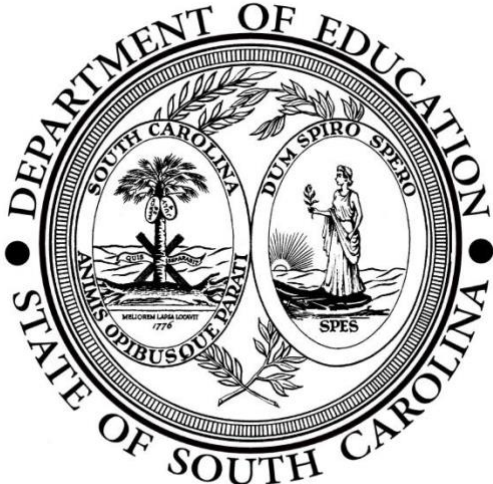


Instructional Unit Resource for the  
*South Carolina College- and Career-Ready for  
US History and the Constitution*

Grade 11

Unit Title: Civil Rights Activism, featuring Janice Marshall and  
the National Congress of Black Women

# South Carolina Department of Education Office of Standards and Learning



January 2019

**Instructional Unit Resource Overview**

The purpose of this instructional unit resource is to provide guidance regarding how the standards in course name/grade level/unit title can be grouped together. Since this document is merely guidance, a district should implement the standards in a manner that addresses its curriculum and the specific needs of its students.

**Instructional Unit Resource Matrix for [Click here to enter text.](#)**

**Grade:** United States History – Grade 11.

**Unit Title:** Civil Rights Activism, featuring Janice Marshall and the National Congress of Black Women

<b>Standards/Indicators: 2.4, 3.2, 3.3, 3.4, 3.5, 4.6, 6.2, 6.4 and 8.1</b>				
<b>Inquiry-Based Literacy</b>	<b>Reading- Literary Text</b>	<b>Reading- Informational Text</b>	<b>Writing</b>	<b>Communication</b>

<b>Instructional Unit Links</b>	<b>Instructional Unit Links</b>
<a href="#">Unit Overview</a>	<a href="#">Standard(s)</a>
<a href="#">Clarifying Note(s)</a>	<a href="#">Prior Knowledge</a>
<a href="#">Assessment Task(s)</a>	<a href="#">Academic Vocabulary</a>
<a href="#">Subsequent Knowledge</a>	<a href="#">Resources</a>
<a href="#">Instructional Strategy(ies)</a>	

**Unit Title**  
Civil Rights Activism, featuring Janice Marshall and the National Congress of Black Women

**Unit Overview**  
This instructional unit focuses on civil rights activism. Through the life of Janice Marshall students will come to understand the role of civil rights activism. The student will also come to understand the importance of the National Congress of Black Women to the fight for civil rights in the United States.

## Standards

USHC-2.4 Compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women’s rights.

USHC-3.2 Summarize the course of the Civil War and its impact on democracy, including the major turning points; the impact of the Emancipation Proclamation; the unequal treatment afforded to African American military units; the geographic, economic, and political factors in the defeat of the Confederacy; and the ultimate defeat of the idea of secession.

USHC-3.3 Analyze the effects of Reconstruction on the southern states and on the role of the federal government, including the impact of the thirteenth, fourteenth, and fifteenth amendments on opportunities for African Americans.

USHC-3.4 Summarize the end of Reconstruction, including the role of anti–African American factions and competing national interests in undermining support for Reconstruction; the impact of the removal of federal protection for freedmen; and the impact of Jim Crow laws and voter restrictions on African American rights in the post-Reconstruction era.

USHC-3.5 Evaluate the varied responses of African Americans to the restrictions imposed on them in the post-Reconstruction period, including the leadership and strategies of Booker T. Washington, W. E. B. DuBois, and Ida B. Wells-Barnett.

USHC-4.6 Compare the accomplishments and limitations of the women’s suffrage movement and the Progressive Movement in affecting social and political reforms in America, including the roles of the media and of reformers such as Carrie Chapman Catt, Alice Paul, Jane Addams, and presidents Theodore Roosevelt and Woodrow Wilson.

USHC-6.2 Explain the causes and effects of the social change and conflict between traditional and modern culture that took place during the 1920s, including the role of women, the “Red Scare”, the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial.

USHC-6.4 Analyze President Franklin Roosevelt’s New Deal as a response to the economic crisis of the Great Depression, including the effectiveness of New Deal programs in relieving suffering and achieving economic recovery, in protecting the rights of women and minorities, and in making significant reforms to protect the economy such as Social Security and labor laws.

USHC-8.1 Analyze the African American Civil Rights Movement, including initial strategies, landmark court cases and legislation, the roles of key civil rights advocates and the media, and the influence of the Civil Rights Movement on other groups seeking equality.

## **Clarifying Notes:**

Before the Civil War, African Americans actively sought to seize freedom over their lives. In the antebellum South, African Americans, both slave and free, took sustained and extraordinary steps to build autonomy, both in urban autonomous communities and in the daily covert actions of resistance on plantations. Overt examples of African American slave resistance, exemplified by Nat Turner's rebellion and Frederick Douglass' leadership, proved rare due to the incredible risks involved in overt resistance.

During and after the Civil War, the federal government significantly expanded the rights of African Americans by outlawing slavery, expanded citizenship, and gave African American men the right to vote. While Reconstruction legislation first attempted to protect the rights of African Americans, ultimately the federal government failed to protect African Americans from segregation de jure in the South and de facto in the North.

Efforts to challenge segregation achieved little progress before the year 1900, but the crucial intellectual groundwork of protest and argumentation was set through the efforts of Booker T. Washington, W.E.B. DuBois and Ida B. Wells. What was missing was organization. This changed with the formation of the NAACP in 1909. While the Progressive Era was at its height, middle class reformers were largely interested in economic regulation and the advocating the rights of white women and child workers. The NAACP got its first test during the Wilson administration and its resegregation of government offices. During the 1920's the NAACP endured through the resurgence of the Ku Klux Klan and a height of nativist immigrant sentiment. Mass mobilization in order to secure legal and political change proved successful in changing popular opinion enough to grant women a suffrage amendment in 1920, but not enough to ensure the passage of an equal rights amendment. Labor Union tactics of strike, protest, publication, and organization proved to be crucial tactics adopted by both suffrage groups and by World War II, the NAACP.

By the time of the 1930's, the Great Depression forced all levels of government to make difficult choices regarding the allocation of resources. This was especially true in regard to African American accommodations: education, transportation, and the preservation of justice as the issue of lynching became an even greater issue. Progress was made with behind the scenes lobbying efforts by the NAACP and Mary McLeod Bethune was an important advisor to President Franklin Delano Roosevelt. Showing a divergence within the movement, she formed the National Council of Negro Women to advocate for equality and progress for African Americans. With World War II on the horizon, the NAACP took significant steps toward mobilization of the masses in order to place political pressure on the Roosevelt Administration: something previous administrations had not perceived as a political imperative to support.

## **Assessment Tasks**

- Formative questions with documents
- Activism Thinking Sheet
- T Chart Presentation
- Class Presentation

## **Prior Knowledge**

In 5th grade students studied the history of the United States from 1865 to the present and in 8th grade students studied the History of South Carolina as one of the the United States. In these courses of study students learned about rebuilding the nation, including its social structures, in aftermath of the Civil War. The students briefly examined the role of extending Civil Rights to former slaves through the 13th, 14th, and 15th Amendments to the Constitution; the 19th Amendment; and the Civil Rights Act of 1964. Further, by this point in their current course of study, students will have covered USHC standards 1-7 which includes the founding of the nation, the Antebellum Era, the Civil War, the Reconstruction Era, and the Progressive movements that transformed the nation in the early 20th century.

## **Subsequent Knowledge**

Students will continue their study of political consequences of Civil Rights and activism as the progress through other high school social studies courses like American Government and Economics to name a couple. Further, students will begin to apply this knowledge as they enter the workforce and become participating citizens in our democracy.

**Academic Vocabulary**

*Academic vocabulary should not be taught in isolation. Rather, academic vocabulary should be taught within the context of this unit.*

Continuities	Changes
Gradual Emancipation in the North	Immediatism in the North
Gradual Expansion of Unfree and Unequal Labor: Slavery, Sharecropping	Underground Railroad
Southern Justification of Slavery and then Segregation ‘Positivism’	African American leadership through the Abolitionist Organizations
Segregation: de facto and de jure	Black Nationalism, Marcus Garvey
Southern Home Rule	Emancipation Proclamation, 13th, 14th and 15th Amendments. Freedmen’s Bureau
South as a Status Quo Society	W.E.B. DuBois
Vigilantism	Ida B. Wells
Poor Educational Opportunity	Booker T. Washington, Mary McLeod Bethune
Little to no voting opportunity	Poll Taxes and Literacy Tests

## Instructional Plan

### Day 1:

**Lesson:** (One 75 minute block or two 40 minute blocks)

Note to teachers: please scaffold the documents with comprehension questions or graphic organizers as needed. This lesson intends to be modified for US History Honors or CP. If further scaffolding is required adjust the length of the lesson and unit accordingly.

**Role Play:** The year is 1984. Several significant African American Women have convened a meeting in Washington DC. They are led by Shirley Chisholm, the first African American woman to run for president in American history. You are consultants who have been paid well to advise the newly formed National Congress of Black Women on *HOW* to best advocate for African American women's interests.

1. First, you are being presented with the goals of the National Congress of Black Women: promote equal pay and opportunity for African American women, children, and their families. Crucially, any strategies and tactics that you recommend as consultants, must be steeply based in history. In this lesson, you will explore African American and female activists in the past as they challenged the 'status quo' (a latin expression to describe a society that allows for little or no change). Pay close attention to HOW they responded to the 'status quo' and what were the short or long term effects.
2. Because there are numerous documents, you will work together in a groups of 4 and share your learning from the documents included on the "Activism Thinking Sheet" with your group of three; one person will have two documents but this can be the leader's job and should then support the other students. This should take you 30 minutes. Complete the "Activism Thinking Sheet". Then you will describe both the specific tactics that represented change along with the those that represented continuity.
3. In your collaborative groups, you will prepare a 1 slide presentation in a T-chart format that separates the continuities (big picture examples of activism that are consistent through the sources) along with the specific responses that are elements of change, specific to a period. You will then recommend what continuities and changes must be adopted by the National Congress of Black Women in order to: promote equal pay and opportunity for African American women, children, and their families. You must cite documents as evidence for your conclusions (example: Document 1). *You will finish with a statement (2-3 sentences) which suggests the most effective tactics to be employed by the National Congress of Black Women.* All of this should be on one slide for presentation. This should take you 20 minutes.
4. One representative from your group will present your chart to representatives of the other groups and directly cite the documents as evidence. You should try to distinctly utilize all of your documents. This should take you 20 minutes.

I can collaborate effectively with my peers.

I can analyze primary source documents.

I can solve historical problems.



I can combine information from multiple sources.  
I can research historical information to contextualize sources.  
I can examine the effects of historical actions.  
I can effectively present my findings and recommendations.

**Essential Questions:**

- What actions were most successful for achieving change from 1830-1940?
- What recommendations do you have to ensure change for the National Congress of Black Women?

**Resources (Materials used to teach the lessons within the unit. Resources may be embedded within the unit and not listed in isolation)**

**Day 1:**

**Activism Thinking Sheet**

Working Definitions:

Activism (from Google): the policy or action of using vigorous campaigning to bring about political or social change.

Vigorous: full of energy and hard work

Campaigning (from Google): work in an organized and active way toward a particular goal

Continuity: broad elements that thread through multiple time periods. Inequality would be an example of continuity.

Change: specific events or actions that impact continuities and promote different conditions. The 13th Amendment, abolished slavery and ended that continuity but the South avoided the 13th Amendment by promoting Sharecropping which became a new continuity. Inequality would prove to be an even larger (and more broad) continuity throughout American History in both the North and the South.

**Primary Source 1:**

*Reminiscences of Levi Coffin\**, the Reputed President of the Underground Railroad; Being a Brief History of the Labors of a Lifetime in Behalf of the Slave, with the Stories of Numerous Fugitives, Who Gained Their Freedom Through His Instrumentality, and Many Other Incidents: Electronic Edition. Coffin, Levi, 1798-1877

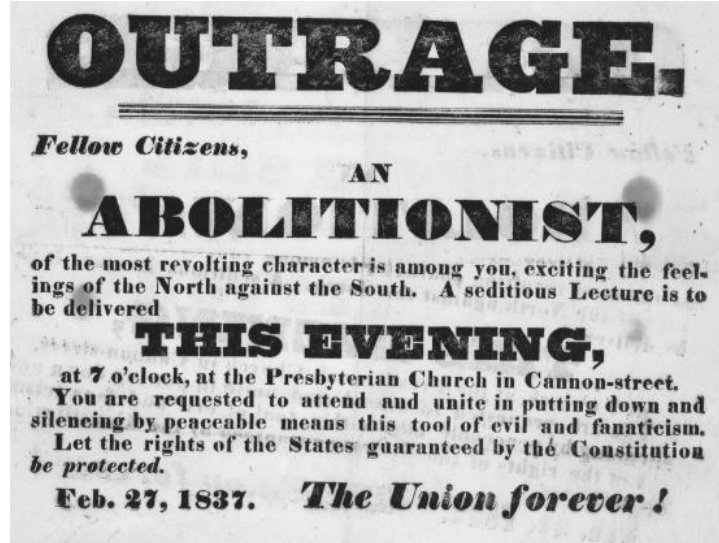
*During one of these cold spells, when the river was frozen over and the crossing was good, a number of slaves, who lived a short distance back of Newport, Kentucky, concluded that it was a favorable time for them to get out of slavery... Dr. Blunt, of Darke County, Ohio, who often stopped with me when he came to the city on business, happened to be in the city that day, and came to my house in the evening. After supper, he said: "Mr. Coffin, I wish that some of your Underground Railroad passengers would come along to-night. I have never had the pleasure of seeing a fugitive slave, and I would like to see one. There have been a few in our neighborhood, and I have contributed to help them on their way, but I did not see them."*

*"Doctor," I replied, "thou hast come just at the right time; I can initiate thee into the work tonight. Fourteen fugitives are to cross on the ice at twelve o'clock, and we have three teams and drivers ready to meet them at separate points, and take them out of the city by different roads to a place beyond Mt. Auburn. I expect to see them stowed into the wagons, if they succeed in crossing the river, and then I must see that they all get together safely on top of the hill. That will probably consume the most of the night; dost thou think thou can stand such a jaunt as that?"*

*"I think I can endure as much as you," he replied, "and I am ready for the adventure."*

*\*It is suggested you Google Levi Coffin*

Situation at the time:



Library of Congress

*This handbill is typical of the kind that sometimes appeared when abolitionists were scheduled to speak. An emotion-laden handbill is believed to have been a factor in the well-known Boston riot of October 21, 1835. A mob broke into the hall where the Boston Female Anti-Slavery Society was meeting and threatened William Lloyd Garrison's life.*

What were characteristics of activism that you analyze in the primary source above?

Short Term or Long Term Effect of the activism within the primary source: \*hint you can briefly research the effects of the Underground Railroad.

Continuity or Change (justify your answer):

**Primary Source 2:**

Frederick Douglass, “Our Work is Not Done”, Speech delivered at the annual meeting of the American Anti-Slavery Society, Philadelphia, Pennsylvania, December 3, 1863

*I have said that our Work will not be done until the colored man is admitted a full member in good and regular standing in the American body politic. Men have very nice ideas about the body politic where I have travelled; and they don't like the idea of having the Negro in the body politic...I saw, again, Pat, fresh from the Emerald Isle, with the delightful brogue peculiar to him, stepping up — not walking, but leaning upon the arms of two of his friends, unable to stand, passing into the body politic (voting)! I came to the conclusion that this body politic was, after all, not quite so pure a body as the representations of its friends would lead us to believe....It is said that the colored man is ignorant, and therefore he shall not vote. In saying this, you lay down a rule for the black man that you apply to no other class of your citizens. I will hear nothing of degradation or of ignorance against the black man. If he knows enough to be hanged, he knows enough to vote. If he knows an honest man from a thief, he knows much more than some of our white voters. If he knows as much when sober as an Irishman knows when drunk, he knows enough to vote. If he knows enough to take up arms in defence of this Government, and bare his breast to the storm of rebel artillery, he knows enough to vote. [Great applause.]*

*Away with this talk of the want of knowledge on the part of the Negro! I am about as big a Negro as you will find anywhere about town; and any man that does not believe I know enough to vote, let him try it. I think I can convince him that I do. Let him run for office in my district, and solicit my vote, and I will show him.”*

<p><b>Situation at the time:</b>  The following excerpts, from African American Perspectives, 1818-1907, describe several Civil War battles in which African-American troops fought and died for the Union Army. The excerpts are taken from a speech delivered by Colonel Norwood P. Hallowell to the Military Historical Society of Massachusetts, January 5, 1892.  At Port Hudson and at Milliken's Bend, Louisiana, the official reports commend the colored troops for steadiness in maintaining positions and for heroism in charging the batteries of the enemy.  In a paper read before the Military Historical Society of Massachusetts, by General John C. Palfrey, the conduct of the black regiments at Port Hudson, June 27, 1863, is recorded in these forceful words: "Between the attacks of Weitzel and Augur an assault was ordered from our extreme right by the black regiments as a diversion. Their ground was very difficult and disadvantageous, and the garrison received them with special temper and exasperation. But they fought without panic, and suffered severely before falling back in good order. Their conduct and its indication of character and manliness made a profound impression on the army, and later through the country. The day should be one of the famous dates in the progress of their race."  In the victory at Nashville, December 16th, 1864, the heaviest loss in any regiment occurred in the 13th U.S. Colored Infantry,--55 killed and 106 wounded: total 221. General George H. Thomas, the hero of that battle, a Virginian and at one time a slaveholder, when riding over the field, saw the dead colored troops commingled with the bodies of the white soldiers, and said, "This proves the manhood of the negro."</p>	<p>What were characteristics of activism that you analyze in the primary source above?</p>
<p>Short Term or Long Term Effect of the activism within the primary source:</p>	<p>Continuity or Change (justify your answer):</p>

**Primary Source 3:**

Letter from Susan B. Anthony to Elizabeth Cady Stanton, 1872

Dear Mrs Stanton

*Well I have been & gone & done it!--positively voted the Republican ticket--strait this a.m. at 7 O'clock--& swore my vote in at that--was registered on Friday & 15 other women followed suit in this ward--then on Sunday others some 20 or thirty other women tried to register, but all save two were refused--all my three sisters voted... so we are in for a fine agitation in Rochester on the question--I hope the morning's telegrams will tell of many women all over the country trying to vote--It is splendid that without any concert of action so many should have moved here so impromptu--If only now--all the women suffrage women would work to this end of enforcing the existing constitution--supremacy of national law over state law--what strides we might make this winter--But I'm awful tired--for five days I have been on the constant run--but to splendid purpose--So all right--I hope you voted too.*

*Affectionately,*

*Susan B. Anthony*

<p><b>Situation at the time:</b> The Declaration of Sentiments, 1848. “The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.</p> <p>He has never permitted her to exercise her inalienable right to the elective franchise (vote).</p> <p>He has compelled her to submit to laws, in the formation of which she had no voice.</p> <p>He has taken from her all right in property, even to the wages she earns.</p> <p>He has so framed the laws of divorce, as to what shall be the proper causes of divorce; in case of separation, to whom the guardianship of the children shall be given...</p> <p>He closes against her all the avenues to wealth and distinction, which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.</p> <p>He has denied her the facilities for obtaining a thorough education—all colleges being closed against her.”</p>	<p>What were characteristics of activism that you analyze in the primary source above?</p>
<p>Short Term or Long Term Effect of the activism within the primary source:</p> <p><a href="https://socialwelfare.library.vcu.edu/woman-suffrage/woman-suffrage-history/">https://socialwelfare.library.vcu.edu/woman-suffrage/woman-suffrage-history/</a></p>	<p>Continuity or Change (justify your answer):</p>

**Primary Source 4:**

Booker T. Washington, Atlanta Compromise Speech (Atlanta Exposition Speech), September 18, 1895,

*“Our greatest danger is that in the great leap from slavery to freedom we may overlook the fact that the masses of us are to live by the productions of our hands, and fail to keep in mind that we shall prosper in proportion as we learn to dignify and glorify common labour, and put brains and skill into the common occupations of life; shall prosper in proportion as we learn to draw the line between the superficial and the substantial, the ornamental gewgaws of life and the useful. No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem. It is at the bottom of life we must begin, and not at the top. Nor should we permit our grievances to overshadow our opportunities.*

*To those of the white race who look to the incoming of those of foreign birth and strange tongue and habits for the prosperity of the South, were I permitted I would repeat what I say to my own race, “Cast down your bucket where you are.” Cast it down among the eight millions of Negroes whose habits you know, whose fidelity and love you have tested in days when to have proved treacherous meant the ruin of your firesides.”*



<p><b>Situation at the time:</b>  Missouri - All marriages between...white persons and negroes or white persons...are prohibited and declared absolutely void...  Mississippi - The warden shall see that the white convicts shall have separate apartments for both eating and sleeping from the negro convicts.  South Carolina - No persons, firms, or corporations, who or which furnish meals to passengers at station restaurants or station eating houses... shall furnish said meals to white and colored passengers in the same room, or at the same table, or at the same counter.  Plessy vs. Ferguson, 1896  “We consider the underlying fallacy of the plaintiff's argument to consist in the assumption that the enforced separation of the two races stamps the colored race with a badge of inferiority. If this be so, it is not by reason of anything found in the act, but solely because the colored race chooses to put that construction upon it. The argument necessarily assumes that if, as has been more than once the case, and is not unlikely to be so again, the colored race should become the dominant power in the state legislature, and should enact a law in precisely similar terms, it would thereby relegate the white race to an inferior position. We imagine that the white race, at least, would not acquiesce in this assumption. The argument also assumes that social prejudices may be overcome by legislation, and that equal rights cannot be secured to the negro except by an enforced commingling of the two races. We cannot accept this proposition.”</p>	<p>What were characteristics of activism that you analyze in the primary source above?</p>
<p>Short Term or Long Term Effect of the activism within the primary source:  <a href="https://www.theatlantic.com/business/archive/2017/02/segregation-invented/517158/">https://www.theatlantic.com/business/archive/2017/02/segregation-invented/517158/</a></p>	<p>Continuity or Change (justify your answer):</p>

**Primary Source 5:**

Franklin's paper the statesman., October 15, 1910, Page PAGE 16, Image 16 (Denver, Colo.) 1906-1912  
<https://chroniclingamerica.loc.gov/lccn/sn91052311/1910-10-15/ed-1/seq-16.pdf>

**Situation at the time:** The Crisis, January, 1915, 119–20. Reprinted in William Loren Katz, *Eyewitness: The Negro in American History* (New York: Pitman Publishing Corporation, 1967), 389–90.

Mr. Monroe Trotter. Mr. President, we are here to renew our protest against the segregation of colored employees in the departments of our National Government. We [had] appealed to you to undo this race segregation in accord with your duty as President and with your pre-election pledges to colored American voters. We stated that such segregation was a public humiliation and degradation, and entirely unmerited and far-reaching in its injurious effects. . . .

President Woodrow Wilson. The white people of the country, as well as I, wish to see the colored people progress, and admire the progress they have already made, and want to see them continue along independent lines. There is, however, a great prejudice against colored people. . . . It will take one hundred years to eradicate this prejudice, and we must deal with it as practical men. Segregation is not humiliating, but a benefit, and ought to be so regarded by you gentlemen. If your organization goes out and tells the colored people of the country that it is a humiliation, they will so regard it, but if you do not tell them so, and regard it rather as a benefit, they will regard it the same. The only harm that will come will be if you cause them to think it is a humiliation.

Mr. Monroe Trotter. ..Soon after your inauguration began, segregation was drastically introduced in the Treasury and Postal departments by your appointees.

President Woodrow Wilson. If this organization is ever to have another hearing before me it must have another spokesman. Your manner offends me. . . .

What were characteristics of activism that you analyze in the primary source above?

Short Term or Long Term Effect of the activism within the primary source:

Continuity or Change (justify your answer):

**Primary Source 6:**

The day book (newspaper)., January 11, 1917, LAST EDITION, (Chicago, Ill.) 1911-1917;

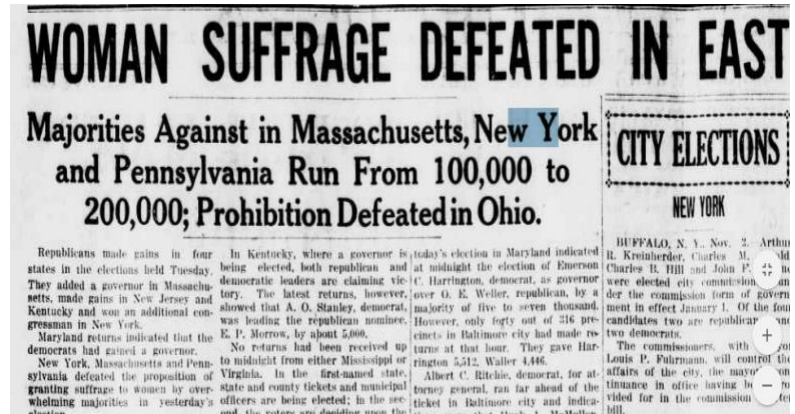
**SUFF WHITE HOUSE PICKETS  
GET ADVICE FROM COPS**

Washington, Jan. 11.—Coffee and doughnut squads were organized today by Congressional Union officials as an adjunct or supporting force to the silent suffrage sentinels who today continued their rather chilly task of picketing the white house. With a hep-hep and a left-foot-right-foot, the sentinels marched out from Congressional Union barracks, within sight of the white house, and at 10 o'clock again took up their posts at the east and west gates, with seven-foot banners flopping and whipping in the January gale.



**Situation at the time:** Fergus County Democrat., November 04, 1915, Page 2, Image 2  
(Lewistown, Mont.) 1904-1919 (HEADLINE)

What were characteristics of activism that you analyze in the primary source above?



Short Term or Long Term Effect of the activism within the primary source: <https://www.nps.gov/articles/womens-suffrage-wwi.htm>

Continuity or Change (justify your answer):

**Primary Source 7:**

Letter from Archibald H. Grimke, President of the District of Columbia Branch of the National Association for the Advancement of Colored People, to the President Regarding Figures for Lynchings, with Enclosed Clipping; 7/1/1918

<https://www.docsteach.org/documents/document/lynching-figures>

In support of lynching: STATEMENT OF HON. CHARLES E. BENNETT, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF FLORIDA

Mr. BENNETT. I oppose the enactment of the proposed so-called antilynching bills for a variety of reasons. First of all, I think that the bills are unconstitutional as a violation of the tenth amendment of the Constitution. The Constitution would probably never have been enacted if it had not been for the inclusion of the tenth amendment which is part of the Bill of Rights. It provides that when governmental powers are not given specifically to the Federal Government, they shall remain with the people or the States into which these people may organize themselves or have organized themselves.

Along that same line, I oppose this type of legislation because I feel that it is projecting still further the Federal Government into local government which trend in government in late years I feel to be a mistake and a very dangerous mistake. When our country was founded, it was founded through experience. The colonists had experienced a remote governmental control and they desired to return to what they had experienced somewhat when they were in Europe which was more of a local control; plus that they desired to add to the grass-roots control that they anticipated being able to have in this country. In other words, they rebelled against being controlled remotely from England and they wanted to get even a heartier participation in local government than they found possible in England itself when they were actually living in that country or whatever country they happened to live in in Europe.

What were characteristics of activism that you analyze in the primary source above?

<p>Short Term or Long Term Effect of the activism within the primary source: <a href="https://www.washingtonpost.com/news/retropolis/wp/2017/07/28/google-memorializes-the-silent-parade-when-10000-black-people-protested-lynchings/?utm_term=.369960ddcc24">https://www.washingtonpost.com/news/retropolis/wp/2017/07/28/google-memorializes-the-silent-parade-when-10000-black-people-protested-lynchings/?utm_term=.369960ddcc24</a></p>	<p>Continuity or Change (justify your answer):</p>
--	--

**Primary Source 8:**

The Dallas express., March 12, 1921, Image 1 About The Dallas express. (Dallas, Tex.)

<https://chroniclingamerica.loc.gov/lccn/sn83025779/1921-03-12/ed-1/seq-1.pdf> (examine the first headline about the NAACP)

**Situation at the time:** (examine the entire 1st page)

<https://chroniclingamerica.loc.gov/lccn/sn83025779/1921-03-12/ed-1/seq-1.pdf>

What were characteristics of activism that you analyze in the primary source above?

Short Term or Long Term Effect of the activism within the primary source:

<http://scalar.usc.edu/nehvectors/stakeman/political-action-and-voting-rights-in-the-1920s>

Continuity or Change (justify your answer):

**Primary Source 9:**

Mary McLeod Bethune was an African-American activist, educator, and federal appointee. In the 1930s she served as director of the National Youth Administration Negro Division, part of Franklin D. Roosevelt's New Deal. In 1940, Bethune wrote to President Roosevelt calling for Black inclusion in the developing war production effort to support the Allies against Nazi Germany—even as many Americans still opposed U.S. entry into World War II.

*June 4, 1940  
The President,  
The White House*

*My Dear Mr. President:*

*At a time like this, when the basic principles of democracy are being challenged at home and abroad, when racial and religious hatreds are being engendered, it is vitally important that the Negro, as a minority group in this nation, express anew his faith in your leadership and his unswerving adherence to a program of national defense adequate to insure the perpetuation of the principles of democracy. I approach you as one of a vast army of Negro women who recognize that we must face the dangers that confront us with a united patriotism.*

*We, as a race, have been fighting for a more equitable share of those opportunities which are fundamental to every American citizen who would enjoy the economic and family security which a true democracy guarantees. Now we come as a group of loyal, self-sacrificing women who feel they have a right and a solemn duty to serve their nation.*

*In the ranks of Negro womanhood in America are to be found ability and capacity for leadership, for administrative as well as routine tasks, for the types of service so necessary in a program of national defense. These are citizens whose past records at home and in war service abroad, whose unquestioned loyalty to their country and its ideals, and whose sincere and enthusiastic desire to serve you and the nation indicate how deeply they are concerned that a more realistic American democracy, as visioned by those not blinded by racial prejudices, shall be maintained and perpetuated.*

*I offer my own services without reservation, and urge you: In the planning and work which lies ahead, to make such use of the services of qualified Negro women as will assure the thirteen and a half million Negroes in America that they, too, have earned the right to be numbered among the active forces who are working towards the protection of our democratic stronghold.*

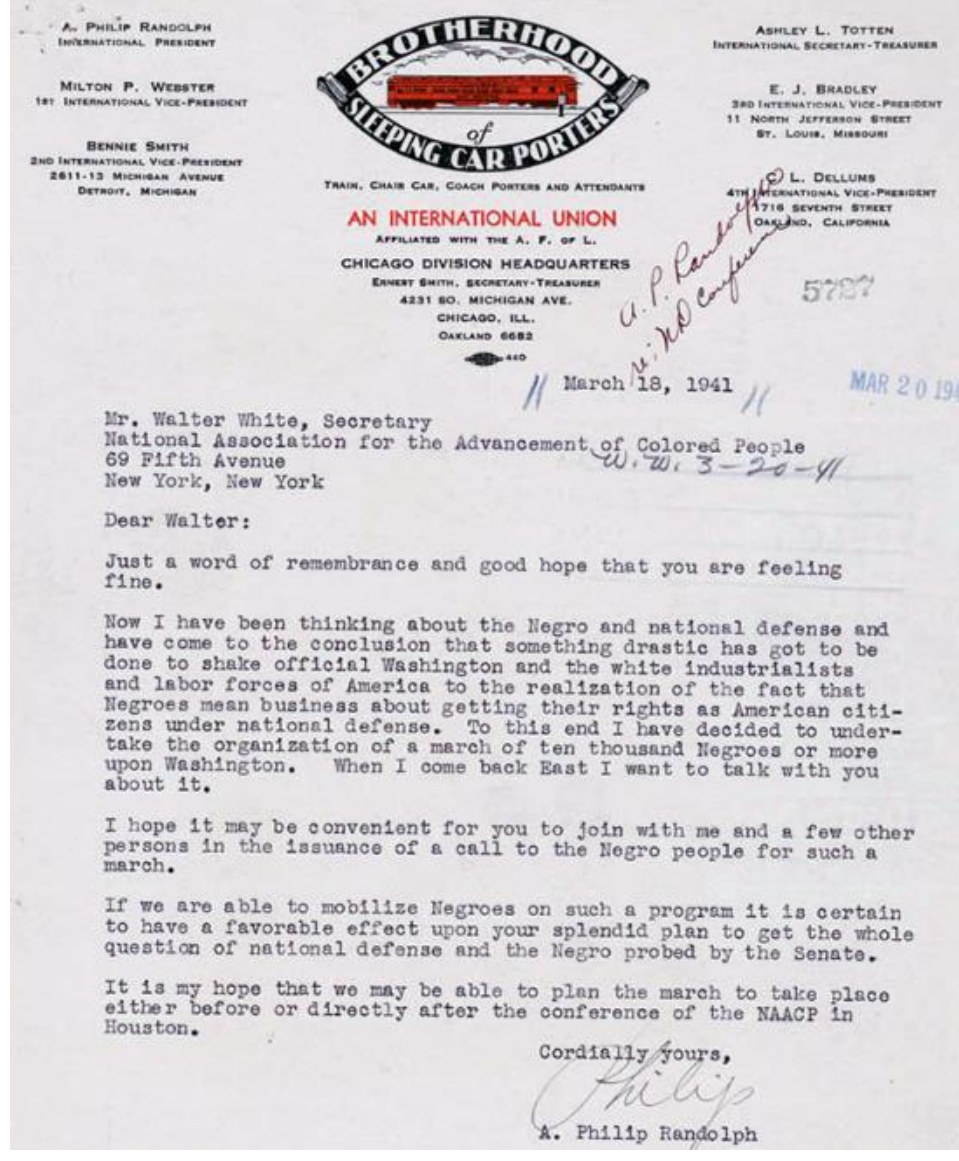
*Faithfully yours,  
Mary McLeod Bethune*



<p><b>Situation at the time:</b>  “Memorandum For The Joint Committee Of The N.A.A.C.P And The American Fund For Public Service, INC.” From Charles H. Houston, October 26, 1934.</p> <p>“At the present time the issue of discrimination in education is far more acute than that of transportation. All education, white and Negro, is feeling the pinch of the depression; but in the South common rumor is that Negro education from being curtailed. This is distressingly true in the allocation of PWA and other public funds for the purposes of building and repairing school buildings, payment of teachers salaries, etc. The State Universities are kept open for whites while Negro taxpayers are compelled to send their children out of the State at their own expense for higher education. The ideals and efficiency of an entire generation are at stake.”</p>	<p>What were characteristics of activism that you analyze in the primary source above?</p>
<p>Short Term or Long Term Effect of the activism within the primary source:</p>	<p>Continuity or Change (justify your answer):</p>

**Primary Source 10:**

A. Philip Randolph to NAACP Secretary Walter White, March 18, 1941. Typed letter. NAACP Records



<p><b>Situation at the time:</b>  <a href="http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=2&amp;psid=3447">http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=2&amp;psid=3447</a></p>	<p>What were characteristics of activism that you analyze in the primary source above?</p>
<p>Short Term or Long Term Effect of the activism within the primary source:  <a href="http://www.newseum.org/2015/02/19/unsung-heroes-double-v-campaign/">http://www.newseum.org/2015/02/19/unsung-heroes-double-v-campaign/</a></p>	<p>Continuity or Change (justify your answer):</p>

## Lesson 2: Gallery Walk

Citizenship, Leadership, Activism, Accomplishment, and Politics (CLAAP)

USHC-8.1 Analyze the African American Civil Rights Movement, including initial strategies, landmark court cases and legislation, the roles of key civil rights advocates and the media, and the influence of the Civil Rights Movement on other groups seeking equality.

- I can list the African American roles of key civil rights advocate South Carolinian Janice Marshall using photos, primary and secondary sources, and news videos.
- I can analyze the the influence of the Civil Rights Movement on other groups seeking equality using photos, primary and secondary sources, and news videos.
- I can summarize the the influence of the National Congress of Black Women, South Carolina Representative James Clyburn and the Urban League using photos, primary and secondary sources, and news videos.

### Purpose

A “Gallery Walk provides students with the opportunity to actively engage with topics currently being studied. Students synthesize important concepts by rotating around the classroom in teams to **respond to questions or thought-provoking statements** posted on charts. Students work in a team to add comments or responses to the original question or statement posted on each piece of chart paper. The **teams of students develop an oral presentation, or ‘report out,’ to the class that synthesizes the main points and ideas from their Gallery Walk discussions.** The Gallery Walk encourages cooperation, listening skills, team building, higher order thinking, oral presentation skills, and collaborative construction of knowledge.

### Procedure

1. In the Gallery Walk the teacher may post several different posters, or create stations with a question and other resources, to prompt a response or reaction from the student teams.
2. Each student team rotates to each station. The team spends three to 8 minutes responding to the posted question, statement, concept, issue, or problem. The team works together to develop a team response. **This would be a 1x90 min/2x50min day assignment. 7-10 minute rotation.**
3. Student teams interact or respond to the original posting, as well as to the responses of other student teams.
4. At the end of the Gallery Walk, student teams should be provided time to synthesize the information from each of the stations before reporting on findings or responses to the original postings. **(The group will discuss all of the questions and answers)**

After the rotations the team will assign each team member 1-2 of the questions and write/post a 4 sentence reflection of each assigned question for homework

**Begin Gallery Walk**

**Table 1. National Congress of Black Women (Illustration)**

Powerful Bond picture Shabazz, Height, Chilsolm and Anderson

Mrs. Betty Shabazz (widow of Malcom X); Dorothy Height, Pres. of N.C.N.W.; Rep. Shirley Chisholm and Marion Anderson, Chairwoman 1972 Hunger Convocation. April 21, 1972



(Photo by Hal Mathewson/NY Daily News Archive via Getty Images)

**A. What do you see?**

- B. What details stand out? (observations, not interpretations.)
- C. What do you think is going on? What makes you say that (other than the caption)?
- D. What does this make you wonder? What broader questions does this image raise for you?;
- E. Why do you think the photographer took this picture?

*Source*

NY Daily News Archive. (1972, April 21). Mrs. Betty Shabazz (widow of Malcolm X); Dorothy Height, Pres. of N.C.N.W.; Rep. Shirley Chisholm and Marion Anderson, Chairwoman 1972 Hunger Convocation. Retrieved from <https://www.gettyimages.com/detail/news-photo/mrs-betty-shabazz-dorothy-height-pres-of-n-c-n-w-rep-news-photo/97216428#/mrs-betty-shabazz-dorothy-height-pres-of-ncnw-rep-shirley-chisholm-picture-id97216428>

**Table 2. National Congress of Black Women (Janice Marshall Founder of the Columbia Chapter)**

National Congress of Black Women website  
 National Congress of Black Women By Laws (PDF)

- A. What is the difference between a mission statement and vision statement?
- B. Summarize the mission, vision and specific purpose of the National Congress of Black Women.
- C. Explain how one of these statements relates to the role of advocacy during the Civil Right Era.

*Sources*

N.C.B.W., & Community 1 Professional Development. (2015). National Congress of Black Women. Retrieved from <https://www.nationalcongressbw.org/>

N.C.B.W., & Community 1 Professional Development. (2014, June 28). National Congress of Black Women | By-Laws. Retrieved from <https://www.nationalcongressbw.org/by-laws>

### **Table 3. Janice Marshall African American History 2019 Calendar biography**

Janice Marshall African American History 2019 Calendar biography

#### **Questions**

- A. Define Activism?**
- B. What impact has Janice Marshall had on advocacy and activism in the US.?**
- C. Which involvement in advocacy and activism would do you think is important today?**
- D. Homework: Write a short action plan of on one thing you would advocate for.**

### **Table 4. James E. Clyburn Research and Scholarship Foundation**

James E. Clyburn Research and Scholarship Foundation. Website <https://www.jecsr.org/>

James Clyburn Biography: Blessed Experiences, Genuinely Southern, Proudly Black

Newspaper Article: A short history of Jim Clyburn’s World Famous Fish Fry

U.S. Constitution, Article I, section 2, clause 2

#### **Questions**

- A. What are the requirements to become a US House of Representative member?**
- B. List Jim Clyburn’s involvement with Civil Rights.**
- C. How important was the role Jim Clyburn in political framework of South Carolina and/or the United States?**
- D. How important is the James E. Clyburn Scholarship and Research Foundation to South Carolina?**

#### *Sources*

Ardis, S. (2016, February 23). A short history of Jim Clyburn’s World Famous Fish Fry. McClatchy Washington DC Bureau. Retrieved from

<https://www.mcclatchydc.com/news/politics-government/election/article62063137.html>

Bright Star Media Productions. (2018). James E. Clyburn Scholarship and Research Foundation. Retrieved from <https://www.jecsr.org/>

Funding Need-Based Scholarships for High School Graduates and College Students

Clyburn, J. E. (2014). Blessed Experiences: Genuinely Southern, Proudly Black. University of South Carolina Press.

U.S. Constitution, Article I, Section 2, Clause 2

### **5. National Urban League**

Whitney Young Who Speaks for the Negro <https://whospeaks.library.vanderbilt.edu/interview/whitney-young>

JFK Library Website Letter and Telegram to President John F. Kennedy <https://www.jfklibrary.org/Education/Students/Leaders-in-the-Struggle-for-Civil-Rights/Whitney-Young.aspx>

Vernon Can Read!: A Memoir. New York

50 years after Whitney Young American Institute of Architects website, <https://www.50yearsafterwhitneyyoung.org/>

National Urban League Website <http://nul.iamempowered.com/>

### **Questions**

- A. What is the importance of the Urban League?**
- B. Why does Whitney Young say that there is a split between the ideals of W.E.B. Dubois “talented tenth” and Booker T. Washington’s “self improvement” strategies?**
- C. How important was Whitney Young to the political landscape?**
- D. Is the Urban League a necessary organization for the current time?**

### *Sources*

The American Institute of Architects. (2018). 50 Years After Whitney Young Jr. | AIA National | Washington, DC. Retrieved from

<https://www.50yearsafterwhitneyyoung.org/>

JOHN KENNEDY PRESIDENTIAL LIBRARY AND MUSEUM. (n.d.). Whitney M. Young Jr. Retrieved from

<https://www.jfklibrary.org/Education/Students/Leaders-in-the-Struggle-for-Civil-Rights/Whitney-Young.aspx>

Jordan, V. E., & Gordon-Reed, A. (2003). Vernon Can Read!: A Memoir. New York: Basic Civitas Books.

National Urban League. (2016). Retrieved from <http://nul.iamempowered.com/>

Empowering Communities Changing Lives

Robert Penn Warren Center for the Humanities. (2018). Whitney Young | Who Speaks for the Negro? Retrieved from

<https://whospeaks.library.vanderbilt.edu/interview/whitney-young>



### Lesson 3: Project Based Learning Lesson - Activism

Day 1: I can recognize the work being done by young activists.

Skill Focus: Context

- Student's first task is to go to this site and watch at least 3 of the videos included on the site. <https://www.complex.com/life/young-activists-who-are-changing-the-world/>
- After watching these videos - or as students watch them - they should respond to the following questions/prompts on their own paper:
  - Who is this person advocating and how old are they?
  - What is the purpose of their work? For what are they advocating?
  - What are some possible solutions they offer to solve the problem or issue they are advocating for?

Day 2: I can consider the world around me and recognize issues for which I am passionate and want to help make change.

Skill Focus: Comparison

- Report out from the previous day's assignment.
  - The teacher should place poster paper around the room. On this paper, the teacher should write at the top the following words: courage, drive, integrity, goal oriented, determination, passion, success.
  - On the sheets of paper posted around the room, students should go respond to the prompts by offering examples from the videos they watched - for the people whose videos they chose to watch - considering the characteristics from the videos about the types of activism they saw.
- After responding, students should pick up a sheet from the front of the room that will guide them through their thought process of choosing their issue.
- Students will choose an issue that is important to them - one that they feel they can work to change or work to make better.
- Students will complete a thought web on the sheet to answer three questions about their issue:
  - What is happening? (The history of the issue - an explanation)
  - Why is this a problem? (What's the point?)
  - What are some solutions? (How do we make it better?)
- Once they have this sheet completed students will find 2 people and explain your issue to them... giving them the history of the issue, why it's a problem, and what can be done to fix it.
- Each person will take feedback and suggestions from their partners.

Day 3: I can work to be an activist and change the world.

Skill Focus: Continuity and Change

- Based on the knowledge students gained through their work with Activism in recent US History, and in the study of modern-day, young activists - they will create an action campaign to present to the class.
  - This can be a campaign to change something that is going on at school - something that is going on locally, or on the state-national-or world stage.

- STUDENTS MUST HAVE THEIR TOPIC APPROVED BY THE TEACHER PRIOR TO BEGINNING WORK ON IT.
- The Project:
  - Using an electronic format, and working with no more than one other person in class, students should help the class understand an issue that they are passionate about.
  - They should then educate the class about the reasons why this issue is something that should change.
  - They should then find possible solutions and ways to make change for the issue that have been described.
- Students will have 3 days to research, create and prepare their presentation for the class.
- Presentations will begin 4 days from today. .

## References

- Atlanta Exposition Address. (n.d.). Retrieved July 19, 2018, from <http://pinzler.com/ushistory/bookertsupp.html>
- Ardis, S. (2016, February 23). A short history of Jim Clyburn's World Famous Fish Fry. McClatchy Washington DC Bureau. Retrieved from <https://www.mcclatchydc.com/news/politics-government/election/article62063137.html>
- Bright Star Media Productions. (2018). James E. Clyburn Scholarship and Research Foundation. Retrieved from <https://www.jecsr.org/Funding-Need-Based-Scholarships-for-High-School-Graduates-and-College-Students>
- Brown, D. L. (2017, July 28). Google memorializes the Silent Parade when 10,000 black people protested lynchings. Retrieved July 19, 2018, from [https://www.washingtonpost.com/news/retropolis/wp/2017/07/28/google-memorializes-the-silent-parade-when-10000-black-people-proteted-lynchings/?utm\\_term=.369960ddcc24](https://www.washingtonpost.com/news/retropolis/wp/2017/07/28/google-memorializes-the-silent-parade-when-10000-black-people-proteted-lynchings/?utm_term=.369960ddcc24)
- Bryn Mawr on the Picket Line. (n.d.). Retrieved July 19, 2018, from <http://www.brynmawr.edu/library/exhibits/suffrage/pickets.html>
- Chronicling America « Library of Congress. (n.d.). Retrieved July 19, 2018, from <https://chroniclingamerica.loc.gov/>
- Civil War Era. (n.d.). Retrieved July 19, 2018, from <http://teachingamericanhistory.org/library/document/our-work-is-not-done/>
- Clyburn, J. E. (2014). *Blessed Experiences: Genuinely Southern, Proudly Black*. University of South Carolina Press.
- Coffin, L. 1798-1877. *Reminiscences of Levi Coffin, the Reputed President of the Underground Railroad; Being a Brief History of the Labors of a Lifetime in Behalf of the Slave, with the Stories of Numerous Fugitives, Who Gained Their Freedom Through His Instrumentality, and Many Other Incidents*. (n.d.). Retrieved July 19, 2018, from <http://docsouth.unc.edu/nc/coffin/coffin.html>
- Jim Crow Laws. (n.d.). Retrieved July 19, 2018, from [https://www.nps.gov/malu/learn/education/jim\\_crow\\_laws.htm](https://www.nps.gov/malu/learn/education/jim_crow_laws.htm)
- John Kennedy Presidential Library and Museum. (n.d.). Whitney M. Young Jr. Retrieved from <https://www.jfklibrary.org/Education/Students/Leaders-in-the-Struggle-for-Civil-Rights/Whitney-Young.aspx>
- Jordan, V. E., & Gordon-Reed, A. (2003). *Vernon Can Read!: A Memoir*. New York: Basic Civitas Books.
- Linder, D. (n.d.). SBA Letters Concerning Her Vote. Retrieved July 19, 2018, from <http://law2.umkc.edu/faculty/projects/ftrials/anthony/voteletters.html>
- NAACP, & National Association for the Advancement of Colored People. (2009, February 21). NAACP: A Century in the Fight for Freedom World War II and the Post War Years. Retrieved July 19, 2018, from <http://www.loc.gov/exhibits/naacp/world-war-ii-and-the-post-war-years.html#obj1>

NAACP, & National Association for the Advancement of Colored People. (2009, February 21). NAACP: A Century in the Fight for Freedom The Great Depression. Retrieved July 19, 2018, from <http://www.loc.gov/exhibits/naACP/the-great-depression.html#obj12>

NAACP Letter to the President Regarding Figures for Lynchings. (1918, July 01). Retrieved July 19, 2018, from <https://www.docsteach.org/documents/document/lynching-figures>

National Urban League. (2016). Retrieved from [http://nul.iamempowered.com/Empowering Communities Changing Lives](http://nul.iamempowered.com/Empowering_Communities_Changing_Lives)

N.C.B.W., & Community 1 Professional Development. (2015). National Congress of Black Women. Retrieved from <https://www.nationalcongressbw.org/>

N.C.B.W., & Community 1 Professional Development. (2014, June 28). National Congress of Black Women | By-Laws. Retrieved from <https://www.nationalcongressbw.org/by-laws>

NY Daily News Archive. (1972, April 21). Mrs. Betty Shabazz (widow of Malcom X); Dorothy Height, Pres. of N.C.N.W.; Rep. Shirley Chisholm and Marion Anderson, Chairwoman 1972 Hunger Convocation. Retrieved from <https://www.gettyimages.com/detail/news-photo/mrs-betty-shabazz-dorothy-height-pres-of-n-c-n-w-rep-news-photo/97216428#/mrs-betty-shabazz-dorothy-height-pres-of-ncnw-rep-shirley-chisholm-picture-id97216428>

Pimentel, J. (2018, June 01). 15 Young Activists Who Are Changing the World. Retrieved from <https://www.complex.com/life/young-activists-who-are-changing-the-world/>

Primary Documents. (n.d.). Retrieved July 19, 2018, from <http://www.davidwalkermemorial.org/resources/primary-documents>

Robert Penn Warren Center for the Humanities. (2018). Whitney Young | Who Speaks for the Negro? Retrieved from <https://whospeaks.library.vanderbilt.edu/interview/whitney-young>

Samuels, A. (2017, February 17). 'Segregation Had to Be Invented'. Retrieved July 19, 2018, from <https://www.theatlantic.com/business/archive/2017/02/segregation-invented/517158/>

The Walter White Project: Political Action and Voting Rights in the 1920's. (n.d.). Retrieved July 19, 2018, from <http://scalar.usc.edu/nehvectors/stakeman/political-action-and-voting-rights-in-the-1920s>

The American Institute of Architects. (2018). 50 Years After Whitney Young Jr. | AIA National | Washington, DC. Retrieved from <https://www.50yearsafterwhitneyyoung.org/>

Unsung Heroes: Double V Campaign. (n.d.). Retrieved July 19, 2018, from <http://www.newseum.org/2015/02/19/unsung-heroes-double-v-campaign/>

U.S. Constitution, Article I, Section 2, Clause 2

"We Can Control Our Affairs Pretty Well": Southern Senators Protest Proposed Antilynching Legislation. (n.d.). Retrieved July 19, 2018, from <http://historymatters.gmu.edu/d/6340>

(n.d.). Retrieved July 19, 2018, from [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtid=2&psid=3447](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=2&psid=3447)

(n.d.). Retrieved July 19, 2018, from [https://bcc-cuny.digication.com/ushistoryreader/Mary\\_McLeod\\_Bethune\\_Letter\\_to\\_Roosevelt](https://bcc-cuny.digication.com/ushistoryreader/Mary_McLeod_Bethune_Letter_to_Roosevelt)

### **Acknowledgements**

South Carolina owes a debt of gratitude to the following educators for their assistance in the development of this instructional unit resource.

Travis Alexander

Matthew Rose, Lexington Richland Five

Chris M. Turpin