

Resources for an Interdisciplinary African American History and Social Justice Curriculum
Copyright Hank Bitten, January 2021

High School: United States History 2

The information below should be considered as a framework or suggestions for integrating a comprehensive content based curriculum into the U.S. History 2 curriculum. There are different levels of instruction for students with diverse learning styles and abilities and the local district should make the decisions for what is taught and how it is taught.

The next step in the curriculum process is to design best practice lessons encouraging inquiry, research, problem solving, decision-making, and interdisciplinary learning with assessments that provide data on the depth of student learning and understanding.

There are also many media sources (not included in this report) that teachers should review. These include photographs, newspaper reports, original video scenes, documentaries, and audio files.)

Below are the revised 2020 Standards with links underlined that apply to the New Jersey Amistad curriculum mandate.

Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I. 6.1.12.EconNM.7.a

Analyze the push-pull factors that led to the Great Migration. 6.1.12.Econ.NM.8.a

Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence. 6.1.12.HistoryCC.8.a

Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture. 6.1.12.HistoryCC.8.c

Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities. 6.1.12.HistoryUP.9.a

Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce. 6.1.12.HistoryCC.11.c

Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e. the Civil Rights Act, the Voting Rights Act, The Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade). 6.1.12.CivicsDP.13.a

Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination. 6.1.12.CivicsPI.13.a

Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans. 6.1.12.HistoryCC.13.c

Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights. 6.1.12.EconEM.13.a

Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies. 6.1.12.HistoryCC.13.a

Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence. 6.1.12.HistoryCA.14.b

The Progressive Era and the Turn of the Century

Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I. 6.1.12.EconNM.7.a

Analyze the reasons for the popularity of black music and artists and why they became assimilated into 20th century American culture and society.

Understand the significance of inventions by black Americans to the quality of life and economy of the United States in the first half of the 20th century.

Debate if black owned enterprises advanced or hindered the assimilation of African Americans into American society as equal citizens.

Analyze the reasons for race riots in the years before World War I and the causes for segregation in northern cities and states.

Essential Questions:

1. What socioeconomic and political factors led to social injustice and race riots?
2. How did the majority of Americans respond to African American contributions in art, literature and business?

Digital Resources:

Artists

[Rabbit Foot Minstrels](#) (Mississippi Blues Trail)

[The Georgia Minstrels](#) (American Numismatic Society)

[James Bland "Carry Me Back to Old Virginny"](#) (Song Facts)

[Ragtime](#) (Library of Congress)

[In Dahomey" George Walker and Bert Williams](#) (First American Black Musical)(Operetta Research Center)

[The Cakewalk](#) (Xroads)

[Will Marion Cook](#) (Black Past)

[Paul Laurence Dunbar](#) (Wright State University)

[Henry O. Tanner's "The Resurrection of Lazarus"](#) (Pennsylvania Heritage)

[Edwin M. Bannister, artist](#) (Smithsonian)

[George Washington Williams](#) - *History of the Negro Race in America* (Black Past and Gutenberg)

[Charles W. Chestnutt](#) (short story writer) (University of North Carolina, Documenting the American South)

[Archibald H. Grimke](#) (Black Past) (Author of the Biography of Charles Sumner)

[Rev. Francis James Grimke](#) (Black Past)

Inventors

[Jan Matzeliger](#) (Engines of our Ingenuity)

[Granville T. Woods](#) (NY Times)

[Lewis Howard Latimer](#) (Harvard Square Library)

[Elijah J. McCoy](#) (U.S. Department of Transportation)

[Garrett A. Morgan](#) (U.S. Department of Transportation)

[George Washington Carver](#) (Tuskegee University)

[Matthew Henson](#) (Later Bloomers.com)

[Daniel Hale Williams](#) (Jackson State University)

Racism and Injustice

[NAACP Silent Parade in NY, 1917](#) (Yale University Beinecke Library)

[Atlanta Race Riot, 1906](#) (New Georgia Encyclopedia)

[Brownsville Raid, 1906](#) (Texas State Historical Association)

[The Lynching of Italian-Americans in New Orleans, 1891](#) (the History Channel)

Discussion Starters

[Teddy Roosevelt and Race](#) (PBS)

[John W. Cromwell](#) (Villanova) ([The First Negro Churches in the District of Columbia](#))

[W.E.B. Du Bois](#) (Hutchins Center for African American Research at Harvard)

[W.E.B. Du Bois Papers](#) (University of Massachusetts)

[The First Great Migration, 1910-1940](#) (U.S. Census)

[African American Population in Selected Northern Cities, 1900-1920](#) (N.Y. Public Library)

[African American Demographics in the 20th Century](#) (Economic History Association)

American Imperialism and World War 1

Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I. 6.1.12.EconNM.7.a

Analyze contributions of African Americans to the United States during World War 1 and the reasons why they risked their lives for a country that did not protect their lives.

Make a claim regarding why America pledged in World War I to make the world safe for democracy while denying civil and human rights to African American citizens living in the United States.

Essential Questions:

1. How did American imperialism and World War I intensify the African American struggle against racial bigotry and discrimination?
2. What socioeconomic and political factors in the 1920s caused southern blacks to move to northern industrial centers in massive numbers, ultimately forming the early black ghettos?

Injustice

[Houston Texas Riot, 1917](#) (Texas State Historical Association)

[The Lynching of Ell Persons in Memphis, 1917](#) (Lynching Sites Project, Memphis)

Patriotism of African Americans in World War I

[Col. Charles Young](#) (National Parks Service)

[Harlem Hell Fighters](#) (Military.com)

[Gen. John J. Pershing and Harlem Hell Fighters](#) (Smithsonian)

[Sgt. Henry Johnson](#) (Arlington National Cemetery)

The Roaring Twenties and the Great Depression

Analyze the push-pull factors that led to the Great Migration. 6.1.12.Econ.NM.8.a

Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence. 6.1.12.HistoryCC.8.a

Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture. 6.1.12.HistoryCC.8.c

Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities. 6.1.12.HistoryUP.9.a

Understand the events leading to the modern civil rights movement of the 20th century/

Analyze the importance of publications in documenting the experiences of black Americans in the first half of the 20th century.

Debate the arguments that divided African Americans on reducing or ending racial segregation and discrimination in the United States.

Evaluate the extent that African American athletes, musicians, authors and artists during this period reduced racial tensions and supported integration.

Essential Questions:

1. In what ways did the emergence of large African American pockets in urban areas impact the socioeconomic, political, and cultural aspects of black life for the remainder of the twentieth century?
2. How did the Great Depression serve as a catalyst for African American organizational activity and strengthen the civil rights movement?

Discussion Starters

[The Souls of Black Folk](#) (by W.E.B. Du Bois, Project Gutenberg)

[Talented Tenth](#) (Teaching American History.org)

[Niagara Movement, Cornerstone of the Civil Rights Movement, 1905](#) (National Parks Service)

[Guinn v. United States, 1915](#) (U.S. Supreme Court, Black Past)

[Guinn v. United States Decision](#) (Cornell Law)

[The Crisis](#) (Official Publication of the NAACP) (University of Pennsylvania Online Books)

[Robert S. Abbott and The Chicago Defender](#) (PBS)

Injustice

[William Monroe Trotter, Boston Guardian, Boston Riot, 1903](#) (Trotter Multicultural Center, Univ. of Michigan)

[W.E.B. Du Bois on the St. Louis Race Riot, 1917](#) (Americain.org)

[St. Louis Race Riots, 1917](#) (Undocumented source but carefully researched)

[Elaine, Arkansas Race Riot, Red Summer, 1919](#) (Black Past)

[Knoxville's Race Riot, Red Summer, 1919](#) (Appalachian History.net)

[Ocoee, FL Race Riot, 1920](#) (Zinn Education Project)

[Omaha's Race Riot, Red Summer, 1919](#) (History of Nebraska blog)

[Chicago's Race Riot, Red Summer, 1919](#) (NPR)

[Digital Harlem, 1915-1930](#) (Click on churches, arrests)

[The Pittsburg Courier](#) (Black Past)

[The Trial of Dr. Ossian Sweet, Detroit](#) (Detroit Historical Association)
[Lesson Plan on The Trial of Dr. Ossian Sweet](#) (Undocumented)
[The Lynching of Ell Persons in Memphis, 1917](#) (Lynching Sites Project, Memphis)
[The Lynching of Claude Neal in Florida, 1934](#) (Southern History blog)
[Rep. Leonidas Dyer \(MO\) Anti-Lynching bill, 1918](#) (Univ. of Southern California, Walter White Project)
[Marcus Garvey and Buy Black Movement](#) (Buy Black Movement.org)
[The Negro World](#) (Universal Negro Improvement Association)
[The National Urban League Publications 1930-1960](#) (Hagley Digital Archives of the National Urban League)
[Walter White](#) (Library of Congress)
[Harlem Race Riot, 1935](#) (Black Past)
[Robert L. Vann](#) (PBS)

Harlem Renaissance

[Poems of Claude McKay](#) (Academy of American Poets)
[Poems of Jean Toomer](#) (Academy of American Poets)
[Alain Locke](#) (Stanford University)
[Works of Langston Hughes](#) (Academy of American Poets)
[Selected Works of Jessie Fauset](#) (Academy of American Poets)
[Poems of James Weldon Johnson](#) (Academy of American Poets)
[Paul Robeson](#) (PBS)
[The Many Faces of Paul Robeson](#) (National Archives)
[Poems of Countee Cullen](#) (Academy of American Poets)
[Selected Works of Arna Bontemps](#) (Academy of American Poets)
[Rudolph Fisher](#) (Brown University)
[Louis Armstrong](#) (Louis Armstrong House – See Collections)
[W.C. Handy](#) (W.C. Handy Museum)
[Gertrude “Ma” Rainey](#) (New Georgia Encyclopedia)
[Bessie Smith](#) (Bessie Smith Cultural Center)
[Jimmie Lunceford](#) (Swing Music.net)
[Duke Ellington](#) (PBS)
[Marc Connelly - *The Green Pastures*](#) (Britannica.com)
[Cab Calloway](#) (Cab Caalloway.com)
[Thomas “Fats” Waller](#) (Black Past)
[Anthology of African American Poems](#) (Best Poems Encyclopedia)
[Black Activists in Newark, NJ](#) (Essay)
[Race Relations in the 1930s and 1940s](#) (Library of Congress)
[Richard Wright](#) (Black History Now)
[Social Security Act of 1935 and Black Americans](#) (Social Security Administration)
[Farm Security Administration and Black Americans](#) (Archives in Atlanta)
[African Americans and the New Deal](#) (University of California, Living New Deal)
[Mary McLeod Bethune and the Negro Affairs Division of the NYA](#) (National Archives)
[Mary McLeod Bethune](#) (National World War 2 Museum)
[Arthur W. Mitchell](#) (U.S. House of Representatives, History, Art, and Archives)
[William L. Dawson](#) (U.S. House of Representatives, History, Art, and Archives)
[The African American Mosaic: Authors and the Federal Writers Project](#) (Library of Congress)
[Ralph Ellison, *Juneteenth*](#) (Library of Congress)
[Images of African American Life in New Jersey from the Federal Writers Project](#) (NJ State Archives)
[Selma H. Burke](#) (Black America Web)

[Federal Theatre Project](#) (Black Past)
[Marian Anderson and Daughters of the American Revolution](#) (Daughters of the American Revolution)
[Marian Anderson: The Voice of the Century](#) (Smithsonian)
[James Baldwin](#) (PBS)
[Zora Neale Hurston](#) (Zora Neale Hurston Website)
[Zora Neal Hurston](#) (National Women's History Museum)
[Bill 'Bojangles' Robinson](#) (Biography)
[Ethel Waters](#) (Smithsonian)
[Robert C. Weaver and FDR's Black Cabinet](#) (Black Past)
[U.S. Supreme Court and Segregation](#) (Howard University)
[Eleanor Roosevelt Papers Project](#) (George Washington University)
[FDR and Civil Rights](#) (Your Black World)
[African Americans and the Civilian Conservation Corps](#) (NEH, Edsitement)
[Scottsboro Boys Case](#) (American Civil Liberties Union)
[Scottsboro Case](#) (National Museum of African American History and Culture)
[African Americans & the American Labor Movement](#) (Wagner Labor Relations Act 1935, National Archives)
[A. Philip Randolph](#) (AFL-CIO)
[Mary White Ovington](#) (Virginia Commonwealth University. Social Welfare History Project)
[Willard S. Townsend](#) (Black past)
[E. Franklin Frazier](#) (Howard University)
[George Baker a.k.a. Father Divine](#) (Harlem World Magazine)
[The Nation of Islam's Economic Program, 1934-1975](#) (Black Past)

Athletes

[Joe Louis](#) (History Channel)
[Jesse Owens](#) (History Net.com)
[William DeHart Hubbard](#) (Black Past)
[Wilma Randolph](#) (National Women's History Museum)
[Alice Coachman](#) (Black Past)
[Bob Hayes](#) (Olympic Channel)

World War II and the Cold War

Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce. 6.1.12.HistoryCC.11.c

Make a claim about the quality of life of African Americans at the time of World War I (1910-1920) with World War II (1940-1950) and support your position with evidence.

Essential Questions:

1. How did World War II, Korea, and Vietnam intensify the African American struggle against racial bigotry and discrimination and strengthen civil rights organizations?
2. Why did the advent of the Cold War and the threat of Communist subversion pose risks for African American protesters, especially those that called for a condemnation of European colonial rule in Africa in the 1950s and 60s?

Athletes

[Doris \(Dorie\) Miller](#) (Naval History and Heritage Command) (U.S.S. Doris Miller scheduled for 2032)

[A Black Hero in a Jim Crow Navy](#) (*New York Times* Editorial)

[Negro Baseball Leagues 1920-1950](#) (Black Past)

[Negro League Baseball](#) (History Channel)

[Larry Doby](#) (National Baseball Hall of Fame)

[Jackie Robinson](#) (History Channel)

[Leroy "Satchel" Paige](#) (National Baseball Hall of Fame)

African American Patriots in World War 2

[Col. Campbell Carrington Johnson](#) (Howard University Digital Howard)

[African American Marines in World War 2](#) (National Parks Service)

[Pvt. Ernest A. Jenkins](#) (Red Ball Express) (We are the Mighty)

[Gen. Benjamin Oliver Davis, Sr.](#) (History Net. Com)

[Tuskegee Airmen](#) (National Park Service)

[Tuskegee Airmen Statistics](#) (Tuskegee Airmen, Inc.)

[Tuskegee Syphilis Experiment](#) (History Channel)

[African Americans in World War 2](#) (National Archives) (Also, search for records)

[The Blinding of Sgt. Isaac Woodard, Jr. February, 1946](#) (History.net)

[S.S. Frederick Douglass and Liberty Ships](#) (Medium.com)

[S.S. Robert L. Vann](#) (Lightly News Blog)

[S.S. Booker T. Washington](#) (Transportation history)

[Capt. Hugh Mulzac](#) (Black Past)

[Dr. Charles Drews](#) (National Institutes of Health)

[Ralph J. Bunche](#) (UCLA)

African Americans Living in a Competitive Democracy

[March on Washington, 1941](#) (Global Non-Violent Global database)

[Fair Employment Practices Committee, 1941](#) (National Archives)

[Executive Order 8802 Prohibiting Discrimination in Defense Industries, 1941](#) (Government Documents)

[To Secure These Rights - President's Committee on Civil Rights](#) (Truman Library)

[Beyond the Wages of Whiteness by W.E.B. DuBois](#) (Social Studies Research Council)

[Congress of Racial Equality, 1942 \(CORE\)](#) (Stanford University)

[Congress of Racial Equality, 1942](#) (Black Past)

[James Farmer](#) (Congress of Racial Equality)

Injustice

[Detroit Race Riot of 1943](#) (Detroit Historical Association)

[Harlem Race Riot of 1943](#) (Baruch College)

[Stormy Weather, 1943](#) (Library of Congress)

[Hattie McDaniel *Gone with the Wind*, 1939 Oscar](#) (History Channel)

[Discrimination Against Italian-Americans in World War II](#) (History Channel)

Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e. [the Civil Rights Act](#), [the Voting Rights Act](#), [The Equal Rights Amendment](#), [Title VII](#), [Title IX](#), [Affirmative Action](#), [Brown v. Board of Education](#), and [Roe v. Wade](#)). 6.1.12.CivicsDP.13.a

Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., [Hedgepeth and Williams v. Trenton Board of Education](#)), and [New Jersey's laws in eliminating segregation and discrimination](#). 6.1.12.CivicsPI.13.a

Determine the impetus for the Civil Rights Movement and [generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans](#). 6.1.12.HistoryCC.13.c

Explain how individuals and organizations used economic measures (e.g., [the Montgomery Bus Boycott](#), [sit downs](#), etc.) as weapons in the struggle for civil and human rights. 6.1.12.EconEM.13.a

Compare and contrast [the leadership and ideology of Martin Luther King, Jr., and Malcolm X](#) during the Civil Rights Movement, and evaluate their legacies. 6.1.12.HistoryCC.13.a

Analyze the influence of athletes and artists in advancing the cause of civil rights and determine the effectiveness of political opposition to the civil rights movement of integration and desegregation.

How effective were the efforts to comply with the [Brown v. Board of Education of Topeka, KS](#) decision in northern and southern states.

Determine the effectiveness of African American organizations in the civil rights movement with the efforts of historians, artists, athletes, and the media.

Essential Questions:

1. How did Vietnam intensify the African American struggle against racial bigotry and discrimination and strengthen civil rights organizations?
2. What direct legal action and nonviolent protest efforts of African Americans led to the dismantling of the legal basis for racial segregation by 1970, especially in the South?
3. What political and socioeconomic factors caused the rioting by blacks in urban centers in the 60s and 70s?

African Americans Living in a Competitive Democracy

[Sweatt v. Painter Texas Law School Segregation Case, 1949](#) (Cornell Law)

[Dixiecrats](#) (PBS)

[Thurgood Marshall](#) (National Constitution Center)

[Brown v. Board of Education](#) (Cornell Law)

[Kenneth Clark and Doll Experiment](#) (NAACP Legal defense Fund)

[Growth of Black Middle Class](#) (Excerpt from [Black Pickett Fences](#) by Mary Pattillo- McCoy, Chicago)

[Dr. Ernest E. Just](#) (Ernest E. Just Foundation, Howard Univ. Biology Professor)

[Percy Julian](#) (Science History Institute)

[John H. Johnson](#) (The History Makers)

[Rep. Adam Clayton Powell](#) (U.S. House of Representatives History, Art & Archives)

[Charles C. Spaulding](#) (Univ. of North Carolina, Documenting the American South)

[S.B. Fuller](#) (Know Southern History)

Historians:

[Dr. John Hope Franklin](#) (Duke University Humanities Institute)

[Dr. Carter G. Woodson](#) (NAACP)

[Rayford W. Logan](#) (Black Past)

[Benjamin A. Quarles](#) (Black Past)

[Lorenzo Greene](#) (Black Past)

Artists

[Arna Bontemps](#) (Poets.org)

[Margaret Walker – *For My People*](#) (Poets.org)

[Melvin B. Tolson](#) (Humanities Texas.org)

[Gwendolyn Brooks](#) (Poetry Foundation)

[Annie Allen Collection of Poems by Gwendolyn Brooks](#) (Poetry Foundation)

[Sterling Allen Brown](#) (Black Past)

[Harry Belafonte](#) (Jamaican Pass)

[Lena Horne](#) (PBS)

[Emmett ‘Babe’ Wallace Papers](#) (New York Public Library)

[Sidney Poitier](#) (Biography.com)

[Lillies of the Field, 1963 Amen](#) (You Tube Video Clip)

[Ossie Davis](#) (The History Makers)

[Ella Fitzgerald](#) (Ella Fitzgerald.com)

[Charlie Parker](#) (Charlie Parker Music.com)

[Dizzie Gillespie](#) (Dizzie Gillespie Bands.org)

[Mahalia Jackson](#) (Mahalia Jackson Queen of Gospel)

[William Grant Still](#) (William Grant Still Music)

[Thelonious Monk](#) (Thelonious Monk Music)

[Miles Davis](#) (Miles Davis Music)

[Nat King Cole Attacked on Stage by KKK](#) (Illinois Digital Newspapers)

[Ray Charles](#) (Black Past)

[James Brown](#) (National Parks Service)

[Aretha Franklin](#) (BBC)

[Diana Ross](#) (Famous African Americans)

[Motown’s Contribution to the Civil Rights Movement](#) (Henry Ford Museum)

[John Coltrane](#) (Black Past)

[Amiri Bakara \(Leroi Jones\) *Dutchman*](#) (Arkansas Technical University) (from Newark, NJ)

[Amiri Bakara](#) (Poets.org)

[Dr. Harold C. Haizlip](#) (The History Makers)

[James Baldwin – *Nobody Knows My Name, The Fire Next Time*](#) (SuperSummary.co)\m)

[John O. Killens](#) *And Then We Heard the Thunder* (New Georgia Encyclopedia)

[Eldridge Cleaver](#) (National Archives) [Soul on Ice, 1965](#) (SuperSummary.com)

[Claude Brown](#) (Black Past), [Manchild in the Promised Land, 1965](#) (SuperSummary.com)

[Bill Cosby](#) (Black Past)

[Arthur Mitchell](#) (The History Makers)

[Ben Vereen](#) (PBS)

[Leontyne Price](#) (Metropolitan Opera)

Athletes

[Jackie Robinson Story](#) (You Tube)

[Jackie Robinson](#) (Jackie Robinson Foundation)

[Levi Jackson](#) (Ivy50.com)

[Willie Mays](#) (Society for American Baseball Research)

[Roy Campanella](#) (Society for American Baseball Research)

[Branch Rickey](#) (Society for American Baseball Research)
[Bill Russell](#) (NBA)
[Elgin Baylor](#) (NBA)
[Wilt Chamberlain](#) (NBA)
[Oscar Robertson](#) (NBA)
[Hank Aaron](#) (National Baseball Hall of Fame)
[Don Newcombe](#) (Society for American Baseball Research)
[Bob Gibson](#) (National Baseball Hall of Fame)
[Ernie Banks](#) (National Baseball Hall of Fame)
[Arthur Ashe](#) (UCLA)
[Floyd Patterson](#) (Famous African Americans)
[Muhammad Ali](#) (Cassius Clay) (History Channel)
[Althea Gibson](#) (International Tennis Hall of Fame)
[Wilma Rudolph](#) (National Women's History Museum)
[Bob Hayes](#) (ESPN Honolulu)
[Sherman "Jocko" Maxwell](#) (Black Past)

Call for Freedom in the Civil Rights Era

[Integration of Washington D.C. Schools](#) (The Atlantic)
[Eleanor Roosevelt's My Day column on Shots Fired at Blacks Wanting to Vote, Jan. 4, 1961](#) (G.W. Univ)
[Eleanor Roosevelt and Race](#) (PBS)
[Massive Resistance Movement](#) (Virginia Museum of History and Culture)
[Southern Manifesto, 1956](#) (African American Radio Works)
[Medgar Evers](#) (NAACP)
[Gov. Oval Faubus](#) (Southern Poverty Law Center)
[Little Rock Nine](#) (Life Magazine)
[Eisenhower Sends the 101st Airborne to Little Rock](#) (History channel)
[The Closing of Prince Edwards County VA schools](#) (Virginia Museum of History and Culture)
[Gov. Ross Barnett and Ole Miss, 1962](#) (Ole Miss Integration.com)
[Gov. George C. Wallace](#) (Alabama Department of Archives and History)
[Autherine Lucy](#) (National Women's History Museum)
[James Meredith](#) (Columbia University)
[U.S. Commission on Civil Rights, Chicago Public Schools, 1962](#) (Education Policy Analysis Archives. Download pdf.)
[Montgomery Bus Boycott](#) (Stanford University King Institute)
[Rosa Parks](#) (History Channel)
[Martin Luther King, Jr. Papers](#) (Stanford University King Institute)
[Dr. Ralph Abernathy](#) (Stanford University King Institute)
[Southern Christian Leadership Conference](#) (Stanford University King Institute)
[SNCC - Student Non-Violent Coordinating Committee](#) (Stanford University King Institute)
[CORE – Congress of Racial Equality](#) (Stanford University King Institute)
[National Urban League](#) (Black Past)
[James Farmer](#) (University of Mary Washington)
[Greensboro Lunch Counter Sit In, 1960](#) (National Museum of American History)
[Freedom Riders, 1961](#) (National Public Radio)
[Bombing at 16th Street Baptist Church in Birmingham, 1963](#) (National Parks Service)
[Bombing at 16th Street Baptist Church in Birmingham Video, 1963](#) (You Tube)
[Whitney M. Young, Jr.](#) (Black Past)
[Andrew Young](#) (New Georgia Encyclopedia)

[Birmingham Campaign, 1963](#) (Stanford University King Institute)
[Fred Shuttlesworth](#) (Stanford University King Institute)
[Letter from a Birmingham Jail, 1963](#) (Stanford University King Institute)
[Ralph Abernathy](#) (Stanford University King Institute)
[Edmund Pettus Bridge, Selma AL](#) (National Public Radio)
[Adam Clayton Powell, Jr.](#) (U.S. House of Representatives History, Art and Archives)
[Shirley Chisholm](#) (U.S. House of Representatives History, Art and Archives)
[Mahalia Jackson](#) (The Famous People)
[Roy Wilkins](#) (NAACP)
[Civil Rights Act of 1957](#) (Eisenhower Library)
[The House of Representatives and Civil Rights](#) (U.S. House of Representatives History, Art and Archives)
[Civil Rights Act of 1964](#) (Library of Congress)
[Civil Rights Act of 1964](#) (LBJ Library)
[March on Washington, 1963](#) (National Museum of American History)
[I Have a Dream Speech by Rev. Dr. Martin Luther King, Jr.](#) (NAACP)
[Voting Rights Act of 1965](#) (National Archives)
[24th Amendment, 1964](#) (National Constitution Center)

Injustice

[Murders of Andrew Goodman, James Chaney, Michael Schwerner, 1964](#) (U.S. Department of Justice)
[Gov. Lester Maddox](#) (New Georgia Encyclopedia)
[Eugene 'Bull' Connor](#) (Stanford University King Institute)
[Newark Riots 1967](#) (Thirteen)
[Crossroads: The 1967 Newark Riots](#) (You Tube, NJ.com)
[Watts Rebellion](#) (Stanford University King Institute)
[Detroit Race Riots, 1967](#) (History Channel)
[Cleveland Racial Conflicts 1960-1968](#) (Teaching Cleveland.org)
[Chicago Race Riot, 1966](#) (Black Past)
[Chicago Race Riot, 1968](#) (Chicago Tribune)
[Report of the National Advisory Commission on Civil Disorders: Kerner Commission](#) (Eisenhower Foundation)
[President LBJ Commencement Address at Howard University on Negro Poverty, June 4, 1965](#) (LBJ Library)
[Elijah Muhammed and the Nation of Islam](#) (PBS)
[Black Panther Party](#) (National Archives)
[Coleman Report on the Quality of Public Education](#) (Johns Hopkins University)

Discussion Starters

[Black is Beautiful Movement](#) (Duke University)
[Black Power](#) (National Archives) ([Stanford University King Institute](#))
[Creation and Evolution of the Congressional Black Caucus](#) (U.S. House History, Art and Archives)
[Stokely Carmichael](#) (History Channel)
[Project Head Start](#) (U.S. Government Department of Health and Human Services)
[The Long Term Impact of Project Head Start](#) (Brookings Institution)
[War on Poverty](#) (History Channel)
[History of the AmeriCorps VISTA](#) (Vista Campus)
[Dr. Maulana Karenga \(Roy Karenga\) and Holiday of Kwanza](#) (Institute of the Black World in the 21st Century)
[Hubert 'Rap' Brown](#) (Black Past)
[Poor People's Campaign](#) (National Museum of African American History and Culture)
[Assassination of Dr. Martin Luther King, Jr.](#) (Stanford University King Institute)

[Interactive Map of 60 Years of White Flight](#) (Bloomberg)

[Home Ownership and the Legacy of Redlining](#) (University of North Carolina-Charlotte Urban Institute)

African American Leaders

[Sen. Edward W. Brooke \(MA\)](#) (U.S. House of Representatives History, Art and Archives)

[Al Sharpton](#) (My Black History.net)

[Jesse Jackson](#) (History Channel)

[David Dinkins](#) (The Guardian)

[Civil Rights Act 1968/Fair Housing Act of 1968](#) (History Channel)

[Unsung Heroes of the Civil Rights Movement](#) (History Channel)

[Robert C. Weaver](#) (Black Past)

Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence. 6.1.12.HistoryCA.14.b

Essential Questions:

1. Why has America continued to be two separate societies throughout its history?
2. What is the long-term impact of the civil rights movement on the socioeconomic, political, and cultural status of African Americans in the present era?
3. How can our generation best address the racial, ethnic, gender, and social inequalities in our community?

African American Voices

[Magic Johnson](#) (History Channel)

[Rep. John Lewis](#) (U.S. House of Representatives History, Art and Archives)

[Charles Pride Country Singer](#) (LA Times)

[Stevie Wonder](#) (National Park Service)

[Ronald McNair](#) (History Hustle)

[Michael Jackson's Complicated Ties with Black America](#) (NPR)

[Commentary on O.J. Simpson and African Americans](#) (The Atlantic)

[Rodney King](#) (History Channel)

[George Floyd](#) (ABC news article)

[Transcript: Into Injustice for Brianna Taylor](#) (MSNBC News)

[Early History of Black Lives Matter](#) (University of Nevada at Las Vegas)

[Million Man March, 1995](#) (Black Past)

[Kamala Harris](#) (U.S. House of Representatives History, Art, Archives)

[Barack Obama](#) (Barack Obama.com)

[Michelle Obama](#) (Barack Obama.com)

[Cory Booker](#) (U.S. House of Representatives History, Art and Archives)

Discussion Starters

[Marriage & Divorce Patterns by Race, Gender, and Educational Attainment, 2013](#) (Bureau of Labor Statistics)

[Inequality of Prison Population](#) (University of Wisconsin Institute for Research on Poverty)

[Racial Profiling](#) (Crime and Justice)

[Number of People Shot to Death by Police in the United States 2017-2020](#) (Statista)

[The Racial Achievement Gap in Education](#) (Economic Policy Institute)

[Trends in Income from 1975 to 2018](#) (Rand Corporation, See p. 17 on impact of education)

[Racial Disparities in the United States](#) (USA Today)

[Demographics of the U.S. Military](#) (Pew Research Center)

[The Rise of Black-majority Cities](#) (Brookings Institution)

[Demographics of the American Family, 2019](#) (U.S. Census)

[Demographics of Black Populations in New Jersey](#) (U.S. Census)

[Rising Infant Health Inequality in the United States](#) (News Medical Life Sciences)

[Quality of Life for Black Women in U.S. Cities](#) (Bloomberg)

[Racism, Inequality, and Health Care for African Americans, 2019](#) (The Century Foundation)

[Health Disparities in New York City, 2011](#) (New York City Department of Health)

[Systemic Inequality and Economic Opportunity](#) (Center for American Progress)

[Regents of the University of California v. Allan Bakke](#) (Cornell Law)

[Down These Mean Streets Exhibit, 2017](#) (Smithsonian American Art Museum)

Book:

Caste (Isabel Wilkerson)

Race Matters (Cornell West)

The History of White People (Nell Irvin Painter)

Creating Black Americans: African American History & Its Meanings, 1619 to the Present (Nell Irvin Painter)

Shaquille O’Neill

Kobe Bryant

Queen Latifah

Charlottesville, VA