People and Places: Slavery, Segregation, and Freedom in the Horse Industry

Created by Andrew Johnson

for

The Chronicle of African Americans in the Horse Industry

www.AfricanAmericanHorseStories.org



Alonzo Clayton

Image Source: Churchill Downs/Kinetic Corporation

### **Summary**

This lesson uses a digital map to allow students to examine various individuals in the horse industry. Students will evaluate the sources, and compile evidence to answer the question, “How did the role of African Americans in the horse industry expand on freedom?” Students are formatively assessed on their claims, as well by a synthesis response comparing the student’s claim to the stories provided in one of two Chronicle Themes.

### **Grade Level**

8th Grade

### **Subjects**

Social Studies, Reading & Writing

### **Standards**

C3 Framework For Social Studies State Standards

* D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.
* D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

Common Core

* CCSS.ELA-LITERACY.WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

Kentucky Academic Standards

* KAS 8.H.CE.2 Analyze the cause and effect of Westward Expansion, the Civil War and Reconstruction on the diverse populations of the United States.

### **Time**

60-120 minutes (optional extensions/taking informed action)

### **Chronicle Resources**

Person profile of Hark, Abe Hawkins, Simon, Robert Harlan, Alonzo Clayton, and Anthony Hamilton

### **Chronicle Themes**

Before We Were Free, Separate Is Not Equal

### **Goals**

Students will be able to navigate the map as a spatial tool to guide them through the person profiles.

Students will be able to evaluate and analyze the provided sources.

Students will be able to synthesize a coherent, evidentiary claim that answers the guiding question.

### **Guiding Question**

How did the role of African Americans in the horse industry expand on freedom?

### **Key Vocabulary**

**Freedom**: the ability to move and work as one desires. Freedom had a lot of gray areas for African Americans leading up to and immediately following emancipation.

**Emancipation**: legally being released from slavery.

**Antebellum**: describes the time period before the Civil War

**Postbellum**: describes the time period after the Civil War

**Segregation**: the legal and cultural requirement of separation based on race. In the years following the Civil war and the end of slavery, segragation laws (modeled after slave codes) began pushing back on African American freedom in America

### **Module Background Information**

This lesson focuses on the antebellum and postbellum periods, particularly on the transition from slavery to freedom. Freedom is a broad term and has a limited meaning for African Americans during these time periods. Even as slavery throughout the nation ended, segregation expanded quickly to mirror the institution of slavery and the constraints it placed on its victims. The meaning of “freedom” can be loosely interpreted due to the legal and social limitations allotted to African Americans. With that, a major focus of this lesson is how did the provided individuals expand on freedom during their time in the horse industry. Due to the nature and differences of individual freedoms during the time periods, there may be a variety in responses. The generalized goal is that students show an understanding of how the individuals working in the horse industry found a way to push the bounds of slavery and segregation in antebellum and postbellum America. Additionally, there is a place for students to consider the application of freedom and the expansion of it in their own lives and communities.

The time periods examined in this lesson are early, critical stages of the horse industry. Horse racing was popular and enjoyed by many wealthy elites. Even at this point, the horse industry is woven with African American influence. As early as 1811, white horse owners were using enslaved persons as jockeys, and even trainers. One person examined in this lesson, a slave jockey named Simon, was in a rivalry with soon-to-be President Andrew Jackson. Over the course of four years, Simon rode against Jackson’s horses and jockeys and consistently won. As time continued and the US tightened restrictions of slave travel, work, and manumission to control the movement and freedom of African Americans, African American horsemen continued to play a key role, and oftentimes pushed the boundary on the constraints of slavery.

As the US entered the postbellum period and adopted slave codes into segregation law, the role of African Americans in the horse industry continued to grow and push the boundaries of legal and social segregation. The horse industry grounded itself into US culture and economics. Approximately a decade after the Civil War, many racing tracks opened and ran inaugural races. Notably, Churchill Downs opened in 1875 and ran the first Kentucky Derby which was won by an African American jockey. While this lesson does not include stories from the notable Oliver Lewis, that is because it focuses on the lesser-known names of individuals who contributed all the same, but history forgot their names. This lesson seeks to allow students room to explore how these individuals pushed the constraints and contributed to expanding freedom for other African Americans.

A key resource for this lesson is a Google My Map that highlights six notable African Americans of the horse industry. These individuals played a unique role in the fight and expansion of African American freedom in the United States from slavery to segregation. The map is color organized to identify which era they were alive during. Those with red points were part of the antebellum era, where they were born into slavery. Those with blue points were part of the postbellum era and were born into segregation. While these individuals have many differences, including their citizenship status at birth, they all played a role in the development of the horse industry, and as such, played a role in expanding African American freedom from slavery and segregation in the industry, and in turn the country as a whole.

Using this lesson, students dive into the stories of six individuals who were a part of the horse industry either as enslaved or segregated individuals. Students will have the opportunity to examine how even with the constraints of slavery or segregation, these individuals stuck out as dynamic individuals who made names and reputations for themselves, their community, and the horse industry as a whole.

### **Procedures**

1. Intro/hook: Display an assortment of [horse industry photos](https://docs.google.com/presentation/d/174MAIPyfQX4f9cDEXD3JEDPkHVXBZX91Nub4uloPZNM/edit?usp=sharing), modern and historic and have students complete a [QFT](https://rightquestion.org/what-is-the-qft/) (7-10 minutes)
   1. Alternatively, students can be asked to list questions and observations based on what they see (I see… I wonder…)
2. [Hyperdoc](https://docs.google.com/document/d/1fpknuYGtLeyqfSLj_uy8pdN-8gO4K7t9BY-wgH0TbTw/edit?usp=sharing) introduction- explain to the students that this will be the guide through the lesson as we progress. It will give them access to everything they’ll need. (5-7 minutes)
3. Sourcing: what is the Chronicle [website](https://africanamericanhorsestories.org/)?
   1. Explain to students what the Chronicle is (can be read the background information above). Show students how to navigate the website, and give examples of what they can find. (5-10 minutes)
   2. Source evaluation practice (optional)- students can evaluate the source and determine who would use it and create scenarios/examples.
4. Investigation and Evaluation: investigate and distinguish between the 6 people, and how their role in the horse industry expanded freedom. Complete the [Graphic Organizer](https://docs.google.com/document/d/1OChXPFw69X7UJzcMre2zONOBDqbSa_vruWZFCTHc_30/edit?usp=sharing)(located in Hyperdoc, linked below).
   1. Students should be instructed to take note on how the individual played a role in the expanding freedom that might not otherwise be held by someone born enslaved or living under extreme segregation.
   2. Each column progresses in student task and processing level. It begins with *Identify*, which has students identify when and where the person is from. Next is *Infer*, in which students will infer how location is important for each person. *Analyze* is next- students analyze and interpret how the story (based on identifiable facts and inferences) expands freedom. Last is *Apply,* which asks students to consider their analysis in light of their own life and understanding of freedom.
5. Make a claim- How did the role of African Americans in the horse industry expand on freedom?
   1. Students will make a claim (1-2 sentences) that answers the question. Claims should be based on the evidence they have used.
   2. Note: claims can be modified to fit the needs of students. For example, students can create (in groups or individually) dramatic performances, musical/lyrical accompaniments, or visual/artistic aids.
6. Compare your claim with one of the stories, then synthesise a response.
   1. Students will read and evaluate a story from the theme *Before We Were Free* **or** *Separate Is Not Equal*. Using their claim as the comparison foundation, they will synthesize a response analyzing the story from the perspective of their claim.
      1. How is it similar? How is it different? Focusing on the specific details of described persons, what can be inferred from the story to help explain how the role of African Americans in the horse industry expanded on freedom?

### **Assessment**

Students are formatively assessed on their claims (argument based on sources), as well as their story comparison with their own claims.

### **Extension**

Student map profile- students can create a map profile (in an individual copy or class copy) of a person not already included on the map. Their map profile should include details and explanations as to how his/her role in the horse industry expanded on African American freedom.

### **Taking Informed Action Options**

1. How can we as a community remember the impact of Africans Americans in the horse industry in the transition from slavery to freedom? What steps can be taken?
   1. Open response format: students can write a response to this question or use it to create a memorial in class (drawing, infographic, song/poem, etc.)
2. Locate a descendant of one of the African American horsemen examined or available on the website (some descendants contributed stories to the website). Have students construct an email acknowledging the impact of the selected person. Be sure to note that the impact was not easy and he/she faced a lot of challenges. In the email, students can also include creative modes of expression (drawing, infographic, song/poem, etc.), or students could include any of them completed in the first option (if applicable).

### **Key Materials and Links**

* Student Work CAAHI Hyperdoc
  + https://docs.google.com/document/d/14DMZoNDWZCCj7ZpU1Qs-AP5thkAMK63z7WKa23sIdcU/edit?usp=sharing
* CAAHI Google My Map
  + https://www.google.com/maps/d/edit?mid=1iKsymK5saz3xSY7s6C8jUVGxhjc2zzO\_&usp=sharing
* Chronicle Website
  + https://africanamericanhorsestories.org/
* Graphic Organizer
  + https://docs.google.com/document/d/1GZ71FaXaR7zTNVMcBfoKJCZgk2mCDjxraKigq7R505c/edit?usp=sharing
* Horse Industry Photo Slideshow
  + https://docs.google.com/presentation/d/1xCCj2W8RVxyDyT12J9fZ\_SL7hIR1S3\_s5wf4lijBkiE/edit#slide=id.p