenced his decision to get into politics.
- Taylor was the first African-American man to run for president. What reasons do you think prompted Taylor to run for president in 1904?



George Edwin Taylor (1857-1925)
George Edwin Taylor was born free in Little Rock, Arkansas. His mother Amanda Hines was a freedperson, his father was Nathan Taylor, an enslaved man. Taylor and his mother fled Arkansas into Illinois, a free state. His mother died, and when he was eight, he boarded a ship to Wisconsin, where he lived with a foster family. He became involved with county, city and state politics. Taylor shows up on Iowa census records in 1891. While living in Iowa, he owned and operated a newspaper, the *Negro Solicitor*. He also served two terms as a local Justice of the Peace and was the head of the Negro Bureau in the national Democratic Party. Taylor was the candidate of the National Negro Liberty Party for the office of president of the U.S. in 1904.

Think Like... Vivian Smith Card

Think Like Vivian Smith

- When Vivian Smith could not be a teacher she focused her energy into working for voting rights for women of color. How would the skills she learned from college translate into her work at the Waterloo Suffragette Council?
- Discuss the issue of the Waterloo School District not hiring Black teachers until 1952. Was that decision fair or unfair? What makes you say that?
- It was important to Smith's parents that her and her siblings attended school. Why do you think receiving an education was important to the Smith family?



Vivian Smith (c. 1894-unknown)
Vivian Smith was born to free people Clemmie and Samuel Smith in Kentucky. The family moved to Clinton, Iowa, where her parents were hotel cooks. They later moved to Waterloo after the Illinois Central Railroad strike. Smith graduated from Iowa State Teachers College, now University of Northern Iowa, in Cedar Falls. She and her cousin were the first African-American women to graduate from there. After graduation, Smith could not get a job as a teacher due to her race. The Waterloo School District did not hire Black teachers until 1952. She went on to create the Waterloo Suffragette Council, which advocated for women's rights regardless of race. She did become a teacher and taught in Kamrar and Blairsburg, Iowa, and in Illinois.

Think Like... a Geographer Card

Think Like a Geographer

A person who studies the environment and how it impacts people.

- Describe details about this location. What do you notice that can help figure out where this place is located? What is unique?
- Why would people move to or leave this place?
- How would people travel to this location? How has traveling to this location changed over time?
- Describe details about people who live here and how they impact the location? How does the location impact the people who live there?



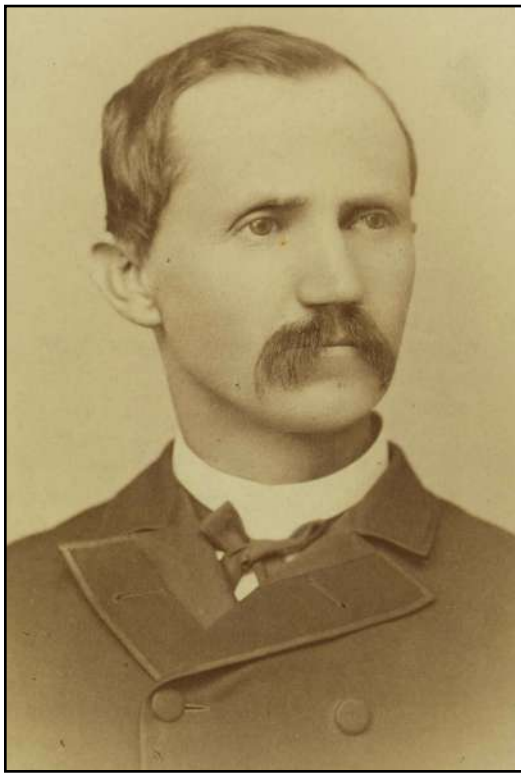
Ira Cook (1821-1902)
Much like how a geographer studies the land, a land surveyor is someone who measures land areas in order to determine boundaries for settlers to purchase. Ira Cook was one of many Iowans to receive a contract from the government to be a land surveyor when Iowa territory had to be measured. Cook endured tough conditions, long journeys by foot and wagon and harsh weather from 1849-1853 as he crossed the state measuring the land. He was elected mayor of Des Moines, Iowa, in 1861 and later moved to Washington, D.C., to become Deputy United States Revenue Collector in 1864.

Think Like... an Economist Card

Think Like an Economist

A person who studies the ways people make a living.

- Describe the people in relation to the location. What jobs or occupations do you think people had? Why do you say that? How do you think they met their needs and wants?
- How do decisions made by individuals affect themselves and the economy?
- How do decisions made by businesses affect people?
- How do jobs impact people and the economy? Describe what happens when jobs are lost.



Voltaire Twombly (1842-1918)
Voltaire P. Twombly was elected Treasurer of Iowa in January 1885. The treasurer officially oversees the state's revenue and finances. He served three terms in the position before stepping down in 1891. Not only was Twombly financially savvy, he also was a war hero. During the Battle of Fort Donelson during the Civil War, he picked up and carried his regiment's national colors after three other members of his regiment were killed or incapacitated by Confederate fire while attempting to secure the flag. Twombly received a Medal of Honor in 1897 for his heroic deeds during the battle.

Think Like... a Historian Card

Think Like a Historian

A person who explains changes that happened in the past.

- What happened in the past? Why is it important to understand what has happened in the past?
- How did past decisions or actions significantly transform people's lives?
- What has changed or stayed the same over time? Who benefited from the change? Why? Who did not benefit? Why?
- Who or what made changes happen? Who supported the change? Who didn't? Why?



Louise Noun (1908-2002)
Louise Frankel Rosenfield Noun spent her life preserving and sharing Iowa history. She was born in Des Moines to Meyer Rosenfield, owner of the Younker's department store, and Rose Frankel Rosenfield, a suffrage-supporting mother. Noun and Mary Louise Smith, the former chair of the Republican National Committee, worked together to found the Iowa Women's Archives at the University of Iowa Main Library. The archives include important manuscripts and papers which record women's history in Iowa. Louise Noun also authored numerous books and papers regarding feminist history in Iowa.

Photo Courtesy of Louise Rosenfield Noun Papers, Iowa Women's Archives, University of Iowa Libraries, Iowa City

Think Like... a Political Scientist Card

Think Like a Political Scientist

A person who studies governments and how they work.

- What problems might people have faced in this society?
- What rights do people have? What rights are people missing?
- What might lead to people being treated fairly? What might lead to people being treated unfairly?
- What information can be gathered about trends at this location or time period that might change or impact the future?



George Gallup (1901-1984)
A native of Jefferson, Iowa, and graduate of the University of Iowa, George Gallup invented the now famous Gallup Poll. The Gallup Poll is a method of survey sampling (asking different people the same question for their answers) to help figure out public opinion. Polls are important for elections and helpful for political scientists. The first instance of using the Gallup Poll for politics was the 1932 campaign of Gallup's mother-in-law, Ola Babcock Miller, who successfully ran for Iowa Secretary of State.

Think Like... a Journalist Card

Think Like a Journalist

A person who tells others about the story.

- What are the major headlines of this historical topic?
- What people would you want to interview? What questions would you ask?
- What details are needed to tell this particular story to people not from this area?
- Why is it important to share news about what is happening at this time period or this location?



George Mills (1906-2003)
There was not a story developing within the Iowa Capitol's hallways or chambers that George Mills did not cover for *The Des Moines Register* newspaper. Mills covered events and political news at the capitol building from 1943-1971 and later served as a reporter for television station WHO-TV. From 1943 to 1954, Mills was also the Iowa correspondent for *Time*, *Life* and *Fortune* magazines, writing Iowa stories for a national audience.

Iowa Core Social Studies Standards Chart

No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
SS.3.1.	Identify disciplinary ideas associated with a compelling question.				
SS.3.2.	Use supporting questions to help answer the compelling question in an inquiry.				
SS.3.3.	Determine the credibility of one source.				
SS.3.4.	Cite evidence that supports a response to supporting or compelling questions.				
SS.3.5.	Construct responses to compelling questions using reasoning, examples, and relevant details.				
SS.3.6.	Identify challenges and opportunities when taking action to address problems, including predicting possible results.				
SS.3.7.	Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.				
SS.3.8.	Describe the effects, opportunities, and conflicts that happened when people from different social groups came into contact with each other.	X	X		
SS.3.9.	Compare and contrast the treatment of a variety of demographic groups in the past and present.	X	X		
SS.3.10.	Explain how rules and laws impact society. (21st century skills)	X			
SS.3.11.	Provide examples of historical and contemporary ways that societies have changed (21st century skills)		X	X	
SS.3.12.	Use historical examples to describe how scarcity requires a person to make choices.		X		
SS.3.13.	Identify how people use natural resources, human resources, and physical capital to produce goods and services.				
SS.3.14.	Describe the role of various financial institutions in an economy.				
SS.3.15.	Analyze why and how individuals, businesses, and nations around the world specialize and trade.				
SS.3.16.	Describe how people take risks to improve their family income through education, career changes and moving to new places.		X		
SS.3.17.	Explain an individual's responsibility for credit and debt. (21st century skills)				
SS.3.18.	Determine the importance of saving/investing in relation to future needs. (21st century skills)				
SS.3.19.	Create a geographic representation to explain how the unique characteristics of a place affect migration.	X			
SS.3.20.	Describe how cultural characteristics influence people's choices to live in different regions of the U.S.		X		
SS.3.21.	Use map evidence to explain how human settlements and movements relate to the locations and use of various regional landforms and natural resources.				
SS.3.22.	Compare and contrast events that happened at the same time.	X			
SS.3.23.	Compare and contrast conflicting historical perspectives about a past event or issue.				X
SS.3.24.	Infer the intended audience and purpose of a primary source using textual evidence.				
SS.3.25.	Explain probable causes and effects of events and developments.		X		
SS.3.26.	Develop a claim about the past based on cited evidence.			X	
SS.3.27.	Analyze the movement of different groups in and out of Iowa, including the removal and return of indigenous people.		X		
SS.3.28.	Explain the cultural contributions that different groups have made on Iowa.	X	X	X	X

Iowa Core Literacy Standards Chart

No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		**X**		
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.		**X**		
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.		**X**		
RL.3.6	Distinguish their own point of view (perspective) from that of the narrator or those of the characters.		**X**		
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)		**X**		
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**X**			
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	**X**			
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	**X**			
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	**X**			
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	**X**			
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	**X**			

**Only Iowa Core Literacy Standards applied in the Goldie's History Kit are listed.*

Goldie's History Kit Inventory List

Goldie's History Kit - Enslavement to the Great Migration Manual

Book 1: *This is the Rope: A Story from the Great Migration* by Jacqueline Woodson

Book 2: *The Great Migration: Journey to the North* by Eloise Greenfield

Book 3: *Hammering for Freedom* by Rita Lorraine Hubbard

Book 4: *Before She Was Harriet* by Lesa Cline-Ransome

History Mystery Object Photos

- Directory of Minority Businesses in Waterloo
- *Some Phases of Negro Life in Des Moines* Booklet
- Juneteenth Event Flier and Juneteenth Proclamation
- Medical Bag of Dr. Edward Carter
- Booker T. Washington Portrait
- NAACP Des Moines Branch Charter
- John Brown Portrait and Maxson House Door

7 Think Like... Cards

- George Edwin Taylor
- Vivian Smith
- Ira Cook - Geographer
- Voltaire Twombly - Economist
- Louise Noun - Historian
- George Gallup - Political Scientist
- George Mills - Journalist

USB Flash Drive

- Student Worksheets and Vocabulary Cards
- Read Iowa History Primary Sources
- Photos of History Mystery Objects and Video of an Object
- Digital Version of Think Like... Cards
- Digital Version of Enslavement to the Great Migration Manual

Goldie's History Kit Container