

GRADE 5, UNIT 4

Slavery, the Legacy of the Civil War, and the Struggle for Civil Rights for All



STUDENT WORKBOOK



Boston Black History Mural in Grove Hall

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Name: _____ Date: _____

North-South United Answers

Northern States	United States (North and South)	Southern States
An economy with a lot of industry including the Lowell Spinning Mills and whaling. (7)	Governed by the Constitution, which said that the enslaved people who escaped to free states had to be returned to their enslavers. (1)	State governments allowed slavery. (3)
State governments made slavery illegal after the American Revolution. (10)	Profited directly or indirectly from the enslaved labor of the cotton industry. (2)	An economy focused on agriculture— especially the growth of cotton using enslaved labor. (11)
	President of the United States. (4)	
	Each state allowed two senators in Congress. (5)	
	Agreed to the Three-Fifths Compromise when the Constitution was ratified. (6)	
	Governed by the 1808 federal law that banned the importation of enslaved persons from other nations to the U.S. (8)	
	Unequal treatment of African Americans (free and enslaved). (9)	
	Government of, by, and for the people. (12)	
	Located on land taken from Indigenous nations. (13)	
	Must obey the Constitution. (14)	

Name: _____

Date: _____



Lesson 1 Exit Ticket

1. Which factor do you think will most help the United States create a “more perfect union?” Why?

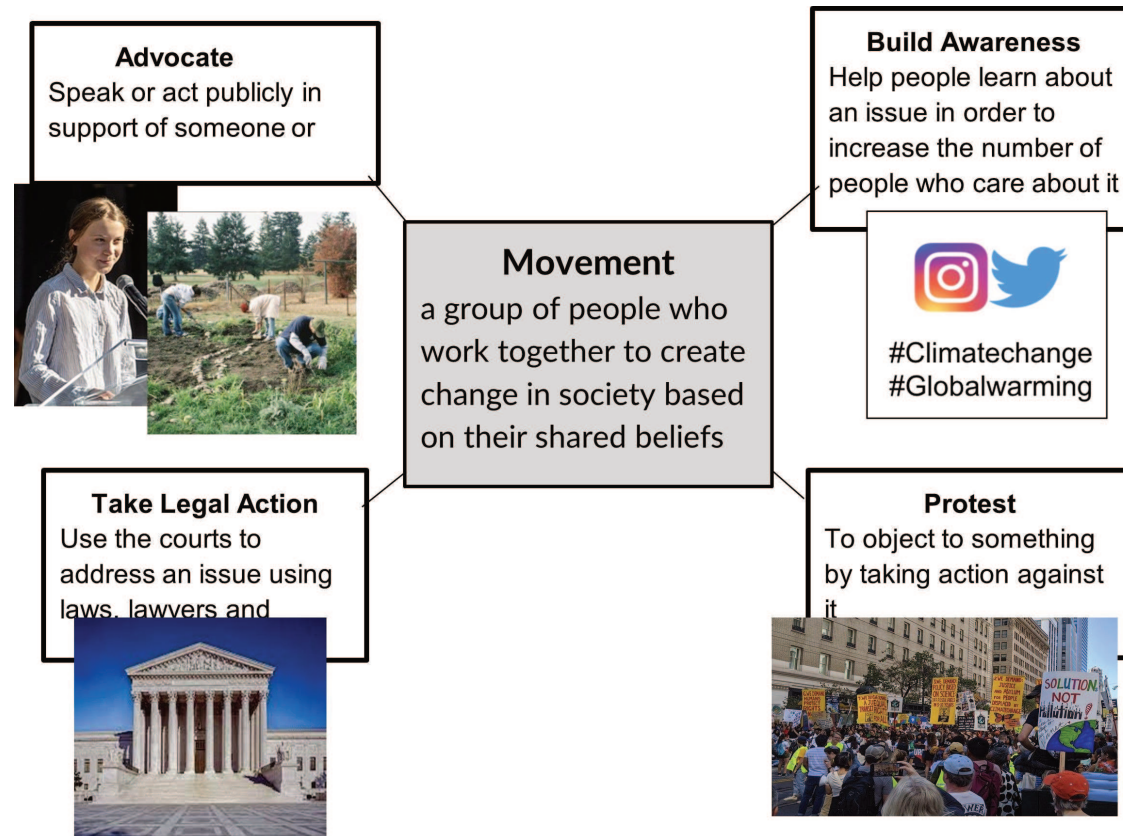
2. Which factor do you think will be the biggest challenge when it comes to creating a “more perfect union”? Why?

Name: _____ Date: _____

Movement Handout

The climate **movement** works to stop global warming from harming the planet.

Name: _____ Date: _____

Movement Handout with Images

The climate **movement** works to stop global warming from harming the planet.

Image adapted from: [What is a Movement Infographic](https://www.globalfundforwomen.org), <https://www.globalfundforwomen.org>

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Supporting Question Launch

How did 19th-century abolitionists work to create “a more perfect union”?

Circle the question word and then identify the key words in the space below.	What are two smaller questions you could ask to help answer this question?
	<div>1.</div> <div>2.</div>

Name: _____ Date: _____



Lesson 4 Exit Ticket

Abolitionists:

- Frederick Douglass
- Harriet Tubman
- John Brown
- William Lloyd Garrison
- Harriet Beecher Stowe

1. The work of _____ and _____ was similar because...

2. The work of _____ and _____ was different because...

3. Abolitionists worked to “create a more perfect union” by...

Name: _____ Date: _____

1860 Republican Party Platform

Directions: Read each excerpt about slavery from the Republican Party Platform in 1860. For each, decide if it is something that free states, slave states, and/or abolitionists would support (write **YES**) or not support (write **NO**). As you make your choices, remember the connections between the Northern economy and slavery you learned about in Unit 3.

1860 Republican Party Platform Excerpt	Free States	Slave States	Abolitionists
The Constitution binds the states together and is the law of the land. All states must respect it for the good of the nation.			
Slavery is protected by the Constitution. Slave states have the right to allow slavery if that is what their people want.			
The Constitution says enslaved people who escaped to free states must be returned to their enslavers (called “owners”).			
Slavery should not be allowed in the territories (land in the West that will become states in the future).			
Slavery is not moral. It goes against American values.			

Source: Adapted for the 5th-grade reader from [Republican Party Platform of 1860 | The American Presidency Project](#)

Name: _____ Date: _____



Lesson 5 Exit Ticket

How do you think the election of Republican Abraham Lincoln as president will affect the unity of the states and the people? Why?

Name: _____ Date: _____

Secession and Inauguration

Directions: Answer the questions and fill in the blanks below.

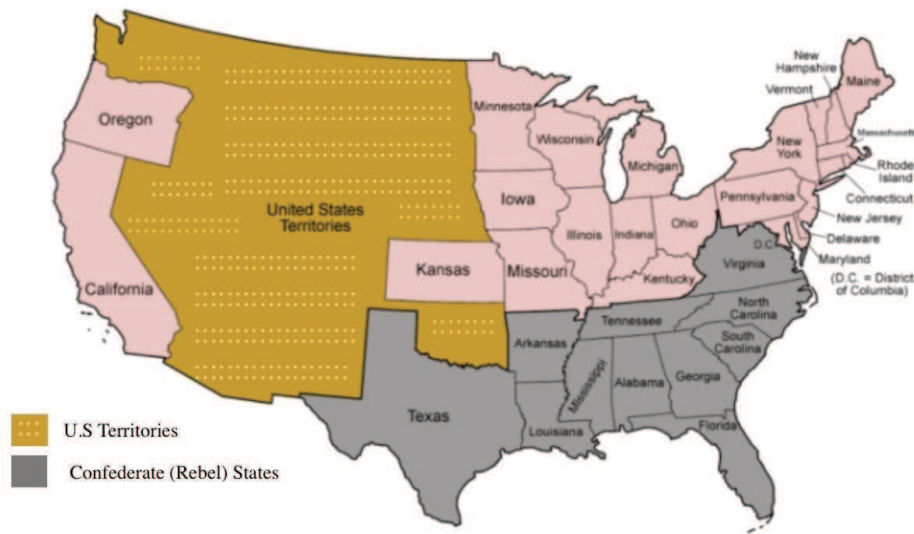
South Carolina Declaration of Secession—December 20, 1860 (Excerpt)*

“The northern states elected a President who is against slavery. When the nation was formed, slavery was protected in the Constitution. We do not think Abraham Lincoln will protect our right to slavery. Therefore, We, the People of South Carolina, declare that the Union existing between this State and the other States of North America is dissolved.”

—*South Carolina Declaration of Secession*

1. What argument does South Carolina make about slavery and secession?

The Confederate States of America



[CSA States Evolution](#) by Golbez, licensed under the Creative Commons Attribution-Share Alike 3.0 Unported

“The right of property in slaves shall not be impaired**.”
—*The Constitution of the Confederate States of America*

(**to “impair” means to weaken)

- A total of eleven states seceded from the Union. These states called themselves **The Confederate States of America**.
- The Confederate States elected a president and wrote a constitution. They claimed to be an independent nation, separate from the United States.
- The United States referred to the Confederacy as the **Rebel States**. The United States did not recognize the Rebel State as a sovereign nation, nor did any country in the world.

2. The goal of the Confederate States of America (Rebel States) was to...

Abraham Lincoln—First Inaugural Address—March 4, 1861 (Excerpt)*

“The Constitution protects slavery in the states that have chosen to allow it. The Constitution says that runaway slaves must be returned to their owners. As President, I have taken an oath that I will ‘preserve, protect and defend the Constitution of the United States.’ I do not plan to interfere with slavery where it exists.

“Violence in any State against the power of the United States is an attempt to take control of the government illegally.

“One section of our country believes slavery is right and should be extended. The other believes it is wrong and should not be extended. This is the only major disagreement. In your hands, my unhappy fellow countrymen, and not in mine, is the momentous issue of civil war. There will not be a war if you do not start one. We are not enemies, but friends. We must not be enemies. Though strong feelings may have strained our bonds, they must not break.”

—*First Inaugural Address*

3. What argument does Lincoln make about slavery and secession?

4. The goal of the United States government with regard to the Rebel States and slavery was to...

Source: [South Carolina Declaration of Secession, 1860 | The American Yawp Reader](#) *Adapted for 5th-grade reader
[First Inaugural Address of Abraham Lincoln](#) *Adapted for the 5th-grade reader.

Supporting Question Launch

How and why did the Union's goals change during the first two years of the Civil War?

[illegible]

Name: _____ Date: _____

African American Goals for the Civil War Graphic Organizer

Passage #	What goal for the Civil War is described by the author of the passage?	Evidence from Text
1		
2		
3		
4		
5		

Name: _____ Date: _____



Lesson 7 Exit Ticket

The goals of free and enslaved African Americans in the Civil War were...

Bonus Question:
How were the goals of African Americans similar or different from the Union’s goals?

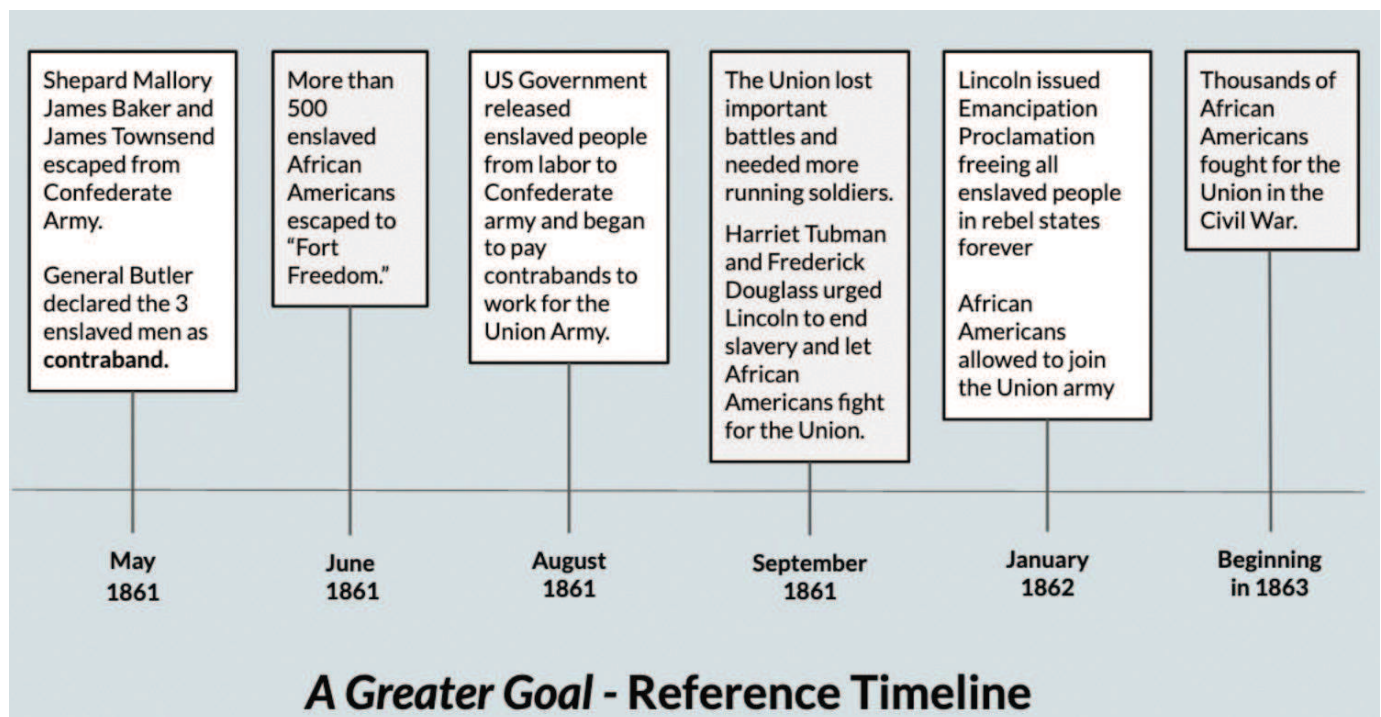
Name: _____

Date: _____

Goals for the Outcome of the Civil War in 1861

Union	African Americans	Confederacy
<ul style="list-style-type: none"> Bring the seceded states back into the Union without taking away the rights of enslavers to own African Americans as property. 	<ul style="list-style-type: none"> Bring freedom to African Americans by ending slavery in the United States. Fight for the Union in the Civil War. 	<ul style="list-style-type: none"> Protect the rights of enslavers to own African Americans as property by becoming an independent nation separate from the United States.

How and why did the Union's goals change during the first two years of the Civil War?



A Greater Goal - Reference Timeline

Name: _____ Date: _____

Book Activity Graphic Organizer

The Civil War: 1861–1863

Directions: Fill in the graphic organizer with the following:

1. Write whose war goal is helped by the event or action. Write “C”, “AA”, and/or “U”
 - C = Confederacy
 - AA = African Americans
 - U = Union
2. Write a few words to support your choice in the Notes column.
3. Answer the question about page 10.

Page #	Date	Event	Whose war goal is helped? (C, AA, U)	Notes
1	May 1861	Charles Mallory takes three enslaved men to work at Sewell's Point.		
2	May 1861	Shepard Mallory, Frank Baker, and James Townsend escape to Fort Monroe.		
3	May 1861	Whose war goals do you think John Phelps supports?		
4	May 1861	Whose war goals do you think General Butler supports?		
5	May 1861	Butler's decision		
6	June 1861	Fort Monroe becomes "Fort Freedom."		
7	July 1861	First Battle of Bull Run		
8	August 1861	Congress passes First Confiscation Act.		
9	August 1861 → onward	Thousands of enslaved persons escape from the Confederacy and work for the Union, earning pay for their labor.		

10	January 1862	Question: How are Tubman and Douglass encouraging the Union to expand its war goals?	Answer:	
11	April 1862	Battle of Shiloh		
11	August - December 1862	Second Battle at Bull Run Battle of Fredericksburg		
12	January 1, 1863	Emancipation Proclamation		
13 & 14	January 1, 1863 →	African Americans are allowed to join and fight in the Union Army.		

Directions: Fill in the blank and answer the questions below.

In **1861**, the goal of the United States (the Union) was to bring the seceded states back into the Union without taking away the rights of enslavers to own African Americans as property.

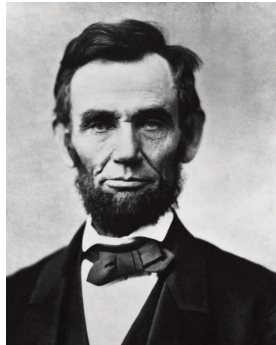
1. In **1863**, the United States (the Union) still wanted to bring the seceded states back into the Union. However, it no longer cared about protecting their right to...

2. How did the Union's goal change?

3. Why did the Union's goal change?

Name: _____ Date: _____

Gettysburg Address Quotes



[Abraham Lincoln](#) by
Alexander Gardner,
Library of Congress

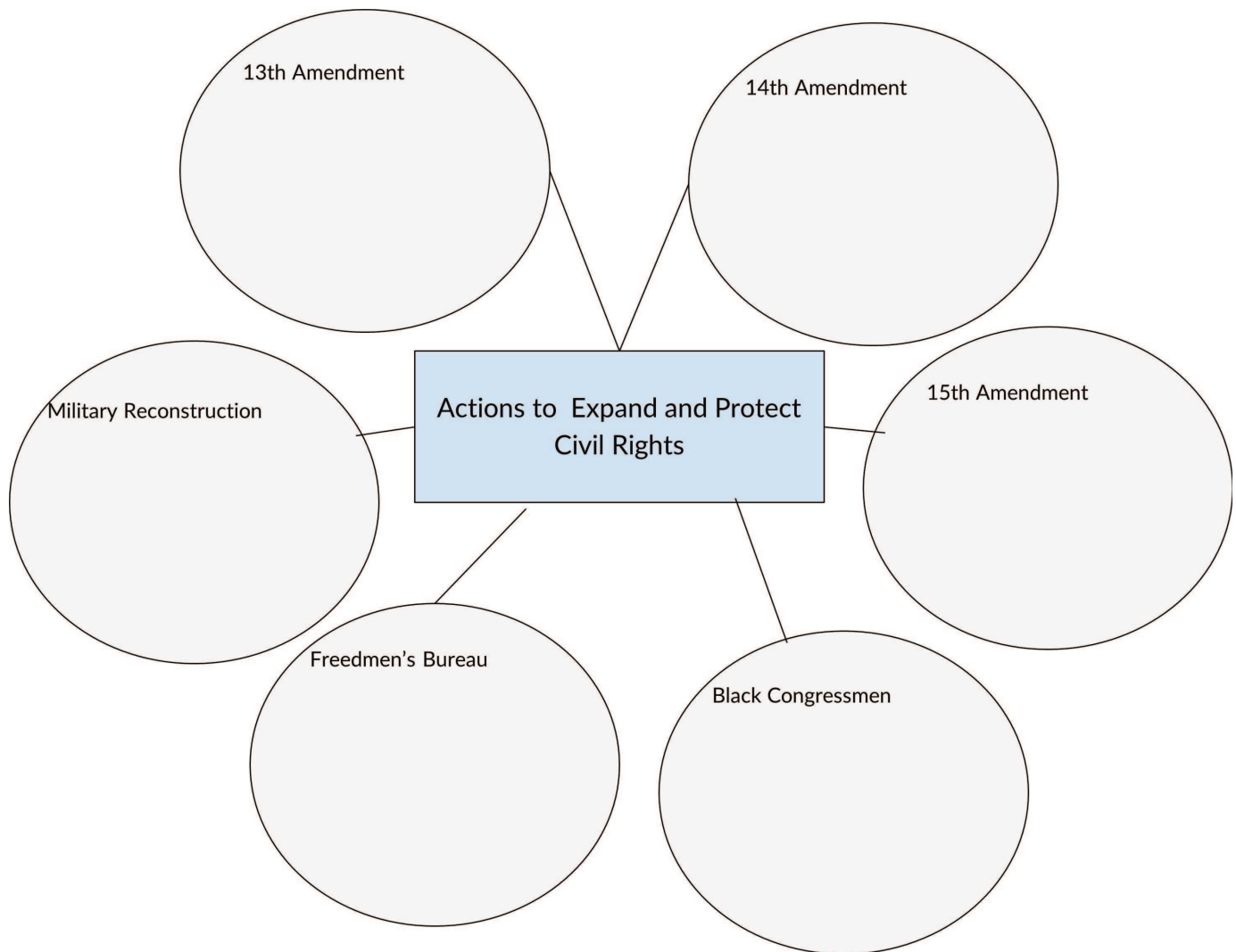
In November of 1863, Abraham Lincoln was invited to give a speech. The speech was for the dedication of a cemetery for more than 3,000 Union soldiers who died fighting at the Battle of Gettysburg. His speech, known as the **Gettysburg Address**, is considered one of the most important speeches in U.S. history. In it, Lincoln doesn't talk about defeating the Confederacy and he doesn't talk about ending slavery, although both were now Union goals for the war. Instead, Lincoln argues for an even bigger and more important goal for the country and its people, and the end of the war.

Gettysburg Address Quote	Key Ideas	Rewrite
<p>"Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal."</p> <p><i>score: twenty ("four score and seven" = 87 → 1862 - 87 = 1776)</i> <i>conceived: created</i> <i>dedicated: committed</i> <i>proposition: idea</i></p>		
<p>"Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated, can long endure."</p> <p><i>engaged: involved</i> <i>endure: last</i></p>		
<p>"It is for us the living to be here dedicated to the great task remaining before us — that this nation, under God, shall have a new birth of freedom — and that government of the people, by the people, for the people, shall not perish from the earth."</p> <p><i>perish: die or disappear</i></p>		

Goal of the Union for the Civil War

1861 (First Inaugural Address)	<u>How</u> did the goal of the Union change? <u>Why</u> did the goal of the Union change?	1863 (Gettysburg Address)
<p>Bring the seceded states back into the Union without taking away the rights of enslavers to own African Americans as property.</p>	→	<p>Create a more "perfect union" by recommitting to liberty, equality, and democracy in a nation without slavery.</p>

Name: _____ Date: _____

Reconstruction Stations Graphic Organizer

civil rights - the rights of citizens to political and social freedom and equality under the law

The Bill of Rights protects many important civil rights for citizens of the United States. These rights include freedom of speech and religion and the right to a speedy and fair trial.

Name: _____

Date: _____

Special Field Order No. 15



[Plowing in South Carolina](#) by James E. Taylor, Library of Congress

In January of 1865, before the Civil War ended, Union General William Tecumseh Sherman met with a group of African American men. He asked what the Black community wanted after the war. The group's leader, Garrison Frazier, said:

"The way we can best take care of ourselves is to have land, and turn it and till it by our own labor. We want to be placed on land until we are able to buy it and make it our own."

After the meeting, Sherman issued Special Field Order No. 15. The order set aside land on the coast of Georgia and South Carolina for Black settlement. Each family would receive forty acres. Later, Sherman agreed to loan the settlers army mules to help them work the land. President Lincoln and Congress supported Special Field Order No. 15.

By July of 1865, 40,000 formerly enslaved people lived on 400,000 acres of land formerly owned by Confederates. They worked the land and grew their own crops. They started schools with the help of White Northerners and formed their own local governments. They were living free and independent lives.

Unfortunately, this program did not last long. Abraham Lincoln was assassinated. The new president, Andrew Johnson, canceled the program. He returned the land to its former owners, who had committed treason against the nation. Andrew Johnson was a former enslaver and was not interested in helping Black people build new lives after the Civil War. Only about 2,000 Black Americans were able to keep their land. As a result, most formerly enslaved people had difficulty becoming economically independent after the Civil War.

1. What did the African American men tell General William Tecumseh Sherman that they wanted after the war?

2. What did Special Field Order No. 15 do?

3. List two ways that African Americans were able to live free and independent lives as the result of Special Field Order No. 15.

4. Why did Special Field Order No. 15 end?

5. Why do you think that African Americans asked for land?

6. Why do you think that formerly enslaved people were given the land formerly owned by Confederates?

7. How do you think that the lives of African Americans became more difficult after Special Field Order No. 15 ended?

John Starling, Florida Sharecropper (1875–1935)

Directions: As you read, underline or highlight information that can help you answer the questions below. Label the information as **1** if it answers Question 1 and **2** if it answers Question 2.

- **Question 1.** Why did formerly enslaved African Americans become part of the sharecropping system?
- **Question 2.** How did White planters exploit* African American sharecroppers? (*exploit: treat unfairly for gain or profit)

What Was Sharecropping?



[Cotton Sharecroppers](#) by Dorothea Lange, Library of Congress

After the Civil War, formerly enslaved African Americans needed a place to live and a way to make money. Very few African Americans had money to buy their own land. Even if they did, few White people were willing to sell land to them. White planters needed labor to pick cotton on their plantations because the system of slavery was abolished by the 13th Amendment. As a result, the formerly enslaved African Americans became part of the **sharecropping** system that began in the South.

A **sharecropper** is a farmer who raises crops for the owner of a piece of land. The sharecropper is paid a portion of the money from selling the crop (usually cotton). Sharecroppers lived in cabins on the land they rented from the White planter. Most formerly enslaved African Americans became sharecroppers because they needed a place to live and work. They did not have other options.

In the sharecropping system, the White planter had all of the power. White planters wanted to keep sharecroppers in debt. Many White planters lied about the amount of money they made from selling a cotton crop. They would say it sold for less money than it did. This way, they would owe the sharecropper a smaller amount for their share. Even though a sharecropper was supposed to get money from selling the crop, they had to pay the White planter for supplies and rent first. Sharecroppers had to

buy all of their supplies from the planter. This included seeds and tools needed for farming. It also included food and clothing. The planter often charged very high and unfair prices for the supplies. White planters also lied about the cost and amount of supplies that a sharecropper used. As a result, it was almost impossible for the sharecropper to earn enough money to become independent.

As long as a sharecropper owed money, they could not leave the land. They had to stay until they had worked off their debt. Most planters wanted cheap labor that was easy to **exploit**. Sharecropping limited the economic opportunities of African Americans. It also limited their ability to enjoy their civil rights.

Directions: As you read, underline or highlight information that can help you answer the questions below. Label the information as **3** if it answers Question 3 and **4** if it answers Question 4.

- **Question 3.** How did Mr. Reshard use the system of sharecropping to exploit* John Starling? (**exploit: treat unfairly for gain or profit*)
- **Question 4.** How did John Starling resist the unfair treatment he received from Mr. Reshard?

At the end of every harvest, the planter [Mr. Reshard] would call sharecropper John Starling up to the big house. John would knock on the back door, the only door colored people were permitted to enter, according to Southern protocol [rules]. He and the planter met in the planter's kitchen.

"Come on in, John," the planter said. "Come here, boy, come here. Have a seat. Sit down here." The planter pulled out his books. "Well, John," the planter began. "Boy, we had a good year, John."

"Yes, sir, Mr. Reshard. I am sure glad to hear that." [Mr. Reshard said]: "We broke even. You don't owe me nothing. And I don't owe you nothing."

The grandfather had nothing to show for a year's hard toiling in the field. The following year, [John Starling] went up to the big house and got the same news from Reshard. "Well, by God, John. We did it again. We had another good year. We broke even. I don't owe you nothin', and you don't owe me nothin'."

John Starling said, "I'm sho glad to hear that. 'Cause now I can go and take that bale of cotton I hid behind the barn and take it into town and get some money to buy my kids some clothes and shoes."

Mr. Reshard said, "Now, you see what, John, now I got to go over these books again." And when he did, he found out where John owed another bale of cotton, and he took that away too.

John would not have been able to sell the bale of cotton on his own. Mr. Reshard would have found out. In some parts of the South, a Black sharecropper could be whipped or killed for trying to sell crops on his own without the planter's permission.

—*The Warmth of Other Suns: The Epic Story of America's Great Migration*, Wilkerson

What does the sharecropping system tell you about why and how civil rights for African Americans were challenged after the Civil War?

Source: *The Warmth of Other Suns: The Epic Story of America's Great Migration* by Isabel Wilkerson, Random House, 2010. pp. 52-53

Budross, Florida Sharecropper

Directions: As you read, underline or highlight information that can help you answer the questions below. Label the information as **1** if it answers Question 1 and **2** if it answers Question 2.

- **Question 1.** Why did formerly enslaved African Americans become part of the sharecropping system?
- **Question 2.** How did White planters exploit* African American sharecroppers? (*exploit: treat unfairly for gain or profit)

What Was Sharecropping?



[Cotton Sharecroppers](#) by Dorothea Lange, Library of Congress

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Directions: As you read, underline or highlight information that can help you answer the questions below. Label the information as **3** if it answers Question 3 and **4** if it answers Question 4.

- **Question 3.** How did Mr. Reshard use the system of sharecropping to exploit* Budross? (**exploit: treat unfairly for gain or profit*)
- **Question 4.** How did Budross resist the unfair treatment he and his relative received from Mr. Reshard?

Budross was a sharecropper who lived in Florida. He was born before the turn of the 20th century.

During the lull before harvest time, he went to the little schoolhouse down in the field and learned to read and count. When it came time to settle up over the tobacco his elder relative Lena had raised, Budross stood by while the planter went over the books with her. When they got through, Budross spoke up.

“Ma, Mister Reshard cheatin’ you. He ain’t addin’ them figures right.”

The planter jumped up. “Now you see there, Lena, I told you not to send that boy to school! Now he done learn how to count and now done jumped up and called my wife a lie, cause my wife figured up these books.”

—*The Warmth of Other Suns: The Epic Story of America’s Great Migration*, Wilkerson

[The planter’s men came in and beat up Budross. That night 15-20 men came looking for him. Budross’ family hid him and got him out of town. He had called a White woman a liar, and now his life was in danger. He had to leave Eustis, Florida, and never come back. It wasn’t safe for him to stay.]

What does the sharecropping system tell you about why and how civil rights for African Americans were challenged after the Civil War?

Source: *The Warmth of Other Suns: The Epic Story of America's Great Migration* by Isabel Wilkerson, Random House, 2010. pp. 54-55.

Jack Fowler, Alabama Sharecropper

What Was Sharecropping?

Directions: As you read, underline or highlight information that can help you answer the questions below. Label the information as **1** if it answers Question 1 and **2** if it answers Question 2.

- **Question 1.** Why did formerly enslaved African Americans become part of the sharecropping system?
- **Question 2.** How did White planters exploit* African American sharecroppers? (*exploit: treat unfairly for gain or profit)



[Cotton Sharecroppers](#) by Dorothea Lange, Library of Congress

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In the sharecropping system, the White planter had all of the power. White planters wanted to keep sharecroppers in debt. Many White planters lied about the amount of money they made from selling a cotton crop. They would say it sold for less money than it did. This way, they would owe the sharecropper a smaller amount for their share. Even though a sharecropper was supposed to get money from selling the crop,

they had to pay the White planter for supplies and rent first. Sharecroppers had to buy all of their supplies from the planter. This included seeds and tools needed for farming. It also included food and clothing. The planter often charged very high and unfair prices for the supplies. White planters also lied about the cost and amount of supplies that a sharecropper used. As a result, it was almost impossible for the sharecropper to earn enough money to become independent.

As long as a sharecropper owed money, they could not leave the land. They had to stay until they had worked off their debt. Most planters wanted cheap labor that was easy to **exploit**. Sharecropping limited the economic opportunities of African Americans. It also limited their ability to enjoy their civil rights.

Directions: As you read, underline or highlight information that can help you answer the questions below. Label the information as **3** if it answers Question 3 and **4** if it answers Question 4.

- **Question 3.** How did Mr. Perry use the system of sharecropping to exploit* Jack Fowler? (*exploit: treat unfairly for gain or profit)
- **Question 4.** How did Jack Fowler resist the unfair treatment he received from Mr. Perry?

It was difficult for a sharecropper to make enough money to be financially independent in the South. Sharecropping kept African Americans tied to the land and planters.

In Florence, Alabama, year after year a planter would go down the list of staples he said his sharecropper Jack Fowler owed:

1 pound flour, 1 pound rice, 1 pound cornmeal, 1 pound coffee

The planter scanned the page and decided to add a few more pounds of coffee. This increased Fowler's debt to him. One year, the sharecropper finally spoke up. He was careful not to suggest the planter was a liar or an outright cheat.

"Mr. Perry, you know I don't drink coffee." With that, the planter added another pound of coffee to the list. Jack Fowler, the sharecropper, could do nothing but watch.

[One year after settling up the year's crops, Jack Fowler told his planter that he was moving to Lake Forest, Illinois. Around 1916, many African Americans had begun to move to the North to take jobs in factories. The planter had no good reason to make Jack Fowler stay. Fowler was not in debt to him. But he could have made him stay if he wanted to.] Instead, the planter tried to scare Jack Fowler out of leaving. He said: "Jack, you gonna go up there and freeze your brains."

Jack Fowler still moved to Illinois.

—*The Warmth of Other Suns: The Epic Story of America's Great Migration*,
Wilkerson

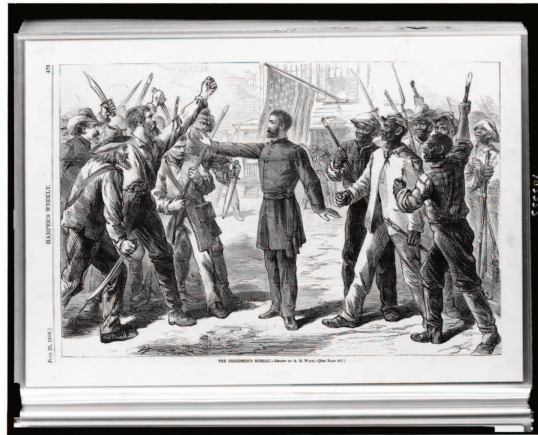
What does the sharecropping system tell you about why and how civil rights for African Americans were challenged after the Civil War?

Source: *The Warmth of Other Suns: The Epic Story of America's Great Migration* by Isabel Wilkerson, Random House, 2010. P. 168

Name: _____

Date: _____

Reconstruction Ends Activator



[The Freedmen's Bureau - Drawn by A.R. Waud](#) Public Domain

Reconstruction Ends

The presidential election of 1876 was very close. There was disagreement over who won. Congress was given the power to decide who the next president would be. Southern Democrats made a deal with the Republicans.

Southerners were tired of having federal troops and federal officials overseeing their treatment of African Americans. They didn't want the federal government to enforce the 13th, 14th, and 15th Amendments in their states. Southern Democrats agreed to vote for Republican Rutherford B. Hayes. In return, federal troops and federal officers would leave the South.

When the federal government left the South, so did the protection and assistance that it provided to formerly enslaved African Americans.

Slavery had existed in the nation for 246 years*, but the process of rebuilding a nation without slavery only lasted for 12.

*Beginning in 1619, with the arrival of the first Africans in Virginia.

Do you think that the end of Reconstruction will expand, protect, or challenge African American civil rights? Why?

Jim Crow Era (1896–1954)—the period after Reconstruction and before the beginning of the 20th-century Civil Rights Movement

- During the Jim Crow era, African Americans were not able to enjoy their full civil rights because the federal government failed to protect them from state and local governments and the actions of people who wanted to promote White supremacy.

segregate—to separate people of different races

- In 1896, the Supreme Court said segregation did not violate the 14th Amendment because separate could be equal.

White supremacy—the belief that White people are superior to people of other races

Name: _____

Date: _____

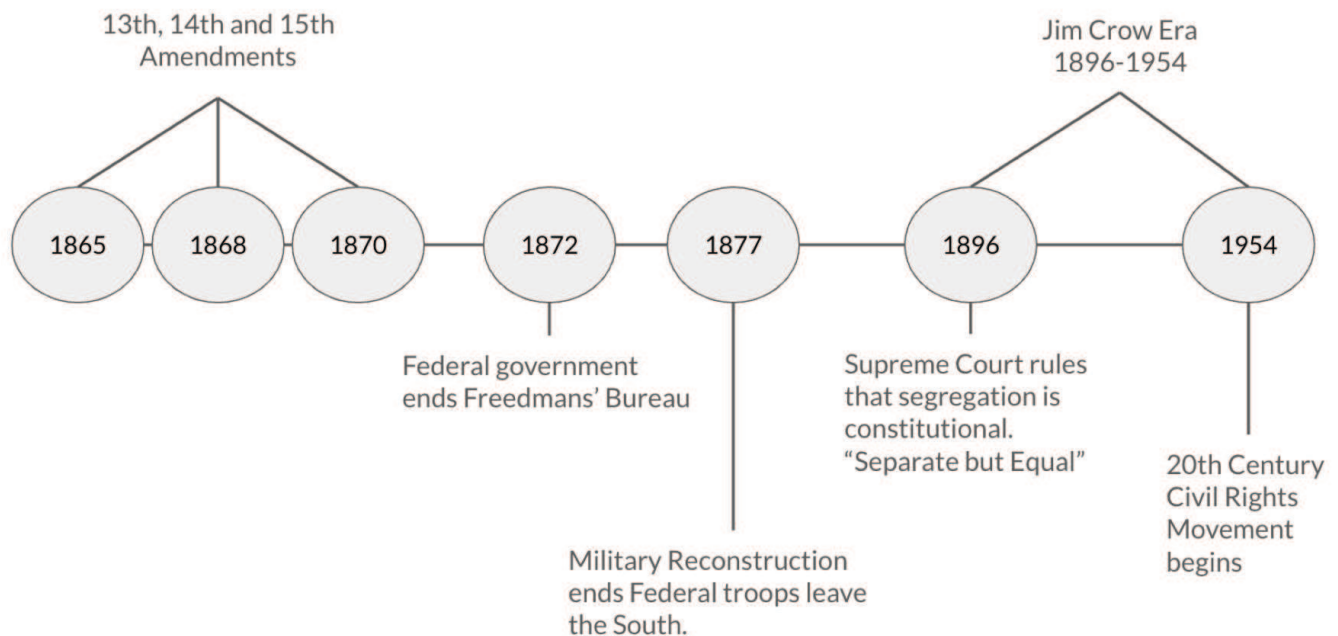
Sharecropping Narratives Questions Sheet

Sharecropper	How did the White planter exploit (John Starling, Budross, or Jack Fowler)?	How did (John Starling, Budross, or Jack Fowler) resist the unfair treatment he received from the White planter?
John Starling		
Budross		
Jack Fowler		

What does the system of sharecropping tell you about how and why the struggle for civil rights continued after Reconstruction ended?

Name: _____ Date: _____

“Separate but Equal” Jim Crow Laws



(Note: “colored” and “negro” are no longer acceptable terms to use. Today we use the terms “Black” or “African American.”)

Education: The schools for white children and the schools for African American children shall be operated separately. (Florida)

Baseball (not professional): It is against the law for any White baseball team to play baseball on any empty lot or baseball diamond within two blocks of a playground set aside “Negro” race. (Georgia)

Restaurants: All restaurants shall serve either White people only or “colored” people only exclusively. They shall not serve the two races within the same room or serve the two races anywhere in the same restaurant. (Georgia)

Prisons: The warden shall see that the White prisoners have separate apartments for eating and sleeping from the African American prisoners. (Mississippi)

Source: [Examples of Jim Crow Laws - Oct. 1960 - Civil Rights](#)

Key Vocabulary

- **Jim Crow era (1896-1954):** Period when African Americans were not able to enjoy their full civil rights. This happened because the federal government failed to protect them from state and local governments and the actions of people who wanted to promote White supremacy.
- **discriminate:** To treat a person or group unfairly or differently from other people or groups, for example, because of race, religion, age, or sex
- **segregate:** To separate people of different races
- **White supremacy:** The belief that White people are superior to people of other races

Name: _____

Date: _____

Separate but Equal Graphic Organizer and Report Card

Element of Education	Is what you see separate? Why or why not?	Is what you see equal? Why or why not?
Teacher Salaries in Virginia, 1905–1917		
Monroe County, Louisiana, High Schools		

School of Civil Rights Report Card

Student Name: Federal Government of the United States

Teacher - Use evidence from the documents you examined in class to decide whether the federal government passed or failed its civil right test. Circle their grade and add one comment explaining your choice.

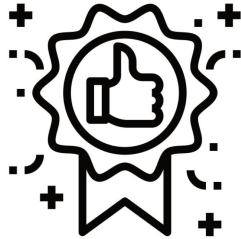
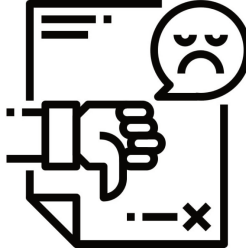
Pass	Fail
 <p>The federal government has done its job!</p> <p>During Jim Crow, African Americans have equal rights and equal protection under the law in the schools of Louisiana and Virginia.</p> <p>Separate is equal.</p> <p>Teacher comment: What did the federal government do well?</p>	 <p>The federal government has failed!</p> <p>During Jim Crow, African Americans are discriminated against in the schools of Louisiana and Virginia because they are African American.</p> <p>Separate is NOT equal!</p> <p>Teacher comment: What should the federal government do to improve?</p>

Image credits: Premium by dDara from [Prize Ribbon](#) (CC BY 3.0); Fail by Justicon from [Fail](#) (CC BY 3.0)

Name: _____

Date: _____

The NAACP Movement

The National Association for the Advancement of Colored People (NAACP) was established in 1909 (during the Jim Crow era) by a group of Black and White activists. The organization is for the advancement of African Americans.

National—for the whole country	Association—an organized group of people who have the same interest	Advancement—moving forward	Colored People—an outdated term for African American or Black people
Why would the organization be for the whole country?	<div>What common interests would a group of Black and White activists have during the Jim Crow era?</div> <div>Can you remember a group of Black and White activists who worked to make the nation a “more perfect union” before the Civil War?</div>	In 1909, who or what was in the way of African Americans’ advancement?	This term was acceptable when the NAACP was formed. Over the years, it has remained part of the organization’s name.

The NAACP was and is an important part of the movement to promote, protect, and expand African American civil rights.

Each card describes an action that the NAACP took to expand and protect civil rights.

Directions: Read each card. Think about the following question: How did the action on the card support the work of the movement?



Name: _____

Date: _____



Lesson 15 Exit Ticket

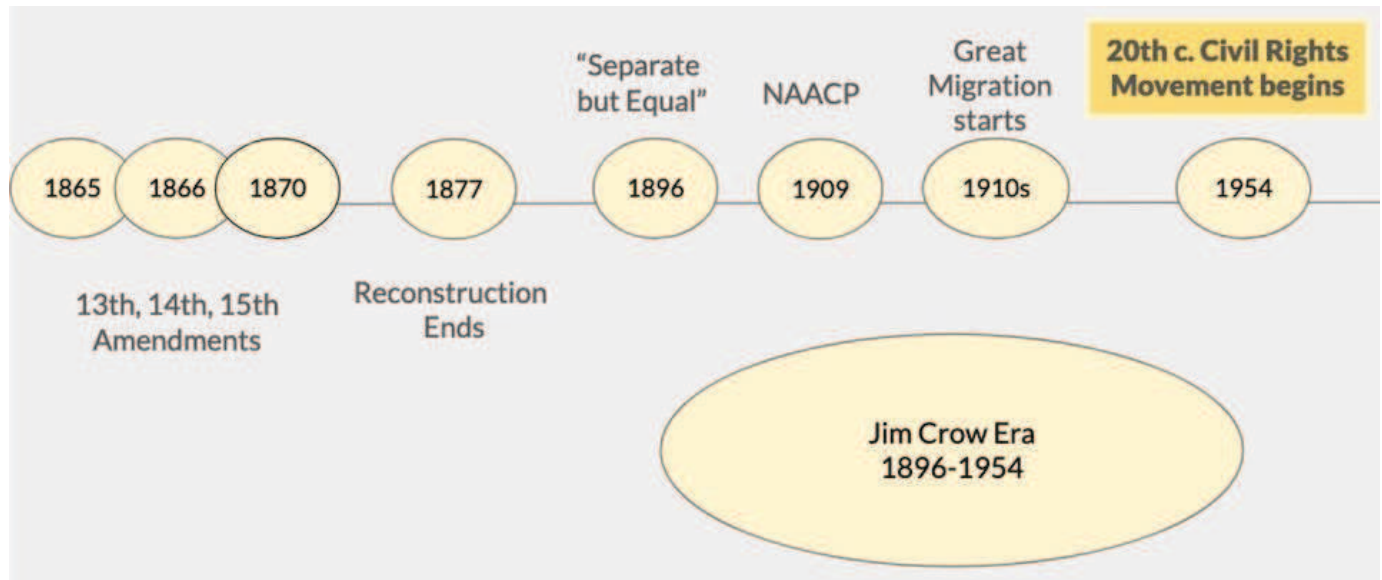
How were civil rights for African Americans expanded, protected, and challenged after the Civil War?

Done	Checklist Item
	My answer says how civil rights for African Americans were expanded after the Civil War.
	My answer says how civil rights for African Americans were protected after the Civil War.
	My answer says how civil rights for African Americans were challenged after the Civil War.

Name: _____ Date: _____

Supporting Question Launch

The African American Civil Rights Movement began in the 1950s, almost a century after the end of the Civil War. It inspired other movements for civil rights in the 20th century including disability, LGBTQ+, Indigenous, and Chicano rights.



Why and how did activists take action to gain civil rights for all in the 20th century?

What key words or ideas do I already know in this question?	What smaller questions can I ask to help me answer this big question?
	1. 2.

Name: _____ Date: _____

Nonviolence Movement

As you visit each stop on the Gallery Walk with your partner, take turns reading the text and examining the images. As you do, take notes to record evidence of **advocating and taking legal action** for civil rights.

advocate: to speak or act publicly in support of someone or something

legal action: to use the courts to address an issue using laws, lawyers, and judges

Montgomery Bus Boycott notes:

Lunch Counter Sit-Ins notes:

March on Washington notes:

Marches from Selma to Montgomery notes:

As you visit each stop on the Gallery Walk with your partner, take turns reading the text and examining the images. As you do, take notes to record evidence of **protesting and raising awareness** to protect and secure civil rights.

protest: to object to something by taking action against it

raise awareness: to help people learn about an issue in order to increase the number of people who care about it

Montgomery Bus Boycott notes:

Lunch Counter Sit-Ins notes:

March on Washington notes:

Marches from Selma to Montgomery notes:

Name: _____

Date: _____

The Children's March: Birmingham, Alabama—May 1963

Directions:

1. Read the text with your partner.
2. Underline evidence that tells you **WHY** children took action. Label it with a **W**.
3. Underline evidence that tells you **HOW** children took action. Label it with an **H**.



["The Children's March"](#) courtesy of Commonwealth Youthchoirs

In the early 1960s, Birmingham, Alabama, was one of the most racially segregated cities in the U.S. Even though the Supreme Court had ruled that school segregation was illegal, George Wallace, the governor of Alabama, refused to create integrated schools. Wallace refused to take any action to end segregation in Alabama. This is what the people who elected him to office

wanted. Wallace promised the people of Alabama, "Segregation now, segregation tomorrow, segregation forever."

In 1963, Martin Luther King, Jr., and a group of ministers went to Birmingham, Alabama, to protest segregation. They wanted to fill the jails with so many protesters that no more would fit! But few adults in the community were willing to take the risk. They were afraid of losing their jobs or being targets of racial violence. However, several thousand children ages 7–18 volunteered to participate in peaceful protests in Birmingham. Martin Luther King, Jr., reluctantly agreed to let them protest.

When the children protested, angry White Birmingham citizens shouted at them. The police tried to shut down the protests with fire hoses and attack dogs. More than 2,000 children were arrested and sent to jail during the protest. The protest lasted for several days.

Images of the bravery and determination of the children spread all over the news and onto the front pages of newspapers. Seeing children treated this way brought attention to the racism Black people experienced and the need for the Civil Rights Movement. This attention put pressure on Birmingham and the rest of the nation to take action to end segregation.

What do these quotes tell you about why children took action to gain civil rights by participating in the Children's March?



"A lot of people thought that the kids would get hurt, but the reality of it was, we were born Black in Alabama and we were going to get hurt if we didn't do something."

-Gwen Webb, who participant in the Children's March at the age of 14

Portrait of Gwendolyn Webb, Fair Use, via Bhamwiki

[Portrait of Gwendolyn Webb](#) by Dystopos for Bhamwiki is fair use under CC BY-SA 3.0



"Don't worry about your children. They are going to be all right. Don't hold them back if they want to go to jail, for they are doing a job for all of America and for all mankind."

— Dr. Martin Luther King, Jr. to the parents of children who wanted to participate in the march.

Mugshot of MLK Jr following his arrest in Birmingham, Alabama, Public Domain, via Wikimedia Commons

Note: About 3 weeks before the Children's March, Martin Luther King was arrested and sent to jail in Birmingham for protesting illegally.

[Mugshot of MLK, Jr., following his arrest in Birmingham, Alabama](#) by Birmingham AL police dept is under the public domain via Wikipedia Commons

Children took action to gain civil rights by participating in the Children's March because...

Name: _____ Date: _____

Voting Rights Activism

Fannie Lou Hamer

Before the video starts:

1. Make a prediction: What do you think happened to Fannie Lou Hamer and her companions after they tried to register to vote?

Minute 2:33:

2. What was Fannie Lou Hamer's response to her boss when he challenged her?

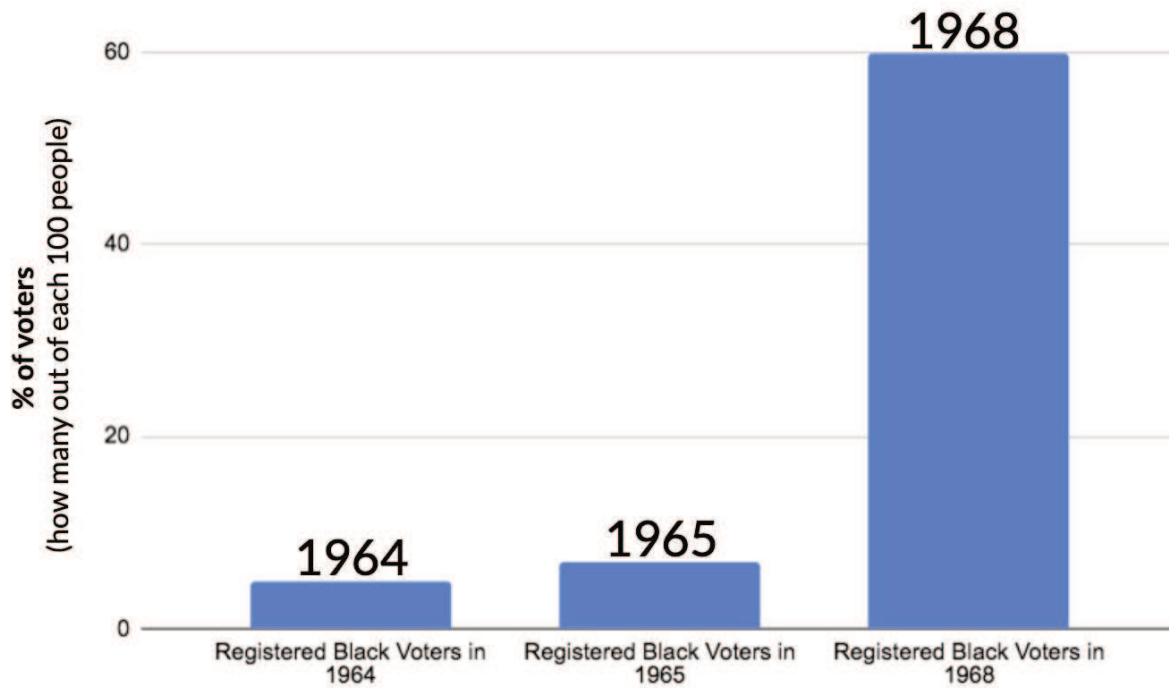
Minute 3:14:

3. Why does she ask, "Is this America?" (What is happening that makes her ask that?)

After the video (reflection):

4. If you could say one thing to Fannie Lou Hamer after learning her story and the obstacles she faced, what would you say?

Impact of the Voting Rights Act of 1965



Black Voter Registration in Mississippi

(Information from [How the Voting Rights Act Transformed Black Voting Rights in the South - Vox](#))

[How the Voting Rights Act transformed black voting rights in the South, in one chart](#) Information from Anand Katakam/Vox

1. Why did Black voter registration increase in Mississippi?

2. How did the Voting Rights Act help to create “a more perfect union?”

Name: _____

Date: _____

Inspired by the Civil Rights Movement

Disability Rights Movement

What evidence can you find that the Disability Rights Movement was inspired by the Civil Rights Movement?



["Wheels of Justice" March](#) by Tom Olin from the Tom Olin Collection. Image used by permission.



[Disability March](#) by Tom Olin from the Tom Olin Collection. Image used by permission.

Describe or circle the details from each photograph that are evidence of inspiration (consider the issues, messages, and forms of protest shown).

LGBTQ+ Rights Movement

What evidence can you find that the LGBTQ+ Rights Movement was inspired by the Civil Rights Movement?



[National March on Washington for Lesbian and Gay Rights Button](#)
by Vampireess144, CC BY-SA 3.0, via Wikimedia



[Trans Solidarity March and Rally, Washington DC by Ted Eytan](#)
by Ted Eytan, (cropped), CC BY-SA 2.0 Generic license, via Wikimedia

Describe or circle the details from each photograph that are evidence of inspiration (consider the issues, messages, and forms of protest shown).

LGBTQ+: a term used to describe the broad communities of diverse gender identities and sexualities

gay: attracted to someone of the same gender identity

Chicano Movement (El Movimiento) (Mexican American Rights Movement)

What evidence can you find that the Chicano Movement was inspired by the Civil Rights Movement?



[Manifestacion para el colegio Protest for Schools](#) by Movimiento, CC BY-SA 3.0, via Wikimedia



[César Chávez, Paul Schrader and other strikers picketing Ford Motor Co](#) by Los Angeles Times, CC-BY 4.0, via Wikimedia

Describe or circle the details from each photograph that are evidence of inspiration (consider the issues, messages, and forms of protest shown).

chicano: a term used to describe Mexican Americans, people living in the United States of Mexican descent

American Indian Movement (Indigenous Rights Movement)

What evidence can you find that the American Indian Movement was inspired by the Civil Rights Movement?



[Alcatraz Island Barracks](#) by Dietmar Rabich, CC BY-SA 4.0 Wikimedia Commons



[Front of March Procession](#) by JohnHHarrington, CC BY-SA 4.0, via Wikimedia Commons

Describe or circle the details from each photograph that are evidence of inspiration (consider the issues, messages, and forms of protest shown).