From the *Post & Courier*
Charleston

“The mass murder at the church was a horrifying event, but it would make things even worse if we fail to learn all the lessons the tragedy might provide.”

(After the June, 2015 Mother Emanuel AME Church Shooting)
Teaching African American History and the Ongoing Struggle for Civil Rights

SOURCES Conference – University of Central Florida
January 19, 2019

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**Charleston Strong** – Civil Rights Resources for Children and Teens

- SCASL recognized need for an open source bibliography for children and youth
- Contributors include librarians, teachers, authors, SLIS students, reviewers of children’s and YA literature, and more
- Available on the SCASL website
- Project led to a desire for training / additional resources
“It is a moment of indeterminate morality, one in which the centrifugal forces of contempt, resentment, and racial superiority are pitted against the ideal of common humanity and the possibility of a civic society.”

Jelani Cobb
The Battle of Charlottesville
The New Yorker
According to Potter (2011), primary sources

- serve as points of entry into difficult subjects to start a conversation
- allow our students to draw important conclusions
- allow discovery of important details about horrific events of the past, especially the often-over-looked human response
- uncover little known facts and different perspectives,
- help students to consider the origins of prejudice and stereotypes
- allow us to confront ghastly topics that feed contemporary fears with the benefit of a buffer created by the passage of time
Primary Sources Available through the Library of Congress

- Books and other printed texts
- Newspapers
- Photographs and prints
- Maps
- Motion pictures
- Sound recordings
- Oral histories
- Political cartoons
- Sheet music / song sheets

Distribution of the slave population of the southern states of the United States. Compiled from the census of 1860.
Historical Thinking: Memorizing Facts and Stuff?

- When asked what he needed to do well in history class, Kevin (16) said, “A good memory.”
- Anything else?
- “Nope- just memorize facts and stuff...give it all back to the teacher.”
- What about thinking? Does that have anything to do with history?
- “Nope. It’s all pretty simple. Stuff happened a long time ago. People wrote it down. Others copied it and put it in a book. History!”

From *Thinking Like a Historian* by Sam Wineburg
Examples of TPS Civil Rights Materials
Primary Source Analysis Tool
Examining Primary Sources
Think, Pair, Share

• Review the Primary Source Analysis Tool / Analyzing Photographs and Prints guide
• Examine your primary source
• Fill out the Primary Source Analysis Tool
• Pair up with another person and share your sources / analysis tools
• Discuss ways that you can use them with students
• Discuss as a group
Other Analysis Tools
LOC Civil Rights Lesson Plans

- **After Reconstruction: Problems of African Americans in the South** (Grades 9-12)
- **Segregation: From Jim Crow to Linda Brown** (Grades 6-12)
- **Baseball, Race Relations and Jackie Robinson** (Grades 6-12)
- **Baseball, Race and Ethnicity: Rounding the Bases** (Grades 9-12)
- **To Kill a Mockingbird: A Historical Perspective** (Grades 6-12)
- **African American Identity in the Gilded Age: Two Unreconciled Strivings** (Grades 8-12)

LOC TPS Lesson Plans include references to SC standards
The Idea Book for Educators – The Civil Rights Act of 1964
Rosa Parks –
A Primary Source Gallery

• 7,500 items in the Manuscript Division
• 2,500 photographs in the Prints and Photographs

I had been pushed around for all my life, and felt at this moment that I couldn’t take it anymore. When I asked the policeman why we had to be pushed around? He said he didn’t know. ‘The law is the law. You are under arrest.’ I said, ‘It doesn’t feel right.’ I did not resist.
Other LOC Primary Source Sets
TPS Journal

Strategies and resources for K-12 classrooms from the Library of Congress
Civil Rights Movement in Context
From Beyond the Bubble – Stanford University

This assessment measures students’ ability to contextualize two historical documents and place them in the correct chronological order.

• Document A is a 1936 letter from the Eleanor Roosevelt to Walter White, executive secretary of the NAACP, addressing the lynching situation.

• Document B is a 1957 letter from Daisy Bates, a NAACP representative in Arkansas, to Executive Secretary Roy Wilkins, describing the conditions of black children in a previously all-white school.

Students must show that they have a broad understanding of how the Civil Rights Movement unfolded and that they can actively use historical information to place the two documents in context.
Students’ Responses

https://beyondthebubble.stanford.edu/assessments/civil-rights-movement-context/samples
Teaching Civil Rights History with Primary Sources

What was our inspiration for this project?

On the evening of June 17, 2015, Dylan Roof, a 21-year-old white man, opened fire at Emanuel African Methodist Episcopal Church in Charleston, South Carolina, and killed church members in a Bible study group. One year after the shooting, Roof opened fire on the group, killing nine. The nation was stunned and grieving.

Six months later, in December 2015, Joe Riley, the mayor of Charleston, at the time of the shooting, delivered the commencement speech at the winter graduation ceremony at the University of South Carolina. He said, "We are in a unique position. We are trying to educate a new generation of leaders about the history of African Americans in a huge way. It is our country."... "(Education) if Dylan Roof, when he was in the 5th grade, had been taught all of American history - if he understood the sacrifices and the hardships and the courage and the inimitable spirit of African Americans, then I believe he wouldn't have been able to have bigotry in his heart. A knowledge of the contributions of African Americans would have prevented that.”

Use our civil rights lesson plans for your grade level.

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USC TPS Project Website - http://sclocccivilrights.com
LOC Lessons By Grade Level

• Click on Library of Congress (drop down bar, top of site)
• Click on:
• **Teaching with Primary Sources - University of South Carolina**
Examples of References To State Standards
“I absolutely love the e-mail notifications. Ninety percent of the time, I forward the content of notifications to our district librarians and learning coaches.”
Christine S. Tech / Library Administrator

https://tpsteachersnetwork.org

To Register:
https://tpsteachersnetwork.org/register
Final Thoughts
Mayor Joe Riley’s Speech
USC Commencement – Dec. 2015

https://www.youtube.com/watch?v=r4rDLxyqgDk&feature=youtube
QUESTIONS

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