

Discrimination and Diversity: The Constitution, Laws, and Legislation

Objective: Using primary source documents and independent research, students will identify the specific ways in which different ethnic groups within the state of Mississippi have experienced discrimination as a result of legislation ratified by the Mississippi State Congress.

The *Discrimination and Diversity* lesson plan is adaptable for grades 8-12.

Curricular Connections		
Common Core Language Arts	Grade 8	RI 1, 2, 3, 4, 5, 6, 8; SL 1, 3, 4, 6; L 1, 2, 3, 4; RH 1, 2, 3, 4, 5, 6, 8
	Grades 9-10	RI 1, 2, 3, 4, 5, 6, 8; SL 1, 3, 4, 6; L 1, 2, 3, 4; RH 1, 2, 3, 4, 5, 8
	Grades 11-12	RI 1, 2, 3, 4, 5, 6; SL 1, 3, 4, 6; L 1, 2, 3, 4; RH 1, 2, 3, 4, 5, 8
Common Core Math	High School – Statistics and Probability	S-IC 1, 2, 3
Social Studies	U.S. History from Exploration through Reconstruction	2f; 4a; 6a; 6b
	Mississippi Studies	4b
	U.S. Government	5c; 7a; 7c
	U.S. History from Post-Reconstruction to the Present	1a; 1b; 2a; 4a; 4b; 4c; 4d; 7a
	Minority Studies	1b; 2a; 2c
	African American Studies	1b; 1c; 1d; 5b
	Problems in American Democracy	2b; 2d; 5d



“Primary documents must be read with an objective focus and a forgiving heart!”

Ruth Brown is a master teacher of economics and U.S. government at Lanier High School in Jackson, Mississippi. She holds an AAS, BS, MDiv, and MBA. Most recently she received her MEd and certification from Millsaps College in 2014. In addition to her numerous degrees, Ruth is a proud U.S. Army veteran. Ruth also coaches both the boys and girls golf teams at Lanier High School. In 2015, Ruth joined the MDAH Teacher Advisory Group after participating in the first annual Summer Teachers School.

Materials: *Three-Story House*; *the welcome table Guideposts*; *Time Periods of African American Civil Rights Movements*; Internet; *Key Events of the Civil Rights Movement*; butcher paper; *Federal Civil Rights Legislation*; *Governor Humphreys Letter*; *Propaganda and Promotion*; poster board; scissors; construction paper; glue sticks; markers; *Mississippi Populations and Voting Statistics*.

Procedures:

Activity One: Three-Story House

1. Distribute the *Three-Story House* handout.
2. Go through each “level” of the house discussing the different levels of analyzing and learning before moving to other activities.
3. Distribute *the welcome table Guideposts* handout.
4. Discuss the manner in which the topics within this lesson are to be handled. Students are to be reminded to be respectful and courteous of each other when working through the activities.

Activity Two: Time Periods of African American Civil Rights Movements

1. Distribute the *Time Periods of African American Civil Rights Movements* handout.
2. Using the table given, students will research online to define the goal of each movement and its relationship to the goals of other movements in terms of race relations.
3. Students will then draw conclusions to determine if each time period supports a positive or negative change within the state, local, and federal government and among the population of the United States.
4. If time allows, use the *Key Events in the Civil Rights Movement* handout and butcher paper to create a detailed timeline of events. Discuss with students the included events and add additional events as desired to detail local history and the civil rights struggles of other groups.
5. To discuss significant civil rights legislation of the 1960s, distribute *Federal Civil Rights Legislation* handout to students.
6. Break students into groups and assign one act (Civil Rights Act of 1964, Voting Rights Act of 1965, or Fair Housing Act of 1968) to research more in-depth per group.
7. Students will present the purpose and impact the legislation had in the African American Community and various other populations. Discuss as a class.

Activity Three: Governor Humphreys Letter

1. Distribute *Governor Humphreys Letter* regarding the Black Codes of 1865.
2. Have students read the letter intently.
3. After reading, students will write a letter back to Governor Humphreys reflecting their emotional and intellectual responses to the letter, their opinion of such treatment by the state government, and the rhetoric used.

Activity Four: Propaganda and Promotion

1. Working individually or in small groups, distribute *Propaganda and Promotion* handout to students.
2. Using the Internet, have students research their assigned activist group or individual and then create one (or both) of the following:
 - A propaganda campaign poster supporting their group’s or individual’s ideology.
 - A one-minute commercial explaining their group’s or individual’s platform to gain support for their issues and actions.

3. Have students share their findings and discuss them as a class using the techniques learned in the *Three-Story House* and the *welcome table Guideposts* handouts.

Activity Five: Mississippi Populations and Voting Statistics

1. Distribute *Mississippi Populations and Voting Statistics* handout to students.
2. Using the data provided, students will create graphs reflecting the data.
3. Break students into groups representing subgroups of the Mississippi Voting Age Population of each year (1870 and 1960).
 - For example: A class of approximately thirty students representing the 1870 election (**Note:** Groups having the opportunity to vote are notated with an asterick):
 - Native Americans* (0%) = 0
 - Chinese Americans* (0%) = 0
 - Black Males* (12%) = 4
 - Black Females (33%) = 10
 - White Males* (26%) = 8
 - White Females (29%) = 9
4. Take a classroom vote (for student president, funniest student, etc).
5. Find out who rules the room based on the years of the vote chosen for the exercise.
6. Have those students who rule stand up to show who controlled the vote in the perspective years.

Extension Activity:

Students are encouraged to research and report on the cause and impact of various other civil rights movements such as:

- Woman Suffrage and Feminists Movement in Mississippi
- Latin American Movement for Civil Rights
- Native American Movement for Civil Rights
- Jewish groups in their fight against Anti-Semitism
- LBGTQ Movement for Civil Rights

Three-Story House



3—Applying

Evaluate	Generalize	Imagine
Judge	Predict	Speculate
If/Then	Hypothesize	Forecast

2—Processing

Compare	Contrast	Classify
Sort	Distinguish	Explain (Why?)
Infer	Analyze	

1—Gathering

Complete	Define	Describe
Identify	List	Observe
Recite	Select	

<http://blog.adambabcock.com/wp-content/uploads/2013/03/Costa-House-Levels-of-Questions.pdf>

the welcome table Guideposts

- 1. *be present & welcoming.*** Be 100% present. Set aside the usual distractions of things undone from yesterday, things to do tomorrow. Bring all of yourself to the work. Practice hospitality. We all learn most effectively in spaces that welcome us. Welcome others to this place and this work, and presume that you are welcomed.
- 2. *listen deeply to learn.*** Listen intently to what is said; listen to the feelings beneath the words. Listen to yourself also. Strive to achieve a balance between listening and reflecting, speaking and acting. You will be invited to share in pairs, small groups, and in the larger group. The invitation is exactly that. You will determine the extent to which you want to participate in our discussions and activities.
- 3. *no fixing.*** Each of us is here to discover our own truths, to listen to our own inner teacher, to take our own inner journey. We are not here to set someone else straight, or to help right another's wrongs, to "fix" or "correct" what we perceive as broken or incorrect in another member of the group.
- 4. *suspend judgment and assumptions & seek understanding.*** Set aside your judgments. By creating a space between judgments and reactions, we can listen to the other, and to ourselves, more fully, and thus our perspectives, decisions and actions are more informed. Our assumptions are usually invisible to us, yet they under-gird our worldview and thus our decisions and our actions. By identifying our assumptions, we can then set them aside and open our viewpoints to greater possibilities.
- 5. *speak your truth & respect the truth of others.*** Say what is in your heart, trusting that your voice will be heard and your contribution respected. Your truth may be different from, even the opposite of, what another in the circle has said. Speaking your truth is not debating with, or correcting, or interpreting what another has said. Own your truth by speaking only for yourself, using "I" statements. Respect the private nature of discussions. Everyone gets to tell their own story for themselves.
- 6. *respect silence.*** Silence is a rare gift in our busy world. After you or someone else has spoken, take time to reflect, without immediately filling the space with words. Look inwards and listen to yourself in the silence.
- 7. *when things get difficult, turn to wonder.*** If you find yourself disagreeing with another, becoming judgmental, shutting down in defense, try turning to wonder: "I wonder what brought her to this place?" "I wonder what my reaction teaches me?" "I wonder what he's feeling now?"
- 8. *trust the circle.*** In the circle, all voices are valued equally. All gifts are welcomed and respected. Within each circle is the genesis of renewal and community well-being. The circle can be the instrument for creating a new community narrative for the sake of our children and grandchildren.



the welcome table **GUIDEPOSTS**

Learn more about *the welcome table Guideposts* at <http://winterinstitute.org/community-relations/the-welcome-table/>.

NAME _____ DATE _____

Time Periods of African American Civil Rights Movements

Directions: In the table below, define the goal of each movement and its relationship to other movements in terms of race relations. Then draw conclusions to determine if each time period supports a positive or negative change within the state, local, and federal government and among the population of the United States.

Time Periods of African American Civil Rights Movements	
Late 19 th Century (1865-1895)	
Early 20 th Century (1896-1954)	
Mid 20 th Century (1955-1968)	

NAME _____ DATE _____

Time Periods of African American Civil Rights Movements Answer Key

Directions: In the table below, define the goal of each movement and its relationship to other movements in terms of race relations. Then draw conclusions to determine if each time period supports a positive or negative change within the state, local, and federal government and among the population of the United States.

Time Periods of African American Civil Rights Movements	
Late 19 th Century (1865-1895)	<ul style="list-style-type: none"> • The ratification of the Thirteenth, Fourteenth, and Fifteenth Amendments sought to legally recognize former slaves as whole people under the law with equal representation and rights.
Early 20 th Century (1896-1954)	<ul style="list-style-type: none"> • In <i>Plessy v. Ferguson</i> the court stated that segregation would be considered legal as long as facilities and services were “separate but equal.” • <i>Brown v. Board of Education</i> declared that separate was not equal. • With Truman’s Executive Order 9981 in 1948, the military was officially desegregated.
Mid 20 th Century (1955-1968)	<ul style="list-style-type: none"> • The mid 1900s were the golden age of civil rights. There were multiple precedence setting court cases that forever changed the course of the United States: <ul style="list-style-type: none"> • Civil Rights Act of 1964 • Freedom Summer 1964 • Voting Rights Act of 1965 • Fair Housing Act of 1968

NAME _____ DATE _____

Key Events in the Civil Rights Movement

Directions: With the list provided and your classmates, create a timeline of events of key events in the Civil Rights Movement.

Voting Rights Act of 1965	Burgland High School Walk Out
World War II	Little Rock Nine
Mississippi Freedom Democratic Party	Neshoba Murders
Martin Luther King’s Assassination	“I Have a Dream” Speech
Black Power Movement	<i>Loving v. Virginia</i>
Freedom Rides	Woolworth’s Sit-In in Jackson
Biloxi Beach Wade-In	Medgar Evers Assassination
Ole Miss Riot	Poor People’s March
Freedom Summer	Malcolm X Assassination
Head Start	Fair Housing Act of 1968
Civil Rights Act of 1964	Meredith March
<i>Brown v. Board</i>	Jackson State University Riot(s)
Harlem Riots	<i>Keys v. Carolina Coach Co.</i>
Truman’s Executive Order 9981 Desegrating the Military	Bombing of 16 th Street Church, Birmingham, Alabama

NAME _____ DATE _____

Federal Civil Rights Legislation

Directions: Using the table below, chart the significant accomplishments of each piece of legislation.

Federal Civil Rights Laws	
Civil Rights Act of 1964	
Voting Rights Act of 1965	
Fair Housing Act of 1968	

NAME _____ DATE _____

Federal Civil Rights Legislation Answer Key

Directions: Using the table below, chart the significant accomplishments of each piece of legislation.

Federal Civil Rights Laws	
Civil Rights Act of 1964	<ul style="list-style-type: none">• The Civil Rights Act of 1964 outlawed discrimination based on race, color, religion, sex, or national origin. It ended unequal application of voter registration requirements and racial segregation in schools, at the workplace, and by facilities that served the general public (known as “public accommodations”).
Voting Rights Act of 1965	<ul style="list-style-type: none">• The Voting Rights Act of 1965 prohibited racial discrimination in voting and was designed to enforce the voting rights guaranteed by the Fourteenth and Fifteenth Amendments of the United States Constitution. It resulted in the mass enfranchisement of racial minorities throughout the country, especially in the South. It is considered to be the most effective piece of civil rights legislation ever enacted in the country.
Fair Housing Act of 1968	<ul style="list-style-type: none">• The Fair Housing Act of 1968 provided for equal housing opportunities regardless of race, creed, or national origin and made it a federal crime to “by force or by threat of force, injure, intimidate, or interfere with anyone ... by reason of their race, color, religion, or national origin.”

Governor Humphreys Letter

Directions: After reading the biography of Governor Benjamin Grubbs Humphreys, read Governor Humphreys's letter regarding the Black Codes of 1865.

Benjamin Grubb Humphreys, planter, Confederate brigadier general, eighteenth governor of Mississippi, and life-insurance agent was born at the Hermitage, his father's plantation in Claiborne County, Mississippi Territory, on August 26, 1808. His parents were George Wilson and Sarah Smith Humphreys. The Humphreys family was originally from Wales, but they were exiled to Ireland. They later emigrated to Connecticut, Pennsylvania, and Virginia. Many Humphreys family members served in the Revolutionary War. Ralph Humphreys, a Virginian and the grandfather of Benjamin Grubb Humphreys, was a colonel in the Continental Army. He married Agnes Wilson, a niece of James Wilson, who was a signer of the Declaration of Independence. Their eldest son, George Wilson Humphreys, later married Sarah Smith. Her father, Major David Smith, was a native of South Carolina. His ancestors were Huguenots who fled to America after the revocation of the Edict of Nantes in 1685. From her father, Sarah Smith Humphreys inherited the land on Bayou Pierre that would become the Hermitage.

Sarah Smith Humphreys died when Benjamin Grubb Humphreys was young, and his father sent him to live with his grandfather in Kentucky, where he received his early education. Humphreys later attended school in New Jersey from 1821 until his father requested him to return home in 1824. Upon his return, he worked as a store clerk in Port Gibson, Mississippi. Humphreys was later appointed as a cadet at the United States Military Academy, West Point, New York, where he was a classmate of Robert E. Lee. For disciplinary reasons, he and several other cadets were expelled after a riot on Christmas Eve of 1826. Humphreys returned to Mississippi to become the overseer of his father's plantation in 1827.

On March 15, 1832, Humphreys married Mary McLaughlin. They settled on his plantation near the Big Black River in Claiborne County, where his wife died three years later. He then returned to the Hermitage with his son, Thomas McLaughlin, who died at the age of four in 1838, and his daughter, Mary Elizabeth Douglas. She later married the nephew of Jefferson Davis, Captain Isaac Stamps, who was killed at Gettysburg, Pennsylvania, on July 2, 1863.

Humphreys entered the political arena in 1838, when he was elected to the Mississippi House of Representatives as a Whig. He was a successful candidate for the Mississippi Senate in 1839, and on December 3 of that year he married his second wife, Mildred Hickman Maury, daughter of Judge James H. and Lucinda Smith Maury. Humphreys served in the Mississippi Senate from 1840 to 1844. He managed his plantation until the outbreak of the Civil War.

Despite his earlier opposition to secession, he organized the Sunflower Guards in 1861. His company later fought in all of the major campaigns of the Army of Northern Virginia except the Second Battle of Bull Run. Humphreys was promoted to brigadier general after the death of General William Barksdale at Gettysburg, and he assumed command of the brigade. A disabling wound at Berryville, Virginia, forced him to return to Mississippi in 1864, but he still commanded a military district until the end of the war.

Humphreys was the first Mississippi governor to be elected after the Civil War, and he served from October 2, 1865, to June 15, 1868. In his inaugural address, he pleaded for peace, economic recovery, and federal

and state cooperation. Humphreys oversaw greater provisions for destitute soldiers and their families during Reconstruction. During his administration, the Mississippi legislature passed the Black Code of 1865. The legislature also rejected the Thirteenth Amendment to the United States Constitution on the grounds that Mississippi had already abolished slavery and that national enforcement of the amendment would infringe on states' rights. Humphreys and the legislature also contested the Fourteenth Amendment for its similar infringement on states' rights. Shortly after being reelected in 1868, he was ousted from office by federal military authorities. Humphreys was succeeded by military governor Adelbert Ames of Massachusetts. This transfer of power was authorized under the Military Reconstruction Act of 1867.

After leaving office, Humphreys worked as an agent for the New York Life Insurance Company in both Jackson and Vicksburg. He eventually retired to his plantation in Leflore County, where he died on December 20, 1882. Humphreys was survived by his second wife and four children: Benjamin Grubb II, David Smith, John Barnes, and Mary Douglas Humphreys Stamps.

Archives and Records Services, "Humphreys (Benjamin Grubb) and Family Papers," Mississippi Department of Archives and History, <http://opac2.mdah.state.ms.us/phpmanuscripts/z2032.php?referer=http://zed.mdah.state.ms.us>

Governor Humphreys Letter

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Executive Office

Jackson Miss, Nov 30th 1865

Gentlemen of the Senate
And House of Representatives -

In view of your resolution to take, at an early day, a recess until after the holidays. I deem it proper to call your immediate attention to a few subjects of vital importance to the welfare of the State,

By the sudden emancipation of over three hundred thousand slaves, Mississippi has imposed upon her a problem of vast magnitude, upon the proper solution of which depends the hopes and future prosperity and welfare of ourselves and our children -

Under the pressure of Federal bayonets urged on by the misdirected sympathies of the world in behalf of the enslaved African, - the people of Mississippi have abolished the institution of Slavery and have solemnly declared in their State Constitution that "The legislature shall provide by law for the protection and security of the person and property of the freedmen of the State and guard them and the State against any evils that may arise from their sudden emancipation" Now this important provision and requirement of the Constitution is to be carried into effect. It is the question now presented for our solution, we must now meet the question as it is, and not as we would like to have it. The rule must be justice. The need is free, whether we like it or not, we must realize that fact now and ^{govern} ~~from hereafter~~. To be free, however, does

(16)

not make him a citizen, ~~nor~~ entitle him to political or social equality with the white-man. But the Constitution and justice ~~and justice~~ do entitle him to protection and security in his person and property - both real and personal.

In my humble judgement no person, bond or free, under any form of government, can be assured of protection or security in either person or property, except through an independent and enlightened Judiciary. The Courts then should be open to the negro. But of what avail is it to open the Courts, and invite the negro "to sue and be sued," if he is not permitted to testify himself and introduced such testimony as he, or his attorney, may deem essential to establish the truth and justice of his case? Whether the witness be white or black, it is the denial of the most common privilege of freedom, an ensnaring delusion, the merest mockery -

As a domestic measure of domestic policy whether for the protection of the person or property of the freedman or for the protection of society the negro should be allowed and required to testify for, or against the white and black according to the truth. There are few men living in the South who have not known many white criminals to go "unwhipped of justice" because negro testimony was not permitted in the Courts. And now that the negro is no longer under the restraints and protection of his master, he will become the dupe and "cat's-paw" of the vile and ~~vicious~~ vicious white man who seeks his association and will plunder our land with entire security from punishment unless he can be

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reached through negro testimony - It is an insult to the intelligence and virtue of our Courts, and juries of whitemen, to say or suspect that they cannot or will not protect the innocent, whether white or black, against the falsehood and perjury of black witnesses.

The question of admitting negro testimony for the protection of their person or property sinks into insignificance by the side of the other great question of guarding them and the State against the evils that may arise from their sudden emancipation. What are the evils that have already arisen, against which we are to guard the negro and the State? The answer is patent to all - vagrancy and pauperism, and their inevitable concomitants - crime and misery, hang like a dark pall over our once prosperous and happy, but now desolated and ruined land.

To the guardian care of the Freedmen's Bureau has been entrusted the emancipated slave. The civil law, and the politician, outside of the Bureau, has been deprived of all jurisdiction over them. Look around the you and see the result. Idleness and vagrancy has been the rule. Our rich and productive fields have been deserted, for the filthy garrets and sickly cellars of our towns and cities. From producers they are converted into Consumers and as winter approaches their only salvation from starvation and want - is Federal rations, plunder and pillage. Four years of cruel war conducted upon principles of vandalism disgraceful to

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the civilization of the age was scarcely more blighting and destructive to the homes of the whiteman, and impoverishing and degrading to the negro, than has resulted in the last six or eight months from the administration of this black incubus. Many of the officers connected with that Bureau are gentlemen of honor and integrity, but they seem incapable of protecting the rights and property of the whiteman against the villanies of the vile and vicious with whom they are associated.

How long this hideous curse, permitted of Heaven, is to be allowed to rule and ruin our unhappy people I regret it is not in my power to give any assurance, further than can be gathered from the public and private declarations of President Johnson that "The troops will all be withdrawn from Mississippi when in the opinion of the Government the peace and order and civil authority has been restored and can be maintained without them." In this uncertainty as to what will satisfy the Government of our loyalty and ability to maintain ^{order} and peace and civil government our duty under the constitution to guard the negro and the State from the evils arising from sudden emancipation, must not be neglected. Our duty to the State and to the freedman seems to me to be clear and I respectfully recommend 1st That negro testimony should be admitted in our

(19.)

Courts not only for the protection of the person and property of the freedman but for the protection of society against the crimes of both races. 2nd That the freedman be encouraged, at once, to engage in some pursuit of industry, for the support of his family, and the education of his children, by laws assuring him of friendships and protection.

Tax the freedman for the support of the indigent and helpless freedmen and then with an iron will and the strong hand of power take hold of the idle and the vagrant and force him to some profitable employment 3rd Pass a militia law that will enable the militia to protect our people against insurrection or any possible combination of vicious whitemen and negroes -

I den the passage of these measures, before you take a recess, of vital importance. By them we may reverse the withdrawal of the Federal troops and thus again inspire our people with hope and confidence in the future and encourage them to engage again in agricultural pursuits upon which our all depends - If we fail to pass them the future is all uncertainty, gloom and despondency

Wm. H. Thompson
Gov. of Miss.

Mr. Ingham moved that the message be laid
on the table, and one thousand copies be ordered to
be printed -

Pending which, on motion of Mr. Mayson,
the House adjourned until to-morrow morning, 7 o'clock

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*Printed for the
Members of the House*

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4

Governor Humphreys Letter (transcript)

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Executive Office Jackson Miss. Nov 20th 1865

Gentleman of the Senate and House of Representatives -

In view of your resolution to take, at an early day, a recess until after the holidays, I deem it proper to call your immediate attention to few subjects of vital importance to the welfare of the State.

By the sudden emancipation of over three hundred thousand slaves, Mississippi has imposed upon her a problem of vast magnitude upon the proper solution of which depends the hopes and future prosperity and welfare of ourselves and our children.

Under the pressure of Federal bayonets urged on by the misdirected sympathies of the world in behalf of the enslaved Africans, - the people of Mississippi have abolished the institution of slavery and have solemnly declared in their state Constitution that "the legislature shall provide by law for the protection and security of the person and prosperity of the freedmen of the State and guard them and the State against any evils that may arise from their sudden emancipation" How this important provision and requirement of the Constitution is to be carried into effect is the question now presented for our solution. We must now meet the questions as it is and not as we would like to have it. The rule must be justice. The negro is free. whether we like it or not, we must realize that fact now and forever. To be free, however, does

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not make him a citizen, or entitles him to political or social equality with the white-man. But the Constitution and justice as entitles him to protection and security - in his person and property – both real and personal

In my humble judgment no person, bond or free, under any form of government can be assured of – protection or security in either person or property, except through an independent and enlightened Judiciary. The Courts then should be open to the negro, But of what avail is it to open the Courts, and invite the negro "to-sue and be sued," if he is not-permitted to testify himself and introduce such testimony as he or his attorney may deem essential to establish the worth and justice of his case? Whether the witness be white or black, it is the denial of the most common privilege of freedom, an ensnaring delusion, the merest mockery -

As a measure of domestic policy whether for protection of the person or property of the freedman or for the protection of society the negro should be allowed and required to testify for or against the white and black according to the truth, There are few men living in the south who have not known many white criminals to go "unwhipped of justice" because negro testimony was not permitted in the Courts, and now that the negro is no longer under the restraints and protection of his master, he will become the dupe and "cats-paw" of the vile and vicious white man who seeks his association and will plunder our land with entire security from punishment unless he can be

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reached through negro testimony. It is an insult to the intelligence and virtue of our Courts, and juries of whitemen, to say a suspect that they cannot or will not protect the innocent, whether white or black, against the falsehood and perjury of black witnesses.

The question of admitting negro testimony for the protection of their person or property sinks into insignificance by the side of the other great question of guarding them and the State against the evils that may arise from their sudden emancipation. What are the evils that have already arisen, against which we are to guard the negro

and the State? The answer is patent to all - vagrancy and pauperism and this inevitable concomitant crime and misery hang like a dark pall over our once prosperous and happy, but now desolated and ruined land.

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How long this hideous Curse, permitted of Heaven, is to be allowed to rule and ruin our unhappy people I regret it is not in my power to give any assurance, further than can be gathered from the public and private declaration of President Johnson that- "The troops will all be withdrawn from Mississippi when in the opinion of the Government the peace and order and civil authority has been restored and can be maintained without them" In this uncertainty by as to what will ____ by the Government of our loyalty and ability to maintain order and peace and civil government our duty under the Constitution to guard the negro and the state from the evils arising from sudden emancipation, must not be neglected. Our duty to the State and to the freedman seems to me to be clear and respectfully recommended. 1st That negroe testimony should be admitted in our

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Tax the freedman for the support of the indigent and helpless freedman and then with an iron will and the strong hand of power take hold of the idler and the vagrant and force him to some profitable employment 3rd Pass a militia here that will enable the militia to protect our people against insurrection of any possible combination of vicious whitemen and negroes -

I deem the passage of these measures, before you take a recess, of vital importance By then we may secure the withdrawal of the Federal troops and then again inspire our people with hope and confidence in the future and encourage them to engage again in agricultural pursuits upon which our all depends - If we fail to pass them the future is all uncertainty, gloom and despondency

Benj. G Humphreys
Gov of Miss -

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Mr. Irby moved that the message be laid on the table, and one thousand copies be ordered to be printed - Pending which, on motion of Mr. Mayson, the House as former until to-morrow morning. 9 o'clock

NAME _____ DATE _____

Propaganda and Promotion

Directions: Research your assigned group or individual. Then using art supplies, create a propaganda poster supporting your group’s or individual’s ideology. Or create a one-minute commercial explaining your group’s or individual’s platform to gain support for their issues and actions.

Activists Groups	
NAACP	American Independent Party
SCLC	Anti-Defamation League
Dixiecrats	CORE
American Jewish Congress	SNCC
Citizens’ Councils	American Jewish Committee
Ku Klux Klan	

Important Individuals	
Ella Baker	Dwight D. Eisenhower
Robert Moses	John F. Kennedy
James Farmer	Lyndon B. Johnson
Martin Luther King Jr.	Earl Warren
John Lewis	Samuel Bowers
Rosa Parks	Jim Clark
Medgar Evers	Bull Connor
Ida B. Wells Barnett	James O. Eastland
George Wallace	Strom Thurmond
Fannie Lou Hamer	Ross Barnett
James Meredith	John Stennis

NAME _____ DATE _____

Mississippi Populations and Voting Statistics

Directions: Using the tables below create a graph reflecting the data.

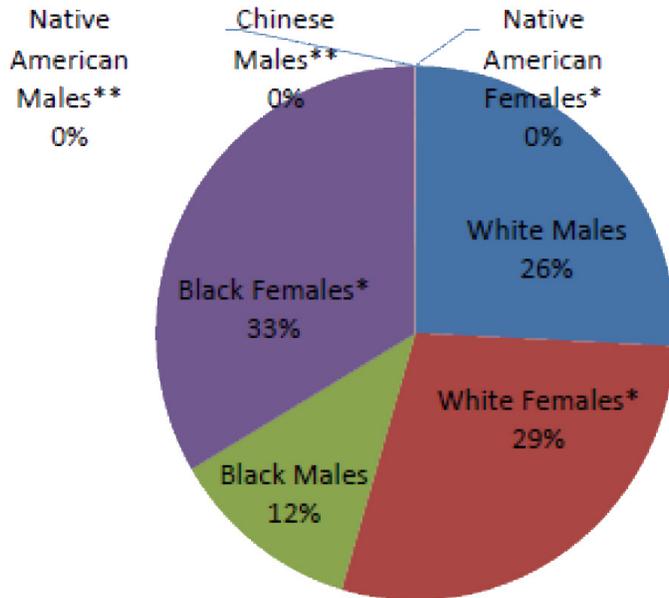
1870	
Total Mississippi Population	827,922
White Voting Age Males	84,784
White Females	187,613
Free Black Voting Age Males	80,926
Free Black Females	226,479
Chinese Voting Age Males	15
Native American Voting Age Males	120
Voting age Females Total	276,914

1960	
Total Mississippi Population	2,178,141
White Voting Age Males	372,090
Non-White Voting Age Males: Black, Chinese, Native Americans	198,966
Voting Age White Females	394,139

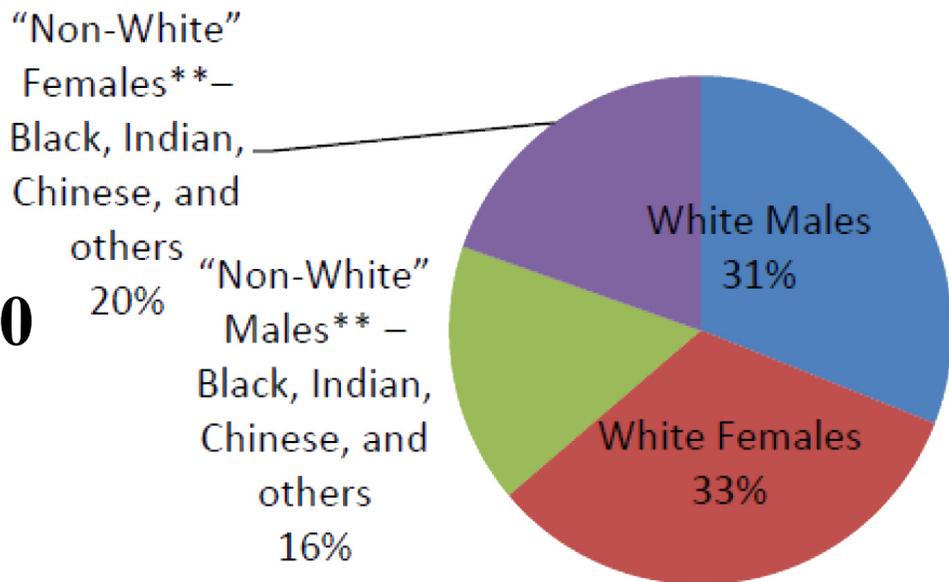
Mississippi Populations and Voting Statistics *Answer Key*

Directions: Using the tables below create a graph or chart reflecting the data.

1870



1960



* No vote
** Legally able to vote, but cannot due to social norms

MISSISSIPPI DEPARTMENT OF HISTORY LESSON PLANS

TEACHER EVALUATION

COMPLETE BOTH SIDES AND PLEASE MAIL OR FAX TO THE ADDRESS ON THE NEXT PAGE. THANK YOU!

TEACHER NAME _____

SCHOOL NAME & ADDRESS _____

EMAIL (OPTIONAL) _____

TOTAL NUMBER OF STUDENTS _____ GRADE LEVEL _____

LESSON TITLE ***Discrimination and Diversity: The Constitution, Laws, and Legislation*** _____

1. In your opinion, did this unit elicit better than average student response; if so, how?
2. Which segments of the unit exceeded your students' attention span?
3. Will this unit be of assistance to you in developing future classroom activities; if so, how?
4. How did this unit add to your earlier teaching on the same subject?
5. Would this teaching unit be handier to use as a:
___ multi-day unit ___ multi-week unit ___ other
6. Were the activities and lessons appropriate for your students? How?

Please rate the following lesson materials and activities by circling the appropriate number.

4=excellent, 3=good, 2=average, 1=inadequate

Directions and Notes	4	3	2	1
Curricular Connections	4	3	2	1
Student Worksheets	4	3	2	1
Interactive Activities	4	3	2	1
Historic Images	4	3	2	1
References and Resources	4	3	2	1

Activity One: Three-Story House	4	3	2	1
Activity Two: Time Periods of African American Civil Rights Movements	4	3	2	1
Activity Three: Governor Humphreys Letter	4	3	2	1
Activity Four: Propaganda and Promotion	4	3	2	1
Activity Five: Mississippi Populations and Voting Statistics	4	3	2	1
Extension Activity	4	3	2	1
Overall Unit	4	3	2	1

We would appreciate any additional comments on this teaching unit and any suggestions for improvement. Comments may be entered in the space below.

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