

# THE NEGRO AMERICAN IN HISTORY



BALTIMORE CITY PUBLIC SCHOOLS



"No man is an Island entire of itself;  
Everyman is a piece of the continent,  
a part of the main;  
If a clod be washed away by the sea,  
Europe is the less, as well as if a  
Promontory were,  
As well as if a Manor of thy friends  
or of thine own were;  
Any man's death diminishes me,  
Because I am involved in Mankind;  
And therefore never send to know for  
whom the bell tolls,  
It tolls for thee."

JOHN DONNE

# THE NEGRO AMERICAN IN HISTORY



BALTIMORE CITY PUBLIC SCHOOLS



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## FOREWORD

The Baltimore City Public Schools until 1955 made a special study of the American Negro during one week in the year designated as "Negro History Week."

After the 1954 Supreme Court decision that public schools should no longer be segregated by race, the purposes of Negro History Week were absorbed in Brotherhood Week.

In the present period of action to further civil rights at the local, state, and national levels, it seems timely to provide teachers with a resource booklet which may assist them in acquainting *all* students at all grade levels with the contribution of the Negro to the growth and development of the United States and with the opportunities in the United States for all to discover, to develop, and to use their capabilities for their own growth and for the progress of their country.

For the preparation of this booklet, we are indebted to the production committee, to Evelyn Girardin and the staff in the Curriculum Development Office, to the Bureau of School Library Services, and to the Instructional Materials Center.

To Dr. Benjamin Quarles, Professor of History, Morgan State College, we express our appreciation for his assistance in projecting the booklet and in reading the manuscript.

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VERNON S. VAVRINA  
*Associate Superintendent,  
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## The Negro American in History

The school, more than any other institution, must be unequivocally committed to an unending quest for accurate information, undistorted by errors of the past. True intellectual growth, diligently sought by the school, is predicated upon the availability of knowledge that is valid, authoritative, and accessible. Too frequently, the contributions of the Negro American have appeared in texts in only limited areas of human concern. Shortcomings of both commission and omission characterize resource materials of the past so that it is difficult, if not impossible, for minority group members, particularly the Negro, to identify with significant movements in American history. The school can ill afford to be indifferent to or neglectful of any aspect of knowledge that casts light on the history of a people and their contributions to society.

Educational literature is replete with emphasis on development of the individual with particular attention to his unique strengths, potential, and conceptual field. The Negro child of the past has found little in school books and teaching materials to reflect an image of the Negro as a citizen whose roots are deep and who has made positive impacts on the culture. This emphasis on the individual, to which the school

has long subscribed, is possible only as the environment permits each child to develop a positive view of self and thus progress toward self-actualization.

The school curriculum plays a vital role in providing for all children adequate facts and experiences that foster a feeling of pride in ethnic group membership as well as an appreciation of mutual gain through cultural diversity. Only as each child of every race can be freed from the shackles of prejudice and ignorance will he move in the direction of adequacy, self-realization, and productivity.

All children of all races have much to gain from knowledge of the history as well as the contemporary life of the Negro American. The material that follows is designed to achieve this purpose and can be used effectively in units within the existing curricular framework. Thus, the role of the Negro may be seen as it is inextricably woven into the fiber of our national history. The activities included in this material are merely suggestions to the creative teacher. Use of reference materials indicated will stimulate the informed, sensitive teacher to plan many ways of presenting accurate information about the Negro American.

## Content For Teachers

The material that follows is intended merely as a brief sketch of some of the contributions of the Negro American to the settlement and expansion of our country. The treatment is purposely limited in scope since it is intended only as an introduction to a

wide range of information that is available in the literature. The bibliography included in this report suggests references that provide detailed documentation as well as provocative ideas for the classroom teacher. There is space too for teachers' additions.



## The Negro American

### A citizen whose roots are deep

History records the activities of many Negroes in the exploration of North America and in early settlements on the continent. They came to these shores as free men, as slaves, and as servants with Balboa, Cortez, Pizarro, and other discoverers and explorers, French as well as Spanish. In 1779, Jean Baptiste Point Du Sable, a Negro pioneer, built a trading post that later became the city of Chicago. As frontiersmen moved west, again we find that Negroes were part of that American experience. The names of George Bush and others are among those listed in travels along the Oregon Trail and in the westward movement.

Negroes who first came to Virginia as indentured servants became the forerunners of a system of slavery that was later accorded legal sanction in many colonies. In some colonies that avoided statutory enactment of slavery, de facto recognition and even encouragement were provided through the slave trade. From the beginning of slavery in this country, Negroes were active in their protests and rebellion. Abolitionists organized both active protest and passive resistance in which Negroes participated to secure rights and freedoms. The names of Richard Allen, Absalom Jones, Sojourner Truth, Frederick Douglass, and Harriet Tubman along with a host of others will long be remembered for their contributions to the goal of full participation in the heritage of all Americans.

### A participant in military service

From Crispus Attucks, killed in the Boston Massacre, to the present day, Negroes have been a vital part of military action in the history of our country. The names of Peter Salem and Salem Poor have been recorded for their valor in the Revolutionary War. Despite early resistance to recruitment of Negroes, when enlistments were opened in

some states many Negroes served well and won the deserved commendation of their fellow soldiers.

In the War of 1812, the Civil War, the Spanish American War, World War I, and World War II, as well as in more recent conflicts, the Negro has served in many branches of the armed services. Numerous awards have been given and citations have been bestowed upon individuals and groups.<sup>1</sup> America's struggles for freedom have had real meaning for the Negro; his participation has reflected his identification with the cause of democracy.

In 1948, the issuance of an Executive Order by President Truman struck at segregation in the armed forces and proclaimed "equality of treatment and opportunity" for all members of the service. Prior to this time many practices ranging from exclusion to integration had existed.

### A contributor to the world of work

Despite limitations in education and discrimination in employment, the Negro American has made steady progress in his quest for economic independence. By 1900 Negroes were represented in a variety of enterprises consisting of catering services, banking, insurance, cosmetics, and factory work. It was in this same year, 1900, that Booker T. Washington founded the National Negro Business League which expanded to over 300 branches by 1907.

Following World War I, Negroes who had migrated to industrial centers posed new problems of economic uncertainty. Rural background combined with inadequate education and restricted opportunity forced the Negro to become part of a great army of unskilled workers. However, entry of the United States into World War II changed the labor picture. Wartime manpower demands

<sup>1</sup> Benjamin Quarles, *The Negro in the American Revolution* (Raleigh, University of North Carolina Press, 1961).

opened new job opportunities and so there began a new wave of movement to urban centers. War production in 1941 required some training in machine and technical skills. Over 56,000 Negroes had completed trade and industrial courses in technical schools, and another 56,000 were enrolled in defense training courses.<sup>2</sup>

In June, 1941, an Executive Order issued by President Roosevelt struck at bias in employment practices by forbidding discrimination on the basis of race, creed, color, or national origin by employers who held government war contracts. A Fair Employment Practices Committee was established and instructed to carry out this mandate. The opening of labor union membership to Negroes has also been followed by steady, gradual elevation of Negroes in job categories. In 1955, two Negroes, A. Philip Randolph and Willard Townsend, were elected vice-presidents of the merged AFL and CIO.

The Negro has had some success in the field of business despite low wages, difficulties in securing credit, vocational restrictions, and public apathy toward the economic well-being of Negro businessmen. In 1966, according to Dr. Andrew F. Brimmer, Deputy Assistant Secretary of Commerce, Negroes in America owned 19 banks, 50 life insurance companies, 34 Federal Savings and Loan Associations, 1,300 manufacturing firms, and 2,600 wholesale companies.<sup>3</sup> In 1960, the cosmetic industry was responsible for the employment of more people than any other single branch of Negro business.

The world of business has seen giant strides on the part of Negroes. A growing middle class attests to the reality of increasing economic independence. When this is examined against the greatly expanding economic scene in America, however, con-

<sup>2</sup> Lester B. Granger, "Negroes and War Production," *Survey Graphic*, Vol. 31 (November 1942), p. 469.

<sup>3</sup> Andrew F. Brimmer, "The Negro in the National Economy," in John P. Davis, ed., *The American Negro Reference Book* (Englewood Cliffs, New Jersey, Prentice-Hall, 1966), pp. 251-274.

tinuing need is seen for the Negro American to participate on a meaningful scale in the new and widening opportunities in business and commerce.

### A member of the performing arts

Dr. Alain Locke, a professor of philosophy at Howard University, once described the Negro as a "collaborator and participant in American civilization" and asserted that during the twenties he had finally reached his "spiritual coming of age."<sup>4</sup> The Negro's achievements during this coming of age have become a part of America's rich cultural heritage; they are contributions of enduring, artistic expression.

The early preoccupation of Negro novelists with social protest has, in many cases, given way to an affirmation of the human dignity of all people everywhere. It has been said that skillful writers "were able to take racial themes, often rooted in personal experience, and invest them with a universal touch."<sup>5</sup> The names of Willard Motley, Richard Wright, Ralph Ellison, Louis Lomax, and James Baldwin are familiar to many as a new corps of writers of prominence.

Poetry, too, has claimed the attention of many Negro literary figures. Phyllis Wheatley in the eighteenth century, James Whitfield and Paul Laurence Dunbar in the nineteenth century, and William Stanley Braithwaite and James Walden Johnson in the twentieth century captured the attention of literary critics of their day. In recent times new poets have emerged, such as Arna Bontemp, Langston Hughes, Gwendolyn Brooks, and many others who speak through the universal language of the arts.

The legitimate theatre has moved from portrayal of the stereotype Negro to analysis of roles that more adequately reflect contemporary society. From the time of Ira

<sup>4</sup> Langston Hughes and Milton Meltzer, *A Pictorial History of the Negro in America* (New York, Crown Publishers Inc., 1956), p. 272.

<sup>5</sup> Benjamin Quarles, *The Negro in the Making of America* (New York, Collier Books, 1964), p. 249.



Aldridge, an internationally famous actor, to Sidney Poitier who received an Academy Award, there has been an illustrious group of Negro actors and actresses both on and off Broadway. *Raisin in the Sun* by Lorraine Hansberry and *Purlie Victorious* by Ossie Davis, as well as the plays of Le Roi Jones, attest to the high quality of dramatic expression of Negro playwrights.

The contributions of Negroes to music and the dance are familiar to everyone. Significant impacts have been made on the American idioms of spirituals, folk music, and modern jazz. This music has provided themes for many outstanding works by composers and artists. Duke Ellington, Ella Fitzgerald, Count Basie, and Louis Armstrong are well known for their interpretations of jazz. Perhaps less well known are classical composers such as William Grant Still, William Levi Dawson, Florence Price, and conductors such as Dean Dixon. In the field of vocal music, Mahalia Jackson, Marian Anderson, Roland Hayes, Dorothy Maynor, Adele Addison, William Warfield, Leontyne Price, and Veronica Tyler, as well as many other artists, have been recognized internationally for their artistic triumphs.

The dance and the visual arts have also been influenced by Negro artists. Katherine Dunham and Pearl Primus have been inspired by the dances of Haiti, Trinidad, and Africa. Other modern dancers are members of well known dance groups whose repertoire ranges from classical ballet to modern dance rhythms. In the fine arts, the Negro emerges as an artistic interpreter of his milieu. Henry O. Tanner, Aaron Douglas, Richmond Barthe, Romare Bearden, Charles White, and James Porter are among those who have achieved the distinction of having their works hang in museums and galleries around the world.

The Negro artist has given a wealth of artistic expression to American life. Society is indeed richer for the sincerity and depth of his creativity that speaks to all men everywhere.

### An exponent of freedom

During the 1950's a new era heralded the Negro's efforts to participate fully in the mainstream of American life. As the eyes of the nation and, indeed, the world became focused on the struggles of the Negro to attain political and economic equality, America's ability to make democracy work has come under sharp scrutiny.

The United States Supreme Court has played a key role in interpreting the Fourteenth Amendment and the Fifteenth Amendment to give them full meaning. In 1944, a decision in the case of *Smith vs. Allwright* maintained that Negroes could not be excluded from primary elections since they were integral parts of state election machinery. In 1954, the case of *Brown vs. Board of Education of Topeka, Kansas*, resulted in a decision to end segregated educational facilities and to desegregate them with all deliberate speed. In 1955, the court ruled as unconstitutional Alabama's state and local laws requiring segregation on buses.

Organizations and groups composed of Negroes and white members have been responsible for progress toward equal opportunity. The refusal of Rosa Parks to change her seat in a segregated bus in Alabama led to a citywide boycott and the formation of the Montgomery Improvement Association with Dr. Martin Luther King as its president. He subsequently became president of the Southern Christian Leadership Conference. Imprisoned twelve times and threatened times without number, Dr. King remains an exponent of nonviolent resistance.

The Congress of Racial Equality, founded by James Farmer, is known for its emphasis on new action techniques in combating discrimination. The contemporary sit-in movement developed when four students from North Carolina Agricultural and Technical College at Greensboro sat down at a segregated lunch counter in Woolworth's store

and asked to be served.

The National Association for the Advancement of Colored People, with Roy Wilkins as its Executive Secretary, has furnished most of the legal counsel for court cases involving civil rights. This organization has utilized court litigation to gain protection and rights for Negroes.

Another group known as the Student Nonviolent Coordinating Committee also plays an important part in the current scene.

The Urban League makes its contribution as it works primarily among urban Negroes

in the areas of industrial relations, vocational service, and housing.

These organizations, together with many others of religious and civic origin, continue the struggle for the Negro's civil rights and for the consequent realization of America's potential for freedom.

A. Philip Randolph, Whitney Young, Jr., Daisy Bates, Martin Luther King, Ralph J. Bunche—these Negro Americans with visions of freedom are representative of great numbers of people of all races and national origins who are active in the unfinished business of democracy.



## Significant Dates in United States History Involving the Negro

The dates of the following chronology have been verified in *The American Negro Reference Book*, John P. Davis, ed. (Englewood Cliffs, N.J., Prentice-Hall, Inc., 1966).

1517	Spain opened the slave trade to the New World.	1812	The American Colonization Society was founded for the purpose of purchasing the freedom of slaves and resettling them in Africa.
1527	Estevanico (Little Stephen) accompanied Spanish explorers into the Southwest.	1831	Nat Turner's violent rebellion led to stringent slave codes.
1619	Twenty Negro indentured servants arrived in Jamestown, Virginia.	1852	Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i> was widely read and quoted.
1663	Slavery was recognized by law in Maryland.	1854	Kansas-Nebraska Act led to "Bleeding Kansas."
c. 1731	Nov. 9 — Benjamin Banneker, surveyor, mathematician, inventor, was born in Maryland.	1857	The Dred Scott Decision denied citizenship to the Negro and opened all territories to slavery.
1770	Crispus Attucks was killed in the Boston Massacre. He was the first to give his life for American liberty.	1860	Abraham Lincoln, the "Great Emancipator," was elected President.
1776-1783	Peter Salem and Salem Poor were outstanding participants in the Revolutionary War. Peter Salem distinguished himself at Lexington, Concord, and Bunker Hill. Salem Poor distinguished himself at the Battle of Charleston.	1861-1865	The Civil War. Nearly 200,000 Negroes participated in the struggle to win their freedom.
1787	The Northwest Ordinance prohibited slavery in the Northwest Territory (now Ohio, Indiana, Illinois, Michigan, Wisconsin).	1863	The Emancipation Proclamation was issued on January 1.
1815	Negroes were included in the army of Andrew Jackson that defended New Orleans.	1865	Freedmen's Bureau was authorized by Congress.
		1866	The Centenary Biblical Institute was founded; now Morgan State College.
		1867	Howard University was founded.
		1868	On July 28, Negroes were granted citizenship by the Fourteenth Amendment.

1870	On March 30, States were forbidden by the Fifteenth Amendment to deny the ballot for reason of race.	1940	Benjamin Davis, Sr., became the first Negro general in the U.S. Army.
1877	Henry Flipper was the first Negro to graduate from West Point.	1941	The Fair Employment Practices Commission was established to prohibit discrimination in defense industries.
1881	Tuskegee Institute was founded by Booker T. Washington.	1941-1945	More than 1,000,000 Negroes participated in World War II.
1895	Booker T. Washington expressed his philosophy in the famous Atlanta Speech.	1947	Jackie Robinson played his first major league baseball game.
1896	The Supreme Court upheld segregation in the "separate but equal" decision in <i>Plessy vs. Ferguson</i> .	1948	President Truman issued an executive order forbidding segregation in the armed services.
1909	On April 6, Matthew Henson, a Marylander and an aide of Peary, reached the North Pole.	1951	Governor Theodore McKeldin appointed John L. Berry a magistrate at Northwestern Police Court — the first Negro to hold judicial appointment in Maryland.
1909	The N.A.A.C.P. was founded.	1954	The first Negroes were elected to the General Assembly of Maryland: Harry A. Cole, Senate; Emory Cole, and Truly Hatchett, House of Delegates. Segregated schools were outlawed by a decision of the Supreme Court ( <i>Brown vs. Board of Education of Topeka</i> ).
1911	The Urban League was founded.		
1913-1923	William L. Fitzgerald and Walter S. Emerson served in the Baltimore City Council.		
1915	Dr. Carter G. Woodson founded the Association for the Study of Negro Life and History.		
c. 1915	Negro migration to urban centers began.		
1917-1918	371,000 Negroes fought in World War I.	1955	A bus boycott took place in Montgomery, Alabama. The first Civil Rights Acts since Reconstruction was passed. The Southern Christian Leadership Conference was organized with Dr. Martin Luther King, Jr., as president.
1920's	The Garvey Movement, encouraging Negroes to emigrate to Africa, was popular.		
1928	Oscar DePriest was elected to Congress, the first Negro to serve since the Reconstruction.		



- 1960** February 1 - the first "sit-in" took place at Five-and-Ten Cent Store in Greensboro, N.C.
- The Student Nonviolent Coordinating Committee was formed.
- 1961** Thurgood Marshall, a Marylander, was nominated to United States Court of Appeals.
- 1962** Federal marshals were needed to enroll James Meredith at the University of Mississippi after a night of rioting.
- 1963** Cambridge, Maryland, racial conflict required state militia to maintain law and order.
- On August 8, over 200,000 people assembled for the March on Washington, D.C.
- 1964** On October 15, Martin Luther King, Jr., won the Nobel Peace Prize.

- 1965** On February 7, President Johnson created the Council on Equal Opportunity headed by Vice President Hubert Humphrey to coordinate the Civil Rights effort among all federal agencies.
- In March, a march from Selma to Montgomery took place in Alabama.
- On August 7, President Johnson signed the Voting Rights Act of 1965.
- On August 11, the first use of federal examiners since Reconstruction was made to register Negroes.
- 1966** On January 13, Robert Weaver was appointed Secretary of Housing and Urban Development.
- In June, George L. Russell was appointed to the Supreme Bench of Baltimore. He was the first Negro to serve in this capacity.

## Kindergarten to Grade 6

The learning activities that follow are intended merely to suggest to the teacher some experiences in which children may participate. Many other teaching opportunities will occur to the teacher who knows both his subject and his pupils. The existing curriculum guides have been used to illustrate ways in which history of Negroes in America can be used to enrich those topics that have already been selected for study. Concepts that have been chosen for emphasis will be developed far more effectively if the contributions of all Americans are included at many points in the curriculum.

**CONCEPTS: Democracy respects the worth of the individual and promotes human welfare throughout the world.**

### Content

- Development of Baltimore into a city of many people
- Contributions of individuals and groups in the development of Maryland

### Activities

Prepare a class book or a frieze showing contributions of many ethnic groups to local history. Among the Negroes who may be included are the following:

Benjamin Banneker, a freeborn Marylander, mathematician, astronomer, and surveyor who was appointed by President Washington to serve on a commission to survey and lay out boundaries and streets of Washington, D.C.

Frederick Douglass, a former Maryland slave, who was a tireless spokesman for his people

Harriet Tubman, an ex-slave born in Maryland, who led more than 300 slaves to freedom by means of the "Underground Railroad"

Matthew A. Henson, a Marylander, who accompanied Robert Peary on several polar expeditions

George L. Russell, appointed to the Supreme Bench of Baltimore in June, 1966

Veronica Tyler, soprano, who won second place in the International Tchaikovsky Competition in Russia

Discuss problems of urban living.

Maps may be used to locate industrial centers that have grown by virtue of migration of Negroes from the South to the North and West.

Visit a school named for a prominent Negro. The host pupils may be asked to tell something about the person's life and contributions to America.

Plan a trip to Morgan State College to see the rare collection of books on the contributions of Negroes. The statue of Frederick Douglass may be visited on the campus.



## Content

Contributions of great American patriots

Prepare a telecast or broadcast on American patriots. Among this group may be included figures such as the following:

Peter Salem and Salem Poor, who were praised for gallantry in the Revolutionary War

Henry Johnson and Needham Roberts, the first Americans to be decorated for bravery in France in World War I

Dorie Miller, who won the Navy Cross in World War II

Edward J. Dwight and Spencer Robinson, on the Air Force space team

Understanding other cultures through an appreciation of their arts, religions, and recreation

Plan a Hall of Fame. Decide which of the following, among others, should be selected for their work in literature.

Richard Wright, who expressed the social and moral dilemma of the Negro race

James Baldwin, a novelist, essayist, and analyst of America's current racial revolution

John A. Williams, a novelist who received an award in the Rome Creative Writing Fellowship

Louis Lomax, a journalist and novelist who won the 1960 Saturday Review Anisfield Wolf Award with his book, *The Reluctant African*

Saunders Redding, currently Johnson Professor of Literature and Creative Writing at Hampton Institute, Hampton, Virginia

Listen to music written by Duke Ellington, William Grant Still, and William Levi Dawson, as well as to vocal artists such as the Fisk Jubilee Singers, Leontyne Price, Marian Anderson, and many others.

Design a mural showing outstanding influences in drama, dance, and visual arts. Include some of the works of Sidney Poitier, Katherine Dunham, and Richmond Barthe.

People who have made great scientific and cultural contributions to world civilizations

Discuss the Spingarn Medal and its meaning. A group of pupils may be selected from the class to role-play members of the board that awards this medal each year. Pupils may be asked to select important Negro Americans to present to this board and justify their consideration for this honor. In the sciences, men such as the following may be considered:

Charles E. Drew, the first scientist to use blood plasma successfully and who set up the first blood bank for the American Red Cross

## Activities

## Content

Contributions of many people, past and present, to industrial growth

People who influenced education

## Activities

Theodore K. Lawless, M.D., a dermatologist and one of the world's leading skin specialists

Percy Julian, a chemist who extracted from the soybean a sterol of value in treating inflammatory arthritis

George Washington Carver, an agricultural chemist whose work with peanuts and sweet potatoes influenced Southern agriculture

View the filmstrip on the life of George Washington Carver. Encourage the children to select for discussion those qualities in the man that made for greatness.

Prepare slides showing inventors, past and present. The following persons may be included in this list:

Herbert Rillieux, who invented the vacuum pan that made changes possible in the sugar industry  
Elijah McCoy, whose invention increased efficiency in oiling machinery

Granville Woods, who perfected 25 inventions in the electrical field, of which the third rail is the most famous

Louis Latimer, who directed the installation of electrical systems in London, New York and Philadelphia

Jan Ernest Matzeliger, who invented a machine that reduced the cost of manufacturing shoes by 50%

Prepare a book for the library containing brief biographies of leaders in education. Among these the following may be included:

Booker T. Washington, who founded in 1881 the Tuskegee Normal and Industrial Institute where students were offered courses in agriculture, home economics, and industrial arts

William Edward Burghardt DuBois, a college professor who was influential in publishing thirteen documented studies of Negro life and who received his doctorate from Harvard.

Carter G. Woodson, the founder of the Association for the Study of Negro Life and History, who recognized the need to publicize contributions of the Negroes to world progress

Mary McLeod Bethune, who established a school in Florida that grew into the Bethune-Cookman College and who became director of Negro affairs in the National Youth Administration



## Grades 7-12

Among reasons given in the secondary schools for the study of American history are these: (1) to understand the origin and growth of our country and its democratic government and (2) to become acquainted with the lives and work of famous men and the everyday people who have helped to build our great democracy.

In another statement of general objectives of social studies in the secondary schools, this statement appears: (1) to acquaint the pupil with his own country and (2) to build a loyalty to the American way of life.

These objectives can be realized only when students have accurate information about the development of our country as well as insight into unsolved problems. The contributions of Negro Americans are part of our national heritage and are, therefore, included in the instructional program throughout the secondary school classes in history.

Content	Activities
In the New World, Europeans become Americans and win their independence (Outline for Teachers of Social Studies in Grade 7, pp. 12-26)	Appoint a Who's Who Committee. Suggest candidates who helped win independence and establish our American way of life. Include Peter Salem, Salem Poor, Phyllis Wheatley Benjamin Banneker Crispus Attucks.
Community Civics - Grade 8 City, State, Nation Rights and privileges of citizenship	Chart on a time line the struggle for rights of the Negro since 1945 Include Supreme Court decisions barring discrimination in public employment, housing, education, and recreation Indicate Acts of Congress assuring protection of voting rights against abuses and threats of violence, elimination of racial discrimination in public accommodations as well as in employment, union membership, and federally aided programs
Free Americans organize a strong and democratic nation and gain respect of other nations (Outline for Teachers of Social Studies in Grade 7, pp. 27-55) Bill of Rights	Discuss the effect of the migration of Negroes into large urban areas in politics, housing, education, and recreation. Encourage the pupils to cast themselves into the role of planners for the future, and to suggest solutions for some of the needs evidenced.  Discuss ways in which rights of individuals are assured. Indicate how these rights of minority groups have been abridged in actual practice (disenfranchisement of the Negro).

## Content

The Nation divides and reunites  
(Outline for Teachers of Social Studies in Grade 7, pp. 73-90)  
Constitutional Amendments 13, 14, 15

People from many lands build America into a great industrial and democratic nation  
(Outline for Teachers of Social Studies in Grade 8, pp. 1-26)

The birth of a nation  
(Senior High School Course of Study in American History, Grade 11, pp. 12-13)

Nationalism, expansion, and democratic growth  
(Senior High School Course of Study in American History, Grade 11, pp. 19-20)

Division, conflict, and reunion  
(Senior High School Course of Study in American History, Grade 11, pp. 24-25)

## Activities

Explain the way in which the Thirteenth Amendment, Fourteenth Amendment, and Fifteenth Amendment indicate our country's continuing concern for human rights.

Prepare bulletin boards showing contributions of Negroes in business and industry, performing arts, science, exploration, education, politics.

Give reports emphasizing ways in which Negroes actively expressed dissatisfaction with conditions of slavery. Historical figures such as the following may be included in this activity:

- Gabriel Prosser, who led a conspiracy in Virginia
- Denmark Vessey, who led an insurrection in South Carolina
- Slave revolts on ships such as the *Amistad* and the *Creole*
- The rebellion of Nat Turner in Virginia
- Negro abolitionists such as Frederick Douglass and Sojourner Truth
- Non-Negro abolitionists such as William Lloyd Garrison
- Active resistance of Harriet Tubman and others

Prepare a booklet about the contributions of Negroes in contemporary life to our American heritage, including authors, artists, scholars, teachers, athletes, astronauts, and figures in politics, business, and industry.

Investigate and report to the class on the role of Negroes in the Revolution and the War of 1812.

Prepare skits dramatizing different aspects of the abolition movement. Include episodes to depict speakers, writers, underground railroad operators, slave revolts.

Arrange to tape a "man-on-the-street" interview in which pupils role-play various aspects of slave life including the life of field hands, craftsmen, and house servants.



## Content

Politics and culture since the Civil War

(Outline for Teachers of History in Grade 11, pp. 34-36)

Unit XIII Problems of Human Relations—Equality of Opportunity for All (*Suggested Modern Problems Units for Use in Baltimore City Public Schools* — 1963 — page 24.)

(Subproblem) A. What does history teach us about minority groups and their problems? What contributions have minority groups made in our country at various times?

(Subproblem) B. How can we gain equality of opportunity for all in this country? How has the treatment of minorities created problems in such areas as education, housing, and employment? What progress has been made and what remains to be done in regard to this problem?

## Activities

Investigate and report to the class on the place of religion in the lives of slaves and their feelings as expressed in spirituals and folk music.

Role-play a debate between Booker T. Washington and W.E.B. DuBois on the attainment of civil rights for the Negro. Pupils need to be completely familiar with the philosophy of each to participate in this activity.

Investigate and report on the development of segregation and Jim Crowism in the South. Include the case of *Plessy vs. Ferguson* in this report.

Prepare a detailed time line showing major developments in the move for civil rights from the Reconstruction Era to the present.

Investigate and report to the class the contributions of Negroes to one of the following facets of our American culture:

Music	Politics	Business-Industry
Theater	International Relations	Social Welfare
Literature	Law	Military
Education	Science and Invention	Exploration

Trace the course of the fight for equal civil rights by Negroes as individuals and groups in the Supreme Court of the United States. Report to the class significant decisions.

Prepare short news-like announcements about outstanding developments in the civil rights movement in the South from 1945 to the present.

Have a class debate on the motion—"RESOLVED: The elimination of defacto segregation is a responsibility of the public school."

## Instructional Materials

The following audiovisual materials will be found useful in emphasizing the contributions of the Negro American to history. The teacher's familiarity with the material will make it possible to direct discussion in productive ways.

### Motion Pictures

*History of the Negro in America: 1619-1860*

Sd-1141.2

"Out of Slavery." This motion picture follows the history of the Negro from the promise of equality set forth in the Declaration of Independence through the growth of slavery to the eve of the Civil War. The film describes the everyday life of the Negroes.

*History of the Negro in America: 1861-1877*

Sd-1142.2

"Civil War and Reconstruction." This motion picture labels slavery and political struggle as the basic causes of the Civil War. The film describes the Negro's fight for his freedom, the reforms of Reconstruction, and the 1877 Overthrow. The economic condition of the newly freed slaves is considered.

*History of the Negro in America: 1877 to Today*

Sd-1143.2

"Freedom Movement." This motion picture studies the Negro sharecropper's tenant-farmer existence. The film describes his migration to the north and west. It considers his involvement in the two World Wars and in the later Civil Rights battle on the homefront.

*Frederick Douglass - Part I*

Sd-497.3

The purpose of this film is to discuss the contribution of Douglass, a former slave, to the Negro movement and to the American government in his roles as secretary of the Santo Domingo Commission, Marshal and Recorder of Deeds of the District of Columbia, and as United States Minister to Haiti.

*Frederick Douglass - Part II*

Sd-498.3

When Frederick Douglass came to New Bedford, Massachusetts, from Baltimore he was twenty-one years old, he had a different name, and he was destined to become a moving force in the abolition movement. His intelligence, sincerity, and oratorical powers soon attracted the attention of the white leaders of the Abolitionist Society.

*Booker T. Washington*

Sd-259.2

The film portrays the dramatic story of Booker T. Washington from childhood to the time when he became "probably the greatest Negro in history." It reproduces episodes illustrating his constant struggle to free his people from ignorance, poverty, and fear. It recalls his hardships in obtaining an education, his problem in building Tuskegee Institute, and his tragedies in private life. It calls attention to his influential Atlanta speech.

*Negro Soldier, The*

Sd-161.2

Adaptable to upper intermediate grade history, and suitable for secondary level, this film, by means of a minister giving a sermon to his congregation, presents the story of the contributions of the Negro soldier from the days of the Boston Massacre to World War II. Industrial, scientific, educational, sport, and other cultural achievements are depicted.



## Filmstrip

### *George Washington Carver*

Fs-612

George Washington Carver is first shown testifying before a Congressional committee. He tells his life story to them. The filmstrip explains in simple terms the life of the Negro scientist and depicts his research on the value of the peanut.

## Records

### *Negro in the United States, The*

Rs-80

This story of the Negro includes: participation in early discoveries; the origin of the slave trade; the development of slavery and its evils; the abolitionist movement and the influence of Frederick Douglass and Abraham Lincoln; the Civil War; the Reconstruction Period; the struggle to bring public education into the South; the spread into other industries; the hardships; and the various contributions and most prominent contributors in and to many fields.

## Sound Filmstrips

### *Adventures in Negro History*

Fr-172

Shows how the Negro has contributed much to the U.S. in the exploration of uncharted land, in military valor, in the arts, in sports, in business, in education, and in other areas of endeavor.

### *Leading American Negroes*

Fr-150

Presents the biographies of outstanding Negroes who have made significant contributions to American culture during various periods of history. Points out advancements made by Negroes in such areas as education, the arts, and science.

## Books For Children and Young Adults

Titles that are starred are easier reading. This list has been selected from a more comprehensive list prepared by Library Services, Curriculum and Instructional Division, Baltimore Public Schools.

Aliki. *A Weed Is a Flower: The Life of George Washington Carver.* Prentice-Hall, 1965.

The story tells of the Negro scientist who improved the life of the Southern farmer through his experimentation with the peanut and the sweet potato.

\* Beim, Lorraine and Jerrold. *Two Is a Team.* Harcourt, 1945.

Ted and Paul play together after school without any concern for racial differences.

Bowen, David. *The Struggle Within.* Norton, 1965.

This is a factual account of Negro-white relationships in the United States which tries to emphasize causes as well as solutions.

Clayton, Edward T. *Martin Luther King: The Peaceful Warrior.* Prentice-Hall, 1965.

The story tells of the Nobel Peace Prize winner and of the people who inspired him.

\* De Angeli, Marguerite. *Bright April.* Doubleday, 1945.

A thoughtless little white girl causes sadness for April, but friendship is finally achieved.

Durham, Phillip, and Everett L. Jones. *The Negro Cowboys.* Dodd, 1966.

Names and sketches are provided of many Negro cowboys in the days of westward expansion.

\* Fife, Dale. *Who's in Charge of Lincoln?* Coward, 1965.

Eight-year-old Lincoln Farnum has some adventures on his trip alone from New York to Washington to visit Abe Lincoln's bedroom in the White House.

\* Justus, May. *New Boy in School.* Hastings, 1963.

Lennie learns to make suitable adjustments despite his uncertainties when he finds himself the only Negro in a newly integrated class in Tennessee.

\* Keats, Ezra Jack. *Whistle for Willie.* Viking, 1965.

The attractive illustrations help to tell the story of Peter as he learns to whistle for his dog.

Newman, Shirlee P. *Marian Anderson: Lady from Philadelphia.* Westminster, 1966.

This warm biography is written simply and with appropriate feeling.

\* Patterson, Lillie. *Booker T. Washington: Leader of His People.* Garrard, 1962.

The life story is told of this champion of education for Negroes.

\* Patterson, Lillie. *Frederick Douglass.* Garrard, 1965.

Douglass, a great Negro Abolitionist, spent much of his life in an effort to free others.

\* Shackelford, Jane. *The Child's Story of the Negro.* Rev. ed. Associated Publishers, 1956.

Readings are included about African life, myths, and folktales.

\* Shotwell, Louisa. *Roosevelt Grady.* World, 1963.

Nine-year-old Roosevelt helps his migrant family overcome difficulties in making a new home.

Sterling, Dorothy. *Mary Jane.* Doubleday, 1959.

Mary Jane, a Negro girl, forms firm relationships with her schoolmates in a newly integrated high school in the deep South.

Stratton, Madeline R. *Negroes Who Helped Build America.* Ginn, 1965.

The contributions of Negroes are described in the fields of science, defense, commerce, government, education, and the fine arts.



## Books for Teachers

There are many excellent books for the teacher concerning the history of the Negro American and his contributions to society. The following annotated list suggests only a few of the worthwhile references that are available.

Adams, Russell L. *Great Negroes: Past and Present*. Afro-American Publishing Co., 1964. 2nd ed.

An attempt has been made to include biographical sketches of important individuals in each field. The area of sports has been omitted since this material is readily available.

Board of Education, City of New York. *The Negro In American History*. Curriculum Bulletin No. 4, 1964-65 Series.

A committee of teachers has produced a chronological treatment of Negroes in history from old world backgrounds to the present time. Particular attention is given to developments that related to the history of New York City.

Davis, John P. ed. *The American Negro Reference Book*. Prentice-Hall, 1966.

This is a comprehensive summary of current information on main aspects of Negro life in America. Chapters are written by authorities in their fields.

Hughes, Langston, and Milton Meltzer, eds. *A Pictorial History of the Negro in America*. Crown, 1956.

The sweep of history is portrayed with the aid of authentic pictorial material to accompany the print. Pages from newspapers and periodicals are reproduced to tell the historical story of the Negro in America.

Isaacs, Harold R. *The New World of Negro Americans*. John Day Co., 1963.

The author states his purpose clearly when he says, "This book is about the impact of world affairs on Negro Americans." Particular emphasis is placed on international concerns since World War II, especially on Africa's new role in current history.

Lewis, Anthony and The New York Times. *Portrait of a Decade: The Second American Revolution*. Random House, 1964.

The ten-year period 1954-1964 is selected as an important decade in the struggle for human rights. Contemporary reporting and eye witness accounts make this book a vital, pulsating record of current history.

Pettigrew, Thomas F. *A Profile of the Negro American*. D. Van Nostrand, 1964.

Racist myths and unsound generalizations are dispelled by the author as he presents factual data concerning racial differences. This book should be read by all people who seek to understand the individual Negro American.

Public Schools of the District of Columbia. *The Negro in American History*. A Curriculum Resource Bulletin For Secondary Schools, Washington, D.C., 1964.

This is a comprehensive history of Negro Americans from 1450 to 1963. This resource bulletin for teachers contains selected bibliography for each chapter as well as a general annotated list of reference materials.

Quarles, Benjamin. *The Negro in the Making of America*. Collier, 1964.

"Those who seek an insight into human relations require the dimension of historical perspective." The author supplies this perspective by reviewing the history of the Negro American from 1619 to the present day.

Woodward, C. Vann. *The Strange Career of Jim Crow*. Rev. ed. Oxford University Press, 1966.

This new edition brings up to date that period in history that gave rise to segregation laws.

*The Negro in the United States, 1965*. The Enoch Pratt Free Library.

This is a bibliography compiled under the headings of history, problems, and progress.

*The Negro in American Life, 1966*. Bureau of Library Services, Baltimore City Public Schools.

Part I and Part II contain selected reading lists of books about the Negro for young readers and young adults. Books are listed under headings as follows: civil rights; the changing South; history; biography; fiction; poetry, plays, and music; folklore. Part I - For Young Readers, Part II - For Young Adults.

*Books by and about the American Negro, 1966*. The New York Public Library.

The selectors have compiled an annotated list of readable, sound, appealing titles classified under the following headings: the current scene; the past; individual biographies; collected biographies; music, drama, poetry; fiction.

## References Added by Teacher



### **References Added by Teacher**