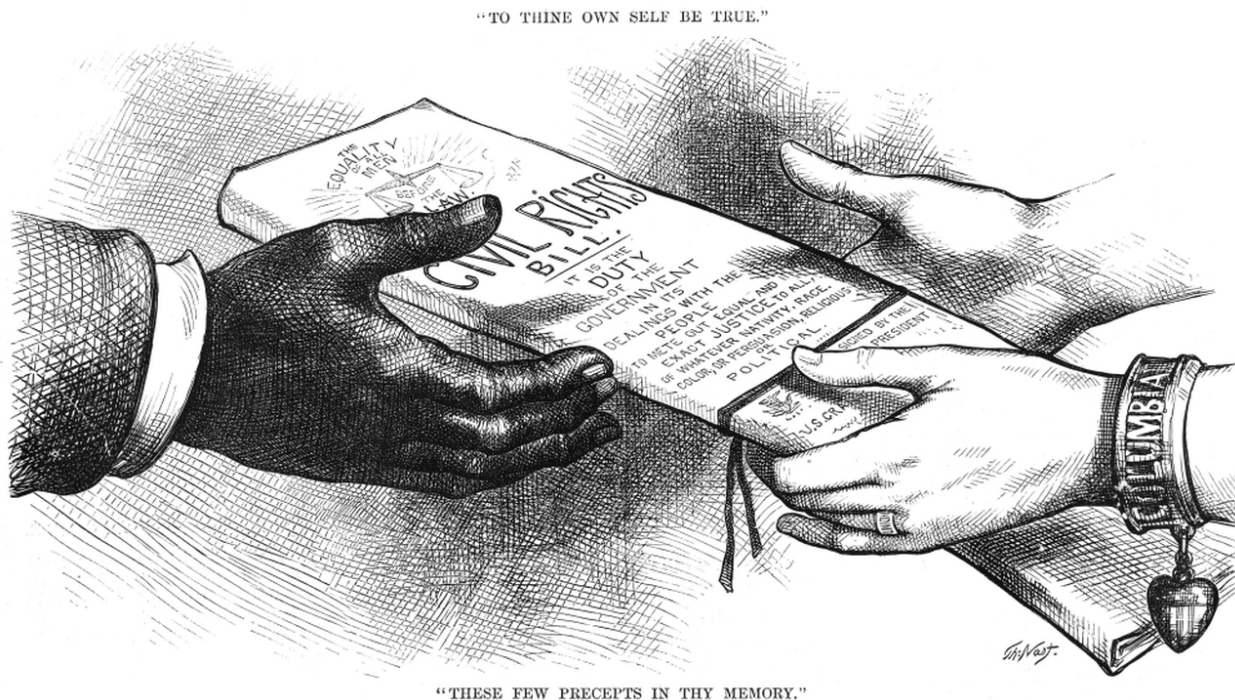


Who guarantees rights of citizenship?



Short Civil Rights 1875. /N'To Thine Own Self Be True.' Engraving By Thomas Nast, Commemorating The Passage Of The Civil Rights Bill Of 1875

Supporting Questions

1. What are the rights of citizenship?
2. Is the law applied equally to all citizens?
3. Can citizens be agents of change?

Grade 11 Jim Crow Era Rights of Citizenship

Who guarantees rights of citizenship?	
Virginia Social Studies Standards	<p>Standard VUS.8d: The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by analyzing the impact of prejudice and discrimination.</p> <p>Teaching Tolerance Anchor Standards: JU.13 Students will analyze the harmful impact of bias and injustice on the world, historically and today.</p>
Staging the Compelling Question	Create and share a concept map of what a citizen is, answering the following question: What rights do American citizens have?

Supporting Question
What are the rights of citizenship?
Formative Performance Task
Students will complete an “I used to think...Now I think” thinking routine.
Featured Sources
<p>Source A: The 13th Amendment, Section 1 (Ratified 1865)</p> <p>Source B: The 14th Amendment, Section 1 (Ratified 1868)</p> <p>Source C: The 15th Amendment, Section 1 (Ratified 1870)</p>

Supporting Question
Is the law applied equally to all citizens?
Formative Performance Task
Students will complete a “Complexity Scale” for 5 ideas they learned from the documents.
Featured Sources
<p>Source A: Clip from “The Rise and Fall of Jim Crow: Plessy v. Ferguson”</p> <p>Source B: Selections and Excerpts from Virginia’s 1902 Constitution and related proceedings</p> <p>Source C: Video Clip: Slavery by Another Name (13:39-29:55)</p> <p>Source D: Racism & Felony Disenfranchisement: An Intertwined History (Excerpt)</p> <p>Source E: Examples of Segregation Laws by State</p>

Supporting Question
Can citizens be agents of change?
Formative Performance Task
Students will complete a T-Chart describing the resistance to injustice and explaining the changes achieved.
Featured Sources
<p>Source A: Excerpt from: “Colored Man’s Fight” published in the Richmond Times Dispatch 1902</p> <p>Source B: Digital History: Two Paths Toward Equality</p> <p>Source C: University of Chicago Library: Legacy of Ida B. Wells</p> <p>Source D: History of the NAACP: Excerpt from “Nation’s Premier Civil Rights Organization”</p>

Summative Performance Task	ARGUMENT. Construct an argument (e.g., detailed outline, poster, essay) that answers the compelling question, “Who guarantees the rights of citizenship?” using specific claims and relevant evidence from sources while acknowledging competing views.
	EXTENSION. Research a current reform movement related to rights of citizenship. Present findings in a poster/ digital presentation and include a 3Y reflection.
Taking Informed Action	<p>UNDERSTAND. Identify state laws that restrict rights of citizenship for groups of people.</p> <p>ASSESS. Identify current change agents and organizations working to guarantee the same equal citizenship rights for all citizens.</p> <p>ACT. Contact one organization and commit to taking one informed action to support the organization’s work.</p>

**Featured sources are suggested and links are provided. It may be that these links are broken and we apologize in advance for the inconvenience. This inquiry was developed by ...*

Overview

Inquiry Description

This inquiry focuses on the rights of citizenship that African Americans were denied following Reconstruction. Though the 13th, 14th, and 15th Amendments were passed in order to guarantee citizenship rights to freedmen, many states passed laws that limited these rights. In this inquiry, students will examine ways rights of citizenship were denied by many states and how citizens attempted to secure those rights. The tasks completed for each supporting question will help students to consider who grants citizenship rights and how they are expanded. The first task will help students to understand that the U.S. Constitution guarantees rights of citizenship, while the second task will help students to understand how states can limit those rights. The final task will help students to investigate the way citizenship can be change agents in the fight to ensure equal rights for all.

This inquiry highlights the following Virginia social studies standards.

- VUS.8d: The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by analyzing the impact of prejudice and discrimination.

This inquiry is expected to take four 50-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their particular students. This inquiry lends itself to differentiation and modeling of historical thinking skills while assisting students in reading the variety of sources.

Structure of the Inquiry

In addressing the compelling question, “Who guarantees rights of citizenship?” students work through 3 supporting questions, each with a formative performance task, and featured sources in order to construct an argument with evidence while acknowledging competing perspectives.

The formative performance tasks build on each other and help the student construct the knowledge needed to answer the compelling question.

Ultimately, students make an argument in response to the compelling question about whether everyone is able to pursue happiness.

Staging the Compelling Question

In staging the compelling question, students...

The staging task is not designed to delve too far into the specific content of the compelling question. Instead, it's intended to provide a frame of reference and context for the inquiry. Specifically, ...

This task may be completed in a brief period of time, depending on how much overall time is available for the inquiry. If following the guidelines described in the inquiry overview (three or five 50-minute class periods), then this staging task would likely only last 10-15 minutes.

Supporting Question 1

The first supporting question asks, "What are the rights of citizenship?" Following the Civil War, millions of former slaves were supposed to be guaranteed the rights of citizenship. The 13th, 14th, and 15th Amendments were intended to expand rights by prohibiting slavery and involuntary servitude, guaranteeing equal protection under the law, and prohibiting discrimination in voting based on race, color, or previous condition of servitude. Despite these Constitutional safeguards, states eroded these rights of citizenship through passage of state laws and federal court decisions during the Jim Crow Era. This question is designed to support an understanding of the Constitutional basis of rights of citizenship granted following the Civil War.

The featured sources include excerpts from the 13th, 14th, and 15th Amendments.

The formative performance task is to complete a "I Used to Think...Now I Think..." thinking routine in which students can reflect on how their understanding of citizenship rights changed after examining the sources.

The following procedures may be used to support students as they complete this task.

- Ask students to describe and/or give examples of what they believe are citizenship rights. Create a concept map on the board with student responses.
- As students examine the sources, they can annotate the document to identify citizenship rights guaranteed by the 13th, 14th, and 15th Amendments.
- Facilitate think-pair-share of student annotations.
- Students complete the "I Used to Think...Now I Think..." thinking routine independently.

Work on the formative performance task provides students an opportunity to gather information they will need in responding to the compelling question.

Supporting Question 1

Featured Source

Source A: The 13th Amendment, Section 1 (Ratified 1865)

This source is the text of the 13th Amendment, Section 1 and is available online at <https://constitutioncenter.org/interactive-constitution/amendment/amendment-xiii>.

Neither slavery nor involuntary servitude, except as a punishment for crime where of the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Supporting Question 1

Featured Source

Source B: The 14th Amendment, Section 1 (Ratified 1868)

This source is the text of the 14th Amendment, Section 1 and is available online at <https://constitutioncenter.org/interactive-constitution/amendment/amendment-xiv>.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws...

Supporting Question 1

Featured Source**Source C:** The 15th Amendment, Section 1 (Ratified 1870)

This source is the text of the 15th Amendment, Section 1 and is available online at <https://constitutioncenter.org/interactive-constitution/amendment/amendment-xv>

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color or previous condition of servitude...

Supporting Question 2

The second supporting question asks, "Is the law applied equally to all citizens?" During the Jim Crow Era, state and local

governments throughout the South passed laws that stripped Black citizens of the rights of citizenship. Government action legalized and upheld these laws created to disenfranchise, segregate and oppress Black citizens. This question supports an understanding of how state and federal action can limit the rights of citizenship.

The featured sources include a video clip from “The Rise and Fall of Jim Crow: Plessy v. Ferguson”, selections from Virginia’s 1902 Constitution and excerpts from Report of the proceedings of the Constitutional Convention State of VA, a video clip from “Slavery by Another Name”, an excerpt from Racism & Felony Disenfranchisement: An Intertwined History, and examples of Segregation Laws by State.

The formative performance task is to complete a “Complexity Scale” thinking routine in which students will examine various aspects of how laws are applied.

The following procedure may be used to support students as they complete this task.

- While examining sources, teachers may choose to ask students to make annotations to identify the level of government, the government action, and citizenship right denied.
- Ask students to think of one of right of citizenship guaranteed by the 13th, 14th, or 15th Amendment for which to complete the complexity scale
- Ask students to write their chosen right of citizenship on a Post-It note. Create a large complexity scale on which students can place statements written on Post-It notes. Teachers may choose to ask for volunteers to share their explanations and insights.

Work on the formative performance task provides students an opportunity to gather information they will need in responding to the compelling question.

Supporting Question 2

Featured Source

Source A: The Rise and Fall of Jim Crow: Plessy v. Ferguson

This source is a video clip from “The Rise and Fall of Jim Crow: Plessy v. Ferguson” and is available online at <https://www.pbslearningmedia.org/resource/bf09.socst.us.const.plessy/plessy-v-ferguson/>.

Description from source: “A mere thirty-five years after slavery ended, a sophisticated and strategic group of African Americans challenged the Jim Crow Separate Car Act in the state of Louisiana by placing a fair-skinned Creole black man named Homer Plessy on the “whites only” railcar. This video presents how the landmark Supreme Court case Plessy v. Ferguson helped legalize segregation and sent a message that the federal government favored states' rights in all matters of fairness and equality.”

Source B: [Selections](#) from Virginia’s 1902 Constitution and [Excerpts](#) from Report of the proceedings of the Constitutional Convention State of VA

Source C: Video Clip: [Slavery by Another Name \(13:39-29:55\)](#)

Source D: [Racism & Felony Disenfranchisement: An Intertwined History](#) (Excerpt)

Source E: [Examples of Segregation Laws by State](#)

Supporting Question 2

Featured Source

Source B: Excerpts from Virginia's 1902 Constitution and Excerpts from "Report of the proceedings of the Constitutional Convention of Virginia"

This source is an excerpt from Virginia's 1902 Constitution and is available online at http://confinder.richmond.edu/admin/docs/Virginia_1902.pdf. This source includes an excerpt from the "Report of the proceedings of the Constitutional Convention of Virginia" and is available at <https://babel.hathitrust.org/cgi/pt?id=dul1.ark:/13960/t6d25gs96&view=1up&seq=7>.

Excerpts from the Virginia 1902 Constitution

Section 18. Every male citizen of the United States, twenty-one years of age, who has been a resident of the State two years,... has been registered, and has paid his state poll taxes...shall be entitled to vote for members of the General Assembly and all officers elective by the people...

Section 22. No person who, during the late war between the States, served in the army or navy of the United States, or the Confederate States... shall at any time be required to pay a poll tax as a prerequisite to the right to register or vote...

Section 23. The following persons shall be excluded, from registering and voting: Idiots, insane persons, and paupers; persons who, prior to the adoption of this Constitution, were disqualified from voting, by conviction of crime, either within or without this State, and whose disabilities shall not have been removed; persons convicted after the adoption of this Constitution, either within or without this State, of treason, or of any felony, bribery, petit larceny, obtaining money or property under false pretences, embezzlement, forgery, or perjury*; persons who, while citizens of this State, after the adoption of this Constitution, have fought a duel with a deadly weapon, or sent or accepted a challenge to fight such duel, either within or without this State, or knowingly conveyed a challenge, or aided or assisted in any way in the fighting of such duel.

*"Previous Virginia constitutions also included language about disenfranchisement for criminal acts. The 1830 constitution limited it to "infamous crimes," for example, while its 1851 successor drafted by reformers added bribery and the 1870 charter targeted treason and corruption. What set the 1902 constitution apart was the breadth of crimes it included."

From: The Racist Roots of Virginia's Felon Disenfranchisement by Matt Ford
<https://www.theatlantic.com/politics/archive/2016/04/virginia-felon-disenfranchisement/480072/>

Excerpts from "Report of the proceedings of the Constitutional Convention of Virginia"

Background: "An elected body of one hundred delegates...convened in Richmond on June 12, 1901, and debated for almost a year, until June 26, 1902...Once implemented, the 1902 Constitution achieved its intended purpose of drastically reducing the number of eligible voters...The 1902 Constitution created a new legal enforcement of Jim Crow and further solidified its social enforcement...The 1902 Constitution remained in effect throughout most of the twentieth century until a new state constitutional commission sought to revise it." [Source](#)

"The right of suffrage is not a natural right..It is a social right and must necessarily be regulated by society. Virginia, within her borders, can regulate it according to her own sovereign will and pleasure, provided she does not violate the Constitution of the United States."

-John Goode, President of the 1902 Constitutional Convention

"The great underlying principle of this Convention movement, the one object and cause which assembled this body, was the elimination of the [black man] from the politics of the State...I know full well that after the political status of [black man] has been determined, there will yet remain the still more trying conflict concerning his economic and social rights. But, sir, now is the time to settle the political phase..."

-Walter Watson, Commonwealth Attorney and delegate to the Convention

"The best thing we can do to get around the Fifteenth Amendment is to appoint men in every county who will use favoritism towards the white man as against the black man."

-William Gordon Robertson, delegate to the Convention

Mr Glass:...there stands out the uncontroverted fact that the article...which the Convention will today adopt, does not necessarily deprive a single white man of the ballot, but will inevitably cut from the existing electorate four-fifths of the [black] voters... That was the purpose of this Convention; that will be the achievement."

Mr. Pedigo: Will it not be done by fraud and discrimination?

Mr. Glass: By fraud, no; by discrimination, yes. But it will be discrimination within the letter of the law and not in violation of the law.

Supporting Question 2

Featured Source**Source C:** Video Clip: *Slavery by Another Name* (13:39-29:55)

This source is an excerpt from *Slavery by Another Name* and is available online at <https://www.filmsforaction.org/watch/slavery-by-another-name/>.

Description from source: “Slavery by Another Name is a 90-minute documentary that challenges one of Americans' most cherished assumptions: the belief that slavery in this country ended with the Emancipation Proclamation. The film tells how even as chattel slavery came to an end in the South in 1865, thousands of African Americans were pulled back into forced labor with shocking force and brutality.

It was a system in which men, often guilty of no crime at all, were arrested, compelled to work without pay, repeatedly bought and sold, and coerced to do the bidding of masters. Tolerated by both the North and South, forced labor is still in use in prisons today.

For most Americans this is entirely new history. *Slavery by Another Name* gives voice to the largely forgotten victims and perpetrators of forced labor and features their descendants living today.”

Source D: [Racism & Felony Disenfranchisement: An Intertwined History](#) (Excerpt)

Source E: [Examples of Segregation Laws by State](#)

Supporting Question 2

Featured Source	Source D: Excerpt from “ <i>Racism & Felony Disenfranchisement: An Intertwined History</i> ,” by Erin Kelley, Issued by Brennan Center for Justice at New York University Law School, 2017
------------------------	---

This source is an excerpt from “*Racism & Felony Disenfranchisement: An Intertwined History*,” by Erin Kelley and is available online at https://www.brennancenter.org/sites/default/files/2019-08/Report_Disenfranchisement_History.pdf.

The United States stands alone among modern democracies in stripping voting rights from millions of citizens on the basis of criminal convictions. Across the country, states impose varying felony disenfranchisement policies, preventing an estimated 6.1 million Americans from casting ballots. And of this total, nearly 4.7 million are people living in our communities — working, paying taxes, and raising families, all while barred from joining their neighbors at the polls. This widespread disenfranchisement disproportionately impacts people of color. One in every 13 voting-age African Americans cannot vote, a disenfranchisement rate more than four times greater than that of all other Americans. In four states, more than one in five black adults are denied their right to vote. Although the data on Latino disenfranchisement is less comprehensive, a 2003 study of ten states ranging in size from California to Nebraska found that nine of those states “disenfranchise the Latino community at rates greater than the general population.”

While the origins of disenfranchisement can be traced back to early colonial law in North America, and even farther back to ancient Greece, the punishment was typically applied only in individual cases for particularly serious or elections-related crimes. It wasn’t until the end of the Civil War and the expansion of suffrage to black men that felony disenfranchisement became a significant barrier to U.S. ballot boxes. At that point, two interconnected trends combined to make disenfranchisement a major obstacle for newly enfranchised black voters.

First, lawmakers — especially in the South — implemented a slew of criminal laws designed to target black citizens. And nearly simultaneously, many states enacted broad disenfranchisement laws that revoked voting rights from anyone convicted of any felony. These two trends laid the foundation for the form of mass disenfranchisement seen in this country today.

The End of the Civil War: An Increasingly Racist Criminal Justice System

Although outlawing slavery itself, the Thirteenth Amendment carved out an exception allowing states to impose involuntary servitude on those who were convicted of crimes. Seeing an opportunity to sustain their crumbling economy, numerous Southern politicians quickly implemented new criminal laws that were “essentially intended to criminalize black life,” wrote Pulitzer Prize-winning author Douglas Blackmon.

These ostensibly race-neutral laws were selectively enforced by a nearly all-white criminal justice system. Identifying these new criminal laws as “Black Codes,” historian Eric Foner describes how they bolstered the South’s faltering economy by providing employers “with a supply of cheap labor” through convict leasing. This system was reserved nearly entirely for black prisoners — at least 90 percent of those forced into convict leasing arrangements were black. Because convict leasing generated significant profits for states, law enforcement officials, and companies alike, the practice incentivized baseless arrests and convictions of black citizens. These factors and others spurred widening disparities in incarceration rates. In Alabama, for example, the percentage of nonwhite prisoners jumped from 2 percent in 1850, to 74 percent by 1870.

A First Wave of Backlash to Voting Rights Expansion: Broad Felony Disenfranchisement Laws

Within the context of an increasingly discriminatory criminal justice system, states became “particularly likely to pass punitive felon disenfranchisement laws” in the 15 years after the Civil War — just as black men gained voting rights

nationwide. In rapid succession between 1865 and 1880, at least 13 states — more than a third of the country’s 38 states — enacted broad felony disenfranchisement laws.

The motivation for enacting broad felony disenfranchisement laws in this context was clear: preventing newly enfranchised black citizens from exercising political power. “Felon disenfranchisement provisions offered a tangible response to the threat of new African-American voters that would help preserve existing racial hierarchies,” the authors of a study published in the American Journal of Sociology wrote.

Once these broad disenfranchisement laws were on the books, racist politicians could also enforce them in a deliberately discriminatory manner. For example, in 1876 Virginia broadened its felony disenfranchisement law to encompass petty theft, or “petit larceny,” a crime of which white politicians believed black citizens could be easily convicted. The next year, the legislature passed a law requiring that lists of voters convicted of any of the new, broader array of disenfranchising crimes be delivered to county registrars. Applied “almost exclusively to the detriment of African American voters,” the law facilitated racist politicians’ attempts to selectively enforce disenfranchisement.

“We publish elsewhere a list of negroes convicted of petit larceny,” a Richmond-based newspaper advertised several years later, advising that “Democratic challengers should examine it carefully.”

A Second Wave of Backlash to Voting Rights Expansion: Targeted Disenfranchisement Laws

A distinct wave of changes to disenfranchisement laws began in the last decade of the 1800’s, when Southern states began holding overtly racist constitutional conventions in response to partisan shifts in Congress and the growing threat of a Populist movement that was uniting white farmers and black political forces. Mississippi’s new disenfranchisement law, adopted at its constitutional convention in 1890, served as a model for other states. Before, conviction for “any crime” disqualified an individual from voting. But at the convention, Mississippi’s white politicians narrowed disenfranchisement to a specific list of crimes they believed black men were most likely to commit, such as bigamy, forgery, burglary, arson, and perjury. Upholding this new disenfranchisement scheme six years later, the Mississippi Supreme Court acknowledged the racist motivations for the change:

“Restrained by the federal constitution from discriminating against the negro race, the convention discriminated against its characteristics and the offenses to which its weaker member were prone....Burglary, theft, arson, and obtaining money under false pretenses were declared to be disqualifications [from voting], while robbery and murders, and other crimes in which violence was the principal ingredient, were not.”

Other states soon followed with their own racially targeted disenfranchisement laws, including South Carolina in 1895, Louisiana in 1898, and Alabama in 1901.

Supporting Question 2

Featured Source

Source E: Examples of Segregation Laws by State

This source is Examples of Segregation Laws by State and is available online at <https://www.ferris.edu/HTMLS/news/jimcrow/links/misclink/examples.htm>.

Description from source: “From the 1880s into the 1960s, a majority of American states enforced segregation through “Jim Crow” laws (so called after a black character in minstrel shows). From Delaware to California, and from North Dakota to Texas, many states (and cities, too) could impose legal punishments on people for consorting with members of

another race. The most common types of laws forbade intermarriage and ordered business owners and public institutions to keep their black and white clientele separated. Here is a sampling of laws from various states.”

Supporting Question 3

The third supporting question asks, " Can citizens be agents of change?" During the Jim Crow Era, Black citizens were denied basic rights of citizenship. In the face of this discrimination and oppression, several activists emerged as prominent voices of resistance. Though varied in their approaches, these activists made significant advancements toward guaranteeing equal rights of citizenship. This question is designed to increase awareness of various actions citizens can take toward achieving justice and support an understanding that the path toward equal rights has been long and continues today.

The featured sources include an excerpt from "Colored man's fight" from the *Richmond Dispatch*, Digital History's Two Paths Toward Equality, The Legacy of Ida B. Wells from the University of Chicago Library collection, and an excerpt from the NAACP's "Nation's Premier Civil Rights Organization."

The formative performance task is to complete a T-chart describing the resistance to injustice and explaining the achievements described in each source.

The following procedure may be used to support students as they complete this task.

- Teachers can choose to create a jigsaw activity in which groups of 4 students work collaboratively. Each student can complete a T-chart for one source and share information via academic conversations.

Work on the formative performance task provides students an opportunity to gather information they will need in responding to the compelling question.

Supporting Question 3

Featured Source

Source A: Excerpt from "Colored man's fight" from the *Richmond Dispatch*

This source is an excerpt from an article published in the *Richmond Dispatch* in 1902 and is available online at <http://www2.vcdh.virginia.edu/afam/politics/newsclipping.html>.

The Richmond Dispatch

Saturday, August 16, 1902

COLORED MAN'S FIGHT

NEGROES COMING TO RICHMOND TO DEVISE PLAN TO OVERTHROW CONSTITUTION

600 DELEGATES EXPECTED

Educational and Industrial Association Will Meet Here Monday...

Delegates will arrive to-day and tomorrow to attend the third annual convention of the Virginia Educational and Industrial Association, which will convene in this city at the Third Methodist church (colored) next Monday morning.

Six hundred or more delegates will come from every section of the State for the purpose of considering how funds may be raised, and what plan shall be pursued, to test the legality of the new Constitution framed by the Virginia convention, and, if possible, to overthrow it.

This convention will, a well-known colored man said yesterday, represent, in a very eminent degree, the genius of the colored race in Virginia. The most prominent men from every section will attend the meeting, and the discussions promise to be interesting.

John S. Wise, of New York; Senator Thurston, of Nebraska, and Judge L.L. Lewis, of this city, have written letters which will be read to the convention. These attorneys will not be present at the meeting, as matters have not reached the state where they could be of exact service. The three gentlemen, with four colored lawyers, will represent the colored men in the fight that is to be made.

Already the sum of \$3,000 is in hand, and it is the object of this meeting to devise means for the raising of a much larger sum to defray the expenses of the contest.

The Third Anniversary

The Virginia Educational and Industrial Association was formed in the year 1900. The first convention was held in Charlottesville, Va., and the avowed object of the organization was to promote agricultural affairs in all parts of the State for the benefit of the colored population. The new Constitution was then in the air, and the colored men, who scented the abridgement of the electorate, began to turn their organization to meet the supposed calamity.

At the convention held in Staunton a year ago, the whole energy of the association was bent in this direction. A plan was adopted for raising the fund, and the three distinguished lawyers mentioned above were among those retained to represent the colored men of the State.

Hayes, a well-known colored lawyer of the city, was appointed as a soldier and charged with the duty of traversing every district in the State in the interest of the object in view, and for the purpose of raising funds for the cause.

Organizations were brought into existence in every section through his efforts, and the leading colored men were at once identified with the movement.

Delegates are to be taken care of by the colored people of this city, and the capacity of the colored boarding and private houses has been taxed to the limit.

It is expected that the convention will be is [sic] session for three days. There have been no side trips planned, for the whole spirit of the meeting is earnest in the extreme.

More Money is Needed

More money is needed, and the chief object of the convention will be to devise some plan by which it may be raised....The sessions will be absolutely executive, and admission to the church where the meetings are to be held will be by card only.

Source

Supporting Question 3

Featured Source**Source B:** Digital History: Two Paths Toward Equality

This source is chapter 8 of Digital History, titled Two Paths Towards Equality and is available online at http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit6_8.pdf.

Source is available in PDF format via link above.

Supporting Question 3

Featured Source

Source C: University of Chicago Library: Legacy of Ida B. Wells

This source is the Legacy of Ida B. Wells from the University of Chicago Library and is available online at <https://www.lib.uchicago.edu/collex/exhibits/voice-for-justice-life-and-legacy-ida-b-wells/legacy-ida-b-wells/>.

Alfreda M. Duster briefly discusses her mother's legacy of social and political heroism in the introduction to Wells' autobiography, which Duster edited from Wells' original manuscript for publication as *Crusade for Justice* in 1970.

Ida B. Wells will be remembered most for her fight against the lynching of Negroes, and for her passionate demand for justice and fair play for them. In the preface to her autobiography she mentions that a young lady compared her to Joan of Arc. The analogy is, at best, strained, but the odds against her were in many ways even greater. True enough, Joan was a peasant girl in a time when peasants and girls had nothing to say to the ruling class in France. But Ida B. Wells was a black woman born into slavery who began openly carrying her torch against lynching in the very South bent upon the degradation of the blacks. Joan had the advantage of rallying a generally sympathetic French people to a common patriotic cause. Ida Wells was not only opposed by whites, but some of her own people were often hostile, impugning her motives...

The most remarkable about Ida B. Wells-Barnett is not that she fought lynching and other forms of barbarianism. It is rather that she fought a lonely and almost single-handed fight, with the single-mindedness of a crusader long before men or women of any race entered the arena; and the measure of success she achieved goes far beyond the credit she has been given in the history of the country.

In the decades since the publication of *Crusade for Justice*, Ida B. Wells' life and career have received long-overdue recognition, in the city of Chicago and throughout the United States. In 1974, the Chicago home of Ida B. Wells and Ferdinand Barnett, at 3624 S. Martin Luther King Drive, was added to the National Register of Historic Places and named a National Historic Landmark. Since 1983, the Ida B. Wells Award has been given by the National Association of Black Journalists and Northwestern University to those who "have provided distinguished leadership in increasing access and opportunities to people of color in journalism, and improving the coverage of communities of color in American media." Wells was the subject of an award-winning film *Ida B. Wells: A Passion For Justice* produced in 1989. Several books have been written about her, including *To Keep the Waters Troubled: the Life of Ida B. Wells* by Linda McMurtry, *Ida: A Sword Among Lions: Ida B. Wells and the Campaign Against Lynching* by Paula J Giddings; *Ida B. Wells-Barnett: A Voice Against Violence* by Patricia and Frederick McKissack; *Princess of the Press: The Story of Ida B. Wells-Barnett* by Angela Shelf-Medearis; and *Ida Wells-Barnett: Civil Rights Leader* by Steve Klots.

In Wells' hometown of Holly Springs Mississippi, the Ida B. Wells Museum and Cultural Center of African American History was founded in the Spires Bolling House, on the property on which Wells was born, and the town's post office was renamed in her honor. In 1990, the United States Postal Service issued a postage stamp depicting Wells to honor her life.

Many elementary and high schools around the United States have been named after the legendary Ida B. Wells. In 2018, the National Memorial for Peace and Justice in Montgomery, Alabama became the first in the country dedicated to more than 4,000 lynching victims. The memorial also honors Wells, along with other African American women who risked their lives in the fight against racial terror. The Ida B. Wells Memorial Foundation seeks to preserve and promote the legacy of Wells by supporting programs and organizations that prioritize education, journalism, social justice, and equality. In

February 2019, Congress Parkway in downtown Chicago was renamed as Ida B. Wells Drive, the first street in the city to be named after a woman and person of color. Michelle Duster, Wells' great-granddaughter, led a successful campaign to raise funds to for a monument to Ida B. Wells, to be erected in Chicago sometime in 2019.

In the words of Michelle Duster,

Ida B. Wells did not allow herself to be marginalized or silenced. Even though she faced threats, lost property, and endured criticism, she felt what she had to say was important enough to say it. She refused to be silent. She refused to make herself small. She stood up. Spoke out. And she made a difference for all of us.

Supporting 3

Featured Source

Source D: History of the NAACP: Excerpt from “Nation’s Premier Civil Rights Organization”

This source is an excerpt from “Nation’s Premier Civil Rights Organization,” a history of the NAACP and can be found on the NAACP website at <https://www.naacp.org/nations-premier-civil-rights-organization/#>.

Founded February 12, 1909, the NAACP is the nation’s foremost, largest, and most widely recognized civil rights organization. Its more than half-million members and supporters throughout the United States and the world are the premier advocates for civil rights in their communities, leading grassroots campaigns for equal opportunity and

conducting voter mobilization.

Founding group

In 1908, a deadly race riot rocked the city of Springfield, the capital of Illinois and resting place of President Abraham Lincoln. Such eruptions of anti-black violence – particularly lynching – were horrifically commonplace, but the Springfield riot was the final tipping point that led to the creation of the NAACP. Appalled at this rampant violence, a group of white liberals that included Mary White Ovington and Oswald Garrison Villard (both the descendants of famous abolitionists), William English Walling and Dr. Henry Moscowitz issued a call for a meeting to discuss racial justice. Some 60 people, seven of whom were African American (including W. E. B. Du Bois, Ida B. Wells-Barnett, and Mary Church Terrell), signed the call, which was released on the centennial of Lincoln's birth.

Echoing the focus of Du Bois' Niagara Movement for civil rights, which began in 1905, the NAACP's aimed to secure for all people the rights guaranteed in the 13th, 14th, and 15th Amendments to the United States Constitution, which promised an end to slavery, the equal protection of the law, and universal adult male suffrage, respectively. Accordingly, the NAACP's mission was and is to ensure the political, educational, social and economic equality of minority group citizens of United States and eliminate race prejudice. The NAACP seeks to remove all barriers of racial discrimination through democratic processes.

The NAACP established its national office in New York City in 1910 and named a board of directors as well as a president, Moorfield Storey, a white constitutional lawyer and former president of the American Bar Association. Other early members included Joel and Arthur Spingarn, Josephine Ruffin, Mary Talbert, Inez Milholland, Jane Addams, Florence Kelley, Sophonisba Breckinridge, John Haynes Holmes, Mary McLeod Bethune, George Henry White, Charles Edward Russell, John Dewey, William Dean Howells, Lillian Wald, Charles Darrow, Lincoln Steffens, Ray Stannard Baker, Fanny Garrison Villard, and Walter Sachs. Despite a foundational commitment to multiracial membership, Du Bois was the only African American among the organization's original executives. He was made director of publications and research and in 1910 established the official journal of the NAACP, *The Crisis*.

The Crisis

W.E.B. Du Bois founded *The Crisis* magazine in 1910 as the premier crusading voice for civil rights. Originally subtitled, "A Record of the Darker Races," *The Crisis* was a groundbreaking outlet for discussing critical issues confronting the African American community and sharing the intellectual and artistic work of people of color. In its first decade, *The Crisis* focused on vital issues like lynching and World War I. From 1920-1921, Du Bois also published a children's edition of *The Crisis*, called *The Brownies' Book*, the first periodical exclusively for black youth in American history.

In time, *The Crisis* became a voice of the Harlem Renaissance, as Du Bois published works by Langston Hughes, Countee Cullen and other famous African American literary figures. In 1928, expanding the magazine's artistic reach, Du Bois founded Krigwa Players (CRIGWA: Crisis Guild of Writers and Artists) to foster theater production about, by, for, and near the African American community.

Now published quarterly, *The Crisis* remains the official publication of the NAACP and is the NAACP's articulate partner in the struggle for human rights for people of color. A respected journal of thought, opinion and analysis, *The Crisis* continues to explore past and present issues concerning race and its impact on educational, economic, political, social, moral, and ethical issues. In addition, each issue is highlighted with a special section, "The NAACP Today" reporting the news and events of the NAACP on a local and national level.

A Period of Growth

By 1913, with a strong emphasis on local organizing, the NAACP had established branch offices in such cities as Boston, MA, Baltimore, MD, Kansas City, MO, St. Louis, MO, Washington, D.C., and Detroit, MI. NAACP membership grew rapidly, from around 9,000 in 1917 to around 90,000 in 1919, with more than 300 local branches.

Joel Spingarn, a professor of literature and one of the NAACP founders formulated much of the strategy that fostered much of the organization's growth. He was elected board chairman of the NAACP in 1915 and served as president from 1929-1939. Writer and diplomat James Weldon Johnson became the Association's first black executive secretary in 1920, and Louis T. Wright, a surgeon, was named the first black board chairman in 1934.

A series of early court battles, including a victory against a discriminatory Oklahoma law that regulated voting by means of a grandfather clause (*Guinn v. United States*, 1910), helped establish the NAACP's importance as a legal advocate. The fledgling organization also learned to harness the power of publicity through its 1915 battle against D. W. Griffith's inflammatory *Birth of a Nation*, a motion picture that perpetuated demeaning stereotypes of African Americans and glorified the Ku Klux Klan.

Among the Association's top priorities was eradicating lynching. Throughout its 30-year campaign, the NAACP waged legislative battles, gathered and published crucial statistics, organized mass protests, and produced artistic material all in the name of bringing an end to the violence. After early worries about its constitutionality, the NAACP strongly supported the federal Dyer Bill, which would have punished those who participated in or failed to prosecute lynch mobs. Though the U.S. House of Representatives passed the bill, a Senate filibuster defeated it for good in 1922. Despite repeated opportunities in years to follow, such as the Costigan-Wagner Bill, Congress never passed any anti-lynching legislation. Many credit the NAACP report "Thirty Years of Lynching in the United States, 1889-1919" and the public debate that followed with drastically decreasing the incidence of lynching.

...

Yet the real story of the nation's oldest and largest civil rights organization lies in the hearts and minds of all those who refused to stand idly while race prejudice tarnished our nation. From bold investigations of mob brutality, protests of mass murders, segregation and discrimination, to testimony before congressional committees on the vicious tactics used to bar African Americans from the ballot box, it was the talent and tenacity of NAACP members that saved lives and made change.

While much of NAACP history is chronicled in books, articles, pamphlets, and magazines, the true movement lies in the faces of the multiracial, multigenerational army of ordinary men and women who united to awaken the consciousness of a people and a nation. With such a powerful membership base, all 2,200 chapters of the Association continue to persevere. Together, the NAACP will remain vigilant in its mission until the promise of America is made real for all Americans.

Summative Performance Task

At this point in the inquiry students have examined rights of citizenship guaranteed by the Reconstruction Amendments, how those rights eroded during the Jim Crow Era, and how Black citizens resisted injustice. Students should be able to demonstrate the breadth of their understanding and their ability to use evidence from multiple sources to support their claims. In this summative performance task, students are asked to construct an evidence-based argument responding to the compelling question “Who guarantees rights of citizenship?” It is important to note that students’ arguments could take a variety of forms, including a detailed outline, poster, or essay.

Students’ arguments likely will vary, but could include any of the following.

- The Constitution guarantees rights of citizenship...
- State governments guarantee rights of citizenship...
- The Supreme Court guarantees rights of citizenship...
- Citizens guarantee rights of citizenship...

To extend this inquiry, students should research a current reform movement related to rights of citizenship and present findings to the class.

To take informed action students complete the following steps.

- Students demonstrate that they understand by identifying state laws that limit citizenship rights.
- Students assess by identifying change agents and organizations working toward equal citizenship rights for all citizens.
- Students act by contacting one organization and commit to taking one informed action to support the organization’s work.