

Emily A Yates. Exploring Local History through Primary Sources: Model Lesson Plans for High School Teachers and Librarians. A Master's Paper for the M.S. in L.S degree. April, 2015. 72 pages. Advisor: Sandra Hughes-Hassell

This paper documents the process of creating lesson plans that use primary sources to teach about the movement toward civil rights in Durham, North Carolina. It also discusses the creation of a website designed to house the lesson plans and offers teachers and librarians resources on how to find and select primary sources. The lesson plans were created using backward design, and are grounded in elements of inquiry-based learning. The paper explores the benefits of teaching local history with primary sources, and supports this research by examining how primary sources can help diversify history instruction through critical race theory's concept of counter-storytelling. The website can be accessed at <https://localhistorythroughprimarysources.wordpress.com/>.

#### Headings:

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EXPLORING LOCAL HISTORY THROUGH PRIMARY SOURCES:  
MODEL LESSON PLANS FOR HIGH SCHOOL TEACHERS AND LIBRARIANS

by  
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## Table of Contents

### EXPLORING LOCAL HISTORY THROUGH PRIMARY SOURCES

Table of Contents .....	1
Introduction.....	2
Literature Review.....	4
1.1 Inquiry-Based Learning.....	4
1.2 Backward Design .....	7
1.3 Primary Sources .....	9
1.4 Local History.....	10
1.5 Counter-Storytelling.....	12
1.6 Conclusion.....	13
Methods.....	14
1.7 Website Design and Usability .....	17
Reflection.....	18
Lesson Plans.....	21
Appendix 1: Adapted Usability Checklist .....	57
Works Cited .....	58

## **Introduction**

Incorporating primary sources into teaching can offer high school students multiple perspectives on historical events or periods, diversifying and disrupting the single narrative that is often provided by textbooks. Because using primary sources involves research, close reading, and transliteracy skills (i.e. information, visual, media, critical, etc.), lessons on primary source materials are a natural opportunity for collaboration between teachers and school librarians. Providing students with a variety of historical “texts,” including photographs, interviews, video clips, newspapers, and documents, not only gives them a richer understanding of history, it also actively engages them in the process of historical research, serves as a form of differentiation for students who excel with visual resources, and improves students’ transliteracy skills.

Teaching with primary sources is one way for teachers and librarians to transform traditional direct instruction into an inquiry-based experience. Barbara Stripling’s Inquiry-Based Learning model calls for teachers to design lessons that connect students’ prior knowledge with the material being covered and to encourage students to wonder about and investigate the topic being taught (Stripling 7). Another key attribute of the inquiry-based learning model is that it discourages traditional assessment methods that have students regurgitate facts and instead asks teachers to assess understanding with projects that have application to the students’ lives and the broader community. This inquiry-based learning model can be applied to learning experiences that use local

primary resources (i.e. state, region, county, town, etc.) to enrich students' understanding of historical events. Using local sources enables students to draw upon their prior knowledge of their community and its history, to investigate and question the portrayal of the past in the media and personal narratives, and to create a project with this new understanding that has the potential to impact the broader community.

Students will face a complex world after graduating high school, and so librarians and teachers must prepare them not just with disciplinary knowledge, but also with the skills, experience, and outlook that will help them be successful in the future. As the skills students need change, the way we teach must shift to meet these new expectations. The Partnership for Twentieth Century Skills, a collaborative project between the United States Department of Education and business and technology leaders, argues that “to successfully face rigorous higher education coursework, career challenges and a globally competitive workforce, U.S. schools must align classroom environments with real world environments” (Partnership for Twentieth Century Skills). The organization’s “Framework for Twentieth Century Learning” outlines their recommendations for aligning classrooms with the workplace by defining their desired student outcomes, which include life and career skills, information, media and technology skills, and learning and innovation skills. These learning and innovation skills include critical thinking, communication, collaboration, and creativity, all of which can be engaged using primary sources in an inquiry-based classroom.

One of the advantages of using primary sources to supplement textbooks is that these sources can provide different perspectives and voices to the study of history. Critical race theory argues for the importance of these overlooked perspectives, and

“recognizes that the experiential knowledge of people of color is legitimate, appropriate, and critical to understanding, analyzing, and teaching about racial subordination” (Solórzano and Yosso 26). Critical race theorists use the term “counter-storytelling” to describe the ways that personal narratives and stories from people who have been silenced by the dominant narrative can disrupt and redefine this majoritarian ideology (Delgado). Primary source materials can contribute to this process of counter-storytelling by providing diverse perspectives and by acknowledging the validity of personal narratives.

Although many teachers recognize the value of primary sources, they often struggle to find relevant sources and to incorporate them into their classroom instruction. In a survey of 17 teachers, 15 of them found primary sources “valuable” or “very valuable” to their instruction. Despite this high number, 47% of the teachers felt limited in their use of primary sources because of a lack of time to find them and 23% felt limited due to a lack of training in using primary sources (McKluskey 15, 19). When asked what would facilitate their use of primary sources, eight of the teachers mentioned that sample lesson plans using primary sources that are tailored to North Carolina Standards would be valuable (McKluskey 21-22). It was my goal to create a resource website for teachers that will facilitate the use of primary sources in North Carolina classrooms and provide sample lesson plans that can be adapted to their classroom’s needs.

## **Literature Review**

### **1.1 Inquiry-Based Learning**

Inquiry-based learning is an approach to education that pushes students from memorizing and consuming information to being investigators and creators of new

understandings. Learning becomes less teacher-focused as student choice, critical thinking, and problem solving skills are valued. It is a process that “involves starting with what the learner knows, asking intriguing questions about what is not known, investigating the answers, constructing new understandings, and communicating to share those understandings with others” (Stripling 3-4). Because of the investigative and reflective aspects of inquiry-based learning, school librarians fit naturally as collaborators in this educational approach.

Barbara Stripling has created a useful model to guide teachers and librarians through the inquiry-based learning process. She breaks the process into six different iterative phases: students connect the topic at hand to their prior knowledge, they wonder about aspects of the topic that spark their curiosity, they investigate these aspects using a variety of sources, they construct new understandings based on their discovered information, they express these new understandings through a product or presentation, and then they reflect both on their product and on the inquiry process (7). The stages transform learning so that it is engaging, authentic, driven by student interest, and results in students creating new connections and understandings, rather than simply repeating memorized facts.

Although science is one discipline that shows clear benefits from being taught in an inquiry-based way, history instruction can also be enhanced with inquiry-based principles. Stripling points out that by using inquiry-based learning in history classrooms, especially in conjunction with primary source materials, students can learn to “identify point of view and recognize its effect on the evidence,” “find enough evidence from different points of view that they achieve a balanced perspective” and “detect degrees of

bias” (26). These are critical skills for today’s students, who are faced with an increasing amount of information and perspectives through the media and internet not only in school, but also in their social lives and future careers.

Research has shown that an inquiry-based approach has a positive impact on students’ understandings and future learning. One study completed at the University of Guelph compared the academic performance and engagement of 17 students who completed an inquiry-based gender studies course their first semester with students who completed a traditional gender studies lecture course instead. The students were matched by gender and grade point average, and were tracked throughout the rest of their college career. Students in the inquiry-based class had consistently higher academic averages throughout their four years than students in the traditional class, and they also reported higher levels of community engagement in their second year, measured through surveys on volunteer activities (Summerlee and Murray 84, 87).

Another study done over the course of three years with approximately 5,000 seventh and eighth graders in the Detroit Public School system compared the end-of-grade science test scores of students who had participated in a project and inquiry-based science curriculum with those who had received traditional instruction. Students who participated in inquiry-based instruction in the researchers’ first cohort showed a 19% higher passing rate on the test compared with their peers, and students in the second cohort similarly saw a 14% higher passing rate (Geier et al. 930). Although more research needs to be done on the outcomes of inquiry-based learning in multiple disciplines, preliminary research shows that using an inquiry-based approach can significantly



improve overall student performance, as well as decrease achievement gaps for students who have not been served by traditional instruction.

Because the inquiry-based learning approach has been shown to improve student outcomes and engagement, I used Stripling's model to guide the structure of my lessons. The inquiry model worked well with these units involving primary sources and local history, because students are asked to connect the source to their prior knowledge of the time period and their community, wonder about what they are seeing in the image or text, use their investigative skills to determine point of view and how the source relates to other documents from the time, and then create a product that communicates this understanding to a broader audience.

## **1.2 Backward Design**

Another educational model that informed my lesson plans is backward design. Instead of starting to develop a lesson by planning the activities students will complete, backward design calls for teachers to start with their learning objectives for the unit, decide on what indicators could be used to determine if students have reached these objectives, and then plan activities that will meet these goals. Wiggins and McTighe, in their book *Understanding by Design*, argue that teachers must plan like designers when they approach their lessons. They suggest that educators write a "careful statement of the desired results" and then ask "what would count as evidence of such achievement?" (17). It is only after these steps are completed that teachers should plan the "appropriate teaching and learning experiences so that students might perform successfully to meet the standard" (Wiggins and McTighe 17). This model ensures that teachers focus on meeting

the learning objectives for their units, rather than planning activities that may or may not facilitate student understanding.

Voelker and Armstrong, in an article about applying backward design to history courses, argue that history has often been taught as a broad accumulation of facts, disconnected from the way real historians and researchers approach their work (19). They believe that essential questions, questions described by Wiggins and McTighe as those that “provoke deep thought,” “stimulate vital, ongoing rethinking of big ideas,” and “naturally recur, creating opportunities for transfer,” allow students to engage with history in a meaningful and authentic way (Wiggins and McTighe 110). This question driven-approach will push students to think like historians, to “develop the ability to read historical sources within a context, weigh various historical interpretations, and even formulate interpretations of their own based upon reasoned analysis of historical evidence” (Voelker and Armstrong 19). Ideally, students will be able to transfer these critical thinking and interpretive skills to their future work in history and other disciplines, as they learn about the subjective nature of documenting the past.

I used the principles of Backward Design and the idea of essential questions to design my own lessons on local history with primary sources. Not only will this approach provide students with the opportunity to explore moments in their communities in-depth and think historically, it will also engage their media, visual, and traditional literacy skills. These educational approaches, and their emphasis on investigation, critical thinking, and multiple perspectives, make school librarians especially valuable collaborators, and allow them to contribute their research, literacy, and instructional design skills to lessons in partnership with teachers.

### 1.3 Primary Sources

Primary sources are valuable to history instruction for many reasons. They can diversify students' perspectives on an event by "challenging the traditional canon of document-based sources and encouraging educators and students to get beyond the sources that are excerpted ad nauseam in textbooks" (Pollard 39). When used to supplement a textbook, primary sources can provide a much-needed depth and richness to the event. Students can engage emotionally with personal narratives, investigate the context of an image, or analyze a news report for bias. Music, media, and advertisements from the time can bring history to life, giving students a sense what it might have been like to live in that period. Primary source materials can also help students reflect on the subjective practice of writing history, as they "use the primary sources as the foundation for generating their own ideas or premises based on the evidence they gather from the primary sources" (Ensminger and Fry 125).

With the implementation of the English Language Arts portion of the Common Core Standards, teachers are asked to help their students "integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event" (Common Core Standards Initiative). This approach to literature and history requires students to develop critical thinking skills that will allow them to analyze and incorporate information from multiple perspectives into a balanced understanding of history. The Common Core's focus on decoding complex texts means that "students are encouraged to learn to read in the way professional historians read using context and resources that allow for exploration based on self-generated inquiry questions" (Callison 18). This type of investigation and inquiry with primary documents involves research, the evaluation of sources, and the synthesis of multiple kinds of sources, information literacy

skills that can be team taught by classroom teachers and the school librarian (Callison 19).

After learning about the principles of inquiry-based learning and backward design, incorporating primary source materials into classroom instruction seemed like an effective way to engage students in an authentic and balanced investigation of history. With so many primary source materials digitized and freely accessible on the internet, teachers have a wealth of resources available for their use, but they may need assistance locating and selecting these sources. Returning to the survey of teachers on their use of digitized primary sources, McKluskey found that although teachers feel comfortable using primary sources in their instruction, they struggle with the amount of planning time such a lesson requires. They reported wanting “sample lesson plans that could be adapted to their own use to be provided along with the documents in the digital library” (McKluskey 21-22). My project fills that need by providing both resources on how to locate and select primary sources, and adaptable lesson plans that can serve as a model for teachers’ own units.

#### **1.4 Local History**

I chose to create lesson plans for a local history unit because studying local history engages students’ prior knowledge of their community, has the potential to increase student interest in history, since the events and people being studied are more relevant to their lives, and creates the opportunity for authentic and meaningful assessments that have a positive impact on the community. The study of local history in the context of standardized testing is often viewed as “a supplement to the U.S. History or World History curricula,” rather than as a focus in the classroom (Clarke and Lee 84). Despite

this perception that teaching local history will detract from the tested curriculum, Danker argues that teachers can effectively cover the themes and fundamental concepts of this curriculum with the memorability and meaningfulness that local history provides. She believes that teachers must “avoid the trap of ‘coverage’” and instead use local history to deeply “cement” the broader themes of history in students’ minds (Danker 112). Local history will help students with the “retention of the major themes in American history by attaching them to local individuals or events” while helping them gain “an understanding of and appreciation for diversity, as so much of local history has a multicultural base” (Danker 113).

This introduction of diverse viewpoints in the teaching of local history connects back to the teachers’ potential to use primary sources. If students research their local communities using sources like community members’ diaries, letters, or personal narratives, the lessons have “the advantage of broadening the curriculum by allowing for more diverse perspectives to be included within it by moving historical instruction away from political history toward social and cultural topics and issues” (Marino and Crocco 233). These local primary sources give students a richer understanding of the time, and provide a sense of how their community was impacted by the broader political and social movements of the day. Ultimately, connecting curricular themes to concrete events in local history “combines the benefits of authenticity and active engagement” while offering the opportunity for students and teachers to design projects that have a positive impact on their community (Clarke and Lee 84).

## 1.5 Counter-Storytelling

My desire to design lessons that use primary sources in the classroom was sparked by my interest in diversifying, multiplying, and complicating the perspectives that are provided in instruction. These perspectives help students understand and honor experiences that are different from their own, and allow them to hone their critical literacy skills and look carefully at the way events are portrayed in today's media. The importance of multiple perspectives is an outlook that stems in part from Richard Delgado's writing on counter-storytelling. Delgado argues that there is never a "single true, or all-encompassing description" of events, and that "we participate in creating what we see in the very act of describing it" (2416).

Because of this subjectivity and malleability of events, Delgado argues that often, the stories that get told are majoritarian narratives that justify the status quo and delegitimize the experiences of those not in power. Delgado believes that in order to combat this single narrative:

Members of the majority race should listen to stories, of all sorts, in order to enrich their own reality. Reality is not fixed, not a given. Rather, we construct it through conversations, through our lives together. Racial and class-based isolation prevents the hearing of diverse stories and counterstories... Deliberately exposing oneself to counterstories can avoid that impoverishment, heighten "suspicion," and can enable the listener and the teller to build a world richer than either could make alone. (2439)

In the classroom, this means seeking out texts and sources that offer diverse perspectives and engaging students in discussions about the voices that are missing from the conversation. Teachers, administrators, and legislators often have the power of deciding what gets included in the curriculum and what voices are silenced due to omission.

Although time and standards dictate what topics get priority in the classroom, teachers

and librarians must be aware of the impact of their selections on students' understandings.

Primary sources have the potential to act as one form of counter-storytelling by honoring the lived experiences of various people at the time. Solórzano and Yosso explain that through counter-storytelling, critical race theory “recognizes that the experiential knowledge of people of color is legitimate, appropriate, and critical to understanding, analyzing, and teaching about racial subordination” (26). Their argument specifically touches on primary sources when they say that counter-storytelling draws “explicitly on the lived experiences of people of color by including such methods as storytelling, family histories, biographies...and narratives” (Solórzano and Yosso 26). These stories can help engage students personally and emotionally with people's experiences at the time, and allow for a richer representation of the events being studied.

## **1.6 Conclusion**

Inquiry-based learning has been shown to improve student outcomes and engagement, and one way to incorporate this approach into the history and social studies classroom is by using primary sources. Guided by the principles of backward design and essential questions, the sample lesson plans I created will help fill teachers' need for quality models of lessons that feature primary sources. These lessons are crucial because they will not only teach students how to think like historians and approach materials critically, they will also enrich traditional textbook teaching by providing alternative perspectives and narratives.

## Methods

Drawing upon the inquiry-based learning model, backward design principles, and the idea of counter-storytelling, I created a resource for school librarians and teachers that will help them incorporate primary sources into lessons about local history, focusing on visual, digital, and critical literacy skills. Using resources that are publicly available online, I found sources on the Civil Rights Movement in Durham, North Carolina in a variety of formats and from multiple perspectives. I used these resources to create sample lesson plans to help area educators tie in local history to their study of the period. In order to make these plans publicly accessible, I designed a website to house the lessons. This site includes information on how to find and select primary sources, how to cite primary sources, and research on the benefits of teaching with primary sources. Although I focused on North Carolina's history in my lesson plans, the site is designed so that teachers across the country can adapt the lessons and resources to develop their own local history units.

This project was guided by the North Carolina Essential Standards for American History, which ask students to “differentiate between historical facts and historical interpretations,” “consider multiple perspectives of various peoples of the past,” and “obtain historical data from a variety of sources” (NC Department of Public Instruction 3). Incorporating primary sources into history lessons helps meet these standards which call for students to draw interpretations from multiple sources and distinguish between the information presented and historians' own evaluations of the material.

I was also guided by the Common Core English and Language Arts Standards which ask students to “analyze in detail how a complex primary source is structured,”



“evaluate authors' differing points of view on the same historical event or issue,” “integrate and evaluate multiple sources of information presented in diverse formats and media” and “integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources” (Common Core Standards Initiative). These standards clearly call for teachers and librarians to use primary sources in ways that engage students’ critical thinking skills and allow them to construct an understanding of events from sources that provide multiple perspectives. Although teachers are asked to incorporate primary sources into their teaching, research on using these sources in the classroom has shown that teachers need help designing “activities with clear curriculum linkages and small exercises that give students guidance in working with different kinds of documents” (Tally and Goldenberg 1). This project will help meet these needs by providing teachers with resources and lesson plans, while providing students with multiple perspectives on local history.

In addition to drawing from the NC Essential Standards’ approach to studying history, I also drew upon North Carolina’s American History II course’s content focus. This course is the second of two required United States history courses for North Carolina high school students, and the broad goals of the course are to “trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power.” (NC Department of Public Instruction 2). Because my project directly addressed the American History course’s focus on the “movement toward equal rights,” it is my hope that it will be valuable to the teachers of this course and easily adaptable throughout the state.

There are several online resources that feature primary sources from the Civil Rights Movement. Some of these websites include the Digital Public Library of America, the Library of Congress's teacher materials, the Civil Rights Greensboro Project, and the Durham Civil Rights Heritage Project. I drew upon the Library of Congress's resources for teaching with primary resources, and used the other websites as a guide for my own work. Although there is already a helpful site devoted to the Civil Rights Movement in Durham created by the public library, this resource is designed as an annotated timeline for adults and does not include resources for teachers or students. The website also uses the primary sources as illustrations of the text, rather than as key components to the interpretation of historical events. Because Durham has such a rich past, I believe that this resource will provide students with valuable insight into the history of their community and will give teachers support with incorporating local history and primary resources into their instruction on the Civil Rights Movement.

For my bulk of my project, I created 14 lesson plans that use primary sources from the 1940s to the 1970s that illustrate the movement toward civil rights in Durham. In order to make these lesson plans accessible, I designed a website to serve as a resource and model for teachers and school librarians on how and why to incorporate primary sources into their lessons. This website includes several pages:

1. **How to locate sources:** This page includes annotated links to a variety of online sources generally for primary materials, including sites that are national in scope, like the Library of Congress, Flickr Commons, the Digital Public Library, the National Archives, and Chronicling America, as well as sites that are state-

specific, like Learn NC, DigitalNC, and university library sites. The annotations provide educators with instructions on how to effectively search these sites.

2. **How to select primary sources for instruction:** This page points to a series of blog posts from the Library of Congress on qualities to look for in primary sources that will make their use in the classroom successful.
3. **The benefits of teaching with primary sources and local sources:** This page explains why primary sources are beneficial for students and how using them fits in with the Common Core English Language Arts standards and the NC Essential Standards for History. I also included information on the benefits of incorporating local history into the study of historical events.
4. **Information on how to cite and use primary sources ethically:** This page contains annotated links to sites like the Library of Congress that explain how to cite and use primary sources.
5. **Model Lesson Plans:** This page houses my lesson plans, which serve as an example of how to implement these ideas using primary sources from the Civil Rights Movement in Durham, North Carolina. These lesson plans used backward design as a demonstration of how to create similar learning experiences with local primary sources.

I decided to use WordPress to design the site, but I explored other options like Webley to make sure the content management system I chose fit the needs of my site.

## 1.7 Website Design and Usability

Because my final project is a web site, I followed best practices in website design and usability. Jakob Nielsen's definition of usability involves five components:

1. **Learnability:** How easy is it for users to accomplish basic tasks the first time they encounter the design?
2. **Efficiency:** Once users have learned the design, how quickly can they perform tasks?
3. **Memorability:** When users return to the design after a period of not using it, how easily can they reestablish proficiency?
4. **Errors:** How many errors do users make, how severe are these errors, and how easily can they recover from the errors?
5. **Satisfaction:** How pleasant is it to use the design? (2012)

With these usability elements in mind, I adapted Raward's "Usability Index Checklist for Academic Library Web Sites" to ensure my site was easy to use (Raward 132-136). The adapted checklist is available in Appendix 1. Although my site was designed with high school teachers and librarians in mind, the elements of this checklist, tailored to my project, suited the needs of my educational site. This checklist covers the ease of finding information on the site, understanding the information presented, and completing tasks on the site. (Raward 136). In using these web design principles, I ensured that the website presents my content in the most effective, efficient, and user-friendly manner.

In order to evaluate my site, I will be asking a local school librarian to review the content to ensure that the information and lesson plans provided are valuable, adaptable to their instructional needs, and easy to use. I will also request recommendations for improving the content and make changes to the site as necessary. To ensure that the site follows basic usability guidelines, I will request feedback on the organization and presentation of the content, based on my adapted usability checklist.

## **Reflection**

My experience searching for and selecting primary sources to use in the lessons gave me empathy for the teachers who had reported that they struggled with the time required to find primary sources and develop lessons with them that tie into the

curriculum. Searching for digitized primary sources can be a time consuming process, especially for people without experience using library and archive finding aids or catalogs. Although there are valuable websites that are designed with teachers in mind, other sites are geared toward experienced researchers and are more difficult to navigate. Although I explored local universities' online holdings through their catalog and through the subject categories they provided, I found it easier to develop keywords from the people and events listed in a print source, *Our Separate Ways: Women and the Black Freedom Movement in Durham, North Carolina*, that gave an overview of the time period.

The challenge of searching for primary sources is one reason why lessons with primary sources are an opportunity for collaboration between teachers and librarians. As information specialists, librarians can offer teachers support in finding these resources, and can use their knowledge of traditional, visual, and critical literacy skills to help the teacher select which sources will help them meet their learning objectives. Librarians are more than just resource providers, however. Throughout the lesson plans, I ask students to engage in close reading, critical thinking, interest-driven research, and the creation of projects using technology, which allows the librarian to serve as a true collaborative partner.

Researching local history for my project also confirmed how knowledge of a community's past enriches and informs the present. Learning about Durham's history was engaging because, as the research suggests, I was able to connect what I was learning to my prior knowledge of the community, and was learning about events and people who had a direct impact on the city today. It is my hope that these lesson plans will offer

students the same sense of engagement, and that they will be able to deepen their understanding of their community and their state through the perspectives the lessons feature.

## Lesson Plans

### The Movement for Civil Rights in Durham, NC *Stage One: Identify Desired Results*

#### Established Goals

##### **NC Essential Standards:**

##### **AH2.H.1.2 Use Historical Comprehension to:**

2. Differentiate between historical facts and historical interpretations.
4. Analyze visual, literary and musical sources.

##### **AH2.H.1.3: Use Historical Analysis and Interpretation to:**

1. Identify issues and problems of the past.
2. Consider multiple perspectives of various peoples of the past.
3. Analyze cause-and-effect relationships and multiple causation.
4. Evaluate competing historical narratives and debates among historians.
5. Evaluate the influence of the past on contemporary issues.

##### **AH2.H.1.4: Use Historical Research to:**

1. Formulate historical questions.
2. Obtain historical data from a variety of sources.
3. Support interpretations with historical evidence.
4. Construct analytical essays using historical evidence to support arguments.

##### **Common Core English Language Arts Standards:**

##### **CCSS.ELA-Literacy.RH.11-12.1**

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

##### **CSS.ELA-Literacy.RH.11-12.5**

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

##### **CCSS.ELA-Literacy.RH.11-12.6**

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

##### **CCSS.ELA-Literacy.RH.11-12.7**

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

##### **CCSS.ELA-Literacy.RH.11-12.9**

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**AASL Standards:**

**1.1.6** Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

**1.1.7** Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

**2.3.1** Connect understanding to the real world.

**3.1.3** Use writing and speaking skills to communicate new understandings effectively.

**3.1.4** Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

**3.1.5** Connect learning to community issues.

**3.1.6** Use information and technology ethically and responsibly.

<b>What Essential Questions will be Considered?</b>	<b>What Understandings are Desired? Students will understand that....</b>
<ul style="list-style-type: none"> <li>• Is violence or nonviolence the most effective way to change society?</li> <li>• What work needs to be done to make America a more just society?</li> <li>• How do race, gender and socioeconomic status interact?</li> <li>• Who has the right to record history?</li> <li>• How can we act to improve our local community?</li> <li>• What elements are necessary for cooperation between people from different backgrounds?</li> <li>• What are the causes of injustice?</li> <li>• How is the struggle for civil rights continuing today?</li> </ul>	<ul style="list-style-type: none"> <li>• Important events during the civil rights movement happened locally, and had a national impact.</li> <li>• Women and youth played a vital role in the civil rights movement.</li> <li>• Acts of resistance to racial injustice occurred throughout the 20th century, not just during the 1950s and 60s.</li> <li>• The Civil Rights movement was not monolithic, and consisted of the work of various individuals and organizations that sometimes had conflicting approaches and viewpoints.</li> <li>• Historians create an understanding of the past by examining primary and secondary documents and drawing conclusions based on these sources.</li> </ul>

**What key knowledge and skills will students acquire as a result of this unit?**

<b>Students will know...</b>	<b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>• The difference between a</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesize a variety of primary sources</li> </ul>



<p>primary and secondary source.</p> <ul style="list-style-type: none"> <li>• The key events that occurred in Durham, NC during the civil rights movement.</li> <li>• Strategies for approaching complex primary sources.</li> <li>• The events of the past have a direct impact on their lives today.</li> <li>• History is complex and its portrayal is influenced greatly by the perspective of the person recording it.</li> <li>• People in their local community continue to work for equality and justice.</li> </ul>	<p>and draw conclusions based on the information presented in them.</p> <ul style="list-style-type: none"> <li>• Apply prior knowledge and context to primary source materials.</li> <li>• Determine the point of view of primary sources, and think about how this perspective might influence the source.</li> <li>• Adopt the perspective of people who were alive during the Civil Rights movement and imagine their reaction to events at the time.</li> </ul>
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### *Stage Two: Determine Acceptable Evidence*

#### **What evidence will show that students understand?**

**Performance Tasks:** Students will conclude the unit by conducting two interviews: one with a local resident who lived through the Civil Rights Movement and one with someone who is fighting for civil rights today. They will then create a short video with excerpts from the interviews and their own narration, and accompanying photographs documenting the local places and people mentioned in the interviews. Students will be expected to create their own art or photographs, or use resources from Creative Commons. The class will then create a website on which to post these interviews, with contextual information. The films will also be screened at an event open to the community, and the interviewees, along with other local activists and officials, will be invited. This project will demonstrate that students understand the importance of preserving local history, and have developed an understanding of the issues of the time and how they connect to the present day. More detailed information for this project and a rubric is included in lesson fourteen.

#### **Other Evidence:**

Students will participate in a variety of informal assessments, including a write-around with a complex text, a jigsaw activity in which they share their understanding with the class, a creative writing piece in which they adopt the perspective of a historical figure, a letter writing activity addressing a current issue, a service learning proposal, and a podcast. These formative assessments will help the teacher and librarian determine if students are understanding the material, and decide if they need to adapt or change their approach.

#### **Student Self-Assessment and Reflection:**

Many of the informal assessments will allow students to reflect on their understanding as they are asked to communicate their interpretations and opinions on various events, both verbally and in writing.

For the final project, students will share their interview projects with the class, and receive feedback on their work before the final videos are due. Students will be given the rubric from the first day of the unit, which can be found in lesson fourteen.

**Teacher Resource:**

Please visit [www.localhistorythroughprimarysources.wordpress.com](http://www.localhistorythroughprimarysources.wordpress.com) to learn more about finding, selecting, and citing primary sources.

***Stage Three: Plan Learning Experience and Instruction***

PRIMARY AND SECONDARY SOURCES USED IN THESE PLANS CAN BE FOUND ON THE “WORKS CITED IN LESSON PLANS” SECTION ON PAGE 61

**Lesson One: The 1942 Southern Conference on Race Relations**

**Standard: CSS.ELA-Literacy.RH.11-12.5**

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**Goals and Evidence:** Students will understand that discrimination towards African Americans permeated all segments of life in the 1940s, and individuals and organizations were actively working to solve these injustices. Students will demonstrate this understanding by summarizing a portion of the *Race Relations Report* to the class, including the authors’ justification for their requests and their proposed recommendations.

**Instructional Design:** Jigsaw activity - students will be broken into groups and asked to examine one section of a complex primary source. After discussing the source using guiding questions, the groups will present their segment of the text to the class. The class will then look for overarching themes and identify the main purpose of the document.

**Background:** The *Southern Conference on Race Relations Report* was compiled during a conference on race relations and inter-racial cooperation in the South at the North Carolina College for Negroes (now NC Central University). It was written in October, 1942, and the document references African American participation in the military both during the current conflict and in World War I, and the injustice of fighting for a country that does not provide protection or justice for all of its citizens.

**What will instructors and students do?**

The teacher will assign the *Southern Conference on Race Relations Report* from 1942 to students the night before the lesson, and ask students to carefully annotate the document. The students will be divided into groups, and each group will be asked to focus especially on one segment of the document (Political and Civil Rights, Industry and Labor, Service Occupations, Education, Agriculture, Military Service, Social Welfare and Health).

The class will come to the library and sit with their small groups. The librarian will introduce the history of the document, engaging with students’ prior knowledge by asking them what they know about Southern society at the time. If students haven’t covered Jim Crow laws, the librarian may want to share LearnNC’s “5.2 A Sampling of Jim Crow Laws” from a variety of states as an example of the discriminatory social and political structure at the time. The librarian may also want to share images which document segregation, like Delano’s *A Cafe Near the Tobacco Market, Durham, North Carolina*, which depicts the separate entrances of a 1940s cafe in Durham. The librarian will have created a either a digital or physical timeline for the unit with major events in US history,

and each time a primary document is used, the librarian will add it to the timeline to help students situate the source.

After the introduction, the students will talk about the main idea of their section with their small groups in preparation for presenting their summary to the class. The conversations will be guided by the following questions:

1. What are the primary demands of the authors?
2. What are their recommendations for improving the current situation in the South?
3. How do the authors justify their demands?
4. How do they see these changes benefiting society?

The librarian and teacher will circulate to each group, checking in on their progress and pushing them to deepen their response. When the groups are done with their discussion, each group will write their answers on a large sheet of paper and present their answers to the rest of the class. After each group is gone, the librarian and teacher will hang the sheets at the front of the class, and collectively students will notice any recurring themes and determine the main purpose of the document. They will work to identify the steps the leaders suggested for making improvements to Southern communities.

The librarian will prompt students to examine the role that the war played in the ideas presented at the conference. Later in the unit, it would be helpful to return to this document in comparison to the demands presented in the *Statement of North Carolina Demonstration Leaders* from 1963, used in lesson ten, and see how the demands changed and stayed the same over the course of 20 years.

## Lesson Two: The 1943 Arrest of Dorris Lyon

**Standard: AH2.H.1.3: Use Historical Analysis and Interpretation to:**

1. Identify issues and problems of the past.
3. Analyze cause-and-effect relationships and multiple causation.

**Goals and Evidence:** Students will learn that African Americans were protesting segregation and Jim Crow laws before the 1950s and 60s, and that high school students were involved. Students will demonstrate their understanding of the political and social climate of Durham in the 1940s by comparing their expectations for the outcome of the Dorris Lyon case with the actual verdict.

**Instructional Design:** Students will read an article about an arrest, and then discuss the case with a partner, making a prediction on the results of the hearing. They will then read an article reporting on the results and discuss if the verdict met their expectations. They will also be asked to think about what the verdict reflects about the time and how they think it would compare if the trial was held today.

**Background:** The 1943 article “Sixteen-year-old School Girl Attacked, Jailed by Officer” from the *Carolina Times* reports on the attack of Hillside High student Dorris Lyon while she was riding the bus to school. She was asked by a man to move to the back of the bus, and after she refused because there were no more seats in the back, the man physically removed her from the seat and revealed he was a police officer. Students who are familiar with Rosa Parks’ refusal to give up her seat in 1955 Alabama will be interested to learn about this earlier incident that happened locally with a high school student. The results of the girls hearing, “Boreland Frees Officer and Fines School Girl in Bus Case,” were also reported in *The Carolina Times*: the girl was pronounced guilty for violating the segregation law and was fined \$5. The officer who had been charged with her assault was absolved of blame.

### What will instructors and students do?

The teacher and librarian will engage with students’ prior knowledge by asking them what they remember learning about the civil rights activist Rosa Parks and her involvement in the Montgomery Bus Boycott of 1955 and 1956. The teacher will then explain that Parks’ act of defiance was predicated on the actions of many other African Americans throughout the South.

The librarian will then hand out copies of the April, 1943 article on Dorris Lyon, “Sixteen-year-old School Girl Attacked, Jailed by Officer,” which documents the story of a Hillside High student who was arrested for not moving to the back of the bus. Students will read the article individually, and then get into pairs to discuss the incident. The partners will share their views on the account, and then try to predict what the results of the hearing will be. After the partners make their predictions, one member of each group will report their prediction, either by writing on the board or by responding electronically using a site like Poll Everywhere.

After the class's results are in, students will be given the article recording the verdict, "Boreland Frees Officer and Fines School Girl in Bus Case," to read individually and then will get back with their partner to discuss the verdict. Students will be asked:

1. How did the results of the case compare to your predictions? Why do you think they were similar/different from what you expected?
2. How do you interpret the newspaper's reaction that the verdict didn't cause "any measure of surprise among Negroes here"? (p. 1). What does that reaction say about the social and political climate at the time?
3. Pretend you were Dorris Lyon that day on the bus. How would you have reacted to being asked to move? What would have been the consequences to your life of moving to the back, or remaining seated?
4. What do you think would have been the result of the trial if it had happen today?

### Lesson Three: The 1944 Murder of Booker T. Spicely

**Standard: CCSS.ELA-Literacy.RH.11-12.6**

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**Standards: AH2.H.1.3: Use Historical Analysis and Interpretation to:**

5. Evaluate the influence of the past on contemporary issues.

**AASL 2.3.1** Connect understanding to the real world.

**Goals and Evidence:** Students will learn about the corruption of the justice system in the South and the danger African Americans faced if they resisted segregation. Students will also understand that the news is often biased and will learn how to recognize persuasive language and opinion. Students will be able to draw connections between past events and things that are happening today. Students will demonstrate their understanding by presenting the perspective of their article to the class and by a discussion on the case's connection to contemporary events.

**Instructional Design:** Students will be divided into two groups, and will be responsible for examining an interpretation of a murder of an African American soldier that occurred in Durham in 1944 and then summarizing their source's perspective to the other half of the class. They will then read the statements witnesses made about the event, and discuss what they believe the verdict should be. Finally, they will read about the verdict, and discuss the implications for African Americans in Durham.

**Background:** On an evening in July, 1944, Booker Spicely, an African American soldier who was returning to Camp Butner, was shot by a White bus driver after refusing to move from his seat. Despite what seemed like a clear-cut case, the jury proclaimed the bus driver not guilty after only 28 minutes of deliberation.

#### What will instructors and students do?

The teacher will introduce students to the murder of Booker T. Spicely, by outlining the basics of the case (Spicely was an African American soldier traveling by bus from Durham to Camp Butner, and he was shot by the driver after refusing to give up his seat to White passengers.)

Students will then be divided into two groups and will be given two differing accounts of the event. One group will read the *People's Voice* article on page 59-60 of the United States War Department Report, and the other group will read the two brief editorials from the Durham Morning Herald on page 106 of the same document. The first article, from an African American newspaper from New York, connects the murder to other murders of African American men throughout the country, and describes the murders as "Nazi-like." The *Durham Morning Herald* articles claim that the murder was an individual matter and that the case "is not a racial question."

Once the groups have read and discussed the basics their articles, they will be asked to answer the following questions as a group:

1. Do you agree with the perspective presented in your article? Why or why not?
2. Based on the text of your article, what assumptions can you make about the views of the person who wrote it? Can you detect any language that seems biased or persuasive? Circle or underline the language that stands out.
3. How do you think you would feel as a 1944 Durham resident reading this article? How might you have responded to the verdict?

After responding to these questions, each group will present their article to the other half of the class and share their opinions on the perspective it offered.

After discussing their articles, students will be given the statements of the witnesses, which appear on pages 88-90 of the original document. After reading them aloud, the students will vote on what they think the verdict of the case should be if they were on the jury.

Finally, students will read the *Durham Morning Herald* report on the trial on page 10, and discuss what the “not guilty” verdict delivered by an all-White jury means for the racial climate of Durham at the time. Students should be encouraged to draw connections between the case and contemporary events. See Teaching Tolerance’s webpage “Teaching about Ferguson: Race and Racism in the United States” for ideas about how to lead these conversations.



### Lesson Four: The 1957 Royal Ice Cream Parlor Sit-in

**Standard: AH2.H.1.4: Use Historical Research to:**

2. Obtain historical data from a variety of sources.
3. Support interpretations with historical evidence.

**CCSS.ELA-Literacy.RH.11-12.9**

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**CCSS.ELA-Literacy.RH.11-12.7**

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**AASL 3.1.3** Use writing and speaking skills to communicate new understandings effectively.

**Goals and Evidence:** Students will develop their listening comprehension skills by responding to questions while listening to an oral history. They will demonstrate their understanding by writing an article that is grounded in details from the recording.

**Instructional Design:** Students will watch short video that is a secondary source to gain background knowledge of a sit-in in Durham, and then they will listen to recording of a participant's account and view an image related to the event. Afterwards, students will write a short article in groups of 2-3 about the event, pretending they are a journalist at the time.

**Background:** In 1957, a group of African Americans, led by Reverend Douglas Moore, sat in the White section of the Royal Ice Cream Parlor and refused to give up their seats until they were served. They were ultimately arrested, and were charged with trespassing. This sit-in was a forerunner of the later protests in Greensboro and Durham in 1960.

#### What will instructors and students do?

Students should watch the 7 minute video *Durham, NC* documenting the Royal Ice Cream Parlor sit-in before they come to class.

The teacher will play the first 15 minutes and 50 seconds of the *Oral History Interview with Virginia Williams* and ask students to take notes on her account of the Royal Ice Cream Parlor sit-in, with these guiding questions:

1. Why was the ice cream parlor chosen as the site for the protest?
2. What planning went into the protest? How did Williams get involved?
3. How did the protesters react when asked by the police to move? How did they conduct themselves throughout the event?

4. What was the reaction of the leaders in the African American community to the protest? Why do you think they responded the way they did?
5. What was the verdict of the case against the protesters?
6. What impact do you think this event had on the community?

Students will also look at the image “The Royal Ice Cream Strikers Pray Before Going to Court” and consider the following question:

1. How does this image portray the protesters and their approach to the fight for civil rights?

After the students have responded to the recording and the image, they will be put into small groups of two or three and be asked to pretend they are journalists in 1957, and have been assigned to cover the Royal Ice Cream parlor sit-in. Given what they heard from Virginia Williams’ oral history, they will collaboratively write an article that covers both the details of the event and what they imagine would be a journalist’s reaction to the story at the time. Some groups will be asked to write as if they are journalists for *The Carolina Times*, an African-American owned newspaper, and others will be asked to pretend they are journalists for the *Durham Morning Herald*, a White-owned newspaper.

#### **Rubric for Article on the Royal Ice Cream Parlor Sit-in**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>
<b>Writing</b>	Sentences and paragraphs are well-structured and complete. The article follows a logical progression and has a hook and a well-developed conclusion.	Sentences and paragraphs are mainly well-structured and complete. The article could be better organized, but it has either a hook or a well-developed conclusion.	Sentences and paragraphs are lacking structure or are incomplete. The article is disorganized and is missing a hook or conclusion.
<b>Content</b>	Students ground their article in five or more specific details mentioned in the oral history. They successfully adopt the perspective of a journalist at the time.	Students ground their article in three or more specific details mentioned in the oral history. They are working toward adopting the perspective of a journalist at the time.	Students ground their article in less than three specific details mentioned in the oral history. They do not attempt to adopt the perspective of a journalist at the time.

## Lesson Five: The 1959 Desegregation of Carr Junior High

**Standard: AASL 1.1.6** Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

**AH2.H.1.3: Use Historical Analysis and Interpretation to:**

2. Consider multiple perspectives of various peoples of the past.
5. Evaluate the influence of the past on contemporary issues.

**AASL 3.1.3** Use writing and speaking skills to communicate new understandings effectively.

**Goals and Evidence:** Students will be able to examine the perspective of someone involved in the desegregation of Durham public schools. They will demonstrate this understanding by writing a creative piece in which they adopt the voice of someone from the past.

**Instructional Design:** Students will read a short secondary source and then view a photograph of students desegregating a school in Durham in 1959. They will then complete a creative writing exercise in which they adopt the perspective of someone in the photograph.

**Background:** In 1954, the *Brown vs. Board of Education* ruling ended the legal segregation of public schools, but it took years for the ruling to be implemented in Durham. In 1959, the first 8 African American students were reassigned to White schools. It wasn't until 1969 and 1970 that complete desegregation occurred in Durham.

### What will instructors and students do?

Students will read the 2014 *News & Observer* article written by Charmaine McKissick-Melton about her and her siblings' experiences as some of the first African American students to desegregate Durham's public schools. The librarian can ask students if the article is a primary or secondary source, and draw upon their prior knowledge they have built throughout the unit. As they read, students will be asked to consider the following questions:

1. What does McKissick-Melton mean when she says "there is a significant difference between the terms 'integration' and 'desegregation'"?
2. Why do you think many of the first students who desegregated Durham public schools choose not to talk about their experiences?
3. What are some of the negative and positive experiences McKissick-Melton describes in the article from her time as a student?
4. Are schools in Durham today successfully integrated? Have students explore the "Demographic/Enrollment Data" from Durham Public Schools and compare it with the United States Census Bureau data for "Durham County, North Carolina."

Then, students will be given copies of Jim Spark's photograph of Floyd and Evelyn McKissick with their daughter Andree and her friend Henry Vickers as they walk towards the entrance of Carr Junior High in 1959. As a group, students will be given time to make observations and ask questions about the image. The teacher may want to prompt students with the following questions:

5. What do you notice about the body language of the people in the picture? What do you think it reveals about their feelings about the day?
6. How the family is dressed? Why do you think they are dressed that way?
7. How is the group of people arranged? Why do you think the parents are in the picture?

Students will then be asked to pretend that they are one of the people in the photograph, and write a story, narrative, or poem that reflects the thoughts of the person as they approach the school. They can draw upon the *News & Observer* article or their prior knowledge of school desegregation, but they should also consider their personal experiences at school and what it would feel like to be a student or parent at that time. The teacher may want to share passages from poems or novels as examples to help the students get started. Some possible choices include *The Rock and the River* by Kekla Magoon, *Brown Girl Dreaming* by Jacqueline Woodson, or *Lies We Tell Ourselves* by Robin Talley.

Depending on the comfort level of the class, students can share their pieces aloud at the end of the class, and the librarian could compile the responses into a physical book or an electronic resource on the class website.

## Lesson Six: The 1960 Sit-ins

**Standards: CCSS.ELA-Literacy.RH.11-12.6**

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**Standards: AH2.H.1.3: Use Historical Analysis and Interpretation to:**

5. Evaluate the influence of the past on contemporary issues.

**AASL 2.3.1** Connect understanding to the real world.

**AASL 3.1.6** Use information and technology ethically and responsibly.

**AASL 3.1.3** Use writing and speaking skills to communicate new understandings effectively.

**AASL 3.1.5** Connect learning to community issues.

**Goals and Evidence:** Students will understand that there were conflicting opinions about the sit-ins during the Civil Rights Movement, and that people reached out to public officials to express their opinions and make suggestions. They will demonstrate their understanding of the power of expressing their ideas by crafting their own letter to the governor.

**Instructional Design:** Students will read a newspaper article about the sit-ins in Durham, and then read two letters to the governor about the events. They will then craft their own letter to the governor on an issue they are passionate about.

**Background:**

On February 1, 1960, 4 students from Greensboro's A&T University sat at the Whites-only lunch counter at Woolworth's. Their actions sparked further sit-ins in Greensboro and throughout the state, including sit-ins at the Durham Woolworth's, Kress, and Walgreen's lunch counters.

### What will instructors and students do?

Students will be asked to read the *Carolina Times* article, "Students Ponder Next Move," on the sit-ins across the state for homework, and will be asked to have considered the following questions:

1. Why do you think the sit-in movement was primarily led by students? What security do students have and what risks do they take?
2. What were the students' primary demands?
3. What was the reaction of the local businesses to the sit-ins?
4. What do you notice about the students in the pictures? How are they reacting to the commotion around them?

The students will then be broken into groups of three, and given two letters written in 1960 to Governor Hodges in response to the sit-ins: Kathleen Lindsay's letter calling for

the demonstrators to be expelled from college, and a letter from J. H. Wheeler on behalf of the Durham Committee on Negro Affairs in support of the students' protests. Students will be asked to answer the following questions about the two documents in their small groups:

1. What is Lindsay afraid will happen if the protests continue?
2. What does she propose the governor do to stop the protests?
3. What reasons does the Durham Committee on Negro Affairs give for supporting the students' protests?
4. What might you infer about the organization from the fact that they were unaware of the plans for the sit-ins?
5. Why do you think the committee mentions the "industry-hunters" on the bottom of page 2?

After the small groups have finished their discussions, students will work individually to identify an issue that they are passionate about and, with the guidance of the librarian, research that issue to gain a fuller understanding of its facets and implications. They will then be asked to write their own letter to the governor about their issue, outlining their recommendations for improvement. Once the letter has been reviewed by the teacher and librarian, students will be encouraged to send it to the governor, and share any responses they receive with the class.

#### **Rubric for Letter to the Governor**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>
<b>Research</b>	Student incorporates 2 credible sources on their issue.	Student incorporates 1 credible source on their issue.	Student does not use research to support their letter.
<b>Writing</b>	Sentences and paragraphs are well-structured and complete. The letter follows a logical progression.	Sentences and paragraphs are mainly well-structured and complete. The letter could be better organized.	Sentences and paragraphs are lacking structure or are incomplete. The letter is disorganized.
<b>Content</b>	Student supports their opinion with 3 or more points and their argument is strong.	Students supports their opinion with 2 points, and their argument is persuasive.	Student doesn't support their opinion with details, or their argument is weak.
<b>Citations</b>	Citations for all sources are in correct MLA format. In-text citations are used.	Citations are used for all sources, but there are some errors in formatting.	Some citations are missing, or citations are entirely absent.

## Lesson Seven: The Logistics of the 1960 Protests

### **Standards: AH2.H.1.4: Use Historical Research to:**

2. Obtain historical data from a variety of sources.

**AASL 2.3.1** Connect understanding to the real world.

**AASL 3.1.3** Use writing and speaking skills to communicate new understandings effectively.

**AASL 3.1.5** Connect learning to community issues.

**Goals and Evidence:** Students will develop an understanding of the practical realities of protests, and the various ways people contribute and show their support. They will demonstrate this understanding by developing a proposal for a service project, which outlines in detail the supplies and support needed to implement the idea.

**Instructional Design:** Students will examine two documents that reveal some of the logistics of the 1960 protests in Durham, and will then apply that knowledge to design their own proposal for a project that would benefit the school community.

**Background:** In 1960, students began to picket the stores that had refused to serve African Americans during the sit-ins. As shown in these documents, people were asked to show their support for the picketers by boycotting the stores that refused to serve the students, writing the managers of the stores, or joining the picket lines themselves.

### **What will instructors and students do?**

Students will be divided into groups of 4-5 and given two primary sources: the 1960 sign, *Don't Buy at These Stores*, calling for the support of picketing students, and the 1960 "Memo" from the Durham Youth branch of the NAACP requesting funding for the protests. Students will be asked to discuss the following questions:

1. What reasons does the "Don't Buy" sign give for the boycott of these stores?
2. List three ways people were asked to show their support of the picketing students.
3. Why do you think a boycott was chosen as a way to show support for the students?
4. Why do you think students were the primary picketers?
5. After looking at these documents, what elements were necessary for the success of the protests?
6. Is there anything that surprises you in the NAACP list of supplies?

After discussing these questions, the groups will be asked to brainstorm a project that they would like to implement to improve their school community. Students will be asked to write a one paragraph proposal for their project, along with a list of the supplies and support they would need to make it a reality, modeling it after the supply request from the NAACP. The teacher can decide the parameters of the proposal based on the time and financial resources available at the school.

After all of the groups have prepared their proposals, each group will do a 3 minute pitch for their project to the class, and the class will vote on their favorite proposal.

After polishing the chosen proposal as a class, and discussing any issues with the document that may need to be changed, the class will send their proposal to the principal to be considered as a service project. If approved, the students can work to implement the project and share the results with the school community.



## Lesson Eight: Martin Luther King's 1960 Speech at White Rock Baptist Church

### **Standards: CCSS.ELA-Literacy.RH.11-12.1**

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**AASL 3.1.3** Use writing and speaking skills to communicate new understandings effectively.

**Goals and Evidence:** Students will understand that close reading involves analyzing and interpreting specific parts of a text. Students will demonstrate their understanding by annotating and responding to passages from a speech Martin Luther King gave in Durham.

**Instructional Design:** Students will complete a “chalk talk,” a form of a written conversation, in response to quotations from Martin Luther King’s speech given in Durham in 1960.

**Background:** Martin Luther King came to Durham on February 16, 1960 to tour the sites of the sit-ins and speak at White Rock Baptist Church.

**Additional Resources:** The *Carolina Times* response to King’s speech, “Mass Rally Backs Students.”  
Harold Moore’s image of King delivering his speech at White Rock Baptist Church.

### **What will instructors and students do?**

Students will be asked to read the speech Martin Luther King gave in Durham in 1960, available on the page “A Creative Protest: Durham, NC,” and think about what it reveals about his approach to the fight for civil rights.

When students come to class, the librarian will introduce them to the concept of a “chalk talk.” During a chalk talk, students will have a silent, written conversation with their peers about the reading. Depending on the space, the librarian will either have written the quotations on large sheets of paper, or written the quotations on white boards around the room.

The students will spread themselves around the room, with about two students per quotation, and begin to respond to the passage by silently writing observations, questions, and opinions they have on the text. After 5 minutes have passed, the librarian will ask the students to rotate to their right, read the new quotation, and also read their classmates’ responses. As the activity moves forward, students now have the opportunity to both engage with the reading, as well as respond to their peers’ questions and thoughts. The activity will continue until students return to their original quotation. At that point the teacher and librarian can invite students to take a few minutes to wander around the room

and read their peers' responses to the passages.

**Here are a few recommended quotations:**

“What is fresh, what is new in your fight is the fact that it was initiated, fed and sustained by students. What is new is that American students have come of age. You now take your honored places in the world-wide struggle for freedom.”

“You have also made it clear that we will not be satisfied with token integration, for token integration is nothing but a new form of discrimination covered up with certain niceties of complexity. Separate facilities, whether in eating places or public schools, are inherently unequal.”

“The tensions in race relations in the United States today are not tensions between white and black people; they are tensions between justice and injustice, between light and darkness.”

“Let us not fear going to jail. If the officials threaten to arrest us for standing up for our rights, we must answer by saying that we are willing and prepared to fill up the jails of the South. Maybe it will take this willingness to stay in jail to arouse the dozing conscience of our nation.”

“As we protest, our ultimate aim is not to defeat or humiliate the white man but to win his friendship and understanding. We have a moral obligation to remind him that segregation is wrong.”

“The choice is no longer between violence and nonviolence; it is between violence and non-existence. All the darkness in the world cannot obscure the light of a single candle.”

“I would urge you to continue your just struggle until the people with whom you trade will respect your person as much as they respect your dollar.”

“We're not rabble rousers; we're not dangerous agitators, nor do we seek political dominance. Black supremacy is as bad as white supremacy.”

“Let us say to the white people, we're not going to take bombs into your communities. We will not do anything to destroy you physically. We will not turn to some foreign ideology. Communism has never invaded our ranks. We've been loyal to America. Now we want to be free.”

## Lesson Nine: The 1962 Freedom Rally and Continued Protests at Howard Johnson's

**Standards:** AASL 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

**Goals and Evidence:** Students will support each other in understanding multiple sources documenting the protests at Howard Johnson's. Students will work to summarize news articles and be aware of bias and point of view. Students will demonstrate this by fulfilling a role in an adapted literature circle, and after a small group discussion, will present a summary to the class.

**Instructional Design:** Students will be divided into groups that will each examine a different document using the Literature Circle Roles: literary luminary, connector, questioner, illustrator, and summarizer.

**Background:** In 1962, protests began in Durham and across the South calling for the integration of restaurants and hotels that served travelers (*And Justice for All*). Protests continued for a year until demonstrations in 1963 sparked the integration of hotels and motels in Durham.

### What will instructors and students do?

The day before the class meets, the teacher will divide the students into four groups, with each group reading and annotating the following documents before class.

**Group One:**

- *Carolina Times* August, 1962 account "Durham Discovers New Unity."
- Harold Moore's image of the 1962 event.

**Group Two:**

- *News and Observer* report of arrests at Howard Johnson's: "Three Negroes Arrested at Restaurant Here."

**Group Three:**

- *Carolina Times* account of 1963 demonstrations: "Talks Begin in Durham Truce."

**Group Four:**

- Durham Interim Committee 1963 announcement of the desegregation of hotels and motels.

The teacher will also give students a list of group roles, with the expectation that each role will be filled, and allow the groups to decide who will focus on which aspect of the readings. Although each student must read the assigned documents completely, they should focus on the facet defined by their role and annotate the reading accordingly. The roles are drawn from the roles used in literature circles:

1. **Summarizer:** This group member should reflect on the reading and develop a summary to share with the group as a way to begin the conversation.
2. **Literary luminary:** This group member should pull out 3-6 quotations that stood out in the document that they would like to discuss as a group.
3. **Connector:** This group member should look for connections between the reading and previous material covered in class, their own lived experiences, or current events.
4. **Questioner:** This group member should reflect on the readings and develop 3-6 questions they would like to discuss as a group.
5. **Illustrator:** This group member will respond to the reading visually, creating a drawing or digital illustration of their interpretation of the events.
6. **Researcher:** This student will look for more background information to share with the group, and try to fact-check the readings with other sources.

Once students arrive to class, they will get into their groups and begin a student-led discussion on their interpretation of the readings. The teacher will act as a facilitator, making sure that everyone has a chance to participate and making sure the conversation remains linked to the documents.

Once the groups have had time to discuss, the groups will present their summary and main interpretations to the entire class in order. Students will be asked to actively listen to their classmates presentations, reflecting on how the other sources fit with theirs chronologically, and how the perspective offered in the source differs from their own.

## Lesson Ten: The 1963 Statement of the North Carolina Demonstration Leaders

### **Standard: CCSS.ELA-Literacy.RH.11-12.1**

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**AASL 3.1.3** Use writing and speaking skills to communicate new understandings effectively.

**Goals and Evidence:** Students will learn how to decode a complex text by focusing on the document in segments and staying tied to the language itself. Students will demonstrate their ability to approach complex texts by annotating and responding to passages from the statement.

**Instructional Design:** Students will complete a write around activity with the statement from North Carolina demonstration leaders from 1963.

**Background:** This document, written in 1963, is a statement from the state's demonstration leaders addressed to Governor Sanford. It calls for the governor to take a more active role in promoting social justice in various capacities afforded to him through his position.

### **What will instructors and students do?**

Students will be asked to carefully read and annotate the *Statement of North Carolina Demonstration Leaders* with questions and comments before they come to class.

The librarian will explain that a text write around activity is another kind of silent, written conversation that is based upon a text. The librarian will create four large posters featuring segments from the NC demonstration leaders' statement and divide the students into groups. Each group will silently re-read the passage and then respond by writing on the poster. Students can respond with questions, comments, opinions, or facts that help flesh out the text. They can underline or annotate the document itself, making sure that their comments remain connected to the text itself. Students can also draw, as long as the drawing is a direct response to the document.

After 8 minutes have passed, the students will rotate to a new poster, and respond both to the original document, and to their peers' comments and questions.

After every group has rotated to each poster, students will be given time to silently read the responses on every poster. The teacher may want to save these posters and have the students reflect on the experience the next day in class.

**Suggested passages:**

“We seek nothing less than complete acceptance of Negroes as full, first-class citizens of North Carolina. That goal cannot be reached without a moral revolution in the minds of the white citizens of this state. Governmental action can help a great deal, but it cannot do the job alone. In a democracy such as ours, the government cannot change the people; the people must change the government.”

“The Governor has emphatically stated that "law and order" must be maintained in the state. We are in favor of the maintenance of law and order. There are two concepts of law and order today. The first concept is that concept of law and order which requires Negro Citizens to accept segregation which whites and Negro Citizens alike know to be morally and legally wrong as well as degrading to Negroes. We do not accept this concept but we are in favor of "law and order" in truth and in fact. Is it 'law and order' when a law grants certain privileges to white citizens and denies those same privileges to Negroes because of their color? This concept of law and order we reject. The second concept of law is simply where all citizens are accorded the same privileges and rights -- the concept that law is color blind.”

“1. The Governor should issue a public statement, preferably in the form of a well-publicized speech, stating that all places of public accommodation (hotels, motels, restaurants, lunch counters, theaters, and other places of amusement,) should be open to all the public, Negro and white alike, not because "order" must be preserved, but because it is right that businesses should be open to all citizens. The Governor should request the Legislature to enact a Public Accommodations Act.

2. The Governor should institute a series of meetings between himself, civil rights leaders, and leading members of influential groups among the public; owners of restaurants, hotels, motels, theaters, retail businesses, bank, manufacturers, insurance companies and other groups or associations with the object of persuading them, group by group, to take positive steps toward integration of service and employment. The Governor should also meet with groups of ministers, lay religious leaders, lawyers, city and county government officials, and police to enlist their support.

The oppression of Negroes is an international problem and is as serious a problem in North Carolina as it is nationally; the Governor can, in good conscience, do no less than the President has been doing. Therefore, such meetings should begin immediately.”

#### “12. Schools

a. The Governor should direct the Department of Public Instruction to institute a program of active assistance to local school boards in drawing up desegregation plans, wherein all school administrative offices must submit a plan of desegregation. This assistance should be offered and given whether requested or not.

a. The Governor should publicize the unequal educational facilities operated for Negroes, and he should meet with local officials to persuade them to correct such inequities as are revealed by the following figures: Valuation of school property per pupil (1960): White - \$709 Negro - \$487. Per pupil expense, school libraries (1958): White -

\$1.48, Negro - \$1.26. Participation in school lunch program (1956): White - 64%, Negro - 39%.

a. The Governor should press for the repeal of the North Carolina Pupil Assignment Act and the Pearsall Plan, a plan for perpetuating segregation in North Carolina public schools. All of us recognize that these provisions provide for token integration. North Carolinians are not easily fooled. The Governor should make public statements, and should continue to remind the public that segregation of the public school is legally wrong, morally wrong, and practically speaking, disastrous for the future of our state. If a system of quality education is to be had, segregation must be eradicated.

a. The Governor should instruct the North Carolina State Board of Higher Education to formulate a policy for the immediate inclusion of State supported predominantly Negro Colleges into the Consolidated University of North Carolina. Furthermore, the Governor should strongly urge white citizens to utilize such facilities.”

## Lesson Eleven: The 1969 Allen Building Takeover and the Formation of the Malcolm X Liberation University

**Time Required: At least two 50 minute class periods.**

**Standards: AH2.H.1.3: Use Historical Analysis and Interpretation to:**

1. Identify issues and problems of the past.
2. Consider multiple perspectives of various peoples of the past.
3. Analyze cause-and-effect relationships and multiple causation.
5. Evaluate the influence of the past on contemporary issues.

**AH2.H.1.4: Use Historical Research to:**

4. Construct analytical essays using historical evidence to support arguments.

**AASL 2.3.1** Connect understanding to the real world.

**AASL 3.1.6** Use information and technology ethically and responsibly.

**AASL 3.1.3** Use writing and speaking skills to communicate new understandings effectively.

**Goals and Evidence:** Students will be able draw connections between events in the past and other historical and contemporary events. Students will demonstrate this ability by writing an essay analyzing the connections and differences between the Allen Building Takeover and another student protest of their choosing.

**Instructional Design:** Students will be given readings on the Allen Building Takeover and the formation of Malcolm X Liberation University, and then will choose another student protest to research. They will write an analytical essay comparing and contrasting the two events.

**Background:** In 1969, a group of Black Duke students took over the main administration building to bring awareness to the needs of the Black community at Duke. The students presented 11 demands, “The Black Demands,” which included the establishment of an Afro-American studies department, the hiring of a Black advisor, and an increase in Black student enrollment to be representative of the population of the South. They signed the document as “The Malcolm X Liberation School.” The students left the building by the evening after police gathered outside, but the crowd that had gathered in support of the students was teargassed. Three days later, the University established a Black Studies Program (*Commemorating 50 Years of Black Students at Duke University*). Malcolm X Liberation University was founded in Durham later that year by Howard Fuller and remained open until 1973.

**Additional Resources:**

- Access to the entire Allen Building Takeover Collection from Duke University Libraries: “Guide to the Allen Building Takeover Collection, 1969-2002.”
- “Documenting the 1969 Allen Building Takeover Where It Happened” exhibition from Duke University.



### What will instructors and students do?

The teacher and librarian will introduce students to the Allen Building Takeover by giving a brief overview of the event and then putting the following documents out on tables around the room. Students will be allowed to walk around the room and explore the perspectives presented on the event at their own pace:

- Student demands: “The Black Demands.”
- Image of White students outside of the building to show their support: *Allen Building Takeover 3*.
- Image of police using teargas: *Allen Building Takeover 2*.
- Image of teargas cloud outside of Allen Building: *Allen Building Takeover Supporters Being Tear-Gassed*.
- Image of students leaving the Allen Building: *Allen Building Takeover*.
- *The Duke Chronicle* account of the event: “University in Turmoil.” Continued on pages 1-7.
- *Durham Morning Herald* article on Duke University's response: “Duke Faculty Unit Emphasizes ‘No Concessions’ Given to Blacks’.”
- Boycott flyer calling for the boycott of classes until protesting students are taken off probation: *On Strike!!*
- Poster advertising for Malcolm X Liberation University: *Malcolm X Liberation University*.
- *New York Times* article about Malcolm X Liberation University: “Malcom X University to Open in Durham as Militants' School.”

Students do not need to read the entirety of every document, but they should be actively engaged with the sources for the entire class period. They will be given the following questions to help guide their observations:

1. What were the reasons students gave for the takeover?
2. Why do you think they chose this method of protest?
3. What do you notice first about the photographs of the event? How do they compare to the written descriptions of the event?
4. What were the reactions of other students to the event? Faculty? University administrators?
5. How did the University portray their response to the event?
6. What were the aims of Malcolm X Liberation University?
7. After reading about the takeover, why do you think leaders chose to create a separate university?

The next class period, the teacher will lead a class discussion on why the students took over the building and the impact the event had on the Duke community and the future of the University. After this discussion, students will choose another student-led protest to research, and will write an analytical, 5 paragraph essay comparing and contrasting their chosen event with the takeover. The essays will be evaluated by both the teacher and librarian using the following rubric:

**Rubric for Student Protests Essay**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>
<b>Research</b>	Student cites more than 2 credible sources for each protest.	Student cites 2 credible sources for each protest.	Student cites less than 2 sources for each protest. Sources may not be credible.
<b>Writing</b>	Student's essay has five paragraphs which are in a logical order and have transitions between ideas.	Student's essay has five paragraphs which are mostly in a logical order. Student uses transitions between most sections of the essay.	Student's essay has less than five paragraphs, or is not organized in a logical order. Student uses transitions infrequently.
<b>Content</b>	Student identifies three or more similarities and three or more differences between the protests.	Student identifies two similarities and two differences between the protests.	Student identifies one similarity and one difference between the protests, or doesn't compare the protests at all.
<b>Citations</b>	Citations for all sources are in correct MLA format. In-text citations are used.	Citations are used for all sources, but there are some errors in formatting.	Some citations are missing, or citations are entirely absent.

Ideally, the students' essays will be shared on a class website or blog.

**Lesson Twelve: Perspectives on Desegregation - Women in Action, Durham High,  
and Ann Atwater and C.P. Ellis**

**Standards: CCSS.ELA-Literacy.RH.11-12.7**

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**AH2.H.1.3: Use Historical Analysis and Interpretation to:**

1. Identify issues and problems of the past.
2. Consider multiple perspectives of various peoples of the past.
3. Analyze cause-and-effect relationships and multiple causation.

**Goals and Evidence:** Students will learn about the successes and struggles of integrating Durham's schools by focusing on one piece of the process. They will demonstrate this understanding and their close reading skills by participating in small group discussions that are based on text and images.

**Instructional Design:** Students will be divided into three groups, and each group will read a source that focuses on a different aspect of the desegregation of Durham's public schools. They will discuss these sources in their small groups and then present their source to the class.

**Background:** Although Black students had first begun to integrate Durham schools in 1959, it was not until 1969 and 1970 that integration was fully implemented. The Women in Action organization was founded in 1968, as an interracial organization aimed at preventing violence.

Ann Atwater was an African American activist for housing reform and a leader in Operation Breakthrough, an anti-poverty organization. In 1971, she co-lead a 10 day meeting to resolve issues relating to desegregation with C.P. Ellis, a Klansman. Although they originally fiercely disagreed, they were able to cooperate to create a list of recommendations to ease tensions over the integration of schools. Ellis renounced his membership in the Klan after his work with Atwater, and the two became life-long friends.

**What will instructors and students do?**

The teacher will divide students into three groups, and each group will examine a different set of sources that relate to the desegregation of Durham schools and inter-racial cooperation. In these groups, students will read the documents and use the questions provided as a jumping off point for their discussion.

**Group One:** Women in Action article from the *Journal and Sentinel*, "Durham Women Attack Violence and Its Roots," and the image of the Women in Action headquarters, *Women-in-Action for the Prevention of Violence*.

1. What approach did Women in Action take on controversial issues of their day? What do you think are the strengths and weaknesses of this approach?
2. How did the Women in Action facilitate the desegregation of Durham schools?
3. What are some of the other projects the Women in Action spearheaded?
4. Why do you think Spaulding chose to form a women's organization, rather than one for women and men?
5. Thinking about what you know about the social and political climate at the time, what do you think are some of the challenges an organization like Women in Action would have faced?
6. What do you notice about the images including in the article? How do they shape your understanding of the organization?

**Group Two:** 1972 article about the teacher of the year at Durham High in *Ebony*: "Straightening Out Durham High."

1. What reasons does Rogers cite for deciding to become a teacher? Why had he originally avoided the profession?
2. What was the atmosphere like at Durham High after it was desegregated?
3. Why did Rogers invite a White teacher to collaborate with him on the school's Black history program? How did students react to this choice?
4. What reasons do the students give for Roger's popularity? What qualities do you look for in a teacher?
5. What are the strengths of Roger's approach to teaching? What would you do differently?
6. What do you notice about the images included in the article? What do they tell you about Rogers and about Durham High?

**Group Three:**

Ann Atwater interview on NPR, "Civil-Rights Activist, Ex-Klansman C.P. Ellis," C.P. Ellis's obituary in the *Los Angeles Times*, "C.P. Ellis, 78; Once a Ku Klux Klan Leader, He Became a Civil Rights Activist," and the image of Atwater and Ellis working together (along with the descriptive text to the right), *Ann G. Atwater & Claiborne P. Ellis, School Integration Charette Leaders*.

1. Why did Ellis join the KKK? What was he seeking and what did he gain from the organization?
2. How did Ellis and Atwater initially feel about each other?
3. What similarities were there between Atwater and Ellis? What common goals brought them together?
4. What changed Ellis's views on race and the KKK? What were the consequences of his change in perspective?
5. Have you ever worked with someone you disagreed with? What do you think is necessary for partnerships like this to succeed?

After the groups have finished discussing their sources, the teacher will ask them to

prepare a short presentation to the class about what their source reveals about the integration of Durham schools. Once all the groups have made their presentation, the teacher will help facilitate a discussion about the similarities and differences students see in the way the issue was presented in the various sources.

### Lesson Thirteen: WFAR Radio

**Time Required: Two to Three 50 minute class periods.**

**Standards: AH2.H.1.3: Use Historical Analysis and Interpretation to:**

5. Evaluate the influence of the past on contemporary issues.

**AASL 2.3.1** Connect understanding to the real world.

**AASL 3.1.3** Use writing and speaking skills to communicate new understandings effectively.

**AASL 3.1.4** Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

**AASL 3.1.5** Connect learning to community issues.

**Goals and Evidence:** Students will be able to identify the influence of media outlets in their own lives and think critically about what it means to be the source of information and opinions in a community. They will demonstrate their understanding by writing and recording their own podcast on a local issue that will be shared with the school community.

**Instructional Design:** Students will write and record a podcast about a local news story after learning about WAFR, a Black radio station founded in Durham in 1971.

**Background:** WAFR was founded in 1971 by young alumni of NC Central University as a Black owned and operated, non-commercial radio station. In addition to playing music, the station ran Black Power programs and features addressing community issues. They also held community workshops for people interested in learning how to operate radio equipment.

**What will instructors and students do?**

Students will read the 1973 *Ebony* article on WAFR, “A Black Voice in Durham,” and as a class discuss the following questions:

1. How did WAFR involve community members in the station? Why do you think they made the community so much of their focus?
2. The article mentions “Black Seeds,” a radio show run by teens. If you had to develop your own weekly radio broadcast, what would you include?
3. What do the images in the article reveal about the station? What aspects of the images stand out?
4. What do you think about Spruill’s claim that “if ever we are going to rise above certain dependencies...communications is the only way we’re going to do it” (p. 122). What aspects of the media serve to unite people? What aspects work to drive them apart?
5. What do you think were the benefits of having a radio station that served the Black community at the time? Why might media outlets that serve specific

populations still be a powerful tool today?

Students will then form groups based on interest and chose a story that has been in the local news that they would like to research and create a short 10 minute podcast on. They should not only report the facts of the story, but should also include their opinions on the event. Students should submit a draft of the script to the teacher and librarian before they record the podcast. After the recording is complete, the podcasts can be posted on the school or class website, or, if the school has a radio station, played on the air.

#### Rubric for Podcast

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>
<b>Research</b>	Students cite 3 or more credible sources on their story.	Students cite at least 2 credible sources on their story.	Students cite less than 2 sources on their story.
<b>Writing</b>	Students' script is organized clearly with a hook and a conclusion.	Students' script is clear, but could be better organized. Story is missing either a hook or conclusion.	Students' script is unclear or disorganized. Story is missing a hook and conclusion.
<b>Content</b>	Students present the details of the story clearly and offer supported opinions on the issue.	Students present the issue, but it could use more explanation. Students provide opinions which are valid, but need more support.	Students are missing details or facts in the presentation of their story. They fail to offer opinions on the story.
<b>Recording</b>	Recording is clear and professional. It is free of mistakes.	Recording has a few mistakes, but is generally clear.	Recording has many mistakes or is difficult to understand.

## Lesson Fourteen: Personal Narrative Project

### Timeline: To be completed through the unit

#### **Standards: AH2.H.1.4: Use Historical Research to:**

1. Formulate historical questions.
2. Obtain historical data from a variety of sources.

#### **AH2.H.1.3: Use Historical Analysis and Interpretation to:**

1. Identify issues and problems of the past.
2. Consider multiple perspectives of various peoples of the past.
5. Evaluate the influence of the past on contemporary issues.

**AASL 2.3.1** Connect understanding to the real world.

**AASL 3.1.4** Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

**AASL 3.1.5** Connect learning to community issues.

**Goals and Evidence:** Students will understand the importance of preserving local history, and will have developed an understanding of the issues of the time and their connection to community members' lived experiences. They will also transfer this knowledge to the present day, understanding how the fight for equality continues in their community. They will demonstrate this understanding by interviewing two local residents, one who lived through the Civil Rights Movement and one who is involved in civil rights work today. The students will use these interviews to create a short video and will publish it on a website as a community resource and show it at a community screening.

**Instructional Design:** Students will read aloud Faye Bryant Mayo's account of her involvement with the Civil Rights Movement in Durham as a way to review some of the events covered earlier in the unit and to connect those events to a person's lived experience. For their final project, students will conduct two interviews: one with a local resident who lived through the Civil Rights Movement and another with someone involved in civil rights work today. They will then create a short 3-4 minute video with excerpts from the interviews and their own narration, and accompanying photographs documenting the local places and people mentioned in the interviews. They will be given class time to complete this video on school computers.

**Background:** Faye Bryant Mayo was born in Wilson, NC and came to NC Central for her undergraduate degree. She was involved in the 1960s picket lines, heard Martin Luther King's speech at White Rock Baptist Church, participated and was arrested at the protests at Howard Johnson's, and went to the March on Washington. She became a school guidance counselor and worked to educate the students about the movement in Durham.

**What will instructors and students do?**



The class will read Faye Bryant Mayo's interview by Jim Wise aloud in pairs, and then come back together as a class to discuss the following questions:

1. Why does Mayo believe it is important to teach children about the Civil Rights movement locally?
2. What was Mayo's perception of segregation growing up?
3. How does Mayo describe her experiences on the picket line? What emotions does she describe?
4. What does Mayo say about White students' participation in the movement?
5. What stands out to you about Mayo's description of the Howard Johnson's protests? How did the protesters respond to the police officers and the jail guard?
6. How did Mayo describe Martin Luther King's speech in Durham? What made his speech so powerful?
7. Why do you think Mayo says "If you ever want to feel love, you get with a group like that" when describing the March on Washington? (p. 8).
8. What differences in race relations and culture did Mayo see when she went to Mississippi?
9. How does Mayo think Durham has changed since the 1960s?

The teacher will emphasize the importance of people's lived experiences in understanding the past. After this discussion, the teacher will introduce the students' final project: an interview with a community member who lived during the Civil Rights Movement and an interview with a civil rights activist who is active today. Although students will be encouraged to interview a family members or community members they have a relationship with, the teacher will also have reached out to a few community members beforehand in case students need help finding someone to interview. Depending on the size of the class, students can conduct the interviews in pairs or small groups.

Students will conduct one interview with a local resident who lived through the Civil Rights Movement and another interview with someone from the community who is currently involved in civil rights work. They will then create a short video with excerpts from the interviews and their own narration, with accompanying photographs documenting the local places and people mentioned in the video. Students will be expected to create their own art or photographs, or use resources from Creative Commons. The librarian will spend 15 minutes of a class period introducing students to the Creative Commons search feature, and explaining why they need to use these resources in their videos instead of copyrighted material.

After they have completed a draft of the video, students will screen their drafts to the class, and reflect on its strengths and what they need to change before it is complete. The class will then create a website on which to post these interviews, with contextual information and the Civil Rights Movement in Durham. The films will be shown at a community screening, and the interviewees, along with other local activist and officials, will be invited.

### Rubric for Video Project

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>
<b>Interview</b>	Students ask pertinent questions about the people's experiences and incorporate their knowledge of the time into their questions.	Students ask questions about the people's experiences, but could incorporate more of their knowledge of the time into their questions.	Students' questions do not demonstrate their knowledge of the time, and are unfocused.
<b>Narration</b>	Students' script is organized clearly, and combines narration with interview recordings to provide context on the events discussed.	Students' script is clear, but could be better organized. More context could be provided in the narration.	Students' script is unclear, or disorganized. Context on events or places discussed in the interview is not provided.
<b>Subject Knowledge</b>	Students demonstrate their knowledge by incorporating four or more specific details from the Civil Rights Movement in their narration, and make strong connections between the Civil Rights Movement and work being done today.	Students demonstrate their knowledge by incorporating three or more specific details from the Civil Rights Movement in their narration and make some connections between the Civil Rights Movement and work being done today.	Students include less than three specific details from the Civil Rights Movement in their narration and don't make connections between the Civil Rights Movement and work being done today.
<b>Visual Elements</b>	Students incorporate relevant Creative Commons images or original artwork. They cite their sources at the end of the video.	Students incorporate Creative Commons images or original artwork, but the connection between images and the narration is unclear. They cite most of their sources.	Students do not use images, or use copyrighted images. They cite most do not cite their sources at the end of the video.
<b>Production</b>	Recording is clear and professional. It is free of mistakes.	Recording has a few mistakes, but is generally clear.	Recording has mistakes or is difficult to understand.

## Appendix 1: Adapted Usability Checklist

Based on Roslyn Raward's checklist in her 2001 article "Academic Library Website Design Principles: Development of a Checklist" in *Australian Academic & Research Libraries* volume 32, issue 2.

### Usability Checklist

- Is it clear who owns the page?
- Does the site include contact information?
- Can comments be made on the site?
- Is there a purpose statement?
- Is a search tool of the site included?
- Are links unbroken?
- Are links to outside resources reliable?
- Are links to outside resources appropriate?
- Are page titles user friendly and intuitive?
- Is the text simple, concise, clear?
- Is there visual appeal?
- Does the page work on different browsers?
- Is it clear how to navigate back to the home page?
- Is the formatting consistent throughout the site?
- Is information presented in readable blocks?
- Do major topics begin on separate pages?
- Are spelling, grammar and punctuation correct?

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