

# Segregation and the Effect of Jim Crow Laws in Maryland

**Museum Connection:** Family and Community

**Purpose:** In this lesson students will determine the impact of Jim Crow Laws on the lives of African Americans in Maryland.

**Course:** Advanced Placement United States History, United States History, African American History, Maryland History

**Time Frame:** 2 class periods

**Correlation to State Standards:**

**5.0 CONTENT STANDARD: HISTORY**– Students will examine significant ideas, beliefs, and themes; organize patterns and events; analyze how individuals and societies have changed over time in Maryland and the United States.

**Expectation 5.1:** Students will demonstrate understanding of the cultural, economic, political, social and technological developments from Reconstruction to 1897.

1. Analyze the economic, political and social consequences of Reconstruction (5.1.1)

**Objective:**

d. Analyze the practices, policies and legislation used to deny African-Americans' civil rights, including black codes, lynching, the Ku Klux Klan, voting restrictions, jim Crow Laws and *Plessy v. Ferguson (1896)* (PS, PNW, E).

**Common Core State Reading Standards for Literacy in History/Social Studies 6-12**

- Compare and contrast treatments of the same topic in several primary and secondary sources.

## Common Core State Writing Standards for Literacy in History/Social Studies 6-12

- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- Draw evidence from informational texts to support analysis, reflection, and research.

### Objectives:

- Students will determine how Jim Crow Laws affected the lives of African Americans .

### Vocabulary and Concepts:

Black Codes	laws passed in the South just after the Civil War aimed at controlling freedmen and enabling plantation owners to exploit workers.
<i>De facto</i> segregation	segregation that happens from practice rather than legal requirement.
<i>De jure</i> segregation	segregation by law, with legal sanctions such as Jim Crow laws.
Discrimination	the unfair treatment of a person or group based solely on matters of race, gender, religion or <u>other</u> difference.
Gerrymander	to divide a voting area so as to give one group or party a political advantage over another.
Integration	the process of bringing a group into equal membership in society.
Jim Crow laws	laws that separate people based on race, aimed primarily at African Americans after the Civil War.
<i>Plessy v. Ferguson</i> 1896	a case, decided by the United States Supreme Court in 1896, upheld an 1890 Louisiana statute that mandated racially segregated but equal railroad carriages for Black and white passengers. The “separate but equal” ruling of the Court was used to enforce patterns of segregation throughout the nation until 1954 when the Supreme Court unanimously ruled that “separate educational facilities are

	inherently unequal” in the case of <i>Brown v. Board of Education</i> .
Segregation	the separation of or isolation of a race, class, or ethnic group from the rest of society.
Stereotype	an opinion of others based on the actions of one or more people of the same race, gender, religion, or affiliation. Stereotypes are often unflattering impressions of other people.

**Materials:**

***For the Teacher:***

- Teacher Resource Sheet 1, Jump Jim Crow” lyrics/sheet music
- Teacher Resource Sheet 2, Colored Waiting Room
- Teacher Resource Sheet 3, White- Jim Crow Sign
- Teacher Resource Sheet 4, Rex Theater for Colored People
- Teacher Resource Sheet 5, Imperial Laundry
- Teacher Resource Sheet 6 a-e, “Jim Crow” Segregation Laws

***For the Student:***

- Student Resource Sheet 1, The Original Jim Crow Lyrics
- Student Resource Sheet 2a-b, Photo Analysis
- Student Resource Sheet 3a-f, Jim Crow Segregation Laws
- Student Resource Sheet 4a-b, Document Analysis
- Student Resource Sheet 5, Jim Crow Law Upheld
- Student Resource Sheet 6, As to the Jim Crow Car
- Student Resource Sheet 7, Baltimore Judge O.K.’s Jim-Crowism
- Student Resource Sheet 8, Colored Man wins case
- Student Resource Sheet 9, Claire King
- Student Resource Sheet 10, Kenneth Stone
- Student Resource Sheet 11a-b, Why We Should March
- Student Resource Sheet 12, Crownsville State Hospital
- Student Resource Sheet 13, Marriage in Maryland

**Teacher Resources:**

***Books:***

- Dailey, J., G. Gilmore & B. Simon (ed.) (2000). *Jumpin' Jim Crow: Southern politics from the Civil War to Civil Rights*. Princeton, NJ: Princeton UP. Print

Rabinowitz, H. (1978). *Race relations in the Urban South, 1865 - 1890*. New York: Oxford UP. Print

Woodward, C. V. (1966). *The strange career of Jim Crow*. New York: Oxford UP. Print.

### **Websites:**

Photographs and Primary Source Documents:

Remembering Jim Crow: Audio, oral histories and interviews

American Radio Works, (2006). Remembering Jim Crow. Web site:

<http://americanradioworks.publicradio.org/features/remembering/index.html>

Overview: Jim Crow:

Educational Broadcasting Corporation, (2002). The rise and fall of Jim Crow. Web site: <http://www.pbs.org/wnet/jimcrow/>

Map of Jim Crow States

New York Life, The history of Jim Crow. Web site:

<http://www.jimcrowshistory.org/geography/geography.htm>

Jim Crow: The System of Segregation in the South

North by South, Jim Crow. from North by South: From Charleston to Harlem, the Great Migration Web site:

<http://northbysouth.kenyon.edu/1998/edu/jimcrow.htm>

Jim Crow Laws

New York Life, The history of Jim Crow. Web site:

<http://www.jimcrowshistory.org/history/creating2.htm>

### **Student Resources:**

#### ***Web Sites:***

Photographs and Primary Source Documents:

Remembering Jim Crow: Audio, Oral Histories and Interviews

American Radio Works, (2006). Remembering Jim Crow. Web site:

<http://americanradioworks.publicradio.org/features/remembering/index.html>

Overview: Jim Crow (2002). The rise and fall of Jim Crow. Web site:

<http://www.pbs.org/wnet/jimcrow/>

Map of Jim Crow States

New York Life, The history of Jim Crow. Web site:

<http://www.jimcrowshistory.org/geography/geography.htm>

Jim Crow: The System of Segregation in the South

North by South, Jim Crow. from North by South: From Charleston to Harlem, the Great Migration Web site:

<http://northbysouth.kenyon.edu/1998/edu/jimcrow.htm>

Jim Crow Laws

New York Life, The history of Jim Crow. Web site:

<http://www.jimcrowshistory.org/history/creating2.htm>

### **Historical Background:**

The term “Jim Crow” in American history has come to mean the segregation of Black and white people. Some historians only speculate about how the term “Jim Crow” came to be synonymous with racial separation. Some, however, attached the term to a white minstrel show performer, Thomas “Daddy” Rice, a comedian, who as early as 1828 blackened his face and demeaned Black people in his performances. Rice portrayed “Jim Crow” as a hapless, ignorant, and foolish stable boy. After the Civil War, regardless of the origin of the term, there was a more concerted effort to codify the separation of Blacks and Whites, and the process and period of racial segregation in the U.S. is historically referred to as “Jim Crow.”

During the Post-emancipation and Reconstruction periods (1865-1877) two major questions emerged in the minds of many Americans: Who would control the process whereby the eleven southern states rejoined the American union? What would be the status of the four million freedmen and freedwomen? Under President Andrew Johnson’s lenient Reconstruction program, the old southern elite steadily regained control of state governments and instituted rigorous Black Codes. These codes kept many newly freed and formerly free Blacks powerless and thwarted their attempts to keep or purchase property. At the same time, efforts were made to segregate them in public accommodations and public transportation. This practice gained national support in 1896 with the United States Supreme Court decision in *Plessy v. Ferguson*. The case involved a Louisiana law that separated Blacks and Whites on railway cars. Plessy purchased a first-class ticket and refused to accept a seat in a coach assigned to Black

passengers. The Supreme Court decided against Plessy, declaring the “separate but equal” doctrine constitutional as it related to the civil rights of American Blacks. It was now the law of the land that races could be separated as long as facilities were “equal” In practice, however, facilities for Blacks were never equal.

Justice John Marshall Harlan became an important figure in African American history when he dissented concerning the legality of “separate but equal.” In his dissent, Justice Harlan questioned the limits of the state’s placing restrictions on citizens. He reasoned that if a state could separate passengers on a railway car, according to race, then it could also “regulate the use of the streets of its cities and towns as to compel white citizens to keep on one side of a street and Black citizens to keep on the other.” In other words, where would the restrictions end? Justice Harlan, in fact, believed that “the arbitrary separation of citizens, on the basis of race...[was] a badge of servitude wholly inconsistent with the civil freedom and the equality before the law established by the Constitution. It cannot be justified upon any legal grounds.” The proliferation of laws, ordinances, and practices of separating the races in schools, on public transportation, in public accommodations, cemeteries, gaming institutions, and in places of employment raced forward throughout the national landscape.

The practice of segregation affected the Black American community in many ways. From Reconstruction into the late twentieth century, African Americans were forced into the lowest paying and dirtiest jobs. Civil rights scholar Aldon Morris argues that during the 1950s, 75 % of African American males in the average southern city were employed in unskilled jobs while 50% of African American females were domestics (compared to less than 1% of white females.) At the bottom of the workforce, says Morris, “Blacks were denied the greater freedom, status, and deference of those in position of authority.” According to Morris, “Jim Crow” set Blacks off from the rest of humanity and labeled them as an inferior race. The “colored only” or “Negro only” signs were constant reminders of their status as well as the expectation that Blacks show deference to Whites.

Segregation, coupled with the disfranchisement of black male voters, effectively weakened the political power of Blacks. Through legal and illegal measures, black men were excluded from the polls. Because of intimidation by white mobs, like the Ku Klux Klan (KKK), few African American politicians were elected or re-elected to local, statewide or

national office political office. As such, the Black population had less influence on many of the major political decisions that affect their communities. With the end of Reconstruction, Black politicians were effectively eliminated from the offices they held. In Maryland, over 35,000 Black Americans were registered to vote in 1870. But despite these numbers, Maryland Blacks had limited political power and were unable to establish any significant influence in either the Republican Party or the Democratic Party. Although Republicans gained brief control of the statehouse in the 1895 elections, the Democrats regained control in 1900 and efforts to disfranchise Black citizens commenced anew. Maryland Democrats had routinely used race to frighten white voters by predicting that if allowed to vote, Blacks would gain equal access to public accommodations and public transportation. White voters were further reminded that their jobs would be lost to Black competition.

In addition to gaining control of party politics, there was outright ballot tampering. For the large percentage of illiterate African Americans, a printed ballot was a formidable nuisance. These kinds of efforts to weaken Black political power occurred in Maryland and throughout the country. Tuskegee, Alabama, for example witnessed attempts to gerrymander the city and eliminate the Black vote altogether in order to ensure white control of the city. In some states, “white primaries” made it impossible for Black voters to participate in elections by excluding them from primaries where their votes would have a more significant impact in electing public officials than the general election which often did no more than validate the primary vote. It has been noted by several historians that during the first decade of the twentieth century, Maryland’s General Assembly placed more discriminatory laws on the books than any previous or subsequent legislature. Jim Crow laws were passed in the General Assembly to segregate railroads and steamships in the state. In 1905, William Henry Hart, a Howard University Law professor, successfully challenged segregated railroads in *Hart v. State of Maryland*, only to find segregation laws refined in subsequent years. Even the Republican Party that fought for freedmen’s rights after the Civil War began to segregate the races at their public meetings. Several local communities, with approval from the legislature, were able to restrict the voting rights of Black citizens. For example, by 1908, both Frederick and Annapolis, Maryland restricted voting to males who had voted prior to 1868 or individuals who owned more than \$500 of valued property. Soon afterwards, the United States Court of Appeals struck down those acts.

Scholar Richard Fuke depicts the widespread nature of segregation and Jim Crowism declaring that “few Blacks had much contact with Whites other than at work in post-emancipation Maryland.... No Blacks worshipped, studied, or entertained on a regular basis with Whites. Clubs, beneficial societies, and military organizations remained strictly segregated as did schools of all kinds.” Furthermore, Fuke states: “Most Black Marylanders lived on streets and alleys behind white thoroughfares, on parts of plantations designated as workers’ quarters, or on small plots of land that they sharecropped, rented, or owned. In Baltimore, almost every ward possessed its all-Black section, usually comprised of two or three streets in close proximity. In the fifth ward, for example, Blacks were concentrated on Chestnut Street, with minor pockets on Douglass and McElderry.... Similarly, Annapolis had its predominantly Black section, as did Chestertown, Cambridge, Salisbury, and other rural centers.” Public transportation in the state during and decades following Reconstruction was highly segregated. Public conveyances such as the B & O Railroad and Baltimore’s City Passenger Railway segregated passengers. Also, the Baltimore City Jail and Maryland State Penitentiary segregated inmates. Blacks “were housed separately in cell accommodations inferior to those assigned white prisoners.” Social segregation occurred as churches, lodges, clubs, associations, and other forms of entertainment followed the practice of dividing the races.

Racism was a significant factor in the segregation of the races. Many Whites were content with the traditional relationship based upon assumptions of white superiority and Black inferiority developed during slavery in the U.S.. More believed that the races must be segregated to prevent the lowering of perceived standards in the white community. Others believed that they should prevent any meaningful social interaction that might lead to intermarriage. Some Whites concerned themselves with implementing barriers to prevent economic competition from Black entrepreneurs and laborers. In 1866, the *Baltimore Gazette* provided an indication of the deep feelings on racial separation: “Between the Blacks and the whites in this country the difference- moral, mental, and physical- are far more strongly marked than between those of any two...nations...They are of such a character as to forever preclude such a blending of the Caucasian and the Negro on this Continent...Nature has her laws and man must bend to their inexorable dictates.”



Jim Crow perpetuated notions of white superiority and Black inferiority, and whites utilized an array of practices and laws to maintain that sense of racial superiority, even violence by the Klan and other hoodlum groups. From Reconstruction onward there has been substantial white violence toward Blacks. After the Civil War, whites attacked Black churches as well as Black Civil War veterans. From Reconstruction into the twentieth century, Blacks were lynched in Maryland and across the nation. The New York Times in October 1933 reported: "Maryland Witnesses Wildest Lynching Orgy in History." One report calculated that approximately 376 Blacks were lynched between 1920 and 1935.

Maryland, like other states, witnessed the impact of Jim Crow in her history. Today, joined by many of Maryland's white residents, African American residents continue to fight the detrimental effects of its legacy.

**References:**

Christian, C. (1999) *Black saga: The African American experience: A chronology*. Washington, D.C.: Counterpoint Press.

Substitute this book unless it focuses only on Maryland with the more updated and widely known/respected:

Franklin, J. H. & E. B. Higginbotham, E.B. (2011) *From Slavery to Freedom: A History of African Americans*. 9<sup>th</sup> Ed. New York, Alfred A. Knopf

Fuke, R. (1999) *Imperfect equality: African Americans and the confines of white racial attitudes in post-emancipation Maryland*. New York: Fordham University Press.

Hine, D, W. Hine, & S. Harrold. (2000) *The African American Odyssey*. New Jersey: Prentice Hall.

Kelly, A. & W. Harbison. (1970) *The American Constitution: Its origins and development*. New York: Norton.

Morris, A. *The origins of the Civil Rights movement*. (1984) New York: Free Press.

Williams, J. *Thurgood Marshall: American revolutionary*. (1998) New York: Random House.

## **Lesson Development:**

### ***Motivation:***

1. Display **Teacher Resource Sheet #1, “Jump Jim Crow”** and distribute **Student Resource Sheet #1, “Jim Crow Lyrics.”** Have students read and listen to the lyrics. (Music is available at American Radio Works, (2006). Remembering Jim Crow. Web site: <http://www.americanradioworks.org/features/remembering/bitter.html>)

Ask:

- What message is being sent in this song?
  - Do songs often represent or misrepresent what is actually going on in society? Explain.
  - Support your response with examples from today.
2. Explain to students that in the past, laws and practices segregated racial groups in the United States. This segregation was known as “Jim Crow.”
3. As a class, have students brainstorm how the law could be used to promote segregation. List the examples offered by students as a class. (i.e. Transportation, housing, hospitals, schools) Discuss with the class de facto and de jure segregation
4. To illustrate the types of segregation imposed, display **Teacher Resource Sheet #2-5**. (You may wish to use the Student Resource Sheet #2, “Photo Analysis” to assist in the analysis of the photos.)

Ask:

- What do you see in this photograph?
- What information is being communicated by what is shown?
- How do these images illustrate segregation and the era of “Jim Crow”?

Discuss:

- Add to the class list of types of segregation as needed.
5. Divide students into groups. Distribute **Student Resource Sheet 3 a-f**. **Assign the student pairs different sections of the hand out (#1-21)**.  
For example: Group #1: Examples 1, 4, 10, 16  
Group 2: Examples 2, 5, 8, 19  
Group 3: Examples 3, 6, 9, 21  
Group 4: Examples 7, 11, 14, 20  
Group 5: Examples 12, 13, 17, 18

Students should read assigned sections and determine what aspects of society those laws were referring to. (Students may refer back to the class list compiled in the previous activities.) After all groups have finished, discuss student responses. (See Teacher Resource Sheet #6a-e for the answer key.)

6. Divide students into pairs. Distribute **Student Resource Sheet 4a-b**, **“Document Analysis”** to all students. Distribute a different document (**Student Resource Sheets #5-13**) to each pair. Groups should analyze their document using **Student Resource Sheet #4a-b**. After all groups have completed their analysis, they will report out what they have read and how it relates to Jim Crow segregation. Specifically, how the information in the document tells them what was going on in American society.

***Assessment:***

Have students write a diary entry as a Marylander during the era of Jim Crow. They should take the role of a student in public schools, employee traveling to work, a doctor, etc. Diary entries should include:

- the origins of the term Jim Crow
- examples of Jim Crow laws
- how those laws affect them
- their reaction to the laws and practices that promoted segregation in Maryland.

**Closure:**

Students should present their diary entry either visually or orally to the class. Discuss.

**Thoughtful Application:**

- Research the City Council of Baltimore's action on December 19, 1910 leading to the passage of the first city ordinance designating the boundaries of Black and white neighborhoods. Compare this ordinance with similar ordinances in Louisville, Kentucky, Richmond, Virginia, St. Louis, Missouri and Greensboro, North Carolina. Students may also research the Supreme Court's decision to declare the Louisville, Kentucky's ordinance unconstitutional in 1917.
- Research a recent Connecticut Supreme Court Ruling in *Sheff v. O'Neill* (1996) regarding school segregation and the unconstitutionality of the practices by the school system in Hartford, CT.
- Research the recent *Thompson v. United States HUD*, case and ACLU class action suit regarding racial segregation in Baltimore City housing.

**Lesson Extensions:**

- Visit the Reginald F. Lewis Museum of Maryland African American History and Culture.
- Research the differences and similarities between the beliefs of Booker T. Washington and W.E.B. Du Bois regarding integration and civil rights for African Americans in the early 20<sup>th</sup> century.
- Research the case, *Buchanan v. Warley* (1917) and identify why this case was important to ending segregation in housing.
- Define de facto v. de jure segregation and give examples of each. While de jure segregation was deemed unconstitutional, de facto segregation still occurs in many cities in housing and public education. Investigate the reasons for this and what can be done to remedy this type of segregation?
- Research historic Maryland African American communities (i.e. Turner's Station).

- Visit in the Museum “Things Hold, Lines Connect,” identify African American communities and social organization that were formed due to segregation.
- Research the battle to desegregate golf courses at Carroll Park in Baltimore, MD during the 1930’s to 1950’s. Contact the Resource Center to obtain resource information.
- The Museum offers several school programs that connect to the curriculum lessons.
  - *Journey in History Theater* provides living history and theatrical performances which highlight African Americans in the museum’s gallery.
  - Take the theme tour, *The Fight for Justice* and examine the contributions made by Maryland African Americans in the battle for equality from Jim Crow through the Civil Rights Movement
  - Contact group reservations for schedule updates.

# Teacher Resource 1

## “Jump Jim Crow”

The image shows a page of handwritten musical notation for two songs: "Jump Jim Crow" and "Shoo Fly". The notation is written on ten staves. The first section, "Jump Jim Crow (H. Reed)", consists of the first six staves. It includes a main melody with various ornaments and a variation labeled "1st Var." with the rhythmic notation "Recorded: aabaaba." written above it. The second section, "Shoo Fly (H. Reed)", consists of the remaining four staves. It includes a main melody with ornaments and a variation labeled "1st Var." with the rhythmic notation "Recorded: abbaabba" written above it. The notation is dense and characteristic of early 20th-century African American folk music manuscripts.

<http://hdl.loc.gov/loc.afc/afcreed.reedt039>

Library of Congress

## Teacher Resource Sheet 2

### Bus Station



“Colored Waiting Room” Durham, North Carolina, Photo by Jack Delano May 1940  
Courtesy Library of Congress LC-USF33- 020522-M2

[http://www.loc.gov/rr/print/list/085\\_disc.html](http://www.loc.gov/rr/print/list/085_disc.html)

## Teacher Resource Sheet 3

### Jim Crow Sign



Sign at bus station, Rome, Georgia, September 1943 Photo by Esther Bubley.  
Courtesy Library of Congress LC-USZ62-62919

[http://www.loc.gov/rr/print/list/085\\_disc.html](http://www.loc.gov/rr/print/list/085_disc.html)



## Teacher Resource Sheet 4



The Rex Theatre for colored people, Leland, Mississippi Delta  
November 1939, Photograph by Marion Post Wolcott.  
Courtesy Library of Congress LC-USF34-052508-D

[http://www.loc.gov/rr/print/list/085\\_disc.html](http://www.loc.gov/rr/print/list/085_disc.html)

## Teacher Resource Sheet 5

### Sign on a Restaurant



Sign on restaurant, Lancaster, Ohio August 1938 Photo by Ben Shahn  
Courtesy Library of Congress LC-USF33- 006392-M4

[http://www.loc.gov/rr/print/list/085\\_disc.html](http://www.loc.gov/rr/print/list/085_disc.html)

## Teacher Resource Sheet 6a

### “Jim Crow” Segregation Laws

#### **Buses /Transportation**

All passenger stations in this state operated by any motor transportation company shall have separate waiting rooms or space and separate ticket windows for the white and colored races. *Alabama*

The...Utilities Commission...is empowered and directed to require the establishment of separate waiting rooms at all stations for the white and colored races. *North Carolina*

#### **Railroads**

All railroad companies and corporations, and all persons running or operating cars or coaches by steam on any railroad line or track in the State of Maryland, for the transportation of passengers, are hereby required to provide separate cars or coaches for the travel and transportation of the white and colored passengers. *Maryland*

The conductors or managers on all such railroads shall have power, and are hereby required, to assign to each white or colored passenger his or her respective car, coach or compartment. If the passenger fails to disclose his race, the conductor and managers, acting in good faith, shall be the sole judges of his race. *Virginia*

#### **Pool and Billiard Rooms**

It shall be unlawful for a negro and white person to play together or in company with each other at any game of pool or billiards. *Alabama*

#### **Toilet Facilities, Male**

Every employer of white or negro males shall provide for such white or negro males reasonably accessible and separate toilet facilities. *Alabama*

#### **Restaurants/Lunch Counters**

It shall be unlawful to conduct a restaurant or other place for the serving of food in the city, at which white and colored people are served in the same room, unless such white and colored persons are effectually separated by a solid partition extending from the floor upward to a distance of seven feet or higher, and unless a separate entrance from the street is provided for each compartment. *Alabama*

Martin Luther King, Jr., National Historic Site  
Jim Crow laws  
National Park service  
[http://www.nps.gov/malu/forteachers/jim\\_crow\\_laws.htm](http://www.nps.gov/malu/forteachers/jim_crow_laws.htm)

## Teacher Resource Sheet 6b

All persons licensed to conduct a restaurant, shall serve either white people exclusively or colored people exclusively and shall not sell to the two races within the same room or serve the two races anywhere under the same license. *Georgia*

No persons, firms, or corporations, who or which furnish meals to passengers at station restaurants or station eating houses, in times limited by common carriers of said passengers, shall furnish said meals to white and colored passengers in the same room, or at the same table, or at the same counter. *South Carolina*

### Telephone Booths

The Corporation Commission is hereby vested with power and authority to require telephone companies...to maintain separate booths for white and colored patrons when there is a demand for such separate booths. *Oklahoma*

### Theaters

Every person...operating...any public hall, theatre, opera house, motion picture show or any place of public entertainment or public assemblage which is attended by both white and colored persons, shall separate the white race and the colored race and shall set apart and designate...certain seats therein to be occupied by white persons and a portion thereof, or certain seats therein, to be occupied by colored persons. *Virginia*

### Parks

It shall be unlawful for colored people to frequent any park owned or maintained by the city for the benefit, use and enjoyment of white persons...and unlawful for any white person to frequent any park owned or maintained by the city for the use and benefit of colored persons. *Georgia*

### Housing

Any person...who shall rent any part of any such building to a negro person or a negro family when such building is already in whole or in part in occupancy by a white person or white family, or vice versa when the building is in occupancy by a negro person or negro family, shall be guilty of a misdemeanor and on conviction thereof shall be punished by a fine of not less than twenty-five (\$25.00) nor more than one hundred (\$100.00) dollars or be imprisoned not less than 10, or more than 60 days, or both such fine and imprisonment in the discretion of the court. *Louisiana*

Martin Luther King, Jr., National Historic Site  
Jim Crow laws  
National Park service  
[http://www.nps.gov/malu/forteachers/jim\\_crow\\_laws.htm](http://www.nps.gov/malu/forteachers/jim_crow_laws.htm)

## Teacher Resource Sheet 6c

### **Circus Tickets**

All circuses, shows, and tent exhibitions, to which the attendance of...more than one race is invited or expected to attend shall provide for the convenience of its patrons not less than two ticket offices with individual ticket sellers, and not less than two entrances to the said performance, with individual ticket takers and receivers, and in the case of outside or tent performances, the said ticket offices shall not be less than twenty-five (25) feet apart. *Louisiana*

### **Burial**

The officer in charge shall not bury, or allow to be buried, any colored persons upon ground set apart or used for the burial of white persons. *Georgia*

### **Prisons**

The warden shall see that the white convicts shall have separate apartments for both eating and sleeping from the negro convicts. *Mississippi*

### **Libraries**

The state librarian is directed to fit up and maintain a separate place for the use of the colored people who may come to the library for the purpose of reading books or periodicals. *North Carolina*

Any white person of such county may use the county free library under the rules and regulations prescribed by the commissioners court and may be entitled to all the privileges thereof. Said court shall make proper provision for the negroes of said county to be served through a separate branch or branches of the county free library, which shall be administered by [a] custodian of the negro race under the supervision of the county librarian. *Texas*

### **Hospitals**

The Board of Control shall see that proper and distinct apartments are arranged for said patients, so that in no case shall Negroes and white persons be together. *Georgia*

There shall be maintained by the governing authorities of every hospital maintained by the state for treatment of white and colored patients separate entrances for white and colored patients and visitors, and such entrances shall be used by the race only for which they are prepared. *Mississippi*

### **Nurses**

No person or corporation shall require any white female nurse to nurse in wards or rooms in hospitals, either public or private, in which negro men are placed. *Alabama*

Martin Luther King, Jr., National Historic Site  
Jim Crow laws  
National Park service  
[http://www.nps.gov/malu/forteachers/jim\\_crow\\_laws.htm](http://www.nps.gov/malu/forteachers/jim_crow_laws.htm)

## Teacher Resource Sheet 6d

### **Barbers**

No colored barber shall serve as a barber [to] white women or girls. *Georgia*

### **Amateur Baseball**

It shall be unlawful for any amateur white baseball team to play baseball on any vacant lot or baseball diamond within two blocks of a playground devoted to the Negro race, and it shall be unlawful for any amateur colored baseball team to play baseball in any vacant lot or baseball diamond within two blocks of any playground devoted to the white race. *Georgia*

### **Intermarriage**

The marriage of a person of Caucasian blood with a Negro, Mongolian, Malay, or Hindu shall be null and void. *Arizona*

All marriages between a white person and a negro, or between a white person and a person of negro descent to the fourth generation inclusive, are hereby forever prohibited. Any negro man and white woman, or any white man and negro woman, who are not married to each other, who shall habitually live in and occupy in the nighttime the same room shall each be punished by imprisonment not exceeding twelve (12) months, or by fine not exceeding five hundred (\$500.00) dollars. *Florida*

It shall be unlawful for a white person to marry anyone except a white person. Any marriage in violation of this section shall be void. *Georgia*

The marriage of a white person with a negro or mulatto or person who shall have one-eighth or more of negro blood, shall be unlawful and void. *Mississippi*

All marriages of white persons with Negroes, Mulattos, Mongolians, or Malaya hereafter contracted in the State of Wyoming are and shall be illegal and void. *Wyoming*

Martin Luther King, Jr., National Historic Site  
Jim Crow laws  
National Park service  
[http://www.nps.gov/malu/forteachers/jim\\_crow\\_laws.htm](http://www.nps.gov/malu/forteachers/jim_crow_laws.htm)

## Teacher Resource Sheet 6e

### Education

Separate free schools shall be established for the education of children of African descent; and it shall be unlawful for any colored child to attend any white school, or any white child to attend a colored school. *Missouri*

Separate rooms [shall] be provided for the teaching of pupils of African descent, and [when] said rooms are so provided, such pupils may not be admitted to the school rooms occupied and used by pupils of Caucasian or other descent. *New Mexico*

Books shall not be interchangeable between the white and colored schools, but shall continue to be used by the race first using them. *North Carolina*

Any instructor who shall teach in any school, college or institution where members of the white and colored race are received and enrolled as pupils for instruction shall be deemed guilty of a misdemeanor, and upon conviction thereof, shall be fined in any sum not less than ten dollars (\$10.00) nor more than fifty dollars (\$50.00) for each offense. *Oklahoma*

Martin Luther King, Jr., National Historic Site  
Jim Crow laws  
National Park service  
[http://www.nps.gov/malu/forteachers/jim\\_crow\\_laws.htm](http://www.nps.gov/malu/forteachers/jim_crow_laws.htm)

# Student Resource Sheet 1

## The Original Jim Crow (1832)

*by Thomas D. Rice*

Many different versions of Jump Jim Crow were published, with widely varying numbers of stanzas. This early edition was published in New York ca. 1832.

Come listen all you galls and boys  
I's just from Tuckyhoe,  
I'm goin to sing a little song,  
My name is Jim Crow

### *Chorus*

Weel about and turn about and do jis so,  
Eb'ry time I weel about and jump Jim Crow.  
2

Oh, I'm a roarer on de Fiddle,  
And down in old Virginny,  
They say I play de skyentific  
Like Massa Pagannini.  
3

I git 'pon a flat boat  
I cotch de Uncle Sam  
Den I went to see de place  
Where dey kill'd Pakenham.  
4

I went down to de riber,  
I did'nt mean to stay,  
But dere I see so many galls,  
I couldn't get away.

[http://en.wikisource.org/w/index.php?title=The\\_Original\\_Jim\\_Crow&oldid=3585272](http://en.wikisource.org/w/index.php?title=The_Original_Jim_Crow&oldid=3585272)



# Student Resource Sheet 2a

## Photo Analysis

### Step 1: Photo Qualities

Complete the following information about your photograph:

- a. Size \_\_\_\_\_
- b. Format: Color \_\_\_\_\_ or Black and White \_\_\_\_\_
- c. Is a date or source given? Yes \_\_\_\_ No \_\_\_\_

If so, what is the date? \_\_\_\_\_

Where did it come from? \_\_\_\_\_

- d. Who was the photographer? \_\_\_\_\_

### Step 2: Observation and First Impressions

Study the photograph for a few minutes. What are your first impressions?

What do you see?

Use the table below to identify the objects, peoples and activities or events in the photograph.

Objects	People	Activities

## Student Resource Sheet 2b

### Step 3: Questions:

Based on what you see, what questions do you have about the photograph?

How could this photograph be used to argue against Jim Crow laws in a court of law?

What does the photograph tell you about what was happening in the United States at the time?

*Based on the formats suggested by the Maryland Historical Society and the National Archives*

# Student Resource Sheet 3a

## “Jim Crow” Segregation Laws

### **Directions:**

*Read the following laws passed during the “Jim Crow” era and identify the area of daily life affected.*

1. \_\_\_\_\_

All passenger stations in this state operated by any motor transportation company shall have separate waiting rooms or space and separate ticket windows for the white and colored races. *Alabama*

The...Utilities Commission...is empowered and directed to require the establishment of separate waiting rooms at all stations for the white and colored races. *North Carolina*

2. \_\_\_\_\_

The conductor of each passenger train is authorized and required to assign each passenger to the car or the division of the car, when it is divided by a partition, designated for the race to which such passenger belongs. *Alabama*

All railroad companies and corporations, and all persons running or operating cars or coaches by steam on any railroad line or track in the State of Maryland, for the transportation of passengers, are hereby required to provide separate cars or coaches for the travel and transportation of the white and colored passengers. *Maryland*

The conductors or managers on all such railroads shall have power, and are hereby required, to assign to each white or colored passenger his or her respective car, coach or compartment. If the passenger fails to disclose his race, the conductor and managers, acting in good faith, shall be the sole judges of his race. *Virginia*

3. \_\_\_\_\_

It shall be unlawful for a negro and white person to play together or in company with each other at any game of pool or billiards. *Alabama*

4. \_\_\_\_\_

Every employer of white or negro males shall provide for such white or negro males reasonably accessible and separate toilet facilities. *Alabama*

[http://www.nps.gov/malu/forteachers/jim\\_crow\\_laws.htm](http://www.nps.gov/malu/forteachers/jim_crow_laws.htm)

## Student Resource Sheet 3b

### Jim Crow” Segregation Laws

**Directions:**

*Read the following laws passed during the “Jim Crow” era and identify the area of daily life affected.*

5. \_\_\_\_\_

It shall be unlawful to conduct a restaurant or other place for the serving of food in the city, at which white and colored people are served in the same room, unless such white and colored persons are effectually separated by a solid partition extending from the floor upward to a distance of seven feet or higher, and unless a separate entrance from the street is provided for each compartment. *Alabama*

All persons licensed to conduct a restaurant, shall serve either white people exclusively or colored people exclusively and shall not sell to the two races within the same room or serve the two races anywhere under the same license. *Georgia*

No persons, firms, or corporations, who or which furnish meals to passengers at station restaurants or station eating houses, in times limited by common carriers of said passengers, shall furnish said meals to white and colored passengers in the same room, or at the same table, or at the same counter. *South Carolina*

6. \_\_\_\_\_

The Corporation Commission is hereby vested with power and authority to require telephone companies...to maintain separate booths for white and colored patrons when there is a demand for such separate booths. That the Corporation Commission shall determine the necessity for said separate booths only upon complaint of the people in the town and vicinity to be served after due hearing as now provided by law in other complaints filed with the Corporation Commission. *Oklahoma*

7. \_\_\_\_\_

Every person...operating...any public hall, theatre, opera house, motion picture show or any place of public entertainment or public assemblage which is attended by both white and colored persons, shall separate the white race and the colored race and shall set apart and designate...certain seats therein to be occupied by white persons and a portion thereof , or certain seats therein, to be occupied by colored persons. *Virginia*

[http://www.nps.gov/malu/forteachers/jim\\_crow\\_laws.htm](http://www.nps.gov/malu/forteachers/jim_crow_laws.htm)

## Student Resource Sheet 3c

### Jim Crow” Segregation Laws

**Directions:**

*Read the following laws passed during the “Jim Crow” era and identify the area of daily life affected.*

8. \_\_\_\_\_

It shall be unlawful for colored people to frequent any park owned or maintained by the city for the benefit, use and enjoyment of white persons...and unlawful for any white person to frequent any park owned or maintained by the city for the use and benefit of colored persons. *Georgia*

9. \_\_\_\_\_

Any person...who shall rent any part of any such building to a negro person or a negro family when such building is already in whole or in part in occupancy by a white person or white family, or vice versa when the building is in occupancy by a negro person or negro family, shall be guilty of a misdemeanor and on conviction thereof shall be punished by a fine of not less than twenty-five (\$25.00) nor more than one hundred (\$100.00) dollars or be imprisoned not less than 10, or more than 60 days, or both such fine and imprisonment in the discretion of the court. *Louisiana*

10. \_\_\_\_\_

All circuses, shows, and tent exhibitions, to which the attendance of...more than one race is invited or expected to attend shall provide for the convenience of its patrons not less than two ticket offices with individual ticket sellers, and not less than two entrances to the said performance, with individual ticket takers and receivers, and in the case of outside or tent performances, the said ticket offices shall not be less than twenty-five (25) feet apart. *Louisiana*

11. \_\_\_\_\_

The officer in charge shall not bury, or allow to be buried, any colored persons upon ground set apart or used for the burial of white persons. *Georgia*

12. \_\_\_\_\_

The warden shall see that the white convicts shall have separate apartments for both eating and sleeping from the negro convicts. *Mississippi*

[http://www.nps.gov/malu/forteachers/jim\\_crow\\_laws.htm](http://www.nps.gov/malu/forteachers/jim_crow_laws.htm)

## Student Resource Sheet 3d

### Jim Crow” Segregation Laws

**Directions:**

*Read the following laws passed during the “Jim Crow” era and identify the area of daily life affected.*

13. \_\_\_\_\_

The state librarian is directed to fit up and maintain a separate place for the use of the colored people who may come to the library for the purpose of reading books or periodicals. *North Carolina*

Any white person of such county may use the county free library under the rules and regulations prescribed by the commissioners court and may be entitled to all the privileges thereof. Said court shall make proper provision for the negroes of said county to be served through a separate branch or branches of the county free library, which shall be administered by [a] custodian of the negro race under the supervision of the county librarian. *Texas*

14. \_\_\_\_\_

The Board of Control shall see that proper and distinct apartments are arranged for said patients, so that in no case shall Negroes and white persons be together. *Georgia*

There shall be maintained by the governing authorities of every hospital maintained by the state for treatment of white and colored patients separate entrances for white and colored patients and visitors, and such entrances shall be used by the race only for which they are prepared. *Mississippi*

15. \_\_\_\_\_

No person or corporation shall require any white female nurse to nurse in wards or rooms in hospitals, either public or private, in which negro men are placed. *Alabama*

16. \_\_\_\_\_

The board of trustees shall...maintain a separate building...on separate ground for the admission, care, instruction, and support of all blind persons of the colored or Black race. *Louisiana*

17. \_\_\_\_\_

No colored barber shall serve as a barber [to] white women or girls. *Georgia*

## Student Resource Sheet 3e

### Jim Crow” Segregation Laws

**Directions:**

*Read the following laws passed during the “Jim Crow” era and identify the area of daily life affected.*

18. \_\_\_\_\_

It shall be unlawful for any amateur white baseball team to play baseball on any vacant lot or baseball diamond within two blocks of a playground devoted to the Negro race, and it shall be unlawful for any amateur colored baseball team to play baseball in any vacant lot or baseball diamond within two blocks of any playground devoted to the white race.

19. \_\_\_\_\_

The marriage of a person of Caucasian blood with a Negro, Mongolian, Malay, or Hindu shall be null and void. *Arizona*

All marriages between a white person and a negro, or between a white person and a person of negro descent to the fourth generation inclusive, are hereby forever prohibited. Any negro man and white woman, or any white man and negro woman, who are not married to each other, who shall habitually live in and occupy in the nighttime the same room shall each be punished by imprisonment not exceeding twelve (12) months, or by fine not exceeding five hundred (\$500.00) dollars. *Florida*

It shall be unlawful for a white person to marry anyone except a white person. Any marriage in violation of this section shall be void. *Georgia*

The marriage of a white person with a negro or mulatto or person who shall have one-eighth or more of negro blood, shall be unlawful and void. *Mississippi*

All marriages between...white persons and negroes or white persons and Mongolians...are prohibited and declared absolutely void...No person having one-eighth part or more of negro blood shall be permitted to marry any white person, nor shall any white person be permitted to marry any negro or person having one-eighth part or more of negro blood. *Missouri*

All marriages of white persons with Negroes, Mulattos, Mongolians, or Malaya hereafter contracted in the State of Wyoming are and shall be illegal and void. *Wyoming*

[http://www.nps.gov/malu/forteachers/jim\\_crow\\_laws.htm](http://www.nps.gov/malu/forteachers/jim_crow_laws.htm)

## Student Resource Sheet 3f

### Jim Crow” Segregation Laws

**Directions:**

*Read the following laws passed during the “Jim Crow” era and identify the area of daily life affected.*

20. \_\_\_\_\_

The schools for white children and the schools for negro children shall be conducted separately. *Florida*

Separate free schools shall be established for the education of children of African descent; and it shall be unlawful for any colored child to attend any white school, or any white child to attend a colored school. *Missouri*

Separate rooms [shall] be provided for the teaching of pupils of African descent, and [when] said rooms are so provided, such pupils may not be admitted to the school rooms occupied and used by pupils of Caucasian or other descent. *New Mexico*

Books shall not be interchangeable between the white and colored schools, but shall continue to be used by the race first using them. *North Carolina*

Any instructor who shall teach in any school, college or institution where members of the white and colored race are received and enrolled as pupils for instruction shall be deemed guilty of a misdemeanor, and upon conviction thereof, shall be fined in any sum not less than ten dollars (\$10.00) nor more than fifty dollars (\$50.00) for each offense. *Oklahoma*

[The County Board of Education] shall provide schools of two kinds; those for white children and those for colored children. *Texas*

[http://www.nps.gov/malu/forteachers/jim\\_crow\\_laws.htm](http://www.nps.gov/malu/forteachers/jim_crow_laws.htm)



# Student Resource Sheet 4a

## Document Analysis

### Step 1: Document Qualities

Complete the following information about the document:

1. How would you classify what you are looking at?

- Quotation
- Telegram
- Newspaper
- Letter
- Speech
- Map
- Flyer
- Report
- Advertisement
- Other Describe: \_\_\_\_\_

2. Who is the author or who created it?

\_\_\_\_\_

3. Is a date or source given? Yes \_\_\_\_\_ No \_\_\_\_\_

If so, what is the date? \_\_\_\_\_

4. Where did it come from? \_\_\_\_\_

### Step 2: Document Information

Describe three things you learned from reading this document.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Student Resource Sheet 4b

### Step 3: Questions:

Based on what you see, what questions do you have about the document?

---

---

---

---

Why do you think the document was written? Cite evidence from the document to support your position.

---

---

---

What would you like to know more about after reading this document?

---

---

---

What does the document tell you about what was happening in the United States at the time?

---

---

---

---

---

---

## **Student Resource Sheet 5**

### **Jim Crow Law Upheld**

For resource, go to the link below

<http://dbs.ohiohistory.org/africanam/page1.cfm?ItemID=2944>

Source: "Jim Crow Law upheld" Ohio State Monitor April 24, 1920 Ohio Historical Center Archives Newspaper Roll #20492, Vol. 2 No. 45, Page 1  
Downloaded December 2003.

## **Student Resource Sheet 6**

### **As to the "Jim Crow" Car**

For resource, go to the link below

<http://dbs.ohiohistory.org/africanam/det.cfm?ID=19345>

Click on View Image

Source: "As to the Jim Crow Car" Cleveland Gazette July 28, 1900, Ohio Historical Center Archives Newspaper Roll #4432, Vol. 17 Issue No. 51, Page 1  
Downloaded December 2003.

## **Student Resource Sheet 7**

### **Baltimore Judge O.K.'s Jim-Crowism**

For resource, go to the link below

<http://dbs.ohiohistory.org/africanam/det.cfm?ID=9443>

Click on View Image

Source: "Baltimore Judge O.K.'s Jim-Crowism" Cleveland Advocate May 29, 1920 Ohio Historical Center Archives Newspaper Roll #4156, Vol. 7 Issue No. 3, Page 1  
Downloaded December 2003.

## **Student Resource Sheet 8**

### **Colored Man Wins Case**

For resource, go to the link below

<http://dbs.ohiohistory.org/africanam/det.cfm?ID=6852>

Click on View Image

Source: "Colored Man Wins Case" Cleveland Advocate February 23, 1918 Ohio Historical Center Archives Newspaper Roll #4155, Vol. 4 Issue No. 42, Page 1  
Downloaded December 2003.

## **Student Resource Sheet 9**

**Claire King**  
Jacksonville, FL

### **Jim Crow from the Eyes of a Child**

For resource, go to link below

<http://www.americanradioworks.org/features/remembering/children.html#1>

Scroll down to last story which is by Claire King

## **Student Resource Sheet 10**

**Kenneth Stone**  
St. Louis, MO

**Bridgeport Library Branch, IL, Circa 1963**

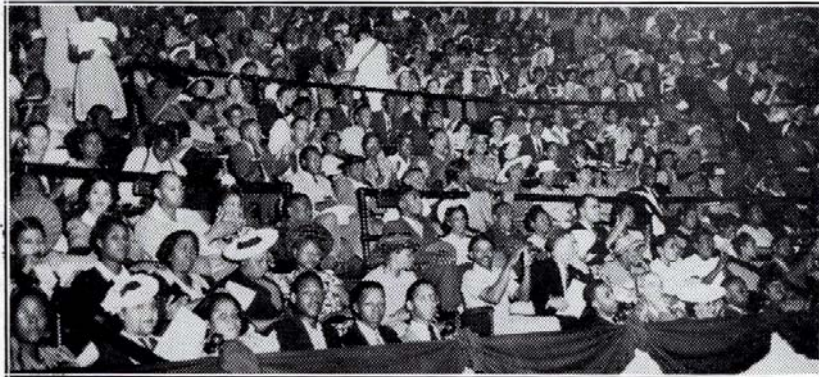
For resource, go to link below

<http://www.americanradioworks.org/features/remembering/children.html#1>



## Student Resource Sheet 11a

# WHY SHOULD WE MARCH?



15,000 Negroes Assembled at St. Louis, Missouri  
20,000 Negroes Assembled at Chicago, Illinois  
23,500 Negroes Assembled at New York City  
Millions of Negro Americans all Over This Great  
Land Claim the Right to be Free!

FREE FROM WANT!  
FREE FROM FEAR!  
FREE FROM JIM CROW!

*"Winning Democracy for the Negro is Winning the War  
for Democracy!" — A. Philip Randolph*

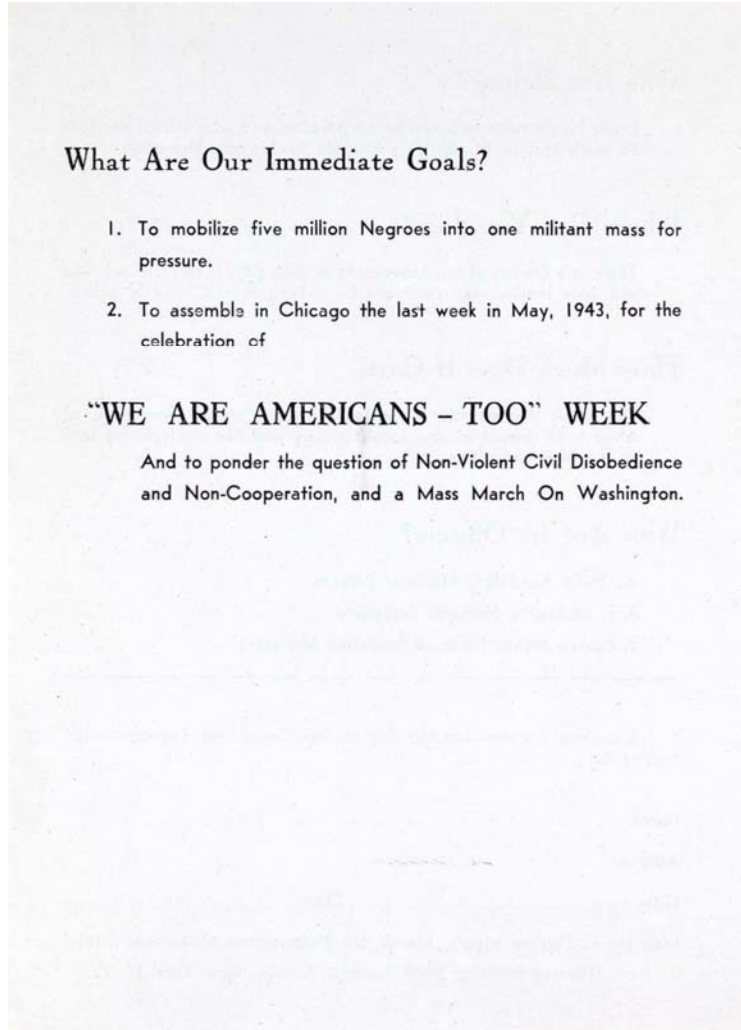
440

"Why Should We March?" March on Washington fliers, 1941. A. Philip Randolph Papers, [Manuscript Division](#) (8-8)

*Courtesy of the A. Philip Randolph Institute, Washington, D.C.*

<http://memory.loc.gov/ammem/aahtml/aopart8.html>

## Student Resource Sheet 11b



Why Should We March?" March on Washington fliers, 1941. A. Philip Randolph Papers, [Manuscript Division](#) (8-8)  
*Courtesy of the A. Philip Randolph Institute, Washington, D.C..*

## Student Resource Sheet 12

### Crownsville State Hospital

60. There shall be established in the State of Maryland an institution for the detention and care of such negro insane of the State, as may be duly committed or sent to said institution or hospital; which shall be called the Crownsville State Hospital, and which shall be under the control of the board of managers as hereinafter provided; provided, however, that said Crownsville State Hospital shall not be located in Baltimore city.

*Source: The Annotated Code of the Public General Laws of Maryland, 192. Vol.375, page 2115. Lunatics and Insane, Section 60 and 61.*

<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000375/html/am375--2115.html>

## Student Resource Sheet 13

### Marriage in Maryland

“All marriages between a white person and a negro, or between a white person and a person of negro descent, to the third generation, inclusive, are forever prohibited, and shall be void; and any person violating the provisions of this section shall be deemed guilty of an infamous crime, and punished by imprisonment in the penitentiary not less than eighteen months nor more than ten years.”

*Source: The Annotated Code of the Public General Laws of Maryland, 1924. Vol. 375, page 1085-1086 Crimes and Punishments, Section 365.*

<http://www.mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000375/html/am375--1085.html>