Review Questions

1. The Thirteenth Amendment forever banned slavery from the United States, the Fourteenth Amendment protected black citizenship, and the Fifteenth Amendment granted the right to vote to African-American males.

2. African Americans faced economic hardship throughout the country in the late nineteenth century. Almost all Southern black farmers were generally forced into sharecropping and a crop lien system that usually made it impossible for them to get out of debt. In the cities, north or south, Blacks were usually in menial, low-paying jobs because white employers discriminated against African Americans in hiring. Black workers also faced a great deal of racism at the hands of labor unions which severely limited their ability to secure high-paying, skilled jobs. While the Knights of Labor and United Mine Workers were open to blacks, the largest skilled-worker union, the American Federation of Labor, curtailed black membership, thereby limiting them to menial labor.

3. African Americans suffered several forms of violence during the late nineteenth century. Lynchings (executions without due process) by angry white mobs, resulted in hangings, burnings, shootings, and mutilations for between 100 and 200 blacks annually. Race riots broke out in southern and northern cities from New Orleans and Atlanta to New York and Evansville, Indiana, causing dozens of deaths and property damage.

4. Despite the amendments to the Constitution protecting the rights of African Americans, some states used several discriminatory devices systematically to take away these rights, including poll taxes and literacy tests. Furthermore, the white clerks at courthouses had already decided that any black applicant would fail, regardless of his true reading ability.

5. In *Plessy v. Ferguson* (1896), the Court decided that “separate, but equal” public facilities did not violate the Equal Protection Clause of the Fourteenth Amendment or imply the inferiority of African Americans. Justice John Marshall Harlan was one of the two dissenters who wrote, “Our constitution is color-blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law.”

6. Students may explain that African Americans experienced both gains and setbacks during the Progressive Era. Segregation, discrimination, and economic hardship continued, and blacks were subject to both random and systematic violence. At the same time, however, leaders such as Booker T. Washington, W.E.B. DuBois, Ida B. Wells, as well as the NAACP, worked tirelessly to shine a light on injustices and press toward equality. New economic opportunities and migration related to the Spanish American War and World War I had a profound effect on hundreds of thousands of blacks as families moved to the cities seeking jobs. Furthermore, military service and travel overseas exposed many to the possibility of freedom and equality.
7. Booker T. Washington and W.E.B. DuBois agreed that blacks in America were entitled to equality and justice. However, they advocated different methods to achieve those goals. Washington advocated that African Americans achieve racial equality slowly by patience and accommodation. Washington thought that blacks should be trained in industrial education and demonstrate the character virtues of hard work, thrift, and self-respect. They would therefore prove that they deserved equal rights and equal opportunity for social mobility. By contrast, W.E.B. DuBois believed that African Americans should win equality through a liberal arts education and fighting for political and civil equality. He wrote the *Souls of Black Folk* and laid out a vision whereby the “talented tenth” among African Americans would receive an excellent education and become the teachers and other professionals who would uplift fellow members of their race.

8. World War I and the Great Migration changed the lives of African Americans as hundreds of thousands left southern farms to migrate to cities in the South such as Birmingham or Atlanta, or to northern cities in a mass movement called the Great Migration. This internal migration greatly increased the number of African Americans living in American cities. As a result, tensions grew with whites over jobs and housing that led to deadly race riots during and immediately after the war. However, a thriving black culture in the North also resulted in the Harlem Renaissance and the celebration of black artists. The Great Migration eventually led to over six million African Americans following these migration patterns and laying the foundation for the Civil Rights Movement of the mid-twentieth century.


Review Questions

1. Students may note the following:
   - The first table shows records of lynching from 1882 – 1891, totaling 800. The second table shows the crimes for which those individuals were “charged,” but the second table shows a total of only 701. Were records unavailable for the charges against the remaining 99? Were there no charges at all? Was the use of lynching (an execution without due process) even more random for those 99 individuals?
   - In the narrative, Ms. Wells embellishes some of the numbers compared to the tables. For example, the total of 800 becomes “nearly a thousand,” and 32 lynchings for which no reason was given becomes “nearly fifty.” What might have been her reasoning for doing this? Do students think these overestimations affect the credibility of her article?

2. Journalist Ida B. Wells states that the total number of lynchings in 1892 was 241. After remaining in the 70s for several years, the number spikes to 95 in 1889, and continues to increase in following years.

3. The main goals of this article include explaining the origin of the term, “lynching,” providing a brief history of lynchings, and exposing its brutality and increasing frequency.
4. Lynching demonstrates an absence of the virtues of respect and justice. Ida B. Wells demonstrates courage and responsibility in conducting a crusade against lynching. She exhibits the virtues of civil discourse and perseverance in using her position as a journalist to work for justice. Constitutional principles of inalienable rights, freedom of speech and assembly, and rule of law are relevant in confronting the brutality of lynching.

5. Accept reasoned responses regarding the most powerful or important passages. Students are likely to select passages from the last two paragraphs, for example, “The real need is for a public sentiment in favor of enforcing the law and giving every man, white and black, a fair hearing before the lawful tribunals...”

Handout C: Booker T. Washington: “The Atlanta Exposition Address” 1895 (Excerpts)

**Review Questions**

1. Booker T. Washington’s main ideas include the following:
   - The theme of “Cast down your bucket where you are” refers to both races learning to cultivate friendship with and trust for one another, rather than seeking ways outside their own environment to better themselves.
   - Blacks had demonstrated their faithfulness as workers, and would continue to be loyal and industrious.
   - Washington advised his own race to work hard and demonstrate that they could be important contributors to progress for the South, and by that effort they would earn respect.
   - Washington counseled blacks to be patient in expecting social equality: “The opportunity to earn a dollar in a factory just now is worth infinitely more than the opportunity to spend a dollar in an opera-house.”
   - The ultimate goal was an end to racial animosities, absolute justice, and obedience to the law.

2. Virtues include: courage, respect, civil discourse, justice, moderation, perseverance, and responsibility. Constitutional principles include: private property, rule of law, and freedom of contract.

3. Students may suggest that Washington’s address came to be called the Atlanta Compromise because he said that “agitation of questions of social equality is the extremest folly,” advising blacks to prioritize economic opportunity over social equality for the time being.

4. Student answers will vary regarding the extent to which they agree with Washington’s counsel. Accept reasoned responses and encourage civil discourse as students focus on Washington’s approach.
5. In the paragraph beginning “Nearly sixteen millions of hands…” Washington alludes to the fact that as one third of the South’s population, blacks would be a powerful influence either for improvement or for ignorance and crime.

Handout D: John Hope “We Are Struggling for Equality” 1896 (Excerpts)

Review Questions

1. John Hope maintains that blacks’ failure to insist on full equality is cowardly, lazy, and dishonest, and that blacks must work to break down the “wall of prejudice.”

2. Virtues include: courage, respect, justice, perseverance, and responsibility. Constitutional principles include: inalienable rights, equality, and rule of law. Free speech and assembly are implied in the second paragraph.

3. Both statements emphatically make the point that complete equality is a necessary component of true liberty. They both refer to the virtue of honor, the need for education, and the importance of wise management of money.

4. Student answers will vary regarding the extent to which they agree with Hope’s speech. Accept reasoned responses and encourage civil discourse as students focus on Hope’s approach.

5. While Washington emphasizes the importance of economic rights over social equality, Hope insists that true liberty incorporates both.

Handout E: John Marshall Harlan, Dissent from Plessy v. Ferguson (1896) (Excerpts)

Review Questions

1. Justice Harlan’s opinion makes the following main points
   - The Constitution does not permit any legislature or court to regard the race of any citizen in considering the enjoyment of civil rights.
   - In spite of the advantages of wealth and power held by the white race, “our Constitution is color-blind... In respect of civil rights, all citizens are equal before the law.”
   - In time, the Plessy decision will be understood to be just as wicked as the Dred Scott decision.

2. Relevant virtues include: respect, civil discourse, justice, and responsibility. Constitutional principles include: inalienable rights, rule of law, and equality.
3. Students may point out such passages as “The arbitrary separation of citizens on the basis of race...cannot be justified upon any legal grounds.” Accept reasoned responses and encourage civil discourse as students discuss the controversial issues surrounding this topic.

Handout F: W.E.B. DuBois, “The Talented Tenth” 1903 (Excerpts)

Review Questions


2. DuBois emphasized the following main ideas:
   - The object of education must not be development of artisans, workers, or moneymakers. Rather, it must focus on development of men, through cultivation of “broad sympathy, knowledge of the world that was and is, and the relation of men to it.”
   - Political voice is an essential part of blacks’ opportunity to experience freedom and equality.
   - Those most inclined to lead and teach must go to college, and then become teachers and teachers of teachers.
   - The example set by talented black leaders is crucial to help Negro children understand that their ideals are attainable.
   - The system of education must “strengthen the Negro’s character, increase his knowledge, and teach him to earn a living.”
   - “It is the trained, living human soul, cultivated and strengthened by long study and thought, that breathes the real breath of life into boys and girls and makes them human...”
   - He stresses the importance of community and its role in the education of the whole person. There must be enough college-educated men to “leaven the lump, to inspire the masses, to raise the Talented Tenth to leadership...”
   - “Here is a race transplanted through the criminal foolishness of your fathers. Whether you like it or not the millions are here, and here they will remain. If you do not lift them up, they will pull you down.”

3. Relevant virtues are: courage, honor, justice, perseverance, and responsibility. Constitutional principles include: inalienable rights, freedom of speech and assembly, rule of law, and equality.

4. Accept reasoned responses and encourage civil discourse as students discuss “The Talented Tenth,” comparing and contrasting it to other relevant documents.
Handout G: W.E.B. DuBois: “Advice to a Black Schoolgirl” 1905

Review Questions
1. While both documents emphasize the importance of education, the Talented Tenth is focused mostly on the education of men. However, DuBois points out to the schoolgirl that job categories for black women include teachers, nurses, physicians, clerks, stenographers, “and above all the host of homemakers.” His advice is essentially the same: you have a responsibility both to yourself and to your community, both now and in the future, to make the most of your educational opportunities.

2. Relevant virtues include: courage, respect, honor, perseverance, and responsibility. Constitutional principles include: inalienable rights, rule of law, and equality.

3. Accept reasoned responses and encourage civil discourse as students discuss “Advice to a Black Schoolgirl,” comparing and contrasting it to other relevant documents.

Handout H: Niagara Movement Declaration of Principles 1905 (Excerpts)

Review Questions
1. According to the Declaration of Principles, “persistent manly agitation is the way to liberty.”

2. Accept reasoned responses and encourage civil discourse.

3. Relevant virtues include: courage, respect, civil discourse, honor, justice, moderation, perseverance, and responsibility. Constitutional principles include: inalienable rights, freedom of speech and assembly, private property, rule of law, and equality.

4. Accept reasoned responses based on the current events articles that students provide.

Handout I: Woodrow Wilson and the Negro Question, 1912 & 1914

Review Questions
1. The “Negro question” was, “To what extent was the United States serious about protecting life, liberty and the pursuit of happiness for blacks?” Wilson’s promise was, “they may count upon me for absolute fair dealing and for everything by which I could assist in advancing the interests of their race in the United States.”

2. Trotter asks President Wilson to keep his promises regarding “fair dealing”: “to issue an executive order against any and all segregation of government employees because of race and color...”
3. Relevant virtues are: civil discourse, courage, honor, justice, perseverance, respect, responsibility. Relevant constitutional principles are: due process, equality, inalienable rights, and separation of powers.

4. Accept reasoned responses based on student selection of passages.

Handout J: Walter White, “The Eruption of Tulsa,” Nation, June 29, 1921 (Excerpts)

Review Questions

1. The event that sparked the conflict in Tulsa was that a young white woman, Sarah Page, accused Dick Rowland, a black man, of stumbling over her foot.

2. Timeline:
   - Monday, May 31: Dick Rowland stumbled as he got on the elevator of the Drexel Building, where the only restroom available to him under Jim Crow laws was on the building’s top floor. Sarah Page accused Rowland of assaulting her, but declined to press charges.
   - Tuesday, June 1: The story of the alleged assault was published in the local afternoon newspaper, prompting plans in the white community to lynch Rowland. Rowland was arrested and taken into custody. A group of 400 whites assembled at the jail, threatening to seize and lynch Rowland. A group of 100 blacks assembled at the jail to try to protect Rowland. As the blacks started to leave at the sheriff’s request, a shot was fired, starting fighting between the two groups that lasted until midnight.
   - Wednesday, June 2: By 5 a.m. a white mob of more than 10,000 had attacked Little Africa (the Greenwood area), resulting in the complete destruction and burning of the wealthiest black community in America.
   - Wednesday through Saturday: The Salvation Army fed several dozen Negroes who labored as grave-diggers and buried the dead.
   - At least an estimated 300 people, black and white, were killed, and thousands of black families were homeless and jobless. Damages were estimated at more than $1.5 million (over 20 million in 2016 dollars).
   - June 29: Walter White, the leader of the NAACP, published the results of his investigation of the riot in Nation magazine.

3. According to White, the underlying causes of racial tension in Tulsa were
   - Prosperity in the black community caused resentment among whites.
   - Blacks in Tulsa denounced Jim Crow laws.
   - Corruption in the city’s government for the previous 14 years.
4. Relevant virtues include: courage, honor, justice, moderation, respect, responsibility. Constitutional principles include: due process, equality, inalienable rights, private property, rule of law.

5. According to White, the “lesson in the Tulsa affair” is that Negroes will not always be meek and passive. They are willing to give their lives to protect their homes and neighbors. White ominously speculates, “Perhaps America is waiting for a nationwide Tulsa to wake her. Who knows?”
The decades after the American Civil War witnessed a vast array of social, economic, technological, cultural, and political changes in the American landscape. These changes transformed the United States from a largely local to a national society. This new society was characterized by a more integrated nation with large institutions and a broad, national outlook.

The economy experienced significant growth during the late nineteenth century that built on the beginnings of the industrial revolution that had begun before the Civil War. The rise of the factory system depended on technological change and new power sources that made the mass production of goods possible. The expansion of the railroad created a national distribution network for the goods. The modern business corporation grew as a response to managing the national production and distribution of goods. The practices of big business came under media and regulatory scrutiny as equal opportunity seemed to shrink. The great wealth of several industrialists was also scrutinized by those who feared their influence and were concerned about growing inequality.

American workers were the backbone of this new industrial economy as they worked with machines to secure the raw materials from the earth and used them to create a finished product. Millions of workers saw great changes in the nature of their work in the factory system. They earned higher wages and enjoyed greater standards of living but sometimes at a great cost due to dangerous, unhealthy conditions. Workers organized into labor unions to meet the growing power of big business. The labor unions gave workers a sense of solidarity and a greater bargaining position with employers. Waves of strikes and industrial violence convulsed the country, and led to an uncertain future for organized labor.

American farmers were caught between two competing trends in the new industrial economy. The future seemed bright as new western lands were brought under cultivation and new technology allowed farmers to achieve much greater production. However, banks and railroads offered mixed blessings as they often hurt the farmers’ economic position. Farmers organized into groups to protect their interests and participate in the growing prosperity of the rapidly industrializing American economy. At the same time, difficult times led many to give up on farming and find work in factories.

American cities became larger throughout the period as the factory system drew millions of workers from the American countryside and tens of millions of immigrants from other countries. The large cities created immense markets that demanded mass-produced goods and agricultural products from American farms. The cities were large, impersonal places for the newcomers and were centers of diversity thanks to the mingling of many different cultures. The urban areas lacked basic services and were often run by corrupt bosses, but the period witnessed the growth of more effective urban government that offered basic services to improve life for millions of people.

The tens of millions of immigrants that came to the United States primarily settled in urban areas and worked in the factories. They came for the opportunities afforded by large, industrial
The “new immigrants” were mostly from southeastern Europe, Asia, and Mexico. They had to adapt to a strange new world, and in turn brought with them new ethnicities, languages, religious practices, foods, and cultures. This tension over assimilation led to debates about American values and the Americanization of immigrants. Some native-born Americans wanted to restrict the number of immigrants coming into the country, while others defended the newcomers.

The changes in the economy and society created opportunities and challenges for millions of other Americans. The status and equal rights of women experienced a general, long-term growth. Many women enjoyed new opportunities to become educated and work in society, though these opportunities were still limited when compared with men. The history of women during the late nineteenth century was not monolithic as white, middle-class women often had a very different experience than women who were poor, or from a minority or immigrant background. Because many women entered the workforce, a debate occurred over the kinds and amount of work that women performed, which led to legal protections. The women’s suffrage movement won the biggest success for equal rights in the period with the Nineteenth Amendment to the United States Constitution, granting women the right to vote.

African Americans did not participate in the growing opportunities and prosperity that other groups in American society did. The long and bloody Civil War had ended with the freeing of African Americans from slavery. This was followed by further gains of constitutional and legal protections, however, many of these rights would soon evaporate. During the late nineteenth century, African Americans found inequality and racism in the segregation of the South, but they were also victimized by inequality and racism in northern cities in the early twentieth century as they moved there in increasing numbers. Black leaders debated the right path to full equality, civic participation, and economic opportunity in American life.

The changes that affected the American economy and society led to a growth in the federal government. The important issues of the nineteenth century were increasingly contested on the national rather than local levels. Businesses, organized labor, farmers, and interest groups turned to the national government to resolve their disputes. The executive branch saw an expansion of its role and influence as it increased its regulatory power over the many aspects of American life. A widespread reform movement called “progressivism” introduced many reforms that were intended to address the changes in society resulting from the modern industrial economy and society. This increased government’s responsiveness but also dramatically increased the size and powers of the federal government. The national government therefore began to supplant the local and state governments in the minds of many Americans and in the American constitutional system.

The late nineteenth century also ushered in great changes in how the United States interacted with the rest of the world. For the first century of its existence, the United States traded with other countries, acquired territory for continental expansion, and fought in a few major wars. However, the United States was generally neutral in world affairs and focused on its domestic situation. That changed as America entered the world stage as a major global
power. This expansion in world affairs led to an internal debate over international powers and responsibilities. Americans also struggled over the character of its foreign affairs. Debates raged over the growth of American military power and whether Americans had a duty to spread democracy around the world.

The changes in the late nineteenth century were bewildering to most Americans who experienced them. Many debates took place to make sense of the changes and to consider how to respond to them. Americans rarely found easy answers and often conflicted with one another on the different solutions. The vast changes that occurred laid the foundation of modern America. The questions and challenges that they faced are still relevant and are debated by Americans today in the twenty-first century. Americans continue to discuss the power and regulation of banks and large corporations. Workers grapple with the globalization of the economy, stagnant wages, and changing technology. Farmers still struggle to make an income amid distant markets determining commodity prices while keeping up with changing consumer tastes about organic and locally-sourced food. Headlines are filled with news of African Americans suffering racism and police brutality. Issues related to the equality of women continue to be debated even as women run for president. Smartphones, social media, the internet, and other technologies change our lives, the culture, and the world economy every day. After more than a century since the Gilded Age and Progressive Era, the fundamental challenges of the era still face us today.