

A Lesson Plan for Teachers and Parents

NATIONAL BESTSELLER

Slavery by Another Name

"Shocking. . . . Eviscerates
one of our schoolchildren's
most basic assumptions:
that slavery in America
ended with the Civil War."

—*The New York Times*

The Re-Enslavement
of Black Americans
from the Civil War to
World War II

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Slavery by Another Name Lesson

Grades

Grades 9-12

Learning Objectives

Virginia Social Studies Standards of Learning

- VUS.8 The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by
- analyzing the factors that transformed the American economy from agrarian to industrial and explaining how major inventions transformed life in the United States, including the emergence of leisure activities;
 - analyzing the impact of prejudice and discrimination, including “Jim Crow” laws, the responses of Booker T. Washington and W.E.B. DuBois, and the practice of eugenics in Virginia;
 - evaluating and explaining the social and cultural impact of industrialization, including rapid urbanization; and
 - evaluating and explaining the economic outcomes and the political, cultural and social developments of the Progressive Movement and the impact of its legislation.
- GOVT.5 The student will apply social science skills to understand the federal system of government described in the Constitution of the United States by
- evaluating the relationship between the state government and the national government;
 - examining the extent to which power is shared;
 - identifying the powers denied state and national governments; and
 - analyzing the ongoing debate that focuses on the balance of power between state and national governments.

Big Idea

Slavery was not abolished but reinvented with the development of prisoner labor after the Civil War.

Essential Questions

- What factors influenced American growth and expansion in the late nineteenth and early twentieth century?
- What fueled the modern industrial economy?
- In what ways did race relations change during Reconstruction? In what ways did they stay the same?
- How did the failure of the federal government to enforce constitutional principles of federalism leave African Americans vulnerable to involuntary servitude after the 13th amendment?
- How did the Reconstruction period influence and create stereotypes of black criminality?

Vocabulary

- Reconstruction
- 13th Amendment
- Peonage
- 14th Amendment
- 15th amendment
- Sharecropping

Slavery by Another Name Lesson

- Black Codes
- Pig Laws
- Chain Gangs
- Company Towns
- Convict Leasing
- White Supremacy
- Terrorism
- Progressivism
- New Deal

Materials/Resources

- Main Text: *Slavery by Another Name* by Douglas Blackmon or PBS documentary *Slavery by Another Name*
 - Supplemental Text:
 - Dictionary
 - History or Government Textbook
 - *The Condemnation of Blackness* by Khalil Gibran Muhammed
- Technology: Computer with internet access
- Scaffolding Resources: Graphic organizers

Activities

- Students will watch promo for [Slavery by Another Name](#) and answer the following questions.
 - What information in the promo did you already know?
 - What information was new to you?
 - What emotions did you feel after watching the promo?
- Students will use I.D.E.A/S strategy to learn vocabulary related to unit. Students may use dictionary/textbook to complete or use online recourse by clicking the [links for each word from PBS.org](#)
- Students will watch the [documentary](#) and complete the Guided Reading/Listening Activity
or
- Students will read the book, *Slavery by Another Name*, while creating thinking notes throughout the book
- Students will use S.O.A.P.S. Graphic Organizers to analyze [primary sources](#) used in *Slavery By Another Name*
- Students will use complete [mapping activity using interactive map on PBS.org](#)
- Students will watch the video Khalil Gilbran Muhammad: [How Numbers Lie](#) (Start the video at 20:00 – 43:00 for a deeper context or you can start at 29:30) or read *The Condemnation of Blackness* Chapter 2: Saving the Nation_The Racial Data Revolution and the Negro Problem
- Students will complete worksheet on 1890 census data

Assessments

- Students will complete a RAFT Activity to summarize learning
- Students will write a document-based question as a summative assessment

(IDEA/S) VOCABULARY REVIEW

Students are to open the link on each word, read the description, and watch the videos. After reading and watching videos, students should fill out the chart.

Illustration – Draw a small picture representation of your understanding of the word

Definition – Define the word using your own words. DO NOT COPY WHAT YOU READ

Evaluation – Use the word in a sentence

Antonym/**S**ynonym – Write a word that has a similar meaning (synonym) or a word the has the opposite definition (antonym)

(IDEA/S) VOCABULARY REVIEW

<u>Word</u>	<u>Illustration</u>	<u>Definition</u>	<u>Evaluation (Sentence using the word)</u>	<u>Antonym/Synonym</u>
Reconstruction				
13th Amendment				
Peonage				
14th Amendment				

(IDEA/S) VOCABULARY REVIEW

15th amendment				
Sharecropping				
Black Codes				
Pig Laws				
Chain Gangs				
Company Towns				

(IDEA/S) VOCABULARY REVIEW

Convict Leasing				
White Supremacy				
Terrorism				
Progressivism				
New Deal				

SLAVERY BY ANOTHER NAME GUIDED LISTENING SHEET

Summarize the lives of the following people as you watch [Slavery By Another Name](#)

Ezekiel Archie	Green Cottingham
Comer Family	John Williams

Answer the following questions as you watch [Slavery By Another Name](#)

1. Explain the goals of Reconstruction and what resistance did their face.
2. List 5 examples of “crimes” committed by Africa Americans
3. What specific language in the 13th amendment allowed slavery to continue legally?
4. Explain the financial incentive for convict leasing with specific examples.
5. Explain how convict leasing controlled the labor market with specific examples.
6. What types of work did convicts do for southern industry?

SLAVERY BY ANOTHER NAME GUIDED LISTENING SHEET

7. Explain the correlation between black criminality stereotypes and convict leasing.
8. Explain the impact Plessey vs Ferguson had on African Americans.
9. How did the federal government attempt to end peonage? What prevented their efforts?
10. What role did labor contracts play in the peonage system?
11. Explain the failures of the federal government to end the system of peonage.
12. How did Woodrow Wilson extubate the problems of convict leasing?
13. Describe life as a member of the chain gang.
14. Explain the reasons behind FDR and the federal government ending the system of peonage and
involuntary servitude.

THINKING NOTES ACTIVITY

What? -Thinking notes are text annotations (highlights, underlines or symbols made on the text or in the margins) that document student thinking during reading. Depending on how you structure the task, these notes can indicate agreement, objection, confusion or other relevant reactions to the text.

When? - During reading

Why? - Thinking notes help develop students' meta-cognitive skills. Meta-cognition has been defined as self-knowledge of and control over one's own thinking and learning activities. Students who monitor their thinking are more effective readers and learners.

Not only do thinking notes aid comprehension, they also illustrate that reading is a process with a purpose. Students must comprehend what they read before they can answer text-dependent questions and integrate textual evidence into their writing. Referring back to thinking notes also aids meta-cognition by prompting students to reflect on textual elements that challenged, troubled or stood out to them.

Thinking notes also offer clues about which parts of the text perplexed or resonated with your students. Take note of what students mark up and why; these observations can generate ideas for discussion and provide insight about supports students may need.


How? - Thinking notes can be used in a number of ways, incorporated into other strategies, and implemented during shared or independent reading. This approach always includes these steps:

1. Choose the central text. Provide a copy of the text they can write on. (Sticky notes can substitute when this is not possible.)
2. Establish a system of symbols or cues before reading. Students should go beyond merely highlighting and underlining. Thinking notes are evidence that students have interacted with the text. For example, a question mark can mean, "This would make a good discussion question." "MI" might stand for "main idea" and "TT" could mean "text-to-text connection." See the sample symbols for more ideas. Make calculated decisions about how many symbols to use with a given text based on the text itself, your purpose for reading and your students' abilities.
3. Instruct students to make thinking notes during a second read of the text. The second read may be done independently, as a whole class, in pairs or in other groupings. This is the time when students begin to think about the text more deeply and can use these thinking notes in subsequent class discussions and writing assignments.

Note: The first read-through of a text should be done aloud by the teacher or a skilled reader while other students follow along. Students should not be required to make notes or answer questions during this initial read-through. Listening to the text being read aloud ensures that all students have access to the text, improves fluency and allows students to focus on getting the gist of the text.

To see the thinking notes strategy in action, see this Learning Channel [video](#).

Sample Symbols For Taking Thinking Notes

SYMBOL	WHAT IT MEANS
+	I agree with this.
-	I disagree with this.
!	This surprises me.
?	This would make for good discussion questions.
TS	Text-to-self connection
TT	Text-to-text connection
TW	Text-to-world connection
MI	Main idea
SD	Supporting details
A	The author is making a claim or argument here.
R	The reasoning the author uses to support his or her claim
X	The author is contradicting him or herself.
POV-1, POV-2, etc	Multiple points of view in this text
ME	Author is telling of his/her own lived experiences.
YOU	Author is telling of another person or group's experiences.
B	The author is making a biased claim or using biased language.
ST	This sounds like a stereotype.
+/+	Themes related to sameness
+/-	Themes related to difference
=	Language/author is describing a balanced power relationship.
≠	Language/author is describing an imbalance of power.
GR	Language/author is making a claim or observation through the lens of gender.
\$	Language/author is making a claim or observation through the lens of socioeconomic class.
RC	Language/author is making a claim or observation through the lens of race.
US/THEM or IN/OUT	Language/author is employing "us vs. them" language that divides people into in and out groups.
	Language/author is describing or advocating for social change.
ABS I.1-5, D.6-10, J.11-15, A.16-20	Use the Teaching Tolerance anti-bias standards to annotate the text.

S.O.A.P.S.

Document: _____

Reviewers _____

Subject

*Think about the information the document conveys.
Form an overall impression and then examine individual items or specific parts.*

1. What is the general topic?

2. What are three things the author said that you think are important?

Occasion and Audience

What type of document is it?

- | | | |
|--|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Poster | <input type="checkbox"/> Letter |
| <input type="checkbox"/> Advertisement | <input type="checkbox"/> Drawing | <input type="checkbox"/> Diary entry |
| <input type="checkbox"/> Leaflet | <input type="checkbox"/> Map | <input type="checkbox"/> Memorandum |
| <input type="checkbox"/> Flyer | <input type="checkbox"/> Photograph | <input type="checkbox"/> Legal record |
| <input type="checkbox"/> Speech | <input type="checkbox"/> Other _____ | |

What are the unique physical qualities?

- | | | |
|---|----------------------------------|------------------------------------|
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Typed | <input type="checkbox"/> Signature |
| <input type="checkbox"/> Picture, symbols | <input type="checkbox"/> Seal(s) | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Letterhead | <input type="checkbox"/> Stamps | <input type="checkbox"/> Caption |
| <input type="checkbox"/> Official stamp: i.e., date, "RECEIVED," "PAID" | | |
| <input type="checkbox"/> Other _____ | | |

Support each answer with document evidence:

1. Who was the intended audience?

2. When was the document created or circulated?

Purpose

1. Why do you think this document was created?

2. What specific evidence in the document helps you know why it was created?

3. What does the document convey about life in the United States at the time it was created?

4. What questions does the document raise?

5. What questions do you have for the author of this document?

Speaker

Think about the occupation, gender, religion, nationality, and class of the creator of the document.

1. Who created the document? and how do you know?

2. What position or title did he or she hold? And how do you know?

3. What biases might he or she have? And how can these biases influence the document?

4. Whose voice is not represented in the document?

5. Why do you think that voice was left out?

SLAVERY BY ANOTHER NAME

[Mapping Activity](#) – Click on the hyperlink and answer the questions below

1. Examine the interactive map and pick 5 events that is new information to you.
 - a.
 - b.
 - c.
 - d.
 - e.
2. How were northern states complicit in the system of convict leasing and peonage?
3. List three reasons why several states ended their practice of convict leasing.
 - a)
 - b)
 - c)
4. What state is home to the National Archives and Records on the forced labor of African Americans?
5. Explain the role of the Great Migration in increasing racial tensions in Northern, Western, and Mid-Western states. (cite specific examples from the map)

Extended Learning: Choose one event from the map and use the internet to research specific details of the event. Write a one-page essay placing this event in the context of racial relations during Reconstruction. (examples: Scottsboro Case, Mississippi Flood of 1927, Atlanta Race Riots, Springfield Race Riots, Colfax Massacre, East St. Louis Massacre)

SLAVERY BY ANOTHER NAME STATISTICAL ANALYSIS

According to [Khalil Gilbran Muhammad, the 1890 census](#) began the history of black criminality stereotypes. Examine the population numbers from the census and place them in context with the movie/book, Slavery By Another Name

National

	Percentage of Population
White	
Black	

Your Region _____

Subgroups	Number of Prisoners	*Percentage of Prisoners
White		
Black		
Foreign Born		
Total		

Your Region _____

	Percentage of Population
White	
Black	

***Your State* _____

Subgroups	Number of Prisoners	*Percentage of Prisoners
White		
Black		
Foreign Born		
Total		

***Your State* _____

	Percentage of Population
White	
Black	

Prison Populations

National

Subgroups	Number of Prisoners	*Percentage of Prisoners
White		
Black		
Foreign Born		
Total		

Make 2 statements about black criminality by just examining the numbers alone.

a)

b)

What role did convict leasing play in black criminality stereotypes?

List an example of a modern police policy that has resulted from these statistics.

*To get the percentage divide the numbers in your subgroup by the total numbers of prisons

**If your state has not been admitted to the Union as of 1890, pick a state from your region

much less rapidly than the white element not only in the country at large but in the southern states also, and in all probability the relative rates of increase of the two races in that part of the country will differ more widely and the white will increase more rapidly in proportion to the negro element as the inevitable change of industries progresses in that region and manufactures assume greater importance relative to agriculture.

The following table shows, by states and territories, the percentage of the two races at each census since 1850:

PERCENTAGE OF WHITE AND NEGRO (a) OF TOTAL POPULATION: 1850 TO 1890.

STATES AND TERRITORIES.	1890		1880		1870		1860		1850	
	White.	Negro.	White.	Negro.	White.	Negro.	White.	Negro.	White.	Negro.
The United States.....	87.80	11.93	86.54	13.12	87.11	12.66	85.02	14.13	84.31	15.00
North Atlantic division.....	98.39	1.55	98.39	1.58	98.52	1.46	98.53	1.47	98.26	1.74
Maine.....	99.72	0.18	99.08	0.22	99.66	0.20	99.79	0.21	99.77	0.23
New Hampshire.....	99.82	0.16	99.78	0.20	99.81	0.18	99.85	0.15	99.84	0.16
Vermont.....	99.70	0.28	99.08	0.32	99.72	0.28	99.77	0.23	99.77	0.23
Massachusetts.....	98.95	0.99	98.92	1.05	99.03	0.96	99.22	0.78	99.09	0.91
Rhode Island.....	97.70	2.14	97.02	2.35	97.64	2.29	97.73	2.26	97.51	2.40
Connecticut.....	98.28	1.05	98.08	1.85	98.16	1.80	98.12	1.87	97.93	2.07
New York.....	98.77	1.17	98.08	1.28	98.80	1.19	98.73	1.20	98.42	1.58
New Jersey.....	96.65	3.30	96.54	3.43	96.61	3.38	96.23	3.77	95.09	4.01
Pennsylvania.....	97.01	2.05	97.00	2.00	98.14	1.85	98.04	1.96	97.08	2.32
South Atlantic division.....	63.13	36.83	61.26	38.71	62.10	37.87	61.61	38.37	60.23	39.77
Delaware.....	83.13	16.85	81.06	18.04	81.77	18.23	80.73	19.27	77.75	22.25
Maryland.....	79.29	20.69	77.51	22.49	77.54	22.46	75.00	24.01	71.08	28.92
District of Columbia.....	67.14	32.86	66.44	33.55	67.03	32.96	68.03	31.97	73.41	26.59
Virginia.....	61.60	38.37	58.24	41.76	58.12	41.86	65.61	34.39	62.94	37.06
West Virginia.....	95.71	4.29	95.81	4.19	95.93	4.07	.....	.....	.....	.....
North Carolina.....	65.23	34.67	61.96	37.96	63.33	36.56	63.46	36.42	63.04	36.96
South Carolina.....	40.13	59.85	39.28	60.70	41.05	58.93	41.40	58.59	41.07	58.93
Georgia.....	53.25	46.74	52.97	47.02	53.96	46.04	55.95	44.05	57.56	42.44
Florida.....	57.47	42.46	52.62	47.01	51.16	48.84	55.37	44.63	53.98	46.02
North Central division.....	97.99	1.93	97.68	2.22	97.82	2.10	97.84	2.03	97.49	2.51
Ohio.....	97.02	2.37	97.49	2.50	97.02	2.37	98.43	1.57	98.72	1.28
Indiana.....	97.92	2.06	98.00	1.98	98.52	1.46	99.13	0.85	98.86	1.14
Illinois.....	98.49	1.49	98.48	1.51	98.87	1.12	99.55	0.45	99.36	0.64
Michigan.....	99.00	0.73	98.63	0.92	98.58	1.09	98.27	0.91	99.35	0.65
Wisconsin.....	99.62	0.14	99.55	0.21	99.69	0.20	99.72	0.15	99.79	0.21
Minnesota.....	99.56	0.28	99.50	0.20	99.67	0.17	98.47	0.15	99.36	0.64
Iowa.....	99.43	0.56	99.38	0.59	99.51	0.48	99.83	0.16	99.83	0.17
Missouri.....	94.37	5.61	93.29	6.70	93.14	6.86	89.97	10.03	86.80	13.20
North Dakota.....	99.67	0.20	99.50	0.30	99.88	0.66	99.20	.....	.....	.....
South Dakota.....	99.54	0.16	.....	.....	.....	.....	.....	.....	.....	.....
Nebraska.....	98.86	0.84	99.42	0.53	99.29	0.64	99.50	0.28	.....	.....
Kansas.....	96.46	3.48	95.59	4.33	95.05	4.69	99.24	0.38	.....	.....
South Central division.....	68.24	31.71	66.16	33.78	65.71	34.25	64.64	35.34	65.35	34.65
Kentucky.....	85.57	14.42	83.53	16.46	83.17	16.82	79.56	20.44	77.51	22.49
Tennessee.....	75.62	24.37	73.84	26.14	74.38	25.61	74.40	25.50	75.48	24.52
Alabama.....	55.10	44.84	52.45	47.53	52.30	47.69	54.58	45.40	55.27	44.73
Mississippi.....	42.25	57.58	42.30	57.47	46.25	53.65	44.72	55.28	48.76	51.24
Louisiana.....	49.92	49.99	48.40	51.46	49.81	50.10	50.49	49.49	49.35	50.65
Texas.....	78.10	21.84	75.22	24.71	68.99	30.97	69.66	30.27	72.46	27.54
Oklahoma.....	95.14	4.81	.....	.....	.....	.....	.....	.....	.....	.....
Arkansas.....	72.57	27.40	73.71	26.25	74.74	25.22	74.44	25.55	77.27	22.73
Western division.....	94.80	0.89	91.21	0.67	91.91	0.64	88.95	0.72	90.31	0.69
Montana.....	96.30	1.13	90.36	0.88	88.80	0.89	.....	.....	.....	.....
Wyoming.....	97.04	1.52	93.50	1.43	95.70	2.01	.....	.....	.....	.....
Colorado.....	98.12	1.51	98.35	1.25	98.30	1.14	99.87	0.13	.....	.....
New Mexico.....	92.92	1.27	90.93	0.85	98.39	0.19	88.67	0.09	90.96	0.04
Arizona.....	93.22	2.28	86.94	0.38	99.20	0.27	.....	.....	.....	.....
Utah.....	99.04	0.28	98.93	0.16	99.15	0.14	99.63	0.15	99.56	0.44
Nevada.....	85.41	0.53	86.01	0.78	91.69	0.81	99.84	0.66	.....	.....
Idaho.....	97.19	0.24	88.97	0.16	70.79	0.40	.....	.....	.....	.....
Washington.....	97.46	0.46	89.46	0.43	92.65	0.86	90.67	0.26	.....	.....
Oregon.....	96.17	0.38	93.31	0.28	95.61	0.38	99.42	0.24	98.44	1.56
California.....	92.02	0.94	88.72	0.70	89.14	0.76	85.05	1.08	98.66	1.64

a Includes all persons of negro descent.

b Dakota territory.

PRISONERS.

3

TABLE I.—PRISONERS, BY STATES AND TERRITORIES AND BY COLOR, NATIVITY, AND RACE.

STATES AND TERRITORIES.	Aggro- gate.	WHITE.									COLORED.						
		Total.	Native.						Foreign born.	Nati- vity un- known.	Total.	Negroes.			Chi- nese.	Japa- nese.	In- dians.
			Total.	Parents native.	Father native.	Mother native.	Parents foreign.	One or both parents un- known.				Total.	Pure.	Mixed.			
The United States.	82,320	57,310	40,471	21,037	1,178	1,703	12,601	3,952	15,932	907	25,019	24,277	19,131	5,146	497	13	322
North Atlantic division ...	28,258	26,182	17,120	6,964	570	756	7,636	1,194	8,970	83	2,076	2,637	1,680	357	15		24
Maine	512	501	327	175	14	14	91	33	156	18	11	6	4	2			5
New Hampshire	321	310	214	109	6	8	66	25	101	4	2	2		2			
Vermont	200	190	145	73	6	10	34	22	42	3	10	10	6	4			
Massachusetts	5,227	5,057	3,121	980	119	143	1,784	86	1,922	14	170	161	108	53	1		8
Rhode Island	560	523	338	128	10	16	176	8	183	2	37	37	30	7			
Connecticut	1,026	958	625	248	12	26	311	28	320	4	68	67	54	13			1
New York	11,468	10,745	7,032	2,662	232	277	3,202	650	3,707	6	723	701	662	99	12		10
New Jersey	2,465	2,140	1,339	571	41	33	574	120	702	9	315	315	254	61			
Pennsylvania	6,489	5,749	3,970	2,009	130	220	1,308	213	1,747	23	740	738	622	116	2		
South Atlantic division ...	11,409	2,544	2,265	1,767	30	50	234	160	264	15	8,865	8,863	7,221	1,642			2
Delaware	139	68	53	26	1		18	8	15		71	71	70	1			
Maryland	1,502	603	523	323	17	23	116	44	133	7	830	839	590	240			
District of Columbia ...	496	138	103	50	3	5	37	8	35		358	358	244	114			
Virginia	2,000	382	356	205	4	6	19	32	24	2	1,618	1,618	1,351	267			
West Virginia	450	320	302	225	2	11	26	38	16	2	130	130	95	35			
North Carolina	2,038	408	399	381	3	7	4	4	6		1,625	1,623	1,193	430			2
South Carolina	1,184	123	117	112	1	1	3		6		1,061	1,061	667	94			
Georgia	2,038	342	331	304	3	4	9	11	11		2,506	2,506	2,219	377			
Florida	667	100	81	51	2	2	2	24	15	4	567	567	483	84			
North Central division ...	19,854	17,027	12,715	6,914	368	554	3,124	1,755	3,929	383	2,827	2,738	1,804	844	8		81
Ohio	2,909	2,415	1,978	1,080	40	79	546	224	414	23	494	481	323	158			13
Indiana	1,988	1,721	1,520	1,085	29	63	198	145	146	55	267	267	139	128			
Illinois	3,936	3,470	2,455	1,211	79	121	813	231	972	49	460	452	325	127	6		2
Michigan	2,155	1,998	1,339	638	53	73	391	184	606	53	157	141	95	46			16
Wisconsin	1,118	1,078	617	292	24	21	246	34	442	19	40	23	14	0	2		15
Minnesota	1,041	1,007	600	241	21	24	217	103	397	4	34	24	14	10			10
Iowa	1,016	946	710	382	30	47	138	113	161	75	70	70	62	8			
Missouri	2,833	1,925	1,616	603	48	75	336	254	280	23	908	907	639	268			1
North Dakota	97	94	55	19	4	2	25	5	36	3	3	3	2	1			
South Dakota	178	167	119	68	5	6	37	3	44	4	11	2	2				9
Nebraska	655	580	433	361	7	8	40	17	110	46	66	64	50	14			2
Kansas	1,928	1,611	1,207	634	19	35	137	442	315	29	317	304	229	75			13
South Central division ...	16,084	5,604	4,487	3,294	50	149	411	583	864	253	10,480	10,381	8,147	2,234	4		65
Kentucky	2,110	987	720	583	4	10	46	68	47	170	1,173	1,173	839	334			
Tennessee	2,451	733	658	505	11	15	38	89	45	30	1,718	1,718	1,436	282			
Alabama	2,518	422	373	301	5	14	21	32	44	5	2,066	2,066	1,669	427			
Mississippi	1,177	119	107	70		1	11	16	11	1	1,058	1,058	634	124			
Louisiana	1,608	367	282	97	6	20	79	80	83	2	1,241	1,238	822	416	2		1
Texas	4,747	2,450	1,822	1,332	19	62	193	216	605	32	2,288	2,270	1,781	489	2		16
Oklahoma																	
Arkansas	1,473	567	525	367	5	18	23	82	20	13	666	628	606	162			78
Western division	6,724	5,953	3,884	2,008	154	185	1,196	251	1,896	173	771	258	189	69	380	13	120
Montana	482	397	271	137	7	11	106	10	118	8	35	9	9		10		16
Wyoming	74	68	35	16	1	7	7	4	9	24	6	6	3	3			
Colorado	902	844	605	312	23	31	181	58	221	18	58	58	43	15			
New Mexico	205	190	138	99	3	7	13	16	41	11	15	14	12	2	1		
Arizona	250	178	81	52	4	2	18	5	97		72	18	8	10	31		23
Utah	269	262	163	84	5	5	48	21	97	2	7	4	2	2	1		2
Nevada	162	124	65	30	2	2	21		43	26	28	6	6		13		9
Idaho	150	137	87	37	5	9	19	17	49	1	13	2	2		9		2
Washington	452	406	264	141	8	12	85	18	129	13	46	21	18	3	7	5	13
Oregon	440	400	293	187	6	4	63	33	100	7	40	10	9	1	25		5
California	3,398	2,947	1,892	1,003	90	95	635	69	992	63	451	110	77	33	283	8	50

PRISONERS.

TABLE 3.—FEMALE PRISONERS, BY STATES AND TERRITORIES AND BY COLOR, NATIVITY, AND RACE.

STATES AND TERRITORIES.	Aggregate.	WHITE.									COLORED.						
		Total.	Native.						Foreign born.	Nativity unknown.	Total.	Negroes.			Chinese.	Japanese.	Indians.
			Total.	Parents native.	Father native.	Mother native.	Parents foreign.	One or both parents unknown.				Total.	Pure.	Mixed.			
The United States.	6,405	4,416	2,315	936	61	91	835	392	2,063	38	1,989	1,972	1,472	500	1	1	15
North Atlantic division.....	3,375	3,127	1,448	462	42	53	630	261	1,672	7	248	244	197	47			4
Maine.....	33	31	13	7	1	1	3	1	18		2						2
New Hampshire.....	24	24	9	4			2	3	14	1							
Vermont.....	9	7	7	1		1	1	4			2	2	1	1			
Massachusetts.....	748	726	309	75	20	17	165	32	416	1	23	20	15	5			2
Rhode Island.....	81	73	29	8	1	2	17	1	44		8	8	4	4			
Connecticut.....	86	81	42	18		1	21	2	39		5	5	5				
New York.....	1,534	1,443	678	218	8	12	262	178	764	1	91	91	82	9			
New Jersey.....	270	238	113	30	1	1	46	26	125		32	32	22	10			
Pennsylvania.....	590	504	248	92	11	18	113	14	252	4	86	86	68	18			
South Atlantic division.....	904	154	131	104	1	4	16	6	22	1	750	750	554	196			
Delaware.....	6										6	6	6				
Maryland.....	147	42	28	21		3	4		13	1	105	105	61	44			
District of Columbia.....	80	24	18	7	1		10		6		65	65	38	27			
Virginia.....	236	18	18	17		1					218	218	174	44			
West Virginia.....	25	18	17	14			2	1	1		7	7	4	3			
North Carolina.....	121	20	20	10				1			101	101	68	38			
South Carolina.....	83	12	12	12							71	71	59	12			
Georgia.....	154	14	14	13				1			140	140	115	25			
Florida.....	43	6	4	1				3	2		37	37	34	3			
North Central division.....	981	704	485	233	13	18	140	81	261	18	217	210	165	55			7
Ohio.....	225	180	114	44	3	4	45	18	75		36	35	16	10			1
Indiana.....	112	80	77	39	1	2	8	27	4	8	23	23	19	4			
Illinois.....	215	174	104	48	2	6	43	5	60	1	41	41	33	8			
Michigan.....	119	101	55	25	1	2	12	15	42	4	18	14	12	2			4
Wisconsin.....	45	44	24	11	2		10	1	20		1	1		1			
Minnesota.....	40	37	23	12		1	5	5	13	1	3	2	2				1
Iowa.....	22	18	11	7	1			3	6	1	4	4	3	1			
Missouri.....	146	75	52	32	3	2	13	2	23		71	71	54	17			
North Dakota.....	3	3	1	1					2								
South Dakota.....	4	2	1	1					1		2	1	1				1
Nebraska.....	14	11	8	5			1	2	2	1	3	3	2	1			
Kansas.....	36	21	15	8		1	3	3	4	2	15	15	13	2			
South Central division.....	953	195	147	97	1	2	10	37	39	9	758	750	558	198			2
Kentucky.....	106	31	25	18		2	3	2	5	1	75	75	53	22			
Tennessee.....	168	48	46	40	1		1	4		2	120	120	87	33			
Alabama.....	194	23	22	18						1	171	171	132	39			
Mississippi.....	72	1	1	1							71	71	62	9			
Louisiana.....	200	44	28	8			3	17	16		156	156	94	62			
Texas.....	150	36	14	8			3	3	17	5	114	112	93	10			2
Oklahoma.....																	
Arkansas.....	63	12	11	4				7	1		51	51	37	14			
Western division.....	192	176	104	40	4	14	39	7	69	3	16	12	8	4	1	1	2
Montana.....	11	9	7	4		1	2		2		2	2	2				
Wyoming.....																	
Colorado.....	23	19	10	4		2	1	3	9		4	4	3	1			
New Mexico.....	14	13	12	10				2	1		1	1		1			
Arizona.....	3	1							1		2	1		1			1
Utah.....	7	7	4	1				3	2	1							
Nevada.....	2	1							1		1	1	1				
Idaho.....																	
Washington.....	4	4	3	3					1								
Oregon.....	2	2	2	1	1												
California.....	126	120	66	17	3	11	33	2	52	2	6	3	2	1	1	1	1

CRIME, PAUPERISM, AND BENEVOLENCE.

TABLE 4.—PRISONERS, 1850 TO 1890, BY STATES AND TERRITORIES, WITH THE RATIO TO 1,000,000 OF THE POPULATION AT EACH CENSUS.

STATES AND TERRITORIES.	NUMBER OF PRISONERS.					RATIO TO 1,000,000 OF POPULATION.				
	1890	1880	1870	1860	1850	1890	1880	1870	1860	1850
The United States.....	82,329	58,609	32,001	19,086	6,737	1,315	1,169	863	607	200
Male.....	75,024	53,004				2,308	2,101			
Female.....	6,405	5,005				210	208			
Native.....	65,793	45,802	24,173	10,143	4,326	1,233	1,054	733	371	207
Foreign born.....	16,536	12,807	8,728	8,940	2,411	1,788	1,917	1,508	2,161	1,074
White.....	57,310	41,861	24,815			1,042	964	740		
Colored.....	25,019	16,748	8,656			3,275	2,480	1,621		
Alabama.....	2,618	1,353	593	226	70	1,064	1,072	595	234	91
Male.....	2,324	1,276				3,068	2,049			
Female.....	104	77				257	120			
Native.....	2,473	1,332	585	183	69	1,651	1,003	593	192	90
Foreign born.....	45	21	8	43	1	3,045	2,157	803	3,481	133
White.....	422	212	157			506	320	301		
Colored.....	2,096	1,141	436			3,086	1,001	917		
Arizona.....	250	67	11			4,193	1,057	1,139		
Male.....	247	66				6,754	2,340			
Female.....	3	1				130	82			
Native.....	122	32				2,988	1,312			
Foreign born.....	128	35	11			6,810	2,181	1,894		
White.....	178	67	11			3,293	1,006	1,148		
Colored.....	72					17,822				
Arkansas.....	1,473	756	362	78	17	1,306	642	747	170	81
Male.....	1,410	732				2,407	1,758			
Female.....	63	24				116	62			
Native.....	1,441	734	323	61	17	1,204	927	672	141	82
Foreign born.....	32	22	40	17		2,243	2,126	7,059	4,722	
White.....	567	298	177			603	504	489		
Colored.....	906	458	185			2,928	2,171	1,512		
California.....	3,398	2,647	1,574	882	62	2,813	3,001	2,800	2,321	670
Male.....	3,272	2,582				4,074	4,083			
Female.....	126	65				248	188			
Native.....	2,102	1,464		396	35	2,407	2,500	1,000	1,430	494
Foreign born.....	1,296	1,183	906	546	27	3,538	4,030	4,318	3,726	1,238
White.....	2,947	2,123	1,568			2,651	2,767	3,140		
Colored.....	451	524	6			4,076	5,374	99		
Colorado.....	962	380	10			2,188	1,955	477		
Male.....	879	377				3,584	2,920			
Female.....	23	3				138	46			
Native.....	677	292	16			2,063	1,800	481		
Foreign born.....	225	88	3			2,679	2,212	455		
White.....	844	363	14			2,087	1,899	357		
Colored.....	58	17	5			7,503	5,311	7,776		
Connecticut.....	1,026	718	430	646	310	1,375	1,153	800	1,404	836
Male.....	940	656				2,544	2,145			
Female.....	86	62				228	106			
Native.....	606	479	278	440	244	1,237	972	650	1,183	734
Foreign born.....	330	239	152	197	60	1,797	1,839	1,338	2,441	1,713
White.....	958	600	367			1,306	1,081	696		
Colored.....	68	58	63			5,304	4,861	6,360		
Dakota (a).....	275	60	9			538	444	212		
Male.....	268	59				951	717			
Female.....	7	1				30	10			
Native.....	193	40	1			569	460	107		
Foreign born.....	82	20	2			475	380	415		
White.....	261	60	3			512	451	233		
Colored.....	14					6,623				
Delaware.....	139	81	60	27	14	825	552	528	241	153
Male.....	133	67				1,554	904			
Female.....	6	14				72	103			
Native.....	124	76	57	10	14	798	554	492	184	162
Foreign born.....	15	5	9	8		1,140	528	985	873	
White.....	68	33	22			485	275	215		
Colored.....	71	48	44			2,498	1,815	1,930		
District of Columbia.....	406	381	143	210	46	2,153	2,145	1,086	2,797	800
Male.....	407	369				3,714	3,697			
Female.....	89	72				737	706			
Native.....	461	334	117	163	26	2,178	2,081	1,013	2,604	556
Foreign born.....	35	47	26	47	20	1,805	2,745	1,600	3,765	4,067
White.....	138	130	64			892	1,178	725		
Colored.....	358	242	70			4,729	4,059	1,819		

a North and South Dakota are here united under the common name of Dakota in order to admit of continued comparison with former censuses.

PRISONERS.

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TABLE 4.—PRISONERS, 1850 TO 1890, BY STATES AND TERRITORIES, ETC.—Continued.

STATES AND TERRITORIES.	NUMBER OF PRISONERS.					RATIO TO 1,000,000 OF POPULATION.				
	1890	1880	1870	1860	1850	1890	1880	1870	1860	1850
Florida.....	607	269	179	15	11	1,704	998	953	107	126
Male.....	624	254				3,000	1,802			
Female.....	43	15				227	113			
Native.....	651	243	179	13	9	1,767	933	933	95	100
Foreign born.....	16	26	3	2	2	608	2,024	604	604	722
White.....	100	41	23			445	288	210		
Colored.....	507	228	156			3,406	1,707	1,701		
Georgia.....	2,938	1,809	737	111	43	1,500	1,173	622	105	47
Male.....	2,784	1,763				3,025	2,232			
Female.....	154	106				168	136			
Native.....	2,027	1,785	723	77	36	1,604	1,165	616	74	40
Foreign born.....	11	24	14	34	7	900	2,272	1,258	2,913	1,079
White.....	342	227	140			350	278	219		
Colored.....	2,596	1,582	597			3,022	2,181	1,035		
Idaho.....	150	32	28			1,778	981	1,897		
Male.....	150	32				2,025	1,407			
Female.....										
Native.....	92	19	13			1,375	839	2,530		
Foreign born.....	58	13	10			3,323	1,393	1,268		
White.....	137	27	27			1,670	931	2,543		
Colored.....	13	5	1			5,492	1,390	228		
Illinois.....	3,936	3,320	1,705	485	252	1,029	1,079	707	283	206
Male.....	3,721	3,119				1,887	1,966			
Female.....	215	201				116	135			
Native.....	2,948	2,400	1,372	313	164	988	990	678	226	222
Foreign born.....	988	851	423	172	88	1,173	1,458	821	530	786
White.....	3,476	3,067	1,652			922	1,012	658		
Colored.....	460	253	143			7,948	5,415	1,909		
Indiana.....	1,688	1,613	907	281	59	907	815	540	210	60
Male.....	1,870	1,520				1,077	1,504			
Female.....	112	93				104	96			
Native.....	1,831	1,430	755	129	41	895	780	391	105	44
Foreign born.....	167	183	152	155	18	1,074	1,299	1,074	1,010	324
White.....	1,721	1,428	843			802	737	509		
Colored.....	207	185	64			5,847	4,083	2,581		
Iowa.....	1,016	803	397	95	5	531	494	332	141	23
Male.....	994	789				1,000	930			
Female.....	22	14				24	18			
Native.....	840	637	287	61	5	520	482	290	107	20
Foreign born.....	176	146	110	34		543	556	537	321	
White.....	940	774	383			408	470	322		
Colored.....	70	29	14			6,475	2,800	2,408		
Kansas.....	1,928	1,295	320	31		1,351	1,300	903	280	
Male.....	1,892	1,279				2,519	2,383			
Female.....	36	16				53	35			
Native.....	1,607	1,095	202	22		1,250	1,230	820	293	
Foreign born.....	321	200	67	9		2,171	1,817	1,385	700	
White.....	1,611	1,102	209			1,170	1,157	777		
Colored.....	317	193	69			6,272	4,892	3,329		
Kentucky.....	2,110	1,398	1,067	232	52	1,135	848	808	201	63
Male.....	2,004	1,312				2,126	1,576			
Female.....	106	86				116	105			
Native.....	2,029	1,341	968	147	41	1,128	844	770	134	43
Foreign born.....	81	57	99	85	11	1,365	958	1,562	1,421	350
White.....	937	523	624			589	389	568		
Colored.....	1,173	875	443			4,374	3,223	1,093		
Louisiana.....	1,608	1,066	845	849	423	1,438	1,134	1,162	1,100	817
Male.....	1,408	927				2,517	1,878			
Female.....	200	139				358	295			
Native.....	1,523	968	818	359	240	1,425	1,093	1,239	573	534
Foreign born.....	85	98	27	409	183	1,700	1,810	437	6,051	2,082
White.....	367	228	487			667	501	1,345		
Colored.....	1,241	838	358			2,215	1,728	981		
Maine.....	512	405	371	255	100	774	624	502	406	171
Male.....	479	390				1,449	1,203			
Female.....	33	15				109	46			
Native.....	352	327	201	197	66	605	554	452	333	120
Foreign born.....	160	78	110	58	34	2,026	1,325	2,250	1,540	1,068
White.....	501	398	395			790	615	584		
Colored.....	11	7	6			6,094	3,359	2,849		

CRIME, PAUPERISM, AND BENEVOLENCE.

TABLE 4.—PRISONERS, 1850 TO 1890, BY STATES AND TERRITORIES, ETC.—Continued.

STATES AND TERRITORIES.	NUMBER OF PRISONERS.					RATIO TO 1,000,000 OF POPULATION.				
	1890	1880	1870	1860	1850	1890	1880	1870	1860	1850
Maryland	1,502	1,259	1,035	116	307	1,441	1,347	1,325	169	681
Male	1,355	1,085				2,098	2,348			
Female	147	174				279	368			
Native	1,368	1,071	967	99	325	1,443	1,257	1,886	162	611
Foreign born	134	188	68	17	72	1,421	2,270	815	210	1,406
White	663	593	372			802	818	614		
Colored	899	696	663			3,886	3,108	3,780		
Massachusetts	5,227	3,576	2,526	2,079	1,236	2,335	2,006	1,733	2,176	1,248
Male	4,479	2,883				4,118	3,358			
Female	748	693				650	749			
Native	3,361	2,126	1,291	1,405	653	2,087	1,587	1,169	1,540	786
Foreign born	1,626	1,450	1,235	1,184	583	2,931	3,270	3,465	4,552	3,554
White	5,057	3,473	2,387			2,283	1,969	1,654		
Colored	170	103	139			7,213	6,336	9,702		
Michigan	2,155	1,912	1,095	757	341	1,029	1,108	925	1,011	606
Male	2,036	1,800				1,865	2,087			
Female	119	112				110	145			
Native	1,538	1,388	679	565	139	902	1,112	741	842	405
Foreign born	617	524	416	252	102	1,134	1,349	1,552	1,690	1,865
White	1,998	1,751	1,033			964	1,085	885		
Colored	157	161	62			7,474	7,195	3,696		
Minnesota	1,041	426	129	32	1	800	546	293	186	165
Male	1,001	414				1,440	988			
Female	40	12				66	43			
Native	643	273	73	16		771	532	262	141	75
Foreign born	398	153	56	16	1	852	672	348	272	593
White	1,007	414	121			777	533	276		
Colored	34	12	8			6,000	3,086	5,521		
Mississippi	1,177	1,311	449	53	46	913	1,159	542	67	76
Male	1,105	1,247				1,701	2,199			
Female	72	64				113	113			
Native	1,106	1,288	421	35	45	910	1,148	515	45	75
Foreign born	11	23	28	18	1	1,363	2,498	2,592	2,193	200
White	119	148	156			218	369	407		
Colored	1,058	1,103	293			1,421	1,783	658		
Missouri	2,833	2,041	1,023	286	180	1,057	941	943	242	264
Male	2,687	1,907				1,940	1,692			
Female	146	134				113	129			
Native	2,542	1,752	1,217	166	55	1,040	895	812	163	91
Foreign born	291	289	406	120	125	1,239	1,366	1,827	747	1,632
White	1,925	1,468	1,200			761	741	810		
Colored	908	543	324			6,024	3,731	2,742		
Montana	432	76	16			3,269	1,041	777		
Male	421	74				4,791	2,026			
Female	11	2				248	182			
Native	362	50	14			3,391	1,899	1,110		
Foreign born	136	26	2			3,017	2,257			
White	397	68	15			3,119	1,022	819		
Colored	35	8	1			7,160	2,120	437		
Nebraska	655	374	69			619	827	561		
Male	641	365				1,119	1,464			
Female	14	9				29	44			
Native	536	297	44			626	837	477		
Foreign born	119	77	25			688	790	813		
White	580	347	60			563	772	401		
Colored	66	27	9			5,490	10,235	10,274		
Nevada	152	199	99			3,322	3,106	2,330		
Male	150	197				5,135	4,688			
Female	2	2				121	90			
Native	91	105	40			2,030	2,898	1,088		
Foreign born	61	94	59			4,148	3,664	3,138		
White	124	160	96			3,173	2,088	2,464		
Colored	28	36	3			4,194	4,478	840		
New Hampshire	321	269	267	193	33	853	775	839	592	104
Male	297	243				1,592	1,425			
Female	24	26				126	147			
Native	219	213	201	138	25	720	708	696	452	82
Foreign born	102	56	66	55	8	1,410	1,210	2,229	2,627	561
White	319	262	265			849	757	834		
Colored	2	7	2			2,899	9,186	3,317		

PRISONERS.

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TABLE 4.—PRISONERS, 1850 TO 1890, BY STATES AND TERRITORIES, ETC.—Continued.

STATES AND TERRITORIES.	NUMBER OF PRISONERS.					RATIO TO 1,000,000 OF POPULATION.				
	1890	1880	1870	1860	1850	1890	1880	1870	1860	1850
New Jersey	2,455	1,573	1,079	215	290	1,609	1,301	1,191	320	592
Male	2,185	1,423				3,031	2,541			
Female	270	150				373	263			
Native	1,601	1,058	640	124	108	1,488	1,163	892	223	461
Foreign born	794	515	439	91	92	2,414	2,323	2,323	711	1,535
White	2,140	1,388	922			1,532	1,271	1,053		
Colored	315	185	157			6,515	4,792	5,116		
New Mexico	205	40	24	10	38	1,335	335	261	107	617
Male	191	39				2,300	605			
Female	14	1				198	18			
Native	101	35	21	8	37	1,131	314	243	92	623
Foreign born	44	5	3	2	1	3,908	621	534	237	465
White	190	39	21			1,381	359	232		
Colored	15	1	3			1,379	92	2,026		
New York	11,408	8,728	4,704	6,882	1,288	1,512	1,717	1,073	1,773	416
Male	9,934	7,513				3,337	2,959			
Female	1,534	1,215				608	471			
Native	7,748	5,593	2,658	2,801	640	1,759	1,445	849	694	236
Foreign born	3,720	3,135	2,046	4,021	639	2,308	2,588	1,797	4,010	974
White	10,745	8,213	4,309			1,814	1,637	1,609		
Colored	723	515	335			9,783	7,704	6,375		
North Carolina	2,033	1,570	468	71	44	1,257	1,122	437	73	51
Male	1,912	1,477				2,393	2,147			
Female	121	93				148	131			
Native	2,024	1,566	462	62	43	1,251	1,122	432	63	50
Foreign born	9	4	6	9	1	2,431	1,039	1,981	2,729	387
White	408	591	138			787	681	293		
Colored	1,025	979	330			2,839	1,838	849		
North Dakota	97					531				
Male	94					625				
Female	3					37				
Native	60					593				
Foreign born	37					454				
White	94					516				
Colored	3					5,034				
Ohio	2,900	2,538	1,405	623	133	792	791	527	266	67
Male	2,084	2,280				1,446	1,413			
Female	225	258				124	163			
Native	2,490	1,929	1,018	205	102	775	634	441	172	58
Foreign born	419	609	387	358	31	912	1,542	1,073	1,091	142
White	2,415	2,259	1,279			674	725	492		
Colored	494	279	126			5,615	3,481	1,930		
Oregon	440	233	104	13	5	1,402	1,333	1,144	218	376
Male	438	233				2,409	2,254			
Female	2					15				
Native	314	141	67	6	5	1,224	677	745	127	207
Foreign born	126	92	37	7		2,198	3,016	3,100	1,363	
White	400	192	92			1,326	1,177	1,058		
Colored	40	41	12			3,331	3,506	3,005		
Pennsylvania	6,489	4,833	3,231	1,161	411	1,234	1,128	917	339	178
Male	5,899	4,350				2,212	2,636			
Female	590	483				228	225			
Native	4,735	3,544	2,532	756	296	1,073	959	851	395	147
Foreign born	1,754	1,280	609	405	115	2,074	2,182	1,282	941	379
White	5,749	4,336	2,787			1,117	1,034	836		
Colored	740	497	444			6,742	5,787	6,775		
Rhode Island	560	317	180	181	103	1,621	1,146	823	1,637	608
Male	470	252				2,851	1,894			
Female	81	65				456	453			
Native	377	208	125	100	58	1,570	1,027	772	729	409
Foreign born	183	109	65	81	45	1,721	1,473	933	2,169	1,883
White	523	293	168			1,548	1,085	792		
Colored	37	24	12			4,838	3,641	2,337		
South Carolina	1,184	626	792	88	36	1,020	629	1,637	125	54
Male	1,101	587				1,024	1,197			
Female	83	39				143	77			
Native	1,178	621	714	57	21	1,020	629	1,024	82	32
Foreign born	6	5	18	81	16	957	651	2,229	3,104	1,732
White	123	56	148			266	143	511		
Colored	1,061	570	584			1,540	913	1,494		

CRIME, PAUPERISM, AND BENEVOLENCE.

TABLE 4.—PRISONERS, 1850 TO 1890, BY STATES AND TERRITORIES, ETC.—Continued.

STATES AND TERRITORIES.	NUMBER OF PRISONERS.					RATIO TO 1,000,000 OF POPULATION.				
	1890	1880	1870	1860	1850	1890	1880	1870	1860	1850
South Dakota.....	178					541				
Male.....	174					905				
Female.....	4					27				
Native.....	133					559				
Foreign born.....	45					494				
White.....	167					510				
Colored.....	11					7,246				
Tennessee.....	2,451	2,100	981	511	288	1,387	1,362	779	460	287
Male.....	2,283	1,967				2,561	2,557			
Female.....	168	133				192	172			
Native.....	2,400	2,060	902	433	276	1,373	1,350	728	398	277
Foreign born.....	51	40	79	78	12	2,540	2,395	4,090	3,674	2,123
White.....	733	759	421			548	606	450		
Colored.....	1,718	1,341	580			3,937	3,323	1,737		
Texas.....	4,747	3,163	792	105	15	2,123	1,987	894	174	71
Male.....	4,597	3,086				3,921	3,683			
Female.....	150	77				141	102			
Native.....	4,134	2,792	602	65	5	1,935	1,890	790	116	26
Foreign born.....	613	371	130	40	10	4,008	3,237	2,083	921	566
White.....	2,459	1,585	367			1,408	1,324	650		
Colored.....	2,288	1,578	365			4,673	4,000	1,438		
Utah.....	209	58	19	8	9	1,294	403	210	100	701
Male.....	202	58				2,372	778			
Female.....	7					72				
Native.....	171	45	19	5	6	1,104	450	339	182	613
Foreign born.....	98	13		3	3	1,847	295		235	1,468
White.....	202	57	19			1,272	409	221		
Colored.....	7	1				3,490	619			
Vermont.....	200	258	193	119	105	692	776	584	378	391
Male.....	191	247				1,128	1,480			
Female.....	9	11				65	67			
Native.....	157	202	145	80	64	545	693	512	283	228
Foreign born.....	43	56	48	39	41	975	1,367	1,018	1,091	1,216
White.....	190	251	191			673	758	579		
Colored.....	10	7	2			9,060	6,554	2,132		
Virginia.....	2,000	1,543	1,244	189	313	1,206	1,020	1,015	118	220
Male.....	1,764	1,355				2,140	1,817			
Female.....	236	188				284	245			
Native.....	1,976	1,515	1,232	163	291	1,207	1,011	1,017	101	208
Foreign born.....	24	28	12	26	22	1,306	1,095	872	742	957
White.....	382	348	343			374	395	482		
Colored.....	1,618	1,195	901			2,545	1,892	1,750		
Washington.....	452	81	19	15		1,294	1,078	793	1,294	
Male.....	448	78				2,059	1,697			
Female.....	4	3				30	163			
Native.....	368	44	8	3		1,187	742	423	355	
Foreign born.....	144	37	11	12		1,600	2,341	2,189	3,817	
White.....	406	64	18			1,192	652	811		
Colored.....	46	17	1			5,182	2,147	568		
West Virginia.....	450	380	191			590	620	432		
Male.....	425	362				1,089	1,151			
Female.....	25	27				67	89			
Native.....	434	361	175			583	601	412		
Foreign born.....	16	28	16			847	1,533	936		
White.....	320	320	154			438	540	363		
Colored.....	130	69	37			3,673	2,662	2,058		
Wisconsin.....	1,118	589	418	353	61	663	448	396	455	200
Male.....	1,073	561				1,226	825			
Female.....	45	28				55	44			
Native.....	670	361	215	172	26	574	397	312	345	133
Foreign born.....	448	228	203	181	35	803	502	557	654	317
White.....	1,073	563	395			641	430	376		
Colored.....	40	26	23			6,243	4,423	6,930		
Wyoming.....	74	74	13			1,219	3,560	1,426		
Male.....	74	72				1,381	5,088			
Female.....		2					301			
Native.....	60	47	7			1,310	3,146	1,249		
Foreign born.....	14	27	6			939	4,615	1,708		
White.....	63	63	13			1,147	3,241	1,490		
Colored.....	6	11				4,196	8,136			

RAFT Choices

RAFT assignments allow the student to use multiple skills they possess to demonstrate knowledge of the lesson learned.

Role	Audience	Format	Topic
Prisoner	President Theodore Roosevelt	Letter	Detailing labor conditions for African Americans in South in late 19 th century
Newspaper Opinion Editor	Newspaper Readers	Editorial	Convince the public to end convict leasing
Cartoonist	Newspaper Readers	Political Cartoon	Describing the actions of federal government to convict leasing by the state governments
Artist	Public	Portrait/Picture	Describing labor conditions for African Americans in South in late 19 th century
Politician	Campaign Rally Audience	Political Speech	Demanding Action from Congress to help end convict leasing and involuntary servitude
Cartoonist	Newspaper Readers	Political Cartoon	Detailing the role of prisoner labor in the modern industrial movement
Songwriter	Concert Audience	Song	Detailing labor conditions for African Americans in South in late 19 th century
*Student Choice	*Student Choice	*Student Choice	*Student Choice

**Student Choice gives the student the options of creating their own specific activity to demonstrate knowledge of one of the essential questions. Student Choice RAFTS must have teacher approval before working*

DOCUMENT BASED QUESTION

Historians say that slavery was never really abolished but reinvented in the years after the Civil War. Evaluate the accuracy of this statement using your knowledge of labor practices and social changes during this period.

Use the documents and your knowledge of the period from 1865-1945 to construct your answer.

Document A

Source: US Constitution

Section 1

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Document B

Source: Thomas Nast Political Cartoon



Harper's Weekly

DOCUMENT BASED QUESTION

Document C

Source: Letter from Julia Tutwiler to Frank S White

There are some obvious reforms that I hope the Conference will call to the attention of the citizens of the state; first, the convicts should not be employed in any occupation where the loss of life is far above normal. The fact that any of them prefers such an occupation, should have no weight. The world is now a great neighborhood, where every nation is subject to the inspection and criticism of all others. Alabama cannot afford to be ranked with Russia and Morocco by other civilized commonwealths. One incident like the disaster of the Banner mine excites the horror of all humane communities, especially when it is known that most of the victims were guilty of minor offences, some of them merely technical character. Years ago Dr. Gaston expressed the matter in a nut-shell when he said of similar occurrences; "The law condemned these men to hard labor, the state put them to death."

Alabama Department of Archives and History

Document D

Source: Flyer, Alabama Committee to end State Wide Convict Leasing

You Have the Program--This Is the Plan

Let's put our prisoners at work making a fair share of the supplies bought by the state each year.

Many States buy more supplies than they can make in their prisons. So our market is assured, and we can keep our prisoners busy, pay them wages to support their dependents, and make them earn their keep.

We spend over \$5,000,000 a year for supplies. Other States also buy millions of dollars worth of commodities each year.

Alabama convicts should first make goods for our State's own use, and, if they produce a surplus, we will sell it to other States, whose needs are exactly the same as ours.

Alabama Department of Archives and History

DOCUMENT BASED QUESTION

Document E

Source: *Chain Gang Birmingham Alabama*



Birmingham Library

DOCUMENT BASED QUESTION

Document F

Source: Letter to President Theodore Roosevelt

Sir:-

While in one of the Southern States some time ago, my attention was called to a condition of affairs in existence there so appalling in its vice and cruelty, so contrary to all national laws and principles, as well as to all rules of decency and morality, that I feel it my duty to call your attention to the matter, with the assurance that you will give it the attention it deserves, and have today forwarded you under separate cover a statement of the facts.

I admit that the charges I make are sensational in the extreme, yet if I am allowed the opportunity I will be able to assure you that every one can be substantiated.

Personally, I have spent considerable money and time in investigating this matter. I have been on almost every part of the plantation especially referred to, have met Colonel Smith many times there, have seen and talked with all of the persons mentioned in this statement as well as many other unfortunate negroes illegally held by these plantation owners, and have handled the lash with which they are whipped.

US Department of Archives and History

DOCUMENT BASED QUESTION

Document G

Source: *Washington Post Newspaper*

SAYS LASH HELPED TABERT WORK BETTER

**Witness Tells Court Convict
Labored Harder After
Whipping Than Before.**

53 WILL TESTIFY SOON

Lake City, Fla., July 2.—Declaring that Martin Tabert worked better the day after he was whipped than for two weeks before, M. H. Lagrogne, former foreman at the Putnam Lumber Company, testified today for the defense in the trial of Thomas W. Higginbotham, former convict whipping boss, charged with the murder of Tabert.

Tabert worked until 3 o'clock, Lagrogne said, when he had a chill. The chill occurred Saturday, after Tabert had been whipped the Friday night before.

Asked whether there was an epidemic of flu or pneumonia at Clara at that time, the witness replied:

"Yes sir, there was right smart sickness about the place," adding a man named Jackson had died.

Lagrogne said he had not reported Tabert to a physician after his chill.

Jesse Waters, a former convict guard, said he saw Higginbotham whip Tabert. He said Higginbotham struck Tabert eight or ten times.

"Did Higginbotham tell Tabert he was going to make him work or put him in his grave?" he was asked.

"He did not," declared the witness. He said Higginbotham did not strike Tabert on the head.

Washington Post Archives

DOCUMENT BASED QUESTION

Document H

Source: Convict Ledger 1890 Alabama

List No. XII Continued.—County Convicts on Hand September 30, 1890.

No.	NAME.	Race.	COUNTY.	CRIME.	Date of Conviction.	Sentence			Amount of costs.		Sentence for costs.			CONTRACTOR.
						Years.	Months.	Days.	Dollars.	Cts.	Years.	Months.	Days.	
5	Maxwell, Tom	Negro	Elmore	Petit larceny	Aug. 9, 90	3	10	7	90	26			Thos. Williams	
6	McQueen, or Taylor, W	..	..	Grand larceny	April 30, 90	2	..	107	60	358			..
7	Peoples, Bob	..	..	Burglary and grand lar.	Nov. 9, 89	1	1	116	60	388			..
8	Rollins, Missouri	..	..	Assault with weapon	May 1, 90	..	10	54	40	188			..
9	Washington, George	..	..	Grand larceny	Nov. 9, 89	1	..	74	45	279			..
10	Wilson, Jim	..	..	Assault and battery	March 3, 90	10	20	26	75	89			..
1	Arcee, Nat	White	Escambia	Adultery	April 5, 90	..	30	66	55	7	12		J. B. McClellan.	
2	Casen, Sarah	..	..	Adultery	Sept. 25, 90	..	30	53	25	5	24		Jacob Gilmore.
3	Carter, Albert	Negro	..	Perjury	Oct. 2, 89	2	..	99	85	11	3		F. J. McCrary.	
4	Clausell, Rebecca	..	..	Adultery	Sept. 17, 90	..	30	31	30	3	15		J. M. Rabb.
5	Dacus, Walker	..	..	Carrying concealed pistol	April 5, 90	..	20	78	90	8	..		G. C. Harold.
6	Hodge, Amos	..	..	Assault and battery	April 13, 90	6	..	75	95	8	..		E. M. Lovelace.
7	Hunter, Charlie	..	..	Burglary	Oct. 5, 89	2	..	67	40	7	15		Sloss Company.
8	Harris, Charlie	..	..	Adultery	Sept. 17, 90	..	30	31	30	3	15		J. M. Rabb.
9	Jackson, Jack	..	..	Carrying concealed pistol	Sept. 25, 90	..	..	78	20	8	..		..
10	Jackson, Lizzie	..	..	Assault with knife	Aug. 19, 90	..	10	33	10	3	21		..
11	Jackson, Miles	..	..	Ass't and bat. with weap.	July 21, 90	..	60	21	50	2	12		Not given.
12	Lassiter, William	..	..	Assault with stick	April 5, 90	..	10	207	85	8	..		E. L. McMillan.
13	Lovelace, Yancy	White	..	Manslaughter	April 5, 90	6	..	..	..	..	..		John L. Bass.
14	McElroy, Edward	..	..	Abusive language	Sept. 5, 90	..	20	100	90	8	..		F. J. Buzbee.
15	Spriggs, A. C	Negro	..	Ass't and bat. with weap	July 14, 90	..	60	42	10	4	21		Sloss Company.	
16	Stephens, Henry	..	..	Ab. lan. res. offi. & escape	Jan. 8, 90	18	..	21	10	..	72		..
17	Travis, Anthony	..	..	Burglary	Oct. 5, 89	2	..	59	10	6	17		..
18	Tipton, Jim	..	..	Escape	Aug. 18, 90	6	..	23	60	2	19		..
19	Webb, Willie	Assault and battery	Sept. 18, 90	..	10	26	10	2	27		Washington Smith.	

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