



***History Repeating Itself:
Looking at Slavery and the Civil Rights Movement
in North Carolina and What It Means Today***

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Dilworth Elementary

This curriculum unit is recommended for:
4th Grade in Literacy and Social Studies
5th Grade in Literacy and Social Studies

Keywords: Civil Rights, Segregation, Slavery, Memorials, Confederate

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

Synopsis: Students will explore the concept of history repeating itself through an exploration of African-American history from the mid-nineteenth century until the present. This unit will be delivered after students have read 4th grade novels about the Civil Rights Movement. We will focus on how the repeating pattern from slavery, to the Jim Crow era, to the Civil Rights movement, until today actually just reveals spikes in a history marked by continuous tension. They will look at memorials related to the Civil War in North Carolina. They will use these memorials to explore how the events were remembered in America and how the treatment of these events led to the Civil Rights Movement. We will use picture books to supplement their understanding of the different eras. They will also look at how the memory of both the Civil War and the Civil Rights movement are currently shaping conversations about race in America.

I plan to teach this unit during the 2017-2018 school year to 28 students in 4th Grade Literacy and Social Studies

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Introduction

Have you ever found that students have a hard time understanding how events in the past are related to each other and to the present and have an especially hard time figuring out how the events affect them personally? While students enjoy learning about the past, they tend to only see what they study as something that occurred long ago and not something that could repeat. This unit looks to narrow that understanding by looking at how the issues in the Civil Rights Movement stemmed from issues that preceded it and are still prevalent in today's society. This unit will incorporate picture books about the past with articles from today to make the issue more relevant to students. The unit will also have students analyze monuments and memorials to both the Civil Rights Movement and slavery in North Carolina.

This unit will be designed for 4th grade Literacy and Social Studies students. This unit should be taught later in the year, this will give you time to know your students and learning styles. Students will also be familiar with the novels *The Watsons Go to Birmingham or The Gold Cadillac*. We will use these novels as a background of the Civil Rights Movement to better help students understand the relationships between African-American history from the mid-nineteenth century until the present.

School and Student Demographics

Dilworth Elementary is located in the heart of the Dilworth community and is in close proximity to uptown Charlotte. The school just ended its seventh year as a neighborhood school. Parental involvement is high and our families consistently support school initiatives both financially and through donation of their time. During the 2016-2017 school year, Dilworth Elementary enrolled 735 students. The composition of students is as follows: 70.3% white students, 21.8% African-American students, 2.6% Asian, and 2.2% Multi-racial students. The class sizes increase in 4th and 5th grade with an average of 25 students in each class. 16.1% of the students are identified as academically gifted and 7.1% of the students receive service time through the exceptional children program.

During the 2017-2018 school year, Dilworth Elementary will combine with Sedgefield Elementary. The school will then consist of Dilworth Elementary Sedgefield Campus (K-2) and Dilworth Elementary Latta Campus (3-5). This will also shift the demographics of the school closer to a 50% composition of white students to minorities.

According to North Carolina Schools report for 2015-2016, Dilworth Elementary obtained a score of 84% (B) for its school performance grade. The same report show that the school had made growth of approximately 66% and did not meet expected growth. The report also shows that 95% of students were promoted to 4th grade with the Read to Achieve legislation, this is approximately 15% higher than the district average (80.4%). For the 2016-2017 report card, Dilworth Elementary is an A+ school with a score of above 85% for its performance grade. North Carolina Schools Report Card will officially come out November 29, 2017.

Due to the above data, students at Dilworth Elementary are not meeting growth in the Reading EOGs. This curriculum unit will focus on the 4th grade Literacy and Social Studies integrated unit involving the Civil Rights Movement. I want to use other resources than just

novels to help students gain background knowledge and have stronger academic conversations. I am hoping that this will help improve that growth in my current group of students.

Also, due to the demographics of Dilworth Elementary, many students are unfamiliar with being a racial minority. This unit will help to put themselves in the shoes of these minorities through novels and articles. It will hopefully give them a better understanding of other cultures and, specifically, give them a lens to view current events.

Unit Goals

My goals for the unit are to show students how events in history are related to each other and how the events affect them in the present. The unit will take the central event of the Civil Rights Movement and relate it to the past and the present. I want students to understand how events in history are related to each other. I also want students to understand that these are not merely events of the past but have current implications in our society.

The unit will show how the lack of memorialization for slavery and the Civil War contributed to feelings of discontent from the African-American population in the United States. They felt unacknowledged and this also allowed other citizens to “forget” these events happened and continue with a pattern of segregation. We will then look at how even though the Civil Rights Movement was supposed to “fix” these feelings, it led to further issues that are currently bubbling to the surface in today’s society.

Students will create background knowledge with the novels *The Watsons Go to Birmingham or The Gold Cadillac* previous to the beginning of this unit. These novels will give the students an awareness about the Civil Rights Movement. This unit will then focus on creating a connection to both the past and present in relation to this central event. My goal is that students will recognize the repeating pattern from slavery, to the Jim Crow era, to the Civil Rights movement, until today is actually just reveals spikes in a history and is marked by continuous tension. We will utilize picture books and articles to bring literature to the unit.

Looking at memorials and monuments will help students better understand the Civil Rights Movement in North Carolina. It will also help students decide what Carolinians thought were important about slavery and the Civil War, especially looking at the memorials that were created many years later. This will help guide their academic conversations during Social Studies and Literacy instruction.

Social Studies instruction always takes a back seat to Literacy and Math instruction, so utilizing an integrated unit will make sure that the instruction occurs. This unit will also take a topic the students are interested in (the Civil Rights Movement) and connect it to their novel study. That will help the students to increase their reading achievement and hopefully show growth on the EOG assessments.

Content Research

Approximately 100 years after the colonies declared their Independence from Great Britain, the states fought one another in the Civil War and race emerged as a contested issue in discussions about the identity of American citizens. Approximately 100 years after that war, race again became a central issue of American identity during the Civil Rights Movement. Today, 50 years after the Civil Rights Movement, the relationship between American identity and the treatment of minorities is once again at the forefront of current events.

This unit will look at how these events contributed to each other, even though they span over 150 years of history. This unit will use the monuments and memorials as a lens through which to examine public conversations about race and memory and identity in America in the past century and a half. The lack of memorialization of slavery after the Civil War and emancipation led to not acknowledging this part of American history. The Civil Rights movement has only begun to receive commemorative attention very recently. At the same time, the fact that the Confederate army has been memorialized has led to racial tensions, which have recently reached a tipping point.

Slavery in North Carolina

The colony of Carolina was established in the late 1600s after colonists from Virginia began to move in to the area. There had been several previous attempts to colonize the area that had all failed, most notably the “Lost Colony” of Roanoke. The colonies were first started by the Lord Proprietors after King Charles II granted them land in the British territory.¹ The Carolina colony was considered for colonization due to the large amount of resources in the area. The colony was eventually separated into two colonies: North Carolina and South Carolina.

North Carolina is considered by some to be the first colony to declare Independence from Great Britain during the Revolutionary War. It later became the 12th state in the Union. North Carolina’s economy during that time relied heavily on the cotton and tobacco industries. Both industries used slaves as their primary form of labor to harvest the crops.

During the origination of the Carolina colony, most slaves were not directly imported from Africa but were brought to the colony when their owners moved from other colonies. The Lord Proprietors offered additional land to owners who brought one male and one female slave to the colony. They hoped that this would add to the cotton and tobacco industries by allowing natural growth of slaves in the colony. However, the Carolina colony still had less slaves than other colonies. After the Carolinas officially split in 1729, North Carolina had 6,000 slaves compared to South Carolina’s 32,000.²

Slaves in North Carolina were treated similar to those of other southern states. They had no rights and were treated as property. Slaves were not able to read and were discouraged from learning anything except the trade they were purchased from. Like other slaves, they were also routinely separated from their families when purchased. Runaway slaves were captured and tortured to serve as an “example” to other slaves.³ Citizens of North Carolina did not want to

emancipate slaves because they felt it would hurt their economy. They became one of the last states to secede from the Union at the start of the Civil War.

During the early 1800s, many slaves in North Carolina were traded to the states in the Cotton Belt (Alabama, Mississippi, Georgia). Poor economies and loss of crops led to the slaves being traded. In 1860, slaves still made up at least 25% of the population in most coastal and piedmont counties. The mountain region did not have as many slaves because they had less plantations and cash crops. At the time of the Civil War, more than 350,000 slaves lived in North Carolina.⁴

One area of their lives in which slaves were able to exercise some autonomy from their masters was creating a family. Slave owners felt it was to their advantage to allow slaves to marry, because any children from the marriage would add to their wealth. According to law, a child took on the legal status of its mother; a child born to a slave mother would in turn become a slave, even if the father was free.⁵ Slaves usually had to ask permission from their masters to marry, however, and slave marriages had no legal protection. Masters could break up marriages and separate families as they wished.

Lack of Memorialization and Memorializing the Losing Side

Most monuments and memorials to slavery were created post-Civil Rights Movement more than a century after the end of slavery in the United States. They were considered monuments of atonement, instead of acknowledgement and part of our country's history. The monuments were created in regards to atonement because they showed we were sorry that slavery existed in our country but there was no acknowledgement of the role that white man played in the event. White Americans, those primarily constructing these monuments, felt that slaves had to be included in the landscape but only to a certain extent.⁶

These memorials were created many, many years later and did not always play the "right" role in history. It has also been found that some of the first monuments constructed did not accurately portray what had happened. For example, soldiers were usually portrayed as standing, while slaves were usually portrayed as kneeling. This created the illusion that soldiers were strong heroic leaders and slaves were weak and unable to speak for themselves. Northern states also depicted slavery very differently than those in the southern states (where they were shown kneeling). In the North, slavery was shown to put African Americans in a predicament that they couldn't escape. Most notably missing from the landscape were monuments displaying the vital role that slaves played in the Southern economy.⁷

Most monuments and memorials for the Civil War were also created much later than the war itself. They were both in celebration and atonement for the event. In the North, memorials were primarily recognizing the Union soldiers. However, the Southerners felt that the South was ignored and left out of the memorialization. The South then created its own memorials to the Confederate side of the war, including monuments to Jefferson Davis and Confederate wins on the battlefield.⁸ This was a stark contrast to previous memorials that only focused on the winning side of the wars. In North Carolina, there are approximately 109 Civil War Memorials and 101 of those are portraying the Confederate side of the war.⁹

The Confederate monuments are spread throughout 31 states, which is many more than just the 11 Confederate states that seceded. Many of the monuments did not go up at the war's end, but years later during the height of segregation.¹⁰ The original monuments mostly commemorated the soldiers lost in the war, but the later memorials honor the leaders of the Confederacy.

The first Confederate Monument in North Carolina (Fayetteville) was erected to honor "the Confederate dead" in 1868 ([Appendix 3](#)). The monument primarily represents a headstone in shape but creates a larger scale of grandeur. North Carolina citizens were focused on the image of the fallen soldier, specifically because the Union was focused on the "winning" side. A woman's group in Raleigh helped fundraise for the earliest monuments because North Carolina was also one of the poorest states and did not have the ability to fund many memorials. This group was called the Wake County Ladies' Memorial Association and was composed of wives, widows, mothers, and daughters of Confederate soldiers. African Americans were not represented at all in those first years after the war in North Carolina.¹¹

One such monument was engraved with a verse penned by Georg M. Whiting, the former infantry captain who managed the transfer of Confederate dead. This verse exemplifies the feelings of those early Confederate Monuments.

Sleep! warrior, sleep! the struggle,
The battle cry is hushed,
Our standards have been lowered,
Our blooming hopes have been crushed.
Sleep! for thy name is cherished
By the bravest and the best,
And soldier's hearts and woman's love
Are with thee in thy rest.¹²

Civil Rights Movement in North Carolina

During Reconstruction, North Carolina was left in shambles. The state's economy was destroyed and the newly freed slaves were perceived as competition for scarce jobs and resources. The state legislature passed restrictive Jim Crow laws to control the labor and behavior of former slaves. This led to the idea of "separate but equal" facilities and opportunities that prevailed in the early to mid-1900s.¹³ Faced with the challenge of Reconstruction, the nation ultimately recast itself in the mold of the ordinary white man. This is when so many of the above Civil War Monuments were erected to help create that frame.

In 2016, the Southern Poverty Law Center estimated that there were over 1,500 "symbols of the Confederacy in public spaces" in the United States. The majority of them are located, as one might expect, in the 11 states that seceded from the union, but as Vice aptly points out, some can be found in Union states (New York, for example has three, Pennsylvania, four) and at least 22 of them are located in states that didn't even exist during the Civil War.¹⁴

The 1940s and 50s witnessed significant racial tension. Schools were segregated, public buses reserved seats in the back for black riders, restaurants were allowed to serve “whites only”, bathrooms were categorized as white or “colored”, and even water fountains had signs to distinguish who was allowed to drink from them. While the idea was that each of these were of equal value, that was hardly the case. African-Americans were given poor treatment and lesser quality items, even in schools.¹⁵

The Civil Rights Movement began in the 1950s with the help of Dr. Martin Luther King, Jr., Rosa Parks, and the Brown v. Board of Education case. These caused stirrs of activity in North Carolina but most believe that the movement was officially started in 1960 with the Greensboro sit-in. The event occurred in Woolworth’s in downtown Greensboro. Four NC A&T State University students sat in a white section of the store’s restaurant and demanded service. The sit-in received national attention and started similar sit-ins by college students across the state.¹⁶

Desegregation of schools and the providing of similar opportunities for all students was a central issue of the Civil Rights Movement. In the 1954 Brown v. Board of Education case, the Supreme Court ruled separate black and white schools were unconstitutional. In Charlotte, desegregation did not happen immediately.¹⁷ Even in 1964, only 5% of the schools were desegregated. At this point, NAACP sued the school system in 1969 in order to achieve the integrated schools. The course eventually went to the supreme court, Swann v. Charlotte-Mecklenburg Board of Education, and was decided in 1971 forcing the desegregation of Charlotte schools. The city supported busing students to different schools in an effort to fix this issue in the 80s and 90s. While this fixed the problem of schools, neighborhoods continued to have a very distinctive line drawn by race as a result of decades of political and banking policies. In Charlotte, busing students eventually ended in 1999. Today’s schools primarily resemble those of the early 1960s because of the segregation of neighborhoods within the city.¹⁸

Memorializing the Civil Rights Movement

Asking about the memorials for Civil Rights Movement, usually gets you an answer having to do with Dr. Martin Luther King, Jr. or Rosa Parks. While they were the faces of the movement, there are many more events and people that should be memorialized. In North Carolina, for example, there is a monument dedicated to the “Greensboro Four”.¹⁹

The majority of the Civil Rights memorialization is centralized in the Birmingham, Montgomery, and Selma, Alabama triangle. This is the epicenter of the movement, including many protests and marches. It is also the home to the Birmingham Civil Rights Museum. The Birmingham Civil Rights trail leads you along a journey within this Alabama triangle. The trail takes you past churches where protests were held, Dr. Martin Luther King, Jr.’s home, and past locations African Americans were killed.²⁰ While many of these were made temporary monuments during the Civil Rights, they were not considered memorials of the event until decades later.

Many of the memorials belonging to the Civil Rights era include places and buildings rather than statues commemorating one person or group of people. These 5 memorials are most consistently named to commemorate the movements history:²¹ ([Appendix 5](#))

1. Edmund Pettus Bridge - Selma, Alabama, March 7, 1965 – Location of the famous Selma March where many African Americans lost their lives in protest
2. 16th Street Baptist Church - Birmingham, September 15, 1963 – Location where 4 African American girls lost their lives during a bombing of a Church during Sunday School
3. Lincoln Memorial - Washington, D.C., August 28, 1963 – Location of Dr. Martin Luther King, Jr.'s "I have a dream" speech
4. F.W. Woolworth Co. Lunch Counter - Greensboro, North Carolina, February 1, 1960 – Location of "Greensboro Four" sit-in
5. Little Rock Central High School - Little Rock, Sept. 25, 1957 – Location of one of the 1st attempts at a desegregated high school in the south

Relating Current Events

Confederate monuments are not a thing of the past. They are still being erected today in many states. North Carolina, for example, has built 35 monuments since 2000. Currently, as the civil rights movement and slavery are beginning to receive national commemorative attention, the appropriateness of Confederate monuments in public spaces is being reexamined across the United States and many are being removed. In August 2017, a white nationalist rally in Charlottesville, Virginia drew the entire nation's attention to Confederate Monuments and what they symbolize in today's society. In the last few years, over 20 such monuments have been removed from their posts. Many governments have stated that these do not symbolize what their citizens stand for and, therefore, must be removed. Citizens, both white and black, are asking that the monuments be removed. The citizens state that the monuments stand for crimes against African Americans throughout our countries history.²²

The Black Lives Matter movement was also created in 2012 to draw light on the treatment of black citizens in today's society (primarily police shooting of these citizens). This event has led to several protests throughout the country, including Charlotte in 2016 in response to the police shooting of Keith Lamont Scott.²³

Instructional Implementation

I want to create an integrated unit that will allow my students to explore how the memorials, or lack of memorials. We will do this by interpreting and remembering the Civil War and show how it effects the way we perceive slavery today. We will focus a lot on how tensions still existed between races after the war ended, especially how approximately 100 years later the Civil Rights Movement occurred. I want the unit to take a look at how the war was memorialized and how that led to more strain on society, because we tried to brush certain aspects of our culture aside.

A note on the implementation of the unit, each lesson is structured to be taught in a 2-hour literacy/social studies block. If your schedule does not allow for that time, the lessons can either be shortened (by condensing activity) or (preferred) by spreading the lessons over 2 days.

Lesson 1: Slavery

The unit will start by exploring the root of African American tension, slavery.

Gallery Walk

The students will start with a gallery walk around the room. This will include pictures showing slavery in North Carolina and other nearby regions. ([Appendix 2](#)) Students will jot down thoughts and feeling about the pictures. We will have a class discussion about what they noticed and how the pictures made them feel.

Read Aloud

The teacher will then read the book *Henry's Freedom Box* by Ellen Levine. This book discusses the true story of a young boy on the Underground Railroad. As the teacher reads, students will jot down information that explains how slaves lived. They will focus on the conditions that would have been different from white people during that time period. The teacher will then hold a discussion to create a chart about slaves living conditions. The students will share the information that they gathered from the read aloud and the gallery walk. This chart should be hung in an area accessible to all students.

Activity

Students will then watch “[America's Journey Through Slavery: Life of an Enslaved Person in America](#)” on Discovery Education to explain in further detail how slavery in America was a problem. This video will discuss the conditions of slavery and why slaves were treated so poorly.

Students will then explore articles discussing slavery by accessing the [Slavery in the United States](#) on Newsela. Students should change the Lexile to their appropriate reading level.

While reading students will answer the following questions based on reading level:

Above Grade Level:

1. How was slavery tied to the Southern economy?
2. Explain how slaves resisted or rose up against their owners. How did this help or hurt their cause?

Grade Level:

1. Why were slaves important to the South?
2. Explain the importance of the Underground Railroad.

Below Grade Level:

1. How did slaves live in the South?
2. Explain the importance of the Underground Railroad.

Lesson 2: Civil War

The lesson will start by discussing the timeline. Students will watch a Discovery Education video on the [Civil War Causes](#). They will discuss the video as a group and create a class chart on what caused the war (focus on the economics of slavery). Remind students that while the war did not start on the issue of slavery, it became the defining cause of the war.

Read Aloud

The teacher will read *The Last Brother* by Trinka Hakes Noble. This fiction book examines two boys' stories as bugle boys during the Battle of Gettysburg. As the teacher reads, students will jot down what they hear about the battle. The teacher will then discuss the Battle of Gettysburg with students by explaining that this was the turning point of the war.

Activity

Students will then gather information on the other battles of the Civil War by exploring Mr. Nussbaum's [Civil War for Kids](#). Students will create a timeline of the major battles of the Civil War. On the timeline they will include who fought, who won, and how many people died.

Lesson 3: Reconstruction

In the next lesson, students will discuss reconstruction in North Carolina. Students will examine a picture of a colored/white only [water fountain](#). Discuss what they notice about the picture and how it makes them feel. Students will then watch the video [Jim Crow](#) from BrainPop. They will discuss how this relates to the picture they explored. The teacher and students will then create a chart to explain what consisted of the Black Codes. This chart should be hung in an area accessible to all students.

Activity

Students will then explore articles discussing reconstruction and black codes by accessing [The Reconstruction Era](#) unit on Newsela. Students should change the Lexile to their appropriate reading level. While reading students will answer the following questions based on reading level:

Above Grade Level:

1. How were freed slaves treated during the Reconstruction era in the South?
2. How did Jim Crow laws create racial tension between whites and blacks?

Grade Level:

1. Explain the term reconstruction and how it applied to slavery.
2. Explain how Jim Crow laws effected African Americans.

Below Grade Level:

1. Explain the term emancipation and its relationship to slavery.
2. What are Jim Crow laws?

Lesson 4: Monuments from Slavery/Civil War Exploration

Gallery Walk

Students will start this lesson with a gallery walk around the room that includes pictures of slavery and Civil War monuments in North Carolina. ([Appendix 3](#)) Students will jot down thoughts and feeling about the pictures. We will have a class discussion about what they noticed and how the pictures made them feel. The teacher will help students understand how these monuments differed from previous war monuments. The teacher and students will create a chart about the Confederate Monuments that should be hung in an area accessible to all students.

Activity

Students will then divide into 4 groups (mixed ability levels) in order to explore the North Carolina monuments further. The groups will be given monuments based on a certain time period (these are based on the book by Douglas Butler): Early Commemoration (1865-1895), Evolving Commemoration (1896-1918), Expanding Commemoration (1919-1961), and Post-Civil Rights Movement (1962-Present). The teacher will monitor the groups and help groups with prompting questions, about what they notice and what is happening during the time period.

Students will come up with a conclusion about their memorials and determine the statement the monuments are making, as a group. They will then Jigsaw with students from other groups in order to hear about each time period of Confederate Monuments. They will also add the information to the class chart describing Confederate memorials.

Lesson 5: Civil Rights Movement

Students will start this lesson by returning to the novels they read before the unit: *The Watsons Go to Birmingham* or *The Gold Cadillac*. In small groups, students will discuss what challenges

their main character faced. Each group will create a chart describing their character. The class will then come together to create a chart describing the characteristics of the time period. Our discussion will focus on the American identity of African-Americans at that time in history and what led to those feelings. The students should also relate their characters to the previous lessons about the Reconstruction era.

Read Aloud

The teacher will read *Freedom on the Menu* by Carole Boston Weatherford. This fiction book tells the tale of a young girl witnessing the Woolworth sit-in at Greensboro. As the teacher reads, students will jot down what changes are happening in the character's community. The teacher will then discuss the Greensboro sit-in with students.

Activity

Students will then watch two videos to learn more about the Civil Rights Movement. The [Greensboro Sit-In](#) video from Discovery Education describes the "Greensboro Four" at the Woolworth Lunch Counter. The [Civil Rights](#) video from BrainPop gives students background knowledge on the events that occurred during that time period. While watching the videos students should take notes on what is occurring to help them answer the questions below.

Students will also explore [The Watsons Go to Birmingham](#) text sets on Newsela that relate to the novel of the same name. Students should change the Lexile to their appropriate reading level. While reading students will answer the following questions based on reading level:

Above Grade Level:

1. Explain the protests that occur during the Civil Rights Movement.
2. How does racial tension lead to the protests of the Civil Rights Movement?

Grade Level:

1. Explain the protests that occur during the Civil Rights Movement.

Below Grade Level:

1. Explain what happened during the March on Washington.

Lesson 6: Civil Rights Monuments

Gallery Walk

In this lesson students will explore the memorials that were created after the Civil Rights Movement, especially those in North Carolina ([Appendix 4](#)). The monuments will hang around the room and students will visit each to record a thought based on the teacher prompts. The teacher should prompt students with the following questions: does this monument explain what happened during the Civil Rights Movement and what does this monument say about our country at the time of the Civil Rights Movement? Students will record their own thought based on these questions or respond to a classmates' previous thought.

The teacher and students will then discuss how the memorials relate to what we know to have happened during that period and whether that jives with the feel of the memorial. This will help

us determine America's identity crisis during those time periods and its reflection in the Civil Rights Movement. The teacher and students will create a chart about the Civil Rights Monuments. This chart should be hung in an area accessible to all students. The teacher should remind students that these are only the North Carolina monuments.

Activity

In groups (mixed ability levels), students will explore the Civil War "places" monuments from artist Art Meripol ([Appendix 5](#)). Each group will receive one picture to discuss. The groups will then search through their Discover Kids magazine "[Civil Rights](#)" to determine why each of these places holds meaning to the Civil Rights Movement.

Students will then work to develop an idea about their location. Students will answer the questions from our first activity in this lesson: does this monument explain what happened during the Civil Rights Movement and what does this monument say about our country at the time of the Civil Rights Movement? Students will communicate the information they learned by creating a poster. This should be shared with the class and then hung in the classroom.

Lesson 7: Connection to Today's Racial Tension

The last lesson of the unit will focus on the current state of racial tension in the United States. Students will start by discussing if they think racial tension still exists in our country. The students should be allowed to share stories if they can add to the discussion.

Read Aloud

The teacher will read *The Blue and the Gray* by Eve Bunting. This fiction book examines the relationship between two families one white and one black living on a Civil War battlefield. The book alternates between the Civil War and today, connecting the two histories. As the teacher reads, students will jot down what they hear that connects the two events to each other. The teacher will lead a discussion and create a class chart showing the connections between the two time periods.

Activity

Students will read the article "[Cities plan to remove Confederate statues after violence in Virginia](#)" from Newsela. The article explains the current protests surrounding Confederate Monuments. Students will read this article at the appropriate Lexile level. While reading, students will be answering the question of how this racial tension stems from past events. Students will then work on connecting all the events that we have discussed through a timeline. This timeline will include the events, the dates they occurred, and a short summary on each of the events.

Lesson 8: Final Project

For a final assessment, students will create a memorial to show how history repeats itself. This memorial will be tied to their reading on the Civil Rights Movement, as well as, the research

they completed throughout the unit. The monument will include a history of the African American struggle in our country, taking a trip through slavery, the Jim Crow era, the Civil Rights movement, and today.

The students will base the memorial on the character in the Civil Rights novel: *The Watsons Go to Birmingham* or *The Gold Cadillac* (based on reading level). They will imagine how the past would have affected their character in order to create the slavery portion of the monument and how the present will affect their character in order to create the current portion of the monument. The project will include a written description as well as the monument.

Students will present these monuments to classmates, teachers, and administration in a “museum” unveiling.

Appendix 1: Teaching Standards

Social Studies

4.H.1.3 Explain how people, events and developments brought about changes to communities in various regions of N.C.

4.H.1.4 Analyze North Carolina's role in major conflicts and wars from the Pre-colonial period through Reconstruction.

4.H.2.1 Explain why important buildings, statues, monuments, and place names are associated with the state's history.

Literacy

RL 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL 4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RI 4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI 4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

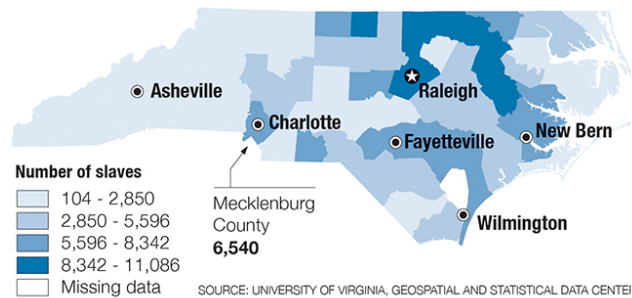
RI 4.8 Explain how an author uses reasons and evidence to support particular points in a text.

RI 4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Appendix 2: Slavery Gallery Walk

Slave population in North Carolina

In 1860, 38 percent of Mecklenburg County's population were slaves, according to U.S. census data. That's slightly higher than the state average of 33 percent. Mecklenburg County had about 6,540 slaves.



North Carolina's Slave Population before the Civil War



North Carolina Plantation



Slave Children



Slaves working in a field



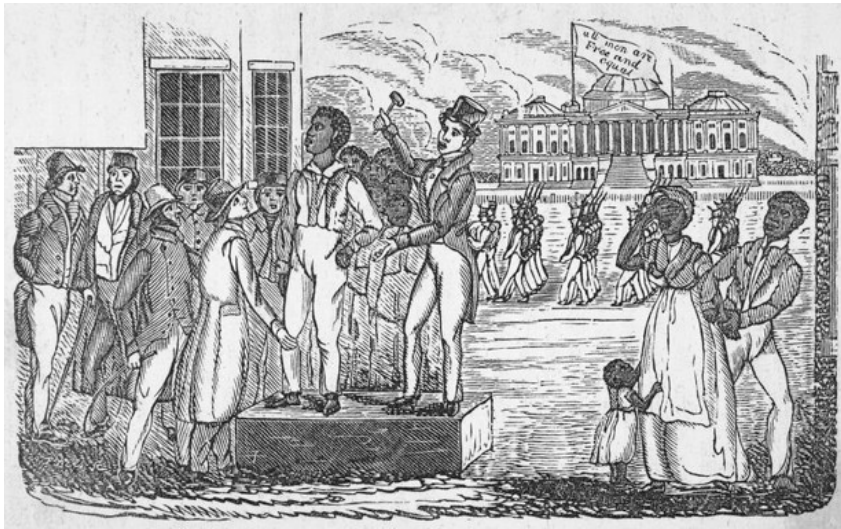
Civil War Propaganda Poster (Union States)



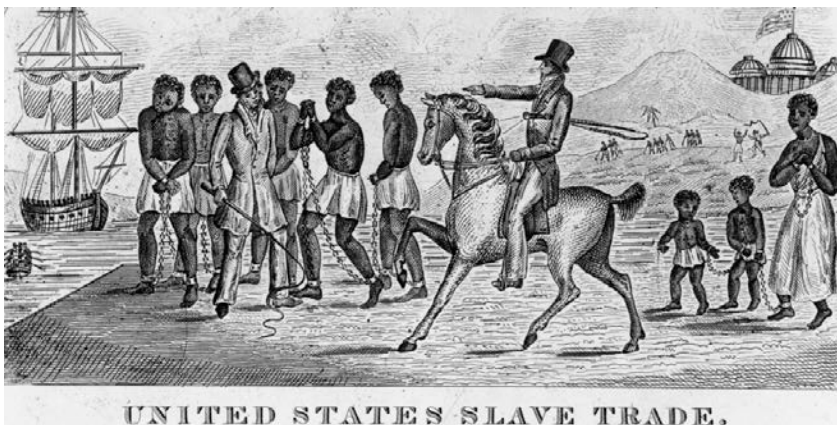
Slaves working on a cotton plantation



Slaves living on a North Carolina Plantation



Slaves being sold at auction and ripped from their families



Slaves being “imported” from Africa

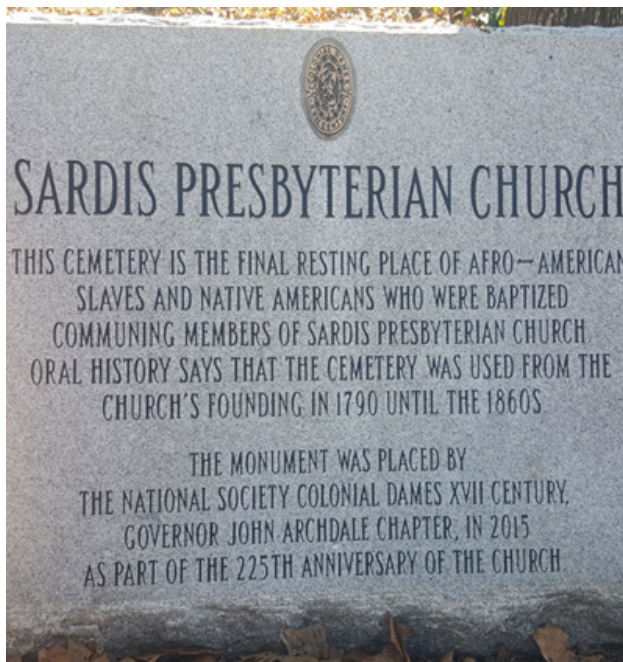
Appendix 3: North Carolina Slavery/Civil War Monuments



Unsung Founders Memorial
University of North Carolina, Chapel Hill
December 2012



Cumberland County Confederate Monument
North Carolina's First Confederate
Monument
Fayetteville
December 1868



African American and Native American
Cemetery
Charlotte
Oct 17, 2015



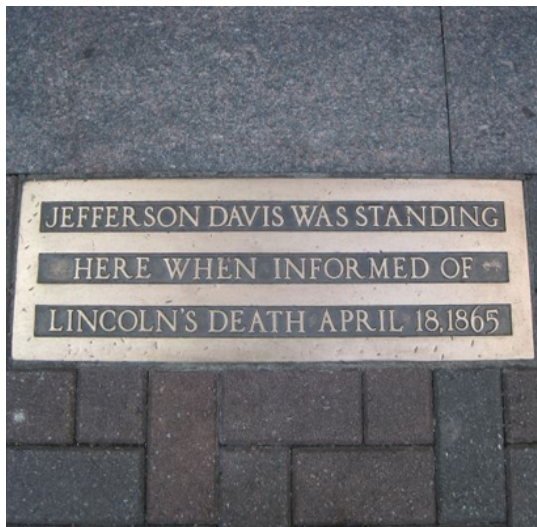
Mitchell County Confederate Dead
Bakersville
October 2011



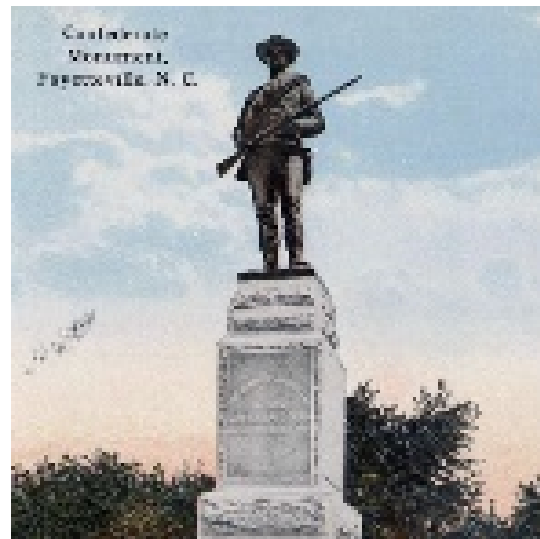
Confederate Soldiers Memorial
Rockingham
1930



Confederate Dead Memorial
Hoke County (near Ft. Bragg)
1870



Jefferson Davis Plaque
Charlotte
1960s



Confederate Soldier
Fayetteville
1902



North Carolina Monument to Confederate
Dead
Raleigh
May 20, 1895



Monument to 60th Regt. NC Volunteers
Asheville
November 8, 1905



Confederate Memorial Drinking Fountain
Lincolnton Courthouse
Dedicated by Children of the Confederacy
May 1911



Confederate and WWI Soldier Monument
Enfield
Water Fountain: one side for blacks and one
for whites
May 1928



Robert E. Lee Dixie Highway Marker
1927

Appendix 4: North Carolina Civil Rights Monuments



Martin Luther King, Jr. Statue
Fayetteville
January 2007



Montford Point Marine Memorial
Jacksonville
July 2016



Greensboro Four Monument
Greensboro
February 2002

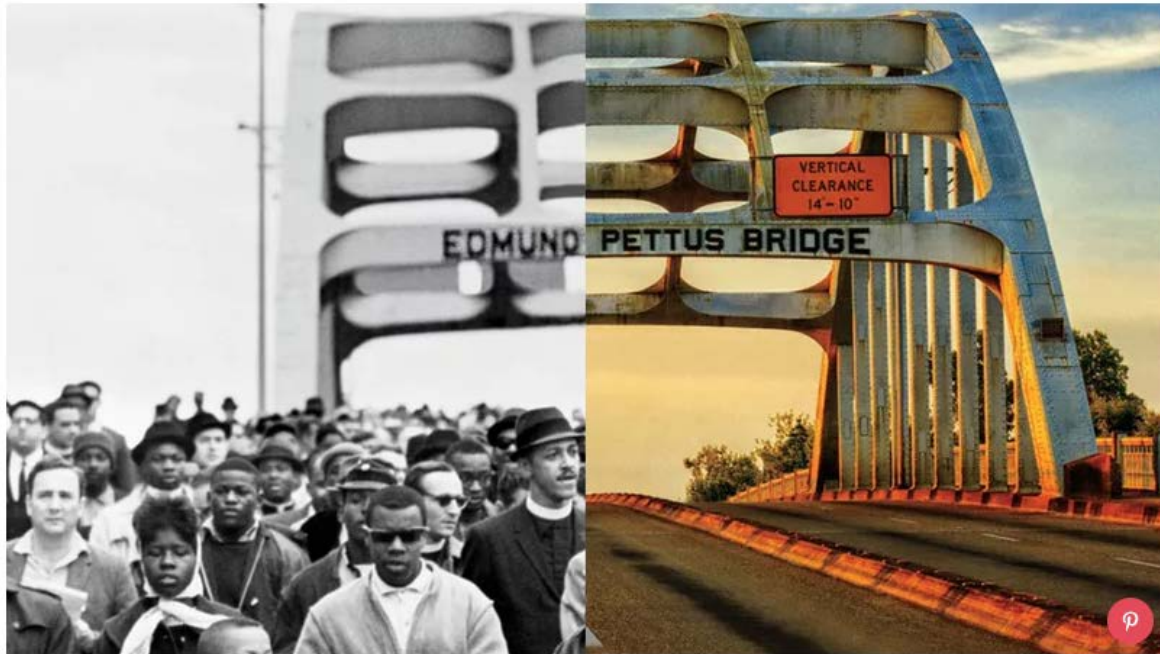


Martin Luther King, Jr. Memorial Sculpture
Charlotte
April 1980

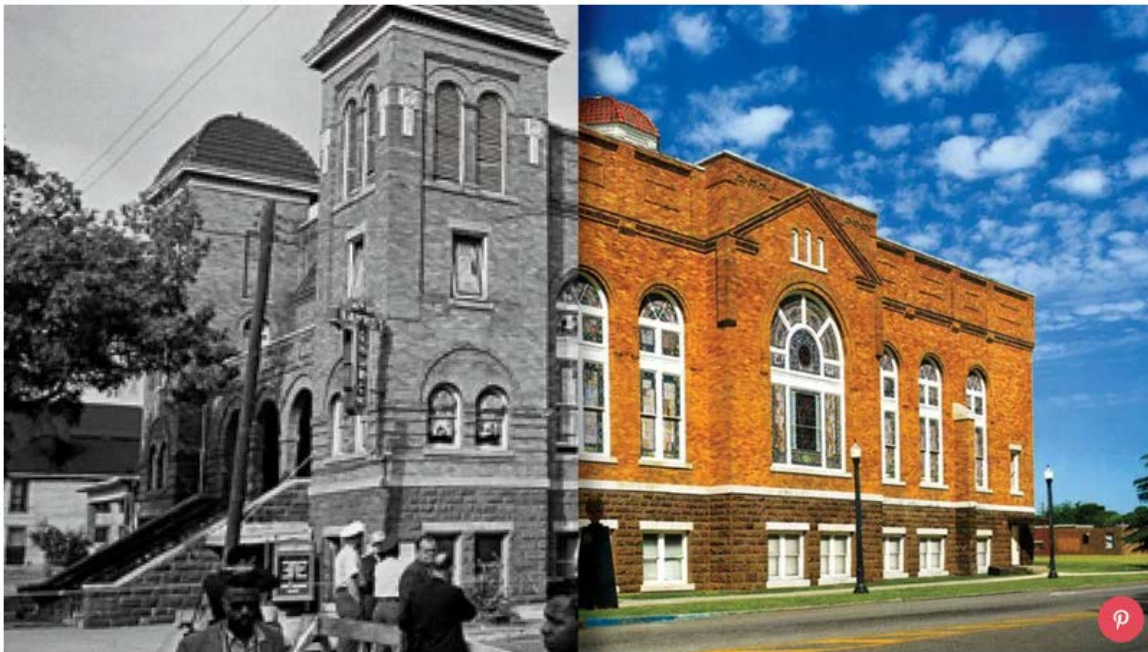


Nina Simone Sculpture
Polk County
February 2010

Appendix 5: Art Meripol's Interpretation of Civil Rights Monuments



Edmund Pettus Bridge
Selma, Alabama



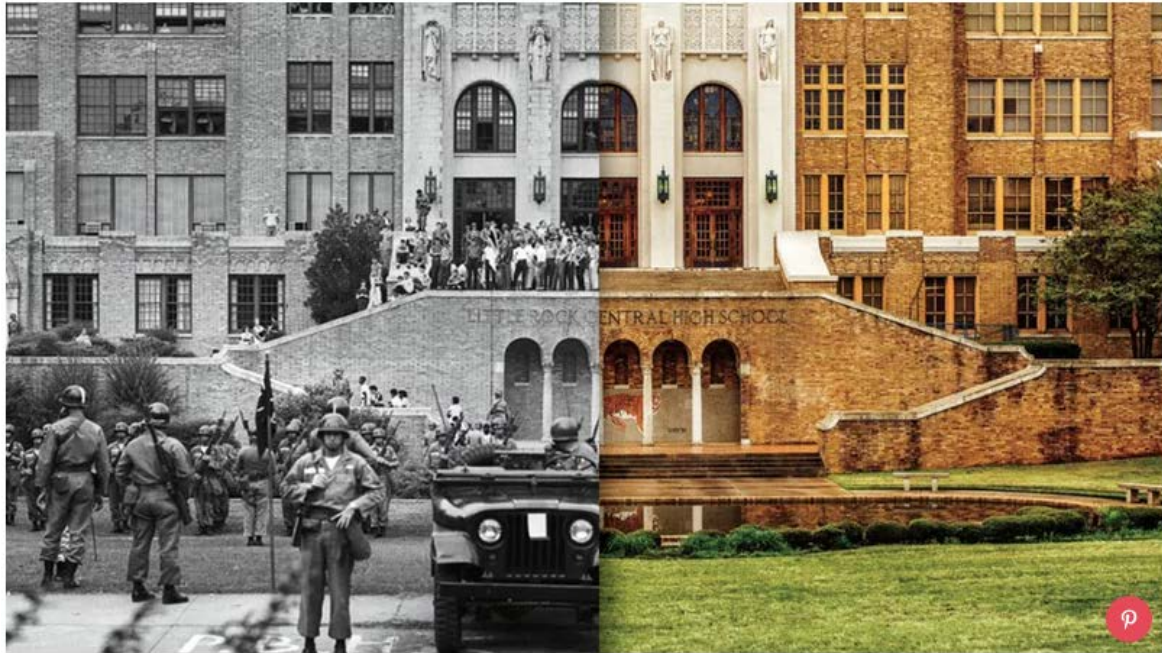
16th Street Baptist Church
Birmingham, Alabama



Lincoln Memorial
Washington, DC



F.W. Woolworth Co. Lunch Counter
Greensboro, North Carolina



Little Rock Central High School
Little Rock, Arkansas

Student Resources

The Watsons Go to Birmingham by Christopher Paul Curtis – This novel will give students a background on Civil Rights before the unit begins. The novel tells of a young African American boy who grew up in Michigan in the 1960's. His family is traveling to visit their grandmother in Birmingham.

The Gold Cadillac by Mildred D. Taylor - This novel will give students a background on Civil Rights before the unit begins. The novel tells of two young girls from the north who travel to the south and experience prejudice for the first time.

“[Civil Rights](#)” – This magazine is a portion of the Discovery Kids. It will help students to determine events (both good and bad) that occurred during the Civil Rights Movement.

Access to NewsELA – Students will utilize this website to read articles related to slavery and the Civil Rights Movement relating to *The Watsons Go to Birmingham*.

Access to Discovery Education – Students will watch videos assigned by the teacher in regards to slavery and the Civil Rights Movement

Teacher Resources

Henry's Freedom Box by Ellen Levine – This is the true story of a slave growing up and living in the horrible conditions of plantation living. Henry eventually mails himself to freedom in a box on the Underground Railroad.

The Last Brother by Trinka Hakes Noble - This fiction book examines two boys' stories as bugle boys during the Battle of Gettysburg. The boys are on opposite sides of the war but have similar experiences. One boy is also along side his brother, a foot soldier in the Union army. The boys must decide between service to their country, their kin, or a their friend.

Freedom on the Menu by Carole Boston Weatherford - This fiction book tells the tale of a young girl witnessing the Woolworth sit-in at Greensboro. Connie starts to realize that a change is happening in her community and she wants to be treated like everyone else.

The Blue and the Gray by Eve Bunting. This fiction book examines the relationship between two families one white and one black living on a Civil War battlefield. The book alternates between the Civil War and today, connecting the two histories.

[America's Journey Through Slavery: Life of an Enslaved Person in America](#) – This video on Discovery Education discusses the conditions that slaves endured during the 19th century in America.

[Slavery in the United States](#) – This text set on Newsela explores Slavery in the United States. The unit covers the economy of slavery, the living conditions of slaves, and the resistance and uprising of slaves.

[Civil War Causes](#) – This video on BrainPop explains the causes of the Civil War in a student friendly explanation.

[Civil War for Kids](#) – This website by Mr. Nussbaum explains the Civil War in student friendly terms.

[Jim Crow](#) – This video from BrainPop explains the Jim Crow Laws in student friendly explanation. It explains how the term “separate, but equal” developed.

[The Reconstruction Era](#) – This text set on Newsela explores Reconstruction and the Jim Crow Laws during the late 1800s. The unit covers emancipation and reconstruction, and Jim Crow and the Black codes.

[Greensboro Sit-In](#) – This video from Discovery Education describes the “Greensboro Four” at the Woolworth Lunch Counter.

[Civil Rights](#) – This video from BrainPop gives students background knowledge on the events that occurred during the Civil Rights time period.

[The Watsons Go to Birmingham](#) – This text set on Newsela explores articles that relate to the novel of the same name. The set covers the March of Washington and other protests that occurred in the South.

[Cities plan to remove Confederate statues after violence in Virginia](#) – This article from Newsela explains the current state of protests surrounding Confederate Monuments.

Classroom Resources

Chromebooks – Some of the activities require student to access websites, videos, and articles on the web.

North Carolina Civil War monuments: an illustrated history by Douglas Butler – This book shows memorials from different periods of time, from the end of the Civil War to the Civil Rights Movement. Having this book in the classroom would allow students to observe all sorts of Confederate monuments from North Carolina.

Discovery Education Subscription – This site has videos that are helpful for gaining background knowledge on the subject. Our district has provided teachers and students with an account.

NewsELA Subscription – This site provides articles from real students that have been adjusted for students' levels. The site is free for educators to create an account.

BrainPop Subscription – This site has videos that are helpful for gaining background knowledge on the subject. Our school has provided teachers with an account.

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Slavery & Civil War Research

Butler, Douglas. *North Carolina Civil War monuments: an illustrated history*. Jefferson, NC: McFarland & Company, Inc., Publishers, 2013.

- This book reviews 109 monuments erected in North Carolina in memorial to the Civil War. It divides the monuments according to when they were created.

Crow, Jeffrey J. "Slavery." NCpedia. 2006. Accessed August 15, 2017.

<http://www.ncpedia.org/slavery>.

- This site explains the history of slavery in North Carolina from its origination as a colony through the Civil War.

Fountain, Daniel L. "A Broader Footprint: Slavery and Slaveholding Households in Antebellum Piedmont North Carolina." *North Carolina Historical Review* 91, no. 4 (October 2014): 407-44.

- This article discusses slavery in North Carolina, with a focus on the Piedmont region. This region was also the most heavily affected during the Civil War.

Joyner, Whitmel M. "Lord proprietors." NCpedia. 2006. Accessed September 10, 2017.

<https://www.ncpedia.org/lords-proprietors>.

- This site explains the Lord proprietors and their hand in creating the colony of Carolina.

Hale, Jon, and Robert Chase. "Opinion: Where are America's memorials to slavery?" CNN. July 09, 2015. Accessed June 5, 2017. <http://www.cnn.com/2015/07/03/opinions/hale-and-chase-breaking-the-cycle/index.html>.

- This website discusses the lack of memorialization to slavery. It also discusses how the Southerners put a spin on their memorials during that time period to reflect the history they felt was most important.

Savage, Kirk. *Standing soldiers, kneeling slaves: race, war, and monument in nineteenth-century America*. Princeton, NJ: Princeton Univ. Press, 1999.

- This book discusses the types of monuments erected to slavery and the Civil War. It depicts how there was an unequal distribution of monuments. It also discusses how the monuments were portrayed based on where they were located.

Smith, John David. "'I Was Raised Poor and Hard as Any Slave': African American Slavery in Piedmont North Carolina." *North Carolina Historical Review* 90, no. 1 (January 2013): 1-25.

- This article discusses how slaves were treated in piedmont North Carolina. It reviews the family life and marriage rules that existed on slave plantations.

Civil Rights Research

Foner, Eric. "Freedom's Dream Deferred." *American History* 50, no. 5 (Dec. 2015): 42-51.

- This article discusses how the dream of freedom for African Americans was not achieved after the Civil War and emancipation. The article discusses Jim Crow laws and the "separate but equal" mindset of the 20th century.

Halleman, Caroline. "Most Confederate Monuments Weren't Built Until the Rise of Jim Crow." *Town and Country*, August 15, 2017. Accessed September 10, 2017.

<http://www.townandcountrymag.com/society/politics/a12015570/confederate-monuments/>.

- This article discusses the rise of Confederate Monuments during the early 20th century. It explains how Southerners tried to celebrate the war and especially the war "heroes".

Karlin, Adam. "Honor the struggle for civil rights in the Southern USA." *Lonely Planet*. August 2017. Accessed September 10, 2017. <https://www.lonelyplanet.com/usa/the-south/travel-tips-and-articles/honor-the-struggle-for-civil-rights-in-the-southern-usa/40625c8c-8a11-5710-a052-1479d2768262>.

- This article discusses the monuments dedicated to the Civil Rights Movement in the United States. The monuments are located primarily in the Southeast or Washington, DC.

Smith, Clint. "The Desegregation and Resegregation of Charlotte's Schools." *The New Yorker*, October 3, 2016. Accessed September 10, 2017.

<https://www.newyorker.com/news/news-desk/the-desegregation-and-resegregation-of-charlottes-schools>.

- This article explains how Charlotte Mecklenburg schools were not desegregated until 1971. The system then bused students until the 1980s to keep the schools desegregated. It also discusses how the current system is under scrutiny for still being segregated.

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- This article reviews the Jim Crow laws and the "separate but equal" mindset that existed before the Civil Rights Movement.

"The Greensboro Sit-In." *History.com*. 2010. Accessed September 15, 2017.

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- This site gives information regarding the "Greensboro Four" and explains how 4 college students staged a sit-in at a Woolworth's counter. This sit-in ignited a movement in college students around the country.

"The Steps We Took." *Southern Living*. Accessed November 1, 2017.

<http://www.southernliving.com/culture/civil-rights-monuments#edmund-pettus-bridge>.

- This site explores the 5 most thought provoking monuments to memorialize the Civil Rights Movement.

Current Event Research

Bidgood, Jess, Matthew Bloch, Morrigan McCarthy, Liam Stack, and Wilson Andrews. "Confederate Monuments Are Coming Down Across the United States. Here's a List." The New York Times, August 28, 2017. Accessed September 9, 2017.

<https://www.nytimes.com/interactive/2017/08/16/us/confederate-monuments-removed.html?mcubz=3>.

- This site lists the number of Confederate Monuments in the United States. It also lists the monuments that are currently removed or are being discussed to be removed.

Black Lives Matter. Accessed September 1, 2017. <https://blacklivesmatter.com/>.

- This site discusses the current African American movement, Black Lives Matter. This website showcases what the movement stands for and explains current tension among black citizens.

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- This article discusses how the American identity during the Reconstruction era caused the creation of so many Confederate monuments.

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"Differing Views of Slavery." The Abolition of Slavery in North Carolina. Accessed September 20, 2017. <https://abolitionnc.weebly.com/differing-views-of-slavery.html>.

- This site depicts pictures of life of a slave in North Carolina during the early 1800s.

"Documenting the American South." Commemorative Landscapes of North Carolina. March 19, 2010. Accessed August 15, 2017. <http://docsouth.unc.edu/commland/>.

- This site is a great source to find all types of monuments located in North Carolina. The site divides the monuments into the reason they were created, as well as, the date they were erected.

"North Carolina Slavery." The Crucial Decade 1780s. December 6, 2012. Accessed September 20, 2017. <http://social.rollins.edu/wpsites/hist120/2012/12/06/north-carolina-slavery/>.

- The site depicts pictures of life of a slave in North Carolina during the early 1800s.

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 - ⁶ Hale, Jon, and Robert Chase. "Opinion: Where are America's memorials to slavery?" CNN. July 09, 2015. Accessed June 5, 2017. <http://www.cnn.com/2015/07/03/opinions/hale-and-chase-breaking-the-cycle/index.html>
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