

TO: Westgate Foundation

FROM: Richard F. Houston

RE: Grant Report

DATE: September 19, 2013

Dear Committee Members,

Please let me begin by expressing my sincere thanks for your support of my educational adventure; it was a fantastic experience. My trip began on July 17th with an overnight flight to Iceland with a transfer to Amsterdam, Netherlands. While there I was able to visit the Rijks Museum, the Anne Frank House, and many other historic sites. After two days, I took a train to the Hook of Holland where I boarded a ferry to cross the English Channel to Harwich, UK. It was great to visit the sister city of my hometown. After taking the train to Cambridge, I began my Gilder-Lehrman Civil Rights Seminar at Clare College, Cambridge University on July 21st.

The week long venture was led by the Master of the College, Anthony Badger. I was chosen as a participant because of my selection as the Massachusetts American History Teacher of the Year 2012. I have attached the full syllabus at the end of this report. Working with the 30 other teachers from across the US, I gained insights into many aspects of the long struggle for equal rights in America. All participants were required to produce a lesson plan on an aspect of the Civil Rights Movement; these were all shared on the class blog. My project on Ida Wells and Ben Tillman is attached below. Full access to the blog is only allowed for participants, but you can visit the seminar home website at this link:

<https://www.gilderlehrman.org/civicism/event/info?reset=1&id=416> While in Cambridge I also visit historic sites including the Eagle Pub where WWII era graffiti and signatures still adorn the walls and ceilings, the many colleges of the university, the WWII American cemetery, and the “haunts” of Isaac Newton at Trinity College.

After completing the seminar, I traveled to London where I spent the next four days taking in as much of the city’s historic legacy as possible. My first day was focused on the British Museum with its wide-ranging collection including the Rosetta Stone and the Elgin Marbles. The following day I went to the Churchill War Rooms, the Imperial War Museum, St. James Park, and Buckingham Palace. A photo selection in pdf format is included with this report to give a full flavor of the places visited. Over the last couple of days I went to St. Paul’s Cathedral, Westminster Abbey, the National War Museum, Stonehenge, the Tower of London, the National Galley, Parliament, the Victoria & Albert Museum, the Globe Theatre, and even Abbey Road Studios. When I returned to Cape Cod, I brought with me a trove of materials to share with students and colleagues. Be assured that the students of Monomoy Regional Schools will benefit from your support for years to come.

Sincerely,

Richard F. Houston

The Civil Rights Movement

This seminar explores how an economically and politically powerless racial minority wrested dramatic change from a determined and entrenched white majority in the American South. It will examine the changing nature of protest from the 1940s to the 1950s; the roles of Martin Luther King Jr., local movements, and women; and the relative importance of violence and non-violence. Participants will discuss how they can use the experiences of schoolchildren, teachers, and students in the crises of the 1950s and 1960s to bring home the realities of the Civil Rights Movement in the classroom. Topics include the Little Rock 9 and their teachers in 1957, students and sit-ins, and the use of schoolchildren in the 1963 Birmingham demonstrations.

The Civil Rights Movement
Clare College, Cambridge University
July 21–27, 2013

INSTRUCTOR

TONY BADGER is the Paul Mellon Professor of American History at the University of Cambridge and Master of Clare College. He has written extensively about the New Deal and on the American South, most recently *New Deal/New South* (University of Arkansas Press, 2007) and *FDR: The First Hundred Days* (Farrar, Straus and Giroux, 2008). He is completing a biography of Albert Gore Sr.

ASSISTANTS

KATE JERNIGAN is a graduate student in the History Department at the University of Cambridge, where she works with Professor Tony Badger. She received a Prize Research Grant from the Centre for History and Economics at Cambridge and a grant from the Sara Norton Fund for research during her MPhil year. Her research places student involvement in civil rights protest during the 1960s in Tennessee into the context of the “Long Left” in the South.

DAVID BALLANTYNE is a third-year PhD candidate in History at the University of Cambridge, where he studies with Professor Tony Badger. David spent the 2011–2012 academic year working in Columbia, South Carolina, with a Visiting Fellowship from the University of South Carolina’s Institute for Southern Studies. His main research interests lie in civil rights, southern US politics, and federal social programs in the post–World War II era.

GILDER LEHRMAN STAFF

RONALD NASH is a Senior Education Fellow at the Gilder Lehrman Institute of American History. Previously, he taught high school history and special education in

New Jersey. When he retired from teaching in 2007, Ron took a position as a Department of the Army civilian with the 353 Civil Affairs Command (the same unit from which he retired as a US Army colonel). In the fall of 2009, Ron joined the staff of Gilder Lehrman as a Senior Education Fellow. In this capacity Ron develops curriculum, coordinates summer seminars, works with affiliate schools, provides professional development for Teaching American History grants, and works on development projects. Ron has a BA from Seton Hall University (1969) and an MA (1970) and an MAT (1972) from the University of Chicago. He has also studied at the National Defense University, the Naval War College, the Africa Center for Strategic Studies, the Naval Postgraduate School, and the George C. Marshall Center.

INTRODUCTION

This course will explore how an economically and politically powerless racial minority wrested dramatic change from a determined and entrenched white majority in the American South.

Leading historians from the United States and Europe will examine the issues on the cutting edge of the recent historiography of the civil rights movement. This will include: the changing nature of protest in the 1940s and 1950s; the roles of Martin Luther King, local movements and women; and the relative importance of violence/non-violence.

The experience of schoolchildren, teachers, and students during the 1950s and 1960s flashpoints will also be examined. This will include the Little Rock 9 and their teachers in 1957, student sit-ins, and schoolchildren at the 1963 Birmingham demonstrations. These experiences, from sources such as film, memoirs, oral histories, music, and the Web, can then be used to bring home the realities of the civil rights movement in the classroom today.

GUEST LECTURERS

DAN MATLIN is Lecturer in American History at King's College London. His Cambridge PhD research examined debates about black urban life among African-American intellectuals in the 1960s and 1970s, in particular the psychologist Kenneth B. Clark; the poet, playwright, and black power activist Amiri Baraka; and the painter and collagist Romare Bearden. His book *On the Corner: African American Intellectuals and the Urban Crisis* will be published by Harvard University Press in autumn 2013. His current research project is entitled "Harlem: An Intellectual History."

COLIN SHINDLER is a lecturer on films and US history at Cambridge, the screenwriter of the movie *Buster*, the producer of *Lovejoy*, starring Ian McShane, and an author. Recent publications include the second volume of his autobiography, *Manchester City Ruined My Life*, and *National Service*, a social history of conscription. His play on the Profumo Affair, *Rumours*, will be broadcast on Radio Four this summer. He studied at Cambridge and his PhD thesis on Hollywood and the Great Depression was published as *Hollywood in Crisis 1929-41*.

BRIAN WARD is Professor in American Studies at Northumbria University. His major publications include *Just My Soul Responding: Rhythm and Blues, Black Consciousness and Race Relations*; *Radio and the Struggle for Civil Rights in the South*; *The 1960s: A Documentary Reader*; and *The Making of Martin Luther King and the Civil Rights Movement* (co-edited with Tony Badger). He is working on books about Artists and Repertoire men in the early US recording industry, and on connections between the American South and British popular music.

READINGS

- Brian Ward and Tony Badger, eds. *The Making of Martin Luther King and the Civil Rights Movement*. New York: New York University, 1997.
- Charles Payne and Steve Lawson. *Debating the Civil Rights Movement*. Boston: Rowman & Littlefield Publishing, 1998.

SCHEDULE

The readings listed below will be available and distributed in advance. The conference will take place at the Elton Bowring Room, in Clare College's Gillespie Centre.

Sunday, 21 July

5:00 pm

Registration: Forbes Mellon Library Common Room

6:00 pm

Welcoming Reception: Master's Garden, Clare College

7:00 pm

Dinner

8:00 pm

Optional visit to Cambridge pubs

Monday, 22 July

8:00 am

Breakfast, Buttery

9:00 am

Lecture and Discussion: Tony Badger, **The Age of Segregation: African-American Strategies of Resistance**

Reading:

- Robin Kelley, "‘We are Not What We Seem’: Rethinking Black Working-Class Opposition in the Jim Crow South," *Journal of American History* (1993): 75–112.
- Jacquelyn Dowd Hall, "The Long Civil Rights Movement and the Political Uses of the Past," *Journal of American History* (2005): 1233–1263.

10:45 am
Break

11:00 am
Lecture and Discussion: Tony Badger, **Burgeoning Protest: 1940–1956**

Reading:

- Robert Korstad and Nelson Lichtenstein, “Opportunities Found and Lost: Labor, Radicals and the Early Civil Rights Movement,” *Journal of American History* 75 (1988): 786–811.

12:45 pm
Lunch, Buttery

2:15 pm
Lecture and Discussion: Tony Badger, **Brown and Little Rock**

Readings:

- Michael J. Klarman, “How *Brown* Changed Race Relations: The Backlash Thesis,” *Journal of American History* 81 (1994): 81–118. Melba Pattillo Beals, *Warriors Don’t Cry*, Washington Square Press (1995): 46–65, 106–145.

4:00 pm
Break

4:15 pm
Gilder Lehrman Session

6:30 pm
Break

7:00 pm
Dinner

8:15 pm
Punting on the Cam

Tuesday, 23 July

8:00 am
Breakfast, Buttery

9:00 am
Lecture and Discussion: Tony Badger, **Students and Sit-ins**

Readings:

- Howell Raines, *My Soul Is Rested* (New York, 1983), 75–108.
- Jeffrey A Turner, *Sitting In and Speaking Out: Student Movements in the American South, 1960–1970* (Athens, 2010), 43–79.

10:45 am

Break

11:00 am

Lecture and Discussion: Tony Badger, **How to Get a Federal Response: From the Freedom Rides to Birmingham**

Readings:

- Howell Raines, *My Soul Is Rested* (New York, 1983), 109–129.
- Stephen G. N. Tuck, *Beyond Atlanta: The Struggle for Racial Equality in Georgia, 1940–1980* (Athens, 2000), 147–153.
- Glenn T. Eskew, *But for Birmingham: The Local and National Movements in the Civil Rights Struggle* (Chapel Hill, 1998), 259–297

12:45 pm

Lunch, Buttery

2:15 pm

Guest Lecture and Discussion: Brian Ward, **Radio and the Civil Rights Movement: The Case of Birmingham**

4:00 pm

Break

4:15 pm

Gilder Lehrman Session

7:00 pm

Dinner

Wednesday, 24 July

8:00 am

Breakfast, Buttery

9:00 am

Kennedy and Crisis: Showings of ABC documentary *Wallace and Kennedy* and extracts from the Culture Show Special *The Kennedys*

10:45 am
Break

11:00 am
Tony Badger, **Mississippi Freedom Summer**

Reading:

- Sally Belfrage, *Freedom Summer* (1990), iii–xxvii, Ch 1.

1:00 pm
Lunch, Buttery

2:15 pm
Colin Shindler, **Hollywood and Civil Rights 1**

4:00 pm
Independent Research for Project

7:00 pm
Dinner

8:15 pm
Pub Lecture: Tony Badger, **Southern Politicians and Country Music**

Thursday, 25 July

8:00 am
Breakfast, Small Hall

9:00 am
Lecture and Discussion: Tony Badger, **Selma and Chicago**

Readings:

- Howell Raines, *My Soul is Rested*, 187–226.
- Andrew Young, *An Easy Burden* (New York, 1996), 380–421.

10:45 am
Break

11:00 am
Guest Lecture and Discussion: Dan Matlin, **Black Power**

Readings:

- “‘Lift Up Yr Self!’ Reinterpreting Amiri Baraka (LeRoi Jones), Black Power, and the Uplift Tradition,” *Journal of American History* 93:1 (2006): 91–116.
- Tim Tyson, “Robert F. Williams, ‘Black Power,’ and the Roots of the African-American Freedom Struggle,” *Journal of American History* (1998) 540–570

1:00 pm
Lunch, Buttery

2:00 pm
Colin Shindler, **Hollywood and Civil Rights 2**

4:00 pm
Break

4:15 pm
Gilder Lehrman Session

7:00 pm
Dinner

Friday, 26 July

8:00 am
Breakfast, Buttery

9:00 am
Lecture and Discussion: **The Difficulties of the Civil Rights Movement** (Including **The FBI and King**: Showing of *The LBJ Tapes: UnCivil Liberties: Hoover and King*)

Reading:

- Stephen Tuck, “We Are Taking Up Where the Movement of the 1970s Left Off,” *Journal of Contemporary History* (October 2008), 637–654

10:45 am
Break

11:00 am
Discussion: **What Did the Civil Rights Movement Achieve?**

1:00 pm
Lunch, Buttery

2:00 pm
Gilder Lehrman Session

4:00 pm
Free time

6:00 pm
Reception and Dinner: Master's Garden and Great Hall, Clare College

Saturday, 27 July

8:00 am
Breakfast, Buttery

9:30 am
Check-out

Richard Houston, Harwich High School, Harwich Massachusetts

Grade Level: 11-12

Number of class periods: 2-3

Common Core State Standards:

CCSS.ELA-Literacy.W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Commonwealth of Massachusetts Social Studies Curriculum Frameworks:

USI.41 Explain the policies and consequences of Reconstruction.

USII.9 Analyze the post-Civil War struggles of African Americans and women to gain.

USII.10 Describe how the battle between traditionalism and modernity manifested itself in the major historical trends and events after World War I and throughout the 1920s. C. Racial and ethnic tensions.

Unit Overview

This short unit is designed to help students understand the roots of violence as a tool of white redeemers during Reconstruction and as a tool for enforcing segregation after the establishment of “Jim Crow.” The anti-lynching efforts of Ida Wells from the late 19th century through the 1920s offers evidence of the difficulties of overcoming entrenched white supremacy. Use of photographic evidence of early twentieth century lynching victims and mobs can help students learn about the public nature of this style of “enforcement.” Other resources in the links section can be used as primary resources if large classes/sections need additional samples.

Lesson Overview

The scheduling of this unit depends upon whether the teacher is dealing with traditional 50 minute periods or long block classes (80-90 minutes). The introduction phase will require an explanation or review of the overturning of Radical Reconstruction in the 1870s. Analyzing primary documents such as Ben Tillman’s speech serves the purpose of “getting into the mindset” of the redeemers. The Wells article provides a look at the

philosophical roots of the Anti-Lynching Campaign. The images help student understand the horror the lynching and the public nature of the tool of intimidation.



http://en.wikipedia.org/wiki/Ida_Wells

http://en.wikipedia.org/wiki/Benjamin_Tillman



Objective

The objective of this unit is to build a foundation for understanding 20th century Civil Rights struggles. Students will be able to express an understanding of the role of violence/lynching as a means of social control by white supremacists. They will also be able to explain the motivations of both the defenders of segregation and those who took on the challenge of resistance.

Introduction

Some survey courses in American history compartmentalize Civil Rights topics from the other events that are occurring simultaneously, but this exercise is designed to be part of an ongoing effort to weave the story into the fabric of America's "tapestry." Addressing the Gilded Age, the Populist Movement, the Progressive Era, Imperialism, World War I, and the "Roaring 20s," requires consistent reminders of the reality of segregation and racial oppression. Seeing Ben Tillman as a racist as well as a Populist is important as is seeing Ida Wells a leader will to put her "head above the parapet" for over three decades while other dramatic changes are unfolding in America and the world.

Materials

Postcards and Photographs of Lynching at "Without Sanctuary" website:

<http://withoutsanctuary.org/main.html>

Ida B. Wells Papers at University of Chicago:

<http://www.lib.uchicago.edu/e/src/findingaids/view.php?eadid=ICU.SPCL.IBWELLS&q=ida%20b%20wells>

“Their Own Hotheadedness”: Senator Benjamin R. “Pitchfork Ben” Tillman

<http://historymatters.gmu.edu/d/55>

Class Text: Prentice Hall’s United States History

Classroom Powerpoint presentations by teacher and/or students on key background

Vocabulary

Presidential Reconstruction

Black Codes

Radical Reconstruction

14th Amendment

15th Amendment

Thaddeus Stevens

Ku Klux Klan

Redemption

Compromise of 1877

Jim Crow

Literacy Tests

Poll Taxes

Booker T. Washington

Niagara Movement

W. E. B. DuBois

NAACP

“Birth of a Nation”

Procedure

A. Assign background reading with key vocabulary available to students to help focus attention on key items.

B. Class review: This can take the form of a discussion, group projects on key items, lecture, role-playing, or any other activity that facilitates and assure enough understanding to take a closer look at primary sources.

C. Students (in groups or individually) examine the main primary sources (Wells, Tillman, Lynching images) and prepare to share with the full class an analysis of detail, evidence, POV, and significance of the item.

Examples of guiding questions:

Tillman Speech:

1. What methods were used by Tillman and his “associates” to gain control of the government in South Carolina?
2. How does Tillman feel about his action over twenty five years later when he gives the speech?

3. Give an example of detail or a passage from the speech that has particular significance in the student's opinion.

Ida Well Article:

1. What does she see at the connection between voting and lynching?
2. Which historical events does she cite, and what is the purpose for her inclusion of these items in her article?
3. What is the date of the article and how is it related to other events occurring during that decade?

Lynching Images:

1. How did the picture of the victim make you feel?
2. What seems to be the reaction of the other people in the photo?
3. What does the written comment on the postcard tell you about the writer?

D. Student/Group Reports. Provide time for each report and a brief Q&A follow-up.

E. General discussion, clarification, debate, and feedback.

Extension

This unit will enable students to better understand upcoming units on the Depression, World War II, the early Cold War, and the acceleration of the Civil Rights Movement in the 1950s and 1960s. Topics such as the Scottsboro Case, NAACP legal activities, A. Philip Randolph, the New Deal's impact of African-Americans, World War II, the Dixiecrats, the Brown case, and many others requires that students have a good handle on the ingrained nature of violence as a means of maintaining white supremacy.

Primary Materials

“Their Own Hotheadedness”: Senator Benjamin R. “Pitchfork Ben” Tillman <http://historymatters.gmu.edu/d/55>

. . . And he [Senator John C. Spooner, of Wisconsin] said we had taken their rights away from them. He asked me was it right to murder them in order to carry the elections. I never saw one murdered. I never saw one shot at an election. It was the riots before the elections precipitated by their own hot-headedness in attempting to hold the government, that brought on conflicts between the races and caused the shotgun to be used. That is what I meant by saying we used the shotgun.

I want to call the Senator's attention to one fact. He said that the Republican party gave the negroes the ballot in order to protect themselves against the indignities and wrongs that were attempted to be heaped upon them by the enactment of the black code. I say it was because the Republicans of that day, led by Thad Stevens, wanted to put white necks

under black heels and to get revenge. There is a difference of opinion. You have your opinion about it, and I have mine, and we can never agree.

I want to ask the Senator this proposition in arithmetic: In my State there were 135,000 negro voters, or negroes of voting age, and some 90,000 or 95,000 white voters. General Canby set up a carpetbag government there and turned our State over to this majority. Now, I want to ask you, with a free vote and a fair count, how are you going to beat 135,000 by 95,000? How are you going to do it? You had set us an impossible task. You had handcuffed us and thrown away the key, and you propped your carpetbag negro government with bayonets. Whenever it was necessary to sustain the government you held it up by the Army.

Mr. President, I have not the facts and figures here, but I want the country to get the full view of the Southern side of this question and the justification for anything we did. We were sorry we had the necessity forced upon us, but we could not help it, and as white men we are not sorry for it, and we do not propose to apologize for anything we have done in connection with it. We took the government away from them in 1876. We did take it. If no other Senator has come here previous to this time who would acknowledge it, more is the pity. We have had no fraud in our elections in South Carolina since 1884. There has been no organized Republican party in the State.

We did not disfranchise the negroes until 1895. Then we had a constitutional convention convened which took the matter up calmly, deliberately, and avowedly with the purpose of disfranchising as many of them as we could under the fourteenth and fifteenth amendments. We adopted the educational qualification as the only means left to us, and the negro is as contented and as prosperous and as well protected in South Carolina today as in any State of the Union south of the Potomac. He is not meddling with politics, for he found that the more he meddled with them the worse off he got. As to his "rights"—I will not discuss them now. We of the South have never recognized the right of the negro to govern white men, and we never will. We have never believed him to be equal to the white man, and we will not submit to his gratifying his lust on our wives and daughters without lynching him. I would to God the last one of them was in Africa and that none of them had ever been brought to our shores. But I will not pursue the subject further.

I want to ask permission in this connection to print a speech which I made in the constitutional convention of South Carolina when it convened in 1895, in which the whole carpetbag regime and the indignities and wrongs heaped upon our people, the robberies which we suffered, and all the facts and figures there brought out are incorporated, and let the whole of the facts go to the country. I am not ashamed to have those facts go to the country. They are our justification for the present situation in our State. If I can get it, I should like that permission; otherwise I shall be forced to bring that speech here and read it when I can put my hand on it. I will then leave this matter and let the dead past bury its dead.

Source: "Speech of Senator Benjamin R. Tillman, March 23, 1900," Congressional Record, 56th Congress, 1st Session, 3223–3224. Reprinted in Richard Purday, ed., Document Sets for the South in U. S. History (Lexington, MA.: D.C. Heath and Company, 1991), 147.

Ida B. Wells, "How Enfranchisement Stops Lynching"
<http://www.lib.uchicago.edu/ead/pdf/ibwells-0008-008-05.pdf>



How Enfranchisement Stops Lynchings

By JOA. B. WALLS-BARKETT.

THE Negro question has been present with the American people in one form or another since the landing of the Dutch Strangers at Jamestown, Virginia, in 1607. For twelve years the founders of the English colony had indubitably succeeded in getting permanently established. The younger sons of the Dutch were somewhat better than pioneers. They would not do the work necessary to win a livelihood from the forests of the north, and that would not make the Indian do it for them. One such colony perished from the loss of the north and another was founded with halfhearted success half

How Enfranchisement Stops Lynchings 41

the coming of those hapless African slaves, who became the harvest of mind, distress of nerve and others of the soil. They were uneducated, and easily dominated, as they were transported to the ground between the States of Virginia, from the Jamestown Colony began to follow.

So successful was this first venture into slavery, that the shores of Africa were again trod. Men, women and children were captured, captured, crowded into the holds of the slave-ships, brought to this new country and made the slaves of the colonists. For two hundred and fifty years this condition obtained. The original population there became four millions. Their organized toil had made this country blossom as a rose, created just wealth for the masters and made the United States one of the eighty nations of the earth, and the American people fastened to the cross which proclaimed, "Let my people go." When the mighty system came which almost cost the American nation its name, it struck the shackles from the Negro slave, and did not stop until he was not only a free man, but a citizen.

6 of 8

Negroes' Rights Magazine

These rights were denied first by violence and bloodshed, by Ku-Klux Klans, who during the first years after the Civil War murdered Negroes by wholesale, for attempting to exercise the rights given by these amendments, and for raising the government which was powerful enough to give them the ballot, to be strong enough to prevent them in its exercise. Senator Tillman told how it was done in a speech on the floor of the United States Senate, when he said, that he and the people of South Carolina shot Negroes to death to keep them from voting. This they did till Congressional investigation of Ku-Klux methods turned the flashlight on the responsible barbarians of those wholesale murders.

The South changed its tactics after that investigation, but never once let up on its aim to nullify and finally abrogate these amendments, and rob the Negro of the only power in his citizenship—his ballot. Again we have the testimony of U. S. United States Senator, on the floor of the Senate, as to how this was further done, when Senator Tillman distinctly told how he and his associates snatched ballot boxes, and threw out those of their enemies of the black South, which still tried to register its gratitude at the polls.

When this bewildered race turned to demand appeal to the Government which gave it freedom and the ballot, awaiting explanation and branching protection, it was told that the Government had made a mistake in enfranchising them, that it had offended the South by so doing, and was now busy repairing the civil rights left, allowing Jim Crow legislation, upholding disfranchising state constitutions, and assuming in every way possible the constitutional guarantee to life, liberty and the pursuit of happiness, removing everything, in fact, which was offensive to those who had fired on the flag and tried to break up the union, and the Negro must now look out for himself.

This he has done for the past thirty years as best he could. He was advised that if he gave up trying to vote, attacked his own business, squandered property and rejected his children, he could get along in the South without molestation. But the more lands and houses he acquired, the more equity disfranchising laws have been passed against him by those who control the ballot, and less protection is given by the law society for his life, liberty and property. The Negro has been given no money and inferior schools, because he has no ballot.

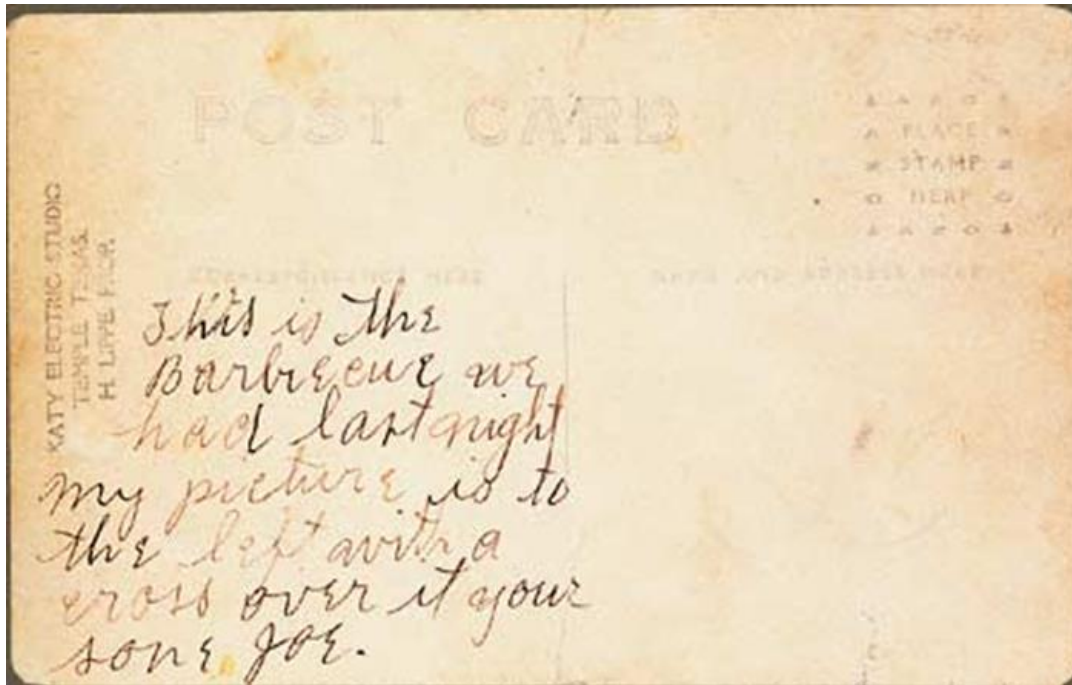
He therefore cannot protest against such legislation by choosing other law makers, or retiring to private life those who legislate against his interests. The more he sends his children to school the more restrictions are placed on Negro education, and he has absolutely no voice in the disposition of the school funds his taxes help to supply. His only weapon of defense has been taken from him by legal enactment in all of the old confederacy—and the United States Government, a consenting Saur stands by holding the clothes of those who stone and burn him to death literally and politically.

With no sanctuaries of the ballot there can be no sanctuaries of human life itself. For if the strong can take the weak man's ballot, when it suits his purpose to do so, he will take his life also. Having successfully swept aside the constitutional safeguards to the ballot, it is the smallest of small matters for the South to sweep aside its own safeguards to human life. Thus "trial by jury" for the black man in that section has become a mockery, a plaything of the ruling classes and rabble alike. The mob says: "This people has no you with which to punish us or the consenting officers of the law, therefore we hold our brutal instincts, give free rein to race prejudice and instinct, hang, burn them when we please." Therefore, the more complete the disfranchisement, the more frequent and horrible has been the hangings, shootings, and burnings.

The records show that beginning with 1892, in which year there were fifty-two persons lynched, there was steady increase until 1904, when two hundred and fifty persons were lynched with the utmost cruelty, publicity and barbarism. Public sentiment declined and opposed this method of disposing of Negroes suspected or accused of misdemeanor or crime against white persons. The custom spread to the North, East and West and hangings and burnings occurred in any community in which a crime was committed and suspicion cast on the Negro. An effort made in 1893 to get these facts before the conscience of the world, proved by statistics based on charges made by the lynchers themselves, that less than one-fourth of the persons burned, shot and burned by white Christians were were accused of the moral crime—of committing white-slavery.

“Without Sanctuary: Photographs and Postcards of Lynching in America” <http://withoutsanctuary.org/main.html>





Assessment

Assessment for this unit can include one or more of the following:

- Reading quizzes on background materials (Check for understanding)

- Individual or group presentations on the primary materials

- Writing an essay in class or as homework that assesses the overall understanding of the attitudes of the segregationist/supremacists on the one hand and Wells and her supporters on the other.

- Mock Congressional Debate on Anti-Lynching Legislation.

Links

Ida B. Wells Papers at University of Chicago:

<http://www.lib.uchicago.edu/e/scrc/findingaids/view.php?eadid=ICU.SPCL.IBWELLS&q=ida+b+wells>

Photo of Ida Wells with family of lynching victim:

<http://www.lib.uchicago.edu/ead/pdf/ibwells-0010-001-01.pdf>

Photo of Ida Wells with daughter and daughter-in-law:

<http://www.lib.uchicago.edu/ead/pdf/ibwells-0010-002-17.pdf>

Copy of Birmingham News article describing lynching:

<http://www.lib.uchicago.edu/ead/pdf/ibwells-0008-010-07.pdf>

Wells Campaign Card for Delegate to Republican National Convention,

1928: <http://www.lib.uchicago.edu/ead/pdf/ibwells-0008-009-13.pdf>

Ida Wells Collection at Gutenberg Project:

<http://www.gutenberg.org/browse/authors/w#a5765>

Gilder Lehrman "History by Era" Review pages:

<http://gilderlehrman.org/history-by-era/civil-war-and-reconstruction-1861-1877>

<http://gilderlehrman.org/history-by-era/civil-war-and-reconstruction-1861-1877>

<http://gilderlehrman.org/history-by-era/progressive-era-new-era-1900-1929>

<http://gilderlehrman.org/history-by-era/topics/african-american-history>