

ALBUM LESSON: THE NIAGARA MOVEMENT AND THE NAACP

Album Description

Lesson Creators: Susan Allen and Robert Scarlet (TPS Mentors)

Overview:

Lesson Title: The Niagara Movement

Overview: The intent of this lesson is to highlight the people and the motivation for the Niagara Movement and the organization that sprung from that, the National Association for the Advancement of Colored People.

Understanding goal: The goal is to broaden the knowledge of many who may be familiar with the National Association for the Advancement of Colored People (NAACP) but are not at all familiar with the Niagara Movement that was the precursor to the NAACP.

Objectives:

- The student will demonstrate the ability to locate primary sources from the Library of Congress about the founders of the Niagara Movement.
- The student will demonstrate the ability to analyze primary source text using the Analysis Tool and Guide available on the Library of Congress website.
- The student will demonstrate mastery of the lesson by presenting their response to the investigative question to the class using at least two primary sources found on the Library of Congress website, using a presentation method selected from the Choice Board provided by the teacher.
- The student will demonstrate mastery of the lesson materials during a summative assessment.

Investigative question: What was the Niagara Movement, who founded it, and how did it result in the founding of the National Association for the Advancement of Colored People?

Grades: 6-8, 9-12

Subjects: Social Studies:

- United States History and the Constitution (USHC)
- African American History (AAH)

Standards:

- **United States History and the Constitution: South Carolina Standard 5:** Demonstrate the impact of America's global leadership on technological advancements, the transition to a post-industrial society, and ongoing debates over identity in the period 1945–present.
- **Indicator: USHC.5.CC:** Evaluate continuities and changes during the Civil Rights Movement and other subsequent movements for equal rights.

- **African American History (Berkeley County, South Carolina Standard): Standard 3:** The student will demonstrate an understanding of the impact of Civil War on African Americans; including the influence of the Emancipation Proclamation, the development of early African American military units, the effect on slavery in the south, the triumphs and tragedies of the post-Civil War period known as Reconstruction, and the efforts of early African American

-- **AAH-3.4:** Evaluate the varied responses of African Americans to the restrictions imposed on them in the post-Reconstruction period, including the leadership and strategies of Booker T. Washington, W. E. B. DuBois, and Ida B. Wells-Barnett.

Resources provided to students from the Library of Congress:

1. **Booker T. Washington: A Resource Guide:** <https://guides.loc.gov/booker-t-washington>
2. **Ida B. Wells (Anti-Lynching):** <https://www.loc.gov/rr/news/topics/ida.html>
3. **Draft of Booker T. Washington's Atlanta Compromise Speech:**
<https://www.loc.gov/exhibits/african-american-odyssey/booker-t-washington-era.html>
4. **W. E. B. Du Bois: A Resource Guide:** <https://guides.loc.gov/web-dubois>
5. **DuBois note congratulating Booker T. Washington for his "Atlanta Compromise" speech:**
<https://memory.loc.gov/ammem/aahtml/exhibit/aopart6.html>
6. **NAACP Creation Platform Document: Excellent Primary Source for students to use the LOC.gov Analysis Tool on:** <https://memory.loc.gov/ammem/aahtml/exhibit/aopart6b.html>
7. **R. P. SLATER. Niagara Movement Founders. 1905:** <https://www.loc.gov/exhibitions/images-from-americas-library/about-this-exhibition/social-political-and-religious-life/r-p-slater-niagara-movement-founders/>
8. **COLLECTION: African American Perspectives: Materials Selected from the Rare Book Collection: (Niagara Movement and NAACP covered in 1901-1925 link)**

-- **1881-1900:** <https://www.loc.gov/collections/african-american-perspectives-rare-books/articles-and-essays/timeline-of-african-american-history/1881-to-1900/>

-- **1901-1925:** <https://www.loc.gov/collections/african-american-perspectives-rare-books/articles-and-essays/timeline-of-african-american-history/1901-to-1925/>

9. **NAACP: A Century in the Fight for Freedom:** <https://www.loc.gov/exhibits/naacp/the-new-negro-movement.html>
10. **Double "V" Campaign:** <https://blogs.loc.gov/loc/2020/08/world-war-ii-the-double-v-campaign/>
11. **COLLECTION: African American Perspectives: Materials Selected from the Rare Book Collection:** <https://www.loc.gov/collections/african-american-perspectives-rare-books/articles-and-essays/timeline-of-african-american-history/1901-to-1925/>

Materials: Materials: PowerPoint slides, Project Materials, Chromebooks

Procedure:

Lesson Preparation

This lesson emphasizes students using the Library of Congress to learn more about the history of the Niagara Movement to answer the main lesson question. The teacher will assign student groups.

This is a two-day lesson, with both days requiring computers connected to the Internet. To prepare students for the second day, the teacher will use part of the first day to model how to find information on the LOC.GOV website. In addition, students will have the opportunity to practice using the website.

Lesson Procedure (Day 1)... Explanation and Modeling

Step 1: The teacher will discuss the overview, goals, investigative question, and objectives of the lesson. Explain to the students they will be working in groups and will be required to present their findings to the class upon completion.

Step 2: The teacher will lead a discussion on the African American struggle for equal rights, and inquire about what students already know about the era and the role of ordinary citizens to form civil rights organizations.

-- The PowerPoint lesson will broaden the students understanding of the Civil Rights struggle of African Americans by chronicling protest efforts from the end of slavery in America through the 1900s to demonstrate the long Arc of the struggle. The lesson will highlight some key people and events that laid the groundwork for the current National Association for the Advancement of Colored People (NAACP).

-- All topics and people introduced to the students are readily available to be researched on the Library of Congress website and the links to these topics are made available to students. Some of the topics provided include: Biographical information concerning some of the founders of the Niagara Movement, and some of the events that inspired the creation of the Niagara Movement and later the NAACP.

Step 3: All students will have access to a collection of Primary Source material that cover decades of civil rights activities to formulate their opinions and craft their summative project.

Step 4: Teacher will model using the Analysis Tool and Guide, available on the Library of Congress website, to analyze the Primary Source Materials available to students.

Step 5: The teacher will model researching Primary Source material on the Library of Congress website.

Step 6: The teacher will break students up into research groups of 3 to 4 students. Students will be briefed on the task to be completed during the next class period.

Step 7: Groups of students will spend the remaining class period practicing using the Library of Congress website to begin researching information need to complete their assignment research.

Lesson Procedure (Day 2)...Student Research and Analysis (45 Minutes)

Step 1: Remind students of the Goal, Objective, and Investigative Question.

Step 2: Each group of students must use the Analysis Tool and Guide to analyze at least two of their primary sources provided by the teacher, or two they find on LOC.gov. Allow 30 minutes for this task.

Step 3: The teacher will continually monitor pairs to ensure they remain on task and help students navigate the Library of Congress website.

Step 4: Discussion of Problems and Assessment: (Final 30 minutes)

When groups have completed their work, each group will share their findings with the class. Each group must demonstrate how their primary sources address the investigative question and contributed to their project. The presentations must be based on information from at least two primary sources found on the Library of Congress website.

Assessment:

Evaluation: Student performance will be assessed based on the following criteria and attached Rubric:

1. Did the group accurately use the Analysis Tool and Guide to analyze at least two primary sources?
2. Were the sources used truly Primary Sources?
3. Do the primary sources chosen accurately respond to the investigative question?
4. Did the student group presentation completely and accurately address the lesson question?
5. Did the group clearly demonstrate how their research contributed to the creation of their presentation or project?
6. Did the group's presentation provide sufficient information to educate classmates on the assigned topic?

Student Instruction Sheet

Lesson:

The Niagara Movement was one of America's first African-American civil rights groups. In this lesson we will highlight the people who created the Niagara Movement and the motivation for the Niagara Movement. In addition we will learn about a very important civil rights organization that sprung from that, the National Association for the Advancement of Colored People. Our hope is to increase your knowledge of the Niagara Movement and how it contributed to the creation of the current National Association for the Advancement of Colored People (NAACP).

Investigative question: What was the Niagara Movement, who founded it, and how did it result in the founding of the National Association for the Advancement of Colored People?

You will be separated into groups to do the following:

1: Use the Analysis Tool and Guide to analyze at least two primary sources that you found on the loc.gov website, or from the attached Student Resources Sheet. You must fully complete the analysis of each of the

two primary sources you choose.

2. Your group must use the Primary Source information you discovered to create a presentation that you will use to educate the class about your topic. You will use the topic Choice Board to select your presentation method.

3. Your task completion will be graded based on the following:

- Did the group accurately use the Analysis Tool and Guide to analyze at least two primary sources?
- Were the sources used truly Primary Sources?
- Do the primary sources chosen accurately respond to the investigative question?
- Did the student group presentation completely and accurately address the lesson question?
- Did the group clearly demonstrate how their research contributed to the creation of their presentation or project?
- Did the group's presentation provide sufficient information to educate classmates on the assigned topic?

Search Tips: To improve your chances of finding relevant Primary Sources, make sure your search term includes words like: **Civil Rights; Protests, Niagara Movement, National Association for the Advancement of Colored People.**

Student Resources Sheet

1. **Booker T. Washington: A Resource Guide:** <https://guides.loc.gov/booker-t-washington>
2. **Ida B. Wells (Anti-Lynching):** <https://www.loc.gov/rr/news/topics/ida.html>
3. **Draft of Booker T. Washington's Atlanta Compromise Speech:**
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7. **R. P. SLATER. Niagara Movement Founders. 1905:** <https://www.loc.gov/exhibitions/images-from-americas-library/about-this-exhibition/social-political-and-religious-life/r-p-slater-niagra-movement-founders/>
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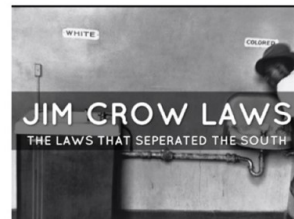
Quick Review

1. The Supreme Court decision in Plessy v. Ferguson established what doctrine?
A. "Separate but Equal"
2. Blacks who migrated to Africa during the 1900s mainly settled in what country?
A. Liberia
3. Who founded the Universal Negro Improvement Association?
A. Marcus Garvey

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Origin of Jim Crow

1. The term *Jim Crow* originated in a Minstrel Show
 - a) **Minstrel Show:** Performed by white actors in “Blackface”
 - b) The character *Jim Crow*, was part of a song-and-dance routine that mimicked an old, crippled slave named James Crow
2. By 1838 the term *Jim Crow* became synonymous with “Negro”
 - a) By the late 19th century, the term referred to racial segregation used to continue the control of blacks that occurred under slavery



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Jim Crowism

Jim Crowism had two main features:

1. Legalized separation of the races (not needed under slavery)
 - a) Desire to “keep blacks in their place”
 - b) Laws that segregated blacks in most public accommodations
 - c) In 1870, Tennessee passed a law prohibiting interracial marriage



Loving v. Virginia (1967)

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Jim Crowism (continued)

2. Disenfranchisement of Blacks: Denial of the right to vote

- a) Disenfranchisement was **gradual**. Initially, whites used: **bribery, violence, intimidation,** and **ballot-stuffing** for Democrat votes
- b) Some states used a **Literacy Test** and a **Poll Tax**
- c) Other **legal methods**: **Grandfather Clause** and **White Primary**

- Disenfranchisement was done to **stop blacks from using their political strength to oppose their second-class citizenship status**



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Violence Against African Americans

1. An **increase in violence** against African Americans, especially lynchings, **accompanied the rise in Jim Crowism**
2. The **1890s**, had **more lynchings** than any other decade
 - a) **1892**: 161 blacks lynched in the South, **highest yearly total ever**
 - b) **3,446 blacks** were lynched between 1882 and 1964



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Atlanta Race Riot of 1906

1. The rise of **race riots** added to black feelings of insecurity
2. Perhaps **the most sensational instance** took place in **Atlanta, Georgia**
 - a) Angry over **efforts to disenfranchise blacks**, riots lasted **4 days**
 - b) White mobs **destroyed black** property and lives
 - **Four African Americans were killed** and many injured



Image from newspaper in France

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Quick-Review Questions

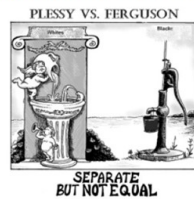
1. What system of racial segregation was used to control blacks like during slavery times?
A. Jim Crow
2. What were the two main features of Jim Crowism?
A. Legalized separation by race / Disenfranchisement
3. What term describes the denial of the right to votes?
A. Disenfranchisement
4. What were two methods used at the voting centers to disenfranchise blacks?
A. Literacy Tests and Poll Tax
5. Name some illegal methods used to deny equal opportunity to African Americans.
A. Violence and terror
6. What was considered the purpose of disenfranchisement?
A. Stop blacks from using political strength to oppose their second-class citizenship
7. What accompanied the rise in Jim Crowism?
A. An increase in violence against African Americans, especially lynchings
8. What was the most sensational instance of a race riot in America?
A. Atlanta Race Riots of 1906

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Legal Racism

Two key **decisions by the Supreme Court** harmed blacks:

1. In 1883 the **Supreme Court** **invalidated the 1875 Civil Rights Act**
 - a) Said the **14th Amendment** did not apply to discrimination **by individuals or local governments**
2. **Plessy v. Ferguson** (1896): The **U.S. Supreme Court** upheld a **Louisiana law requiring separate railroad coaches for blacks**
 - a) This ruling **established the “separate but equal” doctrine** that became the key **legal permission for Jim Crow laws**



Plessy
v.
Ferguson

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Emigration to Africa

1. **Emigration to Africa** continued to appeal to some southern blacks
 - a) During the period about 4,000 settled in **Africa**, **mainly in Liberia**
2. Interest in emigration to **Africa** continued, leading to **Marcus Garvey's Universal Negro Improvement Association (UNIA)**
 - a) **Garvey believed all blacks should immigrate to Africa**
 - b) **He purchased ships**, but never got to move people



"If you have no confidence in self, you are twice defeated in the race of life."

Marcus Garvey



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Quick Review

1. The Supreme Court decision in Plessy v. Ferguson established what doctrine?
A. "Separate but Equal"
2. Blacks who migrated to Africa during the 1900s mainly settled in what country?
A. Liberia
3. Who founded the Universal Negro Improvement Association?
A. Marcus Garvey

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Nadir of Race Relations

1. **Nadir** = the lowest point
2. Other than slavery, the **post-Reconstruction period** in the South is seen as America's **Nadir of Race Relations**
3. This era saw the rise of the **Jim Crow** system:
 - a) Whites worked to **reestablish dominance** over blacks in every area, from **disfranchisement** to **school segregation**



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African American leaders **disagreed about how to secure the constitutional rights** and material comforts whites enjoyed

1. W.E.B DuBois: Founder of the **Niagara Movement** and the **NAACP**

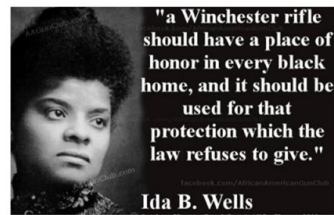
a) **Favored frontal assault:** discrimination, voting rights, Jim Crow

2. Booker T. Washington: Creator of the **Tuskegee Institute**

a) **Against aggressive pursuit** of Civil Rights and political power

b) Insisted that **agricultural training would generate prosperity** and self-sufficiency among people of color

3. The black elite came to be called the Talented Tenth



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William Edward Burghardt (W.E.B.) DuBois



1. Raised in white New England town...encountered very little racism

"I was born free. Washington was born a slave. He felt the lash of an overseer across his back. I was born in Massachusetts, he on a slave plantation in the South. My great-grandfather fought with the Colonial Army in New England in the American Revolution. I had a happy childhood and acceptance in the community. Washington's childhood was hard. I had many more advantages: Fisk University, Harvard, graduate years in Europe. Washington had little formal schooling."...
W.E.B. Du Bois

2. **First African American to** earn a Ph.D. at **Harvard University**
3. **DuBois was impatient with whites** who accepted white domination
a) Had little tolerance for **blacks unwilling to demand** their rights
4. Was convinced **the advancement of blacks was the responsibility of the black elite**, those he called the **"Talented Tenth"**

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The Niagara Movement

Your Summative Project Options

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NIAGARA MOVEMENT LESSON CHOICE BOARD--PDF.PDF

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Teaching Notes:





Thank you Robert Scarlett and Susan Allen for providing this detailed lesson with slides and links to such helpful resources in the Library of Congress. Your details make it easy for educators to take your lesson and “run with it!” It also gives students practice skills for researching in the Library and using the analysis tool as they investigate this important topic.

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Teaching Notes:

Thank you  Robert Scarlett and  Susan Allen ! This is such an important topic, and you have found a way to help students truly understand the power of primary sources in telling the story of the Niagara Movement and the NAACP. Your slides are beautiful, and I think this is an absolutely perfect model of a lesson.

Here's a tip in case you'd prefer to have PDFs of your slides display in numerical order in the album. You can use the red/white gear icon at the upper right of the album's home page and select Change Album Order. From there, you can drag and drop each slide into the desired order and click SAVE ALBUM CHANGES. You've already done half the work by numbering your PowerPoint slides!

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Teaching Notes:



Robert Scarlett a



Susan Allen Impressive project. Well researched and designed.

Bookmarked, for sure!

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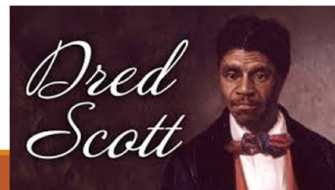
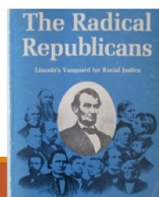
Teaching Notes:

Valuable feedback, thank you I will give it a try.

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Reconstruction Era Civil Rights Legislation

- Republican Congress passed laws to give southern blacks equal civil and political rights:
 1. **Civil Rights Act of 1866:** Granted Blacks national citizenship
 2. **Fourteenth Amendment.** (1868): Made blacks both national citizens and citizens of the states they resided in, this legislation...
 - a) Rejected the Dred Scott decision; and prohibited discrimination
- **Republicans** enacted **additional laws** to ensure citizenship rights for blacks:
 1. **Fifteenth Amendment (1870):** Granted black males the right to vote
 2. **Civil Rights Act of 1875:** Law against segregation in public accommodations



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Origins of the United States – Jamestown, Virginia

The need for a Civil Rights Movement began with the arrival of the Africans in North America

1. **Jamestown** (1607) first permanent British colony in North America ... Located in Chesapeake region, called Virginia
2. The **Jamestown** colony was struggling, until **Tobacco** was introduced
 - a) In the beginning, white laborers and Indentured Servants farmed the tobacco
 - In 1619 a Dutch trading ship (**The White Lion**) brought the first 20 enslaved Africans into the **Jamestown** colony
 - The status of the first Africans (Angolans) is disputed. Some say they came as **indentured servants**, other say they were **enslaved** from the beginning
 - Either way, some gained freedom, and *some owned slaves (Anthony Johnson)*



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Stripping away of “Human” Status

- No matter their status upon arrival, by the 1640s, Africans were legally *enslaved for life*
 - **Hereditary Servitude** (enslavement of the children of slaves)
- A System of African enslavement became common to all 13 colonies
- New laws classified the enslaved as the **property** of masters...**Chattel Slavery:**



1. Enslaved Africans had the same status as domestic animals
 - a) Masters who killed slaves exempted from felony charges
2. **Slave Codes:** State laws that defined the status of slaves and the prerogatives of masters

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Early Civil Rights Movements met with punishing opposition

- Slave uprisings and rebellions, raised hopes, but frightened white southerners
- **Black Codes (A.K.A. Slave Codes)** : Southern states passed laws to tightened control of blacks:
 1. Outlawed assemblies
 2. Curfew on enslaved and free blacks
 3. Made manumissions more difficult
 4. Revived slave patrols
 5. Became suspicious of outsiders
 6. Forced free black people out of southern states
 7. Physical punishment—whipped, maimed, branded



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Diversity of Early Civil Rights Movements

1. Antislavery Societies:

- a) The First antislavery groups consisted of the enslaved in the South, helped by free African Americans and whites
- b) The Second antislavery groups consisted of black and white abolitionist in the North

2. Quakers (1730s) were the nations first Abolitionists group

3. William Lloyd Garrison: Considered the most influential antislavery leader



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Early Civil Rights Movements

1. **Stono Rebellion:** Largest slave rebellion during the colonial period
 - 100 slaves in Stono, South Carolina: 25 whites & 50 slaves died
 - Goal was to escape to freedom in Spanish-owned Florida
2. **Gabriel Prosser (1800, Va.)** revolt was betrayed by another African American
 - He and 26 of his followers were executed
 - Caused whites to believe free blacks were dangerous and had to be removed
3. **Denmark Vesey (1822)** Planned revolt in **Charleston, SC**, betrayed by black man
 - Planned to capture weapons and seize control of **Charleston**
 - 35, including Vesey and his partner (Gullah Jack) were hanged
4. **Nat Turner: (1831)** First to initiate a large-scale slave uprising
 - Visions convinced him God wanted him to lead a violent rebellion
 - His band of 60 to 70 men, killed 57 whites (largest amount ever)
 - Inspired great fear, and deadly reprisals, among white southerners



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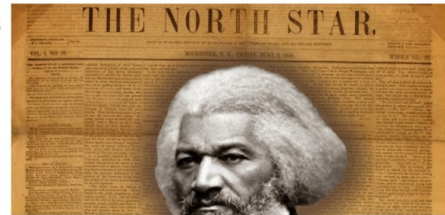
Black Newspapers

* Knowledge is one of the greatest Civil Rights Movements possible

1. **Freedom's Journal:** attracted black and white subscribers
2. The most influential black anti-slavery newspaper was **Frederick Douglass' "North Star"** and the **"Frederick Douglass' Paper"**
 - o Attracted more white than black subscribers



<https://www.loc.gov/item/sn83030455/>

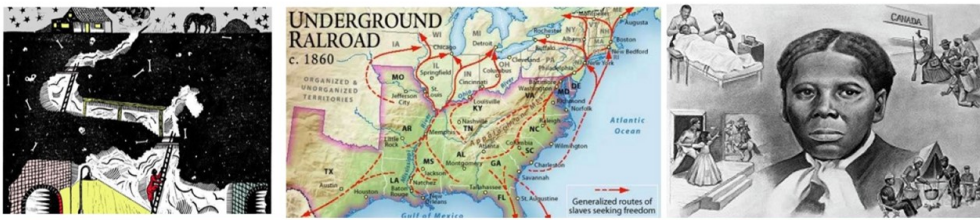


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The Underground Railroad (A Movement of many Moving Parts)

- Secret network of ordinary people who helped slaves escape from the South
 - **Greatest Figures:** Conductor Harriet Tubman and Philadelphia Stationmaster William Still
 - 40,000 slaves came North, many settled in **Canada**
- **Harriet Tubman:** Escaped slavery and became the most famous “conductor” with the **Underground Railroad**
 - She returned at least 15 times to **Maryland** to free others
 - Helped by Quaker **Thomas Garrett** and former slave **William Still**



https://www.americaslibrary.gov/aa/tubman/aa_tubman_rail_1.html

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The U.S. Civil War: African Americans fought for Freedom and Equality

- Frederick Douglass said...

“Once let the black man get upon his person the brass letters U.S.; let him get an eagle on his button, and a musket on his shoulder and bullets in his pocket, and there is no power on earth which can deny that he has earned the right to citizenship”

The 54th Massachusetts Regiment: The most famous black unit

- Made up of free black men from the North
- 25 year old Robert Gould Shaw was selected as commander

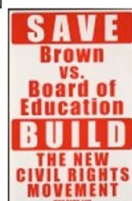
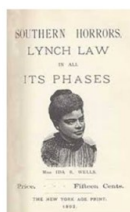


Primary Source: Letter from Soldier:
<https://www.loc.gov/exhibits/civil-war-in-america/ext/cw0117.html>



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What led to The Niagara Movement



PPT SLIDE11.JPG

End of Reconstruction – Compromise of 1877

1. The disputed 1876 Presidential election led to the **Compromise of 1877**:
 - Southern Democrats let Republican **Rutherford B. Hayes** become president
 - **Hayes** promised to withdraw troops protecting blacks in the South, blacks had to fend for themselves in a hostile environment
2. The post-Reconstruction period in the South is seen as America's Nadir (the low point) of Race Relations...this era saw the rise of the **Jim Crow** system:
 - Whites reestablished dominance over blacks in every area, from disfranchisement to school segregation



PPT SLIDE12.JPG

New Civil Rights Battle: Jim Crowism

- The term **Jim Crow** originated in a Minstrel Show
 - **Minstrel Show:** Performed by white actors in “Blackface”
 - The character **Jim Crow**, was part of a song-and-dance routine that mimicked an old, crippled slave named James Crow
- **Jim Crowism** had two main features:
 1. **Legalized separation of the races:** Desire to “keep blacks in their place”... segregated blacks in public accommodations
 2. **Disenfranchisement:** Denial of the right to vote
 - Initially, whites used: bribery, violence, and intimidation
 - Later used Literacy Tests and a Poll Taxes



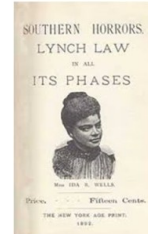
<https://www.loc.gov/item/2014635574/>



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Ida Bell Wells-Barnett
(1862–1931)



Commonly known as **Ida B. Wells:**

- **Born a Slave**
- Investigative **Journalist** and **Educator**
- Jim Crowism led to an increase in violence against African Americans, especially lynchings
 - **Ida B. Wells** Dedicated her life to **trying to end lynchings**
 - Often **attended lynchings** with her baby on her back
- Also marched in the first **women's suffrage parade** in Washington, DC
- Co-founder of the **NAACP**...left because "it was not radical enough"



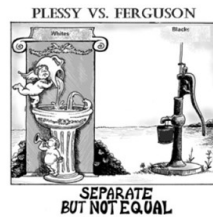
Library of Congress: <https://www.loc.gov/rr/news/topics/ida.html>

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Early Civil Rights Leaders had to battle Legal Racism

Two key **decisions by the Supreme Court** harmed blacks:

1. In 1883 the **Supreme Court** **invalidated the 1875 Civil Rights Act**
 - a) Said the **14th Amendment** did not apply to discrimination **by individuals or local governments**
2. **Plessy v. Ferguson** (1896): This ruling **established the “separate but equal” doctrine** that became the key **legal permission for Jim Crow laws**



Primary Source Material...Plessy v. Ferguson
<https://guides.loc.gov/plessy-ferguson>

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Early Civil Rights Pioneers



<https://www.loc.gov/resource/ds.04383/>



- Early Civil Rights leaders had **two main responses** to Jim Crow:
 1. **Accommodationism (Booker T. Washington):** the leading response
 - a) **Less focused on** social and political equality...**more on jobs**
 - b) **Founded the Tuskegee Institute** (1881) for vocational education
 - c) **Avoided fighting Jim Crow laws directly**; he said blacks would elevate themselves through: industrial (vocational) education
 - d) The **National Negro Business League: Washington** held up the **self-made black businessman** as the **model for the masses**

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Early Civil Rights Pioneers



Primary Source Set: NAACP:

<https://www.loc.gov/classroom-materials/naacp-a-century-in-the-fight-for-freedom/>



- 2. Full Integration: (W.E.B. DuBois)** He was the most outspoken advocate of full integration and militant protest against white racial injustices
- a) He stressed demonstrations and litigation, in contrast to **Washington's** glorification of the black capitalist
 - b) **DuBois** argued that a **talented tenth**, of educated blacks, would guide the future course of African Americans
 - c) He stressed Academic, not Vocational, education for blacks
 - d) Co-founded the **Niagara Movement** and the **National Association for the Advancement of Colored People (NAACP)**

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Early Civil Rights Pioneers

- Women were in the Civil Rights struggle against discrimination and oppression:
- 1. **Ida B. Wells-Barnett**: led anti-lynching campaigns and joined **DuBois** and others in organizing the **NAACP**
- 2. **Mary Church Terrell** established the **National Association of Colored Women** to protest disfranchisement and lynching
 - One of the first African-American women to earn a college degree
 - Activist for Civil Rights and Suffrage...1st President of the **National Association of Colored Women**



Library of Congress: The Papers of Mary Church Terrell:

<https://www.loc.gov/collections/mary-church-terrell-papers/about-this-collection/>

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The Rise of Jim Crow and the Nadir 1878-1915

The emergence of **Jim Crowism** in the South, and numerous acts of violence against blacks, explain why the years between 1878 and 1915 are considered the **nadir** in American race relations.

