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PART II



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NATIONAL
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NHD
NATIONAL
HISTORY DAY

“A MOST PRACTICAL MOVEMENT”¹: THE CIVIC ENGAGEMENT OF BLACK AMERICANS DURING RECONSTRUCTION TO GAIN AND EXERCISE EQUAL RIGHTS

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GUIDING QUESTION:

What were some of the ways Black Americans advocated for and exercised equal rights during Reconstruction?

OVERVIEW

During Reconstruction, formerly enslaved men and women advocated for and exercised many of their rights as U.S. citizens. In this lesson, students will analyze primary sources related to the civic actions that African American citizens took during Reconstruction as they attempted to gain and exercise full citizenship rights. Students will develop a more comprehensive understanding of these actions and their importance.

OBJECTIVES

At the conclusion of this activity, students will be able to:

- > Examine several instances of civic engagement in the areas of education, family reunification, the Black church, and politics during Reconstruction;
- > Analyze the activism of African American citizens in their attempts to secure and exercise equal rights; and
- > Discuss some of the varied methods of civil rights advocacy during Reconstruction.

STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- > CCSS.ELA-Literacy.RI.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- > CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

CONNECTIONS TO C3 FRAMEWORK

- > D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

DOCUMENTS USED

PRIMARY SOURCES

Book, Rev. E. K. Love, *History of the First African Baptist Church, From its Organization, January 20th, 1788, to July 1st, 1888 . . .*, 1888 (excerpt)

Rare Book Collection, University of North Carolina at Chapel Hill (BX6480 .S45 F5 1888)
<https://docsouth.unc.edu/church/love/love.html>

Book, Hampton Institute, *Everyday Life at Hampton Institute, 1907* (excerpt)
HathiTrust Digital Library
<https://hdl.handle.net/2027/emu.010000154012>

Letter to the Editor,² April 5, 1873 (excerpt)
Northern Ohio Journal [Painesville, Ohio]
<https://chroniclingamerica.loc.gov/lccn/sn84028194/1873-04-05/ed-1/seq-2/>

Lithograph, A. M. E. Sunday School Union, *The plan for the organization of the Sunday School Union . . .*, 1891
Library Company of Philadelphia (P.2006.27a)
<https://digital.librarycompany.org/islandora/object/digitool%3A129470>

Lithograph, *Bishops of the A.M.E. Church, c. 1876*
Library of Congress (98501269)
<https://www.loc.gov/item/98501269/>

¹ Letter from William Still to the Young Men’s Christian Association, February 19, 1890, Historical Society of Pennsylvania, accessed December 31, 2022. <https://librarycompany.org/geniusoffreedom/racial-uplift-in-philadelphia/>.

² This source has been excerpted because the content following the excerpt contains condescending language. Please preview before deciding to share the complete source with students.

Newspaper article, "Closing Scenes of the Mississippi Legislature," May 1, 1873
New National Era [Washington, D.C.]
<https://chroniclingamerica.loc.gov/lccn/sn84026753/1873-05-01/ed-1/seq-1/>

Newspaper article, "Colored Convention at Mobile—Political and Social Equality Demanded.," May 4, 1867
The New-York Herald [New York, New York]
<https://chroniclingamerica.loc.gov/lccn/sn83030313/1867-05-04/ed-1/seq-3/>

Newspaper article, "Sex and Race," September 27, 1874
New Orleans Republican [New Orleans, Louisiana]
<https://chroniclingamerica.loc.gov/lccn/sn83016555/1874-09-27/ed-1/seq-2/>

Newspaper article, "Unidentified parents reunited with their daughter after 20 years," July 29, 1875
Baltimore Sun [Baltimore, Maryland]
Last Seen: Finding Family After Slavery
<https://informationwanted.org/items/show/3236>

Newspaper article, "Vina Johnson reunited with her husband George Perry after 43 years," August 14, 1873
The Highland Weekly News [Hillsboro, Ohio]
Last Seen: Finding Family After Slavery
<https://informationwanted.org/items/show/3565>

Portrait print, *The First Colored Senator and Representatives—in the 41st and 42nd Congress of the United States*, 1872
Library of Congress (98501907)
<https://www.loc.gov/item/98501907/>

Wood engraving, Thomas Nast, *Emancipation*, 1865
Library of Congress (2004665360)
<https://www.loc.gov/item/2004665360/>

SECONDARY SOURCES

Article, "Reconstruction and Its Aftermath," *The African American Odyssey: A Quest for Full Citizenship*
Library of Congress
<https://www.loc.gov/exhibits/african-american-odyssey/reconstruction.html>

Primary Source Analysis Tool
Library of Congress
https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Primary_Source_Analysis_Tool_LOC.pdf

Teacher's Guide: Analyzing Primary Sources
Library of Congress
https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Analyzing_Primary_Sources.pdf

TEACHER-CREATED MATERIALS

- › Day One Student Journal Entry
- › Primary Source Packet
- › Day Two Student Journal Entry
- › Civic Engagement During Reconstruction Chart
- › Fishbowl Activity

ACTIVITY PREPARATION

DAY ONE

- › Make one copy of the following for each student:
 - › Day One Student Journal Entry
 - › Article, "Reconstruction and Its Aftermath"
 - › Primary Source Analysis Tool
- › Make one copy of the following for each group of three students:
 - › Teacher's Guide: Analyzing Primary Sources
- › Print enough copies of the Primary Source Packet for each student to have access to their assigned source. Alternatively, sources may be provided electronically.
- › Organize students into groups of three students each for document analysis.
- › Arrange the classroom for group work.
- › Prepare four pieces of chart paper, each with one of the following titles: "Education," "Politics," "The Black Church," and "Family."
- › Gather large sticky notes (one for each group) or markers to write on chart paper.

DAY TWO

- › Make one copy of the following for each student:
 - › Day Two Student Journal Entry
 - › Civic Engagement During Reconstruction Chart
 - › Fishbowl Activity
- › Gather sticky notes (one for each student).
- › Organize students into groups of three students each. Organize groups so students who examined different primary sources on the first day are grouped together.

PROCEDURE

DAY ONE:

ACTIVITY ONE (15 MINUTES)

- > Distribute the Day One Student Journal Entry to each student.
- > Project the prompt on the screen for students to answer through written responses: *What do you think are the most important fundamental rights you have? Have you ever felt that those rights were taken away from you? If so, how and when?*
- > Ask students to share their responses with a partner.
- > Lead a whole class discussion:
 - » *What are the rights that are most important to you?*
 - » *Have those rights ever been taken from you?*
 - » *How did you react?*

ACTIVITY TWO (15 MINUTES)

- > Introduce the concept of civic activism during Reconstruction
 - » During the Civil War, many enslaved people fought in the military, escaped their enslavement, and undermined the Confederacy's efforts. They aimed to abolish slavery and achieve the most fundamental right of all: freedom.
 - » In this lesson, we will explore actions African American citizens took during Reconstruction to ensure that their rights encompassed more than freedom and more than the absence of enslavement to ensure that they had equal rights.
- > Distribute the article "Reconstruction and Its Aftermath."
- > Direct students to read the article and annotate it, underlining what they think are the most important points of the article.
- > Ask students to turn back to their partner and write down what they have jointly concluded are the three most important details from the article.
- > Pose a question to the class: *What benefits came from the advocacy of Black Americans for their full citizenship rights?*
 - » Students may mention literacy, voting rights, land ownership, securing employment of their choice, etc.

ACTIVITY THREE (25 MINUTES)

- > Move students into groups of three students each. Assign each group one of the primary sources to analyze using the Library of Congress Primary Source Analysis Tool and Teacher's Guide as a reference. Give each student a copy of the source (or electronic access to the source) to use for both days.
- > Post the four pieces of large chart paper labeled "Education," "Politics," "Family," and "The Black Church."
- > Allow groups time to complete the Primary Source Analysis Tool, using the Teacher's Guide as a reference.
- > Ask groups to determine if the source they analyzed was an example of civic action in the field of education, politics, family, or the Black church. Ask each group to write a summary of the source they analyzed on the corresponding chart paper (distribute large sticky notes or markers).
- > Hang the pieces of chart paper on the wall when students finish writing their summaries.

DAY TWO:

ACTIVITY ONE (10 MINUTES)

- > Distribute the Day Two Student Journal Entry. Direct students to write about what civic action their source from the previous day highlighted and how that action showed advocacy during Reconstruction.

ACTIVITY TWO (15 MINUTES)

- > Put students into new groups of three students each. Organize groups so students who examined different primary sources on the first day are grouped together.
- > Distribute copies of the Civic Engagement During Reconstruction Chart and ask students to pull out their primary source and Primary Source Analysis Tool from the previous day. Ask students to share their primary source with their new group members and complete the chart.

CONNECTIONS

A key theme of many of the lessons in this collection is the idea of taking civic action, where people in history advocated and exercised their rights as citizens to improve their lives and those of their children and to create a more perfect union.

When discussing the history of African American people, students will encounter language that was common to the past, but might be offensive, problematic, or out-of-date. Remind students that in all discussions and written commentary, they should use modern-day terminology when speaking about people in the past.

ACTIVITY THREE (25 MINUTES)

- > Ask students to place their desks or chairs in two concentric circles. The inner circle should have five seats positioned to face the outer circle.
- > Assign five students to sit in the inner circle.
- > Distribute and review the directions and note-taking sheet for the Fishbowl Activity so all students understand how to navigate the fishbowl and have a place to take notes or answer questions.
- > Before beginning the discussion, give all students a few minutes to review the questions and write notes for potential answers or additional questions.
- > Facilitate students' discussion of the actions they saw in the primary sources.
- > Summarize some of the points and questions students brought up at the end of the class.

ACTIVITY FOUR (5 MINUTES)

- > Ask students to write down one way they see people advocating for equal rights today on a sticky note and put the sticky note on one of the pieces of chart paper on their way out the door.

ASSESSMENT OPTIONS

- > Students can end the lesson with a written or oral reflection.
- > Students can create a short graphic novel describing how African Americans advocated for equal rights during Reconstruction.
- > Students can write a script for a social media video about one or more of the types of activism explored in the lesson.

STUDENTS INTERESTED IN THIS TOPIC MIGHT BE INTERESTED IN RESEARCHING THE FOLLOWING FOR AN NHD PROJECT

- > Howard University (1867)
- > Hampton University (1868)
- > Charlotte Forten (1837–1914)
- > John Roy Lynch (1847–1939)
- > Booker T. Washington (1856–1915)

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

NHD.ORG/250

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RELATED RESOURCES

Lesson Plan: Afro Atlantic: Exploring Emancipation

<https://edsitement.neh.gov/lesson-plans/afro-atlantic-exploring-emancipation>

Media Resource: Free and Equal: The Promise of Reconstruction in America

<https://edsitement.neh.gov/media-resources/free-and-equal-promise-reconstruction-america>

Media Resource: The Long Road to Freedom: Bidy Mason's Remarkable Journey

<https://edsitement.neh.gov/media-resources/long-road-freedom-biddy-masons-remarkable-journey>

Media Resource: Why Here?: Eatonville, Florida and Zora Neale Hurston

<https://edsitement.neh.gov/media-resources/why-here-eatonville-florida-and-zora-neale-hurston>

Teacher's Guide: Rethinking Reconstruction: Black Community and Political Organizing

<https://edsitement.neh.gov/teachers-guides/rethinking-reconstruction-black-community-and-political-organizing>

PRIMARY SOURCE PACKET

Book, Rev. E. K. Love, *History of the First African Baptist Church, From its Organization, January 20th, 1788, to July 1st, 1888 . . .*, 1888 (excerpt)
Rare Book Collection, University of North Carolina at Chapel Hill (BX6480 .S45 F5 1888)
<https://docsouth.unc.edu/church/love/love.html>

2.--WHAT HATH GOD WROUGHT PROVIDENTIALLY?

. . . Slavery was wrong. God was against it, and He who presides over the destinies of nations in His own good time removed the foul blot from the national escutcheon. Some attribute their freedom to Abraham Lincoln and the Union armies, but we received our liberty, like Israel of old, from the great God of heaven and earth. God's operations may be slow in the incipency, but the triumph is sure and not distant.

After four years of the saddest, severest civil war, slavery fell, like Dagon before the Ark, and we were free. Emancipated without a dollar, without experience, without education, without friends and without competent leaders. Like Ishmael and Hagar turned out to die, driven into the wilderness. When Prussia emancipated her slaves they were given a start in life, and when the Queen Regent of Spain emancipated the Cuban slaves they were given something as a reward of their past faithfulness. We were turned loose, unaided as we were, were vested with the right of citizenship at a time when we were unprepared for it; but despite all obstacles the negro in Georgia has ten millions dollars' worth of property and has proven himself worthy of citizenship. Take our intellectual advancement. There are in the public schools of Georgia thousands of children, and two-thirds of them are Baptists. We have a number of high schools owned and controlled by our associations, besides the Atlanta Baptist Seminary and Spellman Baptist Seminary under the auspices of the American Baptist Home Mission Society. Our men will be found in the legal fraternity, the medical professions, professors in our colleges, in the legislative hall, or the list of authors, skilled musicians, polished scholars, journalists and theologians.

. . . This meeting should inspire every disciple to go to his field of labor with renewed energy and courage to extend this kingdom, disseminate the gospel until every knee shall bow and every tongue shall confess that Jesus is the Christ, to the glory of God the Father. I have three propositions to make:

1. Systematic work and giving.
2. Prayerfulness for the success of the work.
3. Earnestness in the proclamation of the truth. . . .

PRIMARY SOURCE PACKET (CON'T)

Book, Hampton Institute, *Everyday Life at Hampton Institute*, 1907 (excerpt)
HathiTrust Digital Library
<https://hdl.handle.net/2027/emu.010000154012>

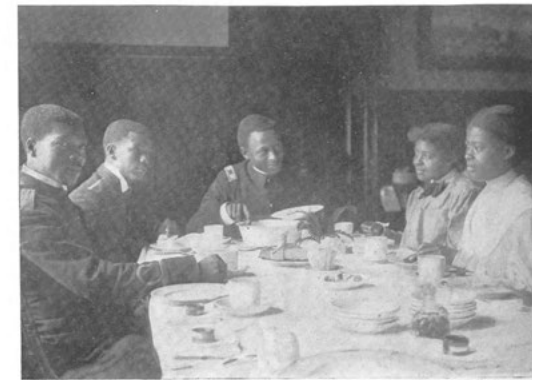


A NEW ARRIVAL AT HAMPTON, SEATED ON HIS TRUNK WHILE WAITING HIS TURN TO BE ENROLLED BY THE COMMANDANT OF CADETS.

HAMPTON INSTITUTE HAS (1907) 1295 STUDENTS, INCLUDING 487 CHILDREN IN THE WHITTIER TRAINING SCHOOL. OF THE 808 BOARDERS, 315 ARE GIRLS.



A TYPE OF THE NEGRO GIRLS WHO DO THE LAUNDRY WORK FOR NEARLY 1000 PERSONS, AS WELL AS FOR THE BOARDING DEPARTMENTS OF THE SCHOOL. OVER 25,000 PIECES ARE WASHED EVERY WEEK. EACH GIRL IS TAUGHT HOW TO DO ALL PARTS OF THE WORK AND IS, BESIDES GIVEN LABORATORY INSTRUCTION IN LAUNDRY CHEMISTRY.



THE STUDENTS HAVE A PLEASANT SOCIAL LIFE, GIRLS AND BOYS MEETING DAILY AT TABLE AND IN THE CLASSROOM, AND OCCASIONALLY IN SOCIAL GATHERINGS ON SATURDAY EVENINGS, UNDER THE CARE OF TEACHERS. AT SUCH TIMES AND IN THE KING'S DAUGHTERS' CIRCLES, THEY ARE TAUGHT HOW TO PLAN AND CARRY OUT SIMPLE ENTERTAINMENTS.

PRIMARY SOURCE PACKET (CON'T)

Book, Hampton Institute, *Everyday Life at Hampton Institute*, 1907 (excerpt, continued)
HathiTrust Digital Library
<https://hdl.handle.net/2027/emu.010000154012>



BOTH GIRLS AND BOYS ARE GIVEN THOROUGH INSTRUCTION IN ALL KINDS OF GARDEN WORK. THEY MAKE AND CULTIVATE GARDENS OF THEIR OWN AND IN THEIR SENIOR YEAR TEACH GARDENING TO THE CHILDREN IN THE WHITTIER TRAINING SCHOOL.



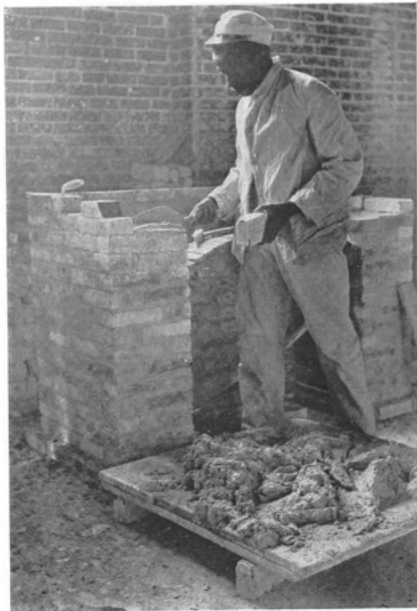
THE SCHOOL HAS A THOROUGHLY ORGANIZED FIRE DEPARTMENT, WHICH HAS GIVEN EFFICIENT AID NOT ONLY ON ITS OWN GROUNDS BUT IN THE NEIGHBORING TOWNS.



A TYPE OF THE BUILDING TRADES OFFERED TO ALL THE YOUNG MEN AT THE ARMSTRONG AND SLATER MEMORIAL TRADE SCHOOL. IN ALL OF THE TRADES ENTERING INTO THE BUILDING OF HOUSES THE YOUNG MEN HAVE ABUNDANT OPPORTUNITY FOR PRACTICAL EXPERIENCE AND FOR THE DEVELOPMENT OF BOTH INITIATIVE AND SKILL.

PRIMARY SOURCE PACKET (CON'T)

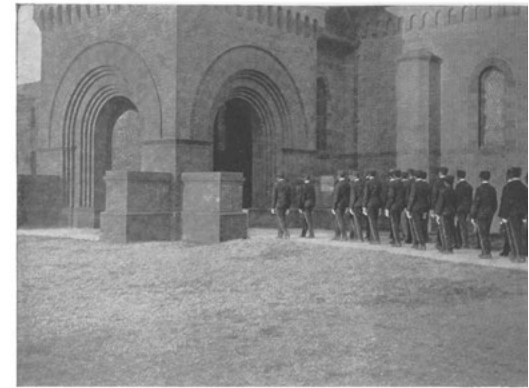
Book, Hampton Institute, *Everyday Life at Hampton Institute*, 1907 (excerpt, continued)
HathiTrust Digital Library
<https://hdl.handle.net/2027/emu.010000154012>



EVERY CARPENTER IS REQUIRED TO GAIN SOME KNOWLEDGE OF BRICK-LAYING AND PLASTERING, PAINTING AND TINSMITHING. ALL OF THE TRADE STUDENTS HAVE LESSONS IN DRAUGHTING OR FREEHAND DRAWING TO SUPPLEMENT THEIR TRADE WORK.



SOME OF THE YOUNG MEN IN THE STUDY HALL. THE ACADEMIC COURSES ARE PARALLEL WITH THE INDUSTRIAL ONES AND ARE OFTEN CORRELATED WITH THEM. THE COURSE OF STUDY COMBINES THE ESSENTIAL FEATURES OF THE PUBLIC HIGH SCHOOL (EXCEPT THE CLASSICS), THE NORMAL SCHOOL, AND THE INDUSTRIAL HIGH SCHOOL.



A COMPANY OF THE SCHOOL BATTALION MARCHING INTO MEMORIAL CHURCH AFTER INSPECTION. THE CHURCH, LIKE THE SCHOOL, IS UNSECTARIAN, BEING CALLED THE "CHURCH OF CHRIST IN HAMPTON INSTITUTE." THE RELIGIOUS LIFE OF THE SCHOOL IS STRONG AND EARNEST. SUNDAY SCHOOL IS HELD ON SUNDAYS AND THERE ARE REGULAR WEEKLY RELIGIOUS MEETINGS. PLANTATION SONGS ARE SUNG EVERY SUNDAY EVENING.

PRIMARY SOURCE PACKET (CON'T)

Book, Hampton Institute, *Everyday Life at Hampton Institute*, 1907 (excerpt, continued)
HathiTrust Digital Library
<https://hdl.handle.net/2027/emu.010000154012>



A TYPE OF THE STUDENT-TEACHERS WHO HAVE THE ENTIRE CARE, FOR A HALF-YEAR, OF A GRADE OF CHILDREN IN THE WHITTIER TRAINING SCHOOL. BESIDES THE ORDINARY PRIMARY STUDIES THEY TEACH GARDENING, SEWING, AND OTHER INDUSTRIAL BRANCHES.



THE HUNTINGTON MEMORIAL LIBRARY SUPPLEMENTS THE WORK OF ALL DEPARTMENTS, AND NOT ONLY LOANS FROM 12,000 TO 15,000 BOOKS ANNUALLY, BUT HAS A REFERENCE ROOM IN CONSTANT USE AND A PICTURE EXHIBIT ROOM OF DISTINCT CULTURAL VALUE.

THIS BUILDING IS ONE OF OVER ONE HUNDRED WHICH, WITH THEIR EQUIPMENT AND WITH TWO LARGE FARMS, CONSTITUTE THE PLANT OF HAMPTON INSTITUTE.

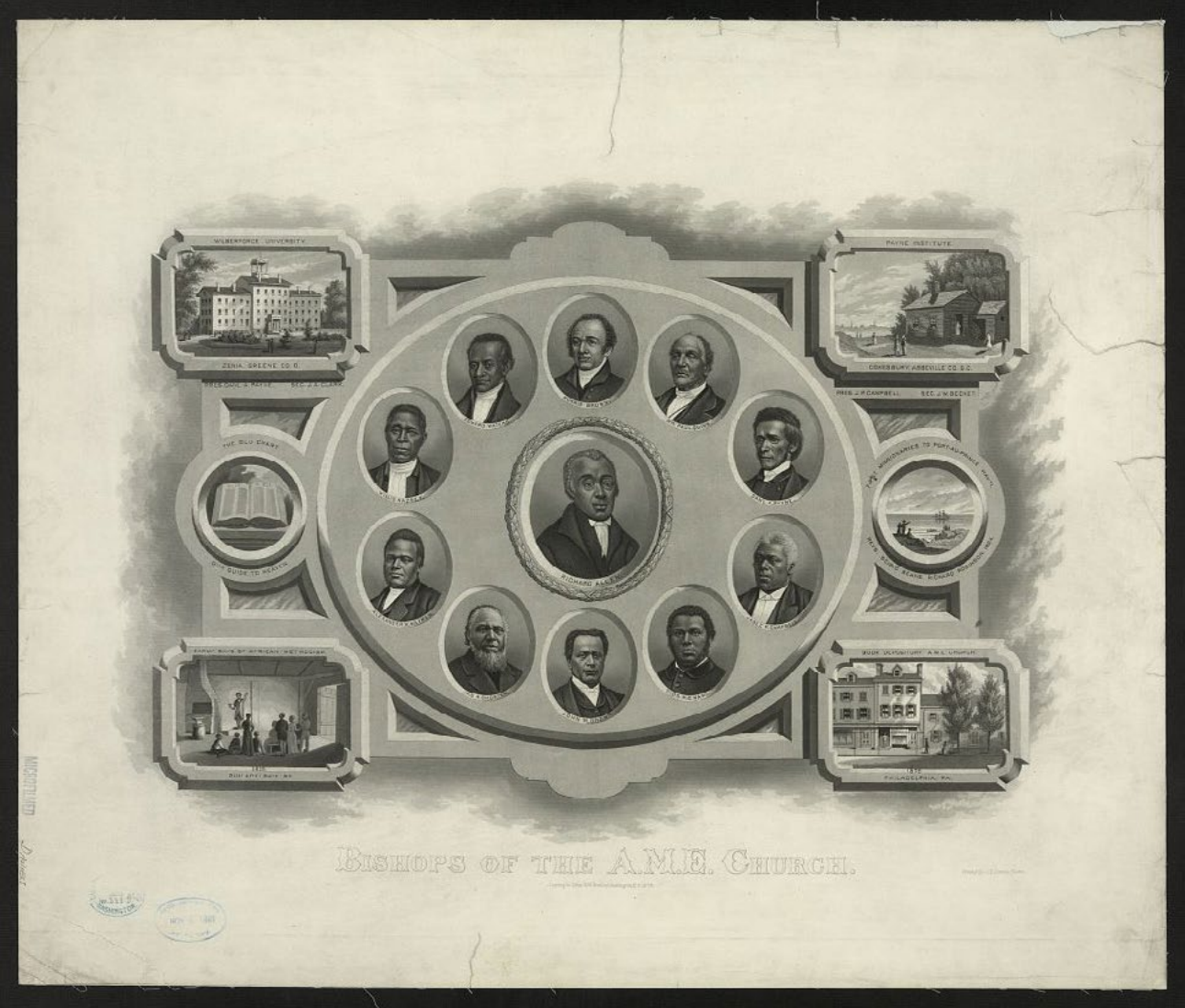
PRIMARY SOURCE PACKET (CON'T)

Letter to the Editor, April 5, 1873 (excerpt)
Northern Ohio Journal [Painesville, Ohio]

<p>Breathings from the South we've already had in the concerts of the Hampton students whose voices have all the softness of the south wind.</p> <p>"Up from the South at break of day"—the break of day for them, after their long night of slavery, comes an appeal from the whole colored people of the South through the melodious voices of these students from Hampton Institute. And their appeal is irresistible for the whole South, white or black, and for the whole country, North and South,—the education of this new element in our wonderful nationality having become a vital necessity to the whole country.</p> <p>Hampton Institute is a normal school at Hampton, Virginia, from which teachers are sent to the public schools throughout the South as rapidly as they can answer the demand, which is greater than the supply.</p> <p>The immediate aim of the concerts is to raise a sufficient sum for the erection of new buildings as a necessary part of the institute now represented by canvass, the boy and men students being yet in tents.</p> <p>Their matinees at the "Union League" theatre and evening concerts at prominent churches have drawn large and appreciative audiences, as elegant as could be assembled on any occasion.—The troupe comprises ten young men and seven young women, forming a chorus</p>	<p>a P E I A a S S C S k a o i t s v p i z M i E r a f t I N \$ s</p>
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PRIMARY SOURCE PACKET (CON'T)

Lithograph, *Bishops of the A.M.E. Church*, c. 1876
Library of Congress (98501269)
<https://www.loc.gov/item/98501269/>



PRIMARY SOURCE PACKET (CON'T)

Lithograph, A. M. E. Sunday School Union, *The plan for the organization of the Sunday School Union . . .*, 1891
 Library Company of Philadelphia (P.2006.27a)
<https://digital.librarycompany.org/islandora/object/digito0l%3A129470>



PRIMARY SOURCE PACKET (CON'T)

Newspaper article, "Closing Scenes of the Mississippi Legislature," May 1, 1873
New National Era [Washington, D.C.]
<https://chroniclingamerica.loc.gov/lccn/sn84026753/1873-05-01/ed-1/seq-1/>

Closing Scenes of the Mississippi Legislature.

VICKSBURG, Miss., April 24, 1873.

To the Editors of the *New National Era* :

In the midst of the business of the spring term of our court, I managed to get a "furlough" for a couple of days to attend to the closing scenes of our Legislature. I had been an almost weekly visitor at Jackson for the first four or five weeks of the session, got a fair peep at a good many members, and gave you the result thereof. A good time would always be ahead for me on my visits, but the closing scenes of the Legislature were enjoyable in the extreme.

Leaving Vicksburg at 8 P. M., we arrived in Jackson about 11½ P. M., and, on casting our eyes towards the Capitol, we saw it brilliantly illuminated, which told us that there was a night session. We hastened toward the building and found both branches engaged in active legislation. They remained in session until one o'clock, when an adjournment was taken until half-past nine the next morning.

After the adjournment, all parties—members and their friends—were invited to a hotel to partake of a champagne supper, given by the Vicksburg and Ship Island Railroad Company. Speeches were soon in order, and the effects of the champagne were not far behind.

On Saturday morning the members drifted toward the Capitol with a rather melancholy countenance, and but little business was transacted. We got the wind of a grand token to come off at the closing hour of the session, and we knew that all parties concerned would do honor to the occasion. It was proposed by one or two members that a present be made to Hon. John R. Lynch, Speaker of the House, as this would be his farewell to the Legislature, he having been elected to Congress from this State. A watch and chain was decided upon, and every member—Republicans and *Democrats*—contributed towards it. The watch is a beautiful stem-winder, and engraved upon the back as follows: "Presented to Hon. J. R. Lynch, Speaker of the House of Representatives of the State of Mississippi, by the members thereof." And the chain is thick, handsome, and full one yard long. Our friend, Hon. James H. Riles, of Panola county, was selected to present the watch, and no one could have done it in handsomer style. He was peculiarly happy in his delivery, and his speech was couched in most elegant language. For fear I may do the speech injustice, I send it to you *verbatim* :

MR. SPEAKER :

The members of the House over whom you have presided so long and so well, with so much impartiality, and so much of the debonair, irrespective of party, have generously contributed and complementarily confided the agreeable task upon me of presenting to you the gold watch and chain which I now send to your desk by the son of one of Mississippi's deceased Speakers.

Believe me, sir, it is not for its intrinsic worth, nor for its intrinsic show, but rather as a memento of our high admiration and respect for you as a gentleman, citizen, and Speaker.

Indeed if it were possible to weld into one sentiment, and to emit by one impulse of the voice the sentiments of all, at this good hour, me thinks it would be, "God bless Hon. J. R. Lynch. He is an honest and fair man."

In parting from you we feel confident that, no matter where you may be driven by the whim of your destiny, we shall always find in you one in whom change of place will create no change of principle; that throughout the long future, as in the past, you will throw around our interests and misfortunes the splendors of an impassioned wisdom, together with the virtues of a good citizen.

Rest assured, too, that in all your peregrinations you will bear with you from us all our best wishes and liveliest hopes.

That which men most desire after the achievement of fortune, and even opulence, clusters around and about you—a good record, glory, fame, and history.

In fine, trusting, hoping, believing that the watch may incite you to be as watchful of—aye, with the eyes of an Argus—the interests and the prosperity of Mississippi, and the happiness of all her people, in the grand tribunal of America, as you have been as presiding officer of this representative tribunal of your own dear commonwealth; and that the chain may bind you, not unlike Prometheus, to the rock—save that no dragon like "Credit Mobilier" may prey upon your virtues "amid diviner air." And, above all, that in your new and wider field of labor, that the recollections and the high hopes of an honorable constituency may induce you "to do and to dare." Atlantean-like to shoulder the misfortunes and responsibilities of Mississippi, even that of your entire country; so that it may be said of you that *amor patriae* burns as vividly upon the altar of your heart as the *amor domi* of a laughing girl.

Doubtless we shall not all meet again this side of the All Hail Hereafter. We will miss you, Mr. Speaker. Be it my privilege now, on behalf of the House of Representatives, to bid you a long, lingering, and affectionate farewell.

After the delivery of Mr. Pile's speech our young friend Hon. R. W. Houston, of Issaquena county, obtained the floor and made a most touching and eloquent speech, couched in the following language :

MR. SPEAKER :

I see, sir, from the clock, that the hour will soon arrive when you will be called upon to perform the last remaining act of your official duty as Speaker, in announcing the House of Representatives of this State adjourned *sine die*.

We have been here for weeks actively engaged in Legislative labors. A portion of that time we have marked our history with warm disputations on great questions. Many questions of parliamentary laws were raised and presented for your settlement. Your duties were thus made difficult and onerous. And now, sir, at the end of all the spirited intellectual contests, at the hour when we are to shake hands with each other, and say the sad words good-bye, perhaps for the last time this side of the dark waters, I say to you, sir, that you have given us no cause to murmur on account of urbanity or impartiality. And I ask, Mr. Speaker, that that you accept my profoundest gratitude for the dignified courtesy and distinguished manliness and marked ability which have characterized your entire conduct as the chief honored officer of this body. Your native honesty, and kindness of heart, and uniform politeness, sir, have made a deep impression, I may say on all the members of this House.

I shall carry with me through all time a proud recollection of my connection with this Assembly, and with you, sir, as our Speaker.

During the delivery of the above speeches Mr. Lynch bore a calm, dignified, and manly countenance peculiarly his own. He stood on the Speaker's platform—not occupying his seat, as that was taken by Mr. Webster during the exercises—the perfect embodiment of all that was honest; all that was fair; all that was manly; and all that was pure. He was the model of the whole Legislature. After the delivery of Mr. Houston's speech, he cast his soft, black eyes over the whole body, looking upon every man within the hall as his friend, and delivered in a deep bass, but

PRIMARY SOURCE PACKET (CON'T)

Newspaper article, "Closing Scenes of the Mississippi Legislature," May 1, 1873 (continued)

pathetic voice, the following extemporaneous speech:

Gentlemen—Members of the House of Representatives:

The hour has at last arrived when we must bring our labors to a close. I presume it is not necessary for me to assure you that I am glad that the result has been brought about, yet my joy is mingled with sorrow.

Glad, in that a heavy burden has been lifted from the shoulders of the people, and sorry that our pleasant and agreeable association must come to an end.

This is more than an ordinary separation, in that it is not like a temporary separation—wherein we expect to meet soon again—for there are many of us who will never meet again. To some of you, perhaps, this is, therefore, an eternal farewell.

You have all been uniformly courteous and obliging to me. I could not have expected more of you. In my efforts to discharge faithfully and impartially the duties assigned to me, I may have erred in some of my rulings, but probably there are few who could have done otherwise. Whether or not I have succeeded in my efforts I leave to you.

That I have not wilfully or intentionally violated or disregarded any established parliamentary law or usage, is fully attested by the very complimentary resolutions of confidence and respect which you all have just adopted.

For your manifestations of confidence and respect, accept my earnest and sincere thanks. In regard to your token of admiration, language is inadequate to express my thanks. I shall ever preserve it in grateful remembrance of the generous hearts of those who contributed to it. To you, gentlemen, my grateful acknowledgments and continued appreciation are ever due.

We may possibly have done some things which we ought not to have done, and left undone some things which we should have done; but as a whole, I feel confident that we have done more good than evil. It is my earnest wish that when you all return to your respective constituents you may be the recipients of that response of welcome, "Well done, good and faithful servants."

Rest assured, gentlemen, that wherever you may be, or whatever may be your calling, you carry with you the best wishes of your late presiding officer.

Again, thanking you, gentlemen, I bid you an affectionate farewell.

Previous to the above exercises, Mr. Kinsbrough, a prominent Democratic member, offered highly complimentary resolutions to Speaker Lynch, for his impartial and dignified manner in which he has presided over that body. And after the adjournment the Democratic members presented Mr. Lynch with a beautifully collected group of their *vignette*.

The Democratic portion of the Legislature joined heartily in these tokens of respect—not because Mr. Lynch coincides with them in any of their political measures, as he is strictly a party man—but there is a way of treating one's political opponents so as to command their respect and admiration. Mr. Lynch has this peculiar adaptability, and is held in high esteem by his political opponents. I doubt that Schuyler Colfax ever descended the Speaker's stand in the House of Representatives at Washington, taking with him such a high degree of respect and admiration as Mr. Lynch takes with him in leaving the Legislature. He goes from the Legislature of our own dear commonwealth to take a seat in the higher legislative body at Washington, still to labor for us with the same degree of honesty and ability which have characterized his labors in the Legislature. One might wonder at the exceedingly rapid and brilliant success of this young man who has had no advantages in life other than those brought about by his own native perseverance. The answer can be summed up in one word—he is honest!

During the seven months he was acting as Justice of the Peace he turned over to the State Treasurer the sum of \$450, collected from fines, &c. When he went to settle with the Treasurer he was surprised at the large amount to be turned over for such a short period, and he remarked that very few justices turn over that amount as collected from fines for seven years, instead of seven months!

Just before the adjournment a committee was sent to the Governor informing him that the Legislature was ready to adjourn, and inviting him up. He came and delivered one of his characteristic and manly speeches, reviewing the course of the body, and giving some wholesome advice. No one doubts but that Governor Powers is an honest and conscientious officer, and appreciating highly the same qualities in others. After the delivery of his speech we were invited, in common with the members, to his mansion to partake of a farewell repast. We found there a large concourse of citizens, and after partaking of the good things which laden the Governor's table, Capt. Harper, of this city, took possession of the piano, all parties gathered around it and joined in the beautiful chorus of "Home, Sweet Home." And so ended one of the happiest sessions of our Legislature.

CIVIS.

PRIMARY SOURCE PACKET (CON'T)

Newspaper article, "Sex and Race," September 27, 1874

New Orleans Republican [New Orleans, Louisiana]

<https://chroniclingamerica.loc.gov/lccn/sn83016555/1874-09-27/ed-1/seq-2/>

Sex and Race.

It was well said by the *Woman's Journal*, the other week, that those who oppose the coeducation of the races usually oppose, with equal vehemence, the coeducation of the sexes. Some of the mistatements on the former point have been admirably exposed of late in the *Christian Register* by Miss Charlotte L. Forten, a young lady of high education, well known to many in this vicinity. Being allied to the colored race by blood, and having been both a pupil and a teacher in mixed schools, she can give testimony of great value, especially as she writes from the South Carolina University, where the experiment of mixed education is being successfully tried. She thus describes some of its workings:

"A few mornings since, as I lingered by a window in the library, looking over the beautiful engravings in Mrs. Jameson's books, two of the younger students, a white boy and a black boy, came in and established themselves in the window-seat opposite me. They were preparing a Latin lesson; I listened to them with much interest as they recited to each other. Both were bright and intelligent, but I thought the white boy showed more familiarity with the grammar lesson, and the black one with the history and mythology. A passage about Prometheus occurred. The white boy did not know the story, and the black boy told it to him in a very clear, graphic way. The perfect cordiality between them, their evident interest in the lesson, and the pleasant, healthful way in which the two different minds acted upon each other, turned my thoughts again to the much discussed subject of coeducation, and to that article in *Scribner's Monthly* for May to which I have before referred; and I felt indignant beyond the power of expression at the utter unfairness, the really malignant spirit of prejudice which, unconsciously perhaps, pervades it."

Again she says:

"The colored professor is Mr. Richard T. Greener, a Bostonian, a graduate of Harvard and a gentleman of high culture and fine literary talent. The students in the university are about equally divided, colored and white. I wish those who so bitterly oppose the 'coeducation of the races' could witness the working of the system here, in one of the strongholds of rebellion. Perfect harmony prevails, notwithstanding the statement of the recent writer in *Scribner's Monthly* that there are such well founded moral objections, to say nothing of physical peculiarities, that the attempt to mix the races, which might otherwise be considered vain and foolish, should be regarded as base and malicious. I went one day into the Latin class taught by Professor Greener. It was composed of white and colored boys. Their seats were arranged alternately, and there seemed to be the best feeling among them.

"I saw one white boy sitting close to a very black one, his arm thrown over the other's shoulder, looking over the same book. They were neatly dressed, very gentlemanly in their manners, and were equally good scholars. I saw not the slightest evidence that the contact was degrading to either. The white boys in this class were at first not allowed by their parents to enter the university because

there were colored students and a colored professor. They afterward asked to be admitted to Professor Greener's class, and from none of the students does he receive more thorough deference and respect than from these.

"It is fashionable to theorize on the impossibility of coeducation at the South, but these are facts from which there is no escape. That which is a success in the University of South Carolina can be made a success elsewhere. Professor Greener is doing a work of the greatest importance here. I am glad to see that the authorities of the college appreciate him, and show their appreciation socially, as well as otherwise. He is greatly beloved by his pupils, and his example is as stimulating and valuable to them as his earnest and interesting methods of instruction.

She gives the following interesting account of her own early experience as teacher of white children in Salem, Massachusetts:

"Years ago, in one of the oldest and most aristocratic of the New England cities, not many miles from Boston, colored children were denied the same school privileges as the whites; but long before the war the better feeling of the community was aroused; owing to the exertions of a few devoted abolitionists; separate schools were abolished, and a colored girl, a graduate of the State Normal School, was offered a situation as teacher in one of the public schools. She was at first transfixed with astonishment. When convinced that the offer was a genuine one, she of course accepted, but with some misgivings, as she had learned that there was not a single colored pupil in the school, and that the children were very rough and unmanageable. She remembered the experience of her early childhood in the prejudiced city of Philadelphia, and her heart sank within her; but she resolved to try. She was most happily disappointed. Never, from the moment she entered the school until she left it, was she reminded by word or act of the children that her complexion was different from theirs. On the contrary, she had the satisfaction of finding some of the wilder spirits gradually taming under her influence, and of forming mutual attachments with many of her pupils, which she will always remember with the keenest pleasure. Afterward she taught in another school of an entirely different character, in the same city, where there were a few colored pupils, as well as whites. They were all girls, and some of the most cultivated people in the city sent their daughters there. Many of the parents were Democrats. The principal was a lady of the highest culture and the noblest character, and her unflinching kindness and sympathy, and the perfect respect and cordiality of the scholars, made the duties of the young colored teacher a constant delight. She never thought of difference of color. I mention this instance to show how greatly public sentiment may be changed in a few years, and how easily people may become familiarized with a state of things which their prejudices at first caused them to declare 'unnatural and impossible.'—*Woman's Journal*.

PRIMARY SOURCE PACKET (CON'T)

Newspaper article, "Colored Convention at Mobile—Political and Social Equality Demanded," May 4, 1867
The New-York Herald [New York, New York]
<https://chroniclingamerica.loc.gov/lccn/sn83030313/1867-05-04/ed-1/seq-3/>

ALABAMA.

Colored Convention at Mobile—Political and Social Equality Demanded.

MOBILE, Ala., May 3, 1867.

A colored mass convention of the State has been in session here for two days and adjourned to-day. The delegates stated that the negroes in many instances have been cheated out of their earnings, molested and badly treated in the districts they represent, but in some places they were treated well. The convention declared itself radical. The preamble says:—

Whereas lately the right of suffrage has been bestowed on our race, heretofore held in bondage, in order that we may acquire political knowledge that will insure us protection in our newly acquired rights; and whereas it seems to be the policy of our political oppressors to use unfair and foul means to prevent our organization and consolidation as a part of the republican party in Alabama; therefore,

Resolved, That we proclaim ourselves a part of the republican party of the United States and of the State of Alabama; and it is in view of harmony and good understanding, not to establish a separate political party, that we have assembled.

The second resolution expresses confidence in the acts and orders of Generals Pope and Swayne in the discharge of their duty.

The third resolution, in the event of the discharge of colored people by their employers for deciding not to become their political tools, calls for a standing army for their protection; and declares that they will make the condition of their people known to Congress, and ask for further legislation for their protection, demanding confiscation if necessary.

The fourth resolution declares for peace between the races, depreciates the conduct on the part of employers that necessitates further legislation for the protection of negroes, or for further rebellion against the flag and the country.

The other resolutions recommend the establishment of schools, to be supported by a tax on property; and the appointment of military courts and commissions for the trial of violations of the Civil Rights bill; and the establishment of a Union League in every county; and that the next convention be held in Montgomery in June next, and conclude by declaring that the above resolutions represent the opinions of the Convention, the members of which pledge their lives, fortunes and sacred honors to the faithful observance of them and of the principles of the republican party.

The following additional resolution was then adopted:—

That it is our undeniable right to hold office, sit on juries, ride in all public conveyances, sit at public tables and visit places of public amusement.

PRIMARY SOURCE PACKET (CON'T)

Newspaper article, "Unidentified parents reunited with their daughter after 20 years," July 29, 1875
Baltimore Sun [Baltimore, Maryland], *Last Seen: Finding Family After Slavery*
<https://informationwanted.org/items/show/3236>

A TOUCHING SCENE.—The Newtown (Md.) Gazette says: The steamer Tangier last Saturday landed at our wharf a negro woman who had been sold "way down South" some twenty years ago. She belonged to the Rush estate, and her father and mother, whose heads are silvered with the frosts of many winters, have remained on the farm ever since. During the war they lost all traces of their daughter, and gave her up for lost. In the past few years, however, communication was restored between parents and child, and it has been the one grand hope of their declining years to once more see their daughter. Recently they received a letter from her at New Orleans, saying that she would soon start for this place. For the past few weeks every boat day the old couple could be seen in town peering with eager eyes at the faces of the passengers as the boats would reach the wharf. A shade of silent disappointment, and anon a tear, could be seen upon their wrinkled faces when they found she was not aboard. But last Saturday they were not disappointed. As the boat neared the wharf a buxom, comely mulatto waved a handkerchief at the old couple. Pen cannot describe the joy of the party when the woman finally found herself in the arms of her parents. The old lady executed a half-shout, half-fandango, skip around, and the old man stood on his head, and the "hour of jubilee" was on that wharf for many minutes. It was one of the most touching incidents we ever witnessed.

PRIMARY SOURCE PACKET (CON'T)

Newspaper article, "Vina Johnson reunited with her husband George Perry after 43 years," August 14, 1873
The Highland Weekly News [Hillsboro, Ohio], *Last Seen: Finding Family After Slavery*
<https://informationwanted.org/items/show/3565>

Wedding After Forty Years of Separation.

Our town is all agog this morning over the wedding that is to be celebrated in a day or two between Aunt Vina Johnson, an old colored lady of our place, and a former husband, from whom she has been separated for forty years. Forty-three years ago Aunt Vina was the slave of a Mr. Johnson, in Fleming County, Ky., and was the wife of a Geo. Perry, also a slave, whose master lived in Mason County. He ran off and went to Canada, but returned and got his wife and child, and succeeded in reaching Chillicothe with them, where they were overtaken by Johnson, and the wife and child taken back. She remained a slave until 1864. Not hearing from her husband, and supposing him dead, she married a man by the name of Jerry Johnson, some four or five years after being taken back, but she was left a widow in a few years.

She moved to Ripley soon after being set free. Perry, who had been living in Canada until after the war, and since that time has been engaged in teaching school in Louisiana, wrote a letter to the son of Aunt Vina's master in Kentucky last March, inquiring whether she was alive or dead. Johnson wrote to Harry Armstrong of our place, Aunt Vina's son-in-law, and he answered that she was living here. Perry was at once advised, and he commenced a correspondence. Everything was satisfactory, and he wrote that he would be here on Monday night last. That Aunt Vina was all anxiety and in a fever of excitement no one need be told. True to his promise, Perry arrived on Monday evening, and the meeting was a joyous one. They have determined to be remarried, and are making every preparation for that event.—[Ripley (O.) Bee.

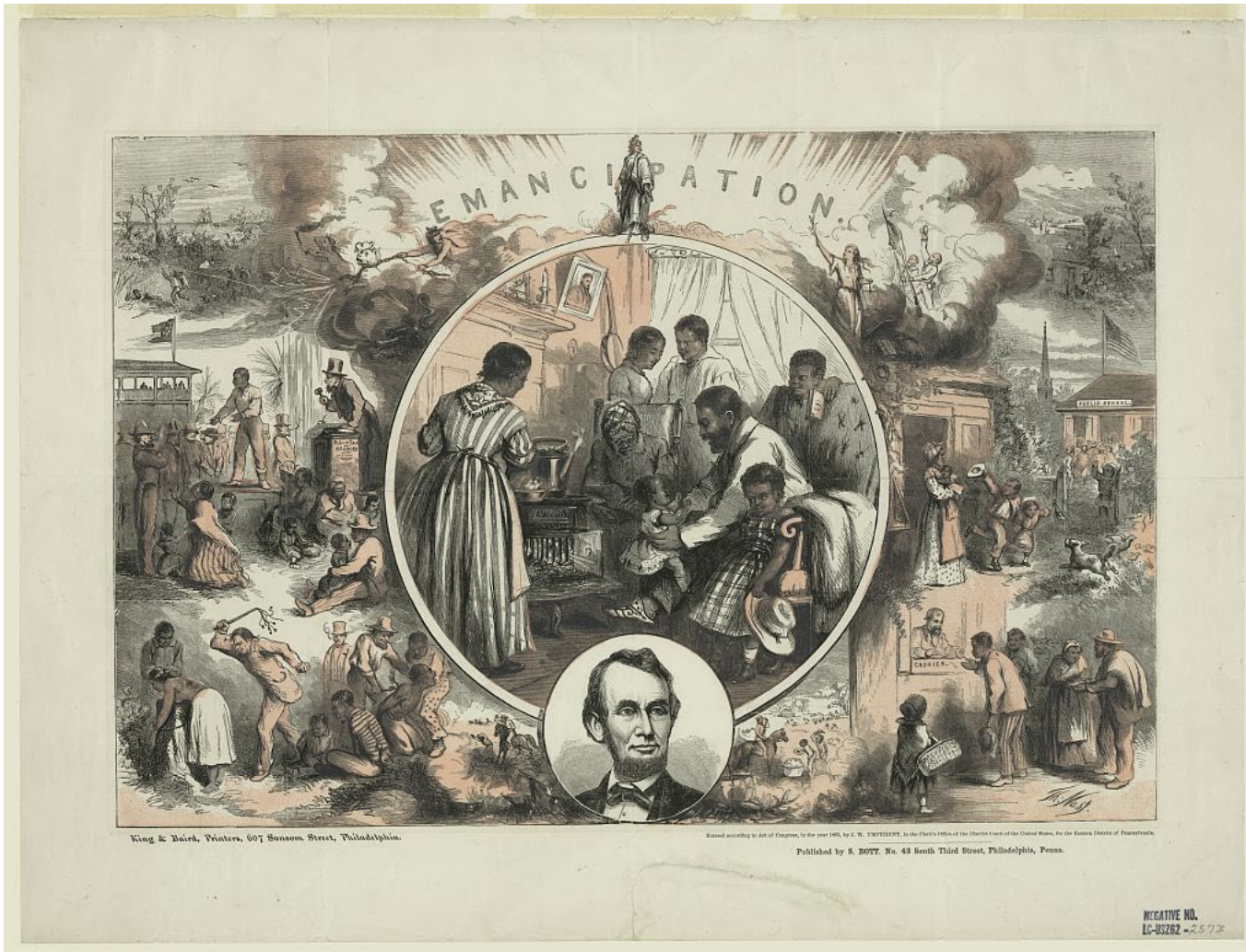
PRIMARY SOURCE PACKET (CON'T)

Portrait print, *The First Colored Senator and Representatives—in the 41st and 42nd Congress of the United States, 1872*
Library of Congress (98501907)
<https://www.loc.gov/item/98501907/>



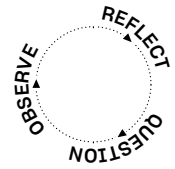
PRIMARY SOURCE PACKET (CON'T)

Wood Engraving, Thomas Nast, *Emancipation*, 1865
Library of Congress (2004665360)
<https://www.loc.gov/item/2004665360/>



PRIMARY SOURCE ANALYSIS TOOL

NAME:



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FURTHER INVESTIGATION:

ADDITIONAL NOTES:

TEACHER'S GUIDE ANALYZING PRIMARY SOURCES



Guide students with the sample questions as they respond to the primary source. **Encourage them to go back and forth between the columns; there is no correct order.**

OBSERVE

Have students identify and note details.

Sample Questions:

What do you notice first? · Find something small but interesting. · What do you notice that you didn't expect? · What do you notice that you can't explain? · What do you notice now that you didn't earlier?

REFLECT

Encourage students to generate and test hypotheses about the source.

Where do you think this came from? · Why do you think somebody made this? · What do you think was happening when this was made? · Who do you think was the audience for this item? · What tool was used to create this? · Why do you think this item is important? · If someone made this today, what would be different? · What can you learn from examining this?

QUESTION

Have students ask questions to lead to more observations and reflections.

What do you wonder about...
who? · what? · when? · where? · why? · how?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

Beginning

Have students compare two related primary source items.

Intermediate

Have students expand or alter textbook explanations of history based on primary sources they study.

Advanced

Ask students to consider how a series of primary sources support or challenge information and understanding on a particular topic. Have students refine or revise conclusions based on their study of each subsequent primary source.

For more tips on using primary sources, go to

<http://www.loc.gov/teachers>

CIVIC ENGAGEMENT DURING RECONSTRUCTION CHART

Name of group member			
What is this source's title?			
When was this source written?			
What was this source about?			
In this source, what were African Americans doing to advocate for and exercise equal rights during Reconstruction?			

FISHBOWL ACTIVITY

Directions:

- > Five students start in the “fishbowl” or inner circle.
- > You may choose to respond to any of the questions in the list or discuss something that interested you about your source or another source you learned about.
- > You can and should consult the chart paper hanging in the room to use the summaries as evidence to support your arguments.
- > When you are ready to jump into the conversation, go to an inner circle chair, tap a student who has already spoken and then sit in their seat. Also, if there is an empty seat, you may fill that seat when you are ready to speak.
- > Fishbowl contributions should be kept within under one-minute or so and should end with a follow-up question so that other people in the fishbowl (or willing to enter it) can pick up on that. Participants may enter the fishbowl more than once. The one minute guideline ensures that all students have a chance to speak.
- > Everyone must participate to have a full discussion and to earn credit.

Questions for consideration:

- > How did the sources we read reflect the distinct perspectives of the authors?
- > What different perspectives can you notice between sources?
- > What was happening in the area of education during Reconstruction?
- > What actions were African Americans taking to ensure that they could have access to quality education?
- > How are the actions that Black Americans took to ensure access to a quality education similar or dissimilar to actions that we see today?
- > How would you describe the activism shown in the 1867 Alabama Colored Convention?
- > How were African Americans involved in politics during Reconstruction?
- > What were the linkages between politics and education during Reconstruction?
- > Are there linkages between politics and education today?
- > How did Black Americans organize through churches?
- > What were some of the ways that Black churches supported their communities during Reconstruction?
- > How was family reunification shown in some of the sources?
- > What did you notice about the amount of time it took for some members of Black families to be reunited after the end of slavery? Remember that, unfortunately, many families never reunited.
- > What do you still want to know about how African Americans sought to get and exercise equal rights?

FISHBOWL ACTIVITY NOTES

This statement interested me the most:

I disagreed with this statement:

I disagreed with that statement because:

I wanted to make this point, but I didn't get a chance to:

The method of civic engagement during Reconstruction that stood out most to me was:

This method of civic engagement stood out to me because:

Miscellaneous Notes: