

# The Hunted Slaves



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**CURRICULUM GUIDE**

**NICHOLS MOBILE  
AFRICAN AMERICAN  
HISTORY MUSEUM**

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## **Rationale**

**The Nichols Mobile African American History Museum is a wonderful opportunity for teachers to teach the TEKS in Social Studies and U.S. History by exposing students to images and artifacts that show many of the individuals and events that have shaped the nation's history. Although it may seem trite to say, but "a picture is worth a thousand words" and the images (as well as the artifacts) in the Museum tell thousands of stories and will motivate students to learn more about the individuals, events and history associated with them. The Museum will both support and enhance the classroom instruction of DISD teachers by allowing them to prepare in advance for the students' viewing of the Museum, tie the images and artifacts to their classroom instruction and curricula, and then use a variety of methods (e.g., picture recognition, student discussion and oral responses to the Museum, storytelling, and formal written reports and tests) to measure the effectiveness of the information conveyed by the Museum.**

**As noted in the introductory letter, what makes the Nichols Mobile African American History Museum unique is its cost effectiveness. This is an especially important rationale in light of the current financial crisis that affects all public institutions. While school fieldtrips are always exciting and an interesting way to expose students to new information and places and to expand their horizons, they are also costly. By bringing the Nichols Mobile Museum to the schools, this professional service saves the schools the costs for transportation and meals. Moreover, unlike field trips that are led by one teacher or several teachers to a formal museum or place off the school's site, the whole school can benefit from having the Museum on site in an area of the school accessible to all of its teachers and students. Moreover, the school can also sponsor a viewing of the Museum during or after school hours so that it will benefit the entire community served by the school. It is a wonderful way to provide some basic U.S. History to families in the community who may be unfamiliar with the people, events, and movements that have shaped our country.**

**The Museum also saves the school staff the extra work of planning programs and events for the following important holidays and celebrations:**

- **Black History Month**
- **Women's History Month**
- **Dr. Martin Luther King Holiday**
  - **Parents' Night**

**Overall, the Nichols African American History Museum exposes students to a way of learning Social Studies and U.S. History that will engage them for a lifetime. The Museum will leave them wanting to know more about these subjects and it will show them that African American history is important beyond the month of February because it is so intertwined into the fabric of our nation's history.**

# **NICHOLS MOBILE AFRICAN AMERICAN HISTORY MUSEUM**

## **CURRICULUM GUIDE**

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**A CURRICULUM  
FOR  
THE NICHOLS MOBILE AFRICAN AMERICAN HISTORY MUSEUM**

For two centuries African Americans have sought to tell their history and to make it a part of American history. In the face of distortions, lies, and systematic attempts to deny that they even had a history, African Americans have constantly written their own history and illustrated how their history is a central part of American history. Indeed, as this accompanying curriculum for the Nichols Mobile African American History Museum will demonstrate, the African-American experience in America not only follows the overall experience of all Americans in the United States, it has also shaped, influenced and determined the outcomes of many important and significant events in the history of the nation.

The Nichols Mobile African American History Museum provides churches, schools, public institutions, fairs, conferences, family reunions, and all types of gatherings and public events a very unique way to present and tell the history of African Americans. Instead of taking people to museums, public history sites, archives, and public places of memory to see and learn about the African-American experience, the Nichols Mobile African American History Museum brings the history to the people. This enables all ages to see over 500 images, artifacts, and documents that illustrate and portray the history of African Americans.

The portability of the Nichols Mobile African American History Museum is especially important to school districts. As school districts across the nation face budget cuts and the fiscal inability to take students on field trips to museums and historic sites, the Nichols Mobile African American History Museum solves several key problems for principals and teachers who want their students to experience and have more opportunities to learn about history and social studies than can be provided in the typical classroom setting. The Museum solves the problems of:

- Transportation
- Lunches
- Teacher supervision of large groups of students in off campus sites

Moreover, the Nichols Mobile African American History Museum addresses a key issue that educational scholars have advocated for all children for years: centering students in their own history and culture in order to make the subject matter more relevant and accessible to those students whose history and culture are usually left out from the traditional educational curricula. For years scholars and educators have known that centering students in their own history and culture not only improves their interest in the materials that they are studying and learning, it also has the residual and important impact and effect of improve reading scores, test scores, and other indicators that measure student learning. For African Americans, this was never a mystery. Since the eighteenth and nineteenth centuries, African-American scholars have advocated the teaching of the history of African Americans as a way to improve student performance as well as students' concepts of themselves. Recent scholarship from the *Journal of Negro Education* and a plethora of other publications have verified their contention.

## A Curriculum Guide for the Nichols Mobile African American History Museum

The Nichols Mobile African American History Museum is a collection of over 500 photographs, artifacts, and documents on African-American history and culture that teachers and educators can use to support and enhance their classroom instruction. The items in the Museum support the Texas State Board of Education (SBOE) standards and teachers can use various parts of the Museum to support Black History Month, Women’s History Month, the Martin Luther King Holiday, and other aspects of their instruction for African-American Inclusion in social studies, language arts, reading, music, art, economics, and sports. The Curriculum addresses the following standards:

<b>TEKS Major Concept</b>	<b>Standard</b>	<b>Grade Levels or Courses</b>	<b>Units in the Curriculum Guide</b>
The student understands the concept of chronology and time.	1002	World History US History	Units One and Two
The student understands that there are significant dates in history.	1003	K-8	All Units
The student understands the causes, characteristics and effects of major political revolutions such as the American and Texas Revolutions.	1031	PK-3 Grades 5-8	Units Two and Three
The student understands the causes, characteristics of the First Industrial Revolution.	1055	Grades 1-3 Grades 5-6 US History	Unit Five
The student understands the reform movements that accompanied the growth and expansion of the new nation.	1067	Grade 8	Unit Three
The student understands the causes, characteristics and effects of the American Civil War.	1082	Grades 5, 7 and 8	Units Four and Five
The student understands how the expansion of American political and economic power resulted in the demand for an expansion of reforms during the Progressive Era.	1099	Grades 5 and 7	Units Five and Six
The student understands how the expansion of the economy can lead to both prosperity and despair.	1109	Grades 4-7 US History	Units Seven and Eight
The student understands the actions taken by the national government and people from racial, ethnic and religious groups to expand economic opportunities and political rights in American society.	1124 1125 1126 1128	Grades 2-7 US History	Units Nine, Ten and Eleven

## Unit One – The African Heritage of African Americans

All African Americans are descendants of the people captured in the Atlantic slave trade and brought to the Americas from the 1400s to the 1870s. While the people captured in the slave trade were generically referred to as “Africans” or “Negroes,” they came from various ethnic groups in West Africa, Southwest Africa and East Africa such as the Ashanti, the Ibos, the Hausas, the Fulani, the Kongolese, the Bantus and the Matebele. The peoples of Africa who were captured and brought to the Americas influenced the cultural development of every geographic area in which they were enslaved. They brought to the Americas their foodways, religious practices, agricultural techniques, artistic and musical traditions, and added words to the English language such as “goober,” “tote,” and “banjo.”

The Nichols Mobile African American History Museum displays the cultural traditions of Africans in a variety of ways. To increase their understanding of the history of the peoples and ethnic groups of Africa students will examine the **African masks, sculptures, artifacts** and the picture of **Taharka**, a pharaoh of ancient Egypt.<sup>1</sup>

### Pre-Tour Activities:

Teachers should copy the accompanying map (or use an African map from the internet) and have students locate the areas of Africa from which the ancestors of African Americans were captured. Students should also locate the areas in West Africa where some of the ethnic groups who were captured in the Atlantic slave trade lived.

### Post Tour Activities:

Have students locate on the map of Africa the ethnic groups and sites of the masks, sculptures and artifacts that they viewed in the Museum.

Have students draw pictures of the masks, sculptures and artifacts that they viewed in the Museum. Have students find the [www.ancestry.com](http://www.ancestry.com) and [www.africanancestry.com](http://www.africanancestry.com) sites on the internet in order to find out how to trace their own ancestry.

### Vocabulary Words to Learn

slave trade   “tote”   “goober”   foodways   traditions   artifacts   ethnic groups

### **Sources for further reading:**

Margaret Musgrove and Diane Dillon, *Ashanti to Zulu: African Traditions*.  
Muriel Miller Branch, *The Water Brought Us: The Story of the Gullah Speaking People*.  
Ifeoma Onyefulu, *A Is for Africa*.  
Hugh Thomas, *The Slave Trade*.  
John Reader, *Africa: A Biography of the Continent*.

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<sup>1</sup> Items listed in bold type represent people, documents and artifacts that are part of the Nichols Mobile African American History Museum.

## **Unit Two - African Americans in Colonial America and the Era of the American Revolution (1770-1800)**

By 1790 and the first Census of the United States, approximately 750,000 African Americans lived in the thirteen states that made up the new nation. African Americans were approximately 19% of the population of the United States, and all but 59,000 were enslaved. Most lived in the southern states where they worked on tobacco, sugar and rice plantations. Nevertheless, during the colonial period (from 1607 to 1770) and during the American Revolution African Americans made important contributions to the development of the American colonies and to the war for independence. They were the chief labor source of the colonial plantation economy and they fought on both sides of the American Revolution.

The Nichols Mobile African American History Museum displays the experience of African Americans during this period by illustrating the role of **Salem Poor** at the Battle of Bunker Hill in the American Revolution and by depicting the lives of **Phyllis Wheatley**, the first African-American poet, **Benjamin Banneker**, the African-American mathematician and scientist who built a working wooden clock and helped to design the layout of Washington, D.C., and **Jean Pointe Baptiste DuSable**, the African-American pioneer and entrepreneur who founded the city of Chicago. The Museum also illustrates this period by presenting students a newspaper article from the 1700s that documents the buying and selling of enslaved African Americans entitled “**Cash for Negroes.**”

### Pre-Tour Activities:

Teachers should discuss with students the ideas of the American Revolution such as “no taxation without representation” and the “unalienable rights of life, liberty and the pursuit of happiness,” as written by Thomas Jefferson in the Declaration of Independence. Teachers should use the internet to show and read to students Benjamin Banneker’s letter to Thomas Jefferson on August 19, 1791. Teachers should also find on the internet and read Phyllis Wheatley’s poem “To His Excellency George Washington” that she wrote in 1775.

### Post Tour Activities:

Have students identify all of the images from this period in American history that they found in the Museum. Have students compare and contrast the lives of Benjamin Banneker and Phyllis Wheatley. Have students find the survey plans for the layout of Washington, D.C. on the internet.

### Vocabulary Words to Learn

colonial period   plantation economy   pioneer   enslaved   entrepreneur   unalienable rights

### **Sources for further reading:**

Edmund S. Morgan, *American Slavery, American Freedom: The Ordeal of Colonial Virginia*.  
Benjamin Quarles, *The Negro in the American Revolution*.  
Sylvia R. Frey, *Water from the Rock: Black Resistance during A Revolutionary Age*.  
Douglas Egerton, *Death or Liberty: African Americans and Revolutionary America*.

### **Unit Three - Slavery and Freedom in Antebellum America (1800-1860)**

During the antebellum period of American history (from the year 1800 to the eve of the Civil War), the African-American population in the United States increased from 1,002,000 in 1800 to approximately 4,000,000 by 1860. All but 488,000 were enslaved and the struggle to free those who were enslaved became one of the most important freedom movements in the nation's history. Free African Americans not only fought the emerging racial segregation in the northern states, but they were also major participants in the abolitionist movement to end American slavery. This period was also important in African American history because free African Americans were able to organize churches, build families and start social and fraternal associations that sought to define their identity and to establish a secure foundation for their communities.

The Nichols Mobile African American History Museum captures examples of slavery in this time period in the following manner:

- providing students a newspaper advertising **rewards for “fugitive slaves;”**
- providing students a copy of a letter from Mr. Edward Wortham to Thomas Wortham selling **“one negro girl about five-years-old for one cent;**
  - including a copy of a newsletter detailing the **Revolt aboard the Creole Slave Ship in 1841;** and
- including a picture of **two 12-year-old slave children accused of poisoning their master's family on July 18, 1842.**

The Museum also illustrates the lives of noted African-American abolitionists such as **Frederick Douglass** and **Francis E. W. Harper;** and it shows the diversity of the lives of free African Americans such as **William Leidesdorff**, who served as a city councilman in San Francisco, and **James Beckwourth**, the pioneer “mountain man” who discovered “Beckwourth's Pass” in the Sierra Nevada Mountains in California. Students will also learn about the lives of African-American inventor **Norbert Rillieux** and sculptor **Edmonia Lewis**, whose lives contradicted the predominant viewpoint that people of African descent could only be slaves. Rillieux invented a process to refine sugar and Lewis was one of America's most important and gifted, nineteenth century sculptors.

#### Pre-Tour Activities:

Have students find and read portions of the *Narrative of the Life of Frederick Douglass, written by Himself* and Harriet Jacobs, *Incidents in the Life of A Slave Girl*. Both narratives are available on the internet.

#### Post Tour Activities:

Have students find the patent for Norbert Rillieux's sugar refining process and the images of the sculptures of Edmonia Lewis on the internet. Have students compare and contrast the lives of enslaved African Americans with those who were free.

#### Vocabulary Words to Learn

Abolitionist movement   fraternal associations   sculptor   “mountain man”   narrative

#### **Sources for further reading:**

John W. Blassingame, *The Slave Community: Plantation Life in the Antebellum South*.

Ira Berlin, *Generations of Captivity: A History of African-American Slaves*.  
 Ira Berlin, *Slaves Without Masters: The Free Negro in the Antebellum South*.  
 Leslie Alexander, *African or American?: Black Identity and Political Activism in New York City, 1784-1861*.  
 Leonard P. Curry, *Free Blacks in Urban America, 1800-1850: The Shadow of the Dream*.  
 Charshee McIntyre, *Criminalizing A Race: Free Blacks During Slavery*.

### Free and Enslaved Population of the U.S. 1790-1860 Census

Year	# Enslaved	#Free Blacks	Total Black	% Free Blacks	Total US Pop.	% Black
1790	697,681	59,527	757,208	7.9%	3,929,214	9%
1800	893,602	108,435	1,002,037	10.8%	5,308,483	19%
1810	1,191,362	186,446	1,377,808	13.5%	7,239,881	19%
1820	1,538,022	233,634	1,771,656	13.2%	9,638,453	18%
1830	2,009,043	319,599	2,328,642	13.7%	12,860,702	18%
1840	2,487,355	386,293	2,873,648	13.4%	17,063,353	17%
1850	3,204,313	434,495	3,638,808	11.9%	23,191,876	16%
1860	3,953,760	488,070	4,441,830	11.0%	31,443,321	14%
1870	0	4,880,009	4,880,009	100%	38,558,371	13%

Source: <http://www.census.gov/population/documentation/twps0056/tab01.xls>

### Concentration of Enslaved People in the U.S. in 1860



## **Unit Four - African Americans in the Civil War and the Reconstruction Era (1861-1877)**

African Americans played a prominent role in the war that ended slavery in the United States. From 1861 to 1865, African Americans served as laborers, servants, spies, and eventually, as soldiers in the Union Army. Although **President Abraham Lincoln** sought to limit the war aims of the North to “preserving the Union” and putting down the “rebellion” of the southern states, African Americans forced the war to become a war against slavery by running away by the 100s, and then by the 1000s and creating a situation in which President Lincoln had to act to issue the **Emancipation Proclamation**. President’s Lincoln’s announcement of the Emancipation Proclamation on January 1<sup>st</sup>, 1863 not only sought to undercut the labor force of the South by freeing enslaved African Americans, it also enabled them to serve as soldiers in the Union Army. All Union Army units that enrolled African-American soldiers were designated as “United States Colored Troops,” or U. S. C. T. In the spring of 1863 **Harriett Tubman**, a leader of the underground railroad before the war, led one of the first military campaigns to free enslaved African Americans along the Combahee River in South Carolina. Her joint effort with the Union Army freed over 700 enslaved African Americans. During the period after the war, called “Reconstruction,” the United States Congress passed the **13<sup>th</sup> Amendment** to end slavery forever. Congress also created the Freedmen’s Bureau which established some of the first schools for African Americans throughout the southern states. During Reconstruction, African Americans were elected to political offices in every southern state and twenty-two served in the United States Congress.

The Nichols Mobile African American History Museum depicts all of these details of the Civil War. Students learn about the major issues of the war such as the emancipation of African Americans from slavery, the role of African-American soldiers, and the development of African-American educational institutions (and **the Power of Education**) during and after the period of Reconstruction.

### Pre-Tour Activities

Have students read excerpts from Charlotte Forten’s *Journal*, Corporal Gooding’s letters and Susie King Taylor’s *Reminiscences*. All of these sources are on the internet. Have students review a map of the “slave states” and the “free states” and compare it with the map of the states that seceded from the United States in 1860-1861 on page 9 of this curriculum guide.

### Post Tour Activities

Have students read and explain the Emancipation Proclamation and Thirteenth Amendment, and discuss the differences between the two documents. Have students describe the role of the Freedmen’s Bureau. Have students find and identify the African Americans who served in the U.S. Congress during the Reconstruction period of 1866-1877.

### Vocabulary Words to Learn

Underground railroad    emancipation    Freedmen’s Bureau    Reconstruction    U. S. C. T.

### **Sources for further reading:**

Corporal James Henry Gooding, *On the Altar of Freedom: A Black Soldier’s Civil War Letters from the Front*.

James McPherson, *The Negro's Civil War: How American Blacks Felt and Acted During the War for the Union.*  
 John Hope Franklin, *The Emancipation Proclamation.*  
 Ray Allen Billington, editor, *The Journal of Charlotte Forten.*  
 Thomas Wentworth Higginson, *Army Life in A Black Regiment.*  
 Leon Litwack, *Been in the Storm in the So Long: The Aftermath of Slavery.*  
 Susie King Taylor, *Reminiscences of My Life in Camp with the 33<sup>rd</sup> U.S. Colored Troops.*

## SECESSION OF THE SOUTHERN STATES IN 1860-1861



## **Unit Five - African Americans and the Emergence of Segregation and Jim Crow (1877-1900)**

With the end of Reconstruction and the Compromise of 1877, which removed federal troops from the South and allowed white Democrats and former Confederates to regain power over all of the state governments in the South, a counter revolution began to deny African Americans the citizenship rights that they had gained through the 14<sup>th</sup> and 15<sup>th</sup> Amendments. With the tacit approval of white northerners and the federal government, white southerners carried out a campaign of terror to disfranchise African Americans, to deny them equal opportunity in all aspects of life and to make them literally, second class citizens. Whites also began to attack the culture and image of African Americans by promoting lurid and demeaning stereotypes in newspaper articles, magazines, advertisements, and in popular music and art.

The Nichols Mobile African American History Museum illustrates this period in African-American history by presenting the lives of **Booker T. Washington** and **Ida B. Wells**, two African Americans who took two different approaches to the disfranchisement, **lynchings**, race riots, and general terrorism that African Americans faced in this period. While Booker T. Washington founded Tuskegee Institute in Alabama and encouraged African Americans to “accommodate” white racism, Ida Wells fought against segregation, white racism, and led the nation’s first antilynching campaign. The Museum also covers the role of the **buffalo soldiers** in the pacification of the American West and the outstanding careers of poet and writer **Paul Laurence Dunbar** and inventors **Elijah McCoy** (the “real McCoy) and **Jan Matzeliger**. The outstanding achievements of both men challenged the late nineteenth century notion that African Americans were intellectually inferior and not capable of assimilating into American society. The actual lives of African Americans stood in sharp contrast to how they were depicted by the **Coon Bank, Pickaninny postcard, Nigger Milk image, Mammy and Uncle Tom collectibles** that emerged in this period.

### Pre-Tour Activities:

Explain to students the meaning of “jim crow” and show them examples of it below. Explain to students the meaning of “lynching” and show them historical images of it. Have students examine the statistics on page 11. It is important that students know about this type of unlawful violence in American society before they encounter it in the images in the Museum.

### Post Tour Activities:

Have students find examples of “stereotypes” in contemporary American culture. Have students find inventions by Elijah McCoy and Jan Matzeliger that changed American society.

### Vocabulary Words to Learn

Jim crow segregation pacification disfranchisement terrorism assimilation stereotypes

### **Sources for further reading:**

Rayford W. Logan, *The Betrayal of the Negro: From Rutherford B. Hayes to Woodrow Wilson*.  
George C. Rable, *But There Was No Peace: The Role of Violence in the Politics of Reconstruction*.  
C. Vann Woodward, *The Strange Career of Jim Crow*.  
Booker T. Washington, *Up from Slavery*.

Ida B. Wells, *Crusade for Justice: The Autobiography of Ida B. Wells.*

Heather Cox Richardson, *The Death of Reconstruction: Race, Labor and Politics in the Post Civil War North, 1865-1901.*



### LYNCHINGS IN SELECTED SOUTHERN STATES, 1889-1968

State	White	Black	Total
Mississippi	42	539	581
Georgia	39	492	531
Texas	141	352	493
Louisiana	56	335	391
S. Carolina	4	156	160
Total – All States	1,297	3,446	4,743

## Unit Six - The African-American Response to White Racism and Segregation: Migration, Agitation and Community Development (1900-1920)

In face of the rising tide of disfranchisement, **lynchings**, segregation and racial violence, African Americans developed three essential responses and approaches to address them:

- migration from the South to the West and Northern cities;
- agitation and protest through the Niagara Movement, the National Association for the Advancement of Colored People (NAACP) and other organizations; and
- the development of their own communities that fostered businesses and other African-American institutions.

Starting as early as 1879, African Americans migrated first to the urban areas of the South, then to the West, and finally to northern cities such as Chicago, Philadelphia, New York City and Detroit. The first major African-American migration occurred in 1879 when 20,000 African Americans, called the “Exodusters,” migrated west to Oklahoma and Kansas. They founded all-black towns such as Boley, Oklahoma and Nicodemus, Kansas. Subsequently, more African Americans moved west to found towns such as Allensworth, California, named for **Colonel Allen Allensworth** of the 10<sup>th</sup> Calvary of the “**buffalo soldiers**.” The biggest migration of African Americans occurred during World War One when approximately 1,000,000 African Americans left the South because of the racial violence, lack of opportunity, and the negative economic impact of the boll weevil to settle in northern cities such as Detroit, Chicago and New York City. They were also encouraged to migrate to find better-paying jobs in the stockyards of Chicago, the auto factories of Detroit, and the defense industries in other northern American cities.

The Nichols Mobile African American History Museum illustrates this period in several ways. It presents the nascent civil rights movement through the lives of **Ida B. Wells**, **W. E. B. DuBois**, and **James Weldon Johnson**, who were some of the founders and early leaders of the Niagara Movement and the **National Association for the Advancement of Colored People** (NAACP). It shows how African Americans such as **Maggie Lena Walker**, the first African-American bank president, and **Madame C J Walker**, the first African-American millionaire, developed businesses to serve the growing black populations in major American cities. It covers the emergence of African-American artists and musicians in this period such as **Henry O. Tanner**, **Scott Joplin**, and **James P. Johnson**. It also depicts the contributions of African-American athletes and pioneers, such as cyclist **Major Taylor**, jockey **Isaac Murphy**, boxer **Jack Johnson**, scientist **Lewis Latimer** (who developed the filament for the light bulb), and **Matthew Henson**, who discovered the North Pole. All made major contributions in spite of the racism and discrimination that they faced during this period of American history.

### Pre-Tour Activities:

Explain to students how and why people migrate in American society. Use a contemporary example such as the mass migration from New Orleans that occurred after the Hurricane Katrina in 2005. Discuss the founding of the National Association of Colored People (NAACP). Have students find the NAACP website and discuss its goals and objectives in class.

### Post Tour Activities:

Have students compare migration to immigration. Have students interview family members about where they came from and why they left their previous homes. Have students find examples of ragtime music and compare it to contemporary music genres such as jazz, pop and rap.

### Vocabulary Words to Learn

Migration ragtime NAACP lynchings “Exodusters” filament

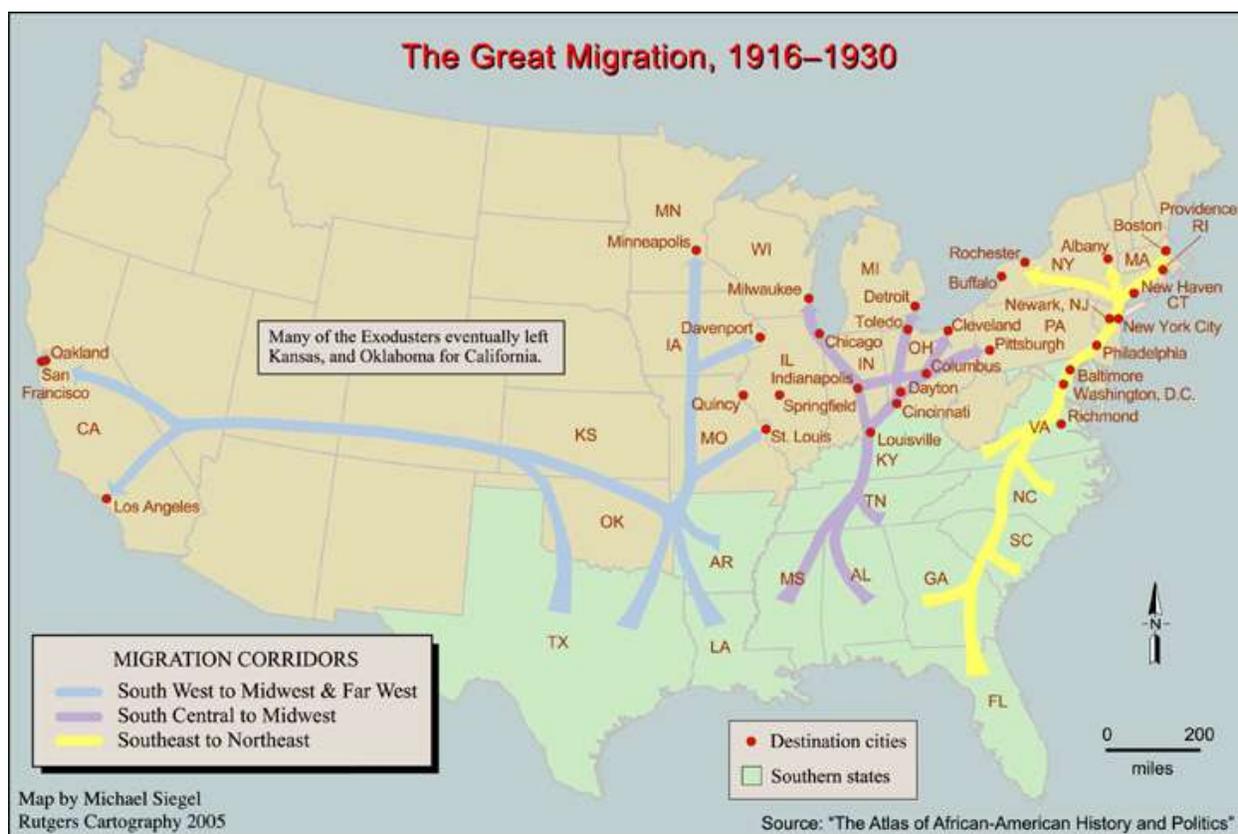
### **Sources for further reading:**

Nell Irvin Painter, *The Exodusters: Black Migration to Kansas after Reconstruction.*

Robert B. Grant, *The Black Man Comes to the City: From the Great Migration to the Great Depression, 1915 to 1930.*

August Meier, *Negro Thought in America, 1880-1915: Racial Ideology in the Age of Booker T. Washington.*

W. E. B. DuBois, *The Souls of Black Folk.*



## Unit Seven - African Americans and the Harlem Renaissance (1920-1930)

In the 1920s African Americans organized their largest mass movement in American history and made a significant contribution to American cultural arts. In 1916, **Marcus Garvey** migrated from Jamaica to the United States. He organized the first chapter of the Universal Negro Improvement Association in Harlem, New York in 1917 and by 1922 its membership grew to approximate 5,000,000 African Americans, the largest movement among African Americans in American history. Garvey's UNIA preached race pride, Pan-Africanism and black self help. It developed numerous African-American businesses, a newspaper, an order of African-American nurses called the "Black Cross," and a steamship line. Although Garvey was arrested in 1924 for mail fraud, his philosophy and advocacy of race pride and African-American self help (called **Garveyism**) had a tremendous impact on African Americans. A race conscious movement emerged among younger African Americans called the "New Negro Movement." Taking its tone and content from Garveyism the "New Negro Movement" sought to exalt race pride among African Americans and to link urban African-American culture to its rural roots in the South as well as its African roots. Young, African-American artists such as **Langston Hughes** and **Zora Neale Hurston** infused their works—novels, poetry and essays—with the elements of the African and African-American cultural tradition. African-American singers and musicians such as **Jelly Roll Morton, Ma Rainey, Eubie Blake, Louis Armstrong, Duke Ellington, and Bessie Smith** made the blues and jazz the most popular genres of American music.

The Nichols Mobile African American History Museum shows students images of the major participants of the Harlem Renaissance cited above. The images in the Museum are especially helpful in assisting teachers in explaining how African Americans emerged as the leaders in the development of the major genres of American music such as jazz, blues, gospel and modern rhythm and blues.

### Pre-Tour Activities:

Have students find and identify the Harlem area on a map of New York City.

### Post Tour Activities:

Have students develop a bibliography of the works of Harlem Renaissance writers such as Langston Hughes, Zora Neale Hurston, Claude McKay and Nella Larsen. Have students develop a discography of Harlem renaissance musical artists such as Eubie Blake, Louis Armstrong, Bessie Smith and Duke Ellington.

### Vocabulary Words to Learn

Garveyism jazz blues "New Negro Movement" UNIA "Pan-Africanism" race conscious Renaissance

### **For further reading:**

Cameron McWhirter, *Red Summer: The Summer of 1919 and the Awakening of Black America.*

Nathan Huggins, *Voices from the Harlem Renaissance.*

David L. Lewis, *When Harlem Was In Vogue.*

Alain Locke, *The New Negro.*

Tony Martin, *Race First: The Ideological and Organizational Struggles of Marcus Garvey and the Universal Negro Improvement Association.*

## Unit Eight - African Americans in the Inter-War Years (1930-1940)

The Harlem Renaissance of the 1920s declined as a result of the stock market crash of 1929 that led to the Great Depression. During the Great Depression millions of Americans were out of work and lost their farms as well as their homes. President Herbert Hoover failed to address the problems caused by the Depression. As a result, in 1932 Americans elected Franklin Delano Roosevelt (FDR) as president and he promised a “New Deal” and a new approach to solve the negative effects of the Great Depression. FDR develop a host of public relief programs, public works projects and training programs to put Americans back to work and to address the economic problems created by the Great Depression. He also created his “Black Cabinet.” The cabinet consisted of **Mary McLeod Bethune**, Eugene Kinckle Jones, Robert Vann, and other African Americans who worked to insure that the needs of the African Americans were addressed by FDR’s New Deal programs. FDR also became the first president to address race relations in the country. Although he did not take a strong stand in support of civil rights for African Americans, he made it known that he wanted African Americans to be treated fairly by the relief and public works programs of the New Deal. His wife, Eleanor Roosevelt, took the strongest stand. She not only spoke out against racism and discrimination against African Americans, she also made it possible for soloist **Marian Anderson** to hold a concert at the Lincoln Memorial in Washington, D.C., after Daughters of the American Revolution (DAR), a group of women who traced their heritage to men and women who fought in the American Revolution, had denied her access to singing in Constitution Hall. Mrs. Roosevelt resigned from the DAR in protest.

The Nichols Mobile African American History Museum not only covers the lives of African Americans such as Bethune and Anderson and the major events of this period associated with the Great Depression and the New Deal, it also presents information on **Charles Hamilton Houston**, **Thurgood Marshall**, and the NAACP’s emerging strategy in the 1930s to challenge segregation in public schools in the South. Students will also learn about writers and musicians such as **Richard Wright**, **Margaret Walker**, **Charlie Parker** and **Count Basie** who began their prolific careers during this interwar period.

### Pre-Tour Activities:

Have students learn about the federal programs developed during the Great Depression and the New Deal such as social security, the Federal Housing Administration, Aid to Family with Dependent Children, and the Federal Writers Project, and the impact that these programs had on the lives of African Americans and others.

### Post Tour Activities:

Have students interview family members to obtain firsthand accounts about how the Great Depression and the New Deal affected their families.

### Vocabulary Words to Learn

Great Depression “New Deal” “Black Cabinet”

### **For further reading:**

Harvard Sitkoff, *A New Deal for Blacks: The Emergence of Civil Rights As A National Issue*  
Kenneth Goings, *The NAACP Comes of Age: The Defeat of Judge John J. Parker.*

## **Unit Nine - African Americans and World War Two: Fighting on Two Fronts (1941-1945)**

After the attack on Pearl Harbor on December 7, 1941, the United States entered World War Two against Japan, Germany and Italy. During the war African-American civil rights leaders and organizations adopted the strategy of “fighting on two fronts:” fighting against the enemies of democracy and freedom abroad, as well as the enemies of democracy and freedom on the “home front,” particularly in the American South. Although initially the ongoing racial segregation and discrimination in American society prevented African Americans from obtaining jobs in the defense industries and serving on an equal basis in the military, the overwhelming demand for workers to support the American war effort forced the United States government to end segregation and discrimination in the defense industries and to provide African Americans new opportunities in the military.

The Nichols Mobile African American History Museum covers period by providing students images of several African Americans who played major roles in desegregating the defense industries and the military. The Museum includes images of **A. Philip Randolph**, who planned the first “march on Washington” in 1941 in order to protest racial discrimination in the defense industries and the military, and **Thurgood Marshall**, who filed legal cases to ban segregation in the defense industries and to protect the rights of African Americans in the military. The Museum also displays images of **General Benjamin O. Davis, Sr.** and **General Benjamin O. Davis, Jr.** During World War Two, General Davis, Sr. became the nation’s first African-American Brigadier General, while his son, Benjamin O. Davis, Jr., became one of the commanding officers of the Ninety-ninth Pursuit Squadron or the Tuskegee Airmen.

### Pre-Tour Activities:

Have students read about World War Two. Show students the World War Two documentary film “The Negro Soldier” (available on You Tube and other internet sites) produced by the United States War Department in 1943. Have students read *The Diary of Anne Frank* as a way of understanding the racial and religious hatred that existed before and during World War Two.

### Post Tour Activities:

Have students interview their parents, grandparents or neighbors about their knowledge of World War Two and how it affected their families. Have students compare the “home front” in World War Two with the home fronts during the Vietnam, Desert Storm, Iraq and Afghanistan wars. Have students listen to oral history interviews with Tuskegee airmen on the National Park Service internet site.

### Vocabulary Words to Learn

Desegregation    defense industries    legal cases    “home front”    democracy

### **For further reading:**

Harvard Sitkoff, *A New Deal for Blacks: The Emergence of Civil Rights As A National Issue.*  
Richard M. Dalfiume, *Desegregation of the U.S. Armed Forces: Fighting on Two Fronts, 1939-1953.*

## Unit Ten - The Struggle for Civil Rights: Phase One--From the Courts to the Direct Action Movement (1945-1960)

Following World War Two, African Americans were determined not to lose the momentum that they gained during the war. The NAACP continued to pursue legal cases and law suits to undermine the legal basis of segregation. Continuing the strategy outlined by **Charles Hamilton Houston, Thurgood Marshall** and the NAACP won a series of legal precedents that led to the overturning of school segregation in the case of **Brown v. Board of Education, Topeka, Kansas**. The **Brown** case not only made racial segregation illegal in the nation's public schools, it also gave African Americans the impetus to challenge segregation in public transportation, public facilities, and in all aspects of American society. To challenge segregation African Americans and their white allies used a variety of direct action tactics, including boycotts, marches, and demonstrations. These actions by African Americans in the postwar period of American history moved the struggle for civil rights from the courts to the streets of American society.

The Nichols Mobile African American History Museum depicts the importance of the civil rights movement by illustrating several facets of the movement as well as the lives of some of its leaders and victims. Students learn about **Charles Hamilton Houston, Thurgood Marshall, Constance Baker Motley** and the other NAACP lawyers who won the cases that led to the **Brown v. Board of Education** decision of 1954. The Museum shows images from the lynching of **Emmett Till** and how his mother **Mamie Till Mobley** decided to open his casket in order to show the world what whites in Mississippi had done to her son. The Museum covers the stories of **Rosie Parks, the Montgomery Bus Boycott** and the emergence of **Martin Luther King** and **SCLC**, as well as the courage of **Daisy Bates and the Little Rock Nine**. The Museum also shows the influence on the civil rights movement by **Malcolm X, the Black Panther Party** and other Black Power advocates such as **Stokely Carmichael, Huey Newton** and **Bobby Seale**. Finally, the Museum shows the parallel desegregation that took place in American sports by featuring how **Jackie Robinson** desegregated baseball in 1947, the achievements of **Althea Gibson** in women's tennis, and the protest of African-American athletes at the 1968 Olympics by **Tommie Smith** and **John Carlos**.

### Pre-Tour Activities:

Show students parts of documentaries on the civil rights movement such as "Eyes on the Prize," "Freedom Riders," and "The Road to Brown." All of these documentaries are on DVD.

### Post Tour Activities:

Have students interview their parents or grandparents about their experiences living in a segregated society. Have students construct a collage of signs that they find on the internet that mandated and enforced segregation (e.g. "Whites Only" and "No Negroes or Mexicans Allowed" signs).

### Vocabulary Words to Learn

Advocates precedents SCLC impetus boycott parallel

### **For further reading:**

Genna Rae McNeil, *Groundwork: The Life of Charles Hamilton Houston*

Harvard Sitkoff, *The Struggle for Black Equality, 1954 to 1992*.  
Martin Luther King, Jr., *Stride Toward Freedom: The Montgomery Story*.  
Aldon Morris, *The Origins of the Civil Rights Movement*.  
Darlene Clark Hine, *Black Victory: The Rise and Fall of the White Primary in Texas*.

## Historical Decision Removes All Bars Against Race Voting

By CARTER WESLEY

HOUSTON—Mrs. Daisy Lamkin, national organizer for the NAACP, expressed the feeling of most Negroes of the South Monday, after the Supreme Court's decision in the *Smith vs. Allwright* case, when she said, "We are free at last!" In its historical decision the Supreme Court not only overruled *Grovey vs. Townsend*, but said specifically that the primary in Texas is an integral part of the process of expressing a choice in the election, and since the party is controlled by state statutes, it did not matter whether the attempt to bar Negroes was by the party as such or the state; it was still state action and prohibited by the 14th and 15th Amendments.

The Associated Press release carried in the various editions of certain daily papers Monday (among them the *Houston Chronicle*) was misleading to both Negroes and whites, because it so emphasized the Supreme Court's ruling that Negroes could not be prohibited from voting for Congressmen in primary elections, as to give the impression that that was the total of the decision. But according to the opinion which was read by Attorney J. M. Nabrit over the telephone from Washington to *The Informer*, the decision specifically struck down *Grovey vs. Townsend*; rejected Chief Justice Curreton's dissertation in *Bell vs. Hill*; said once and for all that all attempts to bar Negroes from voting in the primary were prohibited by the 14th and 15th Amendments to the Constitution of the United States, thus removing all bars or threats of bars against Negroes voting freely in Texas.

### THE DECISION

Following the *Classic Case*, the Court again ruled that the primary was an integral part of the process of expressing choice in elections and therefore any bar against a man on account of his color was prohibited by federal statutes and the 14th and 15th Amendments; the Court also held that the Democratic party's right to regulate elections was delegated by the state and to that extent the party officials were state officials under the same prohibition of the 14th and 15th Amendments as duly elected state officials; in terse words the Supreme Court overruled *Grovey vs. Townsend*; the Court also overruled and rejected the *Newberry Case* which has dominated Texas decisions for 30 years; and then the Supreme Court re-examined the whole question of constitutional law, after saying that it rejected the findings of *Bell vs. Hill* and elected to examine the matter on its own initiative, the Court said that it found itself in error in its finding of facts in the *Grovey vs. Townsend* case, based upon the *Bell vs. Hill* decision; that the primary stands as a general election, controlled by the prohibitions of the 14th and 15th Amendments and the statutes which prohibit interference with the right to vote.

Then after pointing out that that

*Dallas Express, April 8, 1944*

## **Unit Eleven - The Struggle for Civil Rights – Second Phase: The Road to Black Power (1960-1975)**

While the first phase of the civil rights movement focused primarily on legal cases, school desegregation and direct action tactics to integrate public accommodations, the second phase became a struggle for power, Black Power. The second phase of the civil rights movement also involved young African Americans and whites. These young people started the sit-in movement, participated in the freedom rides, and formed their own organization, the **Student Nonviolent Coordinating Committee**. Partnering with older civil rights organizations such as the **NAACP**, **SCLC** and the **Congress of Racial Equality (CORE)**, **SNCC** also started voting registration campaigns throughout the South in order to empower African Americans to vote, run for elective office, and to take control of the government entities that affected their lives. SNCC chairman and organizer **Stokely Carmichael** defined this phase of the civil rights movement as “**Black Power.**” Thanks to the heightened political awareness developed among African Americans during the civil rights movement, they were able to elect their first African-American mayors in Gary Indiana, Detroit, Atlanta, Newark, Washington, D.C. and Cleveland, Ohio in the the late 1960s and early 1970s.

The Nichols Mobile African American History Museum provides students instruction on the civil rights movement in the following areas: they learn about the four students in Greensboro, North Carolina—**Joseph McNeil, Franklin McCain, David Richmond and Ezell Blair, Jr.**--who started the sit-in movement at a Woolworth lunch counter on December 1, 1960; **Stokely Carmichael** and **SNCC**; the assassination of **Medgar Evers** in Mississippi; the role of **Malcolm X** and **the Nation of Islam** in the civil rights movement; the emergence of **Angela Davis** as a supporter of the **Black Panther Party for Self Defense** and advocate for prisoners’ rights; the protest of **Tommie Smith** and **John Carlos** at the 1968 Olympics; and the leadership of **Dr. Martin Luther King** in the civil rights movement from 1955 to his assassination in 1968.

### Pre-Tour Activities:

Show students documentaries on the civil rights movement such as “Eyes on the Prize,” “King: From Montgomery to Memphis,” “December One,” and “Freedom Summer.” Discuss the impact of the Voting Rights Act and show students the map on page 18.

### Post Tour Activities:

Have students discuss the accomplishments of the civil rights movement. Have students identify people cited in the Museum as participants in the civil rights movement who are still active in politics and other areas such as Julian Bond, Marian Wright Edelman, Angela Davis, and the Little Rock Nine.

### Vocabulary Words to Learn

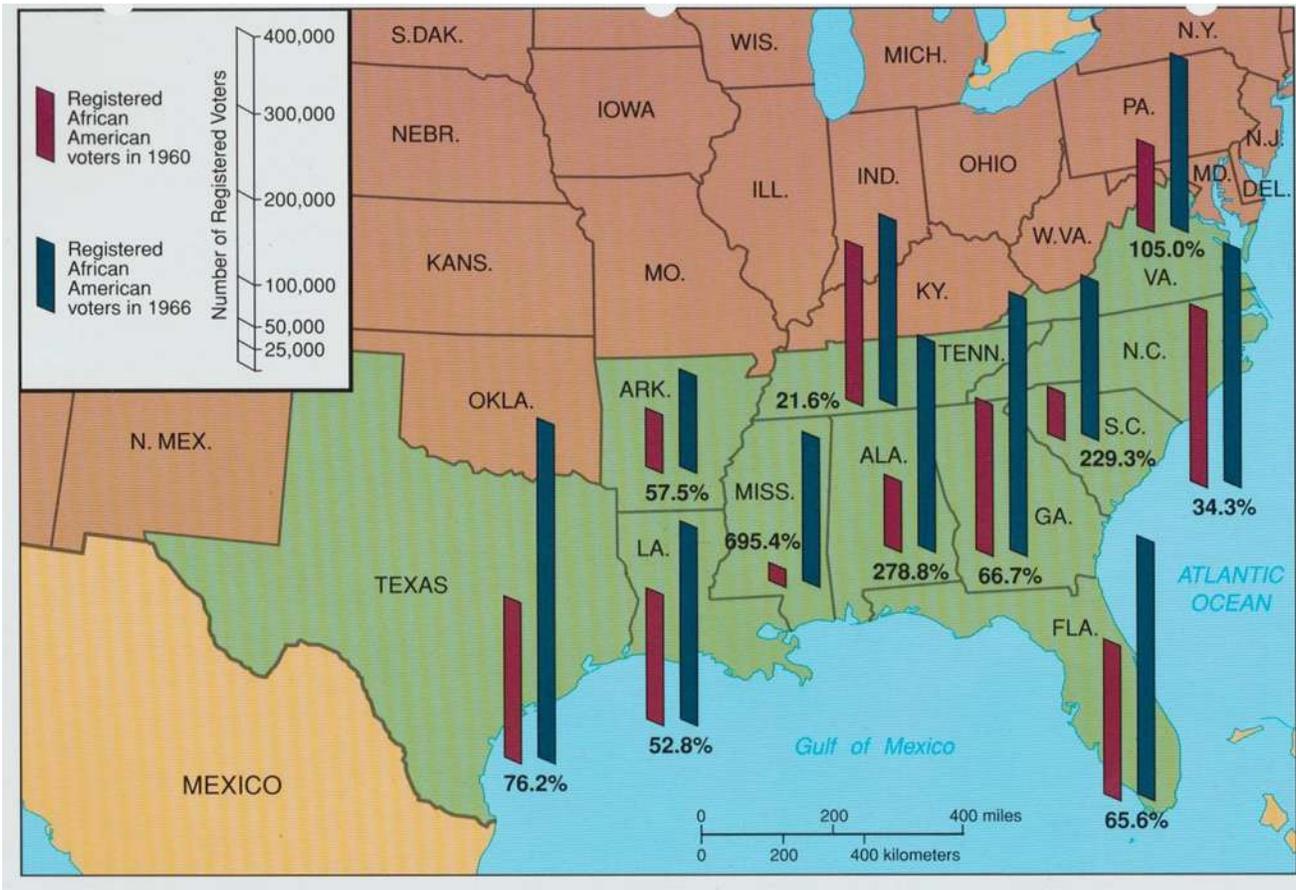
Nonviolent Black Power direct action tactics SNCC CORE sit-ins freedom rides

### **For further reading:**

Stokely Carmichael and Charles V. Hamilton, *Black Power: The Politics of Liberation in America.*

Howard Zinn, *SNCC: The New Abolitionists.*

Clayborne Carson, *SNCC: In Struggle.*



**Impact of the Voting Rights Act of 1965 (Registered African American voters in 1960 and 1966)**

## The New Deal Democratic Party Coalition, 1936- 1980

1. Midwestern Farmers
2. Northern workers
3. Jews
4. African Americans – from 80% Republicans in 1932 to 80% Democrats in 1940s!
5. White southerners

## Unit Twelve – African Americans in Contemporary America: Race, Politics, and Progress (1980s to the Present)

Thanks to the civil rights movement African Americans have achieved much progress in the last quarter of the twentieth century. They elected African-American mayors in every major American city from New York City to Los Angeles and San Francisco, California. In addition to winning elective offices in every level of government, they made unprecedented progress in jobs, housing, business, entertainment, and sports. African Americans such as **Oprah Winfrey**, **Michael Jordan**, and **Bill Cosby** have become household names and the success of many African Americans in business, entertainment, and sports have belied the statistics that show that some African Americans still lag behind in wealth, poverty levels, and health care. The unprecedented success of many African Americans in their chosen fields and the racial barriers and discrimination that others continue to face have become a new American paradox. The most obvious paradox is that Americans of all colors can elect an African American as president for two terms, **President Barack Obama**, and still have him face the discrimination, disrespect, and racism that African Americans have faced throughout their history in America.

The Nichols Mobile African American History Museum documents the contemporary paradox faced by African Americans and the nation at large by providing students images of the many, many African-American success stories: **Oprah Winfrey**, **Michael Jordan**, Mayor **David Dinkins** (New York City), **Bill Cosby**, **Barbara Jordan** (U.S. Congress), U.S. Secretaries of State **Colin Powell** and **Condeleeza Rice**, astronaut **Mae Jemison**, **Carol Mosely Braun** (first African-American female U. S. Senator). It also provides students examples of the problems that African Americans continue to face by using examples such as the case of **Rodney King**.

### Pre-Tour Activities:

Have students identify and develop a list of contemporary African Americans who are successful in business, politics, entertainment, and sports.

### Post Tour Activities:

Have students compare the list that they developed before the tour of the Museum with the people they found in the Museum. Have students discuss why some or all of the people on their lists were included in the Museum and why others were not.

### Vocabulary Words to Learn

unprecedented      paradox      contemporary      progress

### **For further reading:**

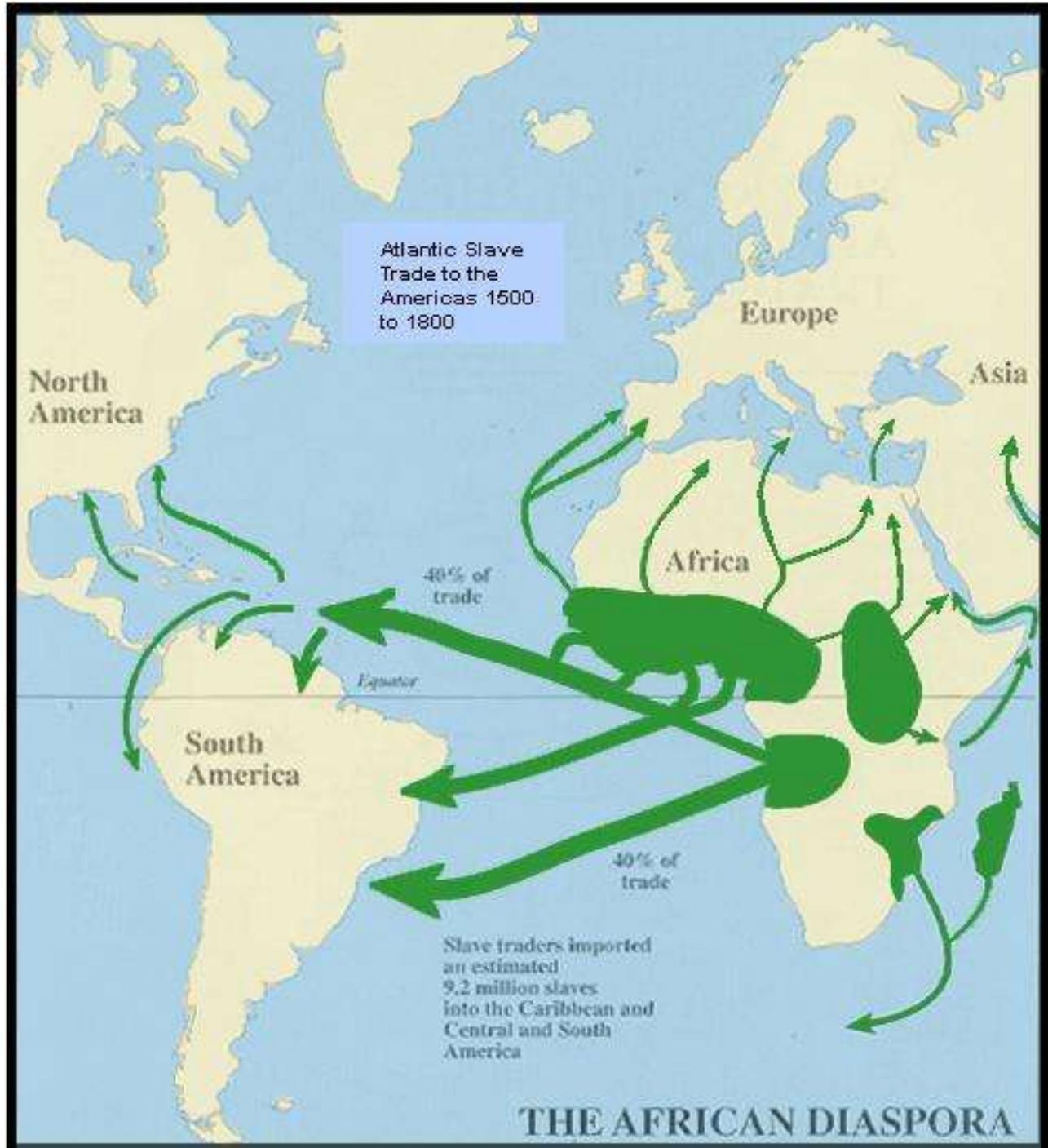
Henry Louis Gates, *The African American Century*.  
Ellis Cose, *The Rage of A Privilege Class*  
Eugene Robinson, *Disintegration: The Splintering of Black America*  
Richard Woolfe, *Renegade: The Making of A President*.

## Major Themes in the Nichols Mobile African American History Museum

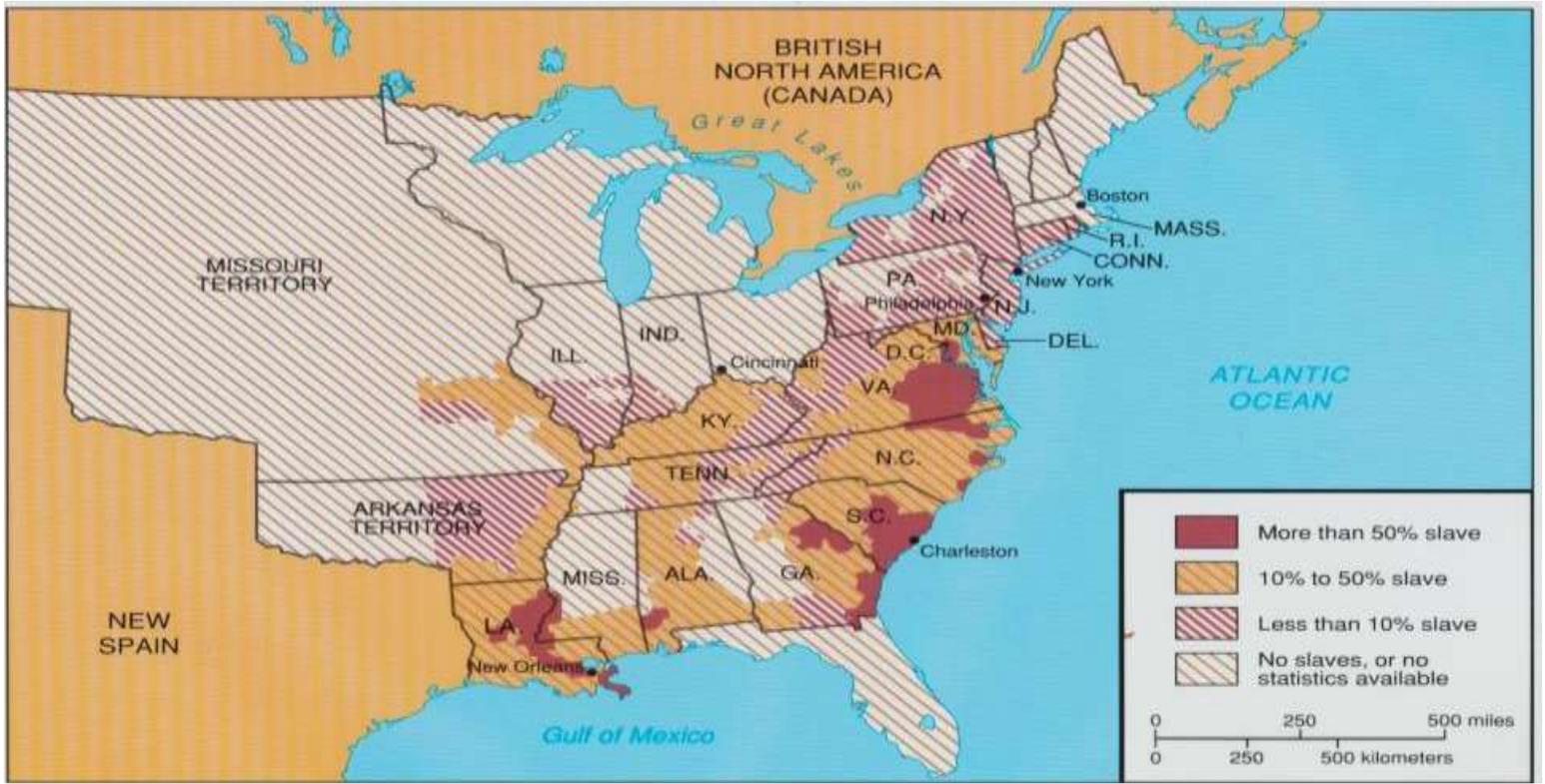
The Nichols African American History Museum is also useful for teachers who want only to address certain topics in the African-American experience. For example, as the list below illustrates, during Black History Month celebrations, teachers can focus on the sections of the Museum that teach students about “Famous African Americans” or “African-American Entertainers.” As noted in the curriculum introduction, teachers can use the Museum for the annual Martin Luther King Day celebration and really teach about the significance of Dr. King’s life using images from the Nichols Mobile African American History Museum that trace his life from the 1955-1956 Montgomery, Alabama Bus Boycott to his assassination in Memphis in April 1968. Teachers can use specific parts of the Nichols Mobile African American History Museum to teach students about the themes and topics below.

Famous African Americans	African-American Politicians
African-American Women in History	African-American Scientists
African Americans Honored by the U.S. Postal Service	African-American Inventors
Civil Rights Leaders and Activists	The Life of Malcolm X
African-American Entertainers	African-American Collectibles
African-American Athletes	The Civil Rights Movement
The Life of Dr. Martin Luther King, Jr.	African Arts and Crafts
African-American Images in Popular Culture	African-American Stereotypes

# Maps and Charts

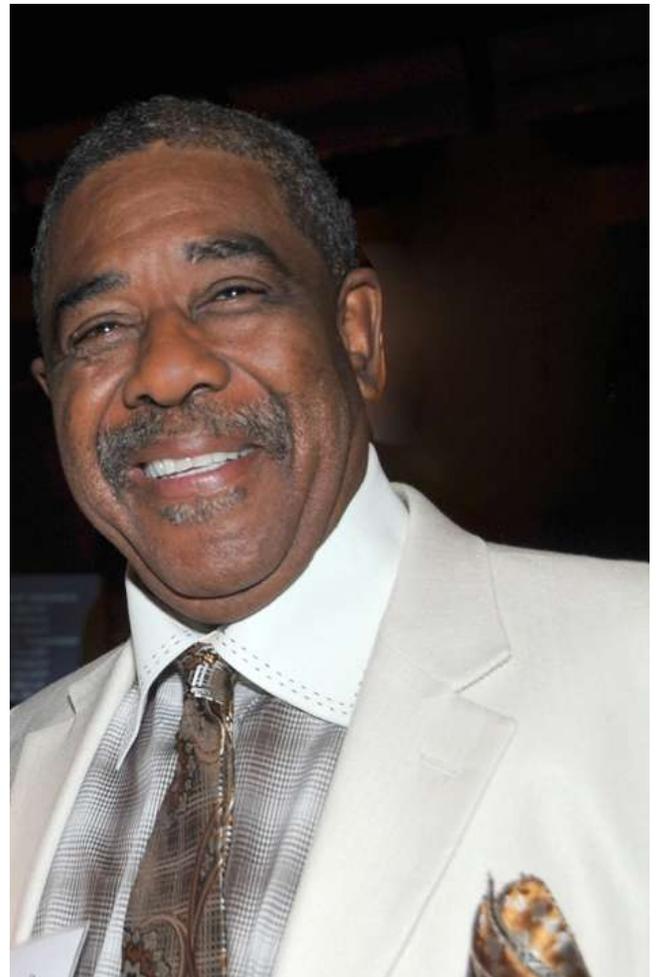






Concentration of Enslaved People in the U.S. in 1820

**This Curriculum and TEKS is  
Also designed for K – 11<sup>th</sup>  
grade History and Social  
Studies  
Thanks  
Roosevelt Nichols**



# Roosevelt Nichols Present Shades of Color An African American History Exhibit

See more than 500 pictures with narratives covering over 10,000 words and 200 artifacts.

**Exhibit year round  
Admission Price ticket**

**For Information:**

**469-358-8722**

**[nick0420@sbcglobal.net](mailto:nick0420@sbcglobal.net)**

**Roosevelt Nichols**

The aim of the museum is to reduce prejudice by teaching about the African-American experience through slavery, freedom and the struggle against discrimination. Although African Americans experienced enslavement in the 17th,

18th and 19th centuries, it was not the totality of their experience. We cannot change the past but we can learn from it. We can learn to be more tolerant of each other, and at the same time not tolerate injustice or indifference to the feelings of others.

Visitors who tour the Nichols exhibit are warned that some of the material is very powerful and graphic. But much of it is also very educational, innovative, uplifting, and most of all, empowering. [www.lancastermlk.org](http://www.lancastermlk.org)



*Shades of Color will showcase influential African Americans that shaped American culture like: Elijah J McCoy, Garrett A. Morgan, George Washington Carver, Madam C.J. Walker, Garrett Morgan, Jack Johnson, Muhammad Ali, Joe Louis, Josephine Baker, Harry Belafonte, Ruby Dee, Sidney Poitier, Sojourner Truth, Harriet Tubman, Marcus Garvey, Oprah Winfrey, and many more.*

