



Untaught Major Turning Points in Southern African American History

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This curriculum unit is recommended for:
Middle – High School U.S. History courses

Keywords: United States, South, North Carolina, Charlotte, African Americans, Wilmington Race Riot, The Birth of a Nation, D.A. Tompkins, equality, segregation, Jim Crow

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: This Curriculum Unit explores carefully-selected and fascinating turning points in African American history in the South that are often left out of general Social Studies curricula and textbooks. It briefly explores the rise of the Populist and Fusion party, and deeply covers the Wilmington Race Riot, *The Birth of a Nation*, D.A. Tompkins and cotton mills, and city planning in Charlotte. The Essential Question is: Which traditionally untaught event(s) in Southern history have most impacted African Americans' ability to attain equal rights and opportunities? Themes of equality, opportunity and racism are addressed to guide student discussion. At the end of this unit, students argue their answer to the Essential Question through a Common Core aligned essay task. Most lessons contain connections to current events and local events. This unit was created with low-income and minority students in mind, however can be adapted for any Middle or High School Social Studies class.

I plan to teach this unit during the coming year to 400 students in 8th Grade Social Studies.

I give permission for the Institute to publish my curriculum unit and synopsis in print and online. I understand that I will be credited as the author of my work.

Charlotte as a New South City: Untaught Major Turning Points in Southern African American History

Angela Gile

Introduction

When middle school students are asked, “How and why did African Americans face inequality in the United States and, What do you know about how African Americans increased their rights in the United States to become more equal?” their most common answers include slavery, the Civil War, Martin Luther King Jr. and his “I Have a Dream” speech.¹ Potentially, if they have some decent background knowledge, they might also discuss Rosa Parks, bus boycotts, the Greensboro 4, and lunch counter sit-ins. Clearly, there are gaps in our students’ understanding of Civil Rights as a very important and relevant historical theme.

Those individuals above and their citizen leadership were monumental to the advancement of African American equality in the U.S. However, the Civil Rights movement began well before their parents were born. Much happened in between the times of slavery and the Civil War to the “end” of the Civil Rights movement that both helped and hindered African Americans’ fight for equality. So the question then becomes, what exactly has happened in our nation’s history that has truly affected African American equality? Has equality been fully achieved or realized? If not, then to what extent has it been reached?

There is a compelling story to be told about African American history in the South in between the lines of the typical textbook chapters of Civil War, Reconstruction, and the Civil Rights Movement. There are monumental events that occurred that both pushed the fight for African American equality forward immensely, or set it back enormously, with names and places unknown to the common person—let alone a minority middle school student at a low-income school. This curriculum unit is designed to address those questions and the effect of those untaught events.

This Curriculum Unit is designed for a middle school or high school Social Studies course on U.S. History. It is designed with lessons that can be implemented all at once, or spread out over the course of months, or even the entire school year, embedded into your existing curriculum. It is designed to be taught as a series of untold stories. It ends with culminating question of, 1. Which traditionally untaught event(s) in Southern history have most impacted African Americans’ ability to attain equal rights and opportunities?

These questions leave students with a charge to continue the fight that so many have fought before them. This unit has been written with teaching primarily low-income African American students in the Southern region of the United States in mind.

Rationale

George Santayana said that, “Those who do not remember the past are condemned to repeat it.”² This holds especially true for those who never even learn the past in the first place. As I embarked on my Charlotte Teacher’s Institute seminars, I was amazed at how many significant United States historical events I was not previously familiar with. I wondered, why was I not previously taught the intersection of Populist and Fusion politics and the advancement of blacks after the Civil War, the Wilmington Race Riot—the only successful coup d’état to ever take place in our country—the widespread critically acclaimed *Birth of a Nation* film glamourizing White Supremacy, the laws that banned African Americans from working in cotton mills when that was the only chance southerners’ had to pull themselves out of poverty, and how city planning directly affected the livelihoods of minorities such as African Americans? After participating in my seminars and conducting my own research, I am convinced that the stories this Unit illuminates need to be taught and discussed in our country, or we will repeat them.

Being college-educated myself, with an emphasis in the liberal arts and politics, I can only imagine the significant lack of knowledge about historical events that many other Americans have. This lack of truly knowing our own country’s history can be attributed to a pattern of teaching history very simplistically in all of public education. It also reflected the residue of racist scholarship and beliefs from the early 20th century. If this teaching philosophy prevails in our country, inequality will remain evitable.

My goal is to challenge the assumed simplicity of African American history and correct misconceptions that arise from the assumptions. It address misconceptions that after the Civil War Africans Americans were not being successful and that after Reconstruction African Americans were passive and made no accomplishments, such as receiving good education or winning elections. This unit also addresses the misconception that the Supreme Court case of *Plessy v. Ferguson* was the one determining factor in holding back African Americans in the first half of the 20th century; that Jim Crow laws existed but were not really that significant; that with *Brown v. Board of Education* all legal segregation was magically fixed, and all laws are properly in place today ensuring there are no inequalities.

That simplicity, that inherent human desire to tell a one-sided story to help make sense of convoluted history, leaves out the fact that African American history has been a rollercoaster of successes and setbacks, not just a straight shot downhill of setbacks. That simplistic narrative hides, and thus helps perpetuate, the reality of continued inequality in

educational outcomes, prison populations, income, and so much else that exists in America today.

Objectives

All content and skill objectives are aligned to the state of North Carolina's Standard Course of Study and Essential Standards for 8th Grade Social Studies, as well as the Common Core Reading, Writing, Speaking, and Listening Standards for both English Language Arts and History. More Common Core alignment can be found in Appendix A.

By the end of this Unit, students will understand a complex story of successes and struggles for African American equality in the South from Civil War through Civil Rights to current times. Additionally, students will understand the role that Charlotte and the surrounding area had and continue to play in helping or hindering African American equality.

In terms of skills, students will be able to analyze and evaluate a variety of primary sources documents pertaining to African American equality, and use them to think critically about the equality. Many lessons have students learning through multiple perspectives.

In the past few years North Carolina standards for all Social Studies courses have changed, to be better aligned to Common Core standards. Grade Eight U.S. and North Carolina History standards are now more conceptually and thematically focused, as opposed to chronologically and factually focused. They also now include more skill based components such as interpreting primary source documents.³

Common Core standards that are particularly addressed throughout the Unit's lessons relate to argumentative writing on discipline-specific content. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.⁴

Reading Standards for Literacy in History/Social Studies are also addressed in most lessons by having the students cite specific textual evidence to support analysis of primary and secondary sources, determine the central ideas or information of a primary or secondary source, provide an accurate summary of the source distinct from prior knowledge or opinions, and distinguish among fact, opinion, and reasoned judgment in a text.

Demographic Background

Lessons and activities are written with a very specific demographic of students in mind. As a typical New South City, public schools in Charlotte have gone from legally and mostly segregated, to legally desegregated and integrated with busing, but are mostly back to de facto segregation. The population of my school is 65% African American and 78% recipients of free or reduced lunch.⁵ For the past eight years, reading and math levels and state test scores at my school have been some of the lowest in the school district, and even the state. We have only recently been taken off the state's high-watch list for violent middle schools.

Challenges in teaching a variety of high Lexile-Level primary source documents to below-grade level readers will inevitably occur as this unit is taught. Thus, scaffolding will be critical, and specific reading strategies for struggling readers are outlined in the strategies and activities section below.

This Unit will potentially evoke strong emotions and affect students in a more personal way than they are used to in a school and classroom setting. Before starting this Unit, ensure that relationships between you and your students is strong, that they trust you, and that your classroom is a safe space to discuss sensitive topics.

Content Background

Students will first be taught about the formation of the Populist and Fusion parties through the lens of North Carolina politics. After gaining an understanding of how 1890s politics shaped the North and parts of the South in a potentially equitable way, they will dive into a case study of the Wilmington Race Riot to explore an example of deliberate efforts by white supremacists and those in control of the media to stop African Americans from gaining political power. From there, students will learn even more about the role of media in hindering African American equality through exploring "*The Birth of a Nation*," a box office hit of 1915 that portrayed White Supremacists and the KKK as heroes, and African Americans as horrible people. After that, students will gain background knowledge of the boost the cotton and textile industries were providing to the Southern economy after the Civil War, and how African Americans were deliberately excluded from participating. Specific examples will include how African Americans were deliberately left out of the equation with things such as D.A. Tompkins' How-To book on starting a cotton mill, which stated mills had no place for African Americans, and Ella May Wiggins' assassination for trying to assimilate African Americans into white cotton mill unions. Then, to understand how urban planning has significantly affected African Americans, students will do a case study on the deliberate and effective efforts of redlining to create and maintain complete separation and unequal access to services between white and black neighborhoods. In conclusion, the major untaught turning points in African American that will be highlighted are: formation of the Populist

and Fusion parties and their brief but real success, the causes and effects of the Wilmington Race Riot, effects and aftermath of *The Birth of a Nation*, effects of D.A. Tompkins' *Cotton mill, commercial features A text-book for the use of textile schools and investors*, and a case study on deliberate urban planning in Charlotte. To show what they know, students will complete a Common Core aligned argumentative writing task.

Aside from the above named historical content, the first Lesson is aimed at contemporary issues facing African Americans. Lesson One will present students with shocking educational statistics pertaining to African Americans and hook them into the unit by asking probing questions about how and why is it that these statistics are true. It introduces them to the significance and legacy of Dorothy Counts. Counts was one of the first African Americans to try to integrate into the all-white Charlotte Harding High School. The ridicule she faced from white students in her brief four days there made national coverage and sparked taking action on actively integrating schools.⁶ Then the culminating lesson and Common Core aligned writing assignment will push students to reflect on and then argue which event they think has had the biggest impact on African American equality.

Below outlines the relevant research I have undertaken through the Levine Museum of the New South and on my own, along with what I have learned from my seminar to provide adequate background knowledge for the teacher. There is also an extensive list of readings and primary source documents in Appendix B.

Lesson plans for how to explicitly teach each success or struggle turning point can be found in the section: Strategies and Activities. They are meant to be frameworks that are adapted to the needs and desires of any teacher. Following is an overview of the events, people and topics to set the stage for successfully implementing this Unit into a classroom.

Pre-Civil War and African Americans in Mecklenburg County

During the age of exploration, slaves were first brought over to the Americas from Africa. As the North American colonies formed and grew, so did the number of slaves, primarily in the Southern colonies. Enslaved persons were more abundant in the South because that was where their manual labor was needed to work on the growing sugar cane, cotton and tobacco farms, which proved to be very prosperous undertakings for land owners.

Specifically in pre-Civil War Charlotte and Mecklenburg County, slaves made up about forty percent of the population. Interestingly though, slave owners were few and far between.⁷ Mecklenburg County slaves were by no means an insignificant part of the economy. Rather, they played a vital part in making the Mecklenburg plantations successful.

Unfortunately there is little documentation on the lives of slaves in Mecklenburg County before the Civil War. What we do know from city ordinances, newspaper advertisements, and headstones at slave cemeteries is that slaves in Mecklenburg County faced strict laws regarding curfews, what and where to buy things, and ran away often in the times leading up to the Civil War.⁸

What we also know, which is lesser known, is that although many African Americans were enslaved in North Carolina's Piedmont prior to the Civil War, some enjoyed freedom. In 1860 there were 293 documented free blacks who held various skilled labor jobs.⁹ Prior to that, in the entirety of the state of North Carolina there were a little over 5,000 free African Americans in 1790. These free African Americans often lived very cordially with their white counterparts, and if free were more separated by social class than race—a fact that remains true throughout much of Southern history. A huge genealogical project that tells the story of free African Americans of North and South Carolina and Virginia provides much more insight as to the intertwined lives of whites and free blacks.¹⁰

The misconception that all blacks were slaves in the South before the Civil War is broken with the above background information, which is important to understand before moving on with the following turning points in African American history in Southern history: Plessy v. Ferguson, Wilmington Race Riot, Birth of a Nation, Textile Mills, Brown v. Board of Education, and Swann v. Charlotte-Mecklenburg Board of Education.

Jim Crow Laws to Plessy v. Ferguson

A historian of black Charlotte, Janette Thomas Greenwood, argues that, “In the brief period between the end of Reconstruction and the emergence of Jim Crow, race and class relations proved to be remarkably fluid in Charlotte; the values and social vision of the better classes—black and white—provided them with enough common ground to wage a war for social improvement.”¹¹

The social improvement referred to in the above quote from *Bittersweet Legacy* refers to the issue of prohibition which brought blacks and whites together in the south at the end of the 1800s. Prohibition and many other issues often brought the two races together is a fact that is usually untold.

It was during this time of intertwined races that the emergence of various Jim Crow laws came about from bitter post-Civil War white supremacists. From various records, it seems the earliest example of a state Jim Crow law on record is Virginia, 1870, and pertains to keeping separate schools for blacks and whites.¹² However, Jim Crow laws popped up all over the South from 1870 to 1896 when the U.S. Supreme Court officially ruled that separate facilities for blacks and whites were absolutely legal in *Plessy v. Ferguson*. This landmark ruling shifted laws against African Americans from being

isolated laws across mainly the Southern states to a nationwide accepted measure that blacks and whites should have separate but equal facilities.

It is widely accepted that *Plessy v. Ferguson* never created separate but equal facilities, but instead gave official sanction to Jim Crow laws, thereby encouraging more such laws through all of the United States. Judge John Marshall Harlan wrote a dissent that is still referenced today.

The white race deems itself to be the dominant race in this country. And so it is, in prestige, in achievements, in education, in wealth, and in power. So, I doubt not, it will continue to be for all time, if it remains true to its great heritage and holds fast to the principles of constitutional liberty. But in the view of the Constitution, in the eye of the law, there is in this country no superior, dominant, ruling class of citizens. There is no caste here. Our Constitution is color-blind and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law. The humblest is the peer of the most powerful. The law regards man as man and takes no account of his surroundings or of his color when his civil rights as guaranteed by the supreme law of the land are involved....

The arbitrary separation of citizens, on the basis of race, while they are on a public highway, is a badge of servitude wholly inconsistent with the civil freedom and the equality before the law established by the Constitution. It cannot be justified upon any legal grounds.¹³

The background information on Jim Crow laws and *Plessy v. Ferguson* is essential to understanding that it is these two national occurrences that prompted the Wilmington Race Riot to occur in North Carolina. Although it can be argued that the basics of Jim Crow Laws and *Plessy v. Ferguson* are included in general Social Studies curriculum, the Wilmington Race Riot is most definitely not, even though it was the only time in our country's history that a coup d'état successfully overthrew the elected government.

Wilmington Race Riot

Only in the year 2006 did the state of North Carolina and the United States finally formally recognize the Wilmington Race Riot and coup d'état that took place in the ocean side North Carolina city in 1898. The event that took place in 1898 has shaped the history of the African American fight for equality In North Carolina immensely, yet it is just one of the many untold stories that do not get taught in school.

At the end of the 19th century, Wilmington could be considered a success story for African Americans. They had established many successful businesses in the port town—enough to be competitive with white successful businesses—ran a highly regarded

newspaper, and even boasted faster growing literacy rates for their race group as compared to their white counterparts. It seemed like in Wilmington, as well as in other cities becoming integrated, that some African Americans were on a pathway to becoming somewhat equal to whites. That all changed in the election of 1898 when the democratically elected Populist/Fusion African American politicians and their white friends were overtaken and run out of the city by White Supremacist Southern Democrats who remained in control of the city until desegregation efforts in the 1950s.

Although the effects of what was published the year after the Wilmington Race Riot were not immediately felt, D.A. Tompkins' highly popular and widely sold how-to book on starting and managing cotton mills would instruct textile mill owners how to never let an African American have the opportunity to work in the mills.¹⁴ Every man in the cotton mill business read Tompkins' book, thus keeping African Americans out of the only growing sector that the South was seeing post-Reconstruction. Keeping African Americans only sharecropping on farms and out of the cotton mills did not seem like a huge setback to their opportunities in its time, but looking back we can understand how the prohibitions most definitely negatively impacted the minority group in economic and political ways.

Birth of a Nation

Tompkins' book and statutes in states such as South Carolina were not the only influences prohibiting African Americans from economic opportunities in cotton mills.¹⁵ During the time these state statutes were on the books, and seventeen years after the Wilmington Race Riot, the nation embraced the blockbuster movie, *The Birth of a Nation*. This became another pivotal event in perpetuating racism. In this first movie to play in our White House, White Southern Democrats are portrayed as saviors to our country from the wretched African American men who are running around bringing our country down.

Redlining

The last event that anyone implementing this lesson will have to know is redlining. "Redlining refers to a discriminatory pattern of disinvestment and obstructive lending practices that act as an impediment to home ownership among African Americans and other people of color. Banks used the concept to deny loans to homeowners and would-be homeowners who lived in these neighborhoods. This in turn resulted in neighborhood economic decline and the withholding of services or their provision at an exceptionally high cost."¹⁶ Federal agencies in the 1930s with New Deal money came into major cities such as Charlotte to categorize each neighborhood into how well their home owners or potential homeowners would do with loans. This resulted in maps that literally outlined the worst and risky neighborhoods to offer loans in red. By no coincidence, but rather by deliberate action, all redlined neighborhoods were historically African American or

minority neighborhoods. Thus, when federal loans came about based on these maps, African Americans were looking at higher interest rates.

Strategies and Activities

The following section contains the 8 Lesson Plans needed to teach this unit. PowerPoints, photographs, and handouts made to compliment Lesson Plans are not included below, but email angelagile2@gmail.com to request any materials. Starting with Lesson Two, it is assumed that students have been taught the basics of slavery, Civil War, and Reconstruction from their general curriculum.

Lesson One: Shocking Statistics Gallery Walk

Essential Question, Overview, and Strategies Used

What inequalities exist between African Americans and all other nationalities in the United States today? Why do those inequalities exist?

Have students participate in an activity called a Gallery Walk that gets them walking up and around the classroom, interacting with and responding to various types of texts to think about and answer questions about modern day inequalities. Before participating in the Gallery Walk, lead students through a KWL chart activity to activate their prior knowledge about racial, social, geographical, and educational inequalities both in the United States and internationally.

Objective

SWBAT acknowledge and articulate educational inequalities, and how they are relevant to their lives by participating in all aspects of a gallery walk and completing a reflective and predictive writing assignment.

Assessment

Students will write a detailed prediction about how they think these statistics are possible. They will answer:

1. Which statistic resonated with you the most, and why?
2. What events and decisions must have occurred in our country's history to make the statistics you learned today true?
3. Given that we can assume many Americans actively work to lower these statistics, how is it possible that these statistics are true? Why are they a reality?

Materials Needed

- KWL Chart and organizer
- Article prepared and printed for students to use: "Charlotte Hits 50th Anniversary Of School Integration." WSOCTV Charlotte News.
<http://www.wsocvtv.com/news/news/education/charlotte-hits-50th-anniversary-of-school-integrat/nGyz3/>
- Photographs of Dorothy Counts from
<http://marciokenobi.wordpress.com/2012/09/09/dorothy-counts/>
- African American education statistics from below and
from <http://www.pbs.org/wnet/tavissmiley/tsr/too-important-to-fail/fact-sheet-outcomes-for-young-black-men/> displayed largely (one per sheet of paper) and taped up in various places around the classroom

Length

One class period

Activities and Lesson Plan

1. Warm-up: Project the iconic photograph of Dorothy Counts. Ask discussion questions and then visit the website to see more rarely seen photographs of Dorothy Count's four days at Harding High School.
2. Building Background: Pre-read "Charlotte Hits 50th Anniversary of School Integration" and discuss with students the fact that it has been more than 50 years since Dorothy Counts endured the ridicule she faced, more than 50 since years since schools became integrated across the country, and thus 50 years since African Americans became able to receive the same education as their white counterparts. Leave students with questions making them wonder if things actually have really changed though in the past 50 years. Ask for predictions.
3. Building Background: KWL chart activity to activate their prior knowledge about racial, social, geographical, and educational inequalities both in the United States and internationally. Give guidance by prompting them what they know about the roots of slavery, slave life, African Americans in politics, African Americans in government and governmental documents, etc.
4. Introduce the Essential Question with students of: To what extent have we attempted to reach racial equality come for African Americans in the South, and what work is left to be done?
5. Engaging Activity: Ensure students have a writing utensil and paper, and explain that they are going to learn about, reflect on, and question the glaring statistics surrounding

education, race and equality that are present in their lives today. If needed, explain how a Gallery Walk works, and instruct students that they are specifically to be silent as they walk around the first time, just jotting down feelings, emotions, questions, and whatever else they need to on their paper. The second time around they will be able to stop and discuss different statistics with their peers.

- In the state of North Carolina, new prisons are being built based off of 4th grade reading levels.
- Only 27% of North Carolina students scored at or above proficient in 8th grade reading and science in 2011.
- In Charlotte, 1 out of every 3 African Americans and 1 out of every 2 Hispanic students DON'T graduate from high school.
- In California, each 3rd grade African American student reading below grade level is budgeted a prison cell.¹⁷

6. Discuss

7. Assess

Lesson Two: Background information on Populist and Fusion political parties

Essential Question, Overview and Strategies Used

What was life like for African Americans in Charlotte, North Carolina and in the rest of the South from before the Civil War to after the Civil War and Reconstruction?

This lesson focuses on slavery, the Civil War, Reconstruction and Populist and Fusion parties in the context of Charlotte and North Carolina. To learn the important detailed background information in an interesting way, students will read an informational text using active reading strategies for this lesson.

Objective

SWBAT describe the ways that life was improving or declining for African Americans Charlotte and North Carolina post-Civil War and Reconstruction.

Assessment

Correct analysis of a News and Observer political cartoon.

Comparison of the improvements and declines of African American life in the South during the time period of 1760 – 1890s.

Materials Needed

- Book: *Charlotte and the Carolina Piedmont* by Tom Hanchett and Ryan Summer pgs. 12 – 32. Enough book copies for students would be ideal, but photocopied pages, or a projection of it via a Document Camera or projector would work as well; (At the time this is written, all of the pages you need are available for viewing via Google Books as well.)
- SQP2RS worksheet¹⁸ (If you are not familiar with this ready strategy you can refer to this one pager to ensure you know how to model and teach it: <http://www.carla.umn.edu/cobaltt/modules/strategies/SQP2RS.pdf>)
- T-Chart
- News and Observer political cartoon the role of blacks and the lower classes of whites from the News and Observer, 1868, or any other political cartoon from here: <http://www.lib.unc.edu/ncc/1898/sources/cartoon.html>

Length

One - two class periods

Activities and Lesson Plan

1. Warm up: Project the political cartoon: the role of Negroes and the lower classes of whites from the News and Observer, 1868. Briefly discuss, stating that you will revisit that cartoon later in the lesson.
2. Introduce the Essential Question: Explain that students will learn all the good and bad, with nothing sugar coated, about the lives of African Americans in the South before and right after the Civil War. Explain the understanding this important history will help students answer the Unit question of: To what extent have we attempted to reach racial equality come for African Americans in the South, and what work is left to be done?
3. Pre-reading: Have students survey the text, instructing them to spend a good 2-3 minutes on surveying just the pictures, and not reading anything yet. Ask them for six concrete questions and predictions they have about what they are about to read.
4. During reading: Begin to read pages 12-32 together as a whole class, and model the start to a T-Chart comparing essentially the good and bad things for African Americans in North Carolina. As you get farther along in the text, have students find and fill in more and more of these.
5. After reading: Have students revisit their questions and predictions from the text, and summarize the information they have compiled in their chart.
6. As a class, revisit the political cartoon, and have students address the following questions by first writing out their answers, then discussing with a partner.

Primary Sources Analysis—Media:

Contextualize

- Why was this political cartoon made?
- Why was it published in the News and Observer?
- What is the newspaper trying to accomplish?

Perspective

- Whose viewpoint is presented?
- What is the artist trying to convey about the current social, political, and economic structure?
- What interests, material, or ideological, does the cartoon serve?
- Whose viewpoints are omitted?
- Who is being “otherized?”
- What images are being used to express the viewpoint presented?
- Why was an image used to convey this viewpoint rather than text?

Internal Contradictions

- Are the images believable [or at least believable in 1868]? Why?
- Do some of its assertions contradict others?

Apathy/Feeling

- How is one supposed to feel about the America that has been presented?
- What are the artist’s choice of words and images?

7. Discuss

8. Assess

Lesson Three: Wilmington Race Riot

Essential Question, Overview and Strategies Used

How did White Supremacists and the media hinder the growing presence and power of African Americans in politics?

This lesson guides students in a detailed case study of the Wilmington Race Riot of 1898 and brings them to the conclusions that this one singular event set back African Americans in politics in North Carolina and across the United States for years to come.

Objective

SWBAT explain an example of when White Supremacists and the media hindered the growth of African Americans in politics by learning about a case study of the Wilmington Race Riot.

Assessment

See below in Materials needed

Materials Needed

The entirety of this lesson is pulled from the North Carolina Civic Education Consortium. The Lesson Plan and PowerPoint are listed in the Annotated Bibliography.

Length

Three class periods

Activities and Lesson Plans

See above in Materials Needed

Lesson Four: *The Birth of a Nation*

Essential Question, Overview and Strategies Used

Analyze how *The Birth of a Nation* contributed to African American inequality in the South.

After students have learned about government events that hindered African American equality, this lesson teaches them about how media in the early part of the 1900s also contributed to widening the disparities between blacks and whites. They will explore video clips of the infamous *The Birth of Nation* (1915) film, based off a best-selling book *The Clansmen* written by Shelby, North Carolina author Thomas Dixon.

Objective

SWBAT understand how media contributed to furthering African American inequality by analyzing parts of the film, *The Birth of a Nation*.

Assessment

Responding independently to questions about the film, and participating in a class discussion.

Materials Needed

- Video: *Birth of Nation from Youtube*. Selected clips are:
 1. A series of intertitles (text on the screen), drawn from *A History of the American People*, published originally in 1902 by Woodrow Wilson, who in 1915 just happened to be president of the United States; Wilson's prose introduces the Reconstruction section of the film, making the rise of the Ku Klux Klan a positive good that resulted in the redemption of the white South from the ravages of Negro and Carpetbagger rule.
 2. A scene set in the South Carolina legislature in the early 1870s (introduced with an intertitle that suggests that what is to follow is drawn from "historic incidents"), which depicts newly elected black legislators lolling in their chairs, their feet bare, eating chicken and drinking whiskey, leering at white women in the visitors' gallery.
 3. A scene in which one of the film's white southern heroes witnesses a group of white children donning white bed sheets, inadvertently scaring several black children playing nearby, which provides him with "The Inspiration" for the Klan's infamous outfits.
 4. A scene of Klansmen, dressed in white sheets and astride horses, dumping the body of the character Gus, an African American who they had killed for causing Flora, the little sister of the story's southern white protagonists, to hurl herself off a cliff.¹⁹
- Book: *Charlotte and the Carolina Piedmont* by Tom Hanchett and Ryan Summer pg. 33

Length

One class period

Activities and Lesson Plan

1. Warm up: Project images of the KKK, and discuss what students already know about the KKK.
2. Read: *Charlotte and the Carolina Piedmont* pg. 33
3. Discuss: the short reading with students
4. Engaging activity: Watch the selected four clips of a Birth of Nation, stopping after each to discuss with the students
5. Assessment: Students independently work on the following graphic organizer from the selected scenes, and then discuss them as a class.

Primary Sources Analysis Guide – *The Birth of a Nation*

Contextualize

- Why was it made?
- What is the director trying to accomplish?

Perspective

- Whose viewpoint is presented?
- Where is the director or actors located in the social structure?
- What interests, material, or ideological, does the movie serve?
- Whose viewpoints are omitted?
- Who is being “otherized?”

Internal Contradictions

- Is the account believable?
- Does each acting group behave reasonably? –as we might given the same situation and socialization?
- Does it cohere?
- Do some of its assertions contradict others?

Apathy/Feeling

- How is one supposed to feel about the America that has been presented?
- What are the director’s choice of words and images?
- What are the stereotypes presented?

Lesson Five: D.A. Tompkins: *Cotton mill, commercial features: A text-book for the use of textile schools and investors*

Essential Question, Overview and Strategies Used

Analyze how the existence and expansion of cotton mills in the South affected African Americans.

Objective

SWBAT understand how the existence and expansion of cotton mills perpetuated inequalities toward African Americans in the South by reading and analyzing Chapter VII of D.A. Tompkins’ book *Cotton mill, commercial features: A text-book for the use of textile schools and investors*, and responding to questions based on the chapter.

Assessment

Responding to question prompts based on the Chapter of Tompkins’ book.

Materials Needed

- Book: *Charlotte and the Carolina Piedmont* pages 36 – 39; 52 – 53
- Map of textile mills in North Carolina, 1896:
<http://www.learnnc.org/lp/media/uploads/2009/01/textile-mills-1896.jpg>
- Printed and teacher-annotated copy of Chapter VIII of Tompkins' book ready for students to participate in reading; APPARTS graphic organizer for students.²⁰
- APARTS primary source graphic organizer from:
http://chnm.gmu.edu/cyh/archive/files/apparts_b60cd02284.pdf

Length

One class period

Activities and Lesson Plan

1. Warm-up: Project map textile mills in North Carolina, 1896
2. Read: *Charlotte and the Carolina Piedmont* pgs. 36 – 39; 52 – 53. Briefly discuss with students that not only do people associate Ella May Wiggins with communists, but also with intentions to try to get African Americans jobs in the Cotton Mills, and to be able to join labor unions.
3. Read: Chapter VIII of D.A. Tompkins' book, using the primary source reading strategy APPARTS to break down what the chapter is saying with students, and why that is important.
4. Discuss
5. Assess

Lesson Six: City Planning: Case Study of Charlotte

Essential Question, Overview and Strategies Used

Analyze how deliberate city planning and federal funding programs for cities affected the lives and opportunities for African Americans in the South.

This lesson allows students to learn about what the Home Owner's Loan Corporation and redlining was, and how Charlotte was affected by both of those things.

Objective

SWBAT analyze how deliberate city planning had negative effects on the lives and opportunities for Americans in the South by reading a case study on how redlining

affected African American opportunities in Charlotte, NC, and comparing redlining maps to present day maps showing income levels and crime rates

Assessment

How do the parts of Charlotte that were redlined in the 1930s and 40s compare with the parts of the city that are the lowest income areas and highest crime rate areas today?

Materials Needed

- Computer lab, or and iPad or Chromebook cart (one computer per student or per partner)
- The following websites where students can analyze maps:
Red Lining: <http://eruditio.its.unc.edu/dil/Redlining/RobNelson-Maps/>
Crime rates by neighborhoods in Charlotte:
<http://www.neighborhoodscout.com/nc/charlotte/crime/>
Poverty Rates in Charlotte from 1970 to 2007: <http://3.bp.blogspot.com/-0uRaLe-wdJU/TtOckCbV4wI/AAAAAAAAADbk/1aEmFfVIGVU/s1600/Income%2BGap%2BMap.jpg>
- The following websites where students can learn more about redlining:
1934–1968: FHA Mortgage Insurance Requirements Utilize Redlining:
<http://www.bostonfairhousing.org/timeline/1934-1968-FHA-Redlining.html>
Charlotte Redlining (1937-): <http://www.blackpast.org/aah/redlining-1937>
Return of redlining?
Study: Blacks, Latinos less likely to get bank mortgages:
<http://www.thecharlottepost.com/index.php?src=news&refno=4879&category=News>

Length

One to two class periods

Activities and Lesson Plan

1. Warm up: Project a map of redlining in Charlotte, making sure to not include or hide the key. Ask students to guess and make predictions as to what this map is showing them.
2. Introduce: What the Home Owner's Loan Corporation was, and what redlining was and explain the day's Essential Question.
3. Engaging Activity: Once students understand the basics of what the Home Owner's Loan Corporation and redlining was, they will complete a WebQuest. The following websites pertaining to redlining will be a part of the WebQuest.
4. Discuss
5. Assess

Lesson Seven: Argumentative Writing Task

Essential Question, Overview and Strategies Used

Prompt: After reading about the Wilmington Race Riot, *The Birth of a Nation*, D.A. Tompkins and cotton mills, and city planning in Charlotte, write an essay that addresses the following question and support your position with evidence from the text.

Extension option #1: Be sure to acknowledge competing views.

Extension option #2: Give other examples from past or current events or issues to illustrate and clarify your position.

Question: Which traditionally untaught event in Southern history impacted African Americans' ability to attain equality the most?

In this culminating lesson, students will complete a Common Core writing task from a template using the Literacy Design Collaborative²¹. They will identify which event that they have learned about was most impactful in perpetuating African American inequality in the United States, and support their claim with evidence from primary and secondary sources.

Objective

Students will be able to select a major turning point in African American history that they have learned about and justify why they think it's the most important/influential.

Assessment

Formal, typed, edited essay addressing the above prompt.

Materials Needed

- All previous student work organizers
- Computers
- Lined paper

Length

Dependent on the needs of the teacher. The writing process can be taught, gone over, and completing done in class using pre-writing and editing strategies. The writing process can also be assigned entirely outside of class.

Activities and Lesson Plans

Dependent on the needs of the teacher. When starting the unit, students should be informed there will be a writing task, and be prepping for it in every lesson. There are variety of argumentative writing graphic organizers that can utilized and taught to students.

Appendix 1

Implementing North Carolina Essential Standards Common Core Standards

This Unit is aligned to various Historical and Civics & Governance strands of the 8th Grade Social Studies curriculum. It is intended to be taught and address standards for after the Civil War and Reconstruction Unit, but before a Civil Rights unit. The first six standards listed are the conceptual and content based standards that each lesson addresses. Following that are the three skills based standards regarding reading primary source documents, comparing continuity and change, and historical thinking. Lastly, there are the Common Core standards for reading and writing. Every student text outlined to read in this unit meets a standard, and the end of unit writing task addresses the writing standards.

North Carolina Essential Standards for Grade Eight Social Studies

Historical Content Standards:

- 8.C&G.1.4 Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States (e.g. enslaved people, women, wage earners, landless farmers, American Indians, African Americans and other ethnic groups).
- 8.C&G.2.1 Evaluate the effectiveness of various approaches used to effect change in North Carolina and the United States (e.g. picketing, boycotts, sit-ins, voting, marches, holding elected office and lobbying).
- 8.C&G.2.2 Analyze issues pursued through active citizen campaigns for change (e.g. voting rights and access to education, housing and employment).
- 8.C&G.2.3 Explain the impact of human and civil rights issues throughout North Carolina and United States history.
- 8.H.2.1 Explain the impact of economic, political, social, and military conflicts (e.g. war, slavery, states' rights and citizenship and immigration policies) on the development of North Carolina and the United States.
- 8.H.2.2 Summarize how leadership and citizen actions (e.g. the founding fathers, the Regulators, the Greensboro Four, and participants of the Wilmington Race Riot, 1898) influenced the outcome of key conflicts in North Carolina and the United States.

North Carolina Essential Standards for Grade Eight Social Studies

Common Core/Skills Standards:

- 8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.

- 8.H.1.4 Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).
- 8.H.3.4 Compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the United States.

Common Core Standards for History

- CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

CCSS.ELA-Literacy.WHST.6-8.1 Write arguments focused on discipline-specific content.

- CCSS.ELA-Literacy.WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- CCSS.ELA-Literacy.WHST.6-8.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- CCSS.ELA-Literacy.WHST.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- CCSS.ELA-Literacy.WHST.6-8.1d Establish and maintain a formal style.
- CCSS.ELA-Literacy.WHST.6-8.1e Provide a concluding statement or section that follows from and supports the argument presented.

In the past few years North Carolina standards for all Social Studies courses have changed, like all other subject areas, to finally be more aligned to Common Core

standards. Grade Eight U.S. and North Carolina History standards are now more conceptually and thematically focused, as opposed to chronologically and factually focused. They also now cover skills such as interpreting primary source documents instead of merely subject content.

Annotated Bibliography

Specific websites, maps, photographs or PowerPoints needed for specific Lessons are listed in the “Materials” section for each Lesson. Below is essentially the reading list for teacher, as well as where I got all of my research.

"Charlotte Hits 50th Anniversary Of School Integration." WSOCTV Charlotte News. <http://www.wsocvtv.com/news/news/education/charlotte-hits-50th-anniversary-of-school-integrat/nGyz3/> (accessed October 2, 2013).

Very short article with relevant background information for who Dorothy Counts is, her attempted integration into Harding High School, and her thoughts on integrated schools today. Good for students to read for background knowledge. However, it's not written well.

Kenobi, Marcio. "Dorothy Counts." All That I Love. Word Press. <http://marciokenobi.wordpress.com/2012/09/09/dorothy-counts/> (accessed October 2, 2013).

This blog contains five rare and evocating photographs from Dorothy Counts' time at Harding, as well as a present-day photo of her speaking. The blog post has engaging background information on Dorothy Counts.

Gaillard, Frye. *The dream long deferred: the landmark struggle for desegregation in Charlotte, North Carolina*. 3rd ed. Columbia, S.C.: University of South Carolina Press, 2006.

Excellent reading for a teacher to gain background knowledge in every school segregation to desegregation.

Greenwood, Janette Thomas. *Bittersweet legacy the Black and white "better classes" in Charlotte, 1850-1910*. Chapel Hill: University of North Carolina Press, 1994.

This book provides an interesting discussion of little known things such as the coming together of African Americans and whites over prohibition.

Hanchett, Thomas W.. *Sorting out the New South city race, class, and urban development in Charlotte, 1875-1975*. Chapel Hill: University of North Carolina Press, 1998.

This book provided almost the entirety of my background knowledge for this unit, and serves as incredible insight into the role of Charlotte in African American history.

Hanchett, Thomas W., and Ryan L. Sumner. *Charlotte and the Carolina Piedmont*. Charleston, SC: Arcadia, 2003

Copies of this book, or scanned and copied pages will be necessary for this unit. A few of the lessons require student interaction with the text, and it is recommended that as a teacher, this easy book is read in its entirety before starting the unit.

Heinegg, Paul. *Free African Americans of North Carolina, Virginia, and South Carolina from the colonial period to about 1820*. 5th ed. Baltimore, Md.: Clearfield, 2005.

"It's a Matter of Perspective: Music, Media & Movies." COED Pages at UNCC. http://coedpages.uncc.edu/theafner/Advanced%20SS%20methods/Its_a_matter_of_perspective.htm (accessed October 3, 2013).

This page contains the Primary Source Analysis Guide questions to ask students so they can analyze the 1868 Charlotte News and Observer political cartoons about Populism and the *Birth of a Nation*.

"Jim Crow Era." Jim Crow Era. <http://www.ferris.edu/jimcrow/timeline/jimcrow.htm> (accessed October 3, 2013).

A short, easy to follow timeline of Jim Crow laws from 1870 to 1959.

Morrill, Dan L. "Slavery in Mecklenburg County." Slavery in Mecklenburg County. <http://cmhpf.org/educationslavery.htm> (accessed October 2, 2013)

Excellent informational reading that explains the most important things about slavery in Mecklenburg County, including statistics, references to primary source documents like slave rewards in the county, good photographs, and references to historical buildings in Charlotte that housed slaves.

Kratt, Mary Norton. *Charlotte, North Carolina: a brief history*. Charleston, SC: History Press, 2009.

"Plessy v. Ferguson, 1896, Judge Harlan's Dissent." Plessy v. Ferguson, 1896, Judge Harlan's Dissent. <http://chnm.gmu.edu/courses/nclc375/harlan.html> (accessed October 3, 2013).

Website that just contains Judge Harlan's dissent, and is not distracting for anyone to read.

"The Birth of a Nation and Black Protest." Roy Rosenzweig Center for History and New Media RSS. <http://chnm.gmu.edu/episodes/the-birth-of-a-nation-and-black-protest/> (accessed October 3, 2013).

Gives background information on *The Birth of a Nation*, and about half way down the website it outlines the four key scenes from the film that convey powerful racism that are used for Lesson Four.

"The North Carolina Election of 1898 - News & Observer Cartoons." University of North Carolina at Chapel Hill Libraries - Home. <http://www.lib.unc.edu/ncc/1898/sources/cartoon.html> (accessed July 25, 2013).

Big bank of Charlotte *News and Observer* political cartoons by Norman Jenet that pertain to the Populist party, Southern Democrat racism, the Election of 1898. Great to supplement Lesson Two, or a place where students can do research.

PBS. "The Rise and Fall of Jim Crow." PBS. http://www.pbs.org/wnet/jimcrow/stories_events_uncivil.html (accessed October 3, 2013).

This website is fantastic for students to explore as it is flashy and engaging. Many important events that have shaped African American history have their own pages. There are timelines, photographs, video and audio clips, and documents to explore that supplement many Lessons.

Thompson, Tamika. "Fact Sheet: Outcomes for Young, Black Men Tavis Smiley Reports PBSTavis Smiley PBS." PBS: Public Broadcasting Service. <http://www.pbs.org/wnet/tavissmiley/tsr/too-important-to-fail/fact-sheet-outcomes-for-young-black-men/> (accessed September 26, 2013).

Where you can obtain educational statistics for African American males.

Tompkins, Daniel Augustus. *In Cotton mill, commercial features A text-book for the use of textile schools and investors*. Charlotte, N.C. 1899. 108-110.

In Chapter 8 of this book, D.A. Tompkins outlines how African Americans should not be allowed in the cotton or textile mill industry as workers. It offers fascinating insight as a primary source.

Tyson, Timothy. "The Ghosts of 1898: The Wilmington Race Riot and the Rise of White Supremacy ." The News & Observer (Raleigh), November 17, 2006, sec. Section H. <http://media2.newsobserver.com/content/media/2010/5/3/ghostsof1898.pdf> (accessed July 25, 2013).

Incredible must read to fully understand the Wilmington Race Riot past, present, and future. Not feasible for students to read in its entirety, but pages, sections, or photographs can be used for Lesson Three.

University of North Carolina - Chapel Hill. "Wilmington." North Carolina Civic Education Consortium . <http://database.civics.unc.edu/?s=wilmington> (accessed October 3, 2013).

Wilmington Race Riot scripted lesson plan and PowerPoint in PDF format that are the entirety of Lesson Three.

EndNotes

¹ Poll of 8th grade students in Charlotte, NC in October 2013

² Xplore. "George Santayana Quotes." BrainyQuote.

http://www.brainyquote.com/quotes/authors/g/george_santayana.html (accessed November 3, 2013).

³ "North Carolina Essential Standards Eighth Grade Social Studies ." Public Schools of North Carolina. <http://www.ncpublicschools.org/docs/acre/standards/new-standards/social-studies/8.pdf> (accessed October 11, 2013).

⁴ 2012 Common Core State Standards Initiative. "English Language Arts Standards » History/Social Studies » Grade 6-8." Common Core State Standards Initiative. <http://www.corestandards.org/ELA-Literacy/RH/6-8> (accessed October 3, 2013).

⁵ North Carolina State Report Cards

⁶ Gaillard, Frye. *The dream long deferred: the landmark struggle for desegregation in Charlotte, North Carolina*. 3rd ed. Columbia, S.C.: University of South Carolina Press, 2006.

⁷ Morrill, Dan L. . "Slavery in Mecklenburg County." Slavery in Mecklenburg County. N.p., n.d. Web. 2 Oct. 2013. <<http://cmhpf.org/educationslavery.htm>>.

⁸ Morrill, Dan L. . "Slavery in Mecklenburg County." Slavery in Mecklenburg County. N.p., n.d. Web. 2 Oct. 2013. <<http://cmhpf.org/educationslavery.htm>>.

⁹ Hanchett, Thomas W., and Ryan L. Sumner. *Charlotte and the Carolina Piedmont*. Charleston, SC: Arcadia, 2003. Print.

¹⁰ Heinegg, Paul. *Free African Americans of North Carolina, Virginia, and South Carolina from the colonial period to about 1820*. 5th ed. Baltimore, Md.: Clearfield, 2005. Print

¹¹ Greenwood, Janette Thomas. *Bittersweet legacy the Black and white "better classes" in Charlotte, 1850-1910*. Chapel Hill: University of North Carolina Press, 1994. Print.

¹² "Jim Crow Era." Jim Crow Era. <http://www.ferris.edu/jimcrow/timeline/jimcrow.htm>

¹³ PLESSY v. FERGUSON, 163 U.S. 537 (1896)

¹⁴ Tompkins, Daniel Augustus. *In Cotton mill, commercial features A text-book for the use of textile schools and investors*. Charlotte, N.C. 1899. 108-110.

¹⁵ "Cotton Fields to Skyscrapers" permanent exhibit, Levine Museum of the New South.

¹⁶ <http://www.blackpast.org/aah/redlining-1937#sthash.LTi4OSEB.dpuf>

¹⁷ Teach For America, Charlotte Professional Development Workshop

¹⁸ [http://www.docstoc.com/docs/115439536/SQP2RS-\(%EF%BF%BDSqueepers%EF%BF%BD\)](http://www.docstoc.com/docs/115439536/SQP2RS-(%EF%BF%BDSqueepers%EF%BF%BD))

¹⁹ "The Birth of a Nation and Black Protest." Roy Rosenzweig Center for History and New Media RSS. N.p., n.d. Web. 3 Nov. 2013. <<http://chnm.gmu.edu/episodes/the-birth-of-a-nation-and-black-protest/>>.

²⁰ Tompkins, Daniel Augustus. *In Cotton mill, commercial features A text-book for the use of textile schools and investors*. Charlotte, N.C. 1899. 108-110.

²¹ <http://www.literacydesigncollaborative.org/wp-content/uploads/2012/02/LDCTemplateTasks.pdf>