

**Resources for an Interdisciplinary African American History and Social Justice Curriculum**  
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**High School: United States History 1**

**The information below should be considered as a framework or suggestions for integrating comprehensive content on African American history into the U.S. History 1 curriculum. There are different levels of instruction for students with diverse learning styles and abilities and the local district should make the decisions for what is taught and how it is taught.**

**The curriculum process needs to support best practice lessons encouraging inquiry, research, problem solving, decision-making, and interdisciplinary learning with assessments that provide data on the depth of student learning and understanding.**

**There are also many media sources (not included in this document) that teachers should review. These include photographs, newspaper reports, original video scenes, documentaries, and audio files.)**

**Below are the revised 2020 Standards with links underlined that apply to the New Jersey Amistad curriculum mandate.**

Using primary sources, describe the perspectives of African-Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war. 6.1.12.HistoryUP.2.a

Analyze the impact and contributions of African American leaders and institutions in the development and activities of Black communities in the North and South before and after the Civil War. 6.1.12.HistoryUP.2.b

Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement. 6.1.12.CivicsDP.3.c

Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850). 6.1.12.HistoryCA.3.a

Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.6.1.12.HistoryUP.3.b

Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War. 6.1.12.HistoryUP.4.b

Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies. 6.1.12.CivicsDP.4.a

Draw from multiple sources to explain ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott decision) in the North and South (i.e., Secession) led to the Civil War. 6.1.12.CivicsPR.4.a

Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period. 6.1.12.GeoPP.4.a

Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century. 6.1.12.HistoryCC.4.a

Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states. 6.1.12.HistoryUP.4.a

Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. 6.1.12.CivicsDP.5.a

Relate the creation of African American advocacy organizations (i.e. the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e. *Plessy v. Ferguson*) and state and local governmental policies. 6.1.12.CivicsDP.6.b

## The Century Before Independence

*Using primary sources, describe the perspectives of African-Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.* 6.1.12.HistoryUP.2.a

Emphasize the chronological concept of time that 1619-1865 is 12 generations or 246 years that black Americans were enslaved. Put this into the context of the 250<sup>th</sup> anniversary of the American Revolution or that 1776 – 2022 is 246 years.

Focus on the Atlantic slave trade: Profits from a schooner were high. Schooner cost \$4,000 but sale of slaves could yield \$40,000.

Focus on slave labor and how chattel slavery was different than slavery in any other civilization or indentured servitude.

Slaves had no names on the passenger list of the ships bringing them to the colonies.

George Whitfield: "Stealing food was a crime punished by flogging."

Slaves were dehumanized and considered property. They had no rights or legal redress for rape, flogging, branding, separation, right to marry.

Focus on slave labor and living conditions in northern and southern colonies before the American Revolution.

Have students make a link to the causes of the New York slave riots on the increasing population of blacks to the impact of the riots on limiting the importation of slaves.

Focus on the European definition of 'property' in the colonies and how the intent to protect property in the founding documents of the United States was debated, compromised, and protected.

Understand the complex issues of changing property to 'pursuit of happiness' and the meaning of 'life' and 'liberty' in the Declaration of Independence impacted native and black Americans.

Examine the anti-slavery communities in the North and South, the influence of Quakers, Methodists, and religious leaders on slavery, and the black populations in New Jersey and other northern or middle colonies.

Study the contributions of black Americans in the 18<sup>th</sup> century, especially Phillis Wheatley, Paul Cuffe, Benjamin Banneker, Rev. Lemuel Haynes, Jupiter Hammon, Gustavus Vassa, John Durham, Salem Poor, Peter Salem, and Jean Baptiste Point du Sable.

### Essential Questions:

1. What was the socioeconomic and political impact of the Atlantic slave trade (the largest incidence of forced migration in human history) on Africa, the Americas, and Europe?
2. What was the scope and nature of African slavery during the Atlantic Slave trade and the resistance of slaves to their subjugation?
3. What roles did African American slaves play during the American Revolution and in what ways did this conflict affect the socioeconomic and political status of slaves in its aftermath?

### Digital Resources:

[Facts About Slave Trade and Slavery](#) (Gilder Lehrman)

[Maps of Slave Trade](#) (Emory University)

[The Trans-Atlantic Slave Trade](#) (Low Country Digital Library)

[Slavery in Colonial British North America](#) (Teaching History.org)

[The Emergence of American Labor](#) (U.S. Department of Labor)

[Indentured Servitude in the United States](#) (Economic History Association)

[Slavery in New Jersey](#) (Douglas Harper)  
[Legislating Slavery in New Jersey](#) (Princeton University)  
[African American Slavery in the Colonial Era](#) (NJ State Library)

### **Rebellions**

[New York Slave Revolt of 1712](#) (Columbia University)  
[The Stono Rebellion \(SC\) and the 1741 Riot in New York](#) (PBS Learning)

### **Perspectives**

[The Origin of the Idea of Race](#) (Audrey Smedley, Anthropologist, PBS Learning)  
[Race and Belonging in Colonial America: The Story of Anthony Johnson](#) (Facing History and Ourselves)  
[The Slave Experience: Legal Rights and Government](#) (Channel Thirteen)  
[African Americans Before the Courts in NJ \(1704-1783\)](#) (NJ State Archives)  
[Onesimus, Cotton Mather, and the Origin of the Smallpox Vaccine](#) (History Channel)  
[Slavery in Colonial New Jersey](#) (SlaveNorth.com)  
[John Woolman and the Fight Against Slavery](#) (Dr. Jean R. Soderlund, Lehigh University)  
[Quakers and Slavery](#) (Bryn Mawr)  
[NJ Quakers and the American Revolution](#)  
[The First Person in Antislavery Literature](#)  
[Anti-Slavery: Raising the Moral Question](#) (Quakers in the World)  
[Slavery and Justice](#) (Brown University)  
[Is Slavery UnChristian?](#) (Rev. Cotton Mather's sermon)  
[The Negro Christianized: An Essay to Excite and Assist that Good Work, the Instruction of Negro-Servants in Christianity](#) (Rev. Cotton Mather, 1706)  
[Thomas Jefferson and Sally Hemmings](#) (Monticello)

### **Calls for Freedom**

[Rev. Lemuel Haynes](#) (PBS Learning)  
[Thomas Jefferson pamphlet: A Summary View of the Rights of British America](#) (Yale Law)  
[Paul Cuffe and the Back to Africa Movement](#) (New England Historical Society)  
[Free Blacks in America \(North and South\) before the Civil War](#) (Library of Congress)  
[Free Blacks in Colonial America](#) (The Wilson Quarterly)  
[What was Life Like for Free Black People in British North America?](#) (The Choices Program, Brown Univ., video)  
[Free People of Color in Louisiana](#) (Louisiana State University Library)  
[Phillis Wheatley](#) (Virginia Commonwealth University)  
[John Durham](#) (New Orleans newspaper)

### **Discussion Starters**

[We and They in Colonial America](#) (Facing History and Ourselves)  
[Slavery in the United States: Persons or Property?](#) (Duke University Law School)

## The American Revolution War

*Using primary sources, describe the perspectives of African-Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.* 6.1.12.HistoryUP.2.a

*Analyze the impact and contributions of African American leaders and institutions in the development and activities of Black communities in the North and South before and after the Civil War.* 6.1.12.HistoryUP.2.b

Understanding how the American Revolution was an agent for change for both the slave and black freemen.

Analyze the contributions of black Americans in fighting for independence from Britain.

Explain the importance of black Americans in winning the war against Britain.

Understand the motives for ending the importation of slaves by 1808. (Article 1, Section 9, Clause 1)

Analyze the compromises made in the constitutional convention from the perspective of black Americans and slaves. (slave trade permitted in Washington D.C., three-fifths compromise, Electoral College, Fugitive Slave Clause, references to black Americans and slavery in the text of the constitution)

Analyze how the framers understood liberty and equality in the debates for the establishment of the constitution and Bill of Rights.

Analyze the voices for and against slavery in the development of the constitution.

Understand references to slavery in *The Federalist Papers*.

### Essential Question:

1. Why were African Americans unable to gain freedom, equality, and respect during these critical years of our independence from Britain and the founding of our republican form of government?

### Digital Resources:

#### Revolutionary War

[African Americans in the American Revolution](#) (U.S. Army Reserve)

[African Americans in the Revolutionary War](#) (Library of Congress)

[Seven Black Heroes of the American Revolution](#) (History Channel)

[From Slaves to Soldiers](#) (Museum of the American Revolution)

[Crispus Attucks](#) (Crispus Attucks Museum)

[African Americans in the Revolution Period](#) (National Park Service)

[Salem Poor](#) (Legends of America)

[James Forten](#) (the Constitutional Walking Tour blog)

[James Armistead Lafayette](#) (Colonial Williamsburg Foundation)

[George Washington's Changing Views on Slavery](#) (Mount Vernon Society)

[The Manumission of Prime](#) (1780's) (Princeton University)

#### Perspectives

[African Americans Before the Courts in NJ](#) (1704-1783) (NJ State Archives)

[Benjamin Franklin's Antislavery Petitions to Congress](#)

[Democracy in America](#) (Alexis deTocqueville, 1831 on Slavery)

[Down But Not Out: How American Slavery Survived the Constitutional Era](#) (Georgia State University)

[Negro, Black and African American Census Reports, 1790](#) (University of Missouri)

[Slavery, the Constitution, and a Lasting Legacy](#) (James Madison's Montpelier)

[The Constitution and Slavery](#) (Constitutional Rights Foundation)  
[The Constitution and the New Nation](#) (PBS Learning)  
[A Look Into the Constitutional Understanding of Slavery](#) (Ashland University)  
[George Mason: Slave Owning Virginia Planter as Slave Opponent?](#) (Western Kentucky University)  
[Slavery and the Constitutional Convention Lesson Plan](#) (Consource)  
[The Most Underrated Founding Father: Oliver Ellsworth](#) (National Constitution Center)  
[Debate on the Slave Importation Clause](#) (American History: From Revolution to Reconstruction and Beyond)  
[The Three-Fifths Compromise](#) (Digital History & Gilder Lehrman Institute)  
[The Federalist Papers No. 54 on the Three-fifths Compromise](#) (Avalon Project, Yale)  
[Was the Electoral College Designed to Protect Slavery?](#) (Sean Wilentz, *NY Times* article)

## The Early Republic

*Analyze the impact and contributions of African American leaders and institutions in the development and activities of Black communities in the North and South before and after the Civil War.* 6.1.12.HistoryUP.2.b

*Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.* 6.1.12.CivicsDP.3.c

*Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).* 6.1.12.HistoryCA.3.a

*Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.* 6.1.12.HistoryUP.3.b

Analyze the impact of the cotton gin on slavery.

Analyze the causes for slave riots and rebellions.

Compare the work of slaves on sugar, cotton, rice, and tobacco plantations with slaves in towns and the countryside.

Research the economic value placed on chattel slaves as property, including infants.

Analyze the different strategies of the abolitionists and their effectiveness.

Debate the extent that the antebellum period supported systemic racism in the North and the South.

Understand the importance of religion and spiritual songs in the lives of black Americans.

### Essential Questions:

1. Why did the plantation economy of crops such as sugar, cotton, rice, and tobacco, fuel the institution of slavery, numerically and geographically, in the South and newly acquired territories by the United States?
2. Why did northern blacks, although emancipated and the builders of a varied institutional life, suffer from a rising tide of racial prejudice and discrimination in states such as New Jersey?
3. How was the enslavement of Africans in conflict with the ideals of the US Constitution?
4. What were the methods and goals of the abolitionists in their crusade against slavery and to what extent did their militancy help or hinder the abolitionist cause?

### Digital Resources:

#### **Slavery in America**

[Charles Sumner: Equality Before the Law](#) (1849) (Black Past)

[Slavery and Anti-Slavery by Rev. William Goodell](#) (1852)

[Measuring Slavery in 2016 Dollars](#) (Miami University, Northwestern University)

[Slavery in the United States](#) (Economic History Association)

[What was it Like to be a Child Slave in North America in the 19<sup>th</sup> Century?](#) (National Archives U.K.)

[Facts About the Slave Trade and Slavery](#) (Gilder Lehrman)

[Born into Slavery](#) (Federal Writers Project Narratives 1936-1938, Library of Congress)

[The Enslaved Family](#) (National Humanities Center)

[Metoyer Family Papers](#) (Louisiana Digital Library)

[Harriet Jacobs](#) (PBS)

[Thomas Jefferson and the Louisiana Purchase](#) (Library of Congress Exhibit)

### ***Escape from Slavery***

[The Great Escape from Slavery of Ellen and William Craft](#) (Smithsonian Magazine)

[The Daring Disguise that Helped One Enslaved Couple Escape to Freedom](#) (History Channel)

[Twelve Years a Slave: The Narrative of Solomon Northrop](#) (Univ. of North Carolina, Documenting the South)

[Incidents in the Life of a Slave Girl: Harriet Jacobs](#) (Univ. of North Carolina, Documenting the South)

[David Walker](#) (PBS)

[Walker's Appeal in Four Articles](#) (Univ. of North Carolina, Documenting the South)

[William Lloyd Garrison](#) (PBS)

[The Liberator](#) (Smithsonian Digital Collection)

[Richard Allen](#) (PBS)

[African American Spirituals](#) (Library of Congress)

[Slavery and Religion](#) (Channel Thirteen)

[The Testimony of African American Spirituals and Hymns](#) (Emory University School of Theology)

[National Underground Railroad Freedom Center Museum](#)

[Underground Railroad Resources](#) (National Park Service)

[Did African American Slaves Rebel?](#) (PBS with Henry Louis Gates)

[Freedom's Journal Digital Archives](#) (Wisconsin Historical Society)

[Slave Rebellions](#) (National Park Service)

[Slave Revolts in the Caribbean](#) (National Archives United Kingdom)

### ***Perspectives***

[The House "Gag Rule" 1836](#) (House of Representatives Archives)

[The Senate 'Gag Rule' 1836](#) (Senate Archives)

[Frederick Douglass](#) (PBS Learning)

[Frederick Douglass and Harriet Jacobs](#) (Gilder Lehrman)

## Manifest Destiny/Westward Expansion

*Analyze the impact and contributions of African American leaders and institutions in the development and activities of Black communities in the North and South before and after the Civil War.* 6.1.12.HistoryUP.2.b

*Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.* 6.1.12.CivicsDP.3.c

*Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).* 6.1.12.HistoryCA.3.a

*Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.* 6.1.12.HistoryUP.3.b

*Draw from multiple sources to explain ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott decision) in the North and South (i.e., Secession) led to the Civil War.* 6.1.12.CivicsPR.4.a

Understand the importance of African American contributions to the U.S. economy and society.

Analyze the debate over the expansion of slavery to the western territories.

Analyze the blundering politicians' theory regarding the proposed solutions and decisions on slavery.

Compare the abolitionist movement of the 1850s with the earlier attempts to abolish slavery.

Support or refute the claim that the U.S. government depended on the cotton economy in the 1850s.

Examine the voices of ordinary people through newspapers, literature, and art in addition to the perspectives of the politicians on slavery, states' rights, and the culture of the 1850s (i.e. race, gender, equality, etc.) in the North and the South.

### Essential Question:

1. How effective is the argument that slaves were essential workers to the cotton economy of the United States and that economic necessity is greater than human rights?

### Digital Resources:

#### **Perspectives**

[Margaret Garner Incident](#) (Black Past)

[Margaret Garner Kills One of Her Own Children Rather than Permit Her to be Returned to Slavery](#) (Digital History)

[Lott Carey Sails for Africa, 1821](#) (Landmark Events)

[Joseph and Sandy Holt](#) (Kentucky University Press)

[The Underground Railroad by William Still](#) (Project Gutenberg)

[African Free School in New York City](#) (Village Preservation Blog)

[African Free School in New York City](#) (Columbia University)

[Black Americans Who Made a Significant Contribution in 19<sup>th</sup> Century New York City](#) (NY Historical Society)

[Black Life in 19<sup>th</sup> Century New York City](#) (Dr. Carla Peterson, Univ. of Maryland)

[African Americans in New Jersey by Giles Wright](#) (NJ Historical Commission)

[African American History in Burlington County, NJ](#) (Burlington County Historical Society)

[Immigration and Relocation in U.S. History](#) (Library of Congress)

[Black History in Plainfield, NJ in 19<sup>th</sup> Century](#) (Plainfield Public Library)

[Slavery, Freedom, and Citizenship, 1804-1860](#) (Montclair State University)



## **Rebellions**

[Sengbe Pieh \(Joseph Cinque\)](#) (National Parks Service)  
[The Amistad](#) (Connecticut Historical Society)  
[The Amistad Revolt](#) (Cornell Law)  
[Lewis Tappan and the Amistad](#) (University of Missouri at Kansas City Law School))  
[Gabriel Prosser](#) (PBS)  
[Nat Turner's Rebellion](#) (PBS)  
[A Rebellion to Remember: The Legacy of Nat Turner](#) (Univ. of North Carolina, Documenting the South)  
[Denmark Vesey](#) (PBS)  
[Denmark Vesey](#) (National Parks Service)  
[Madison Washington: A Novella by Frederick Douglass](#) (National Endowment for the Humanities)  
[The Creole Case 1841](#) (Black Past)  
[Touissant L'Overture](#) (Colonial Williamsburg)  
[The Canaan Mob Destroys the Noyes Academy, 1835](#) (New England Historical Society)  
[The Hardscrabble Riot of 1824 Makes Providence a City](#) (New England Historical Society)  
[Race Riots in Philadelphia in the 1830s and 1840s](#) (The Encyclopedia of Greater Philadelphia)  
[The Cincinnati Race Riots 1829](#) (Zinn Education Project)

## **Impact of Manifest Destiny**

[African Americans and the Gold Rush](#) (PBS)  
[African American History and the Gold Rush](#) (California Department of Education)  
[Manifest Destiny](#) (Interactive maps from PBS Learning)  
[Manifest Destiny](#) (University of Oregon – see links to slavery)  
[Compromise of 1850 and Maps Relating to Slavery](#)

## **African American Leaders**

[James Pierson Beckwourth: Fur Trader & Explorer](#) (Colorado Digital Library)  
[John Jones, Chicago tailor](#) (Chicago Tribute)  
[Norbert Rillieux, Inventor](#) (Black History in America)  
[Lewis Temple, Inventor](#) (New Bedford Whaling Museum)  
[William Wells Brown, Abolitionist](#) (Univ. Of North Carolina, Documenting the South)  
[Ira Aldridge, Actor and Activist](#) (National Museum of African American History & Culture)  
[Victor Sejour, Playwright](#) (Black Past)  
[Frances Ellen Watkins Harper, Poetess](#) (National Women's History Museum)  
[African American Methodist Episcopal Church](#) (A.M.E.)

## **Discussion Starters**

[Fugitive Slave Law of 1850](#) (Constitutional Rights Foundation)  
[Analysis of Senate Vote in 1864 to Repeal the Fugitive Slave Act](#) (See NJ votes) (Government Tracker)  
[The National Era](#) (Black-owned newspaper in Washington D.C. 1850s issues) (Chronicling America)  
[Frederick Douglass: Narrative of the Life of a Slave](#) (Univ. of North Carolina, Documenting the South)  
[What to the Slave is the Fourth of July?](#) (1852 Speech by Frederick Douglass. Massachusetts Humanities Council)  
[Lesson Plans on The Narrative of the Life of Frederick Douglass, an American Slave](#) (UNC)  
[Harriet Tubman](#) (PBS)  
[James G. Birney, Abolitionist](#) (Cincinnati History Library and Archives)  
[Henry 'Box' Brown](#) (Univ. of North Carolina, Documenting the South)  
[Underground Railroad](#) (National Park Service)  
[Underground Railroad in New Jersey](#) (NJ State Library)  
[Slavery and Emancipation in the Nation's Capital](#) (National Archives)  
[Rev. Calvin Fairbank, Abolitionist](#) (Ohio History Connection)

### ***Calls for Freedom***

[Walt Whitman's \*Leaves of Grass\* and the Social Crisis of the 1850s](#) (David Reynolds)  
[Henry Wadsworth Longfellow's \*Poems on Slavery\*](#) (Library of America)  
[John Greenleaf Whittier](#) (Assumption College)  
[James Russell Lowell](#) (Poetry Foundation)  
[Henry David Thoreau](#) (Slavery in Massachusetts, 1854)  
[Sojourner Truth](#) (This Far by Faith, PBS)  
[Charles Lenox Remond](#) (Address to Massachusetts Anti-Slavery Society, 1857. Black Past)  
[Wendell Phillips](#) (U.S. Civil Liberties)  
[The Constitution: A Pro Slavery Compact by Wendell Phillips](#) (Oxford University Press)  
[Rev. Henry Highland Garnet](#) (Black Past)  
[Rev. Henry Highland Garnet's Sermon to the U.S. House of Representatives, 1865.](#)  
[Rev. J.W.C. Pennington](#) (Univ. of North Carolina, Documenting the South)  
[Theodore Dwight Weld, \*American Slavery as it is\*](#) (Univ. of North Carolina, Documenting the South)  
[African-American Perspective on \*Uncle Tom's Cabin\* by Harriet Beecher Stowe](#) (NPR)  
[Inseparable: Perspective of Senator Daniel Webster](#) (Dr. Ernest M. Oleksy, Cleveland State University)

### ***Institutional Racism***

[Compromise of 1850](#) (Library of Congress)  
[The Complexities of Slavery in the Nation's Capital](#) (White House History Association)  
[James Buchanan and Slavery](#) (Miller Center, University of Virginia)  
[The Human Factor of History: Dred Scott and Roger B. Taney](#) (National Museum of African History and Culture)  
[Lincoln-Douglas Debates on Slavery and States Rights](#) (National Constitutional Center podcast and transcript)  
[Cotton in a Global Economy: Mississippi 1800-1860](#) (Mississippi Historical Society)  
[Why was Cotton King?](#) (Henry Louis Gates, PBS)  
[Morrill Tariff](#) (American Historical Association)  
[John Brown at Harper's Ferry](#) (Lecture Delivered by Frederick Douglass) (Library of Congress)

## The Civil War and Reconstruction

*Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.* 6.1.12.HistoryUP.4.b

*Draw from multiple sources to explain ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott decision) in the North and South (i.e., Secession) led to the Civil War.* 6.1.12.CivicsPR.4.a

*Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.* 6.1.12.GeoPP.4.a

*Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.* 6.1.12.HistoryCC.4.a

*Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.* 6.1.12.HistoryUP.4.a

*Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.* 6.1.12.CivicsDP.5.a

Analyze the arguments relating to the expansion of slavery into the western territories in addition to allowing slavery in the areas where it existed in 1860.

Understand the divided vote in New Jersey in the elections of 1860 and 1864.

Analyze the contributions of black soldiers in the Civil War.

Analyze the legal and political arguments on the decision to emancipate the slaves.

Make an historical claim regarding the causes of the Civil War and explain why slavery was or was not the primary cause for the war.

Analyze the impact of the cost of the civil war on Reconstruction in the South

Analyze the importance of black leaders in promoting democracy and integration into southern communities and states

Analyze the complex voices in New Jersey regarding the ratification of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments.

Analyze the reasons for the return to segregation and violence against black Americans in the north and south following the Civil War.

Analyze the ways that African Americans tried to shape their own identity and history during Reconstruction.

### Essential Questions:

1. How was progress made by African Americans during Reconstruction enhanced by the passing of Civil Rights amendments, the efforts of black churches, the establishment of universities, the creation of the Freedmen's Bureau, and their entry into the realm of politics?
2. How did the Supreme Court rulings lead to the Jim Crow era and the disenfranchising of African Americans?
3. Why was lynching one of the most potent weapons against African Americans during the Jim Crow era?
4. What debate emerged between rising civil rights leaders (e.g. W.E.B. Dubois and Booker T. Washington) about how the African American community should deal with racism, violence, murder, and economic, social and political inequality?

## ***Analyzing Slavery and Abolition***

### [Election of 1860](#)

[Election of 1860 – New Jersey Vote](#) (Includes votes by county)

[Abraham Lincoln’s Speech in Jersey City](#) (Feb. 21, 1861)

[Thomas Nast Cartoons 1860-1876](#) (PBS)

[Illustrating War and Race: Political Cartoons and the Civil War](#) (Gilder Lehrman)

[Lincoln’s Evolving Positions on Slavery and Freedom](#) (Eric Foner, NPR)

[Frederick Douglass’ Visits to the White House](#) (White House Historical Association)

[Men of Color to Arms!](#) (Frederick Douglass Speech to Enlist Soldiers on March 2, 1863, Black Past)

[Slavery as a Peculiar Institution](#) (Texas Christian University, Kenneth Stampp)

## ***African Americans in the Civil War***

[Gen John C. Fremont Frees Slaves in Missouri](#) (National Endowment for the Humanities Lesson Plan)

[First Confiscation Act, 1861](#) (University of Maryland)

[Second Confiscation Act, 1862](#) (University of Maryland)

[Major Martin R. Delaney’s Advice to Ex-Slaves in South Carolina](#) (July 24, 1865, Columbia University)

[Blacks in Civil War: Union Army](#) (National Archives)

[Blacks in Civil War: Confederate Army](#) (American Civil War Museum)

[Robert Small](#) (Smithsonian Magazine)

[Lewis Douglass in the Civil War](#) (Library of Congress)

[Charles Douglass in the Civil War](#) (The Douglass Archives)

[Gen. Benjamin Butler](#) (National Park Service)

[Resources about Slavery in New Jersey and Emancipation Laws](#) (NJ State Archives)

[NYC Draft Riots and Black Massacre, July 13, 1863](#) (Zinn Education project)

[The End of School Segregation in Providence, Rhode Island](#) (Small State Big History Project)

[Presentation to the Union League Club in New York City](#) (New York Divided, See Document 5, 1864)

[Secretary of War Edwin Stanton on Use of Black Soldiers](#) (Military Times)

[Gen. Ulysses S. Grant and the Black Soldier](#) (ERIC)

[Fort Wagner-Sgt. William H. Carney](#) (National Parks Service)

[Congressional Medal of Honor for Black Troops](#) (Wikipedia)

[Congressional Medal of Honor for New Jersey Soldiers in Civil War](#) (National Guard Military Museum)

[Black Soldiers Killed in the Civil War](#) (Gilder Lehrman)

[Black Soldiers in the Civil War](#) (National Archives)

[Battle of Milliken’s Bend, Mississippi, 1864](#) (The Jackson Advocate)

## ***Reconstruction***

[Black Codes of Mississippi, 1866](#) (Black Past)

[Black Horse Cavalry](#) (Tufts University)

[Civil Rights Act of 1866](#) (Video, Gilder Lehrman)

[Civil Rights Act of 1866](#) (American Historical Association)

[13<sup>th</sup> Amendment](#) (National Constitution Center)

[Ratification of the 13<sup>th</sup> Amendment](#) (National Constitution Center)

[New Jersey’s Vote on the 13<sup>th</sup> Amendment](#) (NJ State Archives) (after it became a law)

[New Jersey’s Vote on the 14<sup>th</sup> Amendment](#) (NJ State Archives)

[African Americans in Reconstruction: The Full Quest for Citizenship](#) (Library of Congress)

[New Jersey’s Vote on the 15<sup>th</sup> Amendment](#) (NJ State Archives) (after it became a law)

[14<sup>th</sup> Amendment](#) (National Constitution Center)

[15<sup>th</sup> Amendment](#) (National Constitution Center)

[Loyal Leagues, Union League](#) (Seth Kaller)  
[Rep. James T. Rapier, \(AL\) “Half Slave-Half Free” Speech 1875](#) (Black Past)  
[P.B.S. Pinchback \(Louisiana\)](#) (Zinn Education Project)  
[The Role of Carpetbaggers](#) (Facing History and Ourselves)  
[The Role of the Scalawag in Alabama Reconstruction](#) (Louisiana State University Digital Commons)  
[Repudiation: The Crisis of United States’ Civil War Debt](#) (NYU Stern)  
[The Repudiation of Reconstruction State Debts in South](#) (Download pdf file)  
[Jonathan Jasper Wright – Associate Justice of South Carolina Supreme Court](#) (Black Past)  
[Senator Blanche K. Bruce](#) (Mississippi) (U.S. House of Representatives History and Art Archives)  
[Jonathan C. Gibbs](#) (Florida Policy Institute)  
[Jonathan C. Gibbs](#) (African Americans@Dartmouth)  
[Robert B. Elliot](#) (South Carolina) (U.S. House of Representatives History and Art Archives)  
[John W. Menard \(LA\) Speech before the House of Representatives in 1869](#) (Black Past)

### ***Discussion Starters***

[Freedman’s Bureau](#) (Digital Public Library of America)  
[The Freedmen’s Bureau](#) (National Archives, DocsTeach)  
[The Freedmen](#) (Library of Congress)  
[Ku Klux Klan: A History of Racism](#) (Southern Poverty Law Center)  
[The Reconstruction Era and the Fragility of Democracy](#) (Facing History and Ourselves)  
[The African American Quest for Full Citizenship](#) (Library of Congress)  
[The Enforcement Acts](#) (U.S. Senate)  
[The Lynching of Italian-Americans in New Orleans, 1891](#) (History Channel)  
[African Americans and the Transcontinental Railroad](#) (National Park Service)

## The Gilded Age

*Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.* 6.1.12.CivicsDP.5.a

*Relate the creation of African American advocacy organizations (i.e. the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e. Plessy v. Ferguson) and state and local governmental policies.* 6.1.12.CivicsDP.6.b

Analyze the rise of black colleges and churches during the Gilded Age and their role in social justice and equality.

Analyze how African Americans tried to shape their identity as American citizens and voters.

Identify the how and why racial segregation became more institutionalized after the Civil War than before the war.

Identify the voices in America who supported the full acceptance of black Americans during the Jim Crow era.

Identify the importance of music, art, literature in fostering American attitudes about African Americans and immigrants during this period.

### Essential Question:

1. Why did institutionalized racism flourish during this era even though African Americans made significant contributions to American culture, society, and the economy?

### Digital Resources:

#### ***African American Accomplishments***

[Major Gen. Oliver O. Howard](#) (PBS)

[Howard University, 1867](#) (Black Past)

[Hampton Institute, 1868](#) (Virginia Museum of History and Culture)

[Tuskegee Institute, 1881](#) (Black Past)

[Fisk University, 1866](#) (Black Past)

[Andrew Carnegie and Race: Donation to Tuskegee](#) (Diverse Issues in Higher Education)

[Booker t. Washington Speech at Cotton States and International Exposition in Atlanta, Georgia 1895](#)

[Growth of A.M.E. Zion Churches](#) (Virginia Commonwealth University Social Justice Project)

#### ***African Americans Living in a Competitive Democracy***

[Civil Rights Act 1875](#) (American Civil Rights Movement)

[Supreme Court's 8-1 Decisions Against the Civil Rights Act of 1875](#) (NPR)

[The Truth Behind 40 Acres and a Mule](#) (PBS with Henry Louis Gates, Jr.)

[New York City Race Riot, 1900](#) (Black Past)

[Booker T. Washington](#) (Univ. of North Carolina, Documenting the South)

[Plessy v. Ferguson](#) (Cornell Legal Information Institute)

[Blair Federal Aid to Education bill, 1881, with Literacy Map](#) (Broadstreet)

[Lodge Federal Elections Bill, 1890](#) (U. S. House of Rep. History, Art and Archives) (Includes other relevant legislative bills)

[Congressman George H. White North Carolina](#) (U.S. House of Representatives Historical Highlights)

[Poll taxes](#) (JFK Library)

[Lynching in America: Confronting the Legacy of Racial Terror](#) (Equal Justice Initiative)

[Map of Lynchings in the United States](#) (Smithsonian Magazine)

[A Red Record: Alleged Causes of Lynchings by Ida B. Wells](#) (Digital History)

[The Philippine Tangle by William Jennings Bryan](#) (March 1, 1899)

## ***Injustice***

[Springfield Illinois Riot 1908](#) (Northern Illinois University)

[Tulsa Race Riot, 1921](#) (PBS)

[Galveston TX Race Riot 1911](#) (California Digital Library)

[African Americans and the American Labor Movement](#) (National Archives)

[The Collapse of the Farm Economy in the 1890s](#) (Economic History Association)

[Thomas E. Watson, Georgia Populist Politician](#) (Univ. of North Carolina, Documenting the South)

## ***Discussion Starters***

[Ida B. Wells](#) (National Women's History Museum)

[Ferdinand L Barnett](#) (Black Past)

[Timothy Thomas Fortune](#) (Timothy Thomas Fortune Foundation and Culture Center)

[Black Owned Businesses in the South](#) (Jstor)

[Benjamin "Pap" Singleton Leading the Exodusters](#) (Legends of America)

[Frederick Douglass and His Interracial Marriage](#) (Syracuse.com article)

[Edwin P. McCabe](#) (Amsterdam News)

[Edwin P. McCabe and Oklahoma](#) (Oklahoma Policy Institute)

[All Black Oklahoma Discussed in U.S. Congress](#) (McAlester News)

[Boley, Oklahoma](#) (Oklahoma Historical Society)

[Whitesboro, New Jersey, 1902](#) (Black Past)

[Mound Bayou, Mississippi](#) (Black Past)

[Mary Church Terrell and the National Association of Colored Women](#) (Teaching Tolerance)

[Maggie Walker and First Black Bank, Richmond, VA](#) (Federal Reserve Bank of Richmond)

[Black Owned Banks](#) (Black Past)

[National Negro Business League](#) (Black Past)

[Black Entrepreneurs During the Jim Crow Era](#) (Henry Ford Museum)

[Madame C.J. Walker](#) (PBS)

[Lt. Henry Ossian Flipper](#) (U.S. Army Center of Military History)

[Atlanta Compromise](#) (George Mason University, History Matters)

[Up from Slavery, Autobiography of Booker T. Washington](#) (Univ. of North Carolina, Documenting the South)

[National Negro Medical Association](#) (Black Past)

[History of African American Song and Negro Spirituals](#) (Library of Congress)

[African American Spirituals](#) (Library of Congress)

[Fisk University Jubilee Singers Visit](#) (American Experience)

[John Henry](#) (Iblio.org)