

The Underground Railroad Program Description and Curriculum Resources

- Location:** Rankin House, Ripley (Brown), Ohio
- Program:** The Underground Railroad
- Availability:** One Tuesday only
May 9, 2006 – (614-297-2663 or (800-850-3245)
10:00 a.m. – 2:00 p.m.
- Time Allowance:** 4 hours on site (Bring a bag lunch)
- Cost:** \$3.00 admission fee per student and chaperone
- Grades:** Adaptable to all grades

Description:

Stories of the Underground Railroad have enthralled us for years, but how much is fact and how much fiction? This interactive and thought provoking program will go beyond the mystery and suspense and delve into basic freedoms of which we're all entitled. In addition to freedom, other themes highlighted include archaeology, individuals in history, rights and responsibilities, and geography. *The program is weather dependent. Bring a sack lunch.*

Social Studies Academic Content Standards Addressed:

History. Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns, and themes in the history of Ohio, the United States, and the world.

Grades K – 2

Benchmark C. Compare daily life in the past and present demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.

Daily Life

Grade 1

Indicator 4. Raise questions about how families lived in the past and use photographs, letters, artifacts and books to clarify what is known and what is unknown.

Grade 2

Indicator 4. Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past.

Indicator 5. Identify the work that people performed to make a living in the past and explain how jobs in the past are similar and/or different from those of today.

Indicator 6. Identify and describe examples of how science and technology have changed the daily lives of people and compare: a. Forms of communication from the past and present; b. Forms of transportation from the past and present.

Grades K – 2

Benchmark D. Recognize that the actions of individuals make a difference, and relate the stories of people from diverse backgrounds who have contributed to the heritage of the United States.

Heritage

Grade 2

Indicator 7. Recognize the importance of individual action and character and explain how they have made a difference in other’s lives with emphasis on the importance of: a. Social and political leaders in the United States (e.g., George Washington, Thomas Jefferson, Tecumseh, Harriet Tubman, Abraham Lincoln, Sojourner Truth, Susan B. Anthony and Martin Luther King Jr.); b. Explorers inventors and scientists (e.g., George Washington Carver, Thomas Edison, Charles Drew, Rachel Carson and Neil Armstrong).

Grades 6 – 8

Benchmark G. Analyze the causes and consequences of the American Civil War.

Civil War and Reconstruction

Grade 8

Indicator 9. Explain causes of the Civil War with emphasis on a. Slavery; b. States’ rights; c. The different economies of the North and South; the extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act; d. The abolitionist movement and the roles of Frederick Douglass and John Brown; f. The addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850; g. The emergence of Abraham Lincoln as a national figure in the Lincoln-Douglass debates, the presidential election of 1860, and the South’s secession.

Indicator 10. Explain the course and consequences of the Civil War with emphasis on contributions of key individuals, including a. Abraham Lincoln, Robert E. Lee and Ulysses S. Grant; b. The Emancipation Proclamation; c. The Battle of Gettysburg.

People in Societies. Students use knowledge of perspectives, practices, and products of cultural, ethnic, and social groups to analyze the impact of their commonality and diversity within local, national, regional, and global settings.

Grades 6 – 8

Benchmark B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.

Interaction

Grade 8

Indicator 2. Describe and explain the social, economic and political effects of: a. Stereotyping and prejudice; b. Racism and discrimination; c. Institutionalized racism and institutionalized discrimination.

Indicator 4. Analyze the economic, geographic, religious and political factors that contributed to: the enslavement of Africans in North America; resistance to slavery.

Geography. Students use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Grades 4 – 6

Benchmark D. Analyze ways that transportation and communication relate to patterns of settlement and economic activity.

Movement

Grade 4

Indicator 8. Identify systems of transportation used to move people and products and systems of communication used to move ideas from place to place.

Government. Students use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability, and promote the general welfare.

Grades 4 – 6

Benchmark B. Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy.

Rules and Laws

Grade 4

Indicator 4. Explain that the Ohio Constitution tells how the state government should be organized and guarantees the rights of individuals.

Citizenship. Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Grades 4 – 6

Benchmark B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.

Rights and Responsibilities

Grade 4

Indicator 2. Explain why personal responsibilities (e.g., taking advantage of the opportunity to be educated) and civic responsibilities (e.g., obeying the law and respecting the rights of others) are important.

Grades 6 – 8

Benchmark B. Identify historical origins that influenced the rights U.S. citizens have today.

Rights and Responsibilities

Grade 8

Indicator 3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including: a. Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner; state constitutional conventions and the disenfranchisement of free blacks; c. Jackson and his role in Indian removal; d. Frederick Douglass and the abolitionist movement; e. Elizabeth Cady Stanton and women's rights.

Social Studies Skills and Methods. Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written, or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Grades 3 – 5

Benchmark A. Obtain information from a variety of primary and secondary sources using the component parts of the source.

Obtaining Information

Grade 3

Indicator 1. Obtain information about local issues from a variety of sources including: a. Maps; b. Photos; c. Oral histories; d. Newspapers; e. Letters; f. Artifacts; g. Documents.

Grades 6 – 8

Benchmark B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions.

Thinking and Organizing

Grade 7

Indicator 1. Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.

Rankin House Glossary:

abolition. The act of bringing something to an end, or abolishing it – such as slavery.

abolitionist. A person who called for the immediate end to slavery. People who campaigned for the abolition of slavery.

agent . A person who aided slaves and acted in their behalf. A person who plotted the course of escape for fugitive slaves.

anti-slavery. One who is opposed to one human being owning another.

Anti-Slavery Society. An organization founded to abolish slavery.

arrest. To seize and hold by authority of the law.

bondage. Lack of freedom, slavery.

bounty. A reward offered in exchange of something.

captive. A prisoner.

captor. A person who takes or holds a prisoner.

concealed. Kept out of sight or hidden from discovery.

conductor. A person who aided or directly transported slaves.

constable. A peace officer or policeman.



constitution. The basic written principals according to which a nation is governed. Basic laws and principles of a nation. Constitutional amendment. A change to the constitution.

Deed of Emancipation. A legal document that grants freedom.

document. A written or printed statement that give proof and information about something.

emancipation. The act of freeing or being freed.

Emancipation Proclamation. President Lincoln’s declaration that freed the slaves in the South.

escape. To get away, to get free.

freedom. To have liberty. To be free to move about and act.

fugitive slave. A slave who has run away and is avoiding capture.

Fugitive Slave Acts of 1793 and 1850. Laws that required all citizens to help catch runaway slaves. Those who assisted runaways could be fined or jailed.

freedom. The power to do as one pleases.

Negro. A person belonging to any of the black races of Africa.

Northwest Ordinances of 1787. A federal ordinance that among other things, did not allow slavery within the Northwest Territory.

Northwest Territory. A territory of the United States that eventually became Ohio, Michigan, Indiana, Illinois, Wisconsin, and part of Minnesota.

obstruct justice. To stand in the way of the law.

operator. A person who aided fugitive slaves as a conductor or agent on the Underground Railroad.

owner. A person who purchases and owns slaves as laborers.

patroller. A person who moved about an area for observation or security, looking for runaway slaves or those who helped them.

pro-slavery. A person who is in favor of human bondage of is sympathetic to the South.

refugee slave. A person who flees from one place to find safety or protection in another. A fugitive slave, a runaway.

rescue. To free or save from harm.

reward. Money returned or given for the return of lost property or the capture of something. In the case of slavery, for the return of refuge slaves.

slave. A person who is the property of another person and who is forced to work for his/her owner and can be bought or sold like any other property.

slavery. The practice of owning slaves. The practice of owning human beings as property, or the condition of being a slave.

station. A safe place, temporary refuge, safe house, or hiding place.

station master. A person in charge of a hiding place.

trial. The examining and deciding of a case that is brought to a court of law.

underground railroad. A network of trails, roads, and sea routes along which slaves escaped from slave states to free states for freedom.

warrant. A written document authorizing an arrest.

Pre/Post Visit Classroom Activities: (on following pages)

John Rankin, Abolitionist
 Individuals Whose Choices Wrote History
 Federal and Ohio Laws Regarding Slavery

Rankin House is operated by the Ohio Historical Society, a nonprofit organization that serves as the state’s partner in preserving and interpreting Ohio’s history, archaeology, and natural history.



THE REV. JOHN RANKIN, EARLY ABOLITIONIST

By PAUL R. GRIM

The Ancestry and Early Career of John Rankin

Rankin's Underground Railroad Work

For more than thirty years Rankin's home was on top of the high hill immediately behind the village of Ripley. His house was a small story-and-a-half brick, with the garret sloping to the rear, and was in full view of the Kentucky shore. At night a lantern hung in one of the windows to serve as a beacon to fugitive slaves who were ready to cross, or were crossing, the Ohio River.¹⁴¹ Ripley was one of the first towns in southern Ohio to receive the runaways, and Rankin's home was the initial "station" in Brown County, having become so as early as 1825. Rankin and his sons continued to engage in this hazardous service until the Civil War put an end to it. One of the sons, Captain R. C. Rankin, who was a conductor of fugitives from station to station, estimated that more than two thousand of them passed through Ripley from 1830 to 1865.

The father stated that there was no formal organization of the men who engaged in this work, but that they acted from a sense of humanity and justice. All operators were faithful and worked in secret; there were no betrayals. The slaves early learned that Rankin was an abolitionist and made their way clandestinely to his house on the hill after crossing the river. They were hidden in the house, barn or other near-by buildings until they could be sent on to the homes of other anti-slavery men farther north in the county. Rankin's nine sons traveled the routes with the fugitives to Redoak, then northeast to Decatur, then more directly north to Winchester, in the northwestern part of Adams County, or they passed through Redoak and Russellville to Macon, where they veered a little north of west to Sardinia. Safety, not speed, was the rule in these trips, which were made at night in wagons, on horseback, or even on foot. Rankin once had twelve escaped slaves on his property at the same time and saw to it that they passed on in safety. He declared that not one fugitive was ever apprehended while under his care.

After 1830 Rankin's notoriety as an abolitionist spread into the South, and he was especially hated in Kentucky, where the slaveholders felt very bitter toward him and the other vigorous abolitionists of Brown County. In 1838 certain masters of Kentucky offered a reward of \$2,500 for the assassination or abduction of Rankin and Dr. Alexander Campbell of Ripley and Dr. Isaac Beck and Mahan of Sardinia. These men were the most prominent leaders of the abolition movement in Brown County, and their lives were in constant danger. In the same year Mahan was arrested and taken to Mason County, Kentucky, to stand trial for having gone there, as was alleged, and aided a slave to escape to Sardinia by means of the Underground Railroad. The case aroused great interest among the anti-slavery people of southern Ohio, and Governor Joseph Vance was severely criticized for extraditing Mahan to Kentucky. After spending more than ten weeks in jail, the prisoner was tried and found entirely innocent of the charge. He was ably defended by lawyers sent by his fellow-abolitionists of Brown County and by the Ohio Anti-slavery Society. The owner of the fugitive sued Mahan in civil court, and he was later forced to pay damages in the sum of \$1,600. Rankin's home was often searched by slavehunters and his wife and children were threatened, but never was a fugitive found there, although some

had narrow escapes. His stalwart sons and the young men of the village were always able to spirit them away and more than equal the bravado of the slave hunters.

Those persons at Ripley who aided the Rankin family in Underground Railroad work were Campbell, Dr. Alfred Beasley, James, Theodore and Thomas McCague, Kenneth McCoy, and John Porter. These men either supplied food and horses, acted as guides, or helped to conceal the fugitives. During the early years of the underground system the runaways were taken from the home of Rankin to that of Mahan at Sardinia, a distance of about twenty-one miles to the north. In later years, after the work had become more popular, they were not conveyed such a long distance. Most of them were conducted only four miles and hidden in the Redoak Presbyterian Church, whose pastor, Gilliland, was another noted abolitionist. In this neighborhood William Baird, Washington Campbell, William Dunlap, Gordon Hopkins, William and James McCoy, Thomas Salisbury, and John Shephard were always ready to feed, secrete, and forward the fugitives. The western route ran on through Russellville and Sardinia, by way of the Huggins community, to Buford. Thence it passed through Lynchburg, Highland County, where John Hunter, a Presbyterian elder, maintained a station, to Hillsboro, where Colonel William Keys and John Nelson extended hospitality to the guides and fugitives. From Hillsboro the route extended to the farm of the Rodgers brothers, near Greenfield, or to Wilmington [sic], *via* the Quaker settlement at Martinsville. The eastern route from Ripley led through Redoak and Decatur to Winchester, Adams County.

[To read the entire account of Rankin's life, visit <http://www.ohiohistory.org/resource/publicat/>, click on Ohio History Archive and then search for "John Rankin". To read about John Mahan's trial, read Ann Hagedorn's *Beyond the River*. Simon & Schuster, 2002.]

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WORKSHEET: Individuals Whose Choices Wrote History

Pre-visit Activity: **Individuals Whose Choices Wrote History**

During the 1840's people had different rights depending on their race, gender, and where they lived. Below is a list of people that you will be introduced to during your visit to the Rankin House.

- Rev. John Rankin (white male minister)
- Jean Rankin (white woman, John Rankin's wife)
- John Parker (free black man living in Ripley, OH)
- Arnold Gragston (slave living in Kentucky)

Introduce these characters by telling your students who these people were by their race, gender, and where they lived. Ask them what rights these people had because of their race, gender, and or if they were free or a slave. Complete the table below.

	Rev. John Rankin	Jean Rankin	John Parker	Arnold Gragston
Right to vote				
Own property				
Join the military				
Be a trial witness				
Learn to read				

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ANSWER SHEET: Individuals Whose Choices Wrote History

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	Rev. John Rankin	Jean Rankin	John Parker	Arnold Gragston
Right to vote	Yes	No	No	No
Own property	Yes	Yes and No*	Yes	No
Join the military	Yes	No	Yes	No
Be a trial witness	Yes	Yes	No	No
Learn to read	Yes	No	No	No

*A woman could own property but her husband had legal control over it. At the death of her husband, she could inherit no more than 1/3 of his land holdings.

Discuss the rights people have today regardless of their race or gender.

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WORKSHEET: Individuals Whose Choices Wrote History

Post Activity: Individual Whose Choices Wrote History

Use the website and book listed below to help you some ideas.

Activity

Discussion: Begin an open classroom discussion on the many different choices people had to make during the Underground Railroad era: whether to help, run, stay, do nothing, break the law, enforce the law, make clothing, feed runaways, or look the other way, etc. For the Underground Railroad to be successful it took a lot of people doing their own little or big part. You don't have to do big things to make a difference; your own little part is just as important. Today, we still have choices to help make a difference.

Use Resources: Explore the web site www.justgive.org, then brainstorm ideas that each student, as an individual or as the whole class, can do to make a difference. Or read: *Kids with Courage: True stories about young people making a difference*. Barbara A. Lewis. Sagebrush Education Resources, 1992.

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FEDERAL AND OHIO LAWS REGARDING SLAVERY

- **Article IV, section 2 of the US Constitution** - No person held to service or labor in one state, under the laws thereof, escaping into another, shall, in consequence of any law or regulation therein, be discharged from such service or labor, but shall be delivered up on claim of the party to whom such service or labor may be due. [repealed by XIII Amendment]

FUGITIVE SLAVE ACT OF 1793

- Slave owners have legal right to seize or arrest their slaves in free states without a warrant
- State governments were not obligated to assist them.
- Must prove to judge or county magistrate by oral testimony or affidavit that slave belongs to slaveholder
- Slave can not testify
- Anyone guilty of obstructing a catch, harboring or concealing an escaped slave can be subject to \$500 fine and up to one year in jail.
[Cincinnati enforced this law after riots in 1829]

OHIO BLACK LAWS (1804)

- **Section 1.** Be it enacted by the General Assembly of the State of Ohio , That from and after the first day of June next. no black or mulatto person shall be permitted to settle or reside in this state, unless he or she shall first produce a fair certificate from some court within the United States, of his or her actual freedom, which certificate shall be attested by the clerk of said court, and the seal thereof annexed thereto, by said clerk.
- **Sec. 2.** And be it further enacted , That every black or mulatto person residing within this state, on or before the fifth day of June, one thousand eight hundred and four, shall enter his or her name, together with the name or names of his or her children, in the clerk's office in the county in which he, she or they reside, which shall be entered on record by said clerk, and thereafter the clerk's certificate of such record shall be sufficient evidence of his, her or their freedom; and for every entry and certificate, the person obtaining the same shall pay to the clerk twelve and an half cents. Provided nevertheless , That nothing in this act contained shall bar the lawful claim to any black or mulatto person.
- **Sec. 3.** And be it further enacted , That no person or persons residents of this state, shall be permitted to hire, or in any way employ any black or mulatto person, unless such black or mulatto person shall have one of the certificates as aforesaid, under pain of forfeiting and paying any sum not less than ten nor more than fifty dollars, at the discretion of the court, for every such offense, one-half thereof for the use of the informer and the other half for the use of the state; and shall moreover pay to the owner, if any there be, of such black or mulatto person, the sum of fifty cents for every day he, she or they shall in any wise employ, harbour or secret such black or mulatto person, which sum or sums shall be recoverable before any court having cognizance thereof.
- **Sec. 4.** And be it further enacted , That if any person or persons shall harbour or secret any black or mulatto person, the property of any person whatever, or shall in any wise hinder or prevent the lawful owner or owners from retaking and possessing his or her black or mulatto servant or servants, shall, upon conviction thereof, by indictment or information, be fined in any sum not less than ten nor more than fifty dollars, at the



discretion of the court, one-half thereof for the use of the informer and the other half for the use of the state.

- **Sec. 5.** And be it further enacted, That every black or mulatto person who shall come to reside in this state with such certificate as is required in the first section of this act, shall, within two years, have the same recorded in the clerk's office, in the county in which he or she means to reside, for which he or she shall pay to the clerk twelve and an half cents, and the clerk shall give him or her a certificate of such record.
- **Sec. 6.** And be it further enacted, That in case any person or persons, his or their agent or agents, claiming any black or mulatto person that now are or hereafter may be in this state, may apply, upon making satisfactory proof that such black or mulatto person or persons is the property of him or her who applies, to any associate judge or justice of the peace within this state, the associate judge or justice is hereby empowered and required, by his precept, to direct the sheriff or constable to arrest such black or mulatto person or persons and deliver the same in the county or township where such officers shall reside, to the claimant or claimants or his or their agent or agents, for which service the sheriff or constable shall receive such compensation as they are entitled to receive in other cases for similar services.
- **Sec. 7.** And be it further enacted , That any person or persons who shall attempt to remove, or shall remove from this state, or who shall aid and assist in removing, contrary to the provisions of this act, any black or mulatto person or persons, without first proving as hereinbefore directed, that he, she or they, is or are legally entitled so to do, shall, on conviction thereof before any court having cognizance of the same, forfeit and pay the sum of one thousand dollars, one-half to the use of the informer and the other half to the use of the state, to be recovered by action of debt, qui tam , or indictment, and shall moreover be liable to the action of the party injured.

FUGITIVE SLAVE LAW OF 1850

- From Congress' Compromise of 1850. Came about directly because of the impact of the Underground Railroad.
- New law allowed slave owners to demand assistance from any state or citizen
- Specified jail sentences and fines for any person caught aiding a runaway slave.

U.S. CONSTITUTION

Article XIII*

- **Section 1.** Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.
- **Section 2.** Congress shall have power to enforce this article by appropriate legislation.

*Proposal and Ratification

The thirteenth amendment to the Constitution of the United States was proposed to the legislatures of the several States by the Thirty-eighth Congress, on the 31st day of January, 1865, and was declared, in a proclamation of the Secretary of State, dated the 18th of December, 1865, to have been ratified by the legislatures of twenty-seven of the thirty-six States. The dates of ratification were: Illinois, February 1, 1865; Rhode Island, February 2, 1865; Michigan, February 2, 1865; Maryland, February 3, 1865; New York, February 3, 1865; Pennsylvania, February 3,



1865; West Virginia, February 3, 1865; Missouri, February 6, 1865; Maine, February 7, 1865; Kansas, February 7, 1865; Massachusetts, February 7, 1865; Virginia, February 9, 1865; **Ohio, February 10, 1865**; Indiana, February 13, 1865; Nevada, February 16, 1865; Louisiana, February 17, 1865; Minnesota, February 23, 1865; Wisconsin, February 24, 1865; Vermont, March 9, 1865; Tennessee, April 7, 1865; Arkansas, April 14, 1865; Connecticut, May 4, 1865; New Hampshire, July 1, 1865; South Carolina, November 13, 1865; Alabama, December 2, 1865; North Carolina, December 4, 1865; Georgia, December 6, 1865.

Ratification was completed on December 6, 1865.

The amendment was subsequently ratified by Oregon, December 8, 1865; California, December 19, 1865; Florida, December 28, 1865 (Florida again ratified on June 9, 1868, upon its adoption of a new constitution); Iowa, January 15, 1866; New Jersey, January 23, 1866 (after having rejected the amendment on March 16, 1865); Texas, February 18, 1870; Delaware, February 12, 1901 (after having rejected the amendment on February 8, 1865); Kentucky, March 18, 1976 (after having rejected it on February 24, 1865).

The amendment was rejected (and not subsequently ratified) by Mississippi, December 4, 1865.

Article XIV*

- **Section 1.** All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.
- **Section 2.** Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, (*See Note 15*) and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.
- **Section 3.** No person shall be a Senator or Representative in Congress, or elector of President and Vice President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.
- **Section 4.** The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.
- **Section 5.** The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

* Proposal and Ratification

The fourteenth amendment to the Constitution of the United States was proposed to the legislatures of the several States by the Thirty-ninth Congress, on the 13th of June, 1866. It was declared, in a certificate of the

Secretary of State dated July 28, 1868 to have been ratified by the legislatures of 28 of the 37 States. The dates of ratification were: Connecticut, June 25, 1866; New Hampshire, July 6, 1866; Tennessee, July 19, 1866; New Jersey, September 11, 1866 (subsequently the legislature rescinded its ratification, and on March 24, 1868, readopted its resolution of rescission over the Governor's veto, and on Nov. 12, 1868, expressed support for the amendment); Oregon, September 19, 1866 (and rescinded its ratification on October 15, 1868); Vermont, October 30, 1866; **Ohio, January 4, 1867 (and rescinded its ratification on January 15, 1868)**; New York, January 10, 1867; Kansas, January 11, 1867; Illinois, January 15, 1867; West Virginia, January 16, 1867; Michigan, January 16, 1867; Minnesota, January 16, 1867; Maine, January 19, 1867; Nevada, January 22, 1867; Indiana, January 23, 1867; Missouri, January 25, 1867; Rhode Island, February 7, 1867; Wisconsin, February 7, 1867; Pennsylvania, February 12, 1867; Massachusetts, March 20, 1867; Nebraska, June 15, 1867; Iowa, March 16, 1868; Arkansas, April 6, 1868; Florida, June 9, 1868; North Carolina, July 4, 1868 (after having rejected it on December 14, 1866); Louisiana, July 9, 1868 (after having rejected it on February 6, 1867); South Carolina, July 9, 1868 (after having rejected it on December 20, 1866).

Ratification was completed on July 9, 1868.

The amendment was subsequently ratified by Alabama, July 13, 1868; Georgia, July 21, 1868 (after having rejected it on November 9, 1866); Virginia, October 8, 1869 (after having rejected it on January 9, 1867); Mississippi, January 17, 1870; Texas, February 18, 1870 (after having rejected it on October 27, 1866); Delaware, February 12, 1901 (after having rejected it on February 8, 1867); Maryland, April 4, 1959 (after having rejected it on March 23, 1867); California, May 6, 1959; Kentucky, March 18, 1976 (after having rejected it on January 8, 1867).

Article XV*

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

*Proposal and Ratification

The fifteenth amendment to the Constitution of the United States was proposed to the legislatures of the several States by the Fortieth Congress, on the 26th of February, 1869, and was declared, in a proclamation of the Secretary of State, dated March 30, 1870, to have been ratified by the legislatures of twenty-nine of the thirty-seven States. The dates of ratification were: Nevada, March 1, 1869; West Virginia, March 3, 1869; Illinois, March 5, 1869; Louisiana, March 5, 1869; North Carolina, March 5, 1869; Michigan, March 8, 1869; Wisconsin, March 9, 1869; Maine, March 11, 1869; Massachusetts, March 12, 1869; Arkansas, March 15, 1869; South Carolina, March 15, 1869; Pennsylvania, March 25, 1869; New York, April 14, 1869 (and the legislature of the same State passed a resolution January 5, 1870, to withdraw its consent to it, which action it rescinded on March 30, 1970); Indiana, May 14, 1869; Connecticut, May 19, 1869; Florida, June 14, 1869; New Hampshire, July 1, 1869; Virginia, October 8, 1869; Vermont, October 20, 1869; Missouri, January 7, 1870; Minnesota, January 13, 1870; Mississippi, January 17, 1870; Rhode Island, January 18, 1870; Kansas, January 19, 1870; **Ohio, January 27, 1870 (after having rejected it on April 30, 1869)**; Georgia, February 2, 1870; Iowa, February 3, 1870.

Ratification was completed on February 3, 1870, unless the withdrawal of ratification by New York was effective; in which event ratification was completed on February 17, 1870, when Nebraska ratified.

The amendment was subsequently ratified by Texas, February 18, 1870; New Jersey, February 15, 1871 (after having rejected it on February 7, 1870); Delaware, February 12, 1901 (after having rejected it on March 18, 1869); Oregon, February 24, 1959; California, April 3, 1962 (after having rejected it on January 28, 1870); Kentucky, March 18, 1976 (after having rejected it on March 12, 1869).

The amendment was approved by the Governor of Maryland, May 7, 1973; Maryland having previously rejected it on February 26, 1870.

The amendment was rejected (and not subsequently ratified) by Tennessee, November 16, 1869.

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