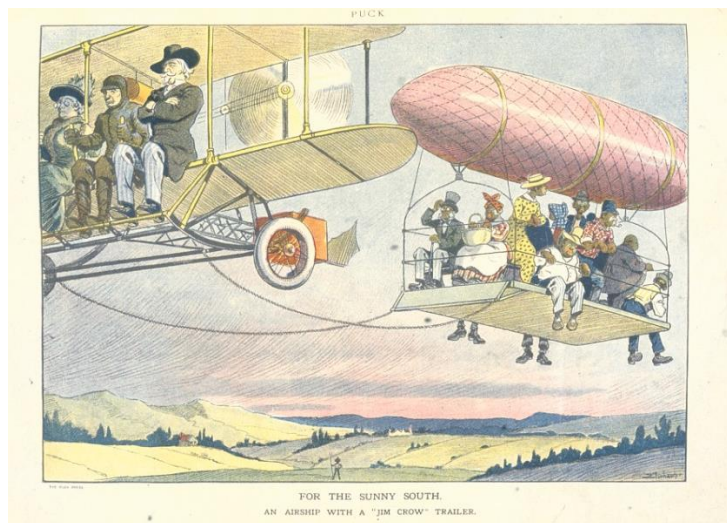




A historical investigation from the Georgia Historical Society:

How can laws shape rights of citizenship?

The Fourteenth Amendment to the Constitution was passed in 1868 during the Reconstruction era establishing the rights of citizenship for all Americans born or naturalized in the country regardless of race. This historical inquiry, based on the Inquiry Design Model (IDM) from C3 Teachers and the Library of Congress, challenges students to investigate the impacts of the Fourteenth Amendment, laws regarding civil rights, and the effects of Jim Crow on rights of citizenship in Georgia and the United States.



For the sunny South. An airship with a "Jim Crow" trailer. United States, 1913. Photograph. Loc.gov.

Aligned to the **Georgia Standards of Excellence for Eighth Grade Georgia Studies.**

- SS8H6 Analyze the impact of Reconstruction in Georgia.
- SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.
- SS8CG1 Describe the foundations of Georgia's government.

Based on the Inquiry Design Model from C3 Teachers and the Library of Congress.

Compelling Question	
How can laws shape rights of citizenship?	
Standard	<p>SS8H6 Analyze the impact of Reconstruction in Georgia.</p> <p>SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.</p> <p>SS8CG1 Describe the foundations of Georgia's government.</p>
Disciplinary Practice	Identify and use primary and secondary sources; compare similarities and differences; draw conclusions and make generalizations; interpret political cartoons.
Staging the Question	<p>Read the 14th Amendment, section one. Students should underline segments of the amendment that describe its purpose. Use the Values, Identities, Actions thinking routine to dive deeper into the meaning of the 14th Amendment, section one.</p> <p><u>Teaching Tip:</u> replace the words, “work of art” with “law” when completing the Values, Identities, Actions activity. (See pages 3-5 for more information on this strategy.)</p>

Supporting Questions	
#1 What laws helped define and extend the rights of citizenship to freedmen and women during the Reconstruction era?	#2 Do Jim Crow laws violate the Fourteenth Amendment? Why or why not?
Formative Performance Tasks	
<p>The Fourteenth Amendment defines what a citizen is but does not explain what the rights of citizenship are. Based on the sources, students will examine laws that extend the rights of citizenship and identify examples of those rights during Reconstruction.</p> <p>Read the excerpts from sources 1-3. Highlight or underline the name of the law and the rights extended by each law.</p> <p>Sort sources A-F into three piles. Each pile should represent rights that correspond to of each of the three laws (sources 1-3).</p>	<p>Read source G titled “Jim Crow Cars.” Based on the source and students’ prior knowledge briefly describe the decision of the <i>Plessy vs. Ferguson</i> Supreme Court case.</p> <p>Use the Quadrant analysis strategy to analyze source H. Generate a list of examples from this source that illustrates the impact of Jim Crow laws on Black citizens.</p> <p>Read source I. Compare this source to sources G and H. Consider its author and how it further illustrates the impact of Jim Crow laws on the Fourteenth Amendment. Use the “What makes you say that?” strategy to help students identify evidence to respond to supporting question number two.</p>
Featured Sources	
<p>Source 1: H.R. 613, “An act to establish a Bureau for the relief of Freedmen and Refugees,” June 11, 1866. https://memory.loc.gov/cgi-bin/ampage?collId=llhb&fileName=039/llhb039.db&recNum=3583</p> <p>Source 2: “An act to protect all citizens in</p>	<p>Source G: “Jim Crow Cars.” <i>The Saint Paul Globe.</i>, May 19, 1896. https://chroniclingamerica.loc.gov/lccn/sn90059523/1896-05-19/ed-1/seq-1/print/image_681x647_from_1623%2C6928_to_3485%2C8700/</p>

their civil and legal rights.” December 17, 1874.
https://www.senate.gov/artandhistory/history/resources/pdf/Civil_Rights_Act_1875.pdf

Source 3: Joint Resolution Proposing the Fifteenth Amendment to the United States Constitution; 2/26/1869. General Records of the United States Government, Washington, DC.
<https://www.docsteach.org/documents/document/fifteenth-amendment>

Source A. Waud, Alfred R., Artist. “*The first vote.*” 1867. Photograph. <https://www.loc.gov/item/00651117/>

Source B. Sherman in Savannah, December 22, 1864. *Today in Georgia History*.
<https://www.todayingeorgiahistory.org/tih-georgia-day/sherman-in-savannah/>

Source C. “The first colored senator and representatives - in the 41st and 42nd Congress of the United States.” From the Library of Congress Prints & Photographs Online Catalog. PGA - Currier & Ives.
<https://tps.ghslearn.com/first-african-american-senator-and-representatives/>

Source D. Wilson, William E. “Black school, Liberty County, #214.” Photograph. Savannah: undated. From Georgia Historical Society: GHS 1375-PH-079.
<https://7063.sydneyplus.com/archive/final/Portal/RecordView.aspx?component=AAAA&record=8d88cd56-5a70-4947-b7e9-926f3f08b7b6>

Source E. Waud, A. R., Artist. “The Freedmen’s Bureau.” 1868. Wood Engraving Print.
<https://www.loc.gov/pictures/resource/cph.3c05555/>

Source F: Theodore Roosevelt to William J. Northen. The White House, Washington, April 11, 1908. From Georgia Historical Society: GHS 1298-02-16-0.
<https://7063.sydneyplus.com/archive/final/Portal/RecordView.aspx?component=AAAA&record=cc01cc3a-b0bd-4060-b4aa-bd27f0690080>

Source G: *For the sunny South. An airship with a “Jim Crow” trailer.* United States, 1913. Photograph.
<https://www.loc.gov/item/2002720354/>.

Source H: “African American Lawyer Arrested.” *The Appeal: A National Afro-American Newspaper*. 1904.
<https://www.loc.gov/static/classroom-materials/jim-crow-segregation/documents/hart.pdf>

Summative Performance Tasks (Pick 1)

ARGUMENT

Construct an argument (claim) that addresses the compelling question using historical evidence found in the primary source sets for supporting questions one and two.

EXTENSION

Read examples of Jim Crow laws in Georgia. Consider how Jim Crow laws compare to aspects of slavery. Compare the requirements of section one of the Fourteenth Amendment to the examples of Jim Crow laws in Georgia.

Analyze the Plessy vs. Ferguson Supreme Court decision, “separate but equal.” How does this decision impact the Fourteenth Amendment?

Steps for Staging the Question: Values, Identities, Actions

Values: What values are represented in this law?

- Explain what a value is. Values are principles or standards people consider most important in their lives. Some common values may be kindness, honesty, and respect. Values help us live our lives with direction and purpose—they can become a tool for guidance such as a compass or a road map.
- What are some American values that students can identify in the text of the Fourteenth Amendment, section one?
 - No state shall make or enforce a law which shall abridge (limit) the privileges (rights) or immunities (freedoms) of citizens of the United States.
 - No state shall deprive (deny) any person of life, liberty, or property.
 - Due process of law—a legal requirement that states must respect all legal rights owed to a person such as the right to a fair trial.
 - Equal protections under the law—a legal requirement that requires states to treat all people equally before the law regardless of their race or other discriminatory basis such as gender, religion, or disability. For example, a state cannot deny person legal rights such as freedom of speech based on their race or gender.

Identities: Who is this law speaking about? Who is the law speaking to?

- Students should consider who this law applies to and who the audience is for this law.
 - This law is speaking about American citizens, or all persons born or naturalized in the United States.
 - The audiences for this law are the states and people within the United States.

Actions: What actions might this law encourage?

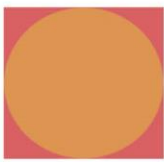
- Actions can include doing something, refraining from doing something, learning, or other actions.
 - This law requires states to treat all citizens fairly.
 - This law denies states the power to limit citizens' rights or freedoms under the United States Constitution.
 - This law denies states from depriving citizen's life, liberty, or property without due process, or the fair treatment of citizens within the American judicial system.
 - This law requires all states treat all citizens equally under the law.

A THINKING ROUTINE FROM PROJECT ZERO, HARVARD GRADUATE SCHOOL OF EDUCATION

Values, Identities, Actions

A routine for exploring some rich civic aspects of works of art.

Take some time to look closely at the work.
What do you notice? Make lots of observations.



VALUES

What values does this work invite us to think about?

(Values are kinds of things that people value – fairness, justice, safety, respect, traditions, a nation or group a person belongs to, creativity, anything like that.)

Dig a little deeper with any of these questions: Are they your values? Others' values? Whose? Does the work affirm or challenge or raise puzzles about these values?

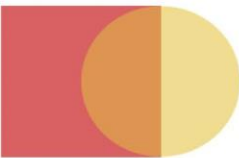


IDENTITIES

Who is this work speaking about? And who is this work trying to speak to? (Not necessarily the same people!)

Dig a little deeper with any of these questions:

Is anyone left out of the story that should be in it? Do you fit in or not so much for this story? Why?



ACTIONS

What actions might this work encourage?

(Actions could include doing something concrete, refraining from doing something, just learning more, etc.)

Dig a little deeper with any of these questions:
Who's actions – yours, others, what others? Why?

Look back at the work now. Spend a little time.
Do you get any ideas that might add to Values, Identities, or Actions?

Share your experience with this thinking routine on social media using the hashtags [#PZThinkingRoutines](#) and [#ValuesIdentitiesActions](#).



This thinking routine was developed as part of the Arts as Civic Commons project at Project Zero, Harvard Graduate School of Education with generous support from Independent Schools Victoria.

Explore more Thinking Routines at pz.harvard.edu/thinking-routines

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A THINKING ROUTINE FROM PROJECT ZERO, HARVARD GRADUATE SCHOOL OF EDUCATION

Values, Identities, Actions, cont'd

A routine for exploring some rich civic aspects of works of art.

VIA is a relatively straightforward routine for exploring some rich civic aspects of works of art. It is quite easy to facilitate in most settings. Here are a few tips to make the experience a success.

BEFORE YOU BEGIN

A key aspect of a good VIA session concerns choice of the work or works. A fertile work for VIA has one or more fairly easily discernible civic themes, where matters of Values, Identities, and Actions invite comment.

Often, such works feature a deliberate civic statement of some sort...but not always. The work might have been fashioned for other reasons altogether and still happen to invite civic connections. In other words, VIA is not necessarily an attempt to interpret the work as intended by an artist but an attempt to see the work through a civic lens.

You might select works in advance that you feel would support a good conversation. But also, it often plays well simply to say a few words about what makes for a good VIA conversation and turn participants loose in a gallery, or with a book of art, etc., to make their own choices. If students are having difficulty saying something about the art, you might use any of the Viewing Moves or Dialogue Moves to support their discussion.

FACILITATING THE ROUTINE

Often no direct facilitation is necessary. You can distribute the routine on paper and ask participants individually or in small groups to go through the steps. For a large group talking together, or perhaps for people trying VIA for the first time, it may make sense to lead the participants through the process. This can be done with a handout or orally.

The top question under each of V, I, and A is the key question. Be sure participants get to that one. As to the 'dig a little deeper' questions, there is no need to cover every single one. That's a lot of conversation! You can pick and choose according to what explorations look most promising for the work of art in question and the participants.

You can make choices with the age of the participants in mind. For younger participants, feel free to focus on particular questions and rephrase them if needed. However, be positive minded about what younger participants can tackle. They often have more to say than one might imagine about digging-deeper questions. Participants using VIA individually or in small groups often explore VIA more richly if they expect a general conversation involving all participants at the end, where people briefly and informally report in headlines. You can facilitate that conversation.

Share your experience with this thinking routine on social media using the hashtags [#PZThinkingRoutines](#) and [#ValuesIdentitiesActions](#).



This thinking routine was developed as part of the Arts as Civic Commons project at Project Zero, Harvard Graduate School of Education with generous support from Independent Schools Victoria.
Explore more Thinking Routines at pz.harvard.edu/thinking-routines

Key: Supporting Task #1

Source 1: H.R. 613, “An act to establish a Bureau for the relief of Freedmen and Refugees,” June 11, 1866. Loc.gov.

- “...to become self-sufficient citizens of the United States...”
- “...making freedom available to them...”

Examples of rights include:

- Equal protection under the law (Source E)
- Acquiring property, or financial prosperity (Sources B and D)
- The right to hold political office (Source C)

Source 2: “An act to protect all citizens in their civil and legal rights.” December 17, 1874. Senate.gov.

- “...full and equal enjoyment of inns, public conveyances on land and water, theaters, and other places of public amusement...”

Examples of rights include:

- Equal access to public spaces such as hotels, transportation, theaters, etc. (Source F)

Source 3: Joint Resolution Proposing the Fifteenth Amendment to the United States Constitution; 2/26/1869. General Records of the United States Government, Washington, DC. National Archives and Records Administration.

- “The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude.”

Examples of rights include:

- The right to vote (Source A)
- As the United States is a Republic, the right to choose (vote for) elected officials that represent citizen’s values (Source C)

Key: Supporting Task #2

Source G: *Plessy vs. Ferguson* upheld the state of Louisiana’s law requiring separate railway cars for Black and White riders. It established the precedent of “separate but equal” legalizing segregation on the basis that accommodations and opportunities for both races were made equal.

Source H: “*For the Sunny South*” provides a visual representation of the Source 4, “Jim Crow Cars.” The political cartoon has many examples of Jim Crow laws highlighting the failure of such laws to provide equal accommodations, for example:

- A separate trailer for Black and White patrons.
- The trailer for Black patrons is not equal to the accommodations of the White plane.
- The trailer for Black patrons is overcrowded.
- The trailer for Black patrons is being towed or lead by the plane for White patrons with a White pilot.
- The plane is more advanced technology compared to the trailer being held up by a balloon.
- The plane is higher than the trailer in the image (most notable during the quadrant activity).
- Black patrons must carry their belongings, are riding in the back of the transportation, and do not have a clear view of where they are going.

Source I: Further illustrates the impact of Jim Crow laws on African Americans. It provides a perspective from a Black man and suggests animosity toward the Fourteenth Amendment by White Americans.

Visual Primary Source Analysis Tool

Quadrant Analysis

Introduce this exercise by showing an image for the first time without a caption or identifying information,

For 60 seconds, ask students to write nothing, just look at the image.

Then cover the image with only one quarter of the image exposed and have students examine for 60 seconds. Repeat three more times.

Once the exercise is complete, students can share with a partner, and perhaps complete other tasks, depending on the teaching goals.

What are the three most important details you and your partner noticed?

What was unique in each quarter? How did the divided image differ from the whole?

If you were to give this image a title, what would it be?

Write a thought bubble for a person in this image? What are they thinking?

In a whole class discussion, partners can share observations. A powerful engagement strategy is for teams to post titles or thought bubbles on the board for all to see. The teacher will decide the right point to share the full citation and any other contextual information for the image.

Discussion can turn to the historical particulars of the image, including

Who is the audience for this image? Who made it, and why?

What other questions do you have about this image? What would you need to know to understand more about it?

Visual Primary Source Analysis Tool

Quadrant Analysis Example

Step One:



Step two:



Step Three:



Step Four:



A THINKING ROUTINE FROM PROJECT ZERO, HARVARD GRADUATE SCHOOL OF EDUCATION

What Makes You Say That?

Interpretation with Justification Routine.

1. What's going on?
2. What do you see that makes you say that?

Purpose: What kind of thinking does this routine encourage?

This routine helps students describe what they see or know and asks them to build explanations. It promotes evidential reasoning (evidence-based reasoning) and because it invites students to share their interpretations, it encourages students to understand alternatives and multiple perspectives.

Application: When and where can I use it?

This is a thinking routine that asks students to describe something, such as an object or concept, and then support their interpretation with evidence. Because the basic questions in this routine are flexible, it is useful when looking at objects such as works of art or historical artifacts, but it can also be used to explore a poem, make scientific observations and hypotheses, or investigate more conceptual ideas (i.e., democracy). The routine can be adapted for use with almost any subject and may also be useful for gathering information on students' general concepts when introducing a new topic.

Launch: What are some tips for starting and using this routine?

In most cases, the routine takes the shape of a whole class or group conversation around an object or topic, but it can also be used in small groups or by individuals. When first introducing the routine, the teacher may scaffold students by continually asking follow-up questions after a student gives an interpretation. Over time students may begin to automatically support their interpretations with evidence without even being asked, and eventually students will begin to internalize the routine.

The two core questions for this routine can be varied in a number of ways depending on the context: What do you know? What do you see or know that makes you say that? Sometimes you may want to precede students' interpretation by using a question of description: What do you see? or What do you know?

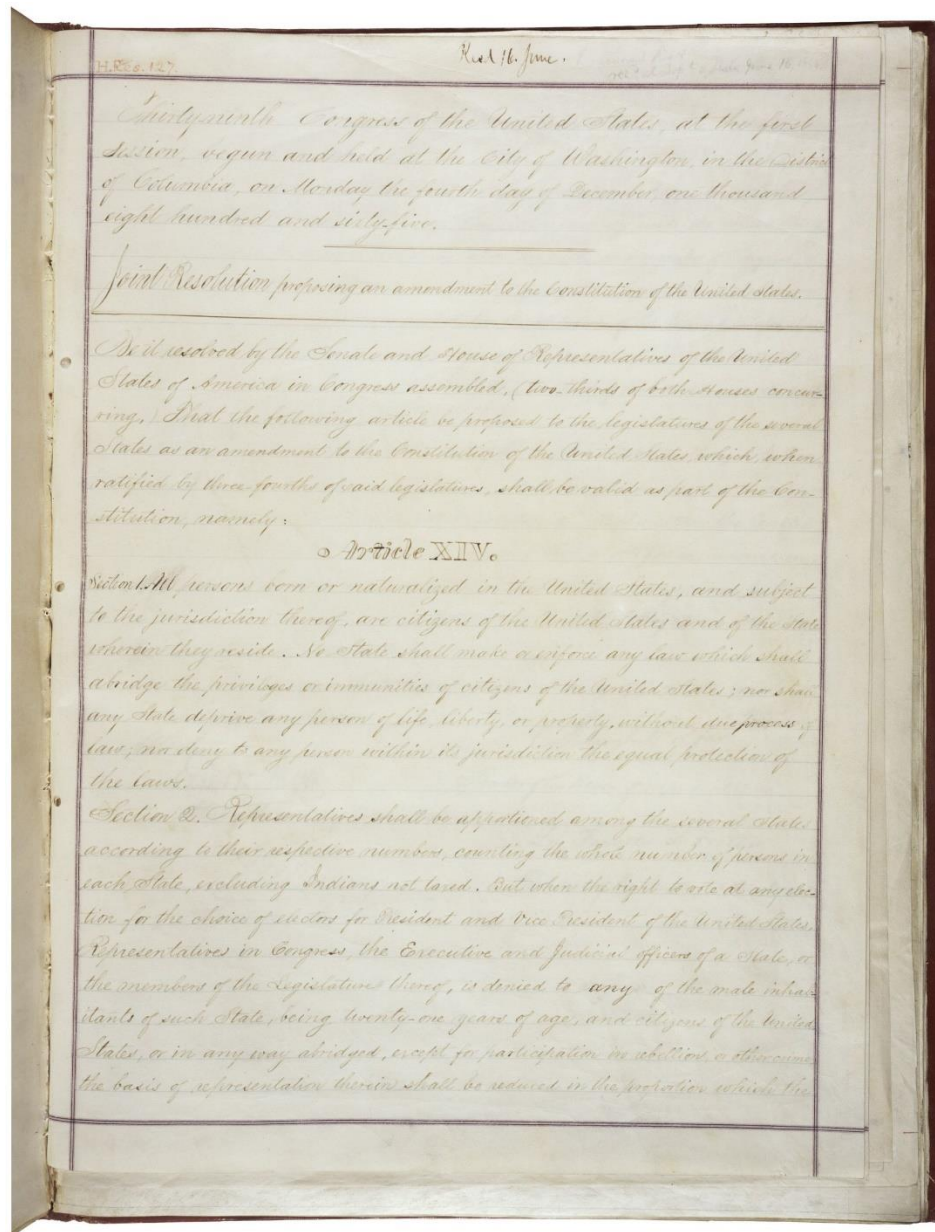
When using this routine in a group conversation, it may be necessary to think of alternative forms of documentation that do not interfere with the flow of the discussion. One option is to record class discussions using video or audio. Listening and noting students' use of language of thinking can help you see their development. Students' words and language can serve as a form of documentation that helps create a rubric for what makes a good interpretation or for what constitutes good reasoning.

Another option is to make a chart or keep an ongoing list of explanations posted in the classroom. As interpretations develop, note changes and have further discussion about these new explanations. These lists can also invite further inquiry and searches for evidence. Other options for both group and individual work include students documenting their own interpretations through sketches, drawings, models and writing, all of which can be displayed and revisited in the classroom.

This routine is adapted from Visual Thinking Strategies (VTS), developed by Philip Yenowine and Abigail Housen. See: Yenawine, P. (2013). Visual thinking strategies. Cambridge, MA: Harvard University Press.

Share your experience with this thinking routine on social media using the hashtags #PZThinkingRoutines and #WhatMakesYouSayThat.

Staging the Question: Joint Resolution Proposing the Fourteenth Amendment to the United States Constitution. 6/13/1866. National Archives Building, Washington, DC.



Transcript: Joint Resolution Proposing the Fourteenth Amendment to the United States Constitution. Transcript of Article XIV, section 1.

Article XIV

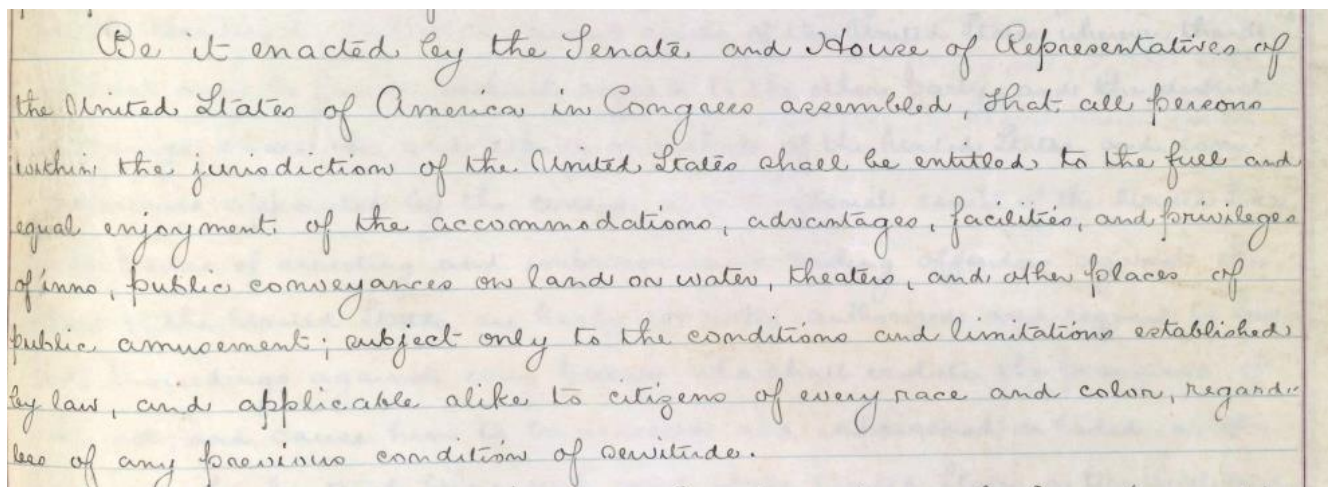
Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Supporting Question #1: Excerpts from sources 1-3

Source 1: H.R. 613, "An act to establish a Bureau for the relief of Freedmen and Refugees," June 11, 1866. Loc.gov.

1 SEC. 2. *And be it further enacted,* That the supervision
2 and care of said bureau shall extend to all loyal refugees and
3 freedmen, so far as the same shall be necessary to enable
4 them as speedily as practicable to become self-supporting cit-
5 zens of the United States, and to aid them in making the
6 freedom conferred by proclamation of the commander-in-
7 chief, by emancipation under the laws of States, and by con-
8 stitutional amendment, available to them and beneficial to the
9 republic.

Source 2: "An act to protect all citizens in their civil and legal rights." December 17, 1874. Senate.gov.



Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That all persons within the jurisdiction of the United States shall be entitled to the full and equal enjoyment of the accommodations, advantages, facilities, and privileges of inns, public conveyances on land or water, theaters, and other places of public amusement; subject only to the conditions and limitations established by law, and applicable alike to citizens of every race and color, regardless of any previous condition of servitude.

Source 3: Joint Resolution Proposing the Fifteenth Amendment to the United States Constitution; 2/26/1869. General Records of the United States Government, Washington, DC. National Archives and Records Administration.

A RESOLUTION

Proposing an amendment to the Constitution of the United States.

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, (two-thirds of both Houses concurring) That the following article be proposed to the legislatures of the several States as an amendment to the Constitution of the United States, which, when ratified by three-fourths of said legislatures shall be valid as part of the Constitution, namely:

Article XV.

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude —

Section 2. The Congress shall have power to enforce this article by appropriate legislation —

Spencer C. Fox

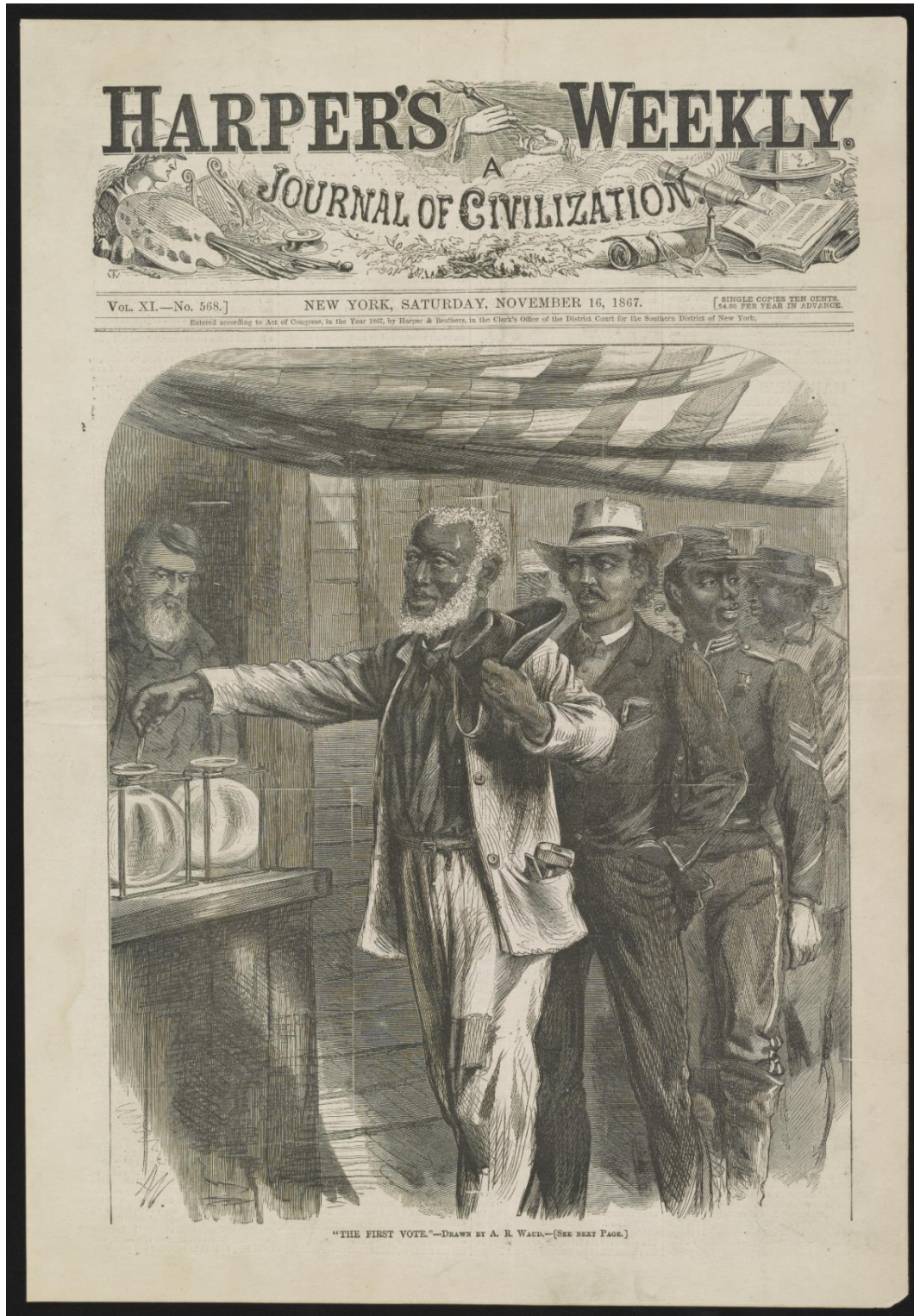
Speaker of the House of Representatives.

J. B. Hoar

President of the Senate pro tempore.

Supporting Question #1: Sources A-F

Source A. Waud, Alfred R., Artist. "The first vote" / AW monogram; drawn by A.R. Waud., 1867. Photograph.



Source B. Sherman in Savannah, December 22, 1864. *Today in Georgia History*.

TODAY in
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December 22

GEORGIA HISTORICAL SOCIETY


GPB



01:40

Sherman in Savannah

December 22, 1864 - Savannah, Atlanta




"I beg to present you, as a Christmas gift, the city of Savannah, with 150 heavy guns and plenty of ammunition, and also about 25,000 bales of cotton." Thus did U.S. General William Tecumseh Sherman notify President Lincoln that he had captured Savannah at the end of his March to the Sea.

Sherman left Atlanta on November 15, and for five weeks led his army of 60,000 men on an unprecedented march that left white Georgians devastated and demoralized, and often destitute. U.S. forces captured Fort McAllister on the Ogeechee River on December 13, opening the back door to the city. Mayor Richard Arnold surrendered Savannah on December 21.

Sherman accepted Charles Green's offer to use his house on Madison Square as his headquarters. He met there with leaders of the black community to discuss emancipation. From that meeting came Sherman's Special Field Order No. 15, which promised to confiscate 400,000 acres of coastal land for redistribution to newly freed slaves as restitution for slavery.

It would be a commitment Sherman couldn't keep, unlike his gift of Savannah to President Lincoln on December 22, 1864, Today in Georgia History.

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Related Topics

Civil War, emancipation, military, nineteenth century, slavery.

Related Articles

Emancipation Proclamation

Lafayette McLaws

Robert Toombs

Fast Fact

Along with the capture of Savannah, Sherman presented 25,000 bales of cotton to President Lincoln as a Christmas present.

GHS Finding Aids

William Tecumseh Sherman telegram

Joseph Crandon, Jr. letter

Byron Daniel Stuart diary

Robert Armstrong diary

Gordon family papers

Alexander Atkinson Lawrence papers

William H. Sootfield letters

John W. Geary letters

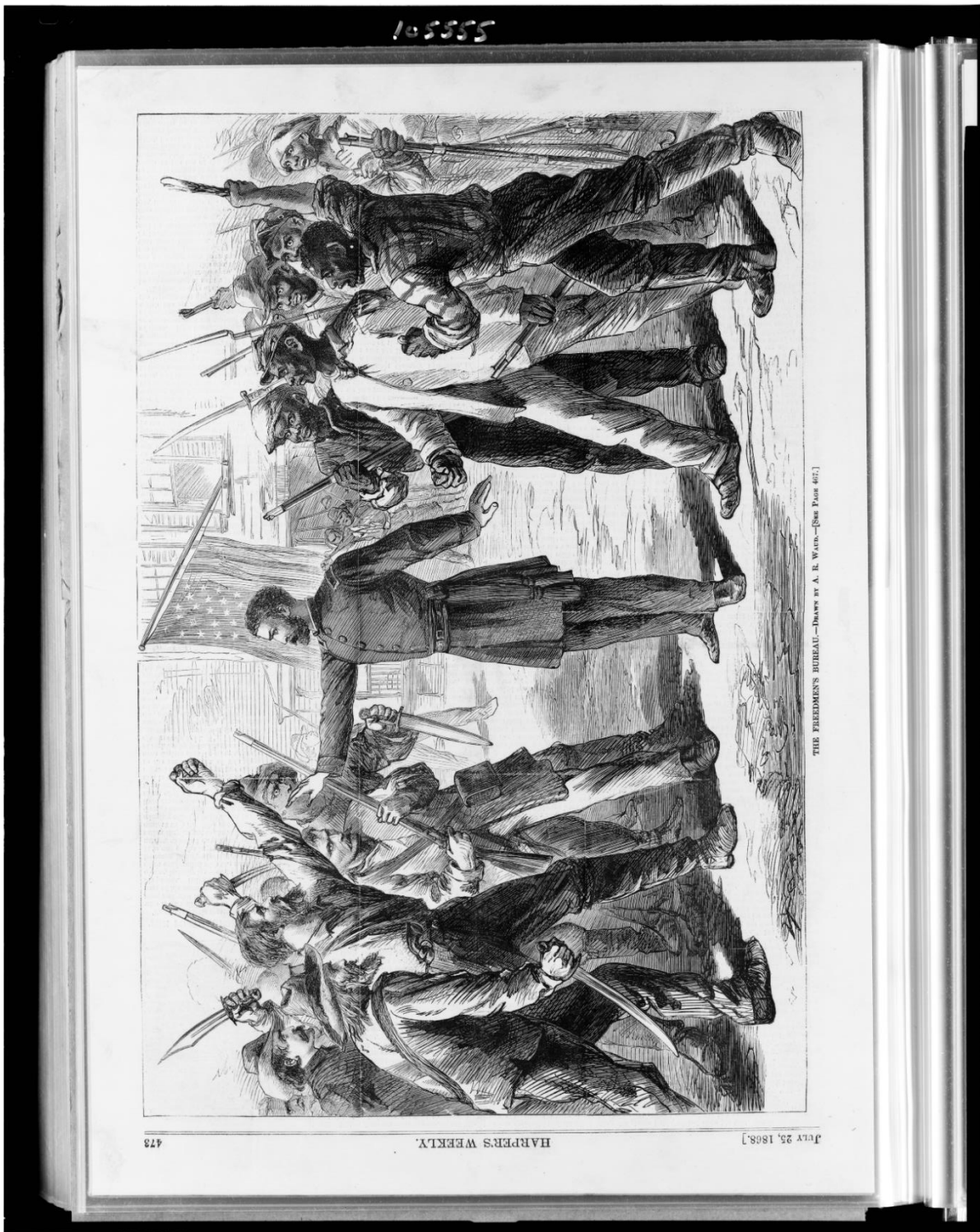
Source C. "The first colored senator and representatives - in the 41st and 42nd Congress of the United States." From the Library of Congress Prints & Photographs Online Catalog. PGA - Currier & Ives.



Source D. Wilson, William E. "Black school, Liberty County, #214." Photograph. Savannah: undated. From Georgia Historical Society: GHS 1375-PH-079.



Source E. Waud, A. R., Artist. "The Freedmen's Bureau." 1868. Wood Engraving Print.



Source F. Theodore Roosevelt to William J. Northern page 1. The White House, Washington, April 11, 1908. From Georgia Historical Society: GHS 1298-02-16-0.

THE WHITE HOUSE
WASHINGTON

April 11, 1908.

My dear Governor Northern:

I am in receipt of your letter of the 9th instant, with enclosures. If you will simply read the interstate commerce law, read the decisions of the courts, and read the opinion of the Interstate Commerce Commission itself - one of the members, by the way, being a Georgian - you will see that your letter is completely answered. What you say about the separation of the races has no bearing whatever upon anything that I have said of any kind or sort. I am almost inclined to think that you did not read what I wrote before writing your letter or you would have seen that I quoted the law of Alabama, which contains the same provisions as the Georgia law in reference to equal accommodations for the same money. You ask me if it did not occur to me that the initiative should be taken before your State Commission or your State courts. A little reflection, my dear Governor, would show you that your question should be asked of someone whose duty it was to take the initiative, and not of me. I did not take the initiative. If you or someone else had taken the initiative before your own Commission or in your own court, then very possibly no one would have felt it necessary to take the initiative in appealing to me or to the Interstate Com-

Supporting Question #2: Sources G-I

Source G. "Jim Crow Cars." The Saint Paul Globe., May 19, 1896.

hie's house, they found
d in it the dead body
of Mrs. McConchie was
er home, her head near-
body, and everything
struggle had taken place
nd the man.

TORTURE.

Killed for Alleged hecraft.

May 18.—In jail at Ju-
the charge of murder,
he Tybee of the Hoonan
of some hundred mem-
koff islands, about 100
luneau. The offense with
charged is the murder
shew, whom he accused
lef had a disease affect-
He dreamed that his
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roceeded to inflict pun-
ne. The victim's knees
t, and in this position
to a tree. An iron band
thick was then placed
ing into the nose, and
nd this was also made
that he was unable to
direction. He was left
rve to death. He lived
enty years of age.

ILL CASE.

d Action Begun in ington.

y 18.—The trial of the
began today The ques-
nuineness of a tattered
e Judge Advocate Gen.

is probable that all of the untied cases will
be dismissed except the one against former
Building Superintendent Thomas J. Brady, who
is charged with accepting a piano in return
for favors extended by him.

"JIM CROW" CARS.

The Supreme Court Says That They Are Constitutional.

WASHINGTON, May 18.—The supreme court
of the United States decided today in what
is known as the "Jim Crow" car case of
Plessy versus Ferguson that the statute of
the state of Louisiana, requiring railroad com-
panies to supply separate coaches for white
and colored persons, is constitutional, affirm-
ing the decision of the court below. Justice
Brown delivered the opinion. Justice Harlan
dissented.

ALLEGED TRAIN WRECKERS.

Two of Them Captured at Waldo, Wis.

SHEBOYGAN, Wis., May 18.—Fred Green
and Joseph Wildman were arrested today at
Waldo by the sheriff, on the charge of hav-
ing caused the wreck of the freight train on
Friday night in which three men were killed
and two injured. Other arrests will follow.
This is the third train that has been wrecked
at Waldo in six months.

Drawing Room Held.

LONDON, May 18.—The Princess of Wales,
assisted by her daughters and Prince Charles
of Denmark, held the largest drawing room
of the season at Buckingham palace today,
in behalf of the queen. The Americans pre-
sented were the Duchess of Marlborough, for-
merly Miss Consuelo Vanderbilt; Mrs. Calvin
S. Brice and her two daughters, and Mrs.
Douglas Grant, of New York. Mrs. Henry

against the night sky by
by thousands of yards of g
at short intervals for gas.
the Russian flag is flyin
spicuous being the yellow
Many of the pavilions and
the woodwork elaborately c
numerous triumphal arches
Save the Czar," and nigh
the illuminations of the pu
of the Kremlin are taking

THE DOUBLE I

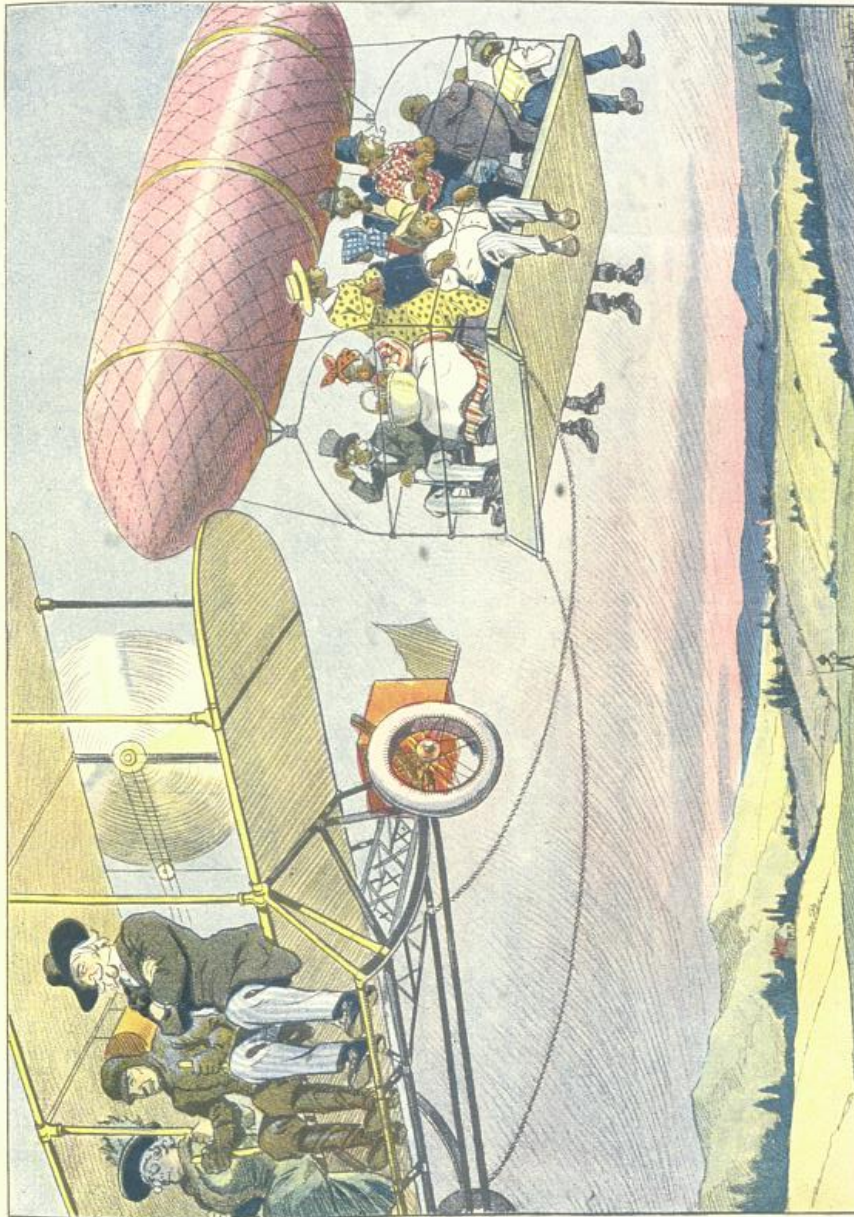
Li Hung Chang's Ban Moscow

MOSCOW, May 18.—Li
suite arrived here today
burg. The Chinese envoy
most brilliant manner, an
sided at a reception give
embassy, which was profus
flags. Field Marshal Ya
anese envoy, the Duke of
representative of Spain and th
Roumania have also arri
was received at the railro
grand dukes, grand duche
ficials, with military honors
the national anthem. Rep
rural population to the nu
have reached here, and a
Korch theater, whose stag
formed into a vast dining
Maison Perlow, in which
bassy is located (the buildi
important firm of tea im
Hung Chang's crest, the do
house is furnished throu
style.

HONORED IN I

Demonstration at the Pretoria Refe

Source H. *For the sunny South. An airship with a "Jim Crow" trailer.* United States, 1913. Photograph.



FOR THE SUNNY SOUTH.
AN AIRSHIP WITH A "JIM CROW" TRAILER.

Source I. "African American Lawyer Arrested." *The Appeal: A National Afro-American Newspaper*. 1904.

schools for some six or seven years. The groom is unknown here."

Prof. William H. H. Hart, the Afro-American lawyer arrested some time ago at Elkton, Md., under the Maryland "Jim Crow" law, and whose case is now in the courts of that state, addressed a large assemblage of Afro-American people at Lincoln Temple, Eleventh and R streets northwest.

He declared that he had found, in the interstate commerce act, the method by which he would break down the barriers raised against Afro-Americans by state laws providing for separate accommodations on railroad trains for the white and colored races.

"There is no sense in depending for redress," said the speaker, "upon the fourteenth amendment to the Constitution. The Supreme Court of the United States doesn't like it, and the white people of this country do not. Some day the amendment will come into its heritage and grow, for it is the magna charta of modern times. We must consider the interstate commerce law. Everything goes down before that—religion, morality, state authority, race, and color. I tell you here, now, that you have found the man who will free you from this contemptible, this so-called 'Jim Crow' law.

"The 'Jim Crow' law is but a symptom of a deeper malady pervading the entire body politic, prejudicing the rights of American citizens. I have seen here at the National Capital a desire to refuse equal rights to American citizens of color—in the theaters, hotels, places of amusement, and comfort. It has been an easy step to the 'Jim Crow' law. This law has not received the organized resistance which the 90,000 Afro-American people of the District could make against it with organization and competent leadership."

Chas. E. Hall.