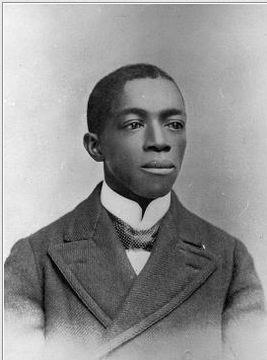
Voices of the Horse Industry: What can Anthony Hamilton teach us?

Created by Annabeth Edens

for

The Chronicle of African Americans in the Horse Industry

www.AfricanAmericanHorseStories.org

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Anthony Hamilton

Credit: Keeneland Library

### **Summary**

Born in South Carolina only a year after the US Civil War had ended, Anthony “Tony” Hamilton’s career as a jockey was impressive in more ways than one. While we celebrate his success on the track, it is equally important to understand the political, social, and racial tensions of the time. Anthony Hamilton can teach us a lot about horse racing and life for those who worked in or around the industry.

### **Grade Levels**

Middle School 6-8

### **Subjects**

US History, African American History

### **Standards**

C3 (College, Career, and Civic Life) Framework for Social Studies

* D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.
* 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.

Kentucky Academic Standards - Social Studies

* 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
* 8.I.UE.1 Use multiple sources to develop claims in response to compelling and supporting questions.
* 8.I.CC.2 Construct arguments by drawing on multiple disciplinary lenses to analyze how multiple perspectives, diversity and conflict and compromise impacted the development of the United States

### **Time Requirements**

2-3 50 minute periods OR 1-2 90 minute blocks

### **Chronicle Resources**

Anthony HamiltonPerson Profile

Timelines of the Eras,Emancipation and Its Aftermath and Jim Crow and Migration

### **Chronicle Themes**

Separate is Not Equal, Our Legacy Lives On

### **Goals**

1. Students will be able to corroborate sources and use evidence to support a claim about the role of African Americans in the horse industry.
2. Students will be able to use the story of Anthony Hamilton to understand the larger social and political issues in the world at the time.
3. Students will be able to write a response to the compelling question in which they state a claim and use evidence.

### **Guiding Question and Key Concepts**

Compelling Question

* What can Anthony Hamilton teach us?

Supporting Questions for Teacher Consideration

* What was life like for African Americans after the US Civil War?
* How did African Americans break barriers in the horse industry?
* Why do historic achievements matter today?

### **Vocabulary**

**Black Codes** - Laws passed after the US Civil War by southern states to limit the activities and freedoms of Black people.

**Discrimination** - Unjust treatment of someone due to their race, gender, or age.

**Institutional Racism** - The ways in which institution (like governments) policies and procedures create different outcomes for different racial groups.

**Jim Crow Laws** - State and local laws that reinforced racial segregation in the late 1800s through 1965.

**Jockey** - A person who rides in horse races, especially as a profession.

**Justice** - Deserved or appropriate treatment.

**People of Color** - The *collective* term for non-white racial groups.

Note: Some of the language used in sources, such as “colored” and “negro” are not politically correct or appropriate today. Teacher should differentiate between language that was once common and that which is proper today. Today, students may use the words “Black” or “African American” when discussing Anthony Hamilton.

### **Background Information**

1. **Black Codes**

Excerpted from

U.S. National Park Service. 2018. “Jim Crow Laws.” Martin Luther King, Jr. National Historical Park. April 17, 2018.<https://www.nps.gov/malu/learn/education/jim_crow_laws.htm>.

Note: These are codes in place in states where Hamilton lived or frequented.

**Child Custody**

*South Carolina -* It shall be unlawful for any parent, relative, or other white person in this State, having the control or custody of any white child, by right of guardianship, natural or acquired, or otherwise, to dispose of, give or surrender such white child permanently into the custody, control, maintenance, or support, of a negro.

**Lunch Counters**

*South Carolina -* No persons, firms, or corporations, who or which furnish meals to passengers at station restaurants or station eating houses, in times limited by common carriers of said passengers, shall furnish said meals to white and colored passengers in the same room, or at the same table, or at the same counter.

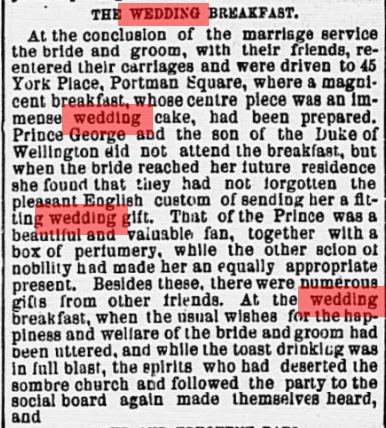
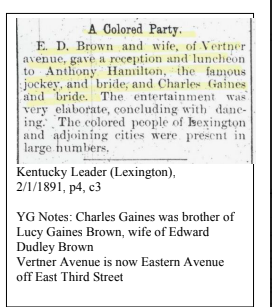
**Schools**

*Missouri -* Separate free schools shall be established for the education of children of African descent; and it shall be unlawful for any colored child to attend any white school, or any white child to attend a colored school.

**Marriage**

*Missouri -* All marriages between...white persons and negroes or white persons and Mongolians...are prohibited and declared absolutely void...No person having one-eighth part or more of negro blood shall be permitted to marry any white person, nor shall any white person be permitted to marry any negro or person having one-eighth part or more of negro blood.

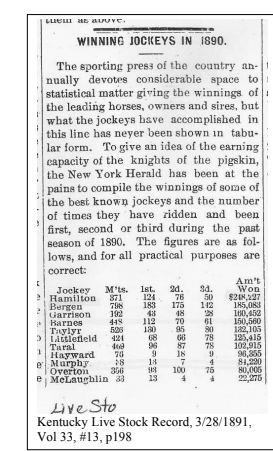
**b.** “A Colored Party” - Anthony Hamilton’s Wedding Announcement, Compared to the announcement of a white couple



*Kentucky Leader.* 1891. “A Colored Party,” February 1, 1891.

*The Charleston Daily News*. 1873. “The Wedding Breakfast,” February 5, 1873.

**c.** Hamilton’s Purse Winnings



*Kentucky Live Stock Record*. 1891. “Winning Jockeys in 1890,” March 28, 1891, Vol 33, #13, p198.

## Jockey Hamilton, Planet Elected to HOF

“Jockey Hamilton, Planet Elected to HOF.” 2012. BloodHorse.Com. May 31, 2012.<https://www.bloodhorse.com/horse-racing/articles/129119/jockey-hamilton-planet-elected-to-hof>.

Anthony Hamilton, a prominent jockey during the 19th century, and Planet, a dominant racehorse in the years leading up to the Civil War, have been elected to the National Museum of Racing’s Hall of Fame through the Museum’s Historic Review process.  
  
Hamilton and Planet will be inducted on Aug. 10 at the Fasig-Tipton sales pavilion in Saratoga Springs, N.Y., along with this year's contemporary selections: jockey John Velazquez, 2004 Horse of the Year Ghostzapper, and trainers Roger Attfield and Robert Wheeler. The ceremony is at 10:30 a.m. and is free and open to the public.  
  
Hamilton was born in Charleston, S.C., in 1866 and won many of the most prestigious races of the 19th century. In 1895, he captured the Brooklyn Handicap on Hornpipe and the Suburban Handicap aboard Lazzarone. The next year, Hamilton added the Metropolitan Handicap with Counter Tenor and became the only African-American jockey to win all three of New York’s major handicap races. Historian Fred Burlew ranked Hamilton third on his list of the 10 greatest African-American jockeys of all time behind only Hall of Famers Isaac Murphy and Willie Simms.

### **Procedures**

1. Draw on prior knowledge by inquiring what connections students have to horses or the industry. Consider showing students a picture of the Kentucky Derby, a jockey silk, or other paraphernalia to spark a curiosity in the lesson.
2. Show students a picture of Anthony Hamilton and pose the question “What can Anthony teach us?”
3. Ask students to access Anthony Hamilton’s Biography.
   1. https://live-imh-ci.pantheonsite.io/research/people/anthony-hamilton
4. Using the following documents on a slideshow or printed, ask students to respond to each in 1-3 sentences individually.
   1. Black Codes - examples of segregation laws in states where Anthony Hamilton lived
   2. “A Colored Party” - Anthony Hamilton’s wedding announcement versus an announcement of a white marriage.
   3. Hamilton’s purse winnings data
5. Students then turn to a shoulder partner to share their thoughts about the sources viewed. Students may update their answers to reflect discussion.
6. After acknowledging his achievements and barriers broken, show students the Blood Horse article on Hamilton’s induction into the Hall of Fame (over 100 years after he died). Ask students if this is recognition delayed, denied?
7. Students reflect on sources and conversation before submitting a final response to the compelling question.
   1. Teachers may ask students to write anywhere from a 2-3 sentence response to a full paragraph.
   2. Students should use evidence from credible sources to support their claim.
8. Consider the extension activity and taking informed action to make a deeper connection to the present day and provide an authentic audience for learning.

**Possible student responses to Compelling Question**

1. Anthony Hamilton teaches us that people of color were facing prejudice in the United States and still did their job with pride.
2. Anthony Hamilton teaches us that recognition can be delayed - just like his Hall of Fame acknowledgement.
3. Anthony Hamilton teaches us that Black people have been valuable and represented in the horse industry for a long time.
4. Anthony Hamilton teaches us there has historically been a racial double standard in language, laws, and society.

### **Extensions**

Students create a historical marker for Hamilton. Be sure to explain his impact on and contribution to the horse industry, adversity he overcame, and a connection to life today.

Ask students if there is another figure in your community’s history who has been marginalized, overcome adversity, and/or deserves recognition.

### **Taking Informed Action**

Students lobby a local or state official to acknowledge the contribution of African Americans to the horse industry through a historic marker, ceremony, declaration, or other form of recognition.

Consider reaching out to your local senator or representative to send student projects, display at the public library, or another public forum where the community may see.