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# **The History of the Negro in America**



**A Resource Book  
for  
Grades 4—5—6**



Des Moines Public Schools  
Des Moines, Iowa --- 1968

DES MOINES PUBLIC SCHOOLS

The History of the Negro in America

A Resource Book for Grades 4-5-6

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## Foreword to the Resource Book

### The History of the Negro in America, Grades 4-5-6

The rapid developments of national and local events have brought inter-racial issues into the spotlight. The American Negro is today a central figure in a drama of vast proportions. He is the focus of a social revolution that is unprecedented in American history. In essence this revolution involves a great re-casting of roles and relationships across ethnic, cultural, and socio-economic lines.

The current civil rights revolution has raised many basic questions involving the essence of quality education and the role of the school in preparing young people for full and responsible citizenship. We are at a point where we now realize that there has not been full recognition of the rights and worth of all Americans. But in Eli Ginsberg's words, "We are on the threshold of establishing a bi-racial society based on freedom and equality for all. It is late but it is also early, for no other nation has ever attempted this."

In our search for adequate education for all young people there has been the recognition of the extent to which history textbooks in use in schools have not included an adequate treatment of the role of the Negro in American history. Some textbooks may distort. More likely the books omit important information on the history and achievements of Negroes. Thus, this resource book, The History of the Negro in America, Grades 4-5-6, has been designed to give teachers and through them their students a broader and more factual background material on the Negro in our nation's history.

The aim of this booklet is to promote a better understanding of America's past by developing an increased awareness of the history of American Negroes, their problems, their aspirations, and their accomplishments, both individually and as a group. It is hoped the teachers will use the suggestions in this resource book as a springboard to other activities and projects.

Certain highlights of this resource book will be used in the fifth grade television series on American history that is broadcast over KDPS-TV. Teachers at grade levels other than grade 5 will find a wealth of materials and ideas from which they can select appropriate activities.

It is planned that this booklet be revised within the next two years and that all teachers in the intermediate grades will submit ideas for improving and extending this original guide. It is felt that appropriate use of this guide by teachers will further the development of democratic attitudes and deepen the appreciation for cultural values which are a part of our national heritage.

Our schools have a great task to do. The school must show this country as it is--multi-racial and multi-cultural. This guidebook is offered to teachers in the hope that through its use they will find ideas and suggestions that will help them make inter-group understanding in the classroom more meaningful for each and every pupil.

Robert Denny  
Assistant Superintendent

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## I. BEGINNINGS IN AFRICA

### A. Basic Understandings

1. Many famous Negroes have contributed to the history of the United States, even though there has been but little information recorded about them in our history books.
2. The ancestors of many of the Negro slaves came from wealthy and highly developed societies in Western Africa.
3. The original ancient Kingdoms in West Africa, which disappeared many hundreds of years ago, left to their descendants a rich heritage, especially in the Arts.

### B. Important Dates

During the following periods of time - the three ancient kingdoms came into existence, prospered and were overthrown:

200-1200 A.D. Kingdom of Ghana

700-1600 A.D. Kingdom of Mali

800-1650 A.D. Kingdom of Songhai (Jonghay)

### C. Teacher Information

#### 1. Early African Kingdoms

The Negro's origin began in Africa. Their ancestors came mainly from the original ancient Kingdoms of Ghana, Mali and Songhai. The colonists in the New World did not realize that many of the ancestors of the Africans they held as slaves had come from fabulously wealthy and highly developed societies.

##### a. Ghana

History says that the Kingdom of Ghana dates back to the 200's. It was known for its rich deposits of gold. Some of the natives were traders, exchanging rubber and ivory for sugar, salt, wheat and textiles. In 1076, a band of Moslems invaded Ghana. They were new converts to Islam and from their efforts to establish Islamism, an upheaval in the kingdom resulted. Ghana never regained its independent strength.

##### b. Mali

Successor to Ghana and even greater in power and wealth was the empire of Mali. Within twenty-five years King Mansa Musa, who took the throne in 1307, made Mali into one of the largest empires in the world. The king was a Moslem and it was his ambition to make a pilgrimage to the Mecca, the center of the Moslem religion. On the way to the Mecca, Mansa Musa's lavish

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spending caused an inflation. Civil Wars arose within the kingdom and by 1400 Mali was overrun by Songhai.

c. Songhai

Songhai seized the trade routes and set itself up as the new kingdom of power. It became the largest and the strongest of the three West African Kingdoms. Education helped this empire to make great progress. The University of Sankore, a Moslem university, located at Timbuctu, was known throughout the world. Songhai's greatest king, Aski Mohammed reigned from 1493 to 1529 and the empire prospered. In 1529 the oldest son dethroned his father and by the close of the century Songhai was over-run by the Moors, who were Moslems from Morocco.

2. Africans and the Arts

Creative expression, art, music and language were very definitely an important part of the early African way of life.

a. Arts and Crafts

The blacksmiths became skilled in using the iron from rocks to make tools and weapons. Some villages had craftsmen who specialized in the making of baskets, glazed pottery, carvings and rugs. Others wove beautiful patterns of cloth or made exquisite objects of gold, silver, bronze or copper. The carvings of early Africa, made of ivory, wood, or stone may be found in art museums. Some of the native masks were quickly and crudely made to be used once and thrown away right after their ceremonials. Others were carved with care and were kept as objects of beauty.

b. Music

Music was also very important to the Africans. It was a part of their daily work and religion. Chanting, dancing, and hand clapping were essential to their ceremonies with which they observed births, deaths, marriages, and many tribal events. Singing was also a very important part of their music. The African child, from birth, learned about life through the songs he heard every day. Songs were often composed as they were sung and to express feelings or emotions. The Africans made many of their own instruments, some of which were guitars, violins, flutes, zithers, xylophones, bugles, trumpets and harps.

This heritage was brought to this country centuries later. Many of the "spirituals" originated with the slaves as they sang and chanted as they worked in the cotton fields. Since they could neither read nor write, this was one way by which they could communicate. It is said that the "Rock and Roll" is an outgrowth of the Negro spiritual.

c. Literature

The village storyteller was one of the most respected persons among the natives. There were hundreds of different languages spoken in Africa and scarcely any of them were written down. Many different types of literature came from Africa. There were folk tales, tales of the spirit world, fables, myths, epic poems and proverbs. Fathers repeated these to their sons and the storyteller went from village to village. In these ways, the tales of early Africa were handed down from one generation to another. The ancient kingdoms disappeared many, many years ago, but each tribe is proud of its heritage and its own history as handed down by the storytellers.

D. Suggested Classroom Activities

1. Introduce unit through class discussion. Use guidance as follows:

- a. "We read and hear about people in our country who have become famous. What does a person have to do to become famous?" (Lead students to understand that people can become well-known and popular and so-called famous in almost any area of our American life.)
- b. (List together on the chalkboard people who are considered famous and why. Undoubtedly, the name of Dr. Martin Luther King, Sammy Davis or Willie Mays will be suggested. Use this as a lead.) "You have named one Negro in this group. Can you name others?" Add these names to the list. (Lead students to realize that although more blacks are becoming famous they are still in the minority.) "Why?"
- c. "In our social studies texts, what famous people have we read about who are remembered because of their achievements in the growth of our country?" (Put a check, as pupils contribute, to previous list on chalkboard.) "How many of these are Negroes?" (Lead children to realize that Negroes have been omitted from our history texts.) "Why?"
- d. The "Why?" of the previous two conclusions may bring many conjectures. Lead students to recall how white people got to this country originally and how Negroes were brought here. Discuss ancestors and the importance of heritage. Create an interest in finding out more about the history of the Negro in the United States through questions, as "From where did the Negro slaves come? Who were their ancestors? How did they live? Did Negro slaves receive anything as a heritage from their ancestors? If so, what?"

2. As the study progresses, develop the following vocabulary:

ancient	Mali
African	Moslem
Caucasian	mosque
ceremonials	Negro
empire	pilgrimage
Europe	ritual
Ghana	Songhai (Songhay)
heritage	traditional
kingdom	tribal

3. In discussing famous Americans, pictures from the sets listed below might be used, as follows:

- a. Display on the bulletin board at the beginning to arouse interest in the unit of study.
- b. Use, one at a time, as the particular person is discussed and studied.
- c. Display on the bulletin board, singly or several at a time, accompanied by biographies, researched and compiled by the students.

Sources of picture sets:

"Twentieth Century Americans of Negro Lineage" by Louis E. Jefferson. Friendship Press Inc., 475 Riverside Drive, New York, N.Y. 10027. 1965

Packet includes:

- 24 - 10"x14" portraits
- 1 - 30"x39" chart with photographs of outstanding Negroes and their occupations, superimposed upon a map of the United States.

(The portraits, alone, may be purchased locally from the United Methodist Book Center, 1019 Chestnut, Des Moines 50309. \$1.75)

"Pictures of Distinguished Negroes" Associated Publishers. 1538 9th St. N.W., Washington, D.C. 20001

Black and White photographs

- 100 - 5½"x7½"
- 24 - 11"x14"
- 24 - 8½"x11"

"Negroes in our History": Afro-American Portfolio #1  
Afro-American Publishing Co., 765 E. Oakwood Boulevard,  
Chicago, Illinois 60653

"Modern Negro Contributions": Afro-American Portfolio #2  
Afro-American Publishing Co, 765 E. Oakwood Boulevard,  
Chicago, Illinois 60653

4. Have the class use research sources to make a timeline of birth dates of Negroes known to them. Purpose: to show how very slow the recognition of outstanding Negroes has been. "How could we discover if there are other Negroes who have made contributions to the early history of our country?" Encourage research in books suggested in bibliography.

5. When discussing the ancestry of the Negro slave, read the following to the class, saying "As you listen to this description, try to decide where this might have taken place."

"Suddenly the chattering of the crowd stopped. A door in the King's headquarters was opened by a court attendant. Musicians carrying gold and silver two-stringed guitars came into the courtyard. Then came the king himself. He was tall, handsome and had black hair and a heavy beard. He held an arrow in his right hand and the quiver on his back was filled with gold tipped arrows. Instead of a crown he wore a turban of gold cloth. His short robe was deep red, made of fine cloth. His full trousers had been sewn from yards of elegant material."

"In front of the king walked singers who rang gold and silver bells. His ivory throne stood on a special platform in the courtyard. He walked up the silver steps to his throne which was protected from the sun by a richly decorated awning of rare silk."

- Great Rulers of the Past, Dobler and Brown, Doubleday

Have the children guess the country by asking questions that can be answered by only "yes" or "no" e.g., "Is it \_\_\_\_\_?" When it has been discovered that it took place in Timbuctu, Africa, locate Africa, America and Europe on a wall map. Emphasize that this was a description of this African city 600 years ago. "Do you think this would be the picture today?"

Re-read the material read previously and help the children to conclude that the ancient kingdoms in Western Africa had much wealth and were highly developed - that many of the ancestors of the Negro slaves came from these kingdoms. Relate other evidences of grandeur in the ancient empires as recorded in the "History of the Negro American."

6. With the opaque projector, use plate #1 (p.8) to show the location of Timbuctu in ancient Africa.

7: Show pictures of the city of Timbuctu (1312-1337 A.D.):

Before the Mayflower, Lerone Bennett Jr. p.15

The Negro Revolution, Robert Goldston p.15

(Lead pupils to discuss what people would have to know in order to build a city such as this.) "We know that primitive living started much simpler than this. Did you ever hear of the Old Stone Age? Do you think the Stone Age was before or after the building of the city of Timbuctu in Africa? Why do you think so? See if this proves you are right or wrong." Read:

"We can say that mankind began in Africa. From Africa, men slowly moved to other parts of the earth. This period in history is known as the Old Stone Age. During this time, man lived a very simple life. People wandered from place to place in search of food. They ate the animals they killed with simple sticks and stones. They also ate the fruits, nuts and vegetables they found growing wild.

"Man also learned how to make fire to protect himself, to cook his food, and to keep warm at night. Slowly, over a period of many years, groups of people began to settle down. But this did not happen until after they discovered how to grow crops. We call this time the New Stone Age when man could grow his own food where he wanted to, and live in the same place because there would be an adequate supply of food nearby for everyone. Soon the first villages were started, and man improved his methods of planting and harvesting. Since they no longer needed to move from place to place, people had time to learn new things. They learned to make better tools and weapons, pottery for dishes, and they developed other skills. It is said that the Africans were the first to take iron from the ground and turn it into spears and tools.

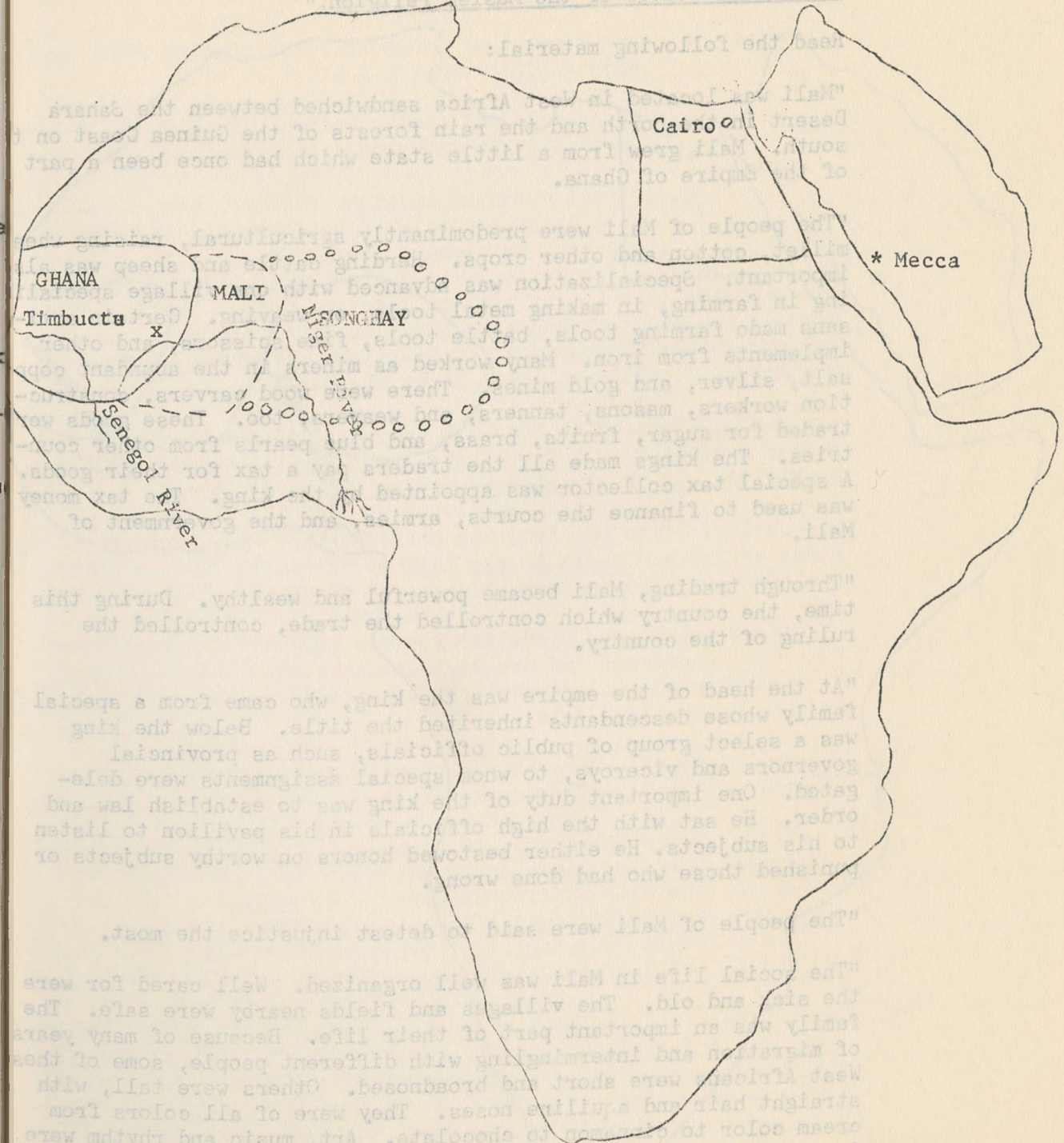
"Thus, from this beginning, people worked together to improve their way of life. People later developed magnificent cities such as Timbuctu."

8. Give each member of the class a duplicated copy of Plate #2 (p.10) If possible, use an overlay transparency of Plate #1 as you discuss the three ancient Kingdoms, Ghana, Mali and Songhai. Have the children locate and label these on their individual maps.

9. Put the following on the chalkboard:

- 200-1200 A.D. Ghana
- 700-1600 A.D. Mali
- 800-1650 A.D. Songhai

THE THREE EARLY WEST AFRICAN CIVILIZATIONS



"These were three of the most famous early West African Kingdoms. During this span of years these empires came into existence, prospered and were overthrown. Their histories are very interesting and very similar. I will read to you about Mali and I hope some of you will want to do some research and report to us on Ghana and Songhai. A great Negro King named Mansa Musa became the ruler of Mali and made this empire famous when he made a pilgrimage to Mecca, the center of the Muslim religion."

Read the following material:

"Mali was located in West Africa sandwiched between the Sahara Desert in the north and the rain forests of the Guinea Coast on the south. Mali grew from a little state which had once been a part of the Empire of Ghana.

"The people of Mali were predominantly agricultural, raising wheat, millet, cotton and other crops. Herding cattle and sheep was also important. Specialization was advanced with one village specializing in farming, in making metal tools, or weaving. Certain artisans made farming tools, battle tools, fine scissors, and other implements from iron. Many worked as miners in the abundant copper, salt, silver, and gold mines. There were wood carvers, construction workers, masons, tanners, and weavers, too. These goods were traded for sugar, fruits, brass, and blue pearls from other countries. The kings made all the traders pay a tax for their goods. A special tax collector was appointed by the king. The tax money was used to finance the courts, armies, and the government of Mali.

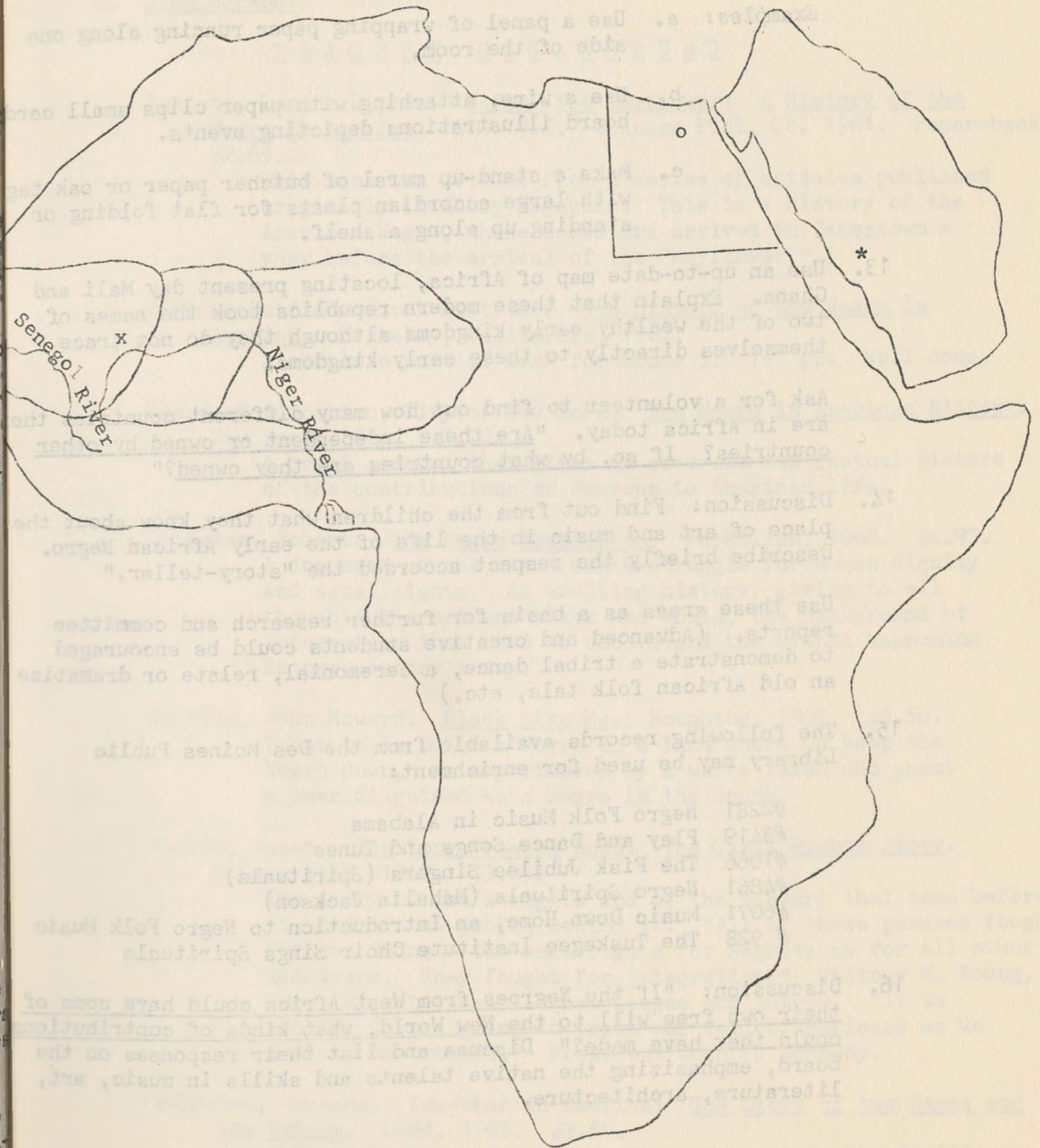
"Through trading, Mali became powerful and wealthy. During this time, the country which controlled the trade, controlled the ruling of the country.

"At the head of the empire was the king, who came from a special family whose descendants inherited the title. Below the king was a select group of public officials, such as provincial governors and viceroys, to whom special assignments were delegated. One important duty of the king was to establish law and order. He sat with the high officials in his pavilion to listen to his subjects. He either bestowed honors on worthy subjects or punished those who had done wrong.

"The people of Mali were said to detest injustice the most.

"The social life in Mali was well organized. Well cared for were the sick and old. The villages and fields nearby were safe. The family was an important part of their life. Because of many years of migration and intermingling with different people, some of the West Africans were short and broadnosed. Others were tall, with straight hair and aquiline noses. They were of all colors from cream color to cinnamon to chocolate. Art, music and rhythm were important ways in which the people expressed their ideas and feelings. These were everyday things in Africa."

THREE EARLY WEST AFRICAN CIVILIZATIONS



10. Add Cairo (indicated by o), and Mecca (indicated by \*), to individual maps of Africa as appropriate information is given.
11. Each child may start a notebook or collection of materials for a booklet. This could include maps, summaries of information gained, biographies, etc. as the study progresses.
12. Start a time line, on which to trace the history of the Negro. (Should be horizontal, if possible).

- Examples:
- a. Use a panel of wrapping paper running along one side of the room.
  - b. Use a wire, attaching with paper clips small cardboard illustrations depicting events.
  - c. Make a stand-up mural of butcher paper or oak tag with large accordian pleats for flat folding or standing up along a shelf.

13. Use an up-to-date map of Africa, locating present day Mali and Ghana. Explain that these modern republics took the names of two of the wealthy early kingdoms although they do not trace themselves directly to these early kingdoms.

Ask for a volunteer to find out how many different countries there are in Africa today. "Are these independent or owned by other countries? If so, by what countries are they owned?"

14. Discussion: Find out from the children what they know about the place of art and music in the life of the early African Negro. Describe briefly the respect accorded the "story-teller."

Use these areas as a basis for further research and committee reports. (Advanced and creative students could be encouraged to demonstrate a tribal dance, a ceremonial, relate or dramatize an old African folk tale, etc.)

15. The following records available from the Des Moines Public Library may be used for enrichment:

- #2281 Negro Folk Music in Alabama
- #3419 Play and Dance Songs and Tunes
- #1066 The Fisk Jubilee Singers (Spirituals)
- #4861 Negro Spirituals (Mahalia Jackson)
- #6071 Music Down Home, an Introduction to Negro Folk Music
- # 928 The Tuskegee Institute Choir Sings Spirituals

16. Discussion: "If the Negroes from West Africa could have come of their own free will to the New World, what kinds of contribution could they have made?" Discuss and list their responses on the board, emphasizing the native talents and skills in music, art, literature, architecture.

17. Start a series of murals or sequential pictures to illustrate the history of the Negro. This might include a representative picture of life in one of the ancient kingdoms, a picture map of early Africa, illustrations of musical instruments and art objects or a folk tale told graphically. Encourage students to list suggestions and discuss the ones which lend themselves to illustrations. Purpose: To organize information and learnings gained and to culminate this section of the study.

#### E. Bibliography

#### T E A C H E R   B A C K G R O U N D

Bennett, Lerone B., Jr. Before the Mayflower: A History of the Negro in America, 1619-1964. Johnson Publ. Co. 1961. Paper-back \$2.65.

This book was written from a series of articles published originally in Ebony Magazine. This is a history of the American Negro, whose ancestors arrived in Jamestown a year before the arrival of the "Mayflower."

Berkeley Unified School District. The History of the Negro in America. Berkeley, California, 1967.

A complete unit of work for Grade 5. 151 pp. Well done.

Board of Education, City of New York. The Negro in American History. New York, 1964. \$1.00.

A brief account that gives an accurate and factual picture of the contributions of Negroes to American life.

Goldston, Robert. The Negro Revolution. MacMillan, 1968. \$4.95.

A document of the black man's struggle for human dignity and equal rights. An exciting history, giving to all thoughtful Americans black and white, the background of information they need to understand the events happening in our country today.

Griffin, John Howard. Black Like Me. Houghton, 1961. \$3.50.

"What it is to be a Negro in a land where we keep the Negro down," as experienced by a white Texan who spent a year disguised as a Negro in the South.

Harris, Janet. The Long Freedom Road: The Civil Rights Story. McGraw Hill, 1967. \$3.95.

The story of the struggle and of the history that came before it, and of the people behind it. "All of these persons fought for one thing - the same rights for Negroes as for all other Americans. They fought for integration." Whitney M. Young, exec. Director Nat'l Urban League and Author. "It is whether we are going to treat our fellow Americans as we want to be treated." President John F. Kennedy.

Johnston, Johanna. Together in America: The Story of two Races and One Nation. Dodd, 1965. \$3.50.

This book weaves the story of the Negro into the familiar history of America. It points up the contributions of the many individual Negro Americans who helped to build America.

Katz, William L. Eyewitness: The Negro in American History. Pitman, 1967. \$9.75. \$3.95 paper. (9-12)  
This book contains accounts drawn from letters, army records, diaries, newspapers and other authentic sources of the times, many never before published.

Lincoln, C. Eric. The Negro Pilgrimage in America. Bantam Pathfinders Editions, 1967. Paperback \$60.  
Concise information on the history of the Negro in the United States, their contributions and heritage. Illustrated and an easy reference chronology of important events.

Morsbach, Mabel. The Negro in American Life. Board of Education, Cincinnati, Ohio. Harcourt Brace and World, 1967. \$6.95.  
Excellent account of the history of the Negro in America from the 17th century to the struggle for full equality in the 1960's. Invaluable time line.

Woodson, Carter Godwin and Charles H. Wesley. The Negro in Our History. Assoc. Publ., 1966. \$9.50.  
This book written by an outstanding Negro historian is an excellent reference text.

H I S T O R Y

Bontemps, Arna. Story of the Negro. Knopf, 1958. \$3.69 (7-10)  
Starting with the story of the Negro in Africa, with accurate historical detail, Arna Bontemps traces the background of the present position of the Negro.

Hughes, Langston and Milton Meltzer. A Pictorial History of the Negro in America. Crown, 1963. \$5.95 (7-12)  
A picture panorama, with text, of all aspects of American Negro life from slavery to recent times.

Shackelford, Jane Dabney. The Child's Story of the Negro. Assoc. Publ., 1962. \$3.50 (3-5)  
The author wrote this book for Negro children in 1938 and has revised it now for all children. Full information and short biographies that young children can easily absorb, it is suitable as a reference text for classes embarking on a beginning study of Negro history. Seatwork suggestions at the end of each chapter are superfluous.

F O L K T A L E S

Carpenter, Frances. African Wonder Tales. Doubleday, 1963. \$3.95 (3-5)

A collection of Twenty-four short tales, gathered from all over Africa.

Coatsworth, Elizabeth. The Princess and the Lion. Pantheon, 1963. \$3.50 (3-6)

An African folktale of two hundred years ago with charming illustrations by Evaline Ness. An inspiring story of Mariam, a young Abyssinian princess who undertakes a dangerous journey to let her imprisoned brother know, before he escapes, that he has been chosen by the King to be the ruler of the country. Accompanied by a royal lion and traveling on her pet mule, she makes a courageous and successful effort to aid her brother.

Courlander, Harold and George Herzog. The Cowtail Switch and Other West African Stories. Holt, 1947. \$3.27 (4-6)

A collection of African folklore brought together by an expert story teller.

Courlander, Harold. The King's Drum and other African Stories. Harcourt, 1962. \$3.00 (3-6)

A collection of 29 folktales covering many peoples and many regions of Africa

Courlander, Harold. Terrapin's Pot of Sense. Holt, 1957. \$3.00 (5-10)

A collection of Negro folktales which are a part of America.

T H E A R T S

Dietz, Betty W. and Michael Olatunji. Musical Instruments of Africa. John Day, 1965. \$5.95 (5-9)

What these instruments are like, how they are made, the sounds they produce, and the way they are used forms the content of this book. Photographic illustrations are excellent and informative.

Glubok, Shirley. Art of Africa. Harper, 1965. \$4.50 (3-6)  
Pictures and describes sculpture in bronze, clay, wood and brass pottery and basket work, cave paintings and ceremonial masks.

Hughes, Langston. First Book of Jazz. Watts, 1954. \$2.65 (4-9)  
From African drums, blues, work-songs, Langston Hughes tells the story of jazz. Illustrated with wood cuts.

A F R I C A T O D A Y

Caldwell, John C. Let's Visit West Africa. John Day, 1966. \$2.86 (4-7)

One in a series of supplementary books of geography and history about countries which are not well known in the United States or which are rapidly changing.

Caldwell, John C. and Elsie F. Our Neighbors in Africa. Johy Day 1961. \$2.39. (2-4)

The authors describe the geography, animals, agricultural products and natural resources of Africa. The emphasis is on the way people live, the food they eat and the problems they face.

Ingalls, Leonard. Getting to Know Kenya, 1963. \$2.68 (4-6)

The reader is taken through the country life as well as the city life of the Kenyans and is given a glimpse of the customs, dress, recreation, government, etc. of this recently independent country.

Joy, Charles R. Getting to Know Tanzania. Coward, 1966. \$2.75 (4-6)

The Tanzanian people at home in their tribes and at work building schools, hospitals, power plants and railroads are pictured in this book.

Lobsenz, Norman. The First Book of Ghana. Watts, 1960. \$2.65 (4-6)

Food, language and customs of one of the smallest countries in modern Africa, and the first to gain its independence.

Lobsenz, Norman. Golden Book Picture Atlas of the World Book 5: Africa. Golden Press, 1960. \$.79 (4-6)

This is a beautifully illustrated book describing Africa in its scenic beauty. An index and list of facts and figures are included but is out of date and should not be relied upon for accuracy.

Schloat, G. Warren. Duee, Boy of Liberia. Knopf, 1962. \$2.95 (3-4)

The author describes the life of a 12 year old school boy and his family in rural Liberia. He tells of the jungle palm, how important it is for food and shelter, how the villagers make fish nets, preserve fish, and build mud huts.

Schloat, G. Warren. Kwaku, A Boy of Ghana. Knopf, 1962. \$2.95 (3-4)

Story of a boy and native customs in independent Ghana. Good photographs.

Quinn, Vernon. Picture Map Geography of Africa. Lippincott, 1964. \$4.50 (4-6)

This book emphasizes the regional religious difference among the thirty independent countries of modern Africa.

F I C T I O N

Bradley, Duane. Meeting With a Stranger. Lippincott, 1964. \$3.75 (4-7)

Although Teffera is only a boy, he is the man of the family. When a stranger from America arrives in the primitive village with new ideas of schools, sanitation and sheep raising, Teffera has to decide which is best - the ancient ways or those of the modern world.

Clair, Andre'. Bemba, An African Adventure. Harcourt, 1962. \$3.00 (5-7)

Good story of the Congo. The mystery of a fake witch doctor keeps readers engrossed.

Franck, Frederick. My Friend in Africa. Bobbs, 1960. \$2.95 (4-6)

Bolo had come to Dr. Schweitzer's hospital at Lambarene in Africa to have his lame foot healed. When he was able to walk around Bolo explored the hospital, cared for the animals and learned many things. He decided that he too would be a doctor.

## II. EXPLORATION, COLONIZATION, AND REVOLUTIONARY WAR ERA.

### A. Basic Understandings

1. Negroes accompanied the Spanish explorers to the New World as co workers, soldiers, and servants.
2. African Negroes were brought to North America against their will
3. Negroes served in the armed forces during the Revolutionary War.

### B. Important Dates

1492 - Pedro Alonzo Nino, a colored man, came to America with Columbus.

1619 - First Negroes were brought to Jamestown as indentured servant

1770 - Crispus Attucks, a runaway slave was the first American to die in the Revolution.

1775 - 500 Negro soldiers fought in the Revolutionary War.

### C. Teacher Information

#### 1. Spanish Explorations

The first Negroes came to America as explorers. Large numbers of them were a part of the Spanish expeditions. Some of them came as slaves or servants others came as freedmen. Pedro Alonzo Nino, said to be a man of color, was the navigator of the Nina, one of the ships Christopher Columbus sailed to the New World in 1492. Neflo de Olana was among thirty Negroes serving with Balboa when he discovered the Pacific Ocean. Cortez led a company of Negro explorers into Mexico to search for a land rich in gold. Their purpose was to subdue the mighty Aztecs and seize their purported riches. The invasion was successful and great amounts of gold and silver were sent back to Spain. In spite of the conquest and destruction Cortez and his soldiers is said to have brought the Christian religion to the New World. They have been given credit, too, for introducing the horse, as well as the first crops of wheat and rice, into this country. Pedro Menendez de Aviles was a Spanish sea captain and the founder of St. Augustine, Florida. To get this permanent colony under way, 500 Negro slaves, of whom one-third were women, were used.

Spanish leaders or their notaries wrote the official reports of the expeditions and it is the account of Cabeza de Vaca which brings us the interesting story of Estavan, or Estevanico, which translates into "Little Stephen." Estevan was a strong, very dark Negro who had been born in Morocco. As a servant, he sailed from Spain in 1527 with some five or six hundred men to explore

and seek riches in the New World. The expedition was led by Panfilo de Narvaez and first landed in the West Indies. About half the group remained there and the rest sailed on to the coast of Florida. Here they met hostile Indians and many Spaniards were killed. Strange diseases also took their toll so that, in three months time, only half the landing group was still alive. These survivors sailed away in the one remaining ship, but disaster struck again in the form of a violent storm which wrecked the ship along the Florida reefs. Cabeza de Vaca, two other Spaniards, and Estevan were the sole survivors. Their only hope was to follow the coast on foot, around the Gulf of Mexico, and try to reach Mexico City where Cortez had established the Spanish Government.

For more than eight years, these four men wandered and struggled along the desolate Gulf Coast, trying to sustain themselves with the strange vegetation they found. Twice they were captured by Indian tribes for whom they worked as slaves, traders, and amateur doctors. While living with the Indians, Estevan accumulated much knowledge pertaining to the land and also learned to speak several Indian languages. The four men plotted their escape from each captivity and ultimately, in 1534, they reached the Spanish settlement of Mexico City. Cabeza de Vaca, in his report to the Viceroy in New Spain (to Cortez in Mexico City), caused much excitement with his stories and Indian legends, particularly with the story of the Seven Cities of Cibola, ruled by one man and built of fine stone and decorated with turquoise. After de Vaca and his companions recovered from their exhausting journey, the three Spaniards sailed home to Spain, but Estevan remained in Mexico City in the service of the Spanish Viceroy, Hernando Cortez.

By 1539, Cortez had organized an expedition to search for the Seven Cities of Cibola. Friar Marcus de Niza was appointed as leader of this expedition and Estevan went with the group as a guide. He wore bells and bracelets on his arms and ankles and rattled a hollow gourd which the Indians thought to be magic, as he walked at the head of the expeditionary force. The summer heat and the rough terrain brought the Spaniards to the point of exhaustion. So it was, that Friar Marcus sent Estevan with a group of Indian runners, on ahead as an advance scout. It was agreed that he would send back a wooden cross to the awaiting forces to report on his progress. If there was no news, it would be a small, palm-sized cross; but a larger cross would indicate the trail was promising, or much wealth. One day, in the distance, Estevan saw a great, walled city. He sent back a cross as tall as a man, borne by two, tired and sweating Indian runners. The Spaniards broke camp immediately and followed the runners toward this new land which the Negro explorer, Estevanico, had found for them. Poor Estevan, in his excitement, didn't wait for the arrival of the troops but tried to take the walled city by force. In the attack, Estevan and all but three of his men were killed by the Zuni Indians. The three survivors fled southward to warn Friar Marcus de Niza and the approaching army. Frightened by this news, the Friar and his troops marched northward only far enough to see the walled city in the distance. It

was not a city of gold, but they did see the great Indian pueblo made of stone whose doorways were decorated with turquoise. Claiming the territory in the name of the King of Spain, they returned to Mexico City to report their findings to the Spanish Viceroy.

Estevan, the Negro explorer, led the first expedition into the deserts of our great Southwest and opened up that section of the New World which we know as Arizona and New Mexico.

### 2. Colonization

It was a Dutch ship, headed for the West Indies in 1619, which dropped anchor in Jamestown, Virginia. Being short of food, water, and other supplies after a storm at sea, the Dutch captain offered twenty shackled Negroes in exchange for necessary provisions.

At this stage of our history, let it be said to the credit of the English colonists, that they had worked out a more humane method of acquiring cheap labor. This was called indenture. Usually the indentured servant, or bondsman, worked for a period of seven years without pay in return for his passage, then he became a free man. It was on these terms that the colonists at Jamestown accepted the twenty Africans as indentured servants in exchange for ship supplies. Virginia court records support this fact that they were brought ashore as bondsmen, not as slaves.

At the end of their indenture, the Africans became free men just the same as their white counterparts. They could work for wages, they could buy land, they could move wherever they wished, build homes, vote, even have indentured servants of their own. For a period of forty years, the Negroes and their descendants mingled with the white colonists on a basis of equality as they settled into the mainstream of Colonial life.

These twenty Negroes became the first settlers from Africa to make their homes in the New World. Five years later the first Negro child was born in what was to be the United States. He was named William Tucker.

From 1607 to 1770 the English settlements grew from one village at Jamestown to thirteen colonies. By 1770 the number of Negroes living in the colonies had increased to more than 350,000. Most of them were slaves but some were free. The freedmen in the South worked as skilled craftsmen on small farms or in the towns while free Negroes in the North generally lived in cities where there were more opportunities to earn a living.

### 3. Revolutionary Era

In 1770 the tension between the English and the colonists over the new taxes exploded in Boston, Massachusetts. It is said that the trouble started when a small boy threw a snowball at a British guard. British soldiers appeared, armed with rifles

and after having been bombarded with sticks and stones by an angry crowd of colonists, the British troops fired into the crowd. The first person to be killed was Crispus Attucks, a Negro sailor who had escaped from slavery about twenty years before this time. The Boston Massacre incensed the colonists even more and in 1775 the Revolutionary War started with the battles of Lexington and Concord.

By the close of the War in 1783, approximately five thousand Negro soldiers had served in the continental army.

### 4. Negro Americans Who Contributed to Colonial Society

#### a. Negro Minutemen at Lexington and Concord:

Prince Estabrook	Lemuel Haynes
Peter Salem	Salem Poor
Cuffe Whittemore	Austin Dabney
Cato Wood	Prince Hall
Pomp Blackman	

#### b. Negro Soldiers among Ethan Allen's Green Mountain Boys at Ticonderoga:

Frimus Black	Lemuel Haynes
Epheram Blackman	

#### c. Crossed Delaware with Washington, 1776:

Prince Whipple	Oliver Cromwell
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#### d. Deborah Gannet - disguised herself as a man and served for a year and a half with a Massachusetts regiment under the name of "Robert Shurtliff."

#### e. Richard Allen (1760 - 1831) Absalom Jones

These were men of the cloth: Richard Allen was the first Negro Bishop in the United States. Born a slave, he worked to purchase his freedom in 1777, Absalom Jones was rector of St. Thomas African Episcopal Church. These men marshalled the forces of Negroes who helped to save the lives of hundreds of yellow-fever victims in Philadelphia. In later years they rallied their members to work for forty-eight hours without a break, building fortifications along the waterfront of their city. They are probably best known for founding the separate branch of the Methodist Church for Negroes in Philadelphia. During the war of 1812, they raised a Negro force of 2,500 men to protect Philadelphia from the English.

#### f. Benjamin Banneker (1731 - 1806), the son of a freed slave, invented the first striking clock in the colonies, became a competent mathematician and astronomer and correctly predicted

a solar eclipse in 1789. He was a competent surveyor and assisted in surveying for the national capitols. His Almanacs published regularly until 1802 were well known.

g. James Beckwourth (1789 - 1867), a trapper, explorer, guide, scout, and Indian fighter discovered a pass in the Sierra Nevada Mountains which bears his name. He became chief of the Crow nation and was called "Morning Star."

h. John Chavis (1763 - 1838) was educated at Princeton College and returned to North Carolina to start a preparatory school for boys. He was also an ordained minister of the Presbyterian Church. As a leading Negro educator, he was probably responsible for the amazing fact that over 40% of the free Negroes (adults) in North Carolina were literate in 1850. He also was famous for his teaching of white students whom he groomed in Greek and Latin. His school was the best at that time to be found in the state.

i. Paul Cuffe (1759 - 1817), who was born of free parents near New Bedford, Massachusetts, became the owner of several ships including one that was manned by an all-Negro crew. He sought to improve the conditions under which free Negroes worked, was partially responsible for having the Massachusetts law extended to give free Negroes the right to vote, built a small schoolhouse on his own farm, hired a teacher and opened the doors to all Negro children in New Bedford so they could have an education. He was a wealthy man for the times in which he lived. He was a philanthropist and spent great sums of money for the welfare of others. He was a practicing Quaker.

j. James Derham (1762 - ), was born a slave, and served under three different doctors learning from them. His master in New Orleans helped him to secure his freedom and establish a practice in that city. James Derham is recognized as the first Negro physician in America.

k. Jean Baptiste Pointe DuSable (1745 - 1818), a well-educated young West Indian, finally, in 1722, settled down and established a trading post near a river which the Indians call Eschicagou. In giving the early history of Chicago the Indian says, with great simplicity, "The first white man who settled here was a Negro."

l. James Forten, who had been a powder boy in the American Revolution, developed a new device in making sails for sailing ships. He had his own sail loft in Philadelphia where he hired both Negro and white workers in his factory. His business prospered and he amassed a fortune of \$100,000. He used his money to advance the cause of Abolition.

m. David Walker (1785 - 1830), born free, was a thorough rebel against the inhumanity of slavery. He moved from North Carolina to Boston, where he opened a secondhand clothing store and began writing about all the things that shocked him. A price was put on his head by southern governors because of the furor caused by his writing. The excitement over his book subsided due to his death the following year.

D. Suggested Classroom Activities

1. During this study, develop the following vocabulary:

- |                                |            |
|--------------------------------|------------|
| bondsman                       | indenture  |
| expedition                     | migration  |
| explore                        | plague     |
| colony, colonist, colonization | provisions |
| Continental Army               | scout      |
| freedmen                       | settlement |

2. Add to the time line previously started.

3. Encourage pupils to do research on the lives of Negroes who contributed to history during this period. Add interesting information to notebooks.

4. Work out dramatizations of historical incidents.

a. Estevanico's exploring party into Mexico.

b. Landing of the Dutch ship in 1619.

c. Boston Massacre

5. Start a class booklet of illustrations of Negroes' "firsts" e.g.

a. Clock that would strike. (Banneker)

b. Negro physician (Derham)

c. Sails for sailing ships (Forten)

6. Add illustrations to the wall mural started previously e.g. a representative early exploration with Spaniards, Negro soldiers fighting in the Revolutionary War.

7. Use any or all of the following as basis for class discussion for written language projects.

a. It is 1630, your period of indenture is completed. You and your wife are deciding where you want to live in this New World and how best you can earn a living to support a family.

- b. 1688 -- You are Quakers living in Pennsylvania. Stand up in your Quaker Meeting and express your views on slavery, which is beginning to be an issue, especially in the southern colonies.
- c. It is 1793 -- Richard Allen and Absalom Jones have been asked by Dr. Benjamin Rush of Philadelphia to help take care of people sick with Yellow Fever in Philadelphia. Should you expose yourselves to this dread disease? If you decide to help, what can you do?
- d. You are John Chavis. Can you convince the President of Princeton College that you really want a college education and why?

OR

Now, as a graduate of Princeton, you return to North Carolina, where you open a school. Why should parents send their children to your school? Both Negro and white child

- e. You are Estevanico and Cabeza de Vaca curing a sick Indian even though you have been enslaved by the Indians. Plot your escape.

OR

You have now reached Mexico City and must report to the Spanish Viceroy, Cortez. Tell him the story of your eight years of wandering -- or -- the Indian stories about the Seven Cities of Cibola.

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I N D I V I D U A L   B I O G R A P H Y

CRISPUS ATTUCKS

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\$2.25 (2-5)

One of the five victims of the Boston Massacre of 1770 who, after his flight from slavery, was a harpooner aboard a whaling ship. Life aboard a whaling ship is graphically described.

BENJAMIN BANNEKER

Graham, Shirley. Your Most Humble Servant: The Story of Benjamin Banneker. Messner, 1949. \$3.34 (8-12)

Banneker devised the first clock that would strike. He is also remembered as consultant to George Washington in planning the radial streets of the capitol.

PHILLIS WHEATLEY  
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A biography for the mature elementary school student of young girl slave who learned to read in English and Latin and to enjoy writing poetry of the historical situation well as of personal incidents.

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Estevan is the hero of this book. Colonial Mexico and the primitive Indian life are the background for the exciting story of Cabeza De Vaca's Party from eastern Texas and Mexico in search for Cibola, called the "Seven Cities of Gold."

III. SLAVERY AND THE BUILDING OF A NATION

A. Basic Understandings

1. The invention of the cotton gin changed the base of the Southern economy.
2. The American system of slavery was inhuman in that it limited personal freedom. Many negroes used various means to escape from this system.
3. Both Negro and Caucasian Abolitionists strived toward freedom for all Americans.

B. Important Dates

- 1792 - Invention of the cotton gin by Eli Whitney.
- 1815 - Beginning of the Underground Railroad.
- 1860 - Abraham Lincoln elected President of the United States.
- 1865 - Congress passed the Thirteenth Amendment to the Constitution, abolishing slavery in the United States.

C. Teacher Information

1. Slavery prior to 1620

In Africa slavery was a part of their way of life, just as it had been with the Egyptians, the Greeks and Romans. However, the slaves were not mistreated. They could marry, own property and they could even own slaves. A master might even will property to a favorite slave.

The Spaniards who settled in the West Indies between 1500 and 1600 had presumed that the Indians would provide all the necessary labor in harvesting such crops as sugar cane, pineapple, peppers, fruit, and tobacco. Moreover, they were depending on these same Indians to work in the gold and silver mines. After fifteen years of Spanish occupation, half of the islands' Indian population was dead. These natives who looked so strong and healthy proved to be too delicate for the rigors of regimented work.

It was at this time (1517) that Bishop Bartolome Las Casas, a famous missionary in Haiti, suggested that African Negroes might solve their labor problems. Negroes were among the original Spanish settlers of the islands, some as soldiers and some as servants. They were strong, they knew how to work in the fields, and they could endure the rigors of working in the mines. Officials and planters in Haiti followed the Bishop's lead and wrote to the mother country asking for the importation of Negro slave laborers, saying that one Negro was worth four Indians.

Soon Spanish and Portuguese ships began arriving in the New World (West Indies and Mexico) with human cargoes. Many of these slaves had fought their African captors, many had struggled against their European captors, many were killed or died aboard ship, but because they were slaves, they were not treated as human beings but rather as chattel slaves.

## 2. The Slave Trade

As the colonies in the New World grew, the demand for slaves to work on the large plantations became greater. Plantation owners were willing to pay large sums of money for healthy slaves, and ship owners who brought cargoes of slaves to the Western Hemisphere soon found that it was possible to make enormous profits. This encouraged other ship owners to turn to the slave trade, and some men became very wealthy by engaging in this terrible business. A slave trader was said to be dealing in "black gold." Let us see how this business worked.

First of all, the slave had to be captured. The Ashanti were the most powerful of the Africans on the West Coast. Since they won most of the wars, they had the largest number of slaves. Therefore, the slave trader usually turned to the Ashanti for his supply of slaves, although there were also other Africans who were suppliers of slaves. What did the Ashanti want in return for their slaves? They wanted goods such as colorful cloth, rum and guns. The guns were important because they gave the Ashanti an advantage over other Africans. With more guns they could capture more slaves by raiding their neighbors. With more slaves they got more guns, which meant more slaves, and so on.

Why did the Africans capture other Africans for the slave traders? They did it mainly for the goods they received in exchange. Also, capturing slaves was accepted as a normal thing. It must also be remembered that most of the Africans did not know what became of the slaves once they were sold. If they could have seen what happened to the slaves on their way to the coast, on the boat trip, in the slave market, and on the plantations in the New World, perhaps they might have given up capturing slaves.

The trip from the Ashanti Kingdom to the coast where the slave traders' boats waited was about 120 miles through the jungle. The slaves were roped or chained together for the long trip. Those who showed any fright were linked neck-to-neck by heavy wooden poles. The march took over two months. It was a horrible nightmare. For many it was a death march. Often, as many as half of them died on this march to the sea.

- Detroit Public Schools. The Struggle for Freedom and Rights, pp. 7-10

"Many of the slaves had never even heard of the sea. Now suddenly they were confronted by the huge breaking surf. The vast expanse of ocean beyond and the strange ship that looked like a castle riding on the water. The slaves would fling themselves onto the beach, clutching desperately at the sand, oblivious of the whips or Negro overseers or white traders; many tried to strangle themselves with their chains. But they were dragged or carried to the long canoes waiting at the water's edge and tossed aboard."

- Robert Goldston. The Negro Revolution, pp. 31

The guards had no mercy on any of them. When the coast was reached, the slaves were sold for about \$100 worth of goods for each healthy man or woman.

## 3. The Slave Vessel

The slave ships were probably the most inhuman form of transportation for human beings to be devised until the Nazi freight trains began rolling toward the concentration camps of Eastern Europe in World War II. Chained together and literally packed into the holds, with barely enough food and water to keep them alive, surrounded by filth and stench, many Africans died or went mad during the long weeks at sea.

And the loneliness, bewilderment and panic that those who survived the journey must have felt when they reached Boston or Baltimore or Charleston can hardly be imagined. They were sick and exhausted, half naked, surrounded by the sights of a strange civilization and the sound of a strange language. Often, they could not even talk to their fellow slaves; new arrivals who spoke the same African dialect were generally separated to keep them from conspiring to revolt.

## 4. Cotton and Slavery

The two hundred years of slavery in this country is not a historical period to be remembered nor proud of. The invention of Eli Whitney's cotton gin kept the business alive in the South. The production of a machine that would pick the seeds from the cotton bolls had an immediate and profound effect on the Southern economy. Cotton growing seemed made for slavery. Any slave could pick cotton - young, old, women as well as men. Few tools and little skill were required. By 1860 seventy-five per cent of all Negro farm workers in the South were employed in the cultivation of cotton.

Solomon Northrup, a free Negro who had been kidnapped and sold in 1845 to work for twelve years on a Louisiana cotton plantation, left an account: "During all these hoeings the overseer or driver follows the slaves on horseback with a whip .... The fastest hoer takes the lead row. He is usually about a rod in advance of his companions. If one of them passes him, he is whipped. In fact the lash is flying from morning until night, the whole day long. A hoeing season thus continues from April until July, a field having no sooner been finished once, than it commences again. In the latter part of August begins the cotton picking season. On ordinary days work is two hundred pounds ..... A slave, who is accustomed to picking, is punished if he or she brings in less quantity than that. The hands are required to be in the cotton field as soon as it is light in the morning, and with the exception of ten or fifteen minutes, which is given them at noon to swallow their allowance of cold bacon, they are not permitted to be a moment idle until it is too dark to see and when the moon is full they often times labor till the middle of the night. They do not dare to stop, even at dinner time."

- Robert Goldston. The Negro Revolution, p. 61-62

### 5. Slavery and the Plantation

The plantation system served as a basis of the large cotton industry. This system was a plan of cultivating an estate of hundred and thousands of acres. Until 1865 the South was ruled by the small group of large plantation owners who had money and influence.

The planter and his family lived in a large beautifully furnished house. On the plantation surrounding the house were many out-buildings. These included the barn, stable, carriage house, smoke house, hen house, kitchen, wash room, blacksmith shop, corn house, and carpenter shop. A little farther away were the garden, the potato field, the watermelon patch, the tobacco sheds and the like. Somewhat distant from the house were the homes of the slaves, usually known as the quarters. These were generally rough huts, often with dirt floors, built without windows and so poorly put together there was little protection from the weather.

The slaves who fared best on the plantations were the house servants - the nurses for the children, the butler, the cook, the maids and the coachmen. They were better fed, and were given finer clothing than the field hands. Because they were so closely associated with the planter's family, they often felt a loyalty for members of the family. Some of the children of house servants were sometimes given the opportunity to learn to read.

The field hands did the heavy work on the plantation. They cultivated the land and cared for the crops, working from sunrise until dusk. Since large plantations were located far from villages, some of the slaves had to be trained to make the necessary equipment that was used on the plantation. They became skilled as carpenters, bricklayers, coopers, blacksmiths, and butchers. Skilled slaves were considered more valuable than the field hands. Some slave owners would allow their skilled slaves to leave the plantation and hire themselves out for wages. From this, the slave would pay his master a certain sum of money, the rest he was allowed to keep. In this way, a few slaves were able to buy their freedom.

### 6. Slave Leaders

The slaves were looking for a man like Moses to lead them to freedom. Several times such leaders appeared but were not successful:

#### Gabriel Prosser.

In 1800, a slave named Gabriel Prosser, who had studied the Bible, came to believe that the Negro slaves, like the Hebrews, could win their freedom. He felt that God would help them. He believed that God made all men equal and meant all men to be free. Prosser organized the slaves near Richmond, Virginia.

He made his plans carefully. He swore his followers to secrecy. He and thousands of other slaves planned to attack Richmond. However, it was not to be. Two of the slaves became frightened and told their masters. Prosser was captured and hanged.

#### Denmark Vesey.

In 1822, another large rebellion was planned in Charleston, South Carolina. A highly intelligent Negro named Denmark Vesey, who was a carpenter and who had managed to buy his freedom, carefully organized his move. Quietly, he went about enlisting the slaves. Just when everything was ready, a house slave told his master and the whole thing fell through. Vesey was captured and hanged, but he would not tell who his followers were.

#### Nat Turner.

In 1831, in Virginia, Nat Turner, who was a slave-plowman during the day and a preacher at night and on Sunday, led the biggest rebellion of all. He felt that he, like Moses, was called to lead his people to freedom. His father had escaped to freedom, and Nat was determined to help as many slaves as possible to do likewise. He and his band began by killing his master and family. Then he and his men marched through the countryside picking up followers and killing slaveholders. But he did not succeed. The rebellion of Nat Turner was crushed with great bloodshed. Turner was captured and hanged.

### 7. Negro Abolitionists

It was about 1812 when Negroes first heard of Canada and knew that there was freedom just across the Ohio River. Slave owners were mystified when their slaves began to disappear. This was the beginning of the "Underground Railroad" which really was not a railroad at all. It was a system of secret stations between free Negroes and white sympathizers. Since the road north was beset by dangers, most runaway slaves needed outside help. Between 1830 and 1860 it helped at least seventy-five thousand slaves to find freedom. Manned by both whites and blacks, the Underground Railroad had established routes and way stations in every Southern state and in most Northern states.

White abolitionists in the North worked to bring an end to slavery. Negroes also took an active part in the abolitionist movement. Many Negroes became outstanding in their efforts as they joined other abolitionists to try to gain freedom for all Negroes:

Harriett Tubman, was the most famous of all underground railroad operators. She was born a slave in Maryland in 1823. She married slave John Tubman and ran away when she was quite young. Harriett returned to the slave states nineteen times as a "conductor" on the Underground Railroad and helped more than three hundred slaves to freedom in the North. Harriett was never caught during her underground railroad days nor when she acted as a Northern spy in the South during the Civil War. She was called the Moses of her race.

Frederick Douglas was born in 1817. He was twenty when he escaped from his master. Four years later he became a lecturer for the Massachusetts Anti-slavery Society. He remained the leading spokesman for the Negroes for more than fifty years. In 1847 he started his own newspaper, "The North Star."

Sojourner Truth was another dramatic speaker against slavery. Born a slave, named Isabella, she could neither read nor write. She ran away from her owners in New York and became free under New York's Emancipation Act of 1827. She was a deeply religious person who believed that her Lord had called her to sojourn, travel, across the land speaking the truth as she saw it. Isabella took on the name of Sojourner Truth. Her voice was deep, and she spoke in the dialect of the simple ex-slave. Sojourner worked during the Civil War as a lookout and a spy. She was received by President Lincoln at the White House when she presented him with a Bible given by the Negroes of Baltimore.

John Brown was a white fervent abolitionist from the North who planned to invade the South and free the slaves. He believed that with one act of violence the slaves of the South could be roused enmasse to strike for their liberty. On a moonless night in October, 1859, Brown took a group of twenty-one Negroes and whites to seize the arsenal at Harper's Ferry, Virginia. Colonel Robert E. Lee sent troops, attacked the town and quickly fought off the raiders. John Brown, found guilty because he had attacked government property, was hanged. This uprising was called John Brown's Raid.

William Still was born in Maryland as a slave. While he was a child his family fled to the North. Young Still could neither read nor write and when he was in his twenties, he taught himself. In 1847 he became interested in the Underground Railroad. His own house was a station where food, extra clothing, and transportation were often given to those in need. He helped more than six hundred slaves. He kept careful records of their names and destinations which helped relatives and friends locate them in the future.

D. Suggested Classroom Activities

1. Discuss: "What is a slave?" (A person who works without pay against his will for an undetermined length of time.)
2. Read chapters 1 and 2 of Amos Fortune: Free Man (by Elizabeth Yates. New York: Dutton, 1950) Discuss.
3. As the study progresses, develop the following vocabulary:

abolish, abolition	plantation
auction	rebellion
captive	revolt
code	slave, enslave, slavery
conductor	station
fugitive	sympathizer

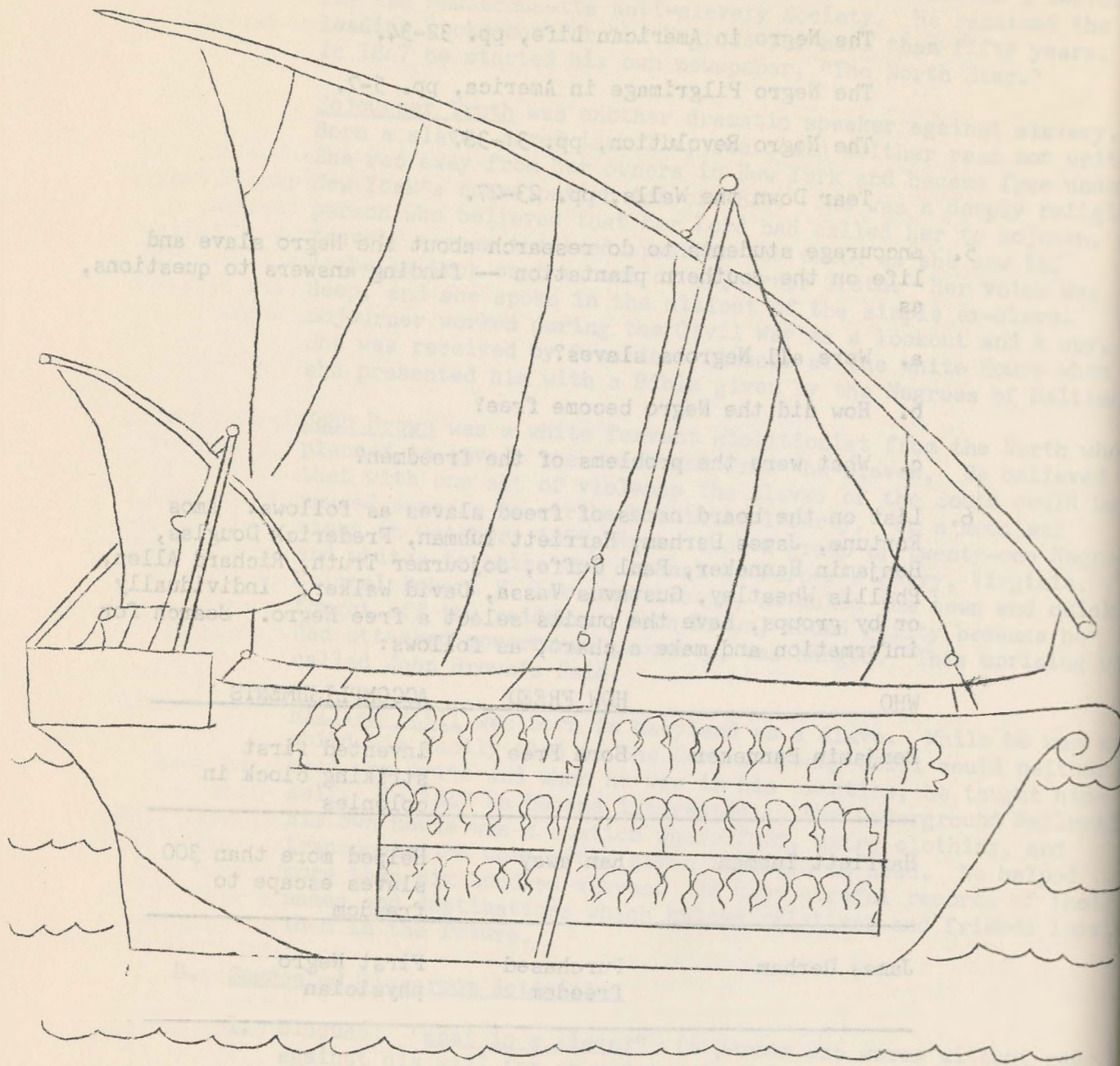
4. Distribute Plate 3 (p. 33) and discuss the slave vessel. Use the following books for further reference and illustrations:

The Negro in American Life, pp. 32-34.  
 The Negro Pilgrimage in America, pp. 5-7.  
 The Negro Revolution, pp. 31-38.  
 Tear Down the Walls, pp. 23-27.

5. Encourage students to do research about the Negro slave and life on the Southern plantation -- finding answers to questions, as
  - a. Were all Negroes slaves?
  - b. How did the Negro become free?
  - c. What were the problems of the freedmen?
6. List on the board names of freed slaves as follows: Amos Fortune, James Derham, Harriett Tubman, Frederick Douglas, Benjamin Banneker, Paul Cuffe, Sojourner Truth, Richard Allen, Phillis Wheatley, Gustavus Vassa, David Walker. Individually or by groups, have the pupils select a free Negro. Search for information and make a chart, as follows:

WHO	HOW FREED	ACCOMPLISHMENTS
Benjamin Banneker	Born Free	Invented first striking clock in colonies
Harriett Tubman	Ran away	Helped more than 300 slaves escape to freedom
James Derham	Purchased freedom	First Negro physician

7. Use the following as basis for discussion for dramatization, or for written language projects.
  - a. You and your friend are slaves on a cotton plantation. Discuss the conditions of your life. Should you try to run away? How?
  - b. You are a house slave working for a very kind mistress. Your brother works out in the cotton fields and he has a very hard life. He tells you that he is going to run away. As his oldest sister, what advice do you give him?



A cross section of a Negro slave vessel

- c. You are a Quaker "conductor" on the Underground Railway. Runaway slaves have just knocked on your door after escaping across the Ohio River into the state of Ohio. What do you do to help them on their way to Canada?
  - d. You are Peter Salem -- Petition your master, telling him why you should be given your freedom.
  - e. It is 1773. Write one of the petitions to be sent to the legislative body in your state of Massachusetts asking that all Negroes be made free men.
  - f. You are Harriett Tubman -- Relate your experiences on the Underground Railroad.
8. Discuss the following slavery codes and their meanings -- and compare with our freedoms today.

Slaves were not persons but property.

Slaves had no standing in courts.

- a. he could not file suit.
  - b. he could not offer testimony except against another slave.
  - c. he could not make a contract.
  - d. he could not strike a white person even in self defense.
  - e. he could not leave the plantation without permission.
  - f. he could not beat a drum or blow a horn.
  - g. he could not buy or sell goods.
  - h. he could not visit homes of whites or free Negroes.
  - i. he could not entertain whites or free Negroes in his quarters.
9. Discuss the many ways in which the slaves showed their unhappiness with life on the plantation. Through a discussion bring out the following ideas:
- a. By planning revolts and insurrections (find out about: Gabriel Prosser, Denmark Vesey and Nat Turner).
  - b. By running away
  - c. By not working as hard as they could.

- d. By killing their masters.
- e. By singing - to make their work easier and the days pass more quickly.

10. Write original slave or work songs.

11. Add to the on-going time line and mural, e.g. the slave vessel, slave life on the plantation.

12. The following are suggestions for letter writing activities (Purpose to collect information and organize their thoughts):

- a. Free Negroes could write to their former masters.
- b. A slave writes to Harriett Tubman asking to be included on the Underground Railroad.
- c. Harriett Tubman writes to Northerners appealing for funds.
- d. Frederick Douglas writes to Lincoln telling of the condition of the slaves.
- e. Benjamin Banneker writes to Thomas Jefferson.
- f. One abolitionist writes to another planning a movement to free the slaves.
- g. A slave writes to his master telling why he should be freed.

14. Discuss and list together. This could be used as information to add to their notebooks.

- a. Some of the problems of the slave.
- b. Some of the problems of the free Negro.
- c. What problems were the same? Why?
- d. What problems were different? Why?
- e. A summary statement about the life of the African Negro during this period.

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I N D I V I D U A L B I O G R A P H Y

FREDERICK DOUGLAS

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From a lonely slave boy, he forged ahead to become a great statesman, newsman, orator and writer. An exciting story of the struggle against almost unsurmountable odds and the triumph of human greatness.

Patterson, Lillie. Frederick Douglas. Gerrard, 1965. \$1.93 (3-5)  
A good biography which will appeal to older children having reading problems.

AMOS FORTUNE

Yates, Elizabeth. Amos Fortune: Free Man. Dutton, 1950. \$3.25 (6-9)

Story of Amos Fortune, slave, who bought his freedom and dedicated his life in the fight for freedom and service to others. This is a picture of slavery, slave running and sales in the North. While the details are grim, Amos Fortune carried his sufferings lightly because his eyes were on the freedom of the future. Newbery, 1951.

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HARRIETT TUBMAN

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The true story of a Negro woman who led over 300 slaves through the Underground Railroad to freedom.

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This book gives a detailed picture of Harriett's childhood and youth as a slave on the plantation -- and the training and influences that made her what she was.

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An amazing story of Harriet Tubman who led over 300 Negroes from slavery to freedom by use of the Underground Railroad and rendered invaluable service as a nurse and spy during the Civil War.

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Interesting accounts of four great American Negroes who escaped from slavery and dedicated themselves to equality: Harriett Tubman, Frederick Douglas, Robert Smalls, Blanche K. Bruce

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Story of Jeanie who goes to live with the Aldens who operate a station for the Underground Railroad in New England. Jeanie saves the life of one runaway.

Fall, Thomas. Canal Boat to Freedom. Dial, 1966. \$3.50 (5-7)

Excellent story of the Underground Railroad. Strong characterizations, including a heartwarming friendship between Lundius, a former slave and Benja Lown, whose job it was to walk miles along the towpaths, leading the horses that pulled the canal boat.

Fritz, Jean. Brady. Coward-McCann, 1960. \$3.50 (4-9)

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Jones, Ruth Fosdick. Escape to Freedom. Random, 1958. \$3.50 (5-8)

To be an inquisitive twelve year old in Buffalo around the time of the Civil War and then to discover that your parents are conductors in the Underground Railroad is a responsibility.

Meadowcroft, Enid L. By Secret Railway. Crowell, 1948. \$4.50 (4-7)

An interesting account of the Underground Railway that caused many slaves to escape to freedom. An exciting story involving David Morgan and his friend Jim, a young colored boy, who has come North (with his freedom papers) to join his father. The story takes place just prior to Lincoln's nomination for the presidency.

#### IV. CIVIL WAR AND RECONSTRUCTION PERIOD

##### A. Basic Understandings

1. The Emancipation Proclamation did not free all slaves.
2. The 13th, 14th and 15th amendments legally guaranteed full rights to the Negro.
3. Limited but positive changes occurred during the Reconstruction Period.
4. After the Reconstruction Period Negroes lost many of the gains they had made.

##### B. Important Dates

- 1861 - 1865 The Civil War
- 1863 The Emancipation Proclamation went into effect.
- 1865 - 1877 Reconstruction Period
- 1865 13th Amendment was adopted
- 1868 14th Amendment was adopted
- 1870 15th Amendment was adopted
- 1877 - 1900 Post Construction Period
- 1896 "Separate but equal" ruling was adopted.

##### C. Teacher Information

###### 1. The Civil War

Lincoln's election was a bitter blow to the South. South Carolina led a secession from the Union, and before Lincoln could be inaugurated, Florida, Georgia, Alabama, Mississippi, Louisiana, and Texas had also seceded. On the morning of April 12, 1861, Confederate forces opened fire on Fort Sumter in Charleston Harbor. President Lincoln had hoped to avoid a war but now he was forced to use troops to preserve the Union.

After the battle of Fort Sumter, Virginia, Arkansas, North Carolina, and Tennessee left the Union and joined the confederacy. However, there were still some people in these states who remained loyal to the Union. The four states, Delaware, Maryland, Kentucky and Missouri did not secede. Since they were close to the North, they were called border states.

With the nation divided, Lincoln made it plain that his greatest aim was to reunite and preserve the Union. Lincoln, opposed to slavery for humanitarian reasons, believed that the Federal Government had no right to prohibit slavery in the South. He did think, however, that slavery should not be allowed to extend into the Western territories because of the adverse effect the slave labor could have on the growth of this newly opened section of the nation.

In a letter Lincoln wrote to Horace Greeley a year after the war began, he stated his position: "My paramount object in this struggle is to save the Union and is not either to save or destroy slavery. If I could save the Union without freeing any slaves, I would do it; and if I could save it by freeing some and leaving others alone, I would also do it. What I do about slavery and the colored race, I do because I believe it helps to save the Union." 1

Free Negroes volunteered for army service but they were not accepted as soldiers. If Negroes served in the Union Army, it was feared that the border states, too, might secede. Negroes were excluded from the army and some slaves were even returned to their masters.

In the South, free Negroes fought as soldiers. The slaves stayed on the plantation supplying food and clothing to the soldiers. As the Union armies pushed into the confederate States the South lost many slaves. When they ran away and joined the Union forces, they could be given their freedom. By the close of the war, 200,000 Negroes had served in the Union Army.

One of the thrilling stories of the war was that of Robert Smalls. Born a slave, he lived in South Carolina and worked on freighters in the harbor. Smalls was forced to serve with the Confederate Navy and was a deck hand on the freighter, "The Planter." Negroes made up the crew; the officers were white men. Robert Smalls and the other members of the crew worked out a daring plan which was successful. Waiting until evening when the officers were ashore, they sailed the vessel through the harbor to the Union Navy, stationed on the edge of the harbor. As the Union Navy came into view, they replaced the Confederate flag with a white flag of truce. The men were given their freedom and "The Planter" was used by the North until the end of the war.

During the war years, two documents important to the Negroes, were put into effect. In 1863 the Emancipation Proclamation, freeing the slaves of the Southern or rebel states, was issued.

1. Eric Lincoln. The Negro Pilgrimage In America. (New York, Bantam, \$.60) pp. 54-55

by President Lincoln. He did this, hoping that they would join the Union forces. The South paid little attention to this new proclamation but it gave the slaves hope of eventual complete freedom.

In 1865 the Thirteenth Amendment to the Constitution, abolishing slavery throughout the United States, became law.

## 2. The Reconstruction Period

After four years of fighting, the Civil War ended in 1865. The North had won the war, the Union had been preserved and the South had come to the end of an era. Most of the battles had been fought on southern territory so the South had many problems. Homes and plantations had been burned and much of the wealth in the South had been lost in the war effort. The plantation system had come to an end. The Emancipation Proclamation had freed the slave but it also brought loss of wealth to his master. One of the big problems was the rebuilding of the South.

There were other decisions that were the concern of the South: How were they going to build their economy without the use of slave labor? What plans would have to be made to restore the eleven confederate states to the Union? What was to be the future of the ex-slaves?

The Reconstruction Period lasted from 1865-1877 and brought many changes to the South. President Lincoln had made plans for bringing the North and South together but he was assassinated before he could carry out his plans. Andrew Johnson, as president, left it up to each state to make laws concerning the newly freed slaves.

Some of the states imposed "Black Codes" upon the Negro. These "codes" limited their rights and put the Negro below the position of a white person. A Negro could only hold the job of a farmer or a servant. In some states he was prohibited from holding property and was not allowed to vote. All of these laws were made by officials who had been elected by white voters only.

Between 1866 and 1870 Congress passed a series of laws which helped the Negroes. The Fourteenth Amendment, drafted in 1866 and adopted in 1868, made the Negroes of the United States citizens. The Reconstruction Act of 1867 permitted freedmen to vote and to hold political office. The Fifteenth Amendment guaranteed all male citizens, including Negroes, an equal right to vote. Thaddeus Stevens, a white congressman from Pennsylvania, was an ardent abolitionist who was influential in getting these amendments enacted. His solution to the Negro problem was: Give him forty acres of land and treat him like a human being. Most Americans weren't willing to go that far. All his life Stevens fought for the principle that merit should counter-balance color.

Of the 1,330,000 voters registering to vote, 703,000 were Negroes and only 627,000 were whites. This was partly due to the fact that under the Reconstruction Act, officers in the defeated Confederacy were not allowed to vote. Former leaders in the South resented the thought of Negroes filling positions of political power. Although Negro voters outnumbered whites in several states, they never sought to control any government at any time. Some of the Negroes who had escaped to the North had become educated and became active in politics. Two Negroes were elected United States Senators from Mississippi. Twenty-two served in the House of Representatives between 1869-1880.

White Southerners resented two other groups of men, besides the Negroes, who took part in the new governments. These were the "carpetbaggers" and the "scalawags." The carpetbaggers were said to have carried old fashioned bags made of cheap carpeting into which they had packed all their belongings. Not only did these carpetbaggers come from the North to make money from the defeated South but they were also seeking power in the state governments. The scalawags were Southerners who had been against secession during the Civil War. Now they were cooperating with the new governments. The other ex-Confederates felt that they were traitors. Since the new governments were made up mainly of Negroes, carpetbaggers, and scalawags they were called carpet bag governments.

Much of the race problem in the South today started during this period. Gradually the Southerners regained their power in politics and as they were again able to make the laws, they changed many of them that had given the Negro political freedom.

It was at this time that the Ku Klux Klan came into existence. It was composed mainly of lower class whites and by creating fear in the Negroes, they succeeded in keeping them away from the polls, and returning the control of the Southern government to the whites.

## 3. Post Construction Period

During this period Negroes went through difficult times. They had lost their right to vote and to help in the making of laws. Jobs were scarce and many Negroes lived in poverty. The planters in the South had financial problems also. The plantation mansions needed repair and the owners had neither money nor labor to restore them. The Northern bankers were willing to lend the money but the labor was not available to make the undertaking profitable. Thus, share cropping became the practice and many poor whites and freedmen became tenant farmers.

"During these years of labor unrest the Western frontier acted as something of a 'safety valve' for the Negro as well as the white worker." Negro cowboys and ranch owners were numerous in

Texas as early as 1833. Negro cowboys seemed to enjoy a better relationship with the Indians than most whites. The best known Negro cowboy was Nat Love who was a part of the legendary group including Wild Bill Hickock and Calamity Jane. Aaron Ashworth, a free Negro, owned 2,570 head of cattle, the largest herd in the county; he also owned slaves and employed a white schoolmaster to tutor his four children.

Segregation began to show up in the South. The Negroes were beginning to gain employment as gunsmiths, cabinetmakers, plasterers, blacksmiths and engineers. Competition between the Negroes and the poor white began to arise. One of the earliest trials involving segregation arose in the North in 1849. A Negro girl tried to enter an all-white school in Boston, Massachusetts, where the law provided for separate Negro and white schools. The Massachusetts Supreme Court decided in favor of the City of Boston. It was six years later that the Massachusetts Legislature passed a law prohibiting segregation in the public schools.

"Jim Crow" was the name given to racial segregation. Jim Crow laws started appearing in the 1880's. The races were separated on public transportation where different coaches were provided. Then came racially segregated schools, parks, hospitals, libraries, even cemeteries. In 1896 racial segregation was challenged in the case of Homer Plessy, a Negro, who asked the Supreme Courts' ruling on a Louisiana law which stated that Negroes and whites must be separated on trains. The Court ruled that the law was constitutional but it stated the service and the accommodations for both races must be equally good. This was known as the "Separate-but-equal" clause and it led the way for many additional laws which promoted further segregation for it allowed legal separation which usually results in discrimination.

At the close of this period of racial unrest an organization to bring an end to racial discrimination was developed in Canada. Called the Niagara Movement it was founded by W.E.B. DuBois and thirty other prominent Negroes. Later, in 1908 they were invited to join with whites in a new organization which they called the National Association for the Advancement of Colored People (NAACP).

#### 4. Important Negro Americans

In spite of the problems which came with this period of history there were Negroes born during this century who contributed much to their country:

Booker Taliferro Washington (1856-1915) was born a slave in Virginia. He worked in the salt mines and when he was fifteen years old he left home to enroll in Hampton Institute. He always wanted and craved an education. After a teaching job in West Virginia and when he was twenty-five years old he founded Tuskegee Institute in Tuskegee, Alabama. With an old tumble down church and a small shed and with the help of students, he built more than a school. He built an institution which served as a community center, inspiring students toward self-improvement.

Dr. George Washington Carver (1864-1943) was born in a slave cabin in Missouri. When George was a few months old, he and his mother were kidnapped by a band of night riders. As a result George was never very strong physically. Because of this he spent much time out-of-doors studying nature. Getting an education wasn't easy for George. He was forced to quit and earn money before he could continue. He finally graduated from High School and he wanted to go to college. He learned that Simpson College at Indianola, Iowa would accept Negroes. His art teacher discovered his interest in plants and through her father, who was teaching at Iowa State University, Ames, Iowa, made it possible for him to be admitted. Carver's interest in plants won him fame throughout the country. Today he is known as the worlds' greatest chemurgist. He discovered over three hundred products that could be made from the peanut, some of which were ink, paper, milk, shaving cream, soap and linoleum.

Mary McLeod Bethune (1875-1955) was the last of fifteen children in her family and the only one born free. As a child she was obsessed with the desire to learn to read. With the help of scholarships she graduated and became a school teacher. She was troubled by the sight of children growing up in poverty with no opportunity for education and she decided to start a school for Negro children. She had only \$1.50 in her pocket but she rented a four room cottage and visited homes in the neighborhood inviting children for her first class. Her charge was fifty cents per week for one child. Five girls became the first students. She collected anything that was usable from junk yards; sold pies to make money; made chairs and desks out of packing boxes. At the end of two years there were two hundred and fifty girls in her school. In 1923 it merged with a nearby college for Negro boys. During the depression of the 30's Mrs. Bethune was appointed to serve as the Director of the Negro Affairs Division of the National Youth Administration, founded by President Franklin Roosevelt. During the nine years that the NYA operated, it helped 600,000 Negro students stay in school.

Henry Blair of Maryland, a Negro, took out a patent for a corn harvester on October 14, 1834.

William Edward B. DuBois (1868-1963) was the first Negro to receive a Doctors' Degree from Harvard. He was one of the founders of the Niagara Movement which later became the NAACP.

Paul Laurence Dunbar (1872-1906) was one of the most famous poets at the turn of the century.

Mathew Henson, a Negro Eskimo, was the only American with Robert E. Peary, when he discovered the North Pole on April 6, 1909.

Jan Ernest Matzeliger (1852-1889), in 1883 developed a machine to attach the sole of the shoe to the upper, as perfectly as those done by hand - this revolutionized the shoe industry.

Elijah McCoy of Detroit received over 57 patents for different lubricating devices, between 1872 and 1920.

Norbert Rillieux, a New Orleans machinist and engineer, in 1846 got a patent on a vacuum cup which revolutionised the sugar refining industry.

Daniel Hale Williams (1856- ) was the first doctor to perform a successful heart operation. He founded the first interracial hospital in America--Provident Hospital in Chicago.

Granville T. Woods (1856- ), between 1889-1905 was granted one hundred fifty different patents for inventions in electrical work, steam boilers, and air brakes.

D. Suggested Classroom Activities

1. Distribute dittoed desk maps (Plate #4 p.46) showing the divisions in the country, prior to the Civil War. Have the students label as follows:

Northern-free	California and Oregon-free
Southern-slave	Western Territories-slave or free

2. Discussion: "On This map, what do you think the word Sectionalism might mean." "What sometimes happens when countries or parts of countries have different ideas about how things should be." (Talk over problems-conferences, fight - war.) "What does the word Civil mean?"

3. As the study progresses, develop the following vocabulary:

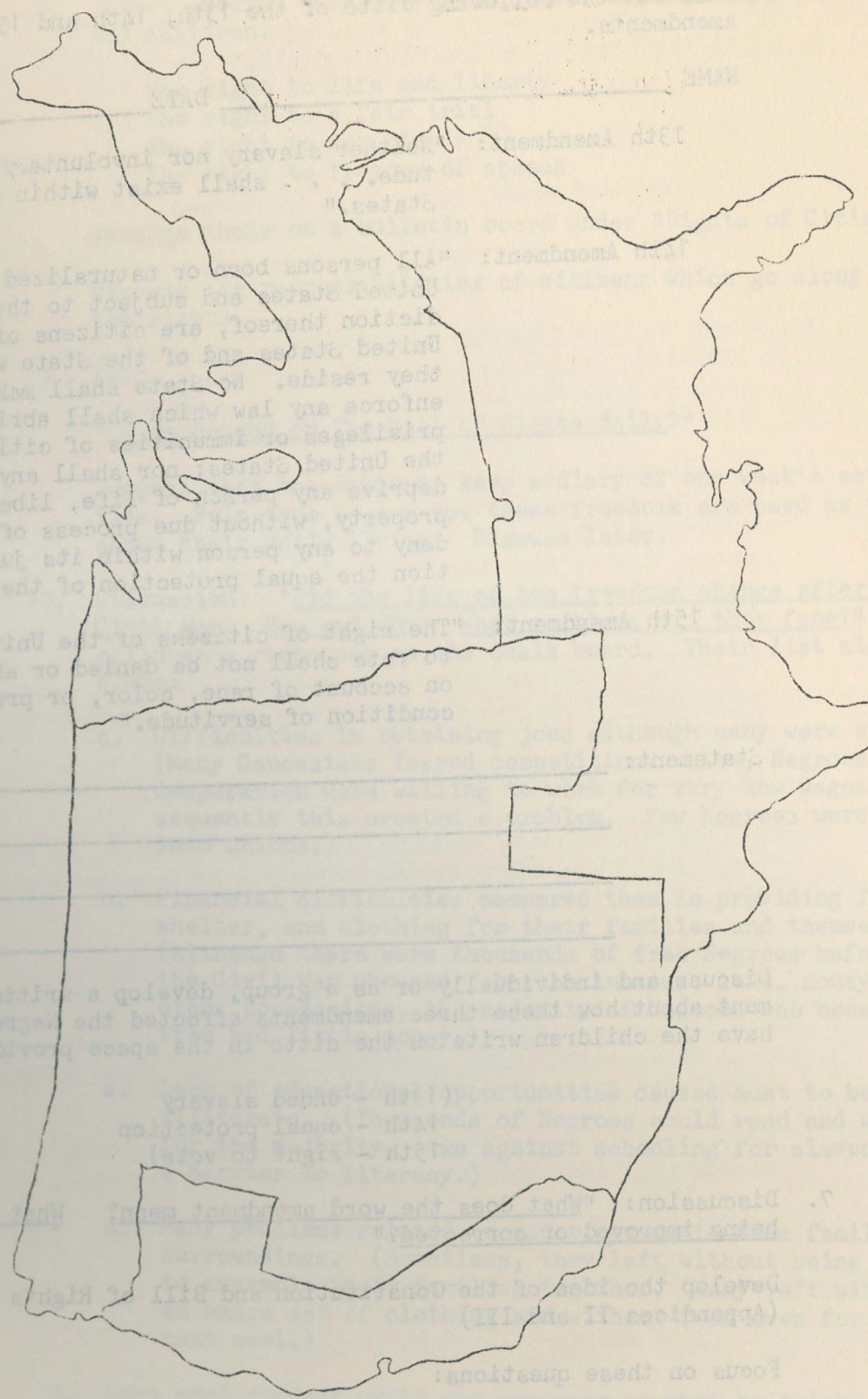
amendment	rebel - rebellion
Constitution	reconstruction
emancipation	sectionalism
equal - equality	segregation
immunities	separate
privileges	trials

4. Appoint committees to find answers to the following questions:

- a. What were the causes of the Civil War?
- b. How did the Negroes feel about participating in the Civil War?
- c. What were the results of the Civil War? What was the Negro promised? What actually did he get?

5. Discussion: "How and when did the rest of the slaves become free?"

Discuss the 13th Amendment.  
(Agnes McCarthy and Lawrence Reddick, Worth Fighting For. New York: Doubleday, 1965 gives information about 13th, 14th and 15th Amendments.)



PRE-CIVIL WAR MAP OF THE UNITED STATES

6. Pass out the following ditto of the 13th, 14th and 15th Amendments.

NAME _____	DATE _____
13th Amendment:	"Neither slavery nor involuntary servitude. . . shall exist within the United States."
14th Amendment:	"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."
15th Amendment:	"The right of citizens of the United States to vote shall not be denied or abridged, on account of race, color, or previous condition of servitude."

Statement: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Discuss and individually or as a group, develop a written statement about how these three amendments affected the Negro and have the children write on the ditto in the space provided.

(13th - ended slavery  
 14th - equal protection  
 15th - right to vote)

7. Discussion: "What does the word amendment mean? What was being improved or corrected?"

Develop the idea of the Constitution and Bill of Rights (Appendices II and III)

Focus on these questions:

- a. "What kind of government is planned in the Constitution?" (Legislative, Executive and Judicial)
- b. "How can the Constitution be changed?"

8. Select several Constitutional Rights and discuss these with the children.

- The right to life and liberty
- The right to a fair trial
- The right to worship
- The right to freedom of speech

Arrange these on a bulletin board under "Rights of Citizens."

Discuss the responsibilities of citizens which go along with the rights.

9. Ask:

"Do we depend on The Bill of Rights daily?"

Suggest that the students keep a diary of one week's activities. Help them to see how these freedoms are used as they go about their daily living. Discuss later.

10. Discussion: "Did the life of the freedmen change after the Civil War? How and Why? What problems did they face?" List children's responses on the chalk board. Their list might include:

- a. Difficulties in obtaining jobs although many were skilled. (Many Caucasians feared competition. Also, Negroes, in desperation were willing to work for very low wages. Consequently this created a problem. Few Negroes were admitted into unions.)
- b. Financial difficulties hampered them in providing food, shelter, and clothing for their families and themselves. (Although there were thousands of free Negroes before the Civil War who had jobs, businesses, land, money and other possessions, the majority of Negroes who became free had little money.)
- c. Lack of educational opportunities caused most to be illiterate. (Thousands of Negroes could read and write but for the majority, laws against schooling for slaves were a barrier to literacy.)
- d. Many problems related to major movements from familiar surroundings. (Sometimes, they left without being able to assemble their families together. Many left without an extra set of clothing and without food even for the next meal.)

11. Have each student write one sentence on what he thinks about the "freedom of the Negro" at this time in history. Combine this with statements from #10 to add to information in pupil's individual notebook.

12. Discussion: Develop the meaning of reconstruction, as applied to the Reconstruction Period (1865-1877). Do research to find out:
  - a. How did the Negro help himself during this period?
  - b. What did others do to help the Negro?
  - c. What were the positive changes which took place during this period?
13. Have the group sum up their findings concerning the Reconstruction Period in a written and pictorial manner. Put this on a master ditto that can be run off and added to the students' notebooks.
14. Divide the class into two groups. One group could compose articles for a Northern newspaper. The other group could write a Southern newspaper. The items could include: songs, poems, ads, points of views about the Civil War, the Emancipation Proclamation, Rights of the Negro, the 13th, 14th and 15th Amendments.  
When the newspapers have been completed, varying points of view about the Civil War and Reconstruction Periods should be compared.
15. Add important dates to the on-going time line.
16. Add to the on-going mural, illustrations depicting the Civil War, happenings and outcomes of the Reconstruction Period etc.
17. Discussion of questions based on reading and thought: "How did some of the former slave owners feel about Negroes getting many rights during the Reconstruction Period? Why? How do you think they treated the Negro?" Recall the rights guaranteed by the 13th, 14th and 15th Amendments. "How were these laws being violated?"
18. Have students report on Negro inventors, suggesting each person tell and explain or illustrate the invention.
19. Add to the class booklet of illustrations of Negro Firsts, e.g.
  - a. corn harvester -- Henry Blair
  - b. sugar refiner - Norbert Rillieux
  - c. heart surgery - Daniel Hale Williams
  - etc.

20. Discussion: "Although this was a difficult period, there were at least three people born during these years who later became famous." (Lead pupils, by questioning, to discover who they were:
  - a. Booker Talferro Washington
  - b. George Washington Carver
  - c. Mary McLeod Bethune

Encourage the reading of their biographies listed in the bibliography.
21. Suggest ways of sharing this reading (in #20), e.g.
  - a. Dramatizations
  - b. Writing a diary entry for a particular incident in the person's life.
  - c. Writing a poem
    - (1) An ode to \_\_\_\_\_
    - (2) A cinguin
    - (3) A ballad
22. Discussion and conclusion of this period of history. "As we think about the 20th century, what were some of the problems that the Negro people faced?"

(Lead pupils to summarize: Negroes were really not free to work or vote; there were more problems than ever before although different than in slavery days; they had found they needed to work together to solve problems; and they needed to take responsibility to help themselves, since they weren't being given help from outside.)

E. Bibliography

T E A C H E R   B A C K G R O U N D

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(Annotated in Section I)

Berkeley Unified School District. The History of the Negro in America. 1967.  
(Annotated in Section I)

Goldston, Robert. The Negro Revolution. Macmillan, 1968. \$4.95.  
(Annotated in Section I)

Katz, William L. Eyewitness: The Negro in American History. Pitman, 1967. (Annotated in Section I)

Lincoln, C. Eric. The Negro Pilgrimage in America. Bantam, 1967. (Annotated in Section I)

Morsbach, Mabel. The Negro in American Life. Harcourt, 1967. (Annotated in Section I)

Sterling, Dorothy. Tear Down the Walls! Doubleday, 1968. (Annotated in Section II)

Woodson, Carter Godwin. The Negro in our History. Assoc. Publ., 1966. (Annotated in Section I)

### H I S T O R Y

Bontemps, Arna. Story of the Negro. Knopf, 1958. (Annotated in Section I)

Drisko, Carol F. and Edgar Toppin. The Unfinished March. Doubleday, 1967. \$2.95 (5-7)  
The history of the Negro in the United States, Reconstruction to World War I, (1815-1915). This book tells of the early days of Reconstruction when Negroes voted and took an active part in politics. The period of progress ended with the withdrawal of federal support for the Negroes' new found freedom in the South. Within 20 years 'Jim Crow,' became the law of the South and racism swept the country.

Durham, Philip and Everett L. Jones. The Adventures of the Negro Cowboys. Dodd, 1965. \$3.50 (6-9)  
These are tales told about the more than five thousand Negro cowboys who rode the trails north from Texas during the years following the Civil War. These thrilling tales are not found in any of the regular history books.

Hughes, Langston. and Milton Meltzer. History of the Negro in America. Crown, 1963. (Annotated in Section I)

Johnston, Johanna. Together in America: The Story of Two Races and One Nation. Dodd, 1965. \$3.50. (Annotated in Section II)

McCarthy, Agnes and Lawrence Reddick. Worth Fighting For. Doubleday (Zenith), 1965. \$2.95 (5-7)

A history of the Negro in the United States during the Civil War and Reconstruction (1861-1865). This book tells of the many outstanding deeds of both Northern and Southern Negroes and captures the spirit that inspired the Abolitionists, the "conductors" of the Underground Railroad, who smuggled 100,000 slaves out of the South between 1810 and 1850, and the writing of the Emancipation Proclamation.

Shackelford, Jane Dabney. The Child's Story of the Negro. Assoc. Publ., 1962. (Annotated in Section I)

Young, Margaret B. The First Book of American Negroes. Watts, 1966. (Annotated in Section II)

### I N D I V I D U A L B I O G R A P H I E S

MARY MC LEOD BETHUNE  
Carruth, Ella Kaiser. The Story of Mary McLeod Bethune: She Wanted to Read. Abingdon, 1966. \$2.25 (3-7)  
This is the story of the girl and the woman who wanted desperately to learn and to share that learning with others, and who kept at both projects from the day she walked five miles to attend school for the first time until long after she had risen to a place of honor among the world's great.

Peare, Catherine. Mary McLeod Bethune. Vanguard, 1951. \$3.95 (7-9)  
A well written biography about an outstanding American personality who was known as "the first lady of the Negro people."

Sterne, Emma G. Mary McLeod Bethune. Knopf, 1957. \$3.79 (7-11)  
An educator and worker with youth who contributed greatly to the service of her country.

RALPH BUNCHE  
Kugelmass, J. Alvin. Ralph Bunche: Fighter for Peace. Messner, 1962. \$3.50 (8-12)  
The early challenges of his life overcoming poverty and achieving an education, will engross boys and girls. The steps leading to his career in the United Nations are of great interest.

GEORGE WASHINGTON CARVER  
Aliko, A Weed is a Flower: The Life of George Washington Carver. Prentice-Hall, 1965. \$4.25 (2-4)  
A picture book about the well known ex-slave who became a citizen honored by the world.

Bontemps, Arna. The Story of George Washington Carver. Grossett, 1954. \$2.60 (4-6)  
Story of little orphan George who from the time he enters school to the day he dies, works diligently to help his people. His scientific discoveries and his kind acts are sympathetically recorded.

Epstein, Sam and Beryl. George Washington Carver: Negro Scientist. Garrard, 1960. \$1.98 (3-4)  
Of all the biographies about Carver for young readers, this one will best sustain attention. Large print and colorful illustrations.

GEORGE WASHINGTON CARVER (Cont.)

Graham, Shirley and George D. Lipscomb. Dr. George Washington Carver. Julian Messner, Inc., 1944. \$3.25 (6-9)  
A mature biography of this famous scientist who, almost alone, lifted the South out of its agricultural depression.

Manber, David. Wizard of Tuskegee. Crowell-Collier Press, 1967. \$3.50 (6-10)  
A full account of the life of George Washington Carver with emphasis on his pioneering work as a chemurgist and an agricultural scientist. For mature readers.

Means, Florence Crannel. Carver's George: A Biography of George Carver. Houghton, 1952. \$3.25 (5-9)  
A warm and simply written biography of George Washington Carver, the slave boy, who became a world-famous chemurgist.

Stevenson, Augusta. George Carver: Boy Scientist. Bobbs-Merrill, 1944. \$2.25 (2-6)  
A very elementary biography with the emphasis on Carver's well known struggle to obtain an education.

White, Ann Terry. George Washington Carver: The Story of a Great American. Random, 1953. \$1.95 (4-6)  
A well-told biography of a famous Negro scientist.

PRUDENCE CRANDALL

Yates, Elizabeth. Prudence Crandall Woman of Courage. Dutton, 1955. \$3.75 (4-8)  
When Prudence opened her school to a Negro girl in 1833, she began a struggle that resulted in her conviction as a criminal. Prejudice closed the Connecticut school, but Prudence Crandall took her ideals West to begin anew.

PAUL DUNBAR

Gould, Jean. That Dunbar Boy: The Story of America's Famous Negro Poet. Dodd, 1958. \$3.25 (8-12)  
A portrait of Paul Dunbar, the famous Negro poet who always had a wonderful sense of humor. Although he had a hard life and later a tragic one, his poems were gay.

ROBERT SMALLS

Sterling, Dorothy. Captain of the Planter. Doubleday, 1958. \$3.50 (8-12)  
A biography of Robert Smalls, the first Negro to be a commissioned officer in the United States Navy.

THADEUS STEVENS

Meltzer, Milton. Thadeus Stevens and The Fight for Negro Rights. Crowell, 1967. \$4.50 (7-9)  
A thoughtful biography of a man who had influence on the Constitution and the historical life of the United States during the Civil War period. For mature readers.

TITUBA

Petry, Ann. Tituba of Salem Village. Crowell, 1964. \$3.75 (7-10)  
The story of the slave Tituba and her husband John Indian from the day they were sold in the Barbados until the tragic Salem Witchcraft trials.

BOOKER T. WASHINGTON

Graham, Shirley. Booker T. Washington: Educator of Hand, Head, and Heart. Messner, 1955. \$3.25 (6-8)  
This biography is written in a very descriptive and thorough manner, yet it is interesting and easy reading.

Stevenson, Augusta. Booker T. Washington, Ambitious Boy. Bobbs, 1950. \$2.25 (3-6)  
It tells of his life as a small child in a slave family and his fight for an education.

C O L L E C T I V E B I O G R A P H Y

Hughes, Langston. Famous American Negroes. Dodd, 1954. \$3.25 (6-10)  
Well written biographies of 17 outstanding Negroes in the United States whose careers are representative of others who have contributed to American life.

Johnston, Johanna. A Special Bravery. Dodd, 1967.  
(Annotated in Section II)

Rollins, Charlemae Hill. They Showed the Way: Forty American Negro Leaders. Crowell, 1964. \$3.00 (5-7)  
A collection of brief biographical sketches which represent a wide variety of occupations of Negroes, who were pioneers in their respective fields.

Swift, Hildegard. North Star Shining. Morrow, 1947. \$3.95 (5-9)  
Vivid account of the important role played by Negroes in our history, written in verse. Illustrated by Lynd Ward.

Stratton, Madeline R. Negroes Who Helped Build America. Ginn, 1965. \$3.50 (5-7)  
Fourteen notable Negroes and their contributions in science, commerce, government, the arts, education and civil rights. Includes Dr. Daniel Hale Williams.

F I C T I O N

Edmonds, Walter D. Cadmus Henry. Dodd, 1948. \$3.00 (5-9)  
In this simple adventure two Negroes become the friends of Cadmus Henry during the Civil War, and are respected for their own individual worth.

Levy, Mimi Cooper. Carrie and the Yankee. Viking, 1959. \$3.00 (5-9)

The exciting story of Carrie, a ten-year old slave girl and the daughter of a Union scout who helped to guide a wounded Union soldier back to his own regiment during the Civil War.

McMeekin, Isabel, Journey Cake. Messner, 1942. \$2.95 (6-10)

In 1793 Gordon Shadrow had gone West to make a new home for his wife and children who were to follow him in the spring. The wife died suddenly leaving the six children in the care of Duba, a free colored woman. Duba led her charges on the long trek until they were reunited with their father.

### V. THE NEGRO IN THE TWENTIETH CENTURY

#### A. Basic Understandings

1. Great achievements were made by Negroes during this period.
2. The Negro in the 20th century is not yet completely free, physically nor psychologically, from the effects of lack of understanding and the efforts to suppress him. The problems continue especially in these areas: housing, jobs and public accommodations.
3. With a constantly growing enlightened and concerned number of Americans, progress may be seen in many areas.
4. The fight for freedom may lead to the fulfillment of the promise for democracy.

#### B. Important Dates

- 1909 National Association for the Advancement of Colored People (NAACP) was founded.
- 1920 The Harlem Renaissance
- 1957 The Southern Christian Leadership Conference (SCLC) was organized under the leadership of Dr. Martin Luther King, Jr.
- 1963 The March on Washington, attended by two hundred thousand people, dramatized the Negroes' wish for equal rights for all citizens.
- 1968 Congress passed the first Open Housing Civil Rights Bill

#### C. Teacher Information

1. Changes in living conditions of the Negro.

By the beginning of the 1900's there had developed a rapid growth of large cities due to the influx of factories and the production of manufactured goods. Although some Negroes had moved to the North to find better jobs, eighty per cent were still living in the South. Those who had moved to the North were finding problems in housing: over crowding, discrimination in the white districts, old and rundown houses in the Negro sections.

During World War I, one-half million Negroes served in the armed forces. After the war, Negroes did not want to return to their previous conditions. Competition for jobs was keen and they were unwilling to be pushed back into jobs with lower pay. Bitter feelings arose between the races and the Ku Klux Klan came back into existence. Riots erupted in both the North and the South.

Marcus Garvey, a negro from Jamaica, became known at this time. He believed that Negroes could never be successful in the United States and his proposal to send them back to Africa began to take form. He founded the Universal Negro Improvement Association, the aim of which was to start a colony in Africa for all Negroes of the world. He attracted people to his movement by appealing to racial pride. Garvey talked big and dreamed big and in 1927 he was deported to his native Jamaica, having been convicted on a charge of using the mails to defraud.

Living for the Negro in the North became more confusing and in 1910 an organization to help Negroes in the cities was founded. Dr. George Haynes, who had received a PHD from Columbia University, organized the National Urban League to help Negroes find jobs, homes, join labor unions and to aid children who needed guidance and help.

Harlem was fast becoming the largest colony of colored people in the world. In 1930 the population rose to 200,000. In spite of the slums, dirt, poverty, crowded schools and hospital it was considered the heart of Negro culture. Many artists protested against segregation, lynching and other injustices through their poetry, prose and song. This literary movement was called the Harlem Renaissance.

1929 was the year of the stock market crash resulting in the worst depression in history. Banks closed; millions of people were jobless; wages were low; people were facing the dangers of hunger. Negroes suffered more than any other group. By 1935 one out of every four Negroes was on relief. During President Franklin Roosevelt's administration programs of relief and agencies to create jobs were set up. Some Negroes were appointed to high government jobs. However, in the 1930's the average Negro was even worse off than before the depression. In 1935 tension in Harlem was so high that a riot broke out, resulting in the burning of 200 white owned stores and more than two million dollars worth of damage.

During World War II Negroes had more difficulty getting jobs in defense plants than in World War I. This was due to the fact that Negroes had not been trained for the newly developed skilled jobs. Also, there were many unemployed white people. As a result there was more segregation and discrimination than ever before.

In January, 1941 A. Philip Randolph suggested a March on Washington to protest discrimination in industry. Six days before the march was to take place President Roosevelt signed a bill, setting up the Fair Employment Practice Committee.

Thurgood Marshall was responsible for bringing to court many cases of racial segregation in the public schools. In 1954 the United States Supreme Court banned discrimination in the schools.

In Little Rock, Arkansas and Oxford, Mississippi mob violence resulted but in some other communities, plans for desegregation were carried out smoothly and without incident.

In 1964 Congress passed the Civil Rights Act which abolished racial discrimination in the following public and private situations:

- a. All facilities paid for by taxes (schools, parks, hospitals, etc.)
- b. Business places which serve the public (hotels, restaurants, theaters, etc.)
- c. Voting
- d. Employment and union membership

In 1965 rioting in Watts, the Negro section of Los Angeles, California lasted for six days. In 1968 a series of riots erupted following the assassination of Dr. Martin Luther King, Jr. Occurring in Washington D.C., Chicago, Kansas City, Baltimore and other cities, the riots involved rock throwing, window breaking, burning and looting of store buildings. On April 10, 1968 Congress passed the first Federal Open-Housing Civil Rights Bill in history.

2. Organizations formed to challenge laws that upheld discrimination.
  - a. The Montgomery Improvement Association (1955) by Dr. Martin Luther King, Jr. to protest discrimination on buses in Montgomery, Alabama.
  - b. Southern Christian Leadership Conference (1957) by Dr. Martin Luther King, Jr. to protest segregation in buses in other cities.
  - d. Student non-violent coordinating committee (SNCC) (1960) by three students in North Carolina to protest discrimination at lunch counters.
  - d. Congress of Racial Equality (CORE) organized in 1942 - sent out "freedom riders" in 1961 to see if the "sit-ins," "read-ins," "wade-ins," etc. had been effective.
  - e. Black muslims (1930), the most militant group in the protest movement, worked for a complete segregation of Negroes and whites.

3. Prominent Americans with Negro lineage:

The following are men and women who have made significant contributions in various fields, enriching the life of their own nation and improving the image of the United States abroad.

- a. Marion Anderson (1908- ) first Negro singer to become a member of the Metropolitan Opera Company.
- b. Louis Armstrong (1900- ) jazz trumpet player who played a command performance before King George VI.
- c. James Baldwin (1924- ) novelist and essayist; civil rights spokesman and worker.
- d. Edward W. Brooke elected Attorney General for the Commonwealth of Massachusetts 1962. Elected to the United States Senate 1966.
- e. Dr. Ralph Bunche (1904- ) Under Secretary of United Nations 1957, Nobel Peace Prize 1950, Presidential Medal 1963.
- f. Honorable Edward R. Dudley - Supreme Court Judge, United States Ambassador to Republic of Liberia.
- g. Dr. John Hope Franklin (1915- ) Historian, Fulbright lecturer in Australia, University of Chicago Staff.
- h. Althea Gibson - Double winner of Wimbledon and United States tennis championships.
- i. Judge William Hastie (1904- ) Federal District Court of the U.S., Dean of Howard University School of Law (1939-1946), Governor Virgin Islands 1946.
- j. Langston Hughes (1902- ) Author, columnist, playwright, poet.
- k. John H. Johnson (1918- ) President of Johnson Publishing Co. (Ebony, Tan, Jet and Negro Digest), trustee Tuskegee University and Fisk University.
- l. Martin Luther King, Jr. (1929-1968) Advocate of non-violent protest activities in civil rights movements. Nobel Peace Prize 1965.
- m. Jacob Lawrence (1917- ) Artist whose paintings depict humor, pathos, poverty, anger, and joyous overtones of Negro life and thought.
- n. Thurgood Marshall - Federal Judge
- o. Constance Motley - Lawyer, first Negro woman elected state senator.

- p. Gordon Parks - Photographer and writer, magazine photographer of the year in 1961.
- q. Sidney Poitier - Actor, Academy Award Winner 1963.
- r. Leontyne Price - Metropolitan Opera Soprano.
- s. A. Philip Randolph - Labor leader, lecturer, author and civil rights leader. Organizer of Peoples March on Washington 1941.
- t. Jackie Robinson - First Negro to play in major league baseball.
- u. Carl T. Rowan (1925- ) Award winning reporter for the Minneapolis Tribune, author of books concerning Negro problems.
- v. Asa T. Spaulding (1920- ) President of North Carolina Mutual Life Insurance Co.
- w. Robert Clifton Weaver - Administrator of the Housing and Home Finance Agency of the government of the United States 1961. Presidents' cabinet 1966.
- x. Roy Wilkins (1901- ) Known as "Mr. Civil Rights," Executive Director since 1955.
- y. Whitney M. Young, Jr. (1921- ) Executive Director of the National Urban League.
- z. Woodson, Carter Godwin (1875- ) Historian, founder of organization for the study of Negro life and history 1915.

4. Negro Entertainers

a. Athletes

(1) Baseball:

- Roy Campanella - catcher
- Willie Mays - outfielder
- Jackie Robinson - outfielder

(2) Boxing:

- Mohammed Ali - World Heavyweight Champion
- Joe Louis - World Heavyweight Champion
- Sugar Ray Robinson - boxer

(3) Tennis:

- Arthur Ashe - Davis Cup Team
- Althea Gibson - Double winner

(4) Track:

Jesse Owens - 1936 Olympics - Germany

b. Television, Stage

- Fearl Bailey - Singer, actress
- Dihanne Carroll - Singer, actress
- Bill Cosby - Comedian
- Sammy Davis, Jr. - Singer, dancer
- Dick Gregory - Comedian
- Eartha Kitt - Singer, actress
- Sidney Poitier - Actor
- Paul Robeson - Singer, Actor
- Bill Robinson - Dancer

c. Musicians

(1) Instrumental:

- Louis "Satchmo" Armstrong - Jazz trumpet player
- Count Basie - Jazz pianist and composer
- Duke Ellington - Pianist, composer, band leader
- W. C. Hardy - Blues composer

(2) Vocal:

- Marian Anderson - contralto
- Harry Belafonte - folk singer, actor
- Net King Cole - pianist, singer, actor
- Ella Fitzgerald - popular and blues
- Lena Horne - Blues singer
- Mahalia Jackson - gospel singer
- The Supremes - Trio
- Leslie Uggams - singer, actress
- Ethel Watters, singer, musical comedies

D. Suggested Classroom Activities

1. Discussion: "In spite of all the contributions the Negro has made to America, even today he has many problems to face in his daily life. Have you seen anything about this in the paper recently -- or on the TV newscasts?" (List their responses which no doubt will include poverty, discrimination in eating places, bussing to relieve defacto segregation, etc.)
2. Set aside a bulletin board and label it e.g. "Problems Faced by the Negro in America Today." After discussion in #1 lead children to categorize the problems e.g. Education, Voting, Jobs, Housing, Public Accommodation, Transportation. Encourage students to bring clippings and add them to the display under the correct headings.

3. Discussion: "Have you seen anything in the paper that tells how any city or community is attempting to take care of any of these problems?" (Encourage the bringing of such articles. Purpose: to determine the current problems and any solutions being attempted.)
4. Provide information or books from the Bibliography to do research on these topics, to find out how long these problems have persisted, the persons who attempted to solve them and the results. Give each child a duplicated copy of these questions to use as a guide in the research.
  - a. What were the major problems the Negroes faced in the 20th Century?
  - b. Who were the key persons who tried to solve these problems?
  - c. What actions were tried by citizen groups?
  - d. What actions were tried by our government?
  - e. What were some of the results of these actions?
5. Make a large chart. Write in the information as students or groups report. Children could have a desk copy to fill in as the information is gathered. This could be added to the child's notebook. Interpret this data together as the chart progresses.

ACTIONS TRIED

PROBLEMS	CITIZEN GROUPS	LEADERS	GOVERNMENT	RESULTS
Education				
Public Accommodations				
Transportation				
Jobs				
Housing				

6. As the study progresses, develop the following vocabulary:
 

boycott	legislation
civil rights	lynching
constitutional	non-violence
demonstration	riot
integration	sit-in

7. Complete the time line from information gained.
8. Select a poet or poets and build an assembly around the works of the writer (s). (See Bibliography, Poetry) (Use record #1432, Anthology of Negro Poets, available from the Public Library.)
9. Have the children report on biographies of famous Negroes, emphasizing how these people achieved in spite of hardships. (See Bibliography, Individual Biography.) Use records available from Des Moines Public Library:

#5430 The Negro Woman  
 #2551 Great Negro Americans

10. Have the children prepare a class booklet containing poems and stories that students have written about great events in Negro history.
11. Conduct a book panel on fiction about Negroes, discussing problems encountered by characters and the ways these problems were handled. (see Bibliography, Fiction.)
12. Have children prepare a bulletin board "Negro Hall of Fame." Pictures may be used from sets listed in Section I and from Ebony and Negro Heritage magazines.
13. Complete the on-going mural with panels, e.g. the gains Negroes have made due to the national organizations, contributions made by individual people, etc.
14. Two films are available at the Central Office. Preview one or both and if appropriate for your group - use as a review of the study.
  - a. History of the Negro in America 1619-1964.
  - b. Heritage of the Negro.
15. Discussion: With the use of the mural, time line, etc. help children to recall what they have studied from Africa to the 20th Century. Use the following questions to help children generalize.
  - a. What are the things about each of these periods that we should remember as being important?
  - b. What changes happened through the years?
  - c. Why did these changes happen?
  - d. Did some things remain the same? Why?
  - e. Were the problems always the same through the years?
  - f. What are some of the most important things you have learned from this study?

16. Invite Negroes who are successful in various occupations to come to your classroom to talk and answer questions. A list of some of these people in Des Moines can be found next in this section.
17. To culminate the study, have a Negro history fair. Display the time line, mural, booklets, notebooks, charts, drawings, models, books used for research and anything else which has been made by individuals or groups. Help visitors to realize the many Negro contributors to American life.

E. Resource Negroes in the Des Moines Area

Mrs. Eleanor P. Archer  
 663 - 26th Street  
 243-2640  
 Home Economics Instructor

Mrs. Clara W. Bayles  
 951 - 17th Street  
 282-4986 or 284-6328  
 Child Welfare Worker

Mrs. Agnes Brewton  
 3101 Columbia  
 282-8715  
 Teacher

Edythe O. Cawthorne  
 1349 Jefferson  
 288-4566  
 Librarian (State Traveling)

Mrs. Ellaree Clinton  
 1101 Walnut Street  
 288-5147  
 Case Worker  
 Iowa Children's Home Society

Julius S. Conner, M.D.  
 602 E. 1st Street  
 283-2611 - Ext. 263  
 Director - Public Health

Mrs. Marguerite Cothorn  
 1249 - 43rd Street  
 244-1181 or 277-0010  
 Associate Director  
 United Community Services

Henderson S. Davis, Ph. D.  
 1209 Crocker  
 282-5985 or 244-2534  
 Pastor, St. Paul AME Church

Des Moines Commission on Human Rights  
 Armory Building  
 283-2611 - Ext. 226

Mrs. Pearl Drain  
 1934 Franklin  
 282-6485  
 Elementary teacher

Dr. Eddie V. Easley  
 Drake University  
 277-0844  
 Prof. of Marketing

Mrs. John M. Estes, Jr.  
 944 West 9th Street  
 244-1462  
 Assist. Librarian

Mr. John M. Estes, Jr.  
 811 - 14th Street  
 243-3111  
 Mortician  
 President, Des Moines NAACP

Audrey Forest, Ph. D.  
 1603 - 41st Street  
 255-2981  
 Sociologist, Drake University

A. June Franklin  
 1124 - 14th Place  
 283-1820  
 State Legislator

Mr. Nolden Gentry  
 1055 - 6th Ave., Suite 252  
 282-8195 or 283-2161 - Ext. 39  
 Attorney  
 Manager of Urban Affairs

Luther T. Glanton, Jr.  
818 - 15th Street  
282-9682  
Attorney

Robert Hyde  
3701 Crestmoor Place  
274-2885  
Elementary Teacher

Mrs. Betty J. Hyde  
3701 Crestmoor Place  
274-2885  
Girls Advisor

Mrs. Margaret Slater Inge  
1121 Americana Court, Apt. 25  
282-4486  
Historical Researcher

Dr. George P. Inge, III  
1121 Americana Court, Apt. 25  
282-4486  
Child Psychiatrist  
Child Guidance Center

Mrs. Lewis A. James  
678 - 26th Street  
282-8849 or 283-2611 -Ext. 377  
Neighborhood Improv. Coord.

Joan F. Mapp, Jr.  
Wilkie House, 900 - 17th St.  
243-4169  
Director - Social Worker

Mr. Everett A. Mays  
Northwest Bell Telephone Co.  
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F. Bibliography

TEACHER BACKGROUND

Bennett, Lerone. Before the Mayflower: A History of the Negro in America. Johnson Publications, 1961.  
(Annotated in Section I)

Berkeley Unified School District. The History of the Negro in America. 1967.  
(Annotated in Section I)

Goldman, Peter. Civil Rights: The Challenge of the Fourteenth Amendment. Coward, 1965. p.25.  
This story begins in 1963 and tells of the conditions existing today in the American Negro's struggle for the opportunities afforded white citizens. A factual book which also goes back in history to trace this struggle for freedom since the signing of the Emancipation Proclamation in 1853.

Goldston, Robert. The Negro Revolution. Macmillan, 1968.  
(Annotated in Section I)

Katz, William L. Eyewitness: The Negro in American History. Pitman, 1967.  
(Annotated in Section I)

Lincoln, C. Eric. The Negro Pilgrimage of America. Bantam, 1967.  
(Annotated in Section I)

Morsbach, Mabel. The Negro in American Life. Harcourt, 1967.  
(Annotated in Section I)

Sterling, Dorothy. Tear Down the Walls! Doubleday, 1968.  
(Annotated in Section II)

Woodson, Carter Godwin. The Negro in our History. Assoc. Publ., 1966.  
(Annotated in Section I)

HISTORY

Bontemps, Arna. Story of the Negro. Knopf, 1958.  
(Annotated in Section I)

Hughes, Langston and Milton Meltzer. A Pictorial History of the Negro in America. Crown, 1963.  
(Annotated in Section I)

Johnston, Johanna. Together in America: The story of Two Races and One Nation. Dodd, 1965.  
(Annotated in Section II)

Meltzer, Milton and August Meier. Time of Trial, Time of Hope. Doubleday (Zenith), 1966. \$2.95 (5-7)  
The history of the Negro in America from 1919-1941. "The period between the First and Second World Wars -- that 'lo armistice' during which American Negroes waged a painful, turbulent and often uncertain war for justice."

Shackelford, Jane Dabney. The Child's Story of the Negro. Assoc. Publ., 1962.  
(Annotated in Section I)

Young, Margaret B. The First Book of American Negroes. Watts, 1964.  
(Annotated in Section II)

I N D I V I D U A L   B I O G R A P H I E S

ARTHUR ASHE

Robinson, Louie, Jr. Arthur Ashe, Tennis Champion. Doubleday, 1967. \$2.95 (5-7)  
A moving but very easily read account of the first Negro player to break into the white world of tennis.

MARIAN ANDERSON

Albus, Harry J. The 'Deep River' Girl: Marian Anderson. Erdmans, 1949. \$1.25 (3-5)  
This is a simple biography of Marian Anderson, showing her determination and perserverance to become a great singer in face of the opposition to Negro performers at the time she began her career.

Anderson, Marian. My Lord, What a Morning. Viking, 1956. \$5.00 (7-12)

An inspirational biography which reveals the same fine qualities of mind, heart and spirit which have captured the audiences of this great singer.

Newman, Shirlee P. Marian Anderson: Lady from Philadelphia. Westminster Press, 1966. \$3.75 (5-11)

"It has been said that Marian Anderson did not simply grow great - she grew great simply." A warm and moving biography.

LOUIS ARMSTRONG

Eaton, Jeanette. Trumpeter's Tale: The Story of Young Louis Armstrong. Morrow, 1955. \$3.95 (7-11)

The story of Louis Armstrong as a child, his growing up in the slums, learning to play the trumpet, and his early career.

ROY CAMPANELLA

Schoor, Gene. Roy Campanella: Man of Courage. Putman, 1959. \$3.50 (4-9)

The author tells the story of Roy's baseball career, and highlights of his life after his accident.

JOEL CHANDLER HARRIS

Weddle, Ethel M. Joel Chandler Harris, Young Storyteller. Bobbs Merrill, 1964. \$2.25 (3-5)

Interesting biography of a young Southerner with a true appreciation of the worth of Southern folklore as it came from Negro tales, who also realized the need for unity between the North and South.

MARTIN LUTHER KING

Clayton, Edward T. Martin Luther King: The Peaceful Warrior. Prentice-Hall, 1964. \$3.50 (5-7)

A biography of the man who believed in non-violence all his life and who stressed these principles in his determined fight to win first class citizenship for American Negroes.

Young, Margaret B. The Picture Life of Martin Luther King, Jr. Watts, 1968. \$2.50 (3-5)

Photographic pictures and brief text telling the life story of the man who stressed non-violence for his people.

WILLIE MAYS

Schoor, Gene. Willie Mays, Modest Champion. Putnam, 1963 (5-9) \$3.50  
This is the story of his life in baseball and a picture of his career in the Big Leagues.

JACKIE ROBINSON

Robinson, John Roosevelt and Alfred Duckett. Breakthrough to the Big League: The Story of Jackie Robinson. Harper, 1965. \$3.50 (5-9)

Jackie Robinson shares with young readers the record of his experience as the first Negro player in major league baseball. He said, "I am especially happy to have been asked to write especially for young people. . . On many a difficult day I have looked up into the bleachers and seen encouragement and friendship in the faces of boys and girls of all races and from all sections of the country."

Shapiro, Milton. Jackie Robinson of the Brooklyn Dodgers.

Messner, 1957. \$3.25 (6-10)

Story of the life and baseball career of the first Negro to join a Major Baseball League.

EDWARD ROSE

Felton, Harold W. Edward Rose, Negro Trail Blazer. Dodd, 1967. \$3.50 (5-7)

Life story of a trapper, guide and interpreter who helped shape the history of the old West. One of the earliest trail blazers, he became a leader of the Crow Indians.

COLLECTIVE BIOGRAPHY

Bontemps, Arna. Famous Negro Athletes. Dodd, 1964. \$3.50 (6-9) Biographical sketches with emphasis on sports achievements of: Joe Louis, Sugar Ray Robinson, Jackie Robinson, Satchel Paige, Willie Mays, Jesse Owens, Wilt Chamberlain, Jim Brown, and Althea Gibson.

Bontemps, Arna. We Have Tomorrow. Houghton, 1945. \$3.50 (4-6) Excellent biographical sketches of successful Negro Americans, sparing no mention of hardships along the way, bitterness and disappointment.

Johnston, Johanna. A Special Bravery. Dodd, 1967. (Annotated in Section II)

Lee, Irvin H. Negro Medal of Honor Men. Dodd, 1967. \$4.00 (7-12) This is the account of the personal lives and the heroic actions under fire of all the Negro Medal of Honor winners in American Wars. There is a good description of the various awards and medals in the services.

McNeer, May. Give Me Freedom. Illustrated by Lynd Ward. Abingdon, 1964. \$3.00 (5-7) Brief biographies of seven Americans who have been concerned with freedom for themselves and others. Includes Marian Anderson.

Rollins, Charlemae. Famous Negro Entertainers of Stage, Screen, and TV. Dodd, 1967. \$3.50 (7-12) The author presents sixteen outstanding Negro entertainers in various fields. Includes Marian Anderson, Louis Armstrong, Harry Belafonte, Nat "King" Cole, Sammy Davis, Jr., "Duke" Ellington, Lena Horn, Eartha Kitt, Sidney Poitier.

F I C T I O N

Ball, Dorothy Whitney. Hurricane, the Story of a Friendship. Bobbs, 1964. \$3.50 (6-9)

Davey, raised by a grandfather, and Luke, a fatherless Negro boy are close friends who live in North Central Florida. At fourteen, Davey is mystified when Luke feels he has to prove himself to the world. When Luke becomes a hero, he is accepted.

Barrett, William E. Lilies of the Field. Doubleday, 1962. \$2.95 (6-9)

Homer Smith, driving across country in a station wagon, meets up with some Hungarian nuns. He decides to stay with them for awhile, and finally helps them build a chapel.

Baum, Betty. Patricia Crosses Town. Knopf, 1965. \$3.50 (4-7) This is the story of Pat Morley, an irrepressible fifth grader, who with a handful of other Negro children, integrate a previously all-white school. This is about that year in school and what Pat learns about herself and others.

Bell - Zano, Gina. Presents for Johnny Jerome. Ginn, 1966. (2-4) Johnny Jerome lives in a United Nations neighborhood. He is eight years old and is having his first birthday party. Good story with a happy interracial group of children.

Bishop, Curtis. Little League Heroes. Lippincott, 1960. \$3.39 (4-7) Eleven year old Joe was one of the eighteen boys trying out for two openings in the West Austin Little League. When Joe made the team, his battle was not over.

Blanton, Catherine. Hold Fast to Your Dreams. Messner, 1955. \$2.95 (8-12)

A girl with the urge to dance finds that her dark skin makes it hard for her to enter dancing school. A dramatic story, the problems being more realistic than the solutions.

Burchardt, Nellie. Project Cat. Watts, 1966. \$3.29 (4-6) A homeless cat draws children who live in a housing development together into an action group.

Brodsky, Mimi. The House at 12 Rose Street. Abelard, 1966. \$3.50 (4-7)

Will Franklin and his family move into an all-white neighborhood. Bobby Myers, and his family, who live next door, prove to be real friends through the trying times. The town and Bobby's Boy Scout Troop eventually accept the new neighbors.

Carlson, Natalie Savage. Ann Aurelia and Dorothy. Harper, 1968. \$3.79 (4-6)

A heart-warming story of two good friends. Ann Aurelia lives with a foster mother ("she even joined the PTA for me") and Dorothy is a member of a middle class Negro family. A good girls' story.

Carlson, Natalie Savage. The Empty School House. Harper, 1965. \$3.95 (3-6)

A little Negro girl goes to a newly-integrated parochial school in Louisiana. This is a sensitive and thought provoking story of the school integration problem, which after many unhappy incidents resolves itself and the school continues.

Caudill, Rebecca. A Certain Small Shepherd. Holt, 1965. \$3.50 (3-5)

A modern miracle of Jamie, a mute child in an Appalachian community. One Christmas a young Negro couple seeks shelter in Jamie's home and during the night a baby is born and when Jamie brings a gift for the child he speaks for the first time.

Chandler, Ruth Forbes. Ladder to the Sky. Abelard, 1965. \$3.50 (7-9)

When the Woods family moves from the city to a farm in the country, Chip, age twelve, shoulders the burden for his middle-class parents during a period of illness and tragedy. The white exploiters do reform for a successful happy ending.

Cobb, Alice. The Swimming Pool. Friendship, 1957. \$2.95 (4-6)

A mixed neighborhood is saved from deterioration when young boys see the need for an integrated swimming pool. Although the story seems too idealistic, the events are based on fact.

De Angeli, Marguerite. Bright April. Doubleday, 1946. \$3.50 (3-5)

A Brownie Scout lives in a middle-class neighborly community. A fine spirit of understanding, cooperation, and kindness pervades this story when at April's surprise birthday party a thoughtless little white girl turns into a new-found friend.

De Leeuw, Adele. The Barred Road. Macmillan, 1954. \$3.00 (6-8)

A story for mature girls about the friendship between a white girl and a Negro girl, and how it withstands the pressures of a not always understanding community. The story interest is beyond the reading level.

Faulkner, Georgene. Melindy's Medal. Messner, 1945. \$2.95 (3-6)

Eight year old Melindy lived in a Federal Housing Project for Negroes. Many wonderful things happened, but the best of all was that, even though she was a girl, she won a medal.

Faulkner, Georgene. Melindy's Happy Summer. Messner, 1949. \$2.95 (3-5)

In this story Melindy is an "ambassador of good will" from the colored people of her Boston Church to the white people of a Maine farm.

Fife, Dale. Who's In Charge of Lincoln? Coward-McCann, 1965. \$2.95 (2-4)

A tall tale about an eight year old Negro boy, Lincoln Farnum and his quick trip alone to Washington, D.C. to visit the White House and his hero, Abe Lincoln.

Fox, Paula. How Many Miles to Babylon? David White, 1967. \$3.95 (4-6)

Lonesome and shy, ten year old James skips school one day and runs into a gang of neighborhood toughs. With some depressing situations and portrayal of violent emotions -- the story ends well for James.

Gates, Doris. Little Vic. Viking, 1951. \$3.50 (4-7)

Story of a young colored boy, son of a jockey, who falls in love with the colt, Little Vic, the day he is born. Vic proves that he is a great horse and finally wins the Santa Anita handicap. This story proves that one's race has nothing to do with one's abilities.

Gipson, Fred. The Trail-Driving Rooster. Harper, 1955. \$2.75 (3-7)

A hilarious story of a rooster pet, Dick, who belongs to the Negro cook on a chuck wagon in a Texas round-up. Because he attacks a restaurant owner for refusing to serve the cook, he is kept as a pet. The story is supposed to be based on a true incident.

Graham, Lornz. Northtown. Crowell, 1965. \$3.95 (6-8)

David's family has moved from the South where they have had personal contact with the violence associated with bigotry. The adjustment to Northtown High School is difficult and his observations about people are sharpened as he is accepted by the captain of the football team who is poor and white and snubbed by the star Negro athlete, who comes from a professional family. For mature readers.

Hamilton, Virginia. Zeely. Macmillan, 1967. \$3.95 (5-7)

"Zeely Tayber was more than six and a half feet tall, thin and deeply dark as a pole of Ceylon ebony." Although Zeely was not a Watusi queen, she gave Elizabeth a very special summer.

Hayes, Florence. Skid. Houghton, 1948. \$3.25 (4-6)

Shortly after Skid is made captain of the baseball team, the family moves from a small town in Georgia to enjoy better living conditions with a successful aunt in Connecticut. The friendship relationships so vital in every classroom are stressed.

Hunt, Mabel Leigh. Ladycake Farm. Lippincott, 1952. \$2.95 (4-6)

This book treats with sincerity and honesty the problems that arise when a Negro family moves into a white community. It proves the value of inter-racial friendships.

Jackson, Jesse. Call Me Charley. Harper, 1945. \$2.95 (5-7)

Charley, twelve, was the only Negro boy in the community of Arlington Heights. This is the story of his progress in the local public school, of his friendship with Tom Hamilton and of the enterprises which the boys share together.

Jackson, Jesse. Tessie. Harper, 1968. \$4.43 (6-9)

Tessie from Harlem wins a scholarship to Hobbs, an exclusive private school. This is a moving story of how Tessie proves herself in the two very different worlds.

Justus, May. A New Home for Billy. Hastings, 1966. \$3.25 (3-5)

Billy's best friend gets hurt playing in the street. Billy's father decides they will move from the crowded apartment house. They find a place to call home without incident, although they are Negro.

Justus, May. New Boy In School. Hastings, 1963. \$2.95 (3-4)

This is a Negro boy's experiences in an all-white classroom in a Tennessee school. One friend and some understanding adults ease the transition.

Kendall, Lace. Rainboat. Coward, 1965. \$3.75 (5-7)  
Victim of a flood, twelve year old Edward Ames collects an orphaned brother and sister as he clings to an up-turned tree root floating toward dry land. They are rescued by Shem, an ex-slave, and captain of Rainboat. Adventures ensue as they float down toward the Florida Everglades.

Konigsburg, Elaine L. Jennifer, Hecate, Macbeth, William McKinley, and Me, Elizabeth. Atheneum, 1967. \$3.41 (5-8)  
Jennifer, a Negro, who says she is a witch, instructs Elizabeth in witchcraft, and the two become friends.

Lawrence, James D. Barnaby's Bells. Macmillan, 1965. \$3.50 (4-6)  
This mystery involves a hidden treasure, antique bells and an orphan's home, all centering on an ex-reform school waif of twelve, a Negro foundling and his pal. They solve the mystery of the walking ghost and come up with the hidden \$10,000.

Lewis, Mary. Halloween Kangaroo. Ives Washburn, 1964. \$2.92 (2-4)  
Jeff has one desire for a Halloween costume. He wants to dress as a kangaroo. Many funny complications arise. Fine portrayal of a Negro family.

Lewis, Richard W. A Summer Adventure. Harper, 1962. \$2.95 (3-5)  
Without any reference to his race, the story describes the experiences of a ten-year-old Negro who visits the zoo with his class and decides to spend the summer collecting animals for his own backyard.

Lexau, Joan M. Benjie. Dial, 1964. \$3.00 (2-4)  
An appealing story of a small, shy Negro boy who lives with his grandmother and is too timid to speak to other people. He finds, when he is thinking of other people, he speaks.

Mann, Peggy. The Street of the Flower Boxes. Coward, 1966. \$2.95 (4-6)  
A true story of a unique concept of urban renewal which took place on West 94th Street in New York City. How nine year old Carlos got interested in the beautification project and his ingenuity in making it a success is a heart-warming story.

Marshall, Catherine. Julie's Heritage. McKay, 1957. \$3.95 (6-8)  
Judy Brownell is the daughter of a Negro doctor. When she enters high school her two white friends desert her. Hurt and bitter, she makes the adjustment with the help of a small group of boys and girls from her own race and her driving ambition to be a singer.

Miles, Miska. Mississippi Possum. Little, 1965. \$3.00 (1-5)  
The flood brings a fearful possum to Rose Mary Jackson. Rose Mary feeds him and he gradually loses his fear of people. Pictures show the Jacksons are Negro.

Newell, Hope. A Cap for Mary Ellis. Harper, 1952. \$3.50 (9-12)  
Mary Ellis knew that it was an honor that she and Julie Saunders had been chosen, over all the other Negro students who had taken the exam, to enter the nursing school at Woodycrest. This was the first time Negro students had been admitted and it was up to them to make good.

Olson, Gene. The Tall One. Dodd, 1956. \$3.25 (6-8)  
A Negro boy helps an unusually tall boy to overcome prejudice toward those who are different.

Rodman, Bella. Lions in the Way. Follett, 1966. \$3.95 (6-10)  
A story about high school integration in a Tennessee town, which fought the Supreme Court decision for two years. Eight students from a Negro school have been chosen to attend an all-white school. Trouble is started by an outside agitator who arouses the hostility of the town. The U.S. Army is called and order is established. The strongest character is a white minister who is at first aloof and then gets very much involved.

Shotwell, Louisa. Adam Bookout. Viking, 1967. \$3.95 (4-6)  
This is the story of an eleven year old boy from Oklahoma who, shocked by his parents' death in an airplane crash, runs away to live with relatives in Brooklyn. His aunt and uncle live in an integrated neighborhood and Adam goes to an interracial school. His friendship with Saul, Willie and Magdalene help him make the adjustment.

Shotwell, Louisa R. Roosevelt Grady. World, 1963. \$2.95 (4-6)  
A realistic account of Negro and Mexican children who are denied the opportunity for adequate schooling because their families are migrant farm workers.

Snyder, Zilpha K. The Egypt Game. Atheneum, 1967. \$3.81 (5-7)  
Children of different races develop a land of Egypt in an abandoned storage yard.

Sterling, Dorothy. Mary Jane. Doubleday, 1949. \$3.95 (5-7)  
Mary Jane's first year at newly integrated Wilson Junior High ends with a better understanding of herself and her classmates.

Stolz, Mary. A Wonderful Terrible Time. Harper, 1967. \$3.95 (4-6)  
Two Negro girls from a ghetto society experience a change in their personal relationship while at a summer camp. A good book as a camp story or as a picture of friendship values -- but the most striking aspect of the book is that in these racially mixed communities, integration is not the issue.

Terry, Ellen. My Dog Rinty. Viking, 1946. \$3.00 (3-5)  
An appealing picture of happy middle-class Negro family life in a rather bleak section of Harlem, where small David is in distress because his dog is destructive and must be sold.

Tunis, John R. All-American. Harcourt, 1942. \$3.50 (7-9)  
A mis-treated player wins recognition by bringing victory to his team. Ronald Feary found out what is meant by democracy.

Vroman, Mary Elizabeth. Harlem Summer. Putman's, 1967. \$3.49 (7-12)  
A 16-year-old Negro boy, from Montgomery, Alabama spends the summer in Harlem. John's relationship with the unsavory as well as the respectable Harlem citizen, gives him an understanding of people in general and the Negro in particular.

Weik, Mary Hays. The Jazz Man. Atheneum, 1966. \$3.50 (3-5)  
A touching story of Zeke, a sensitive crippled nine-year-old boy who is left alone much of the time in a fourth floor Harlem apartment. His mother works and his father drinks and doesn't keep a job. Zeke doesn't go to school because he is afraid he will be teased about his lameness. Lonely, hungry and sick, Zeke listens to the Jazz man playing the piano across the alley. He dreams and awakens to find his parents re-united. Could be a disturbing book to some children.

Wier, Ester. Easy Does It. Vanguard, 1965. \$3.50 (5-6)  
A heartwarming story of what happened when A. L. Rees and his lovely mother and college-educated father moved into an all "white" neighborhood. To Chip, the boy next door, the behavior of the neighborhood seems senseless, and he proves it.

Woody, Regina. Almena's Dogs. Farrar, 1954. \$3.50 (4-6)  
Almena is an eleven-year-old Negro girl who, more than anything else, wants a dog. Pets are forbidden in the apartment house. How Almena gets her wish makes an interesting story.

E A S Y - T O - R E A D B O O K S

Beim, Jerrold. Swimming Hole. Morrow, 1950. \$2.75 (K-3)  
When a new boy wishes to join the gang but not play with the Negro boy in it, he is soon made to realize he can not be prejudiced and still be a part of the group.

Beim, Lorraine and Jerrold. Two is a Team. Harcourt, 1945. \$2.75 (K-3)  
A story of friendship and cooperation between two small boys. Only through the illustrations does one learn that one boy is a Negro.

Brenner, Barbara. Beef Stew. Knopf, 1965. \$3.25 (1-3)  
Nicky asks his mother if he can bring someone home for dinner - to eat beef stew. One of those he wishes to invite is the school librarian. Illustrations show she is a Negro.

Brown, Jeanette Perkins. Ronnie's Wish. Friendship, 1954. \$1.50 (1-3)  
Ronnie, a small Negro boy has interesting adventures in the children's zoo.

Goldin, Augusta. Straight Hair, Curly Hair. Crowell, 1966. \$3.25 (K-3)  
A scientific explanation of why some of us have straight hair and some have curly hair.

Grifalconi, Ann. City Rhythms. Bobbs, 1965. \$4.95 (1-3)  
Beautifully illustrated book about Jimmy, a little Negro boy, who suddenly becomes aware of the rhythmic sounds of the subway, the market place and other city noises.

Keats, Ezra Jack. The Snowy Day. Viking, 1962. \$3.00 (K-3)  
Delightful account of a child's first experiences in the snow. Main character is an appealing Negro child. Caldecott Award 1962.

Other books with same characters:

Whistle for Willie

Peter's Chair

Kessler, Leonard P. Here Comes the Strikeout. Harper, 1965. \$2.19 (1-3)  
The illustrations show Wille, the strike out King to be Negro. He coaches Bobby, a white boy, who practices and practices until he finally gets a hit.

Lerner, Marguerite Rush. Red Man, White Man, African Chief: The Story of Skin Color. Lerner, 1960. \$2.75 (1-5)  
A good explanation of the reason for differences in skin color.

Lexau, Joan M. I should Have Stayed in Bed. Harper, 1965. \$2.50 (K-2)  
Sam awakens late and everything goes wrong -- at home and at school. The pictures only, tell that Sam and others in his class are Negroes.

Lipkind, William and N. Mordvinoff. Four Leaf Clover. Harcourt, 1959.  
Mark and Peter hunt for a four-leaf clover. All sorts of exciting, funny and almost disasterous things happen. Only the pictures show one boy is a Negro.

Norfleet, Mary Crockett. Hand Me Down House. Knox, 1962. \$2.00 (1-3)  
Jakie is a seven-year-old Negro boy who makes friends with the elderly white lady who lives next door. He helps his family adjust to their new home in a mixed neighborhood.

Palmer, Candida. Snowstorm Before Christmas. Lippincott, 1965. \$2.75 (2-3)

Two boys go Christmas shopping, and get caught in a snowstorm. They have to walk home, but they do manage to save their gifts from complete ruin.

Palmer, Candida. A Ride on High. Lippincott, 1966. \$2.95 (K-3)

Two small Negro boys go on an elevated train to see a ball game. Tony loses the return trip token. They show their resourcefulness in working out a way to get home.

Randall, Blossom. Fun for Chris. Whitman, 1956. \$1.75 (1-3)

Two little boys, one a Negro, are playing together, when a neighbor child refuses to join the fun. Chris' mother explains that skin color differs, as flowers and other living things.

Scott, Ann Herbert. Big Cowboy Western. Lothrop, 1965. \$2.95 (K-2)

A delightful story set in an interracial housing project. On his fifth birthday, Martin is given a cowboy outfit. All he lacks is a horse which is provided by Mr. Arrico, the old fruit and vegetable vendor.

Shackelford, Jane D. My Happy Days. Associated, 1944. \$2.65 (K-3)

A large photographic picture book which shows the daily activities of a middle-class Negro family in a city.

Sharpe, Stella Gentry. Tobe. Univ. Carolina Press, 1939. \$2.79 (K-3)

A large photographic picture book about Tobe, a Negro boy who lives on a farm in the south.

Showers, Paul. Look at Your Eyes. Crowell, 1962. \$3.25 (K-3)

Some of the basic facts about eyes are given. A comparison of eye color is made by picturing a Negro boy and his friends.

Showers, Paul. Your Skin and Mine. Crowell, 1965. \$3.25 (K-3)

Simple, brief text and attractive illustrations present the facts about skin, including differences in color. Boys of different color are used as examples.

Taylor, Sydney. The Dog Who Came to Dinner. Follett, 1966. \$1.83 (K-3)

A huge, unruly dog is causing havoc at a dinner party. Two families, each think he belongs to the other. They discover his owner is a family new in the neighborhood. They invite the new family, who are Negro, to the dinner party.

Udry, Janice May. What Mary Jo Shared. Whitman, 1966. \$2.95 (1-3)

Shy little Mary-Jo wants to participate in sharing time at school. She finally thinks of sharing her physician father. Mary-Jo happens to be Negro.

F O L K T A L E S

Felton, Harold. John Henry and His Hammer. Knopf, 1950. \$3.25 (5-9)

A vigorous tale of one of America's folk heroes. A "John Henry Ballad" with music is included.

Keats, Ezra Jack. John Henry, An American Legend. Pantheon, 1965. \$3.50 (2-6)

This book captures the spirit of the hero who was born with a hammer in his hand. A tall tale -- large superb illustrations.

P O E T R Y

Adoff, Arnold (Editor). "I Am the Darker Brother." Macmillan, 1968. \$4.95 (6 up)

An anthology of modern poems by twenty-nine Negroes of the 20th century. These poems explain how Negro Americans feel about themselves and the Negro's role in America's past, present and future. For mature readers and thinkers.

Bontemps, Arna. Golden Slippers: An Anthology of Negro Poetry for Young Readers. Harper, 1941. \$3.95 (6-9)

Contains a representative collection of Negro verse which have great appeal for young people, for whom it was compiled.

Brooks, Gwendolyn. Bronzeville Boys and Girls. Harper, 1956. \$2.50 (2-6)

A collection of poems about city (Chicago) children by the well-known Negro poet and Pulitzer Prize Winner.

Culver, Eloise. Great American Negroes in Verse (1723-1965). Associated, 1966. \$4.50 (K-6)

Forty-one short poems on Negro history - from Crispus Attucks to James Meredith.

Dunbar, Paul L. Little Brown Baby. Dodd, 1940. \$2.75 (4-5)

For the young reader, a selection of dialect poems from the works of the "people's poet."

Field, Rachel. Prayer for a Child. Macmillan, 1944, 1964. \$3.24 (All Grades)

Elizabeth Orton Jones' illustrations add appeal to Rachel Field's poem. Caldecott Award, 1945.

McBrown, Gertrude Parthenia. Picture Poetry Book. Associated, 1935. \$1.40 (K-3)

Simple verses illustrated by a Negro artist.

- Newsome, Effie Lee. Gladiola Garden. Associated, 1940.  
 \$2.65 (K-3)  
 Poems for younger children by a Negro poet and artist.
- Rollins, Charlemae. Christmas Gift. Follett, 1963. \$4.95 (5-12)  
 An anthology of Christmas poems, songs and stories written  
 by and about Negroes.

APPENDIX A

Important Dates, Happenings and  
People in Negro History

- 1442 Portuguese bring first Africans to Europe.
- 1492 One of the pilots with Columbus, Pedro Alonzo Nino, was a colored man.
- 1513 Some thirty Negroes were with Balboa when he discovered the Pacific Ocean.
- 1538 Estevanico, an African with the Spanish explorers, opens Arizona and New Mexico to exploration.
- 1619 First Negroes brought to Jamestown as indentured servants.
- 1688 Pennsylvania Mennonites made first group anti-slavery protest.
- 1705 A Virginia law permitted owners to list slaves as property.
- 1731 Benjamin Banneker born. Made first clock in America. He aided in city planning of Washington, D.C.
- 1741 Slave revolts erupt in New York and South Carolina.
- 1770 Crispus Attucks, a runaway slave, is the first American to die in the Boston Massacre and War For Independence.
- 1773 Slave Phillis Wheatley's book of poems is published.
- 1776 - 1781 Five thousand slave and free Negroes serve in the Revolutionary Army and Navy.
- 1784 Death of Phyllis Wheatley.
- 1787 The Northwest Ordinance bans slavery in all land north of the Ohio River.
- 1787 The Constitutional Convention protects property in slaves in three separate sections.
- 1787 Philadelphia Negroes, forced from a white church, begin their own.
- 1790 America's first treaty (with the Creek Indians) contains a provision requiring the return of slave runaways.
- 1793 Eli Whitney invents the cotton gin. This created demand for "slave" labor.

- 1800 Massive slave revolt led by Gabriel Prosser is smashed in Virginia.
- 1806 Death of Benjamin Banneker.
- 1814 Two Negro battalions answer Andrew Jackson's call to defend New Orleans against the British.
- 1816 U. S. troops ordered into Florida to destroy a Negro fort.
- 1817 Birth of Frederick Douglas.
- 1827 Freedom's Journal, America's first Negro newspaper, appears in New York City.
- 1829 David Walker's Appeal, calling for slave revolts, initiates a militant fight to abolish slavery in America.
- 1831 Nat Turner's Virginia revolt is ended by state and federal troops.
- 1831 William Lloyd Garrison, relying on Negro financiers and readers, begins publication of the Liberator.
- 1837 William Whipper, a wealthy Negro and civil rights advocate, calls for non-violent resistance to unjust laws.
- 1841 Frederick Douglas joins the abolitionist movement as a speaker.
- 1844 George W. Bush leads white settlers into the Oregon territory.
- 1846 Free Negro Norbert Rillieux devises a vacuum pan that revolutionizes the world sugar refining industry.
- 1848 Lewis Temple of Massachusetts invents the toggle-harpoon so important to the New England whaling industry.
- 1850 The Compromise of 1850 includes a strict Fugitive Slave Law that generates greater Northern resistance.
- 1853 Publication of Uncle Tom's Cabin by Harriet Beecher Stowe.
- 1855 John M. Langston of Ohio becomes the first Negro elected to political office in America.
- 1856 Birth of Booker T. Washington.
- 1857 The Dred Scott Decision.
- 1859 John Brown leads Negroes and whites in a futile raid on Harper's Ferry, Virginia.
- 1860 Lincoln is elected President; secession begins.

- 1861 Negro volunteers are officially rejected by the Union Army, but by September Negroes have fought in land and sea battles.
- 1862 Slave Robert Smalls and his Negro crew deliver their Confederate gunboat to the Union Navy outside Charleston.
- 1863 On New Year's Day Lincoln signs the Emancipation Proclamation.
- 1865 As Negro soldiers and civilians demand the right to vote, Lincoln proposes enfranchising Negroes who are veterans or educated.
- 1865 President Andrew Johnson of Tennessee comes to office determined to reconstruct the South without aid of Congress or the Southern Negroes.
- 1866 America's first Civil Rights Bill passes over Presidential veto.
- 1867 Congress divides the South into five military districts, insists on Negroes voting on new constitutions and in all elections.
- 1868 Negro and white delegates write new constitutions for the Southern states.
- 1868 W.E.B. DuBois born.
- 1869 First convention of the National Colored Labor Union.
- 1870 Senator Hiram Revels of Mississippi becomes the first of twenty-two Southern Negroes elected to Congress from 1870-1901.
- 1873 Negro war veteran P.B.S. Pinchback serves forty-three days as Governor of Louisiana.
- 1875 Birth of Mary McLeod Bethune, educator and White House Advisor.
- 1877 Last federal troops are withdrawn from the South by President Hayes.
- 1883 Jan Matzeliger invents a machine that manufactures an entire shoe; it revolutionizes the industry.
- 1892 Negro journalist Ida B. Wells launches an anti-lynching campaign in Memphis, Tennessee, and is forced to flee.
- 1893 Dr. Daniel Hale Williams performs the first successful open-heart operation.

- 1895 Educator Booker T. Washington delivers his historic speech at Atlanta known as "The Atlanta Compromise."
- 1896 The Supreme Court rules segregation laws do not violate the United States Constitution if facilities are equal.
- 1896 George Washington Carver joins faculty of Tuskegee Institute.
- 1900 Booker T. Washington begins the National Negro Business League.
- 1909 Commander Robert E. Peary and Matthew Henson reach the North Pole.
- 1909 Birth of the National Association for the Advancement of Colored People (NAACP), organized by Negro and white reformers.
- 1910 Birth of the National Urban League to promote job and urban opportunities for Negroes.
- 1914 Boll weevil destroyed cotton crop. Dr. Carver did extensive research and researched southern crops to support the economy. He found:  
Peanuts could provide paper, ink, coffee, etc.  
Soybean could provide flour, milk, and plastic.
- 1915 Booker T. Washington dies at Tuskegee.
- 1917 Fifteen thousand New York Negroes march in a Silent Parade to protest the mounting number of lynchings and riots.
- 1919 W.E.B. DuBois organizes a Pan-African Congress in Paris.
- 1919 Twenty-five riots erupt throughout the nation.
- 1923 Garrett A. Morgan invents the automatic traffic light.
- 1925 A reinvigorated Ku Klux Klan marches forty thousand strong in front of the White House.
- 1925 A. Philip Randolph organizes the Negro Pullman Porters' Union
- 1926 Dr. Carter G. Woodson (1875-1959) initiated the observance of Negro History Week.
- 1929 Oscar DePriest of Chicago becomes the first Northern Negro elected to Congress, and the first of his race since 1901.
- 1933 President Roosevelt hires many Negro advisers who form a Black Cabinet.

- 1934 Arthur Mitchell, first Negro Democratic congressman, elected from Chicago.
- 1937 William Hastie becomes first Negro federal judge.
- 1939 Marian Anderson, denied a Washington auditorium, sings before 75,000 at the Lincoln Memorial.
- 1941 A threatened march on Washington by Negroes leads to the first federal Fair Employment Practices Commission.
- 1941 Dr. Charles Drew develops the blood bank system.
- 1941 Sailor Dorie Miller becomes first American hero of World War II by bringing down four Japanese planes at Pearl Harbor.
- 1942 Congress of Racial Equality (CORE) formed by Negro and white believers in non-violent direct action against discrimination.
- 1943 Detroit's anti-Negro riots disrupt U.S. war effort.
- 1945 New York becomes the first to pass a state FEPC.
- 1946 Jackie Robinson plays first base for Brooklyn Dodgers.
- 1946 President Harry Truman appoints William Hastie Governor of Virgin Islands.
- 1948 President Truman's Executive Order 9981 initiates desegregation of the armed forces.
- 1950 For his part in bringing peace to the Holy Land, Dr. Ralph Bunche is awarded the Nobel Peace Prize.
- 1954 U.S. Supreme Court rules segregated schools inherently unequal, reversing a half-century of legal segregation.
- 1955 A Negro boycott of Montgomery, Alabama buses is led to a successful conclusion by Dr. Martin Luther King, Jr.
- 1957 President Eisenhower orders federal troops into Little Rock, Arkansas, to enforce court-ordered school integration.
- 1957 Althea Gibson wins women's singles championship at Wimbledon, England and U.S. Lawn Tennis championship at Forest Hills.
- 1960 Four North Carolina college students begin a lunch counter sit-in; the movement spreads south and north.
- 1961 Freedom Riders testing desegregation of interstate buses are mobbed in Birmingham, Alabama. Kennedy administration provides U.S. marshalls for protection.

- 1962 James Meredith, guarded by U.S. marshals, becomes first Negro to enroll at University of Mississippi.
- 1963 Civil Rights demonstrations reach a peak in North and South.
- 1963 More than 200,000 Americans march on Washington to demand civil rights legislation and jobs.
- 1964 Rev. Martin Luther King receives Nobel Peace Prize.
- 1964 A broad Civil Rights Law passes Congress with bi-partisan support and is signed by President Johnson.
- 1964 - 67 Violence erupts in Negro ghettos of North and South. Hundreds of college students enter South to work on voter registration or freedom school projects.
- 1967 President Johnson appoints Thurgood Marshall a Supreme Court Justice, the first Negro to hold this position, June 13, 1967.
- 1967 President Johnson appoints Robert Weaver to cabinet post.
- 1968 Rev. Martin Luther King assassinated.

APPENDIX B

THE BILL OF RIGHTS

The Bill of Rights consists of the first ten amendments to the Constitution.

They are as follows:

Article I. Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech or of press; or of the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Article II. A well-regulated militia being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed.

Article III. No soldier shall, in time of peace, be quartered in any house without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

Article IV. The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated and no warrants shall issue but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Article V. No person shall be held to answer for a capital or otherwise infamous crime unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service, in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.

Article VI. In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor and to have the assistance of counsel for his defense.

Article VII. In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any court of the United States than according to the rules of common law.

Article VIII. Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Article IX. The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

Article X. The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

APPENDIX C

GETTYSBURG ADDRESS

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us--that from these honoured dead we take increased devotion to that cause for which they gave the last full measure of devotion--that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth.

Comments and Notes for 1970 Revision

GETTSBURG ADDRESS

...and seven years ago our fathers brought forth on this continent a new nation, conceived in Liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth.