

Teacher Resources



THE CIVIL WAR m u s e u m

UPPER MIDDLE WEST EXPERIENCE

Our Goal

Our goal with these resources is for people to develop a better understanding of the racial inequities and histories of the Civil War and Reconstruction that have laid the foundation for where our society finds itself today.

This document is to be used to better understand the experiences of African Americans, and BIPOC (Black, Indigenous, and People of Color), as they pertain to the Civil War in the Midwest. This information has been put together by the Education staff at the **Civil War Museum**, at the **Kenosha Museum Campus**.

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What Was the Cause of the Civil War?

Alexander Stephens - Cornerstone Speech

On March 21, 1861, Confederate Vice President Alexander Stephens gave a speech in Savannah, Georgia, explaining the basic foundations of the newly formed Confederate government and their reason for seceding from the United States. In his famous “Cornerstone Speech” Stephens clearly lays out the centrality of slavery and white supremacy in this decision. He leaves no doubt that the Confederacy rejected the premise of the “all men were created equal” philosophy set forth by our Founding Fathers and instead embraced the foundation of the Confederate Nation which was built on African American subordination and enslavement.

To read the speech in its entirety, visit:

<https://www.battlefields.org/learn/primary-sources/cornerstone-speech>

Mississippi Secession Resolution

On November 30, 1860, the Mississippi legislation called for a secession convention with delegates elected by voters. Their grievances with the United States federal government and Northern states included: not complying with the Fugitive Slave Act, enticing enslaved people to flee, excluding slavery from new territories, opposing admission of more slave statesmen, and interfering with slavery.

To learn more about the Declaration of Secession from five Confederate States, visit:

<https://www.battlefields.org/learn/primary-sources/declaration-causes-seceding-states>

What Was Slavery? What Was the Treatment of the Enslaved?

John Broaddus Sale

Enslaved people were considered property. By law, the enslaved were the personal property of their owners in all Southern states except Louisiana. Owners held absolute authority over them as Louisiana law made clear: “The master may sell him, dispose of his person, his industry, and his labor; [the enslaved] can do nothing, possess nothing, nor acquire anything but what must belong to his master.”

When a master died, his property was often sold at auction to the highest bidder.

The attached document illustrates this relationship and without question illustrates that enslaved people were thought of and treated as property by their owners and the State. The document, from the collection of the Civil War Museum in Kenosha, WI, is a Sale Bill (an inventory or receipt) from an estate sale of a deceased man, John Broaddus, who lived in Madison County, Kentucky. Broaddus died near the end of the year and the sale of his assets was held on December 26, 1840.

Madison County is located in the central part of Kentucky, south of Lexington. Kentucky's earliest settlers brought enslaved people with them from their home states when they moved to Kentucky. Upon becoming the fifteenth state in the Union, Kentucky formally legalized slavery by including the institution in the state's constitution. In 1860, enslaved people made up 25% of Kentucky's population.

At the sale, Broaddus' property and belongings were sold to the highest bidder. Each of the sales were recorded in three columns on the Sale Bill: the first column being the piece of property, the second the person who bought that property, and the third listing the price paid.

Other than the land of the estate, the sale of the enslaved people on the Broaddus estate brought the highest bids. This is clear evidence that much of the wealth of a person who owned slaves lay in the enslaved people themselves. They were that person's most valuable assets.

On the next page is a transcription of the Bill of Sale, clearly listing what is for sale from the Broaddus estate.

Sale Bill of the Estate of John Broadous, Dec^d, to wit:
 One tract of Land \$2265.00
 One old negro woman Rose, not sold to buyers,
 One man Anthony Thomas Broadous 200.00
 Ditto Gabriel Eleanor Land 150.00
 Ditto woman Winney & child Phil C. A. Shaw King 371.00
 Ditto man Jerry Squire Turner 1005.00
 Ditto woman Rachel & 2 children
 named Edmund & Martha Fountain Land 1082.50
 Ditto man Robert Thomas Broadous 1300.00
 Ditto man Charles Squire Turner 1099.00
 Ditto Boy Bob William Beggstaff 996.00
 Ditto Girl America Archibald Brooker 815.00
 Ditto young woman Rose & child Francis F. Reid 913.50
 Boy Ben John A. Grimes, Jr. 850.00
 Ditto Boy Sam McLean Brown 505.00
 Ditto Girl Mary Irvine Green 407.00
 One Cupboard Edmund Baxter 13.25
 One Bureau James Howard 7.50
 One Desk Peter Duncan 4.00
 Bible in four Volumes Thomas Fowler 8.00
 Bed & Bedstead Austin Cosby 9.75
 Bed Archibald Lanham 11.75
 Bedstead Tho. Howard 1.37 1/2
 Dining Table Christopher Knapp 6.25
 One Looking glass Wm Perkins 1.62 1/2
 Six Chairs William Hill 2.00
 Signed, James Barnard adm^r
 December, 26. 1840. of John Broadous, Dec^d.

State of Kentucky, Madison County, Feb,
 At a County Court held for Madison County on
 Monday the 4th day of January, 1841, This Sale Bill
 of the Estate of John Broadous, Deceased, was returned
 and ordered to be recorded entered of record. And the same
 has been done accordingly.
 Attest, David Irvine, C. C.
 By Tho. A. Barnes, J. C.

Sale Bill of the Estate of John Broaddus, Dec'd, to wit.

One track of land		\$2205.00
One old Negro woman Rose		not sold, no bidders
One Man	Anthony Thomas Broaddus	\$200.00
Ditto Gabriel	Elenor Sand	\$150.00
Ditto Woman Alinney & Child Phil	CA Adam King	\$371.00
Ditto Man	Squire Turner	\$1005.00
Ditto Woman Rachel & 2 Children named Edmund and Martha	Fountain Sand	\$1082.00
Ditto Man Robert		\$1300.00
	Thomas Broaddus	
Ditto Man Charles		\$1099.00
	Squire Turner	
Ditto Boy Joe		\$996.00
	William Biggerstaff	
Ditto Girl America		\$815.00
	Archibald Brooks	
Ditto Young Woman Rose & Child		\$913.50
	Francis F. Reid	
Boy Ben		\$850.00
	John H. Gremis, Jr.	
Ditto Boy Sam		\$505.00
	Moreau Brown	
Ditto Girl		\$407.00
	Mary Irvine Green	
One Cupboard		\$13.25
	Edmund Masters	
One Bureau		\$7.50
	James Howard	
One Desk		\$4.00
	Peter Duncan	
Bible in Four Volumes		\$8.00
	Thomas Fowler	

Bed & Bed Stead	Austin Cosby	\$9.75
Bed	Archibald Sanhame	\$11.75
Bed Steads	Thomas Howard	\$0.37
Dining Table	Christopher Kaustzay	\$6.25
One Looking Glass	Wm Perkins	\$0.62
Six Chairs	William Hill	\$2.00

Signed James Pegarnate

December 26, 1840 of John Broaddus, Dec'd

State of Kentucky, Madison County

At a County Court held for Madison County on Monday, the 4th day of January, 1841. This Sale Bill of the Estate of John Broaddus, Deceased, was returned and ordered to be entered of record. And the same has been done accordingly.

Slave Hire Badges

Slave hire badges were worn by enslaved people, and their enslavers would buy them from the city. These badges had the work the enslaved person did or could do. People could hire these enslaved people, but they did not get paid, their enslavers did. Some of the jobs on the badges were mechanic, porter, servant, and even fisher. We often associate slave badges with Charleston, South Carolina, and they were worn in Charleston until 1863.

These simple pieces of metal were sewn into enslaved people's clothing and allowed them to travel more freely around town than those who were enslaved on plantations. It also labeled them as enslaved, because no one else in town had to wear badges. However, in the late 1700s, free Blacks needed to wear badges too that said that they were free.

For more information:

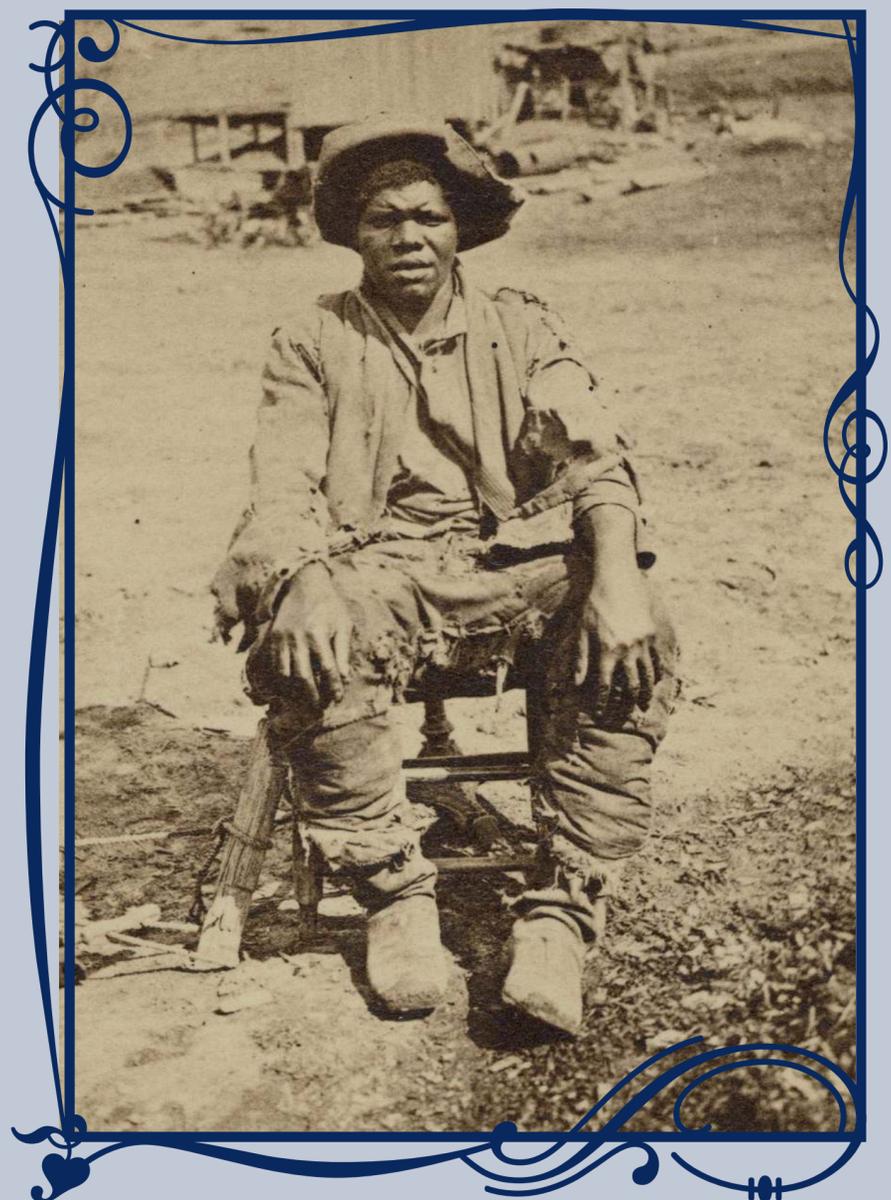
https://americanhistory.si.edu/collections/search/object/nmah_671073

To see a collection of slave badges:

https://www.charlestonmuseum.org/research/collection/?group_by=object_id&collection=Slave+Badge+Collection&category=Communication+Artifact&sub_category=Personal+Symbol&object_name=Badges&redirected=1&page=3

Hubbard Pryor

Hubbard Pryor was enslaved near Rome, Georgia before the Civil War. In November 1863, he was roughly 21 when he liberated himself from slavery when the US army was located in Chattanooga. A photo of Hubbard was taken when he enlisted in the 44th USCT. The photo shows him in the clothing he wore as an enslaved person. The clothing is ripped, oversized and even falling apart. When Hubbard enlisted, a second photo, one of him in uniform was taken. Almost a year after his enlistment, he was captured along with several other members of the 44th USCT in Dalton. Confederates did not believe Black soldiers were real prisoners of war, so they rounded them up in a pen and allowed farmers to enslave the soldiers. Pryor spent the rest of the Civil War enslaved.



What Was the Underground Railroad? Who Used It?

Fugitive Slave Act of 1850

The Fugitive Slave Act was a piece of legislation that was passed on September 18, 1850. The act made it so any enslaved person would have to be returned to their owners, even if they were in a free state. It also made it illegal to help or know about enslaved people who were traveling through an area to get to freedom. This legislation didn't stop abolitionists from helping enslaved people who liberated themselves from freedom; it made sure that they needed to keep the work hidden. The Underground Railroad was to help enslaved people get to Canada, by using informal "stops" including meeting houses, churches, and people's homes as they traveled. The Underground Railroad was a secret thanks in part to the Fugitive Slave Act, so there are a lot of misconceptions and misunderstandings of what it really was.

To read the Fugitive Slave Act go to the following link:

<https://www.battlefields.org/learn/primary-sources/fugitive-slave-act>

Article about the Act:

<https://time.com/4039140/fugitive-slave-act-165/>

Myths and Misconceptions of the Underground Railroad:

http://teacher.scholastic.com/activities/bhistory/underground_railroad/myths.htm

Wisconsin Underground Railroad Stops

Though Wisconsin might feel out of the way for freedom seekers, there were several documented Underground Railroad stops in Wisconsin. Some places were close to the borders, to provide havens for freedom seekers running away from Missouri. Others were close to the lake to provide quick access to Canada via boat.

The Underground Railroad in Wisconsin:

<https://www.wisconsinhistory.org/Records/Article/CS566>

First Presbyterian Church of Racine:

<http://firstpresracine.org/more-about-first/underground-railroad>

Milton House:

<https://miltonhouse.org/>

The Man with the Branded Hand, Wisconsin home:

<https://www.wisconsinhistory.org/Records/Article/CS312>

Caroline Quarlls

Caroline Quarlls was born into slavery in 1826 in St. Louis, Missouri. Her mother was an enslaved woman, and Caroline's owner was her grandfather. When her first enslaver, her grandfather, died, she was willed to her aunt. Caroline worked in the house, located in what is now downtown St. Louis. On July 4, 1842 at 16 years old, Caroline liberated herself from slavery by leaving her owner. She bought a ticket on a steamboat to Alton, Illinois, and being mixed race, she was able to pass as white, and was not questioned. From Alton, she took a stagecoach to Milwaukee, Wisconsin. In Milwaukee, after a close call, she started on the Underground Railroad to get to Canada.

While slave catchers were looking for her, Caroline traveled from house to house in the Milwaukee area, until she met Lyman Goodnow from Waukesha County, who would take her to Canada. Together they traveled at night, and their journey took them through Southeast Wisconsin, Northeast Illinois, Northern Indiana and into Michigan. Caroline finished her journey in Sandwich, Ontario, where she lived the rest of her life. She got married to another former enslaved person and had children.

38 years after Goodnow left Caroline in Sandwich, he was writing the history of Waukesha County and wanted to include their story. He wrote her a letter, hoping she happened to still live nearby. She received the letter, and wrote two back to Goodnow, and her husband wrote one as well. The Civil War Museum has those letters.



To hear about their journey in Goodnow's own words, check out the Burlington Historical Society: <https://burlingtonhistory.org/caroline-quarlls-first-underground-railroad-passenger-wisconsin>

John Parker

John Parker was born in Norfolk, Virginia in 1827. John's mother was enslaved, and his father was white. John was born into slavery. At age 8, he was sold to a doctor who lived in Alabama. He made the long journey from Virginia to Alabama by foot, chained to another enslaved child. In Mobile, Alabama, his enslaver had him work at a foundry. John would work all day, and his owner would get the money. He spent the majority of his teen years working in the factory. He ran away after getting in trouble for hitting his supervisor for stealing an idea for an invention, but he was caught and returned to the doctor in Mobile. The doctor threatened to sell him to a plantation as punishment. John convinced him to let someone else buy him, and asked one of the doctor's patients to buy him. The woman did, with the agreement that he would buy his freedom within a year. John worked at a different foundry, and ended up buying his freedom in a year and a half. In 1845, he became a free man.



John moved out of the South quickly, and settled first in Indiana, then moved to Cincinnati, Ohio. He finally settled in Ripley, Ohio, located right on the Ohio River (pictured to the left is the John P. Parker House in Ripley, Ohio). He still worked in foundries and invented several innovations that helped make foundry work easier. At night, he was a conductor on the Underground Railroad. He would sneak into Kentucky, travel to enslaved people and help them liberate themselves from slavery. He was almost caught several times, and with the Fugitive Slave Act passed, he grew worried, and even said "I had kept a diary giving the names, dates, and circumstances of all the slaves I have helped run away, which at that time number 315. As I had accumulated considerable property, as a matter of safety I threw this diary into the iron furnace, for fear it might fall into other hands." **John ended up helping over 440 people get to freedom.**

To learn more about John Parker, read his first hand account in the book *His Promised Land*:

<https://www.amazon.com/His-Promised-Land-Autobiography-Underground/dp/0393317188>

Free People of Color in the Upper Midwest

Free African American Communities

The Midwest was a collection of relatively new territories and states in the lead up to the Civil War. Slavery was not a big thing in the Midwest, though several states had histories that involved enslavement or problematic opinions of enslaved people. The Midwest became a place for several thousand free African Americans to settle, especially in bigger cities like Chicago, Milwaukee, and Detroit.

Though there weren't very many, several free African American communities popped up in the Upper Midwest. By 1850, several counties in Illinois reported having large populations of Free African Americans, including Gallatin County, which had around 695 black residents. Other areas, like Black Bottom, were made up of freed enslaved people from Kentucky. In Wisconsin, freed enslaved people formed a small rural community, called Pleasant Ridge.

Wisconsin Historical Society has the history of Pleasant Ridge, letters from its residents, and photos of the town:

<https://www.wisconsinhistory.org/Records/Article/CS1576>

Thomas Jefferson's Grandson

Historians have long recognized Thomas Jefferson's affair with his much younger enslaved woman, Sally Hemmings. Jefferson fathered at least six of Sally's children. One of those children was Eston Hemming, who ended up having his own children, including John Wayles Jefferson. John lived as an African American in a small Ohio town until the age of 15. His family moved to Madison, Wisconsin and changed their last name to Jefferson, and started passing for white. As a mixed race family, they had lighter skin, and were able to pass without second thought. In Madison, John opened a restaurant and a hotel. He also served in the Civil War as a major in the 8th Wisconsin.

For more about John Wayles Jefferson, or more on Jefferson's children with Sally Hemmings, visit:

<https://www.monticello.org/getting-word/people/john-wayles-jefferson>

George DeBaptiste

George was born in Fredericksburg, Virginia around 1815 to free African American parents. At a young age, he started working as a barber, and in his late teen years he traveled with a Southern man as a valet. While traveling with his employer, he met a young woman, and married her. Together, they moved to Madison, Indiana in 1838, located North of the Ohio River.

During his time in Madison, Indiana he worked during the day and at night was an Underground Railroad conductor, where he helped over 180 people get to freedom. William Henry Harrison hired DeBaptiste as his valet then steward when he was elected president of the United States. DeBaptiste, left Indiana, only to return a month later, following Harrison's early death.

He was not treated well in Indiana because of his race and his work on the Underground Railroad, so he moved to Detroit, Michigan in 1846. He was a barber, a sales clerk, owned a bakery, and bought a boat, but was not allowed to pilot the boat due to his race. His boat was used in the Underground Railroad to transport freedom seekers to Canada. He met Frederick Douglass and John Brown in Detroit, and he helped recruit for the Civil War USCT units.

For more information on George DeBaptiste, visit:

<https://detroithistorical.org/learn/encyclopedia-of-detroit/debaptiste-george>

New Philadelphia

New Philadelphia, Illinois was a racially integrated town founded by a former enslaved person in 1836. Frank McWorter was enslaved in Kentucky was able to buy his own freedom in 1819, which was two years after he bought his wife's freedom. He set up a new home in Hadley County, Illinois with his wife and his children, and this town is believed to be the first set up by a freed African American.

For more information on New Philadelphia, visit their website:

<http://newphiladelphial.org/>

To watch the history of New Philadelphia, watch this video with a McWorter descendant:

https://www.facebook.com/125890497567574/videos/607422633220902/?__so__=channel_tab&__rv__=latest_videos_card

Tales of Popular Unrest

Joshua Glover

Joshua Glover was born in Missouri sometime around 1824. He was enslaved from birth in Missouri. Not much is known about his early life, until 1850, when he was put up for auction in St. Louis. He was bought by Benammi Garland of St. Louis and was put to work taking care of animals and the land on Garland's farm. About two years later, Joshua liberated himself from slavery, and headed north to Wisconsin. His journey was hard, as he traveled roughly 350 miles and it took around 6-7 weeks. In Wisconsin, Joshua got a job at a sawmill and lived in a small cabin in Racine. Two years after leaving St. Louis and Garland, 5 visitors arrived when he had friends over, and one of those men was Garland. The five men beat and shackled Joshua, and he was taken to jail.

While Joshua was in jail, the abolition network of Milwaukee and the surrounding areas started to find out about what happened. A Racine judge telegraphed Milwaukee, where Joshua was imprisoned, and said that the Joshua was kidnapped by marshalls and wanted to see a warrant. Sherman Booth, a local abolitionist, organized a rally at the prison Joshua was being held at. A group of 100 people from Racine showed up with arrest warrants for Garland and the marshalls who had arrested Joshua. Thousands of people rallied outside the prison, including people from Racine, with Sherman Booth leading it. Booth asked for the keys to free Joshua, when he was denied, he gave the directives and "twenty large and resolute men seized a large timber...and went for the jail door." The jail door was broken down, and Joshua was freed. He was put in the back of a wagon, and he escaped via the Underground Railroad until he was able to get on a boat to Canada.

For more information:

<https://www.burlingtonhistory.org/joshua-glover-1854-underground-railroad-journey>

Elijah Lovejoy

One of the most outspoken abolitionists was Elijah P. Lovejoy, editor of the Alton Observer. His strong stand for immediate emancipation aroused bitter opposition among some white, local residents who opposed Lovejoy's abolitionist newspaper articles. Angry mobs repeatedly destroyed Lovejoy's presses and threw them into the Mississippi River, but he always ordered another.

On November 17th, 1837, a mob attacked the warehouse where the latest press was stored. Lovejoy, who was on guard with about 20 supporters, ran out to prevent the building from being set ablaze and was murdered by the mob. The mob then seized the press, broke it into pieces, and dumped everything into the river.

For more on Elijah Lovejoy's death- here is a book on the incident:

<https://archive.org/details/ASPC0002443400>

Change Through Legislation

Resources for Teaching the 13th, 14th and 15th Amendments

The Reconstruction Amendments, which were the Thirteenth, Fourteenth, and Fifteenth Amendments, opened new political ideas and opinions, especially for African Americans. As *The Reconstruction Amendments: Official Documents as Social History* by Eric Foner says, “The Reconstruction Amendments, and especially the Fourteenth, transformed the Constitution from a document primarily concerned with federal-state relations and the rights of property into a vehicle through which members of vulnerable minorities could stake a claim to substantive freedom and seek protection against misconduct by all levels of government”.

The 13th Amendment

Section 1 of the 13th Amendment reads, "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." The true abolition of slavery was achieved when the Thirteenth Amendment was ratified on December 6, 1865.

Contemporary resources and analysis of the 13th Amendment by Constitutional scholars:

<https://constitutioncenter.org/interactive-constitution/amendment/amendment-xiii>

Images of primary and original documents including the House Joint Resolution proposing the 13th amendment to the Constitution, January 31, 1865:

<https://www.archives.gov/historical-docs/13th-amendment>

This guide provides access to digital collections at the Library of Congress, external websites, and print materials related to the amendment:

<https://guides.loc.gov/13th-amendment>

The 14th Amendment

Section 1 of the 14th Amendment reads, "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." The Amendment was ratified July 9, 1868.

A series of primary sources including congressional documents, newspaper articles, and exhibits about the 14th Amendment:

<https://www.loc.gov/rr//program/bib/ourdocs/14thamendment.html>

An analysis of the 14th Amendment along with images of original sources including the House Joint Resolution proposing the 14th amendment to the Constitution, June 16, 1866:

<https://www.senate.gov/artandhistory/history/common/generic/14thAmendment.htm>

Contemporary resources and analysis of the 14th Amendment by Constitutional scholars:

<https://constitutioncenter.org/interactive-constitution/amendment/amendment-xiv>

The 15th Amendment

Section 1 of the 15th Amendment reads, "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." It was ratified on February 3, 1870.

Contemporary resources and analysis of the 15th Amendment by Constitutional scholars:

<https://constitutioncenter.org/interactive-constitution/amendment/amendment-xv>

A message President Grant wrote to Congress on March 30, 1870 explaining his perspective on the meaning of the 15th Amendment for the future of the United States:

<https://www.nps.gov/articles/ulysses-s-grant-the-15th-amendment.htm>

An article on how the passage of the 15th Amendment changes the lives of former enslaved people like Milton Claiborne Nicholas as they approached the polls for the very first time in 1870:

<https://www.archives.gov/publications/prologue/2016/winter/15th-amend-nicholas>

Black Codes, Jim Crowe and Segregation Laws

The term "Jim Crow" is often used as a synonym for racial segregation, particularly in the American South. The Jim Crow South was the era during which local and state laws enforced the legal segregation of white and black citizens from the 1870s into the 1960s.

An overview of how Black Codes and Jim Crowe laws evolved after the end of the American Civil War in 1865:

<https://socialwelfare.library.vcu.edu/eras/civil-war-reconstruction/jim-crow-laws-and-racial-segregation/>

From the Equal Justice Initiative, an analysis of “Jim Crow” laws and how this codified system of racial apartheid restricted the economic and civil rights of African Americans and affected almost every aspect of daily life, mandating segregation of schools, parks, libraries, cemeteries, restrooms, transportation, restaurants and other private and public institutions:

<https://eji.org/news/history-racial-injustice-jim-crow-laws/>

An online exhibit by the Smithsonian Institution's National Museum of American History exploring segregation:

<https://americanhistory.si.edu/brown/history/1-segregated/jim-crow.html>

A sampling of Jim Crowe laws passed by various states:

https://www.nps.gov/malu/learn/education/jim_crow_laws.htm

Change Through Education

Storer College in Harpers Ferry

The United States (Union) Army's victory in the Civil War and ratification of the 13th Amendment ended slavery in the United States. Those events freed 3 to 4 million formerly enslaved people, but what did the future hold for them? How would they transition from slavery to freedom? How would they begin to overcome the many challenges that existed for them and construct new lives? One of the tools these formerly enslaved people used was education.

In 1865, Virginia's Shenandoah Valley was home to over 30,000 freedmen. Many of these formerly enslaved people moved to Harpers Ferry, West Virginia, because the town offered them United States Army protection and support. The small town 45 miles northwest of Washington, DC, became a headquarters for the Freedman's Bureau.

The Reverend Dr. Nathan Cook Brackett arrived in Harpers Ferry in October 1865. Within a year he established a freedman's school in a house within the town. John Storer of Maine supported the school with a \$10,000 gift on the condition that the school be open to all regardless of sex, race, or religion. On October 2, 1867, Storer Normal School opened.

From these beginnings, Storer College was born. In 1938, it became a degree-granting college and educated students of all races and genders until 1955. Below is a photo of Anthony Hall which was the administration building for Storer College.



More Information:

Learn about the history of Harpers Ferry, West Virginia, through this National Park

Service web site:

<https://www.nps.gov/hafe/index.htm>

The history of Storer College and its role in several major events in African American history:

<https://www.blackpast.org/african-american-history/storer-college-1867-1956/>

One former student's remembrances of Storer College:

<https://www.wvpublic.org/post/storer-college-celebrates-150-year-legacy#stream/0>

The alumni and history of Storer College as told by those who attended the school:

https://www.washingtonpost.com/lifestyle/magazine/a-black-college-closed-in-1955-but-its-fading-alumni-fight-to-pass-on-a-legacy/2015/10/21/1a1a379c-67d1-11e5-9223-70cb36460919_story.html

J.R. Clifford was a Union Army veteran, newspaper publisher, and Storer College graduate who became West Virginia's first African American attorney:

<https://jrclifford.org/who-was-j-r-clifford/>

Black Leaders



Ida B. Wells

Ida B. Wells was a journalist, activist, and researcher. Wells was born in 1862 in Holly Springs, Mississippi. Wells was born enslaved, and was freed when she was young. Her parents, both former enslaved people, became political activists and felt that education was important. Ida enrolled at Rust College. Wells was a teacher in her early life to help support her family. Wells saw injustice and racist first hand, when in 1884, she was removed from a first class train car, despite having a ticket, because of her race. Wells turned her activism toward white mob violence, and did research into the lynching of African Americans in the South. She wrote for newspapers, wrote pamphlets and worked at the 1893 World's Fair to make sure racial inequalities, and violence against African Americans stayed in the spotlight.

For more information on Ida B. Wells:

<https://www.womenshistory.org/education-resources/biographies/ida-b-wells-barnett>

For Wells's Work:

<https://www.gutenberg.org/files/14975/14975-h/14975-h.htm>

Frederick Douglass in Wisconsin

Frederick Douglass stands as one of the most influential Americans in the history of our country. Born into slavery in Maryland in 1818, Douglass escaped from bondage to become one of the greatest orators and writers of the 19th century. His words and actions for the cause of abolition and freedom established him as an influential advocate for social justice and civil rights.

In his journey from captive slave to internationally renowned activist, Frederick Douglass (1818-1895) has been a source of inspiration and hope for millions. His words and actions continue to shape the ways that we think about race, democracy, and the meaning of freedom.

One of the monuments that has been called into question recently is the Emancipation Memorial that stands in Lincoln Park in Washington, DC. There have been calls for its removal or for adding additional statues to help tell a more complete story. Frederick Douglass, who spoke at the monuments unveiling, had his own ideas just days after the ceremony. Could his words be a guide for us?

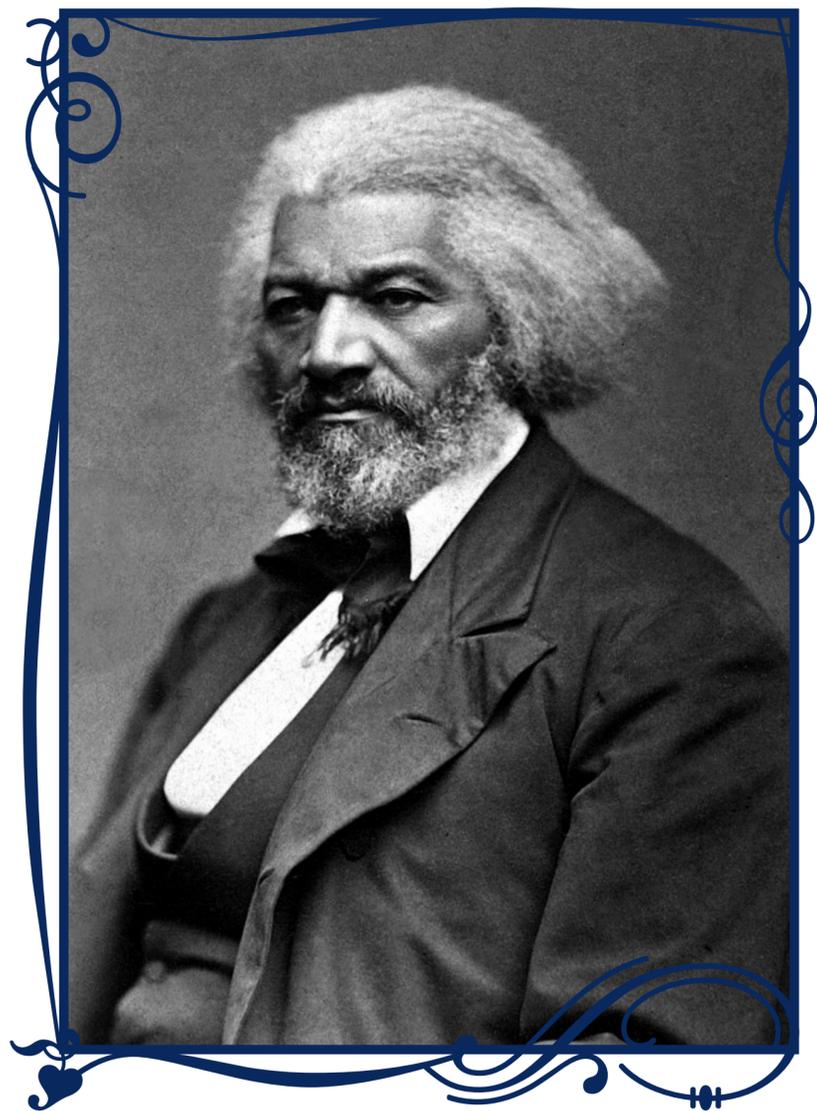
The following online collection presents newspapers edited by Frederick Douglass (1818-1895), the African American abolitionist who escaped slavery and became one of the most famous orators, authors, and journalists of the 19th century. The subsequent links can be used to further explore the story of Frederick Douglass.

<https://www.loc.gov/collections/frederick-douglass-newspapers/about-this-collection>

<https://freedomcenter.org/content/frederick-douglass>

<https://www.nps.gov/frdo/learn/historyculture/frederickdouglass.htm>

<https://www.smithsonianmag.com/history/what-frederick-douglass-had-say-about-monuments-180975225/>



BIPOC Soldiers Who Fought in the Civil War

USCT- 29th Based in Upper Midwest

The 29th U.S. Colored Infantry was an African American regiment raised in the Midwest. Most of its soldiers volunteered in Illinois, but the soldiers Company F came from Wisconsin. The regiment was organized at Quincy in late 1863 and early 1864 by Lieutenant Colonel John A. Bross, former captain of Company A, 88th Illinois Infantry. It was mustered into federal service on April 24, 1864.

The 29th USCT participated in the siege of Petersburg, Virginia, and was heavily engaged in the Battle of the Crater on July 30, 1864, suffering 124 casualties (21 dead, 56 wounded, and 47 missing). Among the dead was Lieutenant Colonel Bross. The regiment also saw action in the Appomattox Campaign. After Lee's surrender, the 29th was transferred to Texas, where it saw duty on the Rio Grande until it was mustered out in November 1865. During its term of service the 29th, the USCT lost 2 officers and 45 men in battle, and one officer and 164 enlisted men died of disease, accidents, and Confederate imprisonment.

A general history of some of the United States Colored Troop regiments that served in the Union Army. Also a listing of biographical sketches of African American soldiers from Champaign, Illinois:

http://eblackcu.net/portal/archive/files/black_soldiers_civil_war_7b9dd8b38d.pdf

A history and roster of Company F, 29th United States Colored Infantry:

<https://www.wisconsinhistory.org/Records/Article/CS2068>

Rosters of the different companies of the 29th United States Colored Infantry:

https://www.familysearch.org/wiki/en/29th_Regiment,_United_States_Colored_Infantry

Members of the 29th United States Colored Troops were present at the original Juneteenth celebration on June 19, 1865, in Galveston, Texas:

<https://thetravelerweekly.com/2019/06/15/original-juneteenth-celebration-witnessed-by-illinois-29th-regiment-u-s-colored-infantry-by-carl-m-adams/>

American Indians in the Civil War

American Indians in the Civil War

Along with African Americans, American Indians were another ethnicity to join the Civil War. Great Lakes American Indians made up several regiments and served in key battles during the Civil War. However, American Indians like African Americans, were not welcome in the US Army at the beginning of the War. Some American Indians tried to enlist, especially in Michigan, and were turned away, while others that were multiracial were able to enlist as a white soldiers.

In Wisconsin, the Green Bay area tribal communities: the Menominee, the Oneida, and the Stockbridge-Munsee Band of Mohican joined the 14th Wisconsin, Company F. These young men enlisted for multiple reasons, including financial hardships, hope for citizenship, and other opportunities.

The Wisconsin Green Bay Tribal Nations were not the only Great Lakes American Indians that fought. Co. K of the 1st Michigan Sharpshooters, were made up of Anishinaabe men from the Northwestern part of Michigan. These men, including chiefs, fought in some of the more well known battles.

To Learn More:

Unwanted in a White Man's War: The Civil War Service of the Green Bay Tribes:

https://www.jstor.org/stable/4637122?read-now=1&seq=1&fbclid=IwAR2va-_77JfBYx9pw4oQQsk-srfYse2mJ_djaVhcknJ7yGWvXGFpKK164HU#page_scan_tab_contents

Deadly Aim by Sally M. Walker:

https://www.amazon.com/Deadly-Aim-Michigans-Anishinaabe-Sharpshooters/dp/1250125251/ref=sxts_sxwds-bia-wc-p13n1_0?cv_ct_cx=deadly+aim&dchild=1&keywords=deadly+aim&pd_rd_i=1250125251&pd_rd_r=7f990fe2-e149-423f-abdb-916daadee761&pd_rd_w=YXcct&pd_rd_wg=56fge&pf_rd_p=1da5beeb-8f71-435c-b5c5-3279a6171294&pf_rd_r=1JXRD5M7N1SDR6FR20EA&psc=1&qid=1593612447&sr=1-1-70f7c15d-07d8-466a-b325-4be35d7258cc

Post-War / Reconstruction

Myth of the Lost Cause

Historians often mention the Myth of the Lost Cause when speaking about memory around the Confederate States of America. The root of the Myth of the Lost Cause, is that the Confederates' cause was a just and heroic one. When, the Confederate cause was rooted in white supremacy and Black oppression. The Lost Cause was established not long after the Civil War ended and is still prevalent today. Historians often argue that the Confederate monuments and flags are part of the Myth of the Lost Cause that memorializes Robert E. Lee, Jefferson Davis, Stonewall Jackson, and others, as the heroes of the Civil War.

Smithsonian Article on learning about Cult of the Lost Cause:

<https://www.smithsonianmag.com/history/how-i-learned-about-cult-lost-cause-180968426/>

More on the Myth of the Lost Cause:

<https://daily.jstor.org/origins-confederate-lost-cause/>

KKK

The Ku Klux Klan or KKK, was born out of the Civil War. It was originally born to be a social club out of former Confederate soldiers, and turned quickly into a hate and terrorist organization. The KKK was a hate group founded on white supremacy, racism, and secrecy. It was formed in Tennessee, and was responsible for hundreds of killings. One of the goals of the KKK, besides intimidation of African Americans, was to weaken political power of African Americans in the government. Individuals in this group wore long robes and hoods to hide their identity. The first "Grand Dragon" or leader of the KKK was former Confederate officer Nathan Bedford Forrest.

Although the KKK was associated with the South, there were many chapters in the North including one in Racine, Wisconsin and metro Detroit, Michigan. During the late 1880s and early 1900s, the KKK targeted African Americans and immigrants from Catholic nations.

To learn more about the KKK and how Grant fought it, visit here:

<https://www.pbs.org/wgbh/americanexperience/features/grant-kkk/>

For more information on the KKK in Ohio, visit here:

https://ohiohistorycentral.org/w/Ku_Klux_Klan

Monuments

Confederate Monuments were put up to remember those who fought against US troops and on the side of the Confederacy. Several statues were put up during the age of Jim Crow, as a reminder of Black oppression and to continue the myth of the Lost Cause.

Speech given at the dedication of Silent Sam (Confederate Monument):

<https://hgreen.people.ua.edu/transcription-carr-speech.html>