

Adviser Supplement
The Civil Rights Era in North Carolina
Tar Heel Junior Historian, Fall 2004

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Lesson Plan: Civil Rights Begin in Resistance!

Grades: 4–12

Overview: The Civil Rights movement consists of numerous varied actions that African Americans have used to resist their conditions of slavery or second-class citizenship. Students will read one of two grade-appropriate articles about different forms of resistance.

Purpose: To convey to students the many ways in which African Americans struggled to gain first their legal freedom from slavery, and later the day-to-day recognition of their rights granted following the Civil War. To show that resistance can take many forms.

Time: One class period

Objectives: Social Studies Grade 4: 3.02; Grade 5: 4.06; Grade 8: 5.05
United States History: 11.02

Materials: Fall 2004 *Tar Heel Junior Historian* Articles:
“Introduction to the Struggle for Civil Rights in North Carolina,” by Shirl Spicer and Jefferson Currie II
“Love May Lead to Freedom,” by Dr. Millicent Ellison Brown
The Black Experience in Revolutionary North Carolina, by Jeffrey Crow, Chapter 3: Rebels, Runaways, Religionists

Procedure: 1. Teacher outlines the many forms of resistance utilized by enslaved and free blacks following the end of slavery:

- ♣ Slaves who secretly learned to read and write (Frederick Douglass)
- ♣ Refusing to be physically abused (physical struggle)
- ♣ “Working the slow-down” (intentionally doing anything that could temporarily stop or slow the progress of work in a situation; an example would be to ignore maintenance on a wagon, knowing that it would soon break down and thus halt work for the day)
- ♣ Running away (utilizing the Underground Railroad or other means)
- ♣ Armed rebellion (the Stono Rebellion, Gabriel Prosser, Denmark Vesey, Nat Turner)
- ♣ Working for the abolition movement
- ♣ Political activism for minority rights (after the Civil War)
- ♣ Exercising the right to vote
- ♣ Can the teacher or students list others?

(Teachers may wish to explore their own resources and provide students with other accounts to read, especially ones concerning Jim Crow laws.)

2. Students will read one article. Middle school students will read the fall 2004 *THJH* magazine's introductory article on the struggle for civil rights in North Carolina and the article entitled "Love May Lead to Freedom," by Dr. Millicent Ellison Brown. High school students will read chapter 3 from *The Black Experience in Revolutionary North Carolina*, by Jeffrey Crow.
3. Teacher will ask students to write one of two essays. Choose either the role of an enslaved person or of an African American with limited rights in any era from 1865 to the present. How would you struggle against slavery or continue to seek full civil rights for yourself and others? Students may use their imagination to shape the ways in which they would resist.

Expanded Activity:

1. High school students may research a narrative from either a slave or a person who was or is active in the Civil Rights movement. Students could then present a report on that research to the class.

Lesson Plan: Civil Rights Diary

Grade: 4–12

Overview: Following the end of the Civil War and the end of slavery, free African Americans, or “freedmen,” found themselves in very difficult circumstances. Other than working in agriculture, many freedmen did not have the skills to acquire a paying job. Most lacked money for travel, shelter, clothes, or food. The opportunity to gain a formal education was highly valued yet difficult to obtain. Reading and writing were often learned privately or with the assistance of friends. Finally, and most importantly, African Americans lived largely in states that actively and vigorously sought to deprive them of basic civil rights. Following the Reconstruction era, Jim Crow, or segregation, laws ruled the day.

Purpose: Students will construct the diary of a recently freed slave. By developing a personal perspective of an African American from the postbellum period into the 1900s, a personal connection to the people and events of the era will be achieved. Further, students will develop an understanding of the difficulties African Americans would have faced and how slavery impacted their daily lives.

Time: One class period to explain the project, and one week or more to make entries into a diary. Approximately one-half to a whole class period for students willing to present/read their diaries. Please take into consideration that some students will have tremendous emotional investment in the diaries and may not wish to share them publicly.

Objectives: Social Studies Grade 5: 3.01, 3.02, 3.03, 4.06; Grade 8: 4.05, 7.02
United States History: 9.02, 9.03
African American History: 4.03, 5.01, 5.02

Materials: Class textbook and a computer with Internet access
Fall 2004 *Tar Heel Junior Historian* article: “African American Civil Rights in North Carolina,” by Dr. Flora Bryant Brown

Optional: *A History of African Americans in North Carolina*,

by Jeffrey Crow, Paul Escott, and Flora Hatley,
Chapters 5, 7, and 8
Any readings from the supplement's bibliography

Procedure:

1. Teacher explains diary project and its time frame to students.
2. Students should understand that even though they are writing a fictional diary, their descriptions of daily life and other events must be rooted in historical fact. For example, the personal narrative is unlikely to cover events of 1850, since the diary deals with the postbellum period.
3. The following points should be included in the diary, though not in any specified order:
 - **Location** (state, city, zip, business, etc.)
 - **Events** of daily life (living conditions, personal tasks, type of work, shopping, church)
 - **Family** (marriages, deaths, births, relationships)
 - **Activity** in the struggle for civil rights (personal observations on the conditions of minorities, the education of minorities, how they learned to read and write, and beyond)
 - Using **major historical events** to “frame” the narrative is a good writing technique (end of the Civil War, meeting Mark Twain, inauguration of a president, etc.)

Expanded Activities:

1. High school students may be required to research an actual historical narrative before beginning their fictional account. A review of that narrative should be included as an introduction to their fictional account.
2. Elementary and middle school students may be allowed to physically construct the diary as well. A freedman would have had limited resources and might have constructed the diary from scrap materials.

Lesson Plan: Civil Rights Chronology

- Grade: 4–12
- Overview: Civil rights activities before 1865 were relatively few and focused mainly on the abolition movement. After 1865, civil rights events took place quickly, at least until Reconstruction ended. Even after 1877, many events took place that shaped civil rights for the next one hundred years. In addition, other events, such as the opening of the American West, had very real impacts on the futures of African Americans.
- Purpose: It is difficult for students to hold a mental image of chronological events and understand the relationship of one event to another. Creating this outline relating to civil rights will provide students with a visual reference in order to achieve a better understanding of how the civil rights struggle fits into the context of American history.
- Time: One-half of a class period will be required to explain the project, read the handouts, and identify sources. One class period will be used to construct the time line and mount it in the classroom. To reduce the amount of class time used for this project, students may conduct research as homework over a period of approximately one week.
- Objectives: Social Studies Grade 4: 2.01, 3.02, 4.04; Grade 5: 4.06; Grade 8: 4.03, 4.05, 7.02
United States History: 2.05, 2.06, 9.03, 9.04
African American History: 2.05, 4.03
- Materials: Construction paper with coloring or drawing materials
Class textbook and computer with Internet access
African American and American Indian history encyclopedias
Fall 2004 *Tar Heel Junior Historian* article: "African American Civil Rights in North Carolina," by Dr. Flora Bryant Brown
Any readings from the supplement's bibliography
- Procedure:
1. Teacher informs students of the time line project and its time frame.
 2. Students will conduct initial stages of research with the teacher in the classroom or media center to ensure

that they understand the information needed. The teacher will provide materials.

3. Students will conduct personal research and construct the time line over a period of time determined by the teacher. Initial stages of research will be conducted with the teacher in the classroom or media center to ensure that students understand the information needed.

Expanded Activities:

1. The teacher may instruct students to create a large time line to be placed in the classroom (around the room, top of walls). This represents a more cooperative effort and may be best for elementary and middle school students.
2. Middle school or high school students may be required to research and expand on one specific event from their time line.

Lesson Plan: Hiram Rhoades Revels

- Grades: 4–12
- Overview: Some advancements for African Americans came quickly following the Civil War. Hiram Rhoades Revels held prominent roles in the African American community and in the nation. He was a businessman, minister, organizer, educator, soldier, politician, United States congressman, and newspaper editor.
- Purpose: Many students do not understand that great advances in civil rights were made by only a few men and women after 1865. This lesson informs students about the variety of roles assumed by a determined and talented man. Revels’s career demonstrated to everyone what African Americans could accomplish.
- Time: One-quarter of a class period should be required to explain the activity, read the handouts, and answer any questions. The remainder of the class period should be used by students to complete the questions and optional activities, if assigned by the teacher. Students should be allowed some time to share the letter that they have written with the class.
- Objectives: Social Studies Grade 4: 3.02, 3.05, 4.03, 4.05; Grade 5: 3.01, 4.06
United States History: 2.05, 3.05
African American History: 2.05, 4.03
- Materials: Class textbook and dictionary
Fall 2004 *Tar Heel Junior Historian* article: “African American Civil Rights in North Carolina,” by Dr. Flora Bryant Brown
Any readings from the supplement’s bibliography
Activity Sheet #1: Hiram Rhoades Revels
Activity Sheet #2: Reading Questions (for elementary students)
Activity Sheet #3: Reading Questions (for middle and high school students)
- Procedure: 1. Teacher explains to students that many African Americans made great strides in business, government, literature, etc., before the end of Reconstruction and the beginning of Jim Crow, or segregation, laws. Some explanation will be

necessary to define “Reconstruction” for elementary students.

2. Students are given time to read Activity Sheet #1: Hiram Rhoades Revels and ask questions before being given Activity Sheet #2.

Expanded Activities:

1. Middle school or high school students could answer the optional questions included in Activity Sheet #3.
2. Elementary students may write a letter to Rev. Revels asking questions about his career or the time period in which he lived.
3. High school students could research another individual from the Reconstruction period, completing a brief research paper and reporting to the class.

Activity Sheet #1: Hiram Rhoades Revels

Information taken from the Information Services Branch of the State Library of North Carolina.
<http://statelibrary.dcr.state.nc.us/nc/bio/afro/revels.htm>



Library of Congress

Hiram Rhoades Revels (1822–1901) was born a free man of African American and Indian descent in a slave state and became the first African American member of Congress. In the process, Revels ministered to the spiritual needs and expanded opportunities for education for the African American community. He began his life in North Carolina.

Hiram Revels was born in Fayetteville, North Carolina, in 1822, but an exact birthplace has not been identified. He was born of mixed African and Croatan Indian heritage to free parents. On March 8, 1838, Revels was apprenticed to his brother, Elias B. Revels, as a barber in Lincolnton, North Carolina. Although Hiram Revels' s apprenticeship was to last until his twenty-first birthday in 1843, his brother died in 1841, leaving Hiram to manage the barbershop.

Revels apparently left the barbershop to further his education. In 1844 he was a student at a Quaker school in Liberty, Indiana. He also attended school in Ohio and was a student of Knox College in Illinois. Revels was ordained as a minister by the African Methodist Church and traveled extensively, ministering to African American congregations in Ohio, Indiana, Illinois, Tennessee, Kentucky, Missouri, and Kansas. He eventually settled in Baltimore, where he became principal of a school for African Americans, as well as pastor of a local church. His ministerial and educational work would expand during the Civil War.

With the outbreak of the Civil War in 1861, Hiram Revels turned his resources toward support for the Union cause in Maryland, a border state with divided loyalties. Revels aided in the organization of two regiments of African American

(continued)

troops from Maryland. Having moved in 1863 to St. Louis to organize a school for African Americans, he recruited African American men for service in a Missouri regiment. His recruiting ability and ministerial training equipped Revels for active service as a Union chaplain with a Mississippi regiment of free blacks. At one point during his military service, Revels was the provost marshal of Vicksburg, the militarily important Mississippi River town and scene of a bloody and prolonged Union siege.

At the conclusion of the war, Revels settled in Natchez, Mississippi, and joined the African Methodist Episcopal Church. He continued his pastoral duties and founded new churches. In 1868 Revels was elected alderman. Struggling to keep his political and pastoral duties separate and to avoid racial conflict, Revels earned the respect of both whites and African Americans. His success in managing these forces led to his election as a state senator from Adams County, Mississippi. In 1870 Revels was elected as the first African American member of the United States Senate. Ironically, Revels was elected to fill the position vacated by Jefferson Davis almost ten years earlier. Revels took his seat in the Senate on February 25, 1870, and served through March 4, 1871, the remainder of Davis' s vacated term.

Returning to Mississippi in 1871, Revels was named president of Alcorn College, the state' s first college for African American students. He was dismissed from the Alcorn presidency in 1874 by the Governor but returned to the position two years later. Revels retired from Alcorn in 1882. Aside from his duties at Alcorn College, Revels served as secretary of state ad interim for Mississippi in 1873. Revels actively participated in the 1875 political campaign to oust the "carpet-bag" government of Mississippi. He defended his actions in a letter to President Ulysses Grant that was published in the *Daily Times* of Jackson, Mississippi. The next year he became editor of the *Southwestern Christian Advocate*. While attending to these public activities, Revels actively continued his religious work. While attending a church conference in Aberdeen, Mississippi, Hiram Rhoades Revels died on January 16, 1901.

Hiram Revels faced the dangers of racial conflict in the Reconstruction-era South in a manner that won the respect of both whites and blacks. His life was dedicated to improving the spiritual and educational needs of the African American community in numerous states.

Activity Sheet #2: Reading Questions

1. Was Revels born a slave? Why or why not?
2. What is an apprentice?
3. What is a chaplain?
4. How long did Revels serve in Congress?
5. To which United States president did Revels write?
6. To how many states did Revels travel in his career?
7. How long after the Civil War was Revels elected to Congress?

Activity Sheet #3: Reading Questions

1. What is a “Quaker school”? How else were the Quakers involved in the cause of civil rights?
2. In how many roles did Revels serve his community and nation?
3. What does “carpetbag government” mean?
4. How many African Americans fought in the Civil War?
5. The Thirteenth, Fourteenth, and Fifteenth Amendments to the United States Constitution guarantee rights to all citizens. When did American Indians gain the right to vote?

Lesson Plan: American Indian Chronology

- Grades: 4–12
- Overview: The discussion of the civil rights struggle in America is often confined to African American history. However, an interesting chronology of events involves the American Indian groups in and around North Carolina struggling for civil rights.
- Purpose: This time line will promote a more coherent understanding of the relation between white society and American Indian groups.
- Time: Approximately one-half of a class period should be required to introduce the project, read the handouts, and identify sources. One class period will be used to construct the time line and mount it in the classroom. Class time required can be reduced by assigning research to students as homework to be completed over a period of roughly one week. This works particularly well with eighth grade and above.
- Objectives: Social Studies Grade 4: 1.05, 2.01, 2.02, 2.04, 3.02, 4.05, 5.01; Grade 8: 1.02, 1.07, 3.05, 9.02
United States History: 1.02, 9.04, 11.02
- Materials: Construction paper, coloring/drawing materials
Class textbook and computer with Internet access
American Indian history encyclopedias
Reference materials as available, including *The ABC-CLIO Companion to the Native American Rights Movement*, by Mark Grossman (see bibliography)
Fall 2004 *Tar Heel Junior Historian* articles:
“Introduction to the Struggle for Civil Rights in North Carolina,” by Shirl Spicer and Jefferson Currie II
“With Deliberate Speed: North Carolina and School Desegregation,” by Jefferson Currie II
“‘Double Voting’ in Robeson County: A Reminder of an Unequal Past,” by Bruce Barton
“The Ku Klux Klan in North Carolina and the Battle of Maxton Field,” by Jefferson Currie II
North Carolina American Indian History Time line from the North Carolina Museum of History, available at <http://ncmuseumofhistory.org/nchh/amerindian.html>
Readings from the attached bibliography, including *American Indians in North Carolina: Geographic*

Interpretations, by Thomas E. Ross and *The Only Land I Know: A History of the Lumbee Indians*, by Adolph L. Dial and David L. Eliades

Procedure:

1. Teacher informs students of the time line project and its time frame. Students will conduct initial stages of research with the teacher in the classroom or media center to ensure that they understand the information needed. The teacher will provide materials needed.
2. Students will conduct personal research and construct the time line over a period determined by the teacher. Initial stages of research will be conducted with the teacher in the classroom or media center to ensure that students understand information needed.
3. Teacher may instruct students to create a large time line to be placed in the classroom. This represents a more cooperative effort and may be best for elementary and middle school students. Some students may be assigned to research images that will be used to supplement or decorate the time line borders. Pictures or drawings of prominent individuals, with brief statements of their contributions, may also be used.
4. Depending on students' abilities, teachers may wish to assign groups to work cooperatively on sections (by years) or other aspects of the time line.
5. Middle school or high school students could complete an individual product to be evaluated by the teacher. The life and contribution of an activist or the history of a specific local group are possibilities.

Expanded Activity:

1. Middle and high school students may conduct further research on the history and meaning of one specific event or issue from their time line. Issues such as voting rights, achieving state and federal recognition, and *Brown v. Board of Education* and its effect on American Indian education would be appropriate for high school. Stories of personal contact or mapping geographic locations are better suited to middle or elementary school students.

Education Resources for the Civil Rights Era in North Carolina

Field Trip Ideas

Hours of operation, admission fees, and exhibition dates for the following sites are subject to change. Admission is free unless otherwise noted.

Coastal Plain

Cape Fear Museum of History and Science

814 Market Street, Wilmington

Hours: Tuesday–Saturday, 9:00 a.m.–5:00 p.m.; Sunday, 1:00 p.m.–5:00 p.m.; from Memorial Day through Labor Day, also open Monday, 9:00 a.m.–5:00 p.m.

Fee: Adults, \$5; seniors, \$4; children 3–17, \$1; children under 3, free

910-341-4350

<http://www.capefearmuseum.com/>

The long-term pictorial exhibit *From Williston to the World* celebrates decades of graduates of Williston School, the first African American institution to be included in Wilmington's free school system.

Roanoke Island Freedmen's Colony (at Fort Raleigh National Historic Site)

U.S. 64/264, 1401 National Park Drive Manteo

Hours: 9:00 a.m.–6:00 p.m. in the summer; 9:00 a.m.–5:00 p.m. for the remainder of the year

252-473-5772

<http://www.roanokefreedmenscolony.com/index.html>

<http://www.nps.gov/fora>

Visit the Fort Raleigh site to learn about the country's first freedmen's colony. Hear about African American life in the colony during the Civil War.

Somerset Place State Historic Site

2572 Lake Shore Road, Creswell

Hours: (April through October) Monday–Saturday, 9:00 a.m.–5:00 p.m.; Sunday, 1:00 p.m.–5:00 p.m.; (November through March) Tuesday–Saturday, 10:00 a.m.–4:00 p.m.; Sunday, 1:00 p.m.–4:00 p.m.

252-797-4560

<http://www.ah.dcr.state.nc.us/sections/hs/somerset/somerset.htm>

During its eighty-year existence as one of North Carolina's most prosperous plantations, the 100,000-acre Somerset Place (1785–1865) was home to more than three hundred enslaved men, women, and children of African descent.

Piedmont

Charlotte Hawkins Brown Museum

U.S. 70, Sedalia

Hours: (April through October) Monday–Saturday, 9:00 a.m.–5:00 p.m.; Sunday, 1:00 p.m.–5:00 p.m.; (November through March) Tuesday–Saturday, 10:00 a.m.–4:00 p.m.; Sunday, 1:00 p.m.–4:00 p.m.

336-449-4846

<http://www.ah.dcr.state.nc.us/sections/hs/chb/chb.htm>

This state historic site showcases the life and work of Charlotte Hawkins Brown, a pioneer in African American education and a civil rights advocate. The site features a visitor center, Brown's gravesite, and buildings from Palmer Memorial Institute, the preparatory school that Brown founded.

Greensboro Historical Museum

130 Summit Avenue, Greensboro

Hours: Tuesday–Saturday, 10:00 a.m.–5:00 p.m.; Sunday, 2:00 p.m.–5:00 p.m.

336-373-2043

<http://www.greensborohistory.org/>

The *Greensboro Sit-Ins*, a permanent exhibit featuring four seats from the Greensboro's F.W. Woolworth store, photographs, and a time line, recalls the civil rights protests that spread across the South in the 1960s.

Native American Resource Center

Old Main Building, University of North Carolina at Pembroke, Pembroke

Hours: Monday–Friday, 8:00 a.m.–5:00 p.m.

910-521-6282

<http://www.uncp.edu/nativemuseum/>

The center exhibits Indian artifacts, arts, and crafts from across North America, focusing on the Lumbee tribe. Films and research materials are available to the public.

North Carolina Mutual Life Insurance Company

411 West Chapel Hill Street, Durham

919-682-9201

<http://www.ncmutuallife.com/>

The nation's oldest and largest African American–owned insurance company was founded in 1898. The company's headquarters, built in 1921 on the site of the first office, has become both a landmark and a symbol of racial progress. Tours of the Heritage Room can be arranged.

Walnut Cove School

U.S. 311, north of Winston-Salem

336-591-5442

This building, now a community center, is one of the best-preserved Rosenwald schools remaining in the South. One of the larger Rosenwald schools in the

state, it began in 1921 as the Walnut Cove Colored School, with five classrooms, and operated until the 1950s.

Future Openings

International Civil Rights Center and Museum
South Elm Street, Greensboro
<http://www.sitinmovement.org/default.asp>

This museum will be housed in a former Woolworth's building, the site of the 1960 sit-in that launched the sit-in movement across the South. The facility is scheduled to open on February 1, 2005, the forty-fifth anniversary of the first day of the famous Greensboro sit-ins.

North Carolina Museum of History Exhibition: *A Change Is Gonna Come: Black, Indian, and White Voices for Racial Equality*
5 East Edenton Street, Raleigh
<http://ncmuseumofhistory.org/>

Coming soon, this exhibition will focus on the struggle for racial equality in North Carolina from the 1860s to the 1980s through the personal stories of the state's citizens.

Mountains

Museum of the Cherokee Indian
U.S. 441 and Drama Road, Cherokee
Hours: Daily, 9:00 a.m.–7:30 p.m.
Fee: Adults, \$8; children, \$5; children under 6, free
828-497-3481
<http://www.cherokeemuseum.org/>

Completely renovated in 1998, this museum uses high-tech effects and an extensive artifact collection to tell the story of the Cherokee people.

Web Sites

African American Odyssey
<http://memory.loc.gov/ammem/aahtml/aohome.html>
This Library of Congress site offers primary sources important to African American history, including a section on the 1960 Greensboro sit-ins.

Brown v. Board of Education Digital Archive
<http://www.lib.umich.edu/exhibits/brownarchive/gallery.html>
This site includes photos depicting public school integration in Charlotte following the *Brown v. Board of Education* decision.

The Charlotte-Mecklenburg Story: African American Community

<http://www.cmstory.org/african/default.asp>

Online publications and photo albums documenting the history of African Americans in Mecklenburg County are contained on this site.

Civil Rights Law and History

<http://www.usdoj.gov/kidspage/crt/crtmenu.htm>

This page of the United States Department of Justice's site for students, geared for sixth through twelfth grade (although it offers excellent background information for adults as well), includes sections on voting, education, American Indians, and more.

CORE: Congress of Racial Equality

<http://www.core-online.org/>

This site provides the organization's history, biographies of its key players, and its current activities.

For the Record: Representations of the Wilmington Massacre of 1898

<http://www.mith.umd.edu/courses/amvirtual/wilmington/wilmington.html>

Visit this site for primary sources on the Wilmington race riot.

Greensboro Sit-Ins: Launch of a Civil Rights Movement

<http://www.sitins.com>

The *Greensboro News and Record* presents this comprehensive site, which includes interviews, articles, biographies of main players, and a time line.

Race and Desegregation: West Charlotte High School

http://www.sohp.org/research/lfac/lfac_31b.html

Race and Desegregation: Ashevilles Stephens-Lee High School

http://www.sohp.org/research/lfac/lfac_31c.html

This site offers oral histories that are part of the Listening for a Change: North Carolina Communities in Transition project, an initiative of UNC-Chapel Hill's Southern Oral History Program to document the state's post-World War II history.

SCLC: Southern Christian Leadership Conference

<http://sclcnational.org/>

The organization's official site includes the history, current activities, and future goals of the nonprofit agency.

SNCC: 1960-1966

<http://www.ibiblio.org/sncc/>

A history of the Student Nonviolent Coordinating Committee, with discussion of the organization's leaders, issues, and events. The site includes a time line and links to related Web sites.

Bibliography

ABC-Clio Companions to Key Issues in American History and Life Series. Santa Barbara: ABC-CLIO.

Four books in this series focus on civil rights history and current issues for different groups. Each book offers brief entries on leading figures and organizations, laws, issues, events, publications, and court decisions, and includes a chronology and an extensive bibliography.

- Frost-Knappman, Elizabeth. *The ABC-CLIO Companion to Women's Progress in America*. 1994.
- Grossman, Mark. *The ABC-CLIO Companion to the Civil Rights Movement*. 1993.
- _____ . *The ABC-CLIO Companion to the Native American Rights Movement*. 1998.
- Pelka, Fred. *The ABC-CLIO Companion to the Disability Rights Movement*. 1997.

Bradley, David, and Shelley Fisher Fishkin, eds. *The Encyclopedia of Civil Rights in America*. New York: M.E. Sharpe, 1998.

This three-volume encyclopedia takes a broad view of civil rights and includes 683 entries about legal and political issues, events, politicians, court cases, laws and government policies, groups affected by civil rights discrimination, and activists. Its eight appendixes include the text of government documents, a table of court cases, a time line from 1619 to 1997, a filmography, a bibliography, and lists of museums and organizations.

Cecelski, David S. *Along Freedom Road: Hyde County, North Carolina, and the Fate of Black Schools in the South*. Chapel Hill: The University of North Carolina Press, 1994.

Cecelski, a prominent North Carolina historian, relates the 1968–1969 school boycott in Hyde County in which demonstrators protested an integration plan that would eliminate historically African American schools.

Cecelski, David S., and Timothy B. Tyson, eds. *Democracy Betrayed: The Wilmington Race Riot of 1898 and Its Legacy*. Chapel Hill: The University of North Carolina Press, 1998.

This collection of essays by prominent historians commemorated the centennial of the Wilmington race riot. The scholars discuss the causes and outcomes, both short and long-term, of the event.

Chafe, William H. *Civilities and Civil Rights: Greensboro, North Carolina, and the Black Struggle for Freedom*. New York: Oxford University Press, 1981.

Chafe, a history professor at Duke University and codirector of the university's Center for the Study of Civil Rights at the time of the book's publication, provides a thoughtful and readable look into the Civil Rights movement in Greensboro.

Crow, Jeffrey J. *The Black Experience in Revolutionary North Carolina*. Raleigh: North Carolina Division of Archives and History, 1977.

Crow covers areas such as the growth of slavery in North Carolina, patterns of white control, African Americans serving in the military on both sides of the Revolutionary War, and the Revolution's impact on African Americans. The book includes maps, charts, and illustrations.

Crow, Jeffrey J., Paul D. Escott, and Flora J. Hatley. *A History of African Americans in North Carolina*. Raleigh: North Carolina Office of Archives and History, 2002.

This readable book provides a comprehensive look at the African American experience throughout the state's history. It includes illustrations, photographs, and charts.

Delany, Sarah L., and A. Elizabeth Delany. *Having Our Say: The Delany Sisters' First 100 Years*. New York: Dell Publishing, 1993.

These two sisters from North Carolina tell their engaging stories of breaking racial and gender barriers throughout their long lives, giving their firsthand accounts of life for African Americans in the Jim Crow period, during the Civil Rights movement, and beyond.

Dial, Adolph L., and David L. Eliades. *The Only Land I Know: A History of the Lumbee Indians*. Syracuse, N.Y.: Syracuse University Press, 1996.

Historians Dial and Eliades contribute this important work on the cultural, economic, social, and political history of the Lumbee people.

Haley, John H. *Charles N. Hunter and Race Relations in North Carolina*. Chapel Hill: The University of North Carolina Press, 1987.

Haley, a history professor at the time of the book's publication, provides an interesting look into the life of Charles N. Hunter, who was born a slave in Raleigh and was able to use his professions as public school teacher and journalist to quietly but persuasively publicize the problems of racism and urge others to join him in passive protest against it.

Let Us March On: Raleigh's Journey Toward Civil Rights. Raleigh: Raleigh City Museum, 2000.

This slim but important volume chronicles the experiences of Raleigh's citizens during the Civil Rights movement through oral histories collected for the museum's 2000 exhibition of the same name. The moving interviews are accompanied by a time line and historic photographs.

Lowery, Charles D., and John F. Marszalek, eds. *Encyclopedia of African-American Civil Rights: From Emancipation to the Present*. New York: Greenwood Press, 1992.

This reference source provides entries on people, places, organizations, and concepts important to African American civil rights.

Ransby, Barbara. *Ella Baker and the Black Freedom Movement: A Radical Democratic Vision*. Chapel Hill: The University of North Carolina Press, 2003.

Ransby, a professor of African American studies and history, writes this important biography on an influential civil rights leader in North Carolina.

Ross, Thomas E. *American Indians in North Carolina: Geographic Interpretations*. Southern Pines, N.C.: Karo Hollow Press, 1999.

Ross, a geography professor, provides an overview of American Indian tribes in North Carolina, including historic data and maps, as well as current demographic, economic, social, and geographic conditions of today's tribes. Although a bit outdated (the book doesn't include the Occaneechi as a state-recognized tribe), the work offers a good historical look into the tribes and is essential to understanding historical and current civil rights issues.

Documentaries

These documentaries are available as VHS tapes at some school and public libraries or through interlibrary loan.

Grant, Joanne. *Fundi: The Story of Ella Baker*. New York: First Run/Icarus Films, 1986.

Viewers learn about Baker's important work during the Civil Rights movement through interviews and historic footage in this sixty-three-minute video, which is appropriate for high school students. The title of the video refers to Baker's nickname, Fundi, a Swahili word for a person who passes on skills from one generation to another.

Gray, Mike. *Jesse Jackson: Genesis of a Journey*. Research Triangle Park: University of North Carolina Center for Public Television, 1991.

This twenty-nine-minute video, which is appropriate for high school students, examines Jesse Jackson's first involvement in the Civil Rights Movement as a student in Greensboro. Primarily, the video includes the history of the movement in Greensboro in the early 1960s, as told through interviews (including ones with Jackson), photographs, and film footage.

Teaching Resources

Channing, Steven A. *We the People*. Durham: Video Dialog Inc., 1989. With teacher's guide.

In this fourteen minute video, students in grades eight and above can examine the lives of North Carolinians who fought for constitutional change, including people who opposed the Civil War and advocated women' s voting rights and civil rights legislation. Documentary footage of the first 1960 Greensboro sit-in and reenactments of other historic events relate the state's struggles for civil rights for all. Available in many school libraries or by loan through the North Carolina Museum of History (the museum provides a teacher's guide with the loan).

“Instructional Resources: Civil Rights.” LEARN NC.

<http://www.learnnc.org/learnnc/lessonp.nsf/>

LEARN NC, an online program of the UNC–Chapel Hill School of Education, provides twenty-two lesson plans—or links to other organizations' lessons—on civil rights for varied grade levels. While not all of the lessons are North Carolina related, the North Carolina curriculum alignment is specified for each one.