How did Illinoisans resist the Black Laws?



LIBERTY LINE.

NEW ARRANGEMENT---NIGHT AND DAY.

The improved and splendid Locomotives, Clarkson and Lundy, with their trains fitted up in the best style of accommodation for passengers, will run their regular trips during the present season, between the borders of the Patriarchal Dominion and Libertyville, Upper Canada. Gentlemen and Ladies, who may wish to improve their health or circumstances, by a northern tour, are respectfully invited to give us their patronage.

SEATS FREE, *irrespective of color.*

Necessary Clothing furnished gratuitously to such as have "*fallen among thieves.*"

"Hide the outcasts—let the oppressed go free."—*Bible.*

☞For seats apply at any of the trap doors, or to the conductor of the train.

J. CROSS, *Proprietor.*

N. B. For the special benefit of Pro-Slavery Police Officers, an extra heavy wagon for Texas, will be furnished, whenever it may be necessary, in which they will be forwarded as dead freight, to the "Valley of Rascals," always at the risk of the owners.

☞Extra Overcoats provided for such of them as are afflicted with protracted *chilly-phobia.*

FAC-SIMILE OF UNDERGROUND RAILWAY ADVERTISEMENT

(From "The Western Citizen," July 13, 1844)

Photo Credit: Chicago History Museum

Supporting Activities

1. Role-Playing Court Case: Peter Stewart & Deacon Cushing Arrests
2. Newspaper Editorial Board (*Western Citizen* and *Abolitionist Press*)
3. "You Are There" Interactive Simulation (Living in Illinois Under Black Codes)
4. Comparative Analysis with Modern Parallels

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Secondary Education: Mapping and Teaching the Midwestern Underground Railroad

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How do legal and moral perspectives shape our understanding of justice?	How did abolitionist newspapers like the *Western Citizen* shape public opinion on the Black Codes?	How did Illinoisans resist the Black Codes, and what were the risks and consequences of their choices?	How have laws historically been used to restrict or protect rights, and how do past and present struggles compare?
Formative Performance Task	**Formative Performance Task**	**Formative Performance Task**	**Formative Performance Task**
Students will participate in a mock trial where they take on roles as judges, prosecutors, defense attorneys, and community members. Students will also complete a primary source analysis **(See page 6 for procedures)**	Students will analyze primary sources, take on the role of 1840s journalists, and create historical newspaper articles reflecting different perspectives on the arrests of Deacon Cushing or John Cross. **(See page 7 for procedures)**	"You are there activity": Students will complete an interactive decision-making scenario where they take on the role of an 1840s Illinois resident and make key choices. **(See page 8 for procedures)**	Students will take on the role of investigative journalists comparing the Illinois Black Codes with a modern law or policy (e.g., immigration laws, voting restrictions, or felony disenfranchisement). They will analyze primary and secondary sources to identify key similarities and differences in how laws have restricted or protected rights over time. **(See page 9 for procedures)**
Featured Sources	**Featured Sources**	**Featured Sources**	**Featured Sources**
(Required) Chicago History Museum Illinois Black Codes Summary Illinois Black Law 1853 Primary Source **(Choose 1)** Cushing Indictment in Newspaper (p 2, column 1-2) Deacon Cushing's Story in The History of Will County (1878) (pg.261-262) (pg.557-558)	**(Choose 2)** Indictments in Will: Samuel Cushing (Indictments in Will County) The Black Laws Illinois (The Whigs turning Abolitionists!! & NEGRO LAWS OF ILLINOIS.) Oppression in Illinois: Imprisonment of JOHN CROSS. Underground Railroad (ONE THOUSAND DOLLARS REWARD.) Chicagology Underground Railroad Manhattan American, Volume 30, Number 49, 24 March 1976 (1st Section only) **Previous Sources are also Relevant Here**	**(Choose 1)** CCP James D. Bonner CCP James Henry Johnson CCP John Jones CCP Robert Jonathon Robinson CCP Henry O. Wagoner BlackPast Norvel Blair **(Choose 1)** Quinn Chapel A.M.E. Church Archives Fight for the Repeal of the Black Laws of Illinois Rev. Moses Dickson, Founder of the International Order of Twelve (7-10) Life of Norvel Blair (3-5, 11-13, 15, & 22) **Previous Sources may also be Relevant Here**	**Previous Sources are also Relevant Here** **Potential Resources and Modern Topics:** Brennan Center for Justice The ACLU ProPublica Immigration The Sentencing Project Cato Institute Immigration Pew Research Center
Interactive Element	**Interactive Element**	**Interactive Element**	**Interactive Element**
Set up a **mock trial** or **town hall** where students must argue different sides, incorporating real historical arguments from primary sources	Hold a **press conference** where students present their newspaper articles and debate how media influences public opinion and activism	Create **physical stations** or **digital branching scenarios** where students "live out" the historical choices, seeing firsthand the dangers and impacts of resistance	Host a **"Then and Now" debate** where half the class argues from an 1840s perspective and the other half connects it to modern legal struggles

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Overview: Inquiry Description

Inquiry Description:
This inquiry leads students through an investigation of: *How Illinoisans resisted the Black Laws* during the 19th century, with a focus on legal challenges, abolitionist activism, and community organizing. It uses primary sources to help students analyze the risks and consequences of resistance and connect these historical struggles to modern issues of social justice.

Standards:

Civics

- SS.CV.3.6-8.LC: Analyze the impact of laws and policies on historically marginalized groups.
- SS.CV.4.9-12: Explain how the U.S. Constitution and other laws have been used to both expand and restrict rights.

History

- SS.H.2.6-8.LC: Analyze how individuals and groups contributed to social changes in U.S. history.
- SS.H.3.6-8.MdC: Evaluate the effects of laws and policies on different groups.
- SS.H.2.9-12: Analyze change and continuity in historical eras, including the role of social movements.

Common Core State Standards

- CCSS.ELA-LITERACY.RH.6-8.1 & RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources.

C3 Framework

- History (D2.His.3.6-12): Use sources to evaluate the influence of historical events on current issues.
- D4.1.6-12: Construct arguments using claims and evidence.
- D4.3.6-12: Present arguments in various formats.
- D4.7.6-12: Assess options for individual and collective action.

Prerequisite Knowledge:

- The historical context of slavery and abolition movements in the United States.
- The significance of Illinois' Black Laws, which restricted the rights of free Black individuals in the state.
- Basic skills in primary source analysis and argument construction.

Structure of the Inquiry: In addressing the compelling question:

1. *How do legal and moral perspectives shape our understanding of justice?*
    - Task: Mock trial with primary source analysis.
2. *How did abolitionist newspapers like the Western Citizen shape public opinion on the Black Codes*
    - Task: Historical newspaper article creation.
3. *How did Illinoisans resist the Black Codes, and what were the risks and consequences of their choices?*
    - Task: Interactive decision-making simulation.
4. *How have laws historically been used to restrict or protect rights, and how do past and present struggles compare?*
    - Task: Investigative journalism comparing historical and modern laws.

Extension:

- The inquiry concludes with a Summative Performance Task where students construct an evidence-based argument in various formats and an Extension: Take Informed Action project to connect historical resistance to contemporary social justice issues.

Teacher Note: This inquiry is expected to take four to five 50-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry lends itself to differentiation and modeling of historical thinking skills while assisting students in reading the variety of sources.

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Staging the Compelling Question

Engaging Hook: "Is It Legal? Is It Just?" Debate

Present students with two historical laws (without telling them which is which):

- A law from Illinois' Black Codes **(See page 12 for Black Codes Summary)**
- Illinois Constitution, Article III, Section 2: This section outlines the state's voting qualifications and restrictions, including the disenfranchisement of individuals convicted of felonies while they are incarcerated. Upon release, voting rights are restored. Illinois Constitution, Article III, Section 2

Discussion Questions and Prompts:

- "Is this law fair? What impact would it have on different people?"
- Should people resist a law even if it is legal?"
- Reveal the context for the laws and their impact
- How do the Illinois Black Codes compare to the Felony Disenfranchisement Laws?

Engaging Hook Option 2: "Could You Be Arrested for Helping Someone?" Scenario

- "Imagine you see someone in danger and decide to help them. But by helping, you could be arrested and fined. What would you do?"

Present a hypothetical:

- E.g.- You are walking home one evening when you see a person stranded on the side of the road. They look scared, exhausted, and in need of help. They tell you they are trying to escape a dangerous situation and need food, water, and a place to rest before continuing their journey.
- Before you can respond, a police officer approaches and warns you: "Helping this person is illegal. If you give them food or shelter, you could be fined or even arrested."

Discussion Questions and Prompts:

- Do you risk helping the person, knowing you might be arrested?
- Do you refuse to help to avoid trouble with the law?
- Do you try to find another way to assist without directly breaking the law?
- Should laws always be followed, even if they seem unfair? Why or why not?
- Can you think of any historical or modern examples where people were punished for helping others?
- How do you think communities responded when laws conflicted with their moral beliefs?

Historical Context and Connection:

- **Context**: Deacon Samuel Cushing was a white abolitionist in Illinois who was arrested in 1843 for aiding an enslaved man named Peter Stewart. Under Illinois' Black Laws, it was illegal to assist Black individuals who were escaping slavery, even though Illinois was a free state. Cushing was charged with "harboring a fugitive" after providing food and shelter to Peter Stewart, who was fleeing from slavery.
- **Connection**: Then reveal that this was a real choice people like Deacon Cushing had to make when helping Black individuals escape enslavement. Provide some historical context.
- **Question**: What risks did people like Deacon Cushing face when they defied the Illinois Black Laws?
- **Today**: Similar debates exist today about whether people should face legal consequences for assisting migrants, homeless individuals, or other vulnerable populations.

Featured Sources:

Chicago History Museum Illinois Black Codes Summary

Illinois Black Law 1853 Primary Source

Illinois Constitution, Article III, Section 2

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Supporting Question 1

The first supporting question: How do legal and moral perspectives shape our understanding of justice?
The formative task: Students will participate in a mock trial where they take on roles as judges, prosecutors, defense attorneys, and community members.
Teachers may implement this task with the following procedures:

1. **Primary Source Analysis**: Begin with analyzing the primary sources listed below.
2. **Assign Roles**: Teacher can assign roles or allow students to choose
3. **Research and Construction**: Following the selection of roles, the teacher will allow students to further interact with the sources and construct arguments/claims
4. **Submission Requirements**:
    - **All students**: Primary source analysis
    - **Lawyers (2-4 students)**: Submit opening (5-7 sentences), closing statements (5-7 sentences), & evidence list (2-3 pieces).
    - **Judges (1-3 students)**: Write a 2-paragraph verdict explanation (5-7 sentences per paragraph) summarizing both sides and justifying their final decision.
    - **Community Members (rest of students)**: Submit a letter to the editor (8-10 sentences) expressing their personal opinion on the case based on the evidence presented.
5. **Mock Trial**: Conduct a mock trial based off the roles
    a. **Opening Statements**: Lawyers present 1-minute arguments.
    b. **Witness Testimony & Cross-Examination**:
        - Students acting as witnesses (community members) answer lawyer questions.
        - Lawyers use primary sources as evidence.
    c. **Closing Statements & Jury Deliberation**:
        - Each side presents a 1-minute closing argument.
        - The jury (remaining students) votes on a verdict.
    d. **Reflection**: All students write a 1-2 paragraph reflection on whether the legal decision was just or unjust.

Featured Sources:

Chicago History Museum Illinois Black Codes Summary
Illinois Black Law 1853 Primary Source
Cushing Indictment in Newspaper (p 2, column 1-2)
Deacon Cushing's Story in The History of Will County (1878) (pg.261-262) (pg.557-558)

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Supporting Question 2

The second supporting question: How did abolitionist newspapers like the *Western Citizen* shape public opinion on the Black Codes?
The formative task: Students will analyze primary sources, take on the role of 1840s journalists, and create historical newspaper articles reflecting different perspectives on the arrests of Deacon Cushing or John Cross.
Teachers may implement this task with the following procedures:

Introduction:

Setting the Stage:

- Display two modern newspaper headlines covering the same controversial issue but from different perspectives (e.g., immigration laws, civil rights protests) **(See page 13 for newspaper headline example)**
- Discussion: How do newspapers shape public opinion? Can the way a story is written change how we view an event? How does this make you feel? "Can newspapers change history? Can journalism be a form of activism?"

Historical Context:

- Introduce the *Western Citizen*, an abolitionist newspaper in Illinois, and its editor Zebina Eastman.
- Explain how newspapers in the 1840s were divided between abolitionist and pro-Black Codes perspectives.
- Provide background on the arrests of Deacon Cushing and John Crossing under the Illinois Black Codes.
- Teacher material: **Summary Link**

Primary Source Analysis: **(Utilize the sources linked in the Inquiry Design Model)**

- Students work in small groups to:
- Identify bias and persuasive techniques in abolitionist writing.
- Compare abolitionist vs. pro-slavery rhetoric.
- Discuss how they might frame these events if they were journalists in 1843.

Assessment

- Writing the Newspaper Articles (allow students to base writing off any featured sources or topics):
    1. Assign Journalist Roles
        - **Headline Writer**: Creates 2-3 compelling headlines for the arrest story.
        - **News Reporters**: Write an 8-10 sentence objective article on the events.
        - **Editorial Writers**: Write a 10-12 sentence opinion piece from an abolitionist or pro-Black Codes stance.
        - **Community Responders (Letters to the Editor)**: Write a 5-7 sentence public response.
    2. Writing the Articles
        - Students draft their articles using evidence from primary sources.
        - All students must cite at least two primary sources in their article or opinion piece.
        - Encourage persuasive language and historical accuracy.
        - (Optional) Peer review: Students swap articles and give feedback.

(Optional) Interactive Element:

Press Conference & Debate:

1. Press Conference
    - Students present their headlines, articles, and opinion pieces as if they are an editorial team.
    - Discuss how abolitionist vs. pro-Black Codes newspapers might have covered the same event differently.
2. Discussion Questions: The Role of the Press in Social Movements
    - Did newspapers influence resistance to the Black Codes?
    - How do media sources today shape activism?
    - Should journalists take a stance on social justice issues?
3. Exit Reflection
    - Students write a one-paragraph reflection on: How do newspapers influence public opinion and activism?

Featured Sources:

Indictments in Will: Samuel Cushing (Indictments in Will County)
The Black Laws Illinois (The Whigs turning Abolitionists!! & NEGRO LAWS OF ILLINOIS.)
Oppression in Illinois: Imprisonment of JOHN CROSS.
Underground Railroad (ONE THOUSAND DOLLARS REWARD.)
Chicagology Underground Railroad
Manhattan American, Volume 30, Number 49, 24 March 1976 (1st Section only)
Previous Sources are also Relevant Here

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Supporting Question 3

The third supporting question: How did Illinoisans resist the Black Codes, and what were the risks and consequences of their choices?
The formative task: "You are there activity": Students will complete an interactive decision-making scenario where they take on the role of an 1840s Illinois resident and make key choices.
Teachers may implement this task with the following procedures:
Setting the Stage: Present the hypothetical scenario:

- "You see an enslaved person trying to escape to freedom. If you help, you could be arrested. What do you do?"

Primary Source Engagement (Group Activity):

- Divide students into small groups (3-4 students per group).
- Each group selects one historical figure from the list:
  - CCP James D. Bonner
  - CCP James Henry Johnson
  - CCP John Jones
  - CCP Robert Jonathon Robinson
  - CCP Henry O. Wagoner
  - BlackPast Norvel Blair
- Students read biographical information and analyze primary source excerpts about their selected figure.
- Discussion Questions:
  - What actions did this person take to resist the Black Codes?
  - What risks did they face?
  - How did their actions impact their community?
- Each group creates a brief presentation (5 minutes) summarizing their figure's resistance story and key takeaways.

Primary Source Resistance Networks Exploration:

- Groups rotate through four interactive primary source stations:
  - Quinn Chapel A.M.E. Church Archives
  - Fight for the Repeal of the Black Laws of Illinois
  - Rev. Moses Dickson, Founder of the International Order of Twelve (7-10)
  - Life of Norvel Blair (3-5, 11-13, 15, & 22)
- At each station, students complete a graphic organizer comparing different forms of resistance and their associated risks.

Decision-Making Simulation Role-Playing Activity:

- Assign Roles:
  - Students will randomly select one of the following roles to adopt during the activity:
    - Free Black resident
    - White abolitionist
    - Law enforcement officer
    - Pro-Black Codes community member
    - Neutral community member
- Critical Decision Points:
  - Students will encounter three decision points, each with detailed options and consequences:
    1. Providing Food and Shelter:
       - Yes (Outcome: Risk of arrest, fine, or social backlash)
       - No (Outcome: Safety, but moral conflict)
    2. Joining an Abolitionist Group:
       - Active Membership (Outcome: Gain support network, but greater risk of arrest)
       - Passive Support (Outcome: Limited risk, but minimal impact)
       - Stay Silent (Outcome: No risk, but complicit in injustice)
    3. Public Speech Against Black Codes:
       - Public Speech (Outcome: Community backlash, but possible inspiration for others)
       - Private Conversations Only (Outcome: Limited impact, but safer)
       - Silence (Outcome: No risk, but perpetuates oppression)
- Reflection Writing:
  - Students will write a 2-paragraph reflection addressing:
    - Their choices and reasoning.
    - Their assigned historical outcome.
    - Modern parallels to the dilemmas they faced.

Featured Sources:
Sources are embedded in the procedures.
Previous Sources may also be Relevant Here

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Supporting Question 4

The fourth supporting question: How have laws historically been used to restrict or protect rights, and how do past and present struggles compare?
The formative task: Students will take on the role of investigative journalists comparing the Illinois Black Codes with a modern law or policy (e.g., immigration laws, voting restrictions, or felony disenfranchisement). They will analyze primary and secondary sources to identify key similarities and differences in how laws have restricted or protected rights over time.
Teachers may implement this task with the following procedures:

Warm-Up Discussion (Engage):

- Ask students: "Can you think of any laws today that limit people's rights? Are they always fair?"
- Facilitate a brief whole-class discussion where students share examples such as immigration policies, voting laws, or housing discrimination.

Launching the Investigation:

- Frame the activity by assigning students the role of investigative journalists tasked with uncovering how laws have been used to restrict or protect rights across time.
- Pose the question: "What would it look like to investigate a legal system that limits people's rights? How would you gather evidence and present your findings?"
- Review the Illinois Black Codes and their impact on free Black communities.

Topic Selection & Research Planning:

- Students select a modern law or policy from a provided list of topics, including:
  - Immigration laws (e.g., sanctuary city policies)
  - Voting restrictions (e.g., voter ID laws, felony disenfranchisement)
  - Housing discrimination
  - Laws targeting aid to homeless populations
- Encourage students to choose a topic that resonates with their interests or connects to current events.
- Direct students to the **Potential Resources and Modern Topics** websites for research:
  - Brennan Center for Justice
  - ACLU
  - ProPublica
  - Sentencing Project
  - Cato Institute
  - Pew Research Center

Source Analysis:

- Students complete a graphic organizer comparing:
  - Purpose of the law (restriction vs. protection)
  - Targeted communities
  - Justifications used to support the law
  - Forms of resistance or activism against the law
  - Outcomes and impact over time

Presentation Format Options:

- Students choose how to present their findings:
  - Side-by-Side Comparison Chart
  - Short Essay
  - Infographic or Digital Timeline
  - Newspaper
  - Other

Wrap-Up Reflection:

- Students write a one-paragraph reflection on what their investigation revealed about how legal systems can both restrict and protect human rights across different eras.

Submission Requirements:

- Final presentation (chart, essay, or infographic)
- Cited use of at least two primary sources from the IDM and one modern researched source
- Wrap-Up Reflection

Featured Sources:
All IDM Sources are relevant here

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Summative Performance Task

Compelling Question: *How did Illinoisans resist the Black Laws?*

- At the conclusion of this inquiry, you will construct an argument supported by evidence that answers the compelling question. This project allows for student choice and diverse ways to demonstrate understanding.

Task Overview:

- Your task is to create a final product that demonstrates your understanding of *how Illinoisans resisted the Black Laws*. You will choose from several formats to present your argument, using evidence from primary sources, historical context, and modern connections.

Choose Your Format: Select one of the following ways to present your final argument:

Format	Description	Tools/Suggestions
Written Essay	A formal, structured written response (2-3 pages) that uses primary source evidence and modern connections.	Google Docs, Word
Podcast or Audio Narrative	A 3-5 minute scripted recording where you tell the story of Illinoisans resisting the Black Laws, connecting to modern struggles.	Voice Memos, Audacity, Anchor.fm
Story Map or Digital Timeline	An interactive timeline or map that traces different acts of resistance across Illinois with text, images, and primary source captions.	Google My Maps, Canva, TimelineJS
Creative Representation	A poem, spoken word piece, or visual artwork that represents the resistance stories. Must include a 1-paragraph artist statement explaining your choices.	Canva, Padlet, Flipgrid
Public Service Announcement	A 2-3 minute video connecting historical resistance to a modern issue (immigration laws, voting rights, etc.).	iMovie, WeVideo, Adobe Express

Build Your Argument: Regardless of format, your final product must address the following:

1. **Methods of Resistance:** What forms of resistance did Illinoisans use? (Legal challenges, direct action, journalism, community organizing)
2. **Risks and Consequences:** What risks did Illinoisans face when they resisted the Black Laws?
3. **Effectiveness of Resistance:** How successful were these resistance efforts in changing laws or public opinion?
4. **Modern Parallels:** How do these acts of resistance connect to struggles for justice today?

Use Evidence: Your project must:

- Cite at least 3 primary sources from the inquiry
- Include 1 modern example of legal or social resistance
- Use direct evidence to support your claims

Reflection: In a brief reflection (written or recorded), answer:

- What would you have done if you lived in Illinois during this time?
- How can learning about these acts of resistance inspire action today?

Assessment Criteria:

Criteria	Advanced (4)	Proficient (3)	Developing (2)	Emerging (1)
Argument Development	Argument is clear, well-organized, and supported by strong evidence	Argument is clear and supported by evidence	Argument is present but may lack organization or evidence	Argument is unclear or missing
Use of Evidence	Uses 3+ primary sources and 1 modern example with thoughtful analysis	Uses 3+ primary sources with some analysis	Uses 2-3 primary sources with minimal analysis	Uses fewer than 2 primary sources with little analysis

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Creativity and Voice	Format shows originality, personal voice, and deep connection to the topic	Format is engaging with clear student voice	Format is complete but lacks originality or voice	Format is incomplete or generic
Modern Connection	Draws clear, meaningful connections between historical and modern struggles	Draws connections between past and present	Attempts to connect past and present but lacks depth	No modern connection
Reflection	Thoughtful, personal reflection connecting history to personal reflection	Reflection connects history to personal opinion	Reflection is present but lacks depth	No reflection

Extension: Take Informed Action

- **Understand:** Research a modern issue related to civil rights or social justice in your community.
- **Assess:** Identify how the issue is affecting people today.
- **Act:** Create a social media post, letter to a local representative, or short video advocating for action on the issue.

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ILLINOIS BLACK CODES Name(s)_____ Date _____

SUMMARY OF THE ILLINOIS BLACK CODES, 1818–65

The State of Illinois observed the Illinois Black Codes from 1818 until the passage of Amendment XII in 1867. After 1853, Illinois prohibited all African Americans from entering the state. This law was passed in response to the Fugitive Slave Law. Despite the severe restrictions placed on African Americans living in Illinois at the time, the state became a major center of antislavery activity.

A summary of the Illinois Black Codes:

- The right to vote was denied to all African Americans.
- No African American was permitted to reside in Illinois without a Certificate of Freedom.
- Any African American without the necessary certificate was deemed a runaway slave and was subject to be sent back into slavery or sold to the highest bidder.
- All African Americans entering the state were required to post a $1,000 bond.
- If any slave or indentured servant was found more than ten miles from the home of their master without a pass, they were subject to be taken before a justice of the peace and "punished with stripes [lashes], not exceeding thirty-five, at his discretion."
- All contracts created between a master and his indentured servants during the servant's time of service were void.
- African Americans could be jailed and beaten if they gathered in groups of three or more.
- African Americans and Native Americans were not permitted to testify in court against a white person.
- African Americans were not permitted to serve in the militia.
- Any person that harbored an African American without a bond or a Certificate of Freedom was subject to a fine of $500.
- Slaveholders could not bring slaves into Illinois in order to free them.
- African Americans from other states could not remain in Illinois for more than ten days. If they did, they could be arrested, jailed, fined, or removed from the state.
- The Illinois Constitution permitted limited slavery at the salt mines in Massac County and allowed slavery introduced by the French to continue; however, the children of these slaves were freed when they reached adulthood.

JOHN and MARY JONES

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MAKING THEIR VOICES HEARD
Protesters gather in Phoenix in aftermath of Dallas attack


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TENSIONS BOIL OVER AT RALLY

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FIGHT FOR THE REPEAL OF THE BLACK LAWS OF ILLINOIS

Name(s)_____ Date _____

Excerpt from Section 1 of the Black Laws of Illinois

Section 1. No black or mulatto person shall be permitted to reside in this State, until such person shall produce to the County Commissioners' Court where he or she is desirous of settling, a certificate of his or her freedom; . . . And until such person shall have given bond, with sufficient security, to the people of this State, for the use of the proper county, in the penal sum of one thousand dollars, conditioned that such person will not, at any time, become a charge to said county, or any other county of this State, as a poor person. . . . And it shall be the duty of the such clerk to make an entry of the certificate so produced . . . after which it shall be lawful for such free negro or mulatto to reside in this State.

John Jones's rebuttal to Section 1 from the *Black Laws of Illinois and a Few Reasons Why They Should be Repealed*

If being natives, and born on the soil, of parents belonging to no other nation or tribe, does not constitute a citizen in this country, under the theory and genius of our government, I am at a loss to know in what manner citizenship is acquired by birth. Fellow citizens, I declare unto you, view it as you may, we are American citizens. . . .

JOHN and MARY JONES

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FIGHT FOR THE REPEAL OF THE BLACK LAWS OF ILLINOIS

Name(s)_____ Date _____

Excerpt from Section 2 of the Black Laws of Illinois

Sec. 2. If any person shall harbor such negro or mulatto as aforesaid, not having such certificate, and given bond, and taken certificate thereof, or shall hire, or in anywise give sustenance to such negro or mulatto, not having such certificate of freedom, and of having given bond, shall be fined in the sum of *five hundred dollars*, one-half thereof to the use of the county, and the other half to the party giving information thereof: *Provided*, This section shall not affect any negro or mulatto who is now a resident of this State."

John Jones's rebuttal to Section 2 from the *Black Laws of Illinois and a Few Reasons Why They Should be Repealed*

This section prohibits you from giving us employment through which we expect to be sustained, and subjects you to a fine of *five hundred dollars* for acting the part of humanity toward a [downtrodden] race. Colored men must be employed in all the vocations of life, and you ought not to be subjected to this unjust and heavy fine. Therefore, this section, with the whole code, ought to be repealed, because they make every colored person, who has come into the State since 1845, an outlaw.

JOHN and MARY JONES

CC BY NC SA

FIGHT FOR THE REPEAL OF THE BLACK LAWS OF ILLINOIS

Name (s)_____ Date _____

Excerpts from Sections 6 to 22 of the Black Laws of Illinois

Sec. 9. If any slave or servant shall be found at a distance of ten miles from the tenement of his or her master, or the person with whom he or she lives, without a pass, or some letter or token, whereby it may appear that he or she is proceeding by authority from his or her master, employer or overseer, it shall and may be lawful for any person to apprehend and carry him or her before a justice of the peace, to be by his order punished with [lashes], not exceeding thirty-five, at his discretion.

Sec. 12. If any person or persons shall permit or suffer any slave or slaves, servant or servants of color, to the number of three or more, to assemble in his, her or their outhouse, yard or shed, for the purpose of dancing or [reveling], either by night or day, the person or persons so offending shall forfeit and pay the sum of twenty dollars . . .

Sec. 15. No person shall buy, sell, or receive of, to or from any servant or slave, any coin or commodity, without leave or consent of the master or owner of such slave or servant, and any person so offending shall forfeit and pay to the master or owner of such slave or servant four times the value of the things so bought, sold or received. . . .

Sec. 19. No negro, mulatto or Indian, shall at any time purchase any servant other than of his own complexion; and if any of the persons aforesaid shall, nevertheless, presume to purchase a white servant, such servant shall immediately become free, and shall be so held, deemed and taken.

Sec. 20. Servants shall be provided by the master with wholesome and sufficient food, clothing and lodging, and at the end of their service, if they shall not have contracted for any reward, food, clothing and lodging, shall receive from him one new and complete suit of clothing, suited to the season of the year, to wit: a coat, waistcoat, pair of breeches and shoes, two pairs stockings, two shirts, a hat and blanket.

John Jones's rebuttal to Sections 6 to 22 from the *Black Laws of Illinois and a Few Reasons Why They Should be Repealed*

As to sections sixth to the twenty-second of this code, inclusive, had they been written in the dark ages, they would have been worthy of comment, but as they were approved in the nineteenth century by a Christian Legislature, they speak for themselves. Are you willing they should remain on your statute book?

JOHN and MARY JONES

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FIGHT FOR THE REPEAL OF THE BLACK LAWS OF ILLINOIS

Name(s)_____ Date _____

Excerpt from Section 16 of the Black Laws of Illinois

Sec. 16. No black or mulatto person, or Indian, shall be permitted to give evidence in favor or against any white person whatsoever. Every person who shall have one-fourth part or more of negro blood, shall be deemed a mulatto; and every person who shall have one-half Indian blood, shall be deemed an Indian.

John Jones's rebuttal to Sections 6 to 22 from the *Black Laws of Illinois and a Few Reasons Why They Should be Repealed*

. . . It is not the complexion or shades of men that we are discussing; it is the rights of all the inhabitants of the State, that we are advocating for, for all are equally concerned and interested—the white, the black, and the colored. The interest of one, is the interest of all. We are inseparably and rightfully connected, in our business relations with each other, and for this reason, if no other, we ought to be allowed to testify for or against you in the courts of justice. Are we not to be found in all the industrial pursuits of life that other men are? Have we not eyes to see, intellect to understand, and hearts to feel, what other men see, understand and feel? If we have, then in the name of civilization, let us tell it for or against you in open court.

JOHN and MARY JONES

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FIGHT FOR THE REPEAL OF THE BLACK LAWS OF ILLINOIS

Name(s)_____ Date _____

Excerpt from John Jones's closing argument from the *Black Laws of Illinois and a Few Reasons Why They Should be Repealed*

You ought to, and must, repeal those Black Laws for the sake of your own interest, to mention no higher motive. . . . For I do assert, without the fear of successful contradiction, that the colored people of America have always been the friends of America, and, thanks be to God, we are [today] the friends of America; and allow me to say, my white fellow-citizens, God being our helper, we mean to remain on American soil with you. When you are in peace and prosperity, we rejoice; and when you are in trouble and adversity, we are sad. And this, notwithstanding proscription follows us in the [schoolhouse], and, indeed, drives us out; follows us in the church, in the lecture-room, in the concert-hall, the theatre, and all places of public instruction and amusement; follows us to the *grave;*—for I assure you, fellow-citizens, that [today] a colored man cannot buy a *burying lot* in the city of Chicago for his own use. . . . Then, Fellow-Citizens, in the name of the great Republic, and all that is dear to a man in this life, erase those nefarious and unnecessary laws, and give us your protection, and treat us as you treat other citizens of the State. We only ask evenhanded justice, and all of our wrongs will be at an end by virtue of that act. May God in his goodness assist you to do the right. Will you do it?

JOHN and MARY JONES

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Primary Source Analysis Rubric

Sourcing	1) Who created the artifact/source? 2) What kind of source is it? 3) When and where was it created? 4) For what audience was the source created? (if applicable) 5) What is the significance of these pieces of information?
Observation	1) Summarize the content of the source in one sentence 2) What pieces of evidence support/verify that summary? 3) What do we learn about life in this time from this source?
Contextualization	1) What connections can you draw between the source and other things you've studied/learned about? 2) How does this new information help you understand the perspective(s) in this source, why it was created, and its significance to our understanding of this time and place? 3) What questions do you still have that would help you understand this source/artifact better?
Corroboration	1) What do other sources say? Do they agree or disagree with this source? 2) After examining other sources, what are the perspectives/biases of this source? 3) Why was the source created, what is its historical significance, and what does it tell us about the past? 4) What additional evidence (primary or secondary) would help you answer your questions? Where would you go next?

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