

Jim Crow in North Carolina

“Nations reel and stagger on their way; they make hideous mistakes; they commit frightful wrongs; they do great and beautiful things. And shall we not best guide humanity by telling the truth about all this, so far as the truth is ascertainable?” W.E.B. DuBois (1935)

Overview

Through discussion, reading and the examination of actual Jim Crow laws that existed in North Carolina between the years of 1865 and 1967 (from the groundbreaking website [On the Books: Jim Crow & Algorithms of Resistance](#)), students will gain an understanding of the race-based laws that dictated life for millions of North Carolinians for more than one hundred years. Students will also explore the complexities of Jim Crow beyond the actual legislation, such the enactment of unfair policies and societal expectations and customs that were enforced throughout the South.

Materials

- Power Point, located in the Database of K-12 Resources: <https://k12database.unc.edu/wp-content/uploads/sites/31/2021/01/JimCrowinNCPPT.pdf>
 - To view this PDF as a projectable presentation, save the file, click “View” in the top menu bar of the file, and select “Full Screen Mode”
 - To request an editable PPT version of this presentation, send a request to CarolinaK12@unc.edu
- Democracy Quotes for Discussion, quotes and questions attached
- Excerpt from “Crazy for This Democracy” by Zora Neale Hurston, attached
- Print outs of SLIDES 6-13 (which show images of Jim Crow/segregation), hung around the room prior to class
- Assigned Places, reading and questions attached
- North Carolina Jim Crow Laws worksheet, attached
- Devices with access to <https://onthebooks.lib.unc.edu/> OR printouts of the attached Jim Crow law samples (individual law samples from On the Books are attached, as well as an overview handout; teachers can pick and choose what they utilize)
- Optional resource: [Jim Crow in North Carolina, The Legislative Program from 1865-1920](#), by Richard Paschal; an article about the book is available [here](#)

Grades

8-12

Duration

60 minutes

Preparation

While Jim Crow and segregation are sensitive topics to discuss with students, it is important for students to explore these historical events and understand how engaged community members have fought such injustice throughout history to present. While tackling topics such as racism, racial violence and white supremacy in the classroom can be difficult, it is a part of our shared history that students must learn about in order to gain a comprehensive understanding of where we have been, where we are, and where we need to go. To ensure students are able to respectfully and empathetically discuss such topics, teachers must ensure a foundation of classroom respect, civil discourse, and empathy is present in the classroom. For techniques on building such a

classroom community, see Carolina K-12's [Tips for Tackling Sensitive History & Controversial Current Events in the Classroom](#).

Procedure

What is Democracy?

1. Project SLIDE 2 of the accompanying Power Point and ask students to brainstorm what comes to mind when they consider the word "democracy." (Teachers should have a student volunteer note all thoughts on a piece of chart paper up front.) As students share their thoughts, remind them that there is no right or wrong answer and encourage their continued thinking with follow-up questions when necessary. For example:
 - What images come to mind when considering this word?
 - What does democracy look like?
 - What actions do you relate to democracy?
 - Who is included in or constitutes "democracy?"
 - Who is responsible for democracy?
2. Once students have expended their initial thoughts, review the brainstormed list. If there are any aspects not yet covered, teachers may want to ask guiding questions to get students to consider missing concepts. To further the discussion, have students get into partners or small groups of 3 and assign one of the quotes from the attached "Democracy Quotes for Discussion" to each pair/group. Students should take 3 minutes to consider the quote and the questions provided underneath it. Next, project each quote using SLIDES 3-5 and have the students who discussed that quote share their thoughts. Additional discussion questions to raise for each quote include:
 - "Democracy is never finished. When we believe that it is, we have, in fact, killed it." ~Patricia Hill Collins
 - What do you think she means when she says that "Democracy is never finished?" Do you agree or disagree and why?
 - Based on this statement, do you think we have "killed" democracy? Why or why not? What evidence can you offer that democracy has been "killed?" What evidence can you counter that illustrates that democracy is alive and well?
 - "Democracy is a process, not a static condition. It is becoming rather than being. It can easily be lost, but never is fully won. Its essence is eternal struggle." ~ William H. Hastie
 - What does he mean when he says that democracy can be "lost?" Can you think of examples of this?
 - What does he mean that the "essence" of democracy is "eternal struggle?" What examples of such struggle can you think of? Do you agree with this definition of democracy and why?
 - "Our democracy is not a product but a continual process. It is preserved not by monuments but deeds. Sometimes it needs refining; sometimes it needs amending; sometimes it needs defending. Always, it needs improving." ~Lee H. Hamilton
 - How does this quote connect to the other two?
 - Why does our democracy always need improvement? Who is responsible for improving it?
3. Point out to students that democracy is often solely defined in terms of political government, be it direct democracy (carried out by the people), or republicanism (elected representatives are given the power to govern by the people, for the people.) Common principles associated with the definition of democracy are equality (equal protection before the law), freedom, and liberty (rights), typically protected by a constitution. However, we often make the mistake of viewing democracy as a "thing" (be it a government, or one particular action like voting), not to mention that many people view it as a "thing" that others are responsible for. In actuality, "democracy is a *process*, a way of building community and getting business

done...” (Patricia Hill Collins, 2009) that we are each – as individuals (old and young) and as a collective body - responsible for. With this in mind, ask students to return to their brainstormed thoughts on democracy and evaluate whether or not their list includes this concept. If not, ask them what they might now add after considering this “active” view of democracy.

When Democracy Failed Its Promise: Introduction to the Jim Crow Era

4. Next, ask students if they can think of any examples throughout history when they feel democracy fulfilled its promise – when it led to positive results or as Patricia Hill Collins said, “got business done.” What positive things have occurred throughout American history that can be directly related to democracy? Note student thoughts in a list on chart paper or the board. As students offer thoughts, ask them to expand on why they feel their example illustrates the success of democracy, or democracy at work in a positive way.
5. Next, ask students to switch their thinking and to consider various periods, events, etc. when our democracy needed refining, needed improvement, and/or failed in some way. List these on another sheet of chart paper up front and again ask students to explain why they feel each is an example of democracy unfulfilled. Once student thought wanes, if a student mentioned or referred to Jim Crow laws or segregation in some way, circle those examples and tell students that you want to focus on this particular topic. Ask students:
 - What do you already know about the term “Jim Crow?” What is associated with “Jim Crow?”
 - Encourage students to offer their thoughts on how the term originated, Jim Crow laws, Jim Crow etiquette, etc.
 - What is segregation? What do you already know about the period of segregation in America?
 - If no student mentioned anything related to Jim Crow laws or segregation in the brainstorm, add it to the list as your own example and ask students to share what they already know about it using the same questions above.)
- **Teacher Note:** Let students know that as they learn more about and discuss the Jim Crow era, they may find themselves feeling upset, angry, confused, etc. While Jim Crow and segregation were unjust, let students know that it is important to learn about these historical events how they impact us still today, as well as learning how engaged community members fought such injustice and how the fight continues today. See “Preparation” at the beginning of this lesson for strategies.
6. Provide students with the attached excerpt from Zora Neale Hurston’s 1945 “Crazy for This Democracy” to layer into the conversation. In pairs, instruct students to read and discuss the excerpt using the questions provided. After 10 minutes, bring the class back together and debrief the questions:
 - What strikes you most about this excerpt, or, what do you find most interesting and why?
 - How would you describe the tone of this piece?
 - What message is Hurston trying to convey? How does her tone contribute to her intended message?
 - What contradictions are being highlighted by Hurston?
 - How do you think Hurston feels about democracy? What evidence in the passage makes you think this?
 - Based upon her message and what you know about Zora Neale Hurston, how would you characterize her and why?
 - If you were to give this passage another title, what would you call it and why?
 - Considering the time period this was written, how is Hurston “doing” democracy by writing this essay?

7. Go over SLIDES 6-8 with students to provide some foundational knowledge about Jim Crow then provide students with the attached reading and worksheet, “Assigned Places.” Tell students that they will spend the next bit of class time reading the article, as well as traveling around the room to view various images from North Carolina. (The images are located on SLIDES 9-16 and should be printed and hung around the room prior to class. If possible, teachers may want to search and post images of Jim Crow/segregation from their own city/county, to make the history even more localized.) Tell students that they should read the article, as well as view each photograph, in order to get a comprehensive overview of Jim Crow. Let students know that in question 2 of the accompanying worksheet, they will jot down what they see and what area of life is being regulated by Jim Crow in the image.
8. After students have had time to read, view the images, and answer the corresponding questions provided, bring the class back together and have them report out on what they learned. (Teachers can project each image from the PPT slides as it is discussed.) Help students arrive at the conclusion that every aspect of life, from birth to death, was impacted by Jim Crow laws and/or the related expectations, etiquette, and enforcement.

Exploring Jim Crow Laws in North Carolina with “On the Books: Jim Crow & Algorithms of Resistance”

9. Project the quote on SLIDE 17 for students to discuss as a transition into the next part of the lesson: “While the ideal is Lady Justice sitting with a blindfold and balanced scales, the reality is that law is always a reflection of the times and of the people, for better and for worse.” Ask students to comment on what message they think the author is conveying, and how it connects to Jim Crow specifically. Teachers can also layer in an additional statement from the same book, “Constitutions and statutes are written within the tides and currents of their times and they are, in turn, interpreted and applied within those same waters.”
10. As students continue their discussion, move to SLIDE 18 and let them know that they will be examining some of the actual Jim Crow laws that were in existence across North Carolina, by utilizing a one-of-its-kind website - [On the Books: Jim Crow & Algorithms of Resistance](#). Provide an overview of the site to students:
 - A lot of Jim Crow legislation remains “hidden” in the written texts that they were filed in during the non-technological time in which they were created. The *On the Books* team “analyzed North Carolina statutes passed between Reconstruction and the Civil Rights Movement, with the goal of producing the first-ever online catalogue of Jim Crow laws for an entire state. This is only made possible by modern technology. Using machine learning techniques, the *On the Books* team conducted an extensive search of North Carolina’s legal history and used text analysis to identify legislation that could be classified as a Jim Crow law.
 - Project SLIDE 19 and ask students to make observations about what they first notice and what information this graph is giving them. As students discuss, ask them to identify any “outlier” years and hypothesize why this might be the case. Let students know that over 297,000 pieces of legislation passed in North Carolina between 1865 and 1967. This research has identified over 900 laws as potential Jim Crow laws. These are the race-based laws that dictated life for millions of North Carolinians for more than one hundred years.
 - Despite the incredible technological tools available to modern researchers, the process of identifying Jim Crow laws faces several challenges. For instance, the language of race was often not included in the actual laws. Some laws sought to achieve racial discrimination without using explicit racialized language. But some laws, especially voter laws, were clearly designed to circumvent federal civil rights protections in order to racially discriminate. In considering these types of laws, researchers had to study “intent” as well as stated purpose.
 - Relatedly, it is important to note that this collection doesn’t include many aspects of Jim Crow, such as private institutions that enacted unfair policies (i.e., Woolworths only serving whites at their lunch counter) nor the customs and expectations that were expected and enforced, though not based in law.

Ultimately, as striking as it is to see the 900 Jim Crow laws from the state of North Carolina, it is important to note that Jim Crow was even more pervasive than these laws alone illustrate.

- Teachers should also note that while this research team is the first to try to design an online database of Jim Crow laws, they are not the first to research and try to shine a light on such injustices. In 1950, the incredible civil rights trail blazer and attorney [Pauli Murray](#) published an edited collection titled *States' Laws on Race and Color*. This book was a collection of race-based laws from across the United States, and would have been an astronomical amount of work to complete. In explaining the purpose of the book, Murray called it a convenient reference guide for attorneys and “a method of determining the extent to which racial practices were controlled by law throughout the country.”
 - Teachers are encouraged to read the full article by Dr. William Sturkey, [The Laws in Context](#), from which this excerpt is taken and which explains the On the Books site further.

11. Let students know that as they review samples of actual laws from North Carolina’s corpus and provide them with the attached “North Carolina Jim Crow Laws” worksheet on which to take notes. Teachers should determine whether to have students work individually or in partners and how many laws to have students review. As students review the various laws, they should fill out their sheet. (The worksheet has space for examining two laws; it can be easily replicated on notebook paper or printed front/back if having students examine more laws.) If having students utilize the [On the Books website](#) directly, provide them with some user instructions and tips, such as:

- Access the searchable database of Jim Crow laws under “Laws” and “Jim Crow Laws” at <https://onthebooks.lib.unc.edu/laws/jim-crow-laws/>.
- Students should mainly concern themselves with the “Text Search” box, but teachers may want to explain the terminology of the other fields provided (which are utilized by legal researchers.)
 - Jim Crow Laws were identified for inclusion in three ways: solely by an expert, solely by the computer’s machine learning model, or with both (identified by the model *and* confirmed by an expert.) Each law’s “source” field will read “expert” if only identified by an expert, “model” if only the model was used, or “model and expert” if the law was identified by the model and also verified by an expert.
 - “Session” refers to the period of time (in years) in which the legislature convened
 - “Law type” is classified as either “private” (laws that govern relationships between individuals), “public” (statewide laws that govern the relationship between individuals and the state), “public local” (laws passed at the county level), or “session” (the collection of statutes enacted by a legislature during a single session of that legislature, usually published following the end of the session as a bound volume)
 - “Chapter” and “section” refers to the location of the actual law within the bound volume, where session laws are organized by *chapter* number and section. (Students may be interested in knowing that a bound volume for a session could be 1000 pages or more! Multiply that by 100 years, and it becomes clear why a computer program/automatic computation like that which was used in On the Books was necessary.)
- Students should mostly concern themselves with the “Text Search” field, where they can either explore in general, or be directed to search for particular terms, such as: school, rail car, voting, cemetery, park, orphanage, asylum, Indian, and vote. Students can also search by county name, or can browse all laws in the extensive list at the bottom of the page.
- Let students know that they will encounter misspelling and odd characters within the text of the laws; these are due to glitches in the computer’s “reading” of the PDF.

➤ **Teachers without devices for students, or who may be seeking a more streamlined review, can also print out the [attached sampling of Jim Crow laws from On the Books](#).**

- These laws cover a wide range of dates, locations, and legislation topics in order to provide a comprehensive sense of the system of Jim Crow.

- Rather than provide the entire list to each student, teachers may want to divide the samples up across the class, or select specific samples to have all students study.

12. Once all students have completed their research, have them report out on the laws that they reviewed by summarizing their notes and further discuss:

- How is it possible that we live in a democracy, yet such unjust laws were passed and enforced for so many years?
- Why is the On the Books project important? Why do you think the team thought it necessary to research these laws and statutes passed between Reconstruction and the Civil Rights Movement and use technology to produce the first-ever online catalogue of Jim Crow laws for North Carolina? Even though this history might be uncomfortable or painful, why is it imperative that we learn about it?
 - Project the quote on [SLIDE 20](#) from W.E.B. DuBois (1935) and ask students to weigh in on the meaning and how it connects to the study of Jim Crow: “Nations reel and stagger on their way; they make hideous mistakes; they commit frightful wrongs; they do great and beautiful things. And shall we not best guide humanity by telling the truth about all this, so far as the truth is ascertainable?”

Resistance to Jim Crow: “I want to see America be what she says she is.”

13. Transition the discussion and have students consider why these laws are no long in existence, “on the books,” today:

- What did it take to bring about change? In what ways did individuals and groups fight back and resist?
- Why are the stories of resistance even more important than the stories of the oppressive laws themselves?
 - Share the words of Dr. Hasan Jeffries (from the preface of the [Teaching the Hard History of American Slavery report](#), that history “...is not exclusively a story of despair; hard history is not hopeless history.” Discuss with students that while our past is filled with complex and terrible narratives, history is NOT a story of victims. In each period of history and times of oppression, there have been various individuals, groups, organizations, etc. who have resisted and fought back. The fight against Jim Crow, from small daily acts of resistance (i.e., sipping water from the “wrong” water fountain or refusing to follow Jim Crow expectations) to organized boycotts and sit-ins.
- While Jim Crow laws many not be officially “on the books” any longer, in what ways is our society still impacted by the Jim Crow Era? Even though perhaps upsetting, why is it still important to know about this history and highlight the way it is still with us today?
 - Sample throughlines (from [Jim Crow in North Carolina](#) by Richard Paschal) to draw for students include:
 - North Carolina’s amendment to the state Constitution that imposed a literacy test for voter registration, which wiped out black voting all over the state; this removed Black people from having a voice and role in politics for generations. (Have students examine how many Black, indigenous, or other people of color have served in the NC General Assembly over time.)
 - The educational and school funding disparities during segregation restricted employment opportunities over lifetimes, reducing economic earning in minority families and resulting in a lack of intergenerational wealth
 - The exclusion of Blacks from jury participation in North Carolina after 1900 was detrimental to black defendants and defendants of color, further exacerbating the over-incarceration rates of minorities
 - Project the quote on [SLIDE 21](#) to layer into the conversation: “[Jim Crow] history is part of how we, as Americans, got to where we are now. It is not the entire story, but it is an important part of that history. Law was central to Jim Crow in North Carolina and elsewhere. In order to fully understand the shadow that Jim Crow continues to cast over us today, it is necessary to know how ostensibly

democratic government at all levels and in all places used law to advance white interests while disadvantaging the interests of African Americans and other minorities.” Richard Paschal

- Help students see that in today’s world, which is still grappling with so many of the same issues, they are the ones that must now fight back. Empower them to be active, engaged members of their community, making a difference in whatever ways are meaningful to them.

14. Tell students that they are going to listen to a closing 3-minute excerpt from an oral history interview with the incredible Pauli Murray, in which she talks about America. (Remind students again, as shared in Step 10 above) that [Pauli Murray](#) was a civil rights trail blazer and attorney who in 1950, published a collection of race-based laws from across the United States to call attention to the injustices of Jim Crow. She went on to coin the term “Jane Crow,” highlighting the dual and increased burdens on black women who faced both racism and sexism, arguing that the predominate male leaders of the Civil Rights Movement acted just like any other “entrenched power group.”

15. Play **Clip # 7** (3 min., 36 seconds long) of Pauli Murray available at: <https://soundcloud.com/sohp/pauli-murray-7-vision-of-america?in=sohp/sets/carolina-oral-history-teaching> Tell students to listen for what Murray has to say about America. Afterwards, debrief by discussing:

- In this clip, Murray talks about her feelings toward America, and why she feels the way she feels about it. Why does Pauli Murray love America?
- Are you surprised she has so much love for this country based on the laws and societal norms that deprived she, other Black people, people of color, and women of equality?
- Murray says, “Whatever she hands me, I’m handing her back, with my hope of championship quality. Many of my heroes, my racial heroes, have been the champions...the Jackie Robinsons...the people climbed over and said ‘I’ll show you.’” Who are the civil rights leaders and activists who embodied this version of championship in their fight against Jim Crow, working to hold American accountable to all people? How does Murray embody this version of championship herself?
- Why does Murray maintain that American is what she is because of black Americans?
- What does Murray mean when she says, “I want to see America be what she says she is. And I consider it part of my responsibility to do that. It’s a kind of patriotism.” Is this a common view of patriotism (that by dissenting, and challenging society’s norms with the hope of making it better, you are showing patriotism)?
- Why was dissent to critical to bringing about a change to Jim Crow?

16. In closing, project **SLIDE 22** and have students write an exit ticket in which they answer: In what ways have race and law been connected, both explicitly and in the ways in which they were enforced? Despite such unjust laws, how did people resist to move society forward from the Jim Crow Era? What is still needed today to continue moving forward towards equality and justice?

Democracy Quotes for Discussion

“Democracy is never finished. When we believe that it is, we have, in fact, killed it.” ~Patricia Hill Collins

Discuss this quote and be prepared to report to the class regarding:

- What message is the quote trying to convey?
- How does the view represented in the quote differ from how we typically think about democracy?
- What would you add to our class brainstorm of democracy after considering this quote?

“Democracy is a process, not a static condition. It is becoming rather than being. It can easily be lost, but never is fully won. Its essence is eternal struggle.”

~ William H. Hastie

Discuss this quote and be prepared to report to the class regarding:

- What message is the quote trying to convey?
- How does the view represented in the quote differ from how we typically think about democracy?
- What would you add to our class brainstorm of democracy after considering this quote?

“Our democracy is not a product but a continual process. It is preserved not by monuments but deeds. Sometimes it needs refining; sometimes it needs amending; sometimes it needs defending. Always, it needs improving.”

~Lee H. Hamilton

Discuss this quote and be prepared to report to the class regarding:

- What message is the quote trying to convey?

- How does the view represented in the quote differ from how we typically think about democracy?
- What would you add to our class brainstorm of democracy after considering this quote?

**Excerpt from “Crazy for this Democracy”
By Zora Neale Hurston, 1945**

They tell me this democracy form of government is a wonderful thing. It has freedom, equality, justice, in short, everything! Since 1937 nobody has talked about anything else...The radio, the newspapers, and the columnists inside the newspapers, have said how lovely it was. And this talk and praise-giving has got me in the notion to try some of the stuff. All I want to do is to get hold of a sample of the thing, and I declare, I sure will try it. I don't know for myself, but I have been told that it is really wonderful.

...

I accept this idea of Democracy. I am all for trying it out. It must be a good thing if everybody praises it like that. If our government has been willing to go to war and to sacrifice billions of dollars and millions of men for the idea, I think that I ought to give the thing a trial.

The only thing that keeps me from pitching headlong into the thing is the presence of numerous Jim Crow laws on the statute books of the nation. I am crazy about the idea of this Democracy. I want to see how it feels. Therefore, I am all for the repeal of every Jim Crow law in the nation here and now. Not in another generation or so. The Hurstons have already been waiting eighty years for that. I want it here and now.

Source: *Negro Digest*, 1945

Discuss the following questions with your partner then summarize your answers on notebook paper:

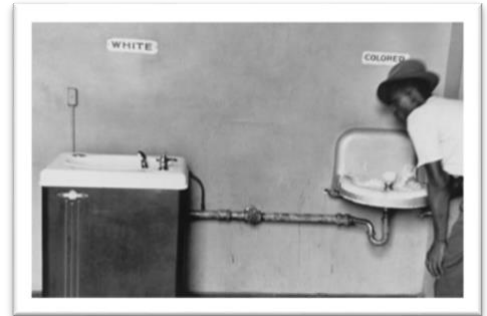
1. What strikes you most about this excerpt, or, what do you find most interesting and why?
2. How would you describe the tone of this piece?
3. What message is Hurston trying to convey? How does her tone contribute to her intended message?
4. What contradictions are being highlighted by Hurston?
5. How do you think Hurston feels about democracy? What evidence in the passage makes you think this?
6. Based upon her message and what you know about Zora Neale Hurston, how would you characterize her and why?
7. If you were to give this passage another title, what would you call it and why?

8. Considering the time period this was written, how is Hurston “doing” democracy by writing this essay?

Assigned Places

Name: _____

When one thinks of the past, many images come to mind. One of the most prominent images of the early twentieth century in the South was the COLORED and WHITE signs that dotted the landscape across the South – in storefront windows, waiting rooms, and public accommodation facilities, segregation signs appeared.



Segregation, or racial separation, was carried out by the legislatures of southern states enacting laws. The earliest laws legalized segregation in trains and other forms of public transportation where blacks and whites mingled. Eventually a complex web of statutes created a color line that separated the races. These statutes came to be known as **Jim Crow laws**.

The term *Jim Crow* denotes a policy of segregation. North Carolina enacted segregation laws that mandated the separation of citizens by race or color. As those segregation laws became entrenched, so did social customs and practices that accompanied Jim Crow.

Segregation in North Carolina permeated almost every aspect of life, including schools, restaurants, travel, amusement facilities, restrooms, libraries, hospitals, prisons, housing, funeral parlors, cemeteries, and municipal services such as fire stations. Restaurants did not Black people and people of color in the dining room, and movie theaters had balcony seating for African Americans. There were separate libraries and hospitals, or white hospitals had a separate ward or floor where African American patients were treated.

With the enactment of segregation laws, unjust customs and practices evolved that became part of the Jim Crow system as well. African Americans were expected to adhere to rigid behaviors in their daily contact with whites. For example, it was expected that African Americans always address whites as Mister, Miss, and Ma’am, while whites called African Americans by their first names or simply Sister and Boy, regardless of their ages. Another custom was for African Americans shopping at white shops and stores to enter through the back door and wait until after white patrons were helped. Stores often prevented African Americans from trying on items such as clothing and shoes before they were purchased.

Despite the oppressive nature of Jim Crow, blacks and people of color used various means to fight segregation and racism. From organized sit-ins to freedom rides, people throughout history have always resisted injustice and discrimination. Segregation laws, customs, and practices led some African Americans to establish businesses, restaurants, funeral homes, and stores that served the African American community. By the 1920s, for instance, Durham had a thriving African American business district (called “Black Wall Street”), which included North Carolina Mutual Life Insurance Company and Mechanics and Farmers Bank, a black-owned bank that provided financing for numerous black businesses who would not have been served, or served fairly, by a white institution. They also created advocacy organizations such as the National Association for the Advancement of Colored People (NAACP), and waged their own private battles in their relationships with

whites. In the South, overt rebelliousness could provoke a lynching, so many blacks also found subtle ways to combat the humiliation and economic hardship imposed by Jim Crow, be it refusing to answer to an insulting nickname or maintaining a strong sense of culture and community. And of course, fighting back also meant using fists and guns at times when deemed necessary.

Edited Source: Flora Hatley Wadelington; Tar Heel Junior Historian 43:2 (spring 2004).

“Assigned Places” – Reading and Photograph Review

1. What is segregation?
2. As you rotate among the images around the room, list all of the places where segregation occurred in North Carolina, as well as the places mentioned in the reading.
3. What is the most surprising thing you learned while reading this passage or viewing the images and why?
4. How did Jim Crow laws impact daily life?
5. How did people’s behavior and cultural expectations further enforce segregation?
6. In what ways did people resist the injustices of Jim Crow?

Answer during the class discussion:

7. During what years were Jim Crow laws in effect?

8. What misconceptions do we have today regarding Jim Crow?

Examining North Carolina Jim Crow Laws

Name: _____

Year: _____ **Location:** _____ **Chapter/Section:** _____

- Summarize the law:

- Why is this law classified as a Jim Crow law? What area of life did it impact?

- How do you think this law affected the lives of people living in North Carolina?

Year: _____ **Location:** _____ **Chapter/Section:** _____

- Summarize the law:

- Why is this law classified as a Jim Crow law? What area of life did it impact?

- How do you think this law affected the lives of people living in North Carolina?

Sample Jim Crow Laws from North Carolina | From <https://onthebooks.lib.unc.edu/laws/jim-crow-laws/>

These samples, copied directly from On the Books, can be cut apart and assigned to students to review. An overview handout also follows.

Statewide Law Samples

1871/72 public laws – AN ACT CONCERNING MARRIAGES, MARRIAGE SETTLEMENTS AND THE CONTRACTS OF MARRIED WOMEN.

Ch. 193 Sec. 2

Who may not: All marriages between a white person and a negro or Indian, or between a white person and a person of negro or Indian descent, to the third generation inclusive, or between any two persons nearer of kin than first cousins, or between a male person under sixteen years of age and any female, or between a female person under fourteen years of age and any male, or between persons either of whom has a husband or wife living at the time of such marriage, or between persons either of whom is at the time thereof physically impotent, or is incapable of contracting from want of will or understanding, shall be void: Provided, That no marriage followed by cohabitation and the birth of issue shall be declared void after the death of either of the parties for any of the causes stated in this section, except tor that one of the parties was a white person and the other a negro or Indian, or of negro or Indian descent to the third generation inclusive, and tor bigamy. (Id. s. 7, 8, 9.)

Ch. 193 Sec. 34

What to be declared void at all times: All marriages between a white person and a negro, or _indian, or between a white person and a negro or indian descent, to the third generation inclusive, shall be absolutely void to all intents and purposes, and shall be so held and declared by every court at all times, whether during the lives or after the deaths of the parties thereto; and it shall not be lawful for the issue of any such marriage to be legitimated to the supposed father.

1883 public laws – CHAPTER 156 An act to incorporate the insane asylums of the state and for other purposes

The General Assembly of North Carolina do enact:

The North Carolina Insane Asylum and The Western North Carolina Insane Asylum shall be exclusively for the accommodation, maintenance, care and treatment of the white insane of the state, and The Eastern North Carolina Insane Asylum shall be exclusively for the accommodation, maintenance, care and treatment of the colored insane of the state.

1887 public laws – CHAPTER 254, An act to amend section one thousand eight hundred and ten of The Code [MARRIAGE]

The General Assembly of North Carolina do enact :

That section one thousand eight hundred and ten of The Code of North Carolina be amended by adding thereto the words: That all marriages between an Indian and a Negro or between an Indian and a person of Negro descent to the third generation inclusive shall be utterly void: Provided, this act shall only apply to the Croatan Indians.

1897 public laws – CHAPTER 265 An act to charter the Eastern hospital for the colored insane and the Western hospital for the insane and North Carolina insane asylum at Raleigh, and to provide for their government.

The General Assembly of North Carolina do enact :

That the Eastern hospital for the colored insane, the Central hospital for the insane and the Western hospital for the insane hereby incorporated and shall be under the management of nine trustees to be nominated by the governor and confirmed by the senate, who shall hold their offices for the term of four years from and after their appointment and the provisions of chapter 2, Vol. 2, of The Code, applicable to the directors of the North Carolina insane asylum not in conflict with the provisions of this act are hereby made applicable to the board of trustees of the State hospitals for the colored insane and the Central hospital for the insane and the Western hospital for the insane Bee as modified by this act hereby re-enacted.

1923 public laws - CHAPTER 136 AN ACT TO AMEND THE CONSOLIDATED STATUTES AND TO CODIFY THE LAWS RELATING TO PUBLIC SCHOOLS.

Whereas the acts of the General Assembly relating to public education are for the purpose of aiding all the people, and especially school officials, in maintaining and conducting a system of public schools and in providing revenue for the same; and Whereas a great need is apparent for collecting all the laws relating to public education and codifying them in such a way as to set forth as clearly as possible the legal duties, powers, and responsibilities of the several school officials, in order to give them and all other friends of public education a clearer conception of their duties in maintaining and conducting public schools in accordance with the needs of the people and the provisions of the Constitution: Now, therefore, The General Assembly of North Carolina do enact:

PART I ARTICLE I. INTERPRETATIONS

Ch. 136 Sec. 1

A general and uniform system of schools. A general and uniform system of public schools shall be provided throughout the State, wherein tuition shall be free of charge to all children of the State between the ages of six and twenty-one years. The length of term of each school shall not be less than six months or one hundred and twenty days, and every man or woman twenty-one years of age or over who has not completed a standard high school course of study, or who desires to study the vocational subjects taught in said school, shall be given equal privileges with every other student in school. The children of the white race and the children of the colored race shall be taught in separate public schools, but there shall be no discrimination in favor of or to the prejudice of either race. All white children shall be taught in the public schools provided for the white race, and

all colored children shall be taught in the public schools provided for the colored race; but no child with negro blood, or what is generally known as Croatan Indian blood, in his veins, shall attend a school for the white race, and no such child shall be considered a white child. The descendants of the Croatan Indians, now living in Robeson, Sampson, and Richmond counties, shall have separate schools for their children. (C. S. 55388.) ; When the school officials are providing schools for one race it shall be a misdemeanor for the officials to fail to provide schools for the other races, and it shall be illegal to levy taxes on the property and polls of one race for schools in a district without levying it on all property and polls of all races within said district.

1925 public laws – CHAPTER 163 AN ACT TO REORGANIZE THE STATE PRISON AND TO REPEAL AND REENACT CHAPTER 130 OF THE CON-SOLIDATED STATUTES OF NORTH CAROLINA, AND ACTS AMENDATORY THERETO.

The General Assembly of North Carolina do enact:

...White and colored prisoners shall not be confined or shackled together in the same room of any building or tent, either in the State Prison or at any State or county convict camp, during the eating or sleeping hours, and at all other times the separation of the two races shall be as complete as practicable....

Samples from Individual Counties in NC

ROBESON COUNTY

ROBESON COUNTY 1885 public laws – CHAPTER 51 An act to provide for separate schools for Croatan Indians in Robeson county.

Whereas, the Indians now living in Robeson county claim to be descendants of a friendly tribe who once resided in eastern North Carolina on the Roanoke river, known as the Croatan Indians; therefore, The General Assembly of North Carolina do enact:

That said Indians and their descendants shall have separate schools for their children, school committees of their own race and color, and shall be allowed to select teachers of their own choice, subject to the same rules and regulations as are applicable to all teachers in the general school law.

ROBESON COUNTY 1911 public laws – CHAPTER 168. AN ACT TO EMPOWER THE TRUSTEES OF THE INDIAN NORMAL SCHOOL OF ROBESON COUNTY TO TRANSFER TITLE TO PROPERTY OF SAID SCHOOL BY DEED TO STATE BOARD OF EDUCATION, AND TO PROVIDE FOR THE APPOINTMENT OF TRUSTEES FOR SAID SCHOOL.

The General Assembly of North Carolina do enact:

Ch. 168 Sec. 3

That the board of trustees of said Indian Normal School of Robeson County shall have the power to employ and discharge teachers, to prevent negroes from attending said school, and to exercise the usual functions of control and management of said school, their action being subject to the approval of the State Board of Education.

ROBESON COUNTY CHAPTER 215. AN ACT TO CHANGE THE NAME OF THE INDIANS IN ROBESON COUNTY AND TO PROVIDE FOR SAID INDIANS SEPARATE APARTMENTS

General Assembly of North Carolina do enact:

Ch. 215 Sec. 2

That in all laws enacted by the General Assembly of North Carolina relating to said Indians subsequent to the enactment of said chapter fifty-one of the Laws of eighteen hundred and eighty-five, the words Croatan Indians be and the same are hereby stricken out and the words Indians of Robeson County inserted in lieu thereof.

Ch. 215 Sec. 4

That the school situated near the town of Pembroke in Robeson County, known as Croatan Indian Normal School, shall hereafter be known and designated as The Indian Normal School of Robeson County, and in that name shall be entitled to all of the privileges and powers heretofore conferred by any law of the State of North Carolina or any laws hereafter enacted for the benefit of said school.

Ch. 215 Sec. 5

That the Board of Directors for the State Hospital for the Insane at Raleigh are hereby authorized and directed to provide and set apart at said hospital, as soon after passage of this act as practicable, suitable apartments and wards for the accommodation of any of said Indians of Robeson County who may be entitled under the laws relating to insane persons to be admitted to said hospital.

Ch. 215 Sec. 6

That the sheriff, jailer, or other proper authorities of Robeson County shall provide in the common jail of Robeson County and in the Home for the Aged and Infirm of Robeson County separate cells, wards, or apartments for the said Indians of Robeson County, in all cases where it shall be necessary under the laws of this State to commit any of said Indians to said jail or County Home for the Aged and Infirm.

ROBESON COUNTY 1913 public local laws - CHAPTER 575 AN ACT FOR THE PROTECTION OF THE INDIAN PUBLIC SCHOOLS OF ROBESON COUNTY.

The General Assembly of North Carolina do enact:

To protect the public schools established in Robeson County for the education of the Indian race only, that the following persons of the Indian race residing in Robeson County shall be appointed a committee, to wit, J. B. Oxendine, J. E. Woodell, H. T. Lowrie, O. H. Lowrie, and W. B. Wilkins, and that all questions as to the race of those applying for admission into said Indian public school shall be submitted, that no one shall be admitted to said schools unless approved by a majority of said committee: Provided, that an appeal shall lie from the action of said committee to the county board of education of Robeson County, which shall have authority to review, investigate, and finally determine the matter.

ROBESON COUNTY 1919 public laws - CHAPTER 211 AN ACT TO AMEND SECTION 4545, REVISAL OF 1905, RELATIVE TO THE TREATMENT OF CROATAN INDIANS IN THE INSANE HOSPITAL.

The General Assembly of North Carolina do enact:

Ch. 211 Sec. 1

That section four thousand five hundred and forty-five of the Revisal of North Carolina, session of one thousand nine hundred and five, be and the same is hereby repealed, and insert in lieu thereof the following: That all the insane and inebriate Cherokee Indians of Robeson County, and all the insane and inebriate Croatan Indians of the other counties of the State shall be cared for in the hospital for the insane at Raleigh in wards separate and apart from the white patients in said hospital, and all such Cherokee Indians of Robeson County and Croatan Indians of the other counties of the State shall be cared for and receive same treatment as other patients in said hospital receive.

GUILFORD COUNTY

GREENSBORO 1923 private laws - CHAPTER 37 AN ACT TO INCORPORATE THE CITY OF GREENSBORO, TO DEFINE ITS CORPORATE LIMITS AND TO PROVIDE FOR ITS GOVERNMENT; TO REPEAL THE CHARTER OF THE PRESENT CITY OF GREENSBORO, EXCEPT AS PROVIDED HEREIN; TO PROVIDE FOR THE CONTROL AND SUPPORT OF THE PRESENT GREENSBORO SCHOOL DISTRICT, AND FOR OTHER PURPOSES.

The General Assembly of North Carolina do enact:

DEFINITIONS. The following words and phrases as used in this act shall, unless a contrary intention clearly appears, have the following meanings, respectively: City of Greensboro, the new corporation created by this act; old corporation of Greensboro, the city of Greensboro heretofore created and now existing under that name, comprising a part of the territory embraced in the new corporation created by this act; new city limits, the boundary of the new municipality created by this act; old city limits, the boundary of the old corporation of Greensboro; new territory, the territory embraced in the new corporation created by this act, but not embraced in the old corporation of Greensboro; Greensboro school district, the special tax school district heretofore created and having the same boundary as the old corporation of Greensboro; board of education or board of education of the city of Greensboro, the school board or school committee of the Greensboro School District.

Ch. 37 Sec. 47

That the council may establish or continue separate libraries for the use and benefit of the white and colored races of said city, and may appropriate from the public funds such amounts as may be necessary for the support and maintenance of the same. One of the two libraries shall be known and designated as Greensboro Public Library for the Colored Race.

DURHAM

DURHAM 1921 extra private laws – CHAPTER 143 AN ACT TO AMEND CHAPTER 138 OF THE LAWS OF 1901, INCORPORATING THE TRUSTEES OF LINCOLN HOSPITAL.

The General Assembly of North Carolina do enact:

That the board of trustees of Lincoln Hospital shall consist of fifteen members and shall hold office for two years and until their successors are elected and qualified, elected as follows: One by the board of aldermen of the city of Durham and one by the county commissioners of Durham County; one by Mr. James Buchanan Duke during his life, and after his death by his nearest blood relative, who is above seventeen years of age; one by

Mr. Benjamin N. Duke during his life, and after his death by his: nearest blood relative over seventeen years of age; one by the white Medical Society of the city of Durham; one by the faculty of the National Training School; one by the members of the graded schools of the city of Durham; one by the colored Ministerial Association of Durham; two by the directors of the North Carolina Mutual Insurance Company; two by the directors of the Royal Knights of King David, and three by the colored Medical Society of the city of Durham. That the trustees shall serve from January following their election, which election shall take place not later than December thirty-first. In the event that either of the various bodies or organizations hereinbefore designated shall fail to elect a trustee or trustees as above required and requested, the board of trustees of Lincoln Hospital shall elect such trustees as they may see fit.

MECKLENBURG COUNTY

Charlotte 1903 private laws – CHAPTER 16 AN ACT TO INCORPORATE THE CHARLOTTE CARNEGIE PUBLIC LIBRARY.

The General Assembly of North Carolina do enact:

That the two libraries shall be separate and distinct, and one shall be for the white race and the other for the colored race. That the white library shall be used exclusively for white people and the colored library for the colored people.

Charlotte 1905 private laws – CHAPTER 32 AN ACT TO INCORPORATE CHARLOTTE PARK AND TREE COMMISSION.

The General Assembly of North Carolina do enact:

That the parks shall be separate and distinct between the races those established by the white trustees for the white race and the other for the colored race; the white parks shall be used exclusively for the white people and the colored park or parks for the colored people.

SAMPSON COUNTY

SAMPSON COUNTY 1917 public local laws – CHAPTER 509 AN ACT TO PROVIDE FOR SEPARATE SCHOOLS FOR THE CROATAN INDIANS OF SAMPSON COUNTY.

The General Assembly of North Carolina do enact:

That all of the Croatan Indian children of school age residing in that territory or section in Sampson County designated and allotted to the Shiloh Indian School District shall be assigned to Shiloh Indian School of Dismal Township, and all Croatan children of school age residing in that territory or section in Sampson (County designated and allotted to New Bethel Indian School District shall be apportioned to New Bethel Indian School of Herrings Township; and the trustees of Shiloh Indian School shall annually, at the time provided by law for taking the census of the other school children of the county, take the census of all the Croatan Indian children between the ages of six and twenty-one years residing in said county in Shiloh district, and the trustees of New Bethel Indian School of Herrings Township shall annually at the time of taking the census of the other school children as provided by law, take the census of all the Indian school children between the ages of six and twentyone years residing in the New Bethel district in Sampson County; and there shall be excluded from such census and from said schools for the Croatan Indians of Sampson County all children of the negro race to the

fourth generation, and the action of the trustees of these Indian schools as to who shall be admitted or excluded from said schools shall be final, and not appealable to the county board of education, but no one shall be precluded from instituting legal proceedings in the proper courts of the State.

SCOTLAND COUNTY

SCOTLAND 1909 public laws – CHAPTER 720 AN ACT TO PROVIDE SEPARATE SCHOOLS FOR THE INDIAN RACE IN SCOTLAND COUNTY

The General Assembly of North Carolina do enact:

That the children of the white race in Scotland County shall be taught in public schools provided for them exclusively ; and no child of negro blood, however remote the strain, or of Indian blood to the eighth degree, inclusive, shall attend a public school provided for the white race in said county; and all children of the negro race shall be taught in the public schools of said county provided for the negro race exclusively; and all children of Indian blood, other than Croatan Indians, to the eighth degree, inclusive, shall be taught in the public schools of Scotland County provided for the Indian race, other than Croatan Indians, exclusively; and no child of negro blood, however remote the strain, shall attend the public schools provided for the Indian race in said county; but there shall be no discrimination in favor of or to the prejudice of either race: Provided, that the children of the Croatan Indian blood shall attend public schools provided for them exclusively, no discrimination being made either in their favor or to their prejudice: Provided further, that the Board of Education of Scotland County shall not exclude children of Indian blood, other than Croatan Indians, from attending any public school provided for the white race, except upon petition of a majority of the patrons of said school.

HARNETT COUNTY

HARNETT COUNTY - CHAPTER 422 AN ACT TO PROVIDE SEPARATE SCHOOLS FOR INDIANS IN AVERASBORO AND DUKE TOWNSHIPS, HARNETT COUNTY.

The General Assembly of North Carolina do enact:

That the Indians mentioned above and their descendants shall have separate schools for their children, and there shall be excluded from such separate schools all children of the negro race to the fourth generation.

CUMBERLAND COUNTY

1907 public laws – CHAPTER 499 AN ACT TO PROVIDE SEPARATE PUBLIC SCHOOLS FOR CROATAN INDIANS AND CREOLES IN CUMBERLAND COUNTY. The General Assembly of North Carolina do enact:

That the County Boards of Education may provide separate schools for Croatan Indians and from those of the African race, where the census is as much as thirty-five children of school age.

North Carolina Jim Crow Laws

Name: _____

Over 297,000 pieces of legislation passed in North Carolina between 1865 and 1967. Over 900 of these laws have been identified as potential Jim Crow laws, race-based laws that dictated life for millions of North Carolinians for more than one hundred years. Below is a sampling of such laws in North Carolina.

1873: Miscegenation [Statute]

Prohibited marriages between whites and Negroes or Indians or persons of Negro or Indian descent to third generation.

1875: Education [Constitution]

White and black children shall be taught in separate public schools, "but there shall be no discrimination made in favor of, or to the prejudice of, either race."

1875: Miscegenation [Constitution]

Prohibited forever all marriages between a white person and a Negro or between a white person and a person of Negro descent to third generation inclusive.

1899: Railroads [Statute]

Railroad and steamboat companies to provide separate but equal accommodations for white and black passengers. Did not apply to streetcars. Penalty: A company that failed to enforce this act fined \$100 per day, each day, to be recovered in action brought by any passenger on any train or steamboat who has been provided accommodations with a person of a different race.

1901: Education [Statute]

Clarified how children would be separated in public schools. The education policies followed the code regulating marriages from the 1875 Constitution, which stated that persons of Negro descent to the third generation inclusive were considered "colored."

1903: Education [Statute]

No child with "Negro blood in its veins, however remote the strain, shall attend a school for the white race, and no such child shall be considered a white child."

1907: Streetcars [Statute]

All streetcars shall set aside a portion of the front of each car as necessary for white passengers, and a rear portion of the car for black passengers. Noted that "no contiguous seats on the same bench shall be occupied by the white and colored passengers at the same time unless or until all other seats are occupied." Penalty: Misdemeanor for officer who violates this act, and may be fined or imprisoned. Passengers who violated the law could be fined up to \$50 or imprisoned up to 30 days. Companies were not liable for a mistake in the designation of any passenger to a seat set apart for the other race.

1908: Education [Statute]

Prohibited black and white children from attending the same schools. Descendants of the Croatan Indians to have separate schools also.

1919: Health Care [Statute]

Mandatory that public or private hospitals, sanatoriums, or institutions which admitted colored patients to employ colored nurses to care for inmates of their own race. Law repealed in 1925.

1921: Miscegenation [Statute]

Miscegenation declared a felony.

1925: Public Carriers [Statute]

Seats on all buses to be segregated by race.

1929: Health Care [Statute]

Mental hospitals to be segregated by race.

1931: Education [State Code]

Authorized separate education facilities for the "Cherokee Indians of Robeson County" and the "Indians of Person County," formerly known as "Croatan." Denied the privilege of such schools to all persons of Negro blood to the fourth generation inclusive.

1931: Public accommodations [State Code]

State library directed to maintain a separate place to accommodate colored patrons.

1933: Prisons [Statute]

Prisons to be segregated by race.

1947: Public accommodations [Statute]

Called for racial restrictions for the burial of the dead at cemeteries.

1950: Public carriers [Statute]

Public carriers to be segregated.

1952: National Guard [Statute]

No black troops to be permitted where white troops available; colored troops to be under control of white officers.

1953: Miscegenation [Statute]

Marriage between white and Negroes or Indians void. Penalty: Infamous crime, four months to ten years imprisonment, fine discretion of court.

1956: Education [Statute]

Local school boards given the option to suspend school operations.

1956: Public accommodations [Statute]

Required all plants and other businesses to maintain separate toilet facilities. Penalty: Misdemeanor.

1957: Education [Statute]

No child forced to attend school with children of a different race.

1957: Health Care [Statute]

Hospitals for the insane to be segregated.

1963: Barred public accommodations segregation [City Ordinance]

Raleigh, N.C. repealed a portion of the city code which required racial segregation in public cemeteries.

1963: Barred residential segregation [City Ordinance]

Repealed a 30-year ordinance in Asheville, N.C., which had barred persons of different races from residing in the same neighborhood.